



DARE 2 WEAR

Project plan

Working with the next generation to inspire up-cycling, individuality and crafts.

Delivered by the Dare 2 Wear Project team at Lancaster University.



D2W

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1. Summary and Overview

‘Often when you think you’re at the end of something, you’re at the beginning of something else’. - Fred Rogers ¹

This quote by Rogers outlines the very ethos our team stand by and highlights the overall message we are trying to convey throughout the entirety of our project; to not see a particular thing in just one light, but that everything we use can have multiple purposes.

Our creative education company ‘Dare2Wear’ aims to focus on the matter of waste, specifically clothes waste, and how we can provide a solution to this issue in an educational and creative way. We aim to work with upper primary school children, as the period of transition between primary and secondary school is when they are most impressionable, thus allowing us to teach our company’s values in a way that’ll be long-lasting.

Our decision to work with a school began by contacting the Lancaster University Student’s Union and their school’s partnership, in which two of our team members are already a part of. Our previous experiences and connections to this programme have allowed us to swiftly gain communication with local schools, and secured us with Ridge Community Primary School, with the assistance of LUSU.

After researching the education system and its social affects, it is evident that in the process of moving from primary to secondary school, there is a major stress on the development of confidence and self-

<https://www.goodreads.com/quotes/215467-often-when-you-think-you-re-at-the-end-of-something>

appreciation. In a report, published in 'School Psychology International', it comments on how "the transition from primary to secondary school is regarded as one of the most difficult in a pupils' educational careers"², which led Dare2Wear to not only address the issues of waste and recycling, but also to address issues of identity and confidence. By educating children before they reach secondary school, we are setting them up with correct attitudes to carry through their later educative life.

Incorporating the aforementioned factors, and maintaining our ethos and aspirations, the aims we have formulated as a basis for our project are as follows:

- 1. To educate a younger generation about the problems of waste and the importance of recycling**
- 2. To reduce clothes waste in our community**
- 3. To encourage long-lasting creative methods for recycling and up-cycling**

With these intentions in mind, it occurred to our group that within the education system there is a lack of creativity when it comes to teaching youth about recycling, and methods we can take to achieve a more sustainable life. From this, we concluded that we should run a two-part workshop with the school children. Firstly, we will be teaching children about the impact waste has on our environment and the importance of recycling. Secondly, will be the creative outlet, using recycled clothes and demonstrating how the children can up-cycle their garments in a personal and artistic way, giving the item new life. We want to use recycled clothing in the workshop, therefore we came to the conclusion

² <https://journals.sagepub.com/doi/10.1177/0143034303024001010>

that we would host a clothes haul in order to gather unwanted clothing from the local community, and repurpose them for a beneficial activity. The development of the clothes haul was manufactured through communications with LUSU and Lancaster City Council.

The above aims, issues and intentions will be best resolved by researching into local and national statistics for recycling and waste, and exploring ways in which our community already partakes in the depletion of excess waste. Another aspect to focus our investigation on, is the ways in which our local community interact with the efforts to increase recycling, and whether or not they respond well to these. This subsequently provides key information for our company to evaluate and consider in order to formulate a child-friendly platform for a multifaceted workshop.

This project proposal will explore in detail the specific elements of establishing a successful process, whilst achieving our objectives and aspirations, which will culminate in a final event to help benefit the community in a multitude of ways.

The following section covers the Dare2Wear team as individuals and why our skill sets will enable us to provide a successful and well-informed school's workshop.

2. Dare2Wear Project Team

2.1 Ross Davies – School Coordinator and Head of Logistics

Ross' role is to coordinate, organise, manage, create and teach the schools section of the project. Ross will has previous experience working for LUSU in their schools partnerships programmes. Working with LUSU schools coordinators has given Ross specific contacts for getting into schools where previously there could have been an issue. Chairing the Fine Art degree show and curating exhibitions, means Ross is aware of the logistics involved in putting an event together. Ross will also be ensuring that our project is sustainable, risk assessed and that all the relevant safety checks are completed. In this project he will be applying his organisational and creative skills along with his professional training, which will allow for a competent and successful delivery of this project.

2.2 Nathalie Brockmeyer-Jones – School Coordinator and Event Planner

Co-ordinating the school's section of the day requires previous hands-on experience working with schools and children. Nathalie has years of experience or working with children, which has given her valuable organisational and time planning skills and demonstrates high levels of trust and responsibility. One of her previous experiences includes working on schools-based projects through LUSU (Lancaster University Student's Union) where she worked as a facilitator on the LUSU's School Coordinating team for their 'Be the Change' and 'Democracy' workshops. Nathalie has been part of several of these days, allowing her to understand what it takes to make a successful workshop for school's children from different backgrounds who may require additional needs. Moreover, Nathalie

worked as an Au Pair in Germany for 3 months in 2017 giving her further knowledge on the best way to keep children interested, well behaved and enthusiastic – she has been a key figure in planning the schools day.

2.3 Lucy Gonnella – Head of Market and Business Research

With 3 months experience of market research for leading advertising agencies; J. Walter Thompson (JWT London) and Avrett Free Ginsberg (afg& London), Lucy is an ideal person to conduct market and business research. During this time, she worked on projects for big companies such as HSBC and Purina giving her knowledge on how successful companies conduct research and how to use this research to establish gaps in the market. She has been a key member in determining Dare2Wear's USP. Moreover, being an executive member of both the LICA Degree Show 2019 Committee and Lancaster University Women's Hockey Club she is experience in organising and collecting information to pass on to relevant teams. In addition to having relevant and useful work experience, Lucy's fine art and creative background has also enabled her to contribute to the development of the project idea and in the running of the clothing workshops.

2.4 Caoimhe Copley – Marketing and Publicity Manager

As a final year Fine Art student, Caoimhe creates a lot of her artwork online with a digital medium, thus making her the ideal person for the team role of Marketing. She creates artwork surrounding her social media presence, which is a large benefit for the Dare2Wear team as we aim to develop our own Facebook page to promote the first stage of our enterprise endeavour. Although Caoimhe does not

have extensive experience within Marketing, she is a member of the marketing team for the Fine Art Degree show 2019, proving her enthusiasm to accept the challenge of learning and developing as Marketing Manager. She has experience within the retail sector, which has given her valuable communication and teamwork skills, which we feel will also benefit the team.

2.5 Hannah Downing – Budgeting and Finance Director

Hannah is a third year Fine Art student working as the financial and budgeting manager on the Dare2Wear project. Previously, Hannah has successfully organised the finances for an art exhibition in a gallery space in Bendigo, Australia, where she studied abroad for a year. Alongside her artwork, Hannah runs a small yoga business in which she must track her income and outgoings, meaning she has had prior experience with budgeting, using excel, and balancing expenditure. Hannah has also had experience working with year 7 children within the art department of a school, where she taught a small group of pupils in a drawing task, meaning she has a plethora of transferrable skills to use towards this enterprising project.

2.6 Euan MacDonald – Creative Workshop Coordinator

Organising the workshop for the school children necessitates a professional manner with a child-friendly approach to any and all activities, and also strong knowledge of handling clothes. Our team member Euan attains all of these assets, and is why he was chosen to act as Team Leader for the activities part of the workshop. He also has experience with managing a fast paced schedule, ensuring a proficient and successful day as he previously worked on a charity photo-shoot with The Brain

Tumour Charity, thus, Euan will be able to transpose these skills to our workshop. As Euan is in charge of the project plan, his experience with being Secretary for Lancaster University's Cheerleading Society will be beneficial to this role, as he has prior knowledge with logistics and organising events through platforms such as Excel.

3. Market Research Report

3.1 Strategic Purpose

The purpose of our project is to provide families in the local area with knowledge on recycling and up-cycling. Our aim is to introduce them to sustainable behaviours that they will keep up for longer than the immediate few weeks after the workshop. A major vision of the Dare2Wear team is to set up a teaching platform that will hopefully be able to run each year with the support of local schools and LUSU. If this vision was implemented it would guarantee that children growing up in the local area would grow up environmentally aware, which would have a positive effect on the local community. Thus, our current and immediate mission is to set up this skeleton, run the workshop day successfully and receive positive feedback from the school, the children and their families.

Whilst we have these great visions and aims, none of them would be achievable without our unique set of creative skills and ideas. With each team member being from a Fine Art background we hope this will differentiate us from other workshops on recycling. By adding a creative spin and providing the children with a memorable activity and item to take away, this will in theory realise our aim of having a long-lasting effect on the children and families of Lancaster.

Moreover, whilst increasing people's knowledge on recycling and up-cycling remains our key objective, we also hope to teach the children about confidence before they enter secondary school. On entrance to secondary school "children develop a sense of self-esteem and individuality, comparing themselves with their peers" along with this "they can lose confidence in themselves and slip into negative

behaviour patterns”³. From personal experience and online reports, it is evident that this transition is a key factor in a child’s personal development and their attitude towards the following years of school. Dare2Wear hopes that by teaching children about individual style and creativity we will bring them self-confidence and eliminate pressures to have the latest brands.

To summarise, the Dare2Wear team anticipate that by teaching local children about recycling and up-cycling we will not only improve their post-purchase behaviours but also demonstrate how self-confidence can be achieved through embracing creativity and individual style, assisting them when they enter secondary school.

3.2 Key Beneficiaries

Dare2Wear’s target market and intended beneficiaries include the children of Ridge Community Primary School, specifically those in their final year of primary education, their families and the local Lancaster community. We hope that by teaching the children about environmental sustainability and the reusable nature of clothing that they will bring these ideas home to their parents and siblings. Moreover, outside of the Dare2Wear team’s core visions of teaching about sustainability and self-confidence we also hope the day will be fun for the children and that they will benefit from doing a workshop they wouldn’t normally have a chance to do.

³https://www.jstor.org/stable/pdf/1602703.pdf?casa_token=AAU8_XN9Ly0AAAAA:aTZGm1MAU1SdZNu0vCVEHmUGmbRao-AYDOGs4TaTCfCzCbu6qlw4citVilbnU-vgVHntfoIPBqsVt9P0RWYIX1Q4rgBLvMvTj0xMUsGWsUapD5Q4HyeS

In theory, if these habits stick, local charities will also begin to benefit from this project as more and more people will be looking to buy clothing that is second-hand. In addition to this, hopefully more families will also be donating to charities which will assist in keeping the local charity shops active and in business.

3.3 Market Research

3.3.1 Local Waste Statistics

The project surrounds the idea of environmental sustainability and solutions to promote sustainable habits in the local area. By conducting market research, we are able to demonstrate why we think up-cycling will be a successful solution to the growing problem of environmental destruction and waste using relevant evidence and statistics. Moreover, we are also able to use this research to conduct a well-informed and accurate presentation for the children of Ridge Community Primary School.

A key element of our market research surrounds discussing the environment on a local scale, as we believe even though environmental issues are always heavily discussed in the media, due to their global scales and gigantic numbers they can often seem incomprehensible or get lost among the many millions of other statistics. We wanted our research in this report to be more reflective of the UK, the local area and on clothes waste itself so that we could pinpoint Dare2Wear's Unique Selling Point (USP) and how our solution fits the local community.

One of Lancaster City Council's continuous aims is to retain and build upon the districts reputation of being "clean and green" ⁴. In 2016 and 2017 they carried out a series of roadshows to "to offer information, advice and top tips on how everyone can do their bit to reduce, reuse or recycle as much waste as possible" ². Interactive events like this have inspired our project as they demonstrate connectivity among the community and a new 'hands on' approach to talking about the environment.

In terms of facts and figures, according to the Lancashire City Council, the rates of household waste sent for reuse, recycling and composting have in general been improving due to "sharp increases in Landfill Tax" making traditional forms of landfill disposal more and more expensive ⁵. During 2017 and 2018 the Lancaster district household waste reuse, recycling and composting rate was measured at 35.6% ³, this figure demonstrates that Lancaster was not the worst in the Lancashire area, yet a large step behind Fylde measuring at 47.5%⁶. Whilst the Dare2Wear team acknowledges we will not be able to bridge this gap overnight, we hope that overtime by promoting sustainable habits amongst children, we will see an increase in our rates of recycling, reusing and composting. Moreover, one statistic that Dare2Wear specifically aims to tackle is the percent of residual household waste produced per household. Residual household waste refers to waste that has been sent to landfills due to the fact it has not or cannot be "recycled, reused or composted" ⁷. In figure 1, a hierarchy created by Veolia, "the

⁴ Lancaster City Council End of year review 16/17

⁵ <https://www.lancashire.gov.uk/lancashire-insight/area-profiles/local-authority-profiles/lancaster-district/#Env>

⁶ <https://www.lancashire.gov.uk/lancashire-insight/environment/household-recycling-municipal-waste-and-fly-tipping/>

⁷ <https://www.copybook.com/glossary/residual-waste>

UK leader in environmental solutions”⁸, it is evident that Landfills are the most detrimental to the environment and that Dare2Wear’s concept of reusing will be beneficial to the local community.

Figure 1: Veolia’s residual waste solution hierarchy⁹



The Lancashire-12 area’s residual household waste per household was measured at “572.9kg was well above the England average of 543.6kg”⁴ and as Lancaster city is part of this statistic we believe it is an important figure to address. Dare2Wear seeks to tackle this number by implementing the prevention and reduction of clothing that ends up in landfills by process of reusing them.

3.3.2 Fast Fashion and Environmental Impact

In addition to researching local waste management and statistics it has also been important for the Dare2Wear team to understand how clothing contributes to the waste that ends up in landfills and what can be done to specifically reduce this.

⁸ <https://www.veolia.co.uk/westberkshire/about/who-we-are>

⁹ <https://www.veolia.co.uk/westberkshire/waste-services/residual-waste>

One key issue our project seeks to tackle is the growing rise of 'fast fashion'. Fast fashion "is an approach to design, creation, and marketing of clothing fashions that emphasizes making fashion trends quickly and cheaply available to consumers"¹⁰. It is clear from research conducted on shopper trends and the longevity of clothing that fast fashion increases the rate in which consumers are discarding clothes and contributes massively to fashion's environmental problems.

Looking at a report released by WRAP (The Waste and Resources Action Programme), a world leading UK charity that "works with governments, business and communities to deliver practical solutions to improve resource efficiency"¹¹, we have been able to understand the sheer scale of clothing waste and what solutions are effective.

WRAP's 3 core values are:

- re-inventing how we design, produce and sell products,
- re-thinking how we use and consume products, and
- re-defining what is possible through re-use and recycling¹²

¹⁰ <https://www.merriam-webster.com/dictionary/fast%20fashion>

¹¹ <http://www.wrap.org.uk/about-us/about>

¹² <http://www.wrap.org.uk/about-us/about>

Throughout the project we have sought to reflect on these values and WRAP's findings as we believe they are very important when thinking about sustainable and effective solutions for environmental waste.

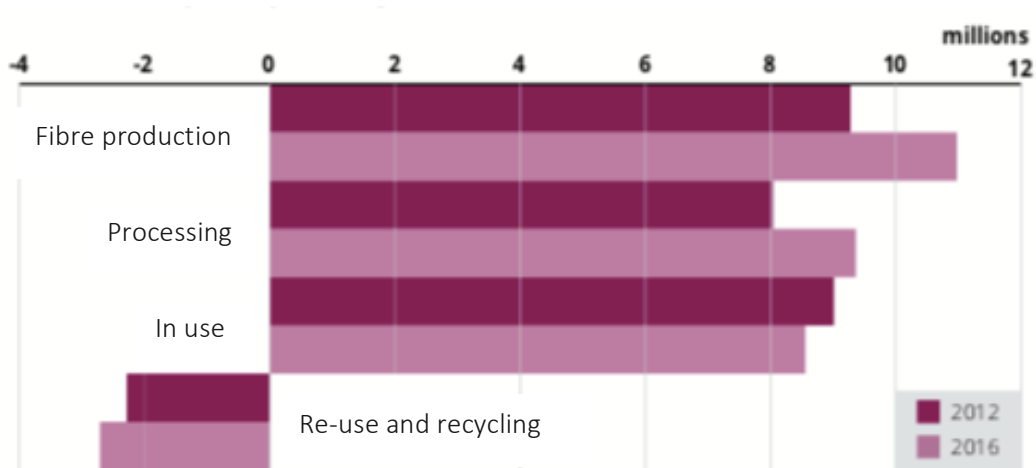
WRAP's report; "Valuing Our Clothes: the cost of UK Fashion", was released in July 2017. One of their key findings was that whilst there is an increase in the amount of clothes being designed and produced in sustainable ways, "there is a risk that these improvements could be undermined by a rise in the amount of clothes being bought"¹³ and discarded after a short period of time. According to the report the value of unused clothing left in people's wardrobes around the UK is estimated at £30 billion, moreover, it is also estimated that "£140 million worth of clothing goes into landfill each year"¹⁴ – thus indicating not only an environmental impact but also a monetary one.

In addition to the disposal of clothing having an environmental impact, "the highest contributor to the carbon footprint of clothing is the production of fibre through polymer extrusion or agriculture"¹⁰. In 2012, the total footprint of clothing in use in the UK was 24 million tonnes of CO₂, this figure has risen dramatically to 26.2 million tonnes in 2016¹⁰. By looking at the graph in figure 2, we can see how recycling and reusing clothing will reduce CO₂ emissions created from clothing in the UK.

¹³ http://www.wrap.org.uk/sites/files/wrap/valuing-our-clothes-the-cost-of-uk-fashion_WRAP.pdf

¹⁴ <http://www.wrap.org.uk/content/clothing-waste-prevention>

Figure 2: Carbon footprint of clothing in the UK (million t CO₂e) in 2012, and in 2016, by life cycle stage

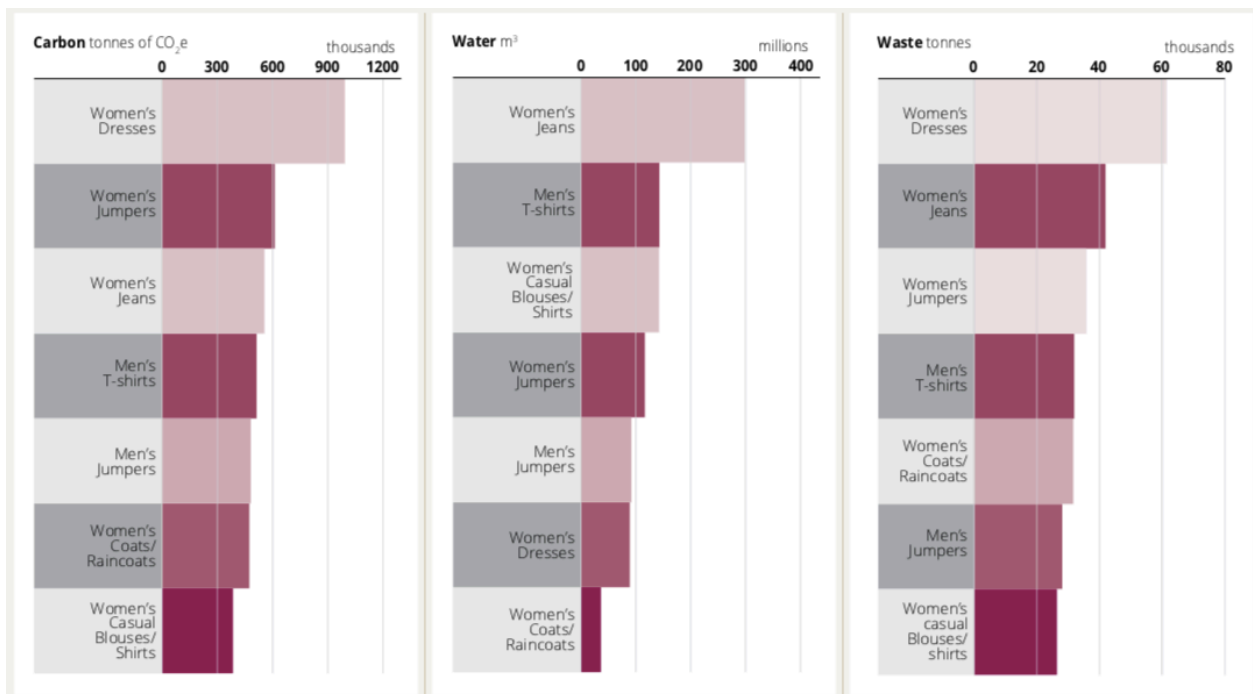


Whilst CO₂ emission is one negative factor of mass clothing production, water use is also a growing problem. The current water footprint of clothing active in the UK (including the water consumed making clothing for the UK overseas) is 8 billion m³ of water¹⁵. “The greatest quantity of water is used during the growing and production of fibres, [...] coloration and fabric finishing”¹². Countries that now supply more of our cotton are “more likely to suffer severe water stress”¹² – which means they have a problematic ratio of the water they need to the water they have available. Countries who produce large amounts of clothing for the UK have extremely high water stress at levels, this includes India at 80.2% and Pakistan at 73.6%.

¹⁵ http://www.wrap.org.uk/sites/files/wrap/valuing-our-clothes-the-cost-of-uk-fashion_WRAP.pdf

In addition to waste produced at the end of a piece of clothing's life, physical waste is also produced in the making of clothes, this waste is referred to as 'supply chain waste' – in 2016 the supply chain waste for UK clothing was estimated at 800,000 tonnes¹². Figure 3 demonstrates the above statistics and research about waste, CO₂ and water usage.

Figure 3:



WRAP concluded that:

“Overall, despite improvements, carbon emissions are higher due to the increase in the total amount of new clothing being bought”¹⁶

¹⁶ http://www.wrap.org.uk/sites/files/wrap/valuing-our-clothes-the-cost-of-uk-fashion_WRAP.pdf

WRAP is not the only organisation to investigate the effects of fashion on the environment. Green Peace released a report on fast fashion in 2016 which concluded that to save the environment “the simplest step we can take is to wear our clothes for longer”¹⁷. Greenpeace suggested that looking after clothing better, repairing clothing, restyling, reinventing, swapping with friends and passing them on would have dramatic impacts on reducing environmental damage and that solely by “doubling the useful life of clothing from one year to two years” we would reduce greenhouse gas emissions over the year by 24%.

Both these reports confirm Dare2Wear’s place in the market and why our project is relevant.

3.4 Similar Projects, Campaigns and Businesses

It has been important for the Dare2Wear team to look at how other business and projects have tackled similar issues and what has been successful and unsuccessful.

3.4.1 Love Your Clothes

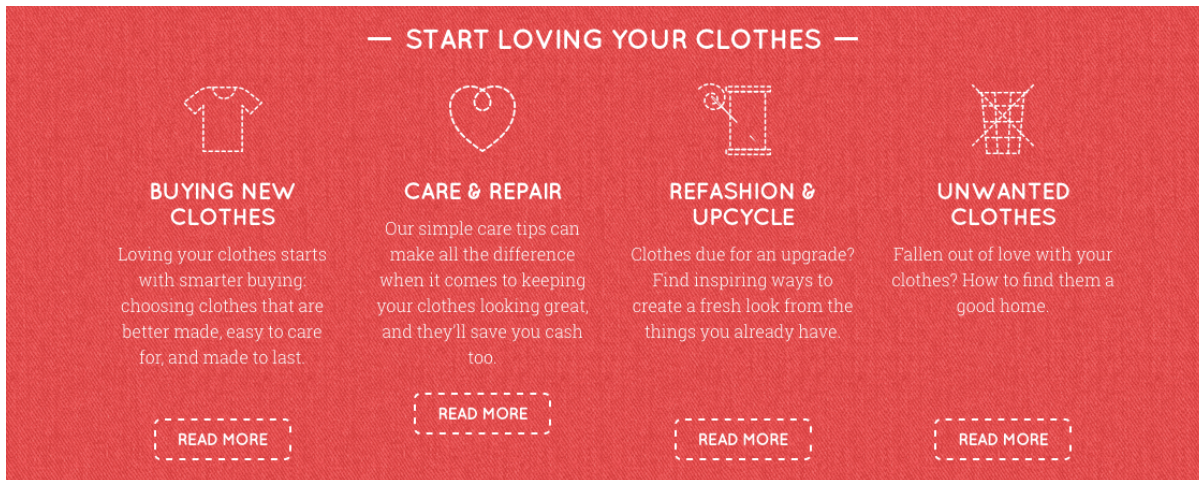
Love Your Clothes is a UK campaign launched by WRAP in 2014 to help change the way “consumers buy, use and dispose of their clothing”¹⁸. Their overall aim is to tackle the environmental impact of clothing in the UK with the ultimate theory that no clothes should end up in landfills even small items such as socks. Love Your Clothes encourages people to buy durable and easy to look after clothing,

¹⁷ <http://www.greenpeace.org/norway/Global/norway/Milj%C3%B8gifter/Dokumenter/2016/Fact-Sheet-Timeout-for-fast-fashion.pdf>

¹⁸ <https://www.loveyourclothes.org.uk/about/what-love-your-clothes>

teaches you how to fix and up-cycle your clothing, encourages second hand buying and selling and promotes the correct disposal of clothing and textiles.

Figure 4: Screenshot taken from the Love Your Clothes website demonstrating the services and information they provide ¹⁹



Besides being an information and teaching platform, Love Your Clothes also has a forum where the public can share new designs they've made and top tips on up-cycling. This is a useful feature as it opens the practice of upcycling up to people of all levels of skill even those just learning to sew.

In looking at the Love Your Clothes Campaign the Dare2Wear team hope to have similar, easy to understand workshops for the children of Ridge Community Primary School and also encourage a sense of community when it comes to swapping and selling second-hand clothes.

¹⁹ <https://www.loveyourclothes.org.uk>

3.4.2 Bristol Textile Recyclers (BTR)

Bristol Textile Recyclers, founded in 1972, is a family run business who's aim is to lower the amount of clothing and textiles that end up in landfills. BTR divert 20 tonnes of clothing and textiles daily by purchasing charities' unsellable donations and resourcing and recycling them²⁰. They believe in repurposing resources and on their website offer chances to sell to them and buy from them.

BTR's service "Cash for Clothes" offers the general public a place to make money from their unwanted clothing and materials – an incentive that has proven highly appealing and successful. People are more likely to dispose of clothing properly if they have a chance to gain money thus lowering the amount of clothing in landfills.

Along with helping local charities BTR also works with schools to teach primary school children about recycling. They lead school assemblies where they discuss what can be recycled in general such as cardboard, plastic and glass, then focus specifically on clothes – this structure is similar to the Dare2Wear team's school plan. BTR then sets up a clothes collection day which encourages children to bring in as many old clothes in as they can – after a total of 500kilos is brought in by the school, every kilogram after then earns the school 50p towards new equipment and facilities. Moreover, besides hosting an assembly, clothes haul and fundraising, BTR also bring the children to the factory to show how the clothes they donated are organised and what is recyclable and reusable. This hands on and interactive few days makes the events memorable for the children – this is something we hope to

²⁰ <http://btr-ltd.co.uk/about-us/>

achieve in our school workshop day in order to encourage habitually sustainable actions rather than just one of recycling.

3.4.3 Patagonia Worn Wear

Whilst both Love Your Clothes and BTR operate in the UK it is also interesting to look at how global and larger companies are attempting to fight fast fashion. Patagonia, an American clothing company that specialises in outdoor wear, created Worn Wear in an attempt to keep their clothing more sustainable and out of landfills. Similarly, to conclusions reached in other fashion sustainability reports, Patagonia believe the best thing we can do for the planet is encourage people to get more use out of the clothing they already own and cut down on overconsumption.

Worn Wear is a market place for exchanging and purchasing. Once finished with a piece of Patagonia clothing you can send it off to Worn Wear and in exchange you will receive a monetary voucher to spend on the Patagonia website. With your old clothing the company then repairs and remarkets it on the second-hand section of the Patagonia website or if unable to resell, recycles of the material properly.

Furthermore, Worn Wear's USP is that they encourage the sharing of 'clothing stories'. They believe each garment has travelled, had adventures and has individual stories – when exchanging clothes, they urge people to share their individual story with the item so that when it is resold people can trace where the item has travelled. This adds a personal and intimate take on up-cycling and recycling rather than it being a simple monetary exchange. They also post various videos on the website documenting

people's adventures, personal stories and personal visions whilst wearing their Patagonia from all around the world.

3.5 Unique Selling Point (USP)

In conducting market research and looking at what makes other organisations, projects and campaigns successful we have been able to denote where Dare2Wear fits into the market and where we stand out from the crowd.

One of Dare2Wear's unique selling points is that we are all from a creative background, we are able to bring personal skill into our ideas and into the practical workshop to ensure it is memorable for the kids and that they actually make something wearable. If we hosted the workshop with no creative skill we would be at risk of the children coming away with clothing that does not demonstrate the power of up-cycling positively.

Moreover, the fact our workshop is hands on will make it interesting and memorable. A lot of talks on recycling that include solely facts and figures go over children's heads and thus have no long-lasting effect. By hosting a practical workshop, we are able to not only leave them with an experience to remember but also with something to talk about to friends and family— hopefully spreading awareness of up-cycling outside Dare2Wear's immediate reach.

In addition to these two points, the fact the Dare2Wear team is focusing on such a local area means we can give specific numbers and show specific areas where the Lancashire District and Lancaster City

Council can benefit from our project. It would be difficult to host such an effective day if we scaled up too big, thus we think this will enable us to truly influence the local community.

4. Programme of Activities

4.1 Clothes Hauls: Campus, 12th of February 2019, Alexandra Square.

We have a market stall from LUSU purchased for £20, which will be set up by LUSU employee's before 10am. Our stall will run over 7 hours, and we will hand out flyers so those who live on campus have time to go back to their accommodation to collect clothing to donate. We will ensure there are always 2 members of our team on our stall at each given time, ensuring that there will be one member to talk about our project and hand out leaflets, and another managing clothing donations.

4.2 Clothes haul: Town, 16th of February 2019, Market Square, Lancaster.

We have managed to secure a market stall through the Lancaster City Council, and will be there from 9am to 4.30pm that Saturday. This will allow 7.5 hours for people to donate clothing and find out information about our project. The Town clothing haul is important as it is a chance to receive clothing off people who aren't students and have young children's clothing to donate. A variation of clothing will mean a more variable range of size available for the children to pick from at the school workshop.

4.3 Schools activities day: Lesson, 1st of March 2019, Great hall complex

4.3.1 Icebreaker Introduction

From Nathalie's experience with LUSU's schools programme, she has found that the best way to get the pupils actively involved in conversation and set their minds up for discussion is to hold an

icebreaker activity. Without this, often pupils can be hesitant to talk to the workshop facilitators. To keep the icebreaker on topic, we will relate it to recycling. The icebreaker activity will also give them their first chance of improving their English language skills, as they personally introduce themselves encouraging them to speak clearly and audible, coordinating with the National Curriculum ²¹ for improving English Language. The kind of icebreaker we will run, will be a 'bingo' themed game [See Appendix 5].

4.3.2 PowerPoint presentation

The PowerPoint presentation is one of the most important parts of the day as it will give the pupils information on not just recycling but also up-cycling. Here children will be introduced to the method of upcycling, and the benefits of it [See Market Research]. We will be making the presentation interactive; asking the pupils questions and allowing them to ask questions too. This will be a chance for them to expand their spoken English skills, and tests them to listen and take in facts which links into the National Curriculum. The Presentation will discuss recycling issues, explain recycling statistics from the local area and teach the children the impact that upcycling their clothing would have on the local community. We will allow 30 minutes for the presentation; however it is more than likely that half that time will be allocated to answering questions as well as interacting with the pupils encouraging them to discuss their views. The presentation will primarily contain the information that is most necessary including information found in our Market Research.

²¹ https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study?fbclid=IwAR3DfCibakvUawmLEMVGU_o8EgMbe6IUfmhBgnxjWE2hCNm3L71kn3LnxVs

4.3.3 Group Activity

The group activity will take part after the lesson and will be a chance for students to evaluate what they have learnt. The pupils will cohort into groups of 8-9 Students per team facilitator [dependant on number of student's truant]. Each facilitator will manage a group, with one Co-ordinator present to float around the groups starting discussion points and asking each group what they have discussed. Each group will be given a sheet of paper where they can write different ways of Up-Cycling clothing [See Appendix 4], and different items they can think of in their house that can be upcycled. These ideas will be shared with as a class before they resume for a 15-minute break.

4.4 Schools activities: Workshop, 1st of March 2019, Great hall complex

As there will be roughly 50 students, 4 of our team members will split up and lead around 10-13 students each in the creating part of the workshop, with the leader of the workshop Euan. Euan will be monitoring all the groups, checking up on the team members, teachers and schoolchildren, whilst the other free member of the Dare2Wear team will be monitoring health and safety.

The workshop will be split into 4 significant parts:

- Introduction to the workshop
- Designing a garment
- Making the garment
- Cat Walk.

At the end of the day the Dare2Wear team will conclude with a concluding speech, reminding the school of why up-cycling is useful and relevant, and to thank the participants before they leave.

4.4.1 Health and Safety talk

To ensure a safe and successful day, our Dare2Wear team will be monitoring the children the entirety of the workshop and will utilise the training we have acquired to maintain a safe working environment. However, to guarantee that the children are aware of potential hazards we will give a brief 10-minute Health and Safety talk, led by Euan highlighting the points that could endanger the children as found from our research [See Risk assessment].

4.4.2 Designing the garment

The students will be arranged into groups, each given colouring pencils and pens to share amongst themselves. To ensure all pupils are treated fairly, the coordinator will give out an item of clothing to each pupil – either a T-shirt or Jacket. Pupils will be given a template to design their outfit on, this will be a chance for them to see all the possibilities that come with up-cycling a simple t-shirt. Pupils will be encouraged to discuss their design ideas in their groups by the group facilitator. They will be prompted to be as creative as possible but remain time realistic. If problems arise, we will encourage them to independently find a solution. We will allow the design workshop 30mins before breaking for lunch.

The activity will take place between 11.15-11.45am, during this time there will be no practical work on the clothing, it will be mainly brainstorming.

4.4.3 Practical workshop

The practical workshop will be the longest activity of the day, and what the entire day leads up to. The workshop will run after lunch, between 12.30-1.15pm after the children have let off some steam during their lunch break. We will arrange the cohort back into their groups and allow them to bring their designs to life. Team coordinators will encourage teachers to join in and help the students create their garments as they are positive role models familiar to the pupils and with some pupils also being more comfortable approaching them for assistance. All 6 of the facilitators will be present in the room however only 5 will float around the room providing help to the pupils if needed. One person will manage the glue-gun for health and safety reasons [See Risk Assessment] as it needs to be ensured that no pupils come in contact with hot glue. We will have to be vigilant in helping those who are struggling more than others, however only guide them slightly as it would take away from the overall objective of the day.

4.4.4 Catwalk

The catwalk will be an opportunity for students to show off the creations they have made.

We will be doing the catwalk in the Jack Hilton room – which will be set up while the children are on their lunch break. During the catwalk we hope the children reflect and appreciate the creative skills

they have, leaving with the knowledge on how to up-cycle their clothing in the future. The catwalk will hopefully inspire individuality and confidence [See Appendix 6] in each pupil and end the day off on a highpoint. We will make sure the catwalk will take place in a fashionable manner organising pupils into pairs and making sure each pair has approximately 20 seconds to walk down the 'Runway' showing off their finished creation. As it is estimated there will be 50 pupils, there will be 25 pairs, however if there is an odd number of pupils present one pair can be a group of three.

4.4.5 Concluding the day

Concluding the day will be vital when evaluating the success of the day. We will sit all pupils down after the catwalk and go over what they have learnt. Before this takes place the leading member of teaching staff from The Ridge Community Primary School will be given an in-depth evaluation sheet of how they felt the day went, including how it met their expectations, what went well and improvements. While the teacher fills in the form we will pass around 'Smiley Face' surveys [See Appendix 1] for the pupils to fill out, which will be a quick way of gauging how the children felt about the day. We will conclude by asking the children if they have any further questions how recycling or even University.

5. Sustainability

The sustainability of this project is just as key to the success of the event. One of our main aims and objectives of the project is that eventually it could become a continued project taught by the university to encourage following year groups to develop the same environmentally sustainable habits.

This project looks to have a direct impact on the Lancaster and surrounding communities. The intention is to raise public awareness through active marketing campaigns and events to collect donations of clothes. We have devised three main areas in which the project can be sustained and continued after our pilot event.

These include:

- Passing the project on to LUSU and local schools
- Giving leaflets to parents
- Providing teaching plans and packs for teachers at the school

5.1 Passing the project onto LUSU (see Appendix.)

Due to our already existing contacts with the staff and colleagues at LUSU, we have been able to work very closely with them in the development of this project. This has been highlighted through the generosity of them willing to cover the transport costs for the school to travel to the university for the activities day. Moreover this has also demonstrated their commitment to backing the project and the potential to use this project in their portfolio of actively running projects - projects they offer to schools year on year through their partnerships.

This will be confirmed through:

- Providing LUSU with direct copies of feedback from staff and students to ensure that the project is well received and also any constructive feedback that we have had.
- Handing over all resources including activity sheets, presentation, risk assessments and teaching plans for them to use.
- Then, also inviting Nick and Mark who are the coordinators of the teaching programme at LUSU, to drop in on the day of the event to see its progress in person.

Through passing the project to LUSU to use, we would also hope that they would continue to gather clothes collections for the project and have drop off points in the LUSU building and around campus. This would be another way in which the project could continue and remain sustainable.

5.2 Leaflet for Parents and Public (see Appendix.)

Moreover, we have identified that one of the main key ways to influence a child is through the parent. Parents and guardians are in a position to actively change the child's attitude towards recycling unwanted clothing, thus parents can encourage the continuation of this at home, and sustaining the project and our values. We aim to open up a new dialogue of direct learning, because we believe that children learn best from following their parents/guardians. The leaflets we have created also contain background information on our Dare2Wear team and explains why we are holding an activities day like this. We have provided a brief description of our backgrounds because we think this is important to give context and reassurance to the parent/guardian. We have included a brief explanation of the

activities and workshop their child will be participating in. It will also contain key information about recycling issues and why we are asking for clothes donations. People who actively donate clothing to our project can look at this leaflet and see the good that is being done by them directly, also informing them further. These leaflets have been printed and will also be made available digitally to LUSU and the schools to use and distribute.

5.3 Teaching plan and pack for school (see Appendix.6)

Since we are offering this project to schools, we would like this project to be able to repeated for other local schools so that more children in the surrounding area can benefit and learn about up-cycling and environmental sustainability. In order to implement this, will be giving the school the teaching plan we have used on the day and a teaching pack for the school to take back with them.

This pack will include:

- A small selection of materials to carry out the workshop, similar to the ones we will be using on the day.
- A digital copy of all resources used in the school's day and plan for the school to print or photocopy.

6. Marketing Strategy



Our marketing strategy is closely structured by Booms and Bitner’s 7P’s Marketing Mix, focusing on the following areas: process, product, price, promotion, place, people and physical environment. A key element of our marketing strategy is surrounding the market segmentation for our project. We have chosen a young demographic of school children between the ages of 10 and 11, as we feel they will benefit most as at that age children are more likely to “develop a sense of self-esteem and individuality”²², therefore running our workshop with them will help to build on these aspects.

6.1 Process

Upon reviewing our initial Market Research, we determined that our project would be best aimed at a younger audience due to the nature of our project, specifically those aged between 10 and 11 years old. This is because children at this age are most impressionable and open to new ideas. It also became

²² https://www.jstor.org/stable/pdf/1602703.pdf?casa_token=AAU8_XN9Ly0AAAAA:aTZGm1MAU1SdZNu0vCVEHmUGmbRao-AYDOGs4TaTCfCzCbu6qIw4citVilbnU-vgVHntfoIPBqsVt9P0RWYIX1Q4rgBLvMvTj0xMUsGWsUapD5Q4HyeS

clear that it would be most beneficial to teach young students about the impact clothing waste has on the environment, as in today's society people employ a 'throw-away' culture instead of donating or mending old clothes. This is particularly evident in children who are making the transition from primary school to secondary school, due to the pressures of looking 'cool' as a way to fit in. This was also another contributing factor as to how we came to the decision to complete our creative workshop with students of this age.

Our research had one main area of concern: the throw-away society our generation now faces and the growing culture of fast fashion. We set about creating two workshops that would not only teach pre-teen students about the condition our environment is currently in but also about what they could do to help. Furthermore, the workshop will also allow them to put what they have learned into practice in a creative and exciting way: thus, birthing the idea of an up-cycling workshop and catwalk. From here we pitched our idea to the LUSU Schools Partnership. This was significant as it meant that we were able to get in touch with a school fairly quickly, enabling us to create a day-plan ready to pitch to the staff.

Alongside this, all members of our team were able to complete an online Safeguarding course, as well as securing a valid DBS check, through LUSU funding. From here we were able to draw up an on-going financial spreadsheet, detailing our budget and any funding we have applied for or received. With all of the safety preparations almost complete, it has allowed us to move onto more practical preparations. From here we have set dates on which we will host our clothes haul, as well as promoting the events. This will allow us to gather materials for the creative workshop.

In addition to this, we have researched where to source our creative materials at the most reasonable price, resulting in all of our pre-workshop preparations being complete. From here we can proceed

with planning timings and the set-up of our two-part workshop, meaning we will have completed all of the planning process prior to the event day.

The concluding part of Dare2Wear's process will be done on March 1st, which is the day of our workshop. It is here that we aspire to maintain a professional manner alongside putting on a fun and memorable day for the students, all the while meeting our team's objectives and aims.

6.2 Product

Our product has remained the same throughout the entirety of our project process thus far. In regard to our meetings with LUSU, there have been slight modifications to the location of the Dare2Wear workshop. These changes have not altered the content of our workshop; therefore, we can claim that we have not strayed from our initial concept. Our product is split into two areas from our Market Research: the educational PowerPoint presentation, which will then be followed by the fun, creative and exciting clothes up-cycling workshop.

6.3 Price

The Dare2Wear team will be working with LUSU and Ridge Community Primary School on an unpaid basis as volunteers, meaning we have no need to decide on a price. Of course, to gather equipment and resources we have a financial budget clearly tracked on an Excel spreadsheet by our team member Hannah. Even with the future possibility of making the Dare2Wear workshop an annual event with LUSU, we do not see it becoming an event which would cost the school in any way, we would like to keep it a voluntary as possible.

6.4 Promotion

We have opted to split the promotion of our creative project into two sections; prior to the workshops taking place and also during the day of the workshop. The first section of our promotion enables us to gain clothing for our creative workshop, from various forms of advertisement showcasing both of our clothes hauls in advance to the event-taking place.

Our first call of action was to create and distribute various flyers and posters, all of which will be posted around various areas within the University campus with the dates and locations clearly labelled. Our aim is to clearly advertise the two events with eye-catching colours and clearly stating our intentions along with why we are asking for donations. We hope to keep it catchy and simple so as to maintain the viewer's engagement (see fig. 5).



Figure 5: Dare2Wear Promotional Poster

We have also used the social media platform of Facebook (see fig. 2) to promote our clothes hauls to a wider audience. We are aware that in this day and age people primarily find out about events through the internet, so by duplicating our advertisements online we are ensuring we reach as many people as we can.

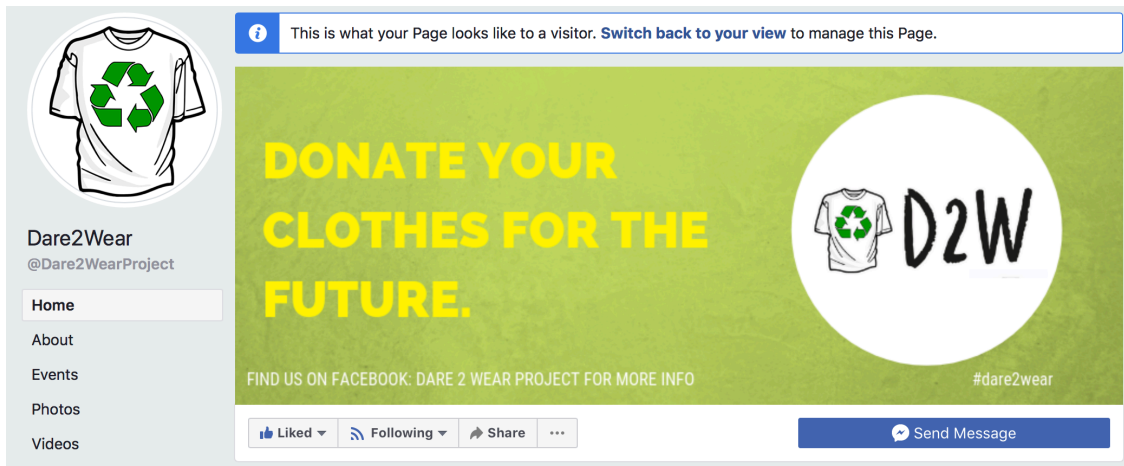


Figure 6: Screenshot of the Dare2Wear Facebook page - @Dare2WearProject

Not only have we created a Facebook page (@dare2wear), we have also created a promotional trailer (see fig. 6). This trailer will be posted to the project page, our individual profiles and also societies/sports team pages that the Dare2Wear team members are a part of. Doing this guarantees a widespread knowledge of the event.

Our final area of promotion prior to the day of the workshop is the completion of our day plan and a set of leaflets distributed to parents and members of school staff, both will be taken to Ridge Community Primary School when members of our team visit the school in the coming weeks. The day plan outlines our schedule for the day, including activities taking place. This will inform the staff of what to expect on the day. All leaflets distributed to the parents will enlighten them on the on-goings and importance of Dare2Wear's workshop, while also maintaining respectful and professional means of communication with them, prior to the event.

The second section of our promotion will take place during the day of our two-part workshop. The entire Dare2Wear team will be wearing green T-shirts as to be easily recognizable to the children throughout the entirety of the workshop. In addition to the matching T-shirts, we will each have decorated them in order to the children what is possible through up-cycling. Our aim here is to make the children feel more confident in the up-cycled garments they create, as well as allow us to present ourselves in a professional manner, and be someone that the students can relate to.

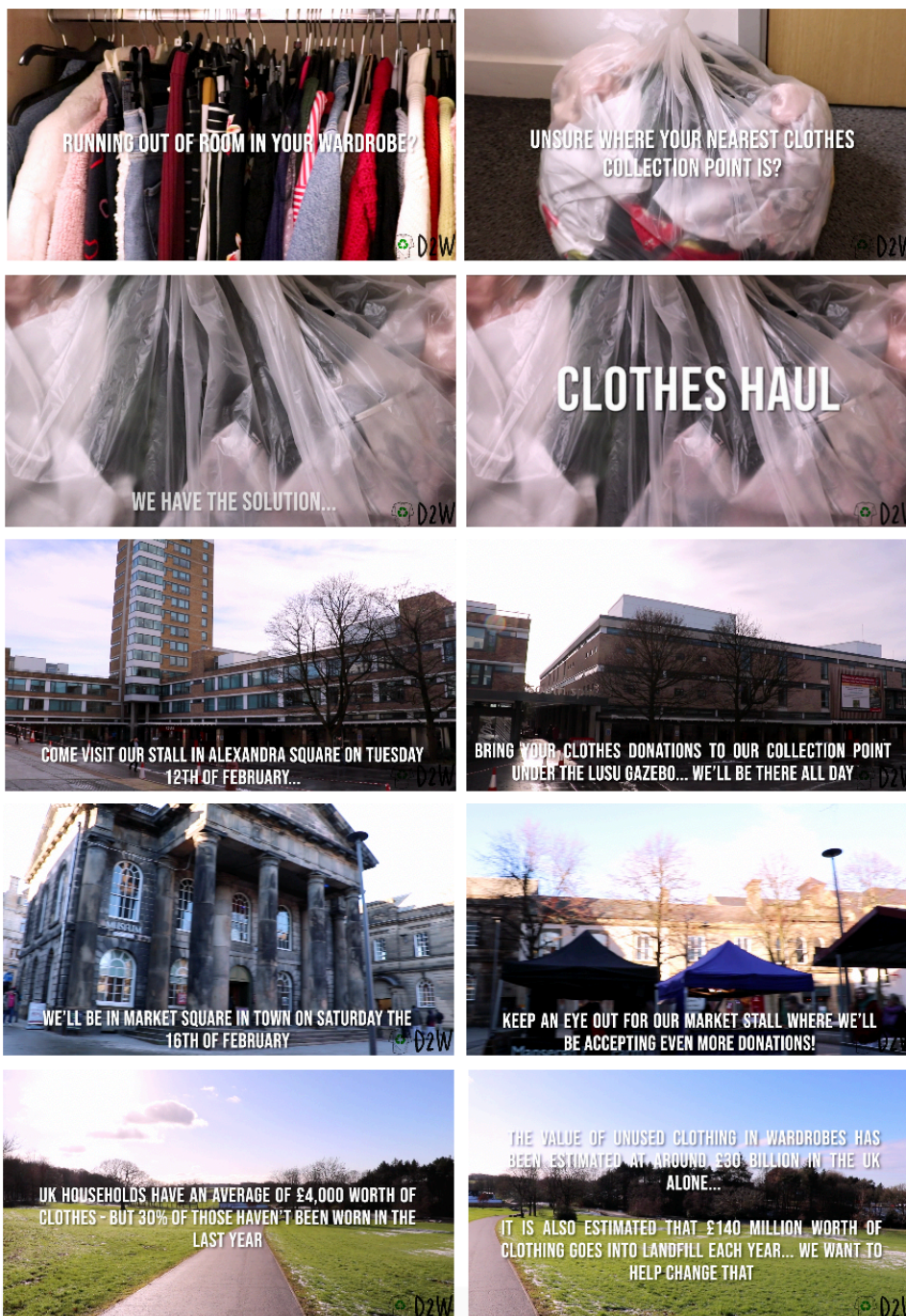


Figure 7: Screenshots from the Dare2Wear Facebook Trailer



Figure 8: Final screenshot from the Dare2Wear Facebook trailer

6.5 Place

After subsequent talks with LUSU, we came to the joint decision that it would work best in everyone's interest to hold the Dare2Wear workshop here at the University split between A35 and the Jack Hylton room. Initially we were going to travel to the school; however, upon reflection and conversation with the school and LUSU, it was decided that it would be simpler to hire a coach funded by LUSU and transport the students here, thus allowing us to have full control and range of the location for the workshop. This decision was reached as we will be able to fit all students within the two selected rooms, as well as having easy access to a projector to deliver the PowerPoint presentation. In addition to this, we will also be able to transport our creative resources without having to carry it long distances using public transport, therefore further increasing convenience. In reference to the place for the Clothes Hauls, we will be conducting these in Alexandra Square (campus) and in town.

6.6 People

In terms of the people involved in our creative workshop, it is important to identify LUSU as a major group as we have worked with them extensively to attain contact with Ridge Community Primary School.

Leading on from the above point, another largely important group of people we will be working with are the staff of Ridge Community Primary School. Members of our group – Ross and Nathalie – will be in contact with the school's staff members prior to the day of our workshop. The entire Dare2Wear team aim to uphold this professional relationship with the school during our two-part creative workshop: on the day of and also in a continuous manner after, with the aim of transforming our workshop into an annual event, as suggested by LUSU in our initial meeting with Mark Gardner.

The most important group of people we will be working with are the students of the school. The entire day will be centered around the children in year 5 and year 6, we estimate that we will be working with roughly fifty students. We hope that the first-half of our workshop will be beneficial in terms of enabling the children to gain a wider knowledge of clothes waste, recycling and how to up-cycle. This will then be put into practice in the second-half of our workshop. We aim for this workshop to stay in their minds by influencing the children to decorate and up-cycle garments. Hopefully the clothes they decorate will act as a reminder of how they have helped the environment, thus being continually beneficial even after the day has ended. The children will also have the opportunity to participate in a showcase/runway to show off their newly up-cycled garments. This will ensure that the Dare2Wear project is a memorable day for the children.

6.7 Physical Environment

Often called the Physical Evidence, the Physical Environment we will be holding our Dare2Wear workshop in will be the Jack Hylton room and A35, both on the University campus (as detailed in the Place section of this chapter). The objective behind this being that all the school needs to do is simply turn up, the rest will be our responsibility.

In relation to the clothes hauls, we have rented a gazebo from LUSU to use for our stand in Alexandra Square on campus. This decision was reached as Alexandra Square is the heart of campus, and also the main location where most students pass multiple times throughout the day, thus being the ideal location for our stand. We will also have a collection point in town as to achieve a bigger outreach than just university students.

7. Budgeting

7.1 Materials and Resources

The largest chunk of our budget will be spent on the procurement of materials needed for the workshop itself. Although most of the clothes needed for the workshop will come from donations at our clothes haul – therefore offsetting the cost of buying clothes or rags in bulk – we still need to buy decorative resources for the children to use. This includes fabric paints and paintbrushes, sequins, glue, foam, felt and fabric pens – all of which need to be non-toxic and safe for children to use (see risk assessment). These resources will be sourced from online marketplaces such as Amazon and eBay which will allow us to keep costs to a minimum when buying in bulk. These items must be good quality but as budget - friendly as possible - a range of different decorative items will be needed, as we are aware that each child will want to decorate their clothes uniquely. We also have to take into consideration the amount of resources each child will use – ensuring each child has access to enough materials to successfully decorate their piece of clothing, but with as little surplus as possible. If there are any clothes or materials left, we will be donating them to a charity shop or including them in the pack for the schools if this workshop is repeated in the future. This coincides with our environmentally friendly ethos. The total spent on materials and resources was £79.68.

7.2 Marketing

We planned to host two clothes hauls – one in Alexandra Square in Lancaster University, and one in Lancaster Charter Market in the city centre. The stall in Alexandra square will be rented off LUSU for £20 which includes a marquee, a table and insurance for the duration of the haul. The stall in Lancaster city centre would have been free, however Lancaster City Council notified us that this stall required Dare2Wear to acquire public liability insurance for up to 5 million pounds. Researching this, we found that the cheapest Public liability insurance that was available that covered us up to £5 million would have been £119 for one day. This would use most of our budget; therefore we decided that the stall was not worth the cost, and that if we needed more clothes we could purchase them in bulk from charity shops.

To promote these events, we created two Facebook event pages as documented in the marketing section of this report. Facebook gave us £15 in kind to use to boost one of the event pages – this promotes the event both to people who have previously engaged with the event page and also to a targeted selection of people within our selected age range of 18-65, living in the UK. This allowed us to promote the event past its 'organic reach'. The event we boosted reached 1042 people, however in comparison the un-boosted event only reached 873 people.

7.3 Printing

Another large percentage of our budget will go into printing the posters and hand-outs needed to advertise and explain the relevance of the clothes haul. 4 size A3, 10 size A4 and 30 size A5 posters

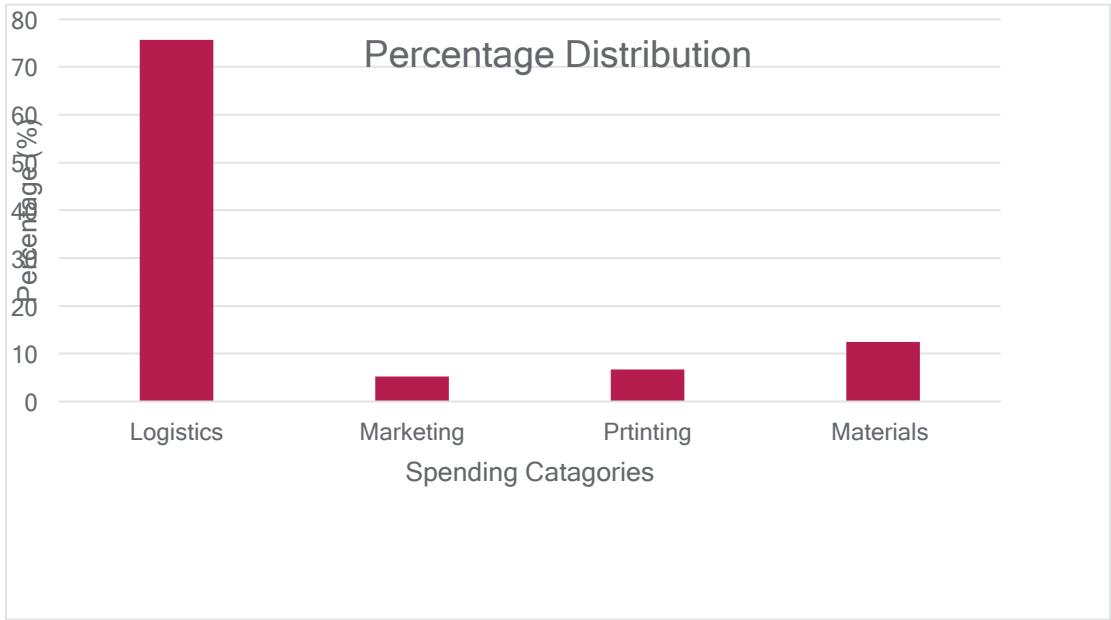
were printed for the Alexandra Square clothes haul, detailed within the marketing section of this review. These were printed from the university printers to reduce cost, which totalled £6.84. Alongside these posters, we created flyers and brochures to hand out to teachers, parents and guardians to inform them of the Dare2Wear project, what the workshop will include and the importance of up-cycling. These will be professionally printed at a higher cost - £16.55 for 290 full colour A5 flyers, and £21.25 for 120 full colour A5 brochures. This totals £37.80, which is a substantial amount of our budget however it ensures the documents look professional whilst still staying within our budget.

7.4 Budget spreadsheet

Categories	Expenses	Cost (£)	Quantity	Total Cost (£)	Total Category Cost (£)
Logistics	DBS Check	68	6	408	
	Travel	N/A	6	100	508
Marketing	Market Stall	20	1	20	
	Facebook Boost	15	1	15	35
Printing	Flyers	0.06	290	16.55	
	Brochures	0.18	120	21.25	
	Posters	Varied	44	6.81	44.61
Materials	Fabric glue	3.2	6	19.2	
	Foam shape	4.39	1	4.39	
	Felt Letters	3.99	1	3.99	
	Gemstones	4.3	1	4.3	
	Sequins	3.99	1	3.99	
	Glue				
	Spatulas	2.3	3	6.9	
	Fabric Paints	13.32	1	13.32	
	Pots	2.35	1	2.35	
	Paintbrushes	7.29	1	7.29	
	Fabric pens	2.99	6	17.94	83.67
	Total			671.28	671.28
	Funding			753	
	Sundries			81.72	

Funding	Amount (£)
LUSU	508
LICA	125
Personal Finances	120
TOTAL	753

Column1	Percentage Distribution
Logistics	75.67631987
Marketing	5.213919676
Printing	6.64551305
Materials	12.46424741



8. Funding and Finance

To fund a project like ours we had to consider applying for financial help from several sources. We wanted our workshop to be ambitious but sustainable and repeatable if necessary, so keeping the costs to a minimum was imperative. This is where the idea of a two-stage process came in; the clothes haul, and the consequent workshop with Ridge Community Primary School. The clothes haul would solidify our team's values of recycling and up-cycling whilst also reducing our material purchase costs. We would still have to acquire resources for the children to decorate their clothes with, however this would not be as expensive as buying the clothes themselves. There were also costs involved with the marketing and execution of our clothing haul - including rent of the marquee and advertisement of the haul, but we felt as a team that this strategy worked best both financially and environmentally. Our total expenditure was £148.28, and total income £245 (if we include personal finances) meaning we have stayed within our budget by £92.72. This money can be used on more resources, or as a contingency plan if anything goes wrong.

8.1 In Kind Support

A substantial amount of our overhead costs were subsidised in kind by the LUSU Schools Partnership. When speaking to Mark Gardner, he informed the group that all members must be DBS checked and must undergo level 1 safeguarding training to be eligible to work with children. Per person, each DBS application with enhanced disclosure costs £68, which would come to a total cost of £408. According to the NSPCC website, an online children's safeguarding course costs £20 per person, which would

total £120 for our group. Both of these overhead costs, totalling £528, were subsidised for us by LUSU which has dramatically reduced the amount we need to raise to fund the Dare2Wear project.

A third expense paid for in kind by LUSU was the school's transport to and from the University. Mark told us he could give the school an £100 bursary to go towards transport for all children to Lancaster University in the morning, and back to the Ridge Community Primary when the workshop ended. This saved our group £17.40 on return bus tickets to and from the school, or £43 if we were to pay for a coach to bring the children to the workshop, and it also meant we did not have to transport all of our resources and materials to and from the school.

8.2 LICA Funding

Our main source of funding we applied for was from the LICA department. They offered £125 to support our workshop, given that we could provide an itemised bill and receipts for each purchase we made in accordance to the LICA funding guidelines. We had to complete a written application detailing our budget and reasons for purchase of each item, alongside a project summary and details for why this project would 'Develop arts activities that will enable you (the team) to share and exchange your knowledge and skills'. By running this workshop, we could demonstrate our creativity as fine artists whilst also providing young people an outlet for their own imagination. The application also required evidence of 'Engaging with members of the community in Lancaster and Morcambe'. As we are working with a primary school within Lancaster, we are engaging with not only the children but the wider community of teachers, parents and guardians of these children. We will use this funding to purchase all of our resources for the workshop, alongside marketing and printing costs.

8.3 O2 Think Big Funding

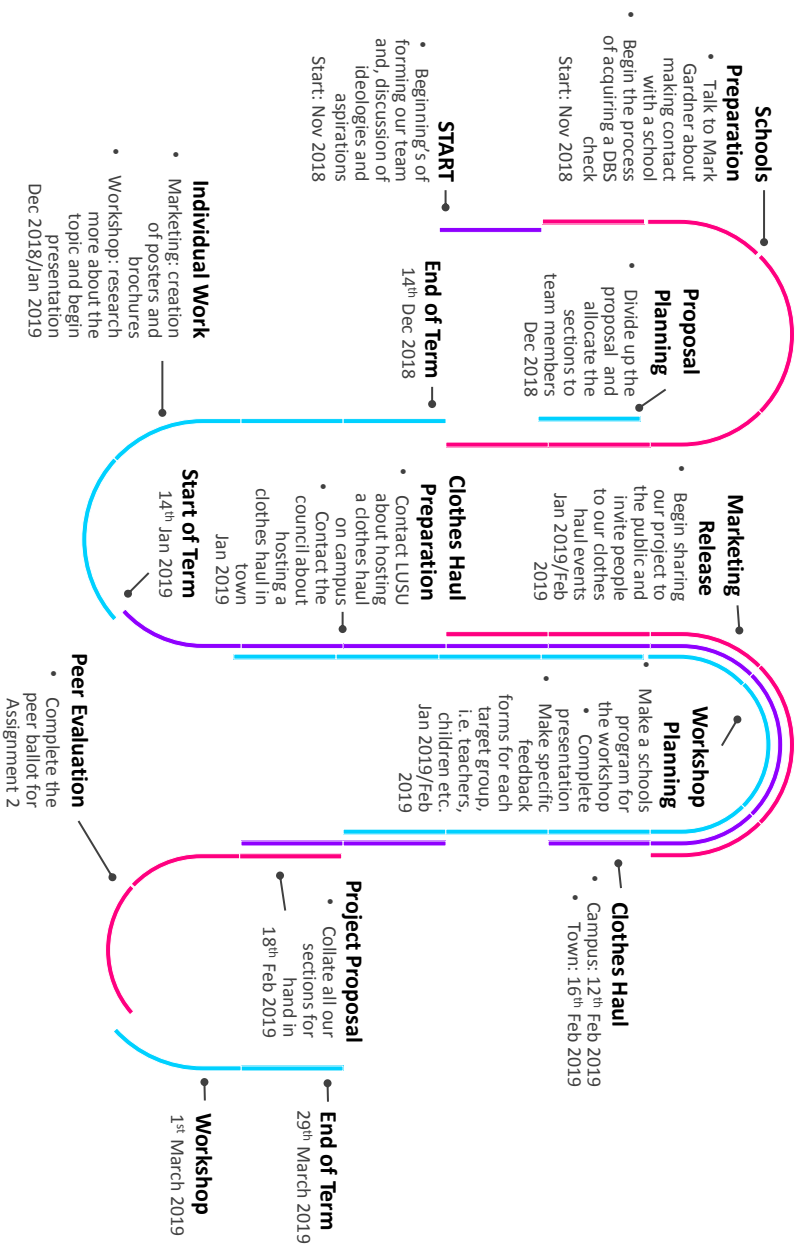
Our next opportunity to acquire funding for our project was from O2 Think Big, which offers funding for 13-25 year olds to 'help bring ideas to life'. Currently, they are offering up to £500 'for ideas that help tackle the planets most pressing environmental issues'. As our group ethos centres around tackling the issue of waste by encouraging recycling and up-cycling in young people, we applied for the funding expecting a positive outcome. The Think Big website outlines that they are looking for young people who can 'use tech for social good and encouraging innovation'. Although our project is not based around technology, we thought the workshop idea fit in well enough with the environmental side of this outline. The application was in the form of an online questionnaire, in which we had to explain our interest and engagement on the topic, alongside an indication on what the money will be spent on, and why this would help the community tackle recycling and environmental issues. Unfortunately, our application was rejected, presumably due to the fact our project was not based around a tech idea, so we have had to scale down our project to fit in with the funding we have already received.

8.4 Personal Funding

Alongside the funding we have procured from LUSU and LICA, we have decided as a group to each donate up to £20 each, up to a total of £120. This will be used as a contingency plan in case any unforeseen circumstances occur, for example the lack of clothing donations in the clothes haul, extra printing/marketing or more resources for the workshop. It is important to include this within the budget as we want to ensure the project goes ahead even if anything falls through. Due to our

itemised budget and our connections with both LUSU and LICA it is unlikely that there will be any discrepancies in our budget.

Project Timeline of Key Events



10. Logistics

This section of the report looks to highlight the organizational steps we have had to take to ensure that the project can run correctly and efficiently. We have also completed a risk assessment (see appendix), DBS checks and completed the Lancashire safeguarding policy course (see appendix).

10.1 Clothes halls in town and on campus

We decided that it would be best to hold a clothes stall on campus and in town, to maximize the amount of clothes we receive but also awareness of the project. To do this we needed to decide on locations that would be easily accessible but also busy and popular. Deciding to have market stalls in Alexandra Square on market day and in the center of town on a market day. Knowing that they are both really popular and have a large and constant flow of people and customers. To get a stand in Alexandra Square we contacted LUSU, where they will be giving us gazebos and equipment for a small fee, which is included in our budget report. We also contacted Lancashire county council to apply for the charity pitch in the square where the markets took place. This stand being free of fees, all equipment used on the days will be transported and stored correctly. The clothes that are collected will be taken back with us to sort through and clean ready for the teaching day.

10.2 DBS and Safeguarding

Ross and Nathalie have both read the Lancaster University Safeguarding Vulnerable Groups and Individuals Guidelines report, so they can guide the group effectively and can ensure that all policies of safeguarding on the day are followed.

We have made contact with and confirmed that we will be piloting the teaching program with Ridge Community Primary School, Lancaster. Since we are working with school children and the project is partnered with the help of LUSU, it is important for all of our team to have a DBS check. This is something that is mandatory when working with LUSU and Mark Gardner (the LUSU schools coordinator). Mark has stated that “we try and keep the process very streamlined, but there are a few essentials which are required to be able to volunteer with our schools programme. This includes the following prerequisites: DBS Certification, Safeguarding Training, One to One meetings and training. This is a requirement of any project that works with children, with ensuring their safety being paramount”.²³

It is Ross and Nathalie’s job to ensure that our entire team has not only completed these DBS checks but also a minimum of a Safeguarding Level 1 training certificate. This has now been made available as an online training course, which is an observational requirement when working with children. A quote from the page states; “Schools play an essential role in protecting children from abuse whilst creating

²³ <https://lancastersu.co.uk/schools>

safe environments for children and young people through robust safeguarding practices. Safeguarding training ensures that adults, who work in the school, including volunteers, don't pose a risk to children. This online module provides volunteers with information and techniques to ensure children and young people are supported but also to protect you and your colleagues. This should take no longer than one hour. There is no cost for this training.” This training gives us the knowledge to be able to spot any red flags concerning any abuse of inappropriate behaviors that are being presented by the children. This provides us with the knowledge of how to pass on any concerns we have that may arise on the day, we would bring these concerns to Mark at LUSU or the teaching staff that are present.

Throughout the day, the activities we conduct with the school are covered by the LUSU insurance policy, which will be provided by LUSU. This ensures that the team is covered against any liability concerns that may arise within the day.

10.3 Contacting the schools

Logistically getting a school to take part in the project was our initial concern. The entirety of the project is based around reaching this goal of providing teaching workshops to inspire change in children. To realistically do this we knew that we would have to go through our contacts at LUSU; otherwise it would have been extremely difficult. We arranged a meeting with Mark, who is the schools coordinator of all LUSU as mentioned above. In this meeting we proposed a teaching plan (See Appendix .) that included key skills and the national curriculum. Mark decided that the project would be more than suitable and covered all curriculum guidelines. The only suggestion he advised was to

offer the school a choice; the opportunity to come to the university for the activities day or for us to visit the school. LUSU also agreed to help subsidise the cost of the transport for the school to and from the university, meaning this is an element of cost that we don't have to finance ourselves. This is outlined in the financial section of this report.

LUSU directly organised the contact of the school, which was accepted by Ridge Community Primary School to come to campus. This also meant that we could use all the campus resources that we have access to, especially being LICA students and running this creative activities' day. Again we met with Mark and decided to book rooms for the day that were not only available but also appropriate for the teaching environment required. We have booked the Jack Hylton room and A35 in the great hall complex for the day.

We will also have access to any required equipment from LICA Tech and LUSU's teaching resources for the day. Prior to the event all materials including the clothes will be stored safely on campus and will be easily and safely accessible on the day. The bus will drop the school off near the Chaplaincy center on campus where we will meet the schools and direct them to the rooms in the safest way. We will then repeat this at the end of the day when returning them to the buses.

10.4 Picture release forms

During the day of the workshop we would like to photograph the day as documentation of the project and to include in our evaluation of the report. We will also give them back to the school for them to

use for their own promotional purposes to put in their newsletters or be offered to the parents. To do this we would need to supply the schools with picture release forms and they would have to decide whether this would be suitable or not. We understand and are aware that there needs to be consideration of child protection and be aware that there could be children in care or protection that have to remain anonymous. This will be managed by the school to decide if it is appropriate or not, if not there will be no photographs or film taken on the day.

10.5 Risk Assessment of Pilot Activities Day

We have ensured that all areas of the day are assessed for risk, this includes the activities, workshop and the rooms we are going to be in. We have created an intense risk assessment to ensure that we are aware any risks that could happen, so we can prevent them and be observant of them. This is a key part of any project especially when working with children. This can be found in (Appendix .),

Our risk assessment will include:

- Safeguarding, DBS checks and Reference Status of Staff and Volunteers
- Logistical risks of the day
- Safety of staff, our team and the pupils throughout the day
- Safety in the workshop environment
- Organisation and practice of any emergency procedures that are relevant to the day

Risk Matrix:

Severity	Catastrophic	5	5 Review	10 Unacceptable	15 Unacceptable	20 Unacceptable	25 Unacceptable
	Hazardous	4	4 Acceptable	8 Review	12 Unacceptable	16 Unacceptable	20 Unacceptable
	Major	3	3 Acceptable	6 Review	9 Review	12 Unacceptable	15 Unacceptable
	Minor	2	2 Acceptable	4 Acceptable	6 Review	8 Review	10 Unacceptable
	Negligible	1	1 Acceptable	2 Acceptable	3 Acceptable	4 Acceptable	5 Review
			Extremely improbable	Improbable	Remote	Occasional	Frequent
		1	2	3	4	5	
		Likelihood					

Figure 9: Risk matrix template

To define the level of risk and the probability of it happening we will include the risk matrix, which acts as a simple mechanism that increases the visibility of possible risks.²⁴

²⁴ <https://www.smartsheet.com/all-risk-assessment-matrix-templates-you-need>

11. Ethics

Working with the school and children means that we as a project group need to be highly considerate and aware of all circumstances and scenarios that could occur on that day. We need to ensure that every child that is coming to the university on March 1st has permission from a parent or guardian to be there. The school will organize this and it is the school's responsibility to check this. We will also ensure that all children will have as much anonymity as possible, and photographs will only be taken if the school has given that consent. The photographs for ethical and child protection will only be used for the documentation of the project and to be given back to the school, remaining as confidential as physically possible.

There also needs to be consideration towards any physical and psychological harm that could be associated with or caused by the project. Through completing our risk assessment and running through the project, we are confident that the risk of potential physical harm will be low and that there will be no issues concerning sensitive psychological areas or trigger points. Our project plan has been looked over and critiqued by the schools coordinators at LUSU to pick up on any such issues.

12. Evaluation

In the evaluation there is a potential for us to reflect on the effectiveness of the market research through responses from the school and the reach of the clothing haul. We can do this by monitoring the response on the social media page, as well as reading the teachers feedback from the activity day and cross-referencing it with the research completed. We can evaluate the project plan by continuously looking back at the project timeline, reviewing whether deadlines were met. Moreover, we can evaluate how we could have organised deadlines better, and what we could have done to improve our organisation.

Evaluating the haul will involve individually assessing different factors of its effectiveness, logistics and public responses. Marketing will be one of the main factors for evaluating the success of the clothes haul. We will judge the marketing by assessing the promotional reach to the clothing donation ratio. Analysis of the marketing reach will display how many people have viewed the Facebook page and the promotional video, and we can assess the success of this by the amount of people who physically interacted with the page. The success of the marketing for our campus clothing haul can be determined by the reach of the campus haul in comparison to the amount of students who live on campus. Another method of evaluation can be done through assessing the quality and variation of clothing donations we received. We will also be reflecting on whether the clothing haul was marketed well enough for the age-range we intend the project to be for. This can be completed by taking note of the sizing and gender variation of the clothing donated and comparing it to what was actually needed. Since we are holding two publicly marketed events in populated locations at peak times, we can

evaluate the response of the public through observations made on the day. Moreover, we can evaluate the public response of our project, by sharing leaflets and informing through word of mouth.

The schools activity day will be the most intricate part of our evaluation, receiving feedback from all parties involved including the LUSU School Partnership, teachers and the pupils taking part. This will be completed through the 'Smiley Face' format of questionnaire for the pupils and a separate more elaborate feedback form for the staff. Through these forms we can assess if our lessons and activities reflected and met the National Curriculum and encouraged the use of Key Skills. We hope the feedback will highlight any areas of improvement but also point out strengths in our project plan, for our evaluation. The group discussion after our presentation will give us an insight into level of engagement that was retained by the pupils throughout the lesson. Prompting discussion through key questions, which is highlighted in our programme of activity. The discussion will help us understand what the children thought the key points were in the presentation and assist us in the evaluation of our lesson plan. To ensure there is no confirmation bias we will be making this an informal conversation. This will ensure pupils feel comfortable with the questions we are asking them, allowing them time to think independently without us directing the conversation. From this we can accurately evaluate the information the pupils have retained from the lesson. Inviting LUSU's School Coordinators to observe the Activity Day and interact with teaching staff, will provide us with written feedback. As well as this, through an evaluation meeting with our schools coordinators, we will have a good opportunity to evaluate the staff feedback we receive, and compare it against other LUSU ran workshops.

There will be a separate evaluation for the workshop as we will need to examine the risk assessment against the safety practiced at the pilot event. Including the evaluation of any incidents if they occur. Photos of the children's creations from that day alongside the feedback forms received from both staff and pupils will be essential in evaluating different elements of the workshop. This includes the quality of materials chosen for the workshop and the analysis of the general investment and enjoyment. The leaflet [see Appendix] will be sent home with each pupil and will be an opportunity for parents to contact us with their feedback or any additional opinions they have on the project we held. The feedback received from parents could be incorporated into assessing the sustainability of our project.

The logistical organisation and placement of our clothing hauls will have substantial input in our evaluation. This will include assessing whether we chose the right location points and times to best ensure the success of our clothing haul. Evaluating the success of the logistics in our clothes haul will be based on its delivery. Schools organisation will also be determined through the logistical delivery of the event which will follow the programme of activities, risk assessment and safeguarding protocols. Moreover, we will also have to evaluate our method of procuring materials and their suitability, judging whether the materials are suitable for the age group we chose and inclusive of all genders and tastes. Time management will also be incorporated into the logistical evaluation looking to see if we met our time-based targets throughout the delivery of the project.

Evaluating the budget will involve balancing income and expenditure across the run of our project and whether we have used our money resourcefully. This will be clearly highlighted in our financial spreadsheet [Appendix]. For example, we would evaluate this by assessing the surplus of materials we have purchased after the pilot event. From this we can evaluate how we could have put the money to

better use throughout the project. We can gauge our financial management by seeing whether we had to fall back on a contingency of investing our personal finance. In this case, we would also have to evaluate how we could have sourced lower priced resources or external finance.

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14.1 Appendix 1: 'Smiley Face' feedback form

DID YOU LEARN SOMETHING TODAY?

Colour in the smiley face above your answer.

**D2W**

Your Name			
<p style="text-align: center;">Did you have fun with Dare 2 Wear?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes </div> <div style="text-align: center;">  Not sure </div> <div style="text-align: center;">  No </div> </div>			
<p style="text-align: center;">Do you now know about how to recycle clothes?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes </div> <div style="text-align: center;">  Not sure </div> <div style="text-align: center;">  No </div> </div>			
<p style="text-align: center;">Did you like designing your clothing?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes </div> <div style="text-align: center;">  Not sure </div> <div style="text-align: center;">  No </div> </div>			
<p style="text-align: center;">Do you now know more about recycling?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes </div> <div style="text-align: center;">  Not sure </div> <div style="text-align: center;">  No </div> </div>			

Are you going to up cycle clothes in the future?



Yes



Not sure



No

Would you like to do an activities day like this again?



Yes

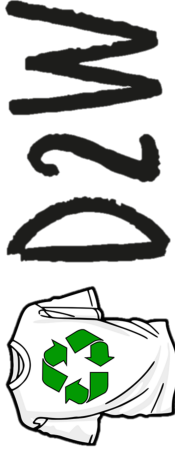


Not sure



No

14.2 Appendix 2: Risk Assessment forms

<p><u>Team Dear 2 Wear: LICA 301</u></p> <p><u>Assessing:</u></p> <p>The risks and hazards associated with an activities day and workshop with classes of primary school children on the university campus, that we will be carrying out. In teaching spaces A25 and the Jack Hylton room in the Great Hall complex. There will be 6-team members and the supervising staff that will be attending from the school present. The estimated number of children that will be visiting is around 50 and they will be in years 5 or 6; upper primary.</p> <p>Ross and Nathalie will be the school coordinators and the team leaders of the schools day. They have both read the Lancaster University Safeguarding Vulnerable Groups and Individuals Guidelines report, so they can both guide the group effectively and ensure that all policies of safeguarding for the day are completed.</p>				
				
Participating school:	The Ridge Primary School			
Schools contact:	Through LUSU – Mark Gardner			
Project coordinators:	Ross Davies and Nathalie Brockmeyer Jones			
LUSU Contact:	Mark Gardner			
Date and time	Friday 1 st March, 10am -2pm			
Location	Lancaster University, Great Hall complex, A25 and Jack Hylton room			
<u>Risk assessment</u>				
Step 1 List significant hazards	Step 2 Who might be harmed	Step 3 Determine appropriate controls	Step 4 Assessment of remaining Risk	Step 5 Responsible for maintaining control
Team members not having the correct training.	The children that will be in our care on the day.	Ross and Nathalie: Ensure that all team members have completed the DBS checks and completed the safeguarding course. Each team member should also have a meeting with LUSU to ensure that they are able to work with these children and ensure their safety.	<u>Low</u>	Schools coordinators.

Workshop materials misuse: Glues, Sequins, pens.	The children that will be in our care on the day.	To ensure no misuse of materials from the pupils. The school coordinators leading the day will give a health and safety talk before the workshop. We will also closely invigilate the workshop, to interject if anyone is misusing the materials. If they continue to do so then it will be passed onto the teaching staff to deal with appropriately. Non-toxic glues and pens will be used.	Low	Project team and teachers from the school to supervise pupils. Schools coordinators have responsibility to ensure the project is as safe as possible.
Teaching spaces.	Injury to participants.	The teaching spaces have been decided on by the schools coordinators and LUSU to be the most appropriate for the workshop day we are planning. The rooms will be inspected a week before to spot any potential hazards and be set up appropriately on the morning of the day.	Low	Schools coordinators.
Having enough staff to students ratio.	Quality of care and learning to pupils.	This is the responsibility of the school to ensure that they bring enough staff on the day. They have been made aware that we are a team of six. So they need to ensure there is enough staff to cover numbers.	Low	School coordinators and staff from school.
Misuse of equipment: scissors and glue guns.	Pupils in workshop group	To ensure no missuses of materials from the pupils. The school coordinators that will be leading the day will give a health and safety talk before the workshop. We will also closely invigilate the workshop, to interject if	Low	Project team and teachers from the school to supervise pupils Schools coordinators have responsibility to ensure the project is as safe as

<p>Misuse of equipment: scissors and glue guns.</p>	<p>Pupils in workshop group</p>	<p>To ensure no missuses of materials from the pupils. The school coordinators that will be leading the day will give a health and safety talk before the workshop. We will also closely invigilate the workshop, to interject if anyone is misusing the materials. If they continue to do so then it will be passed onto the teaching staff to deal with appropriately.</p> <p>In the case of the glue gun, only Euan, who will be leading the workshop, will operate this. It isn't appropriate for the pupils to be operating this themselves. The glue gun is not to be left unattended at anytime when switched on.</p>	<p><u>Low</u></p>	<p>Project team and teachers from the school to supervise pupils</p> <p>Schools coordinators have responsibility to ensure the project is as safe as possible.</p> <p>Euan will be in charge of safety and responsibility of the glue gun.</p>
<p>Logistics: Moving around campus.</p>	<p>Pupil and staff safety.</p>	<p>The schools coordinators should plan safe routes to and from the buses that transport the school to the university campus prior to the day. Also ensuring that there are staff and team members guiding the pupils to the rooms for activity.</p> <p>When we break for lunch and take the children out to play its important to complete head counts and also have all the team present.</p>	<p><u>Low</u></p>	<p>Schools coordinators.</p>
<p>People around or working with children on the day.</p>	<p>Pupil safety.</p>	<p>All staff and team members should be aware and alert. Completing headcounts of their group regularly when on the move around campus.</p>	<p><u>Low</u></p>	<p>Staff and student team.</p>

<p>Logistics: Moving around campus.</p>	<p>Pupil and staff safety.</p>	<p>The schools coordinators should plan safe routes to and from the buses that transport the school to the university campus prior to the day. Also ensuring that there are staff and team members guiding the pupils to the rooms for activity.</p> <p>When we break for lunch and take the children out to play its important to complete head counts and also have all the team present.</p>	<p><u>Low</u></p>	<p>Schools coordinators.</p>
<p>People around or working with children on the day.</p>	<p>Pupil safety.</p>	<p>All staff and team members should be aware and alert. Completing headcounts of their group regularly when on the move around campus.</p>	<p><u>Low</u></p>	<p>Staff and student team.</p>
<p>Negligence in safeguarding protocols.</p>	<p>Negligence to school pupils.</p>	<p>It is the overall responsibility of the schools coordinators to organise their team and ensure that they are aware of red flags prior to the activities day. It is also their job to supervise the entire group they are in charge of to identify any missed concerns that could have been overlooked.</p>	<p><u>Low</u></p>	<p>Schools coordinators to identify and address.</p>
<p>First aid access.</p>	<p>Concern for anyone engaging in workshop.</p>	<p>The school coordinators and LUSU will make sure that there is a first aider present in the staff from the school and also on our team. It is also important that we make sure that we have close access to a first aid box, so that in the event of a potential injury we can be quick to respond.</p>	<p><u>Low</u></p>	<p>Schools coordinators.</p>

Damage to university property.	Lancaster University	Any damage should be immediately identified and addressed. We must ensure that any damaged area is evacuated if necessary.	<u>Low</u>	Schools Coordinators to manage and all staff present to be vigilant.
Fire drill or fire emergency procedure.	All in the area.	At the beginning of the day it is the responsibility of the schools coordinators to highlight the nearest fire exits and the evacuation protocol for the space. If there are any fire drills on that day, members of staff and the pupils of the school should also be made aware of that.	<u>Low</u>	Schools coordinators.

Implementation and communication of the risk assessment to all involved in the day:

A week before the workshop there will be a meeting with the team and Mark from LUSU. To discuss and explain all areas of the risk assessment and ensure that there is clarity in the responsibility they will have on the day.

<u>Risk assessment for Clothes Haul: Town, Market square</u>					
Step 1 List significant hazards or problems that could occur	Step 2 Who might be harmed or aggravated	Step 3 Determine appropriate controls	Step 4 Assessment of remaining Risk	Step 5 Responsible for maintaining control	
Set up	Dare2Wear team	Ensure that our team set the project space up in an effective and safe way	<u>Low</u>	The Dare2Wear Team	
Team member safety	The Dare2Wear Team	Ensure there are members of the team who are First Aid trained. Everyone must also act appropriately, professionally and stay vigilante for any further threats.	<u>Low</u>	The Dare2Wear Team	
Damage to Council property	The Dare2Wear Team or the general public	Make sure there is public liability insurance and that areas are cleared if dangerous. The team will be vigilant for any inappropriate behaviour in the vicinity of the gazebo.	<u>Low</u>	LUSU and The Dare2Wear Team	
Noise Control	No one will be physically harmed but there is possibility for aggravation to people in close proximity.	We as a group will ensure that we are respectful of the public around us and that nothing inappropriate occurs	<u>Low</u>	The Dare2Wear Team	
Public liability insurance	Anyone involved in an incident during the times of the event	Ensure that LUSU have the correct insurance cover to event	<u>Low</u>	The Dare2Wear Team member organising the event	

<i>Risk assessment for Clothes Haul: Campus</i>				
Step 1 List significant hazards or problems that could occur	Step 2 Who might be harmed or aggravated	Step 3 Determine appropriate controls	Step 4 Assessment of remaining Risk	Step 5 Responsible for maintaining control
Set up	LUSU employees.	They will have had training on how to safely erect the gazebo.	<u>Low</u>	LUSU
Team member safety	The Dare2Wear Team	Ensure there are members of the team who are First Aid trained. Everyone must also act appropriately, professionally and stay vigilante for any further threats.	<u>Low</u>	The Dare2Wear Team
Damage to LUSU property	The Dare2Wear Team or the general public	Make sure there is public liability insurance and that areas are cleared if dangerous. The team will be vigilant for any inappropriate behaviour in the vicinity of the gazebo.	<u>Low</u>	LUSU and The Dare2Wear Team
Noise Control	No one will be physically harmed but there is possibility for aggravation to people in close proximity.	We have inquired into the fact that LUSU only allows music to be played between 12-1pm. Moreover we are conscious of the fact it is a residential area for Bowland College.	<u>Low</u>	The Dare2Wear Team, LUSU and Porters/ Campus Security
University Insurance	Anyone involved in an incident during the times of the event	Ensure that LUSU have the correct insurance cover to event	<u>Low</u>	The Dare2Wear Team member organising the event

14.3 Appendix 3: 'Dare2Wear' Project Information Leaflet



Lancaster University

ABOUT US:

There are six of us in our team, Ross, Nathalie, Lucy, Euan, Hannah and Caoimhe! We will be the team working with your children and teaching them about recycling. Showing them fun and creative methods of reinventing older clothing, which they may have originally intended to throw away.

We are a team of Fine Art students, which have decided to put our passion into a project that will benefit the future. Members of the team are enthusiastic environmentalists and want to help educate and inspire others to do the same. Ross and Nathalie are both already working on schools programs and pursuing careers in education, and also have prior teaching experience. As we are all fine artists we will be able to show a variety of different methods, techniques and styles to up cycle clothes. The whole team has been DBS checked and have completed safeguarding.







Working with the next generation to inspire upcycling, individuality and crafts.

Delivered by the Dare 2 Wear Project team at Lancaster University.

CLOTHES DONATIONS:

All the clothes we will be giving to the pupils will have been sourced through our clothes drop off and awareness days that we will be carrying out in the run up to the activities day. All the clothes will be washed and cleaned. The workshop will involve taking the donations and turning them into a piece of clothing that the child can be proud of because they have created it, styled it and presented it.

**Reduce
Reuse
Recycle.**

INFORM, INSPIRE, CHANGE:

So what's the point? Well we may all hear of the importance of recycling and know brief facts about global warming however we want to look particularly into clothing waste and how you can make old clothes new. UK households have an average of £4,000 worth of clothes - but 30% of those haven't been worn in the last year. The value of unused clothing in wardrobes has been estimated at around £30 billion in the UK. It is also estimated £140 million worth of clothing goes into landfill each year. The reason some of our clothes remain unworn is because they no longer fit, need repairing, or they don't suit our style or taste anymore. As a whole in the UK, the average lifetime for a garment of clothing is estimated as ~2.2 years. Extending the active life of clothing by nine months can significantly reduce its environmental impact. We aim to teach the younger audience about how you can fix and revamp clothing that is either out of style or needs repairing as well as teach them about other methods of recycling clothing. We find the age group of Year 6 very important as they are due to enter secondary school, where image and style becomes a lot more important than it once was. We not only want to teach them the environmental importance of upcycling but also give them confidence to dare to wear clothing that maybe not everyone would.



OUR WORKSHOP:

We will be supplying a variety of creative materials for the children to decorate their chosen clothing item. Using sequins, feathers, paints, glitter etc. Euan will be leading the workshop and giving tutorials as he has experience with creating costumes and designing. After the workshop we will be hosting a catwalk or showcase where the pupils can show off their work and be proud of what they have made. Encouraging characteristics of confidence and individuality that is key to being successful in life and in a working environment.



RECYCLING

Together if we reduce, reuse and recycle. We can save animals lives , reduce levels of pollution and make the world a better place to live.



FIND US ONLINE

We have a facebook page which can be found under the name Dare 2 Wear that shows our progress in the project and how anyone can help further



UNIVERSITY CONTACT

Please visit the university website for more details on green projects and events being held at the university.

14.4 Appendix 4: Activity Sheet

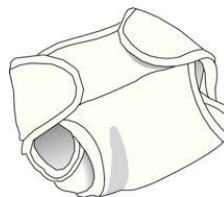


Name: _____

Recycle

Being responsible with our Earth's resources is everyone's job. Recycling is a way of reusing our resources and products so there is less waste.

Directions: Look at the pictures below. Some can be recycled. Some cannot. Circle the recyclable items.



14.5 Appendix 5: Icebreaker Bingo Activity

Name _____

Find Someone Who.....

wears glasses	has blonde hair	has two siblings	plays soccer	likes football
has a birthday the same month as you	is wearing blue	loves pizza	can whistle	has brown hair
Knows how to speak 2 languages	knows how to roller blade	has blue eyes	Went to a different state this summer	is an only child
has a birthday in August	Has a little sister	likes basketball	is wearing shorts	has an older brother
has a dog and a cat	loves chocolate	went on a vacation this summer	has no pets	read two books this summer



14.6 Appendix 6: Learning Plan, Itinerary and in-depth review of Activity day

Learning objectives and day plan for dare 2 wear project



Project will be supported by Lancaster University student union and its co-ordinator Mark Gardner. Created by students developing a creative enterprise programme for their module of study. All relevant DBS checks and Safeguarding training will be undertaken for all those involved prior to the day and evidence sent to the school. Project delivered and taught by the team; Ross, Nathalie, Euan, Lucy, Caoimhe, and Hannah. Ross and Nathalie will lead the groups, due to their prior experience working with the age group. The aim will be to deliver this to a year group in two teams of 3, to either year five or six. Seeing the activities and information we are intending to deliver to captivate and impact on them the most.

Aims:

To enable pupils to understand the importance of recycling in general, then specifically clothing and the positive effects it has on the environment. Looking directly at the local area, giving key facts and statistics. This will be delivered through an initial presentation, group work, a workshop and an overall "catwalk" of presenting the outcome. The experience of recreating a piece of clothing and wearing that will inspire uniqueness, confidence, individuality and creativity.

Learning Objectives:

- Pupils will understand what recycling is and why we do it
- Pupils will see how we can help the environment through up cycling clothing.
- Pupils will develop skills in being creative and unique through the creative workshop.
- Pupils will get an intermediate understanding of the statistics of recycling in the local area.
- Pupils will understand how up cycling clothing can be positive in more than just an environmental sense.
- Pupils will hopefully take away the notion of having pride and confidence in their creations and individuality.

National Curriculum:

- **PSHE:**

- To recognise their role and responsibility in adult life to preserve and protect the environment through recycling. We will show that reusing charity shop clothing as a positive thing with the environmentally and economically impact it can have. Encouraging characteristics of creativity, individuality and confidence through the workshop.
- Encouraging pupils to face creative challenges positively by collecting information, looking for help, making responsible choices and take action.
- **English:**
- Ask relevant questions to clarify, extend and follow up ideas.
- Speak audibly and clearly, using spoken Standard English in formal contexts.
- Deal politely with opposing points of view and enable discussion to move on.
- Use what has been said in group work to help summarise main points, clarifying, drawing other that are unsure in and reaching an agreement.

Key Words:

- Recycling, creativity, environment, uniqueness, artistic, confidence, education, upcycling, craft, charity shops, reuse, stigma, create, collaboration, problem solving, ideas,
















Resources we will use:

- PowerPoint presentation
- Recycling documentary clips and promotion video (made by us)
- Leaflets/guidebook on customizing clothing
- Icebreaker activity sheets
- Workshop material (clothes, sequins, glue etc.)
- Speaker, music and red carpet for catwalk

Timetable

9.30am	Arrive at school
9:30-9:45am	Introductions to school and classes
9:45-10am	Who we are and a brief introduction to recycling
9.45-10am	Icebreaker activity
10-10:30am	PowerPoint presentation & Videos – Dare 2 wear recycling
10.30-10.45am	BREAK (Depending on schools set break)
10:45– 11am	Group Activity
11-11.15am	Health and safety talk for afternoon workshop
11.15-11.45am	Workshop- design and begin creating
11.45 – 12.30pm	KIDS LUNCH (dependent on schools set break)
12.30-1.15pm	Workshop
1.15-2.45pm	Catwalk presentation
2.45- 2.55pm	Conclude the day - Questions about University

Detailed Itinerary

Session structure and content proposal																															
Introductions to school and classes	Welcome to the school. Meet the staff and get bearings.																														
Who we are and a brief introduction to recycling 15mins	We will hold a introductory talk, where we say who we are and talk about university briefly. We will then give an introductory lesson about recycling. <ul style="list-style-type: none"> Reference the three R's (Reduce, Reuse, Recycle) Talk about the university green societies 																														
Icebreaker activity 15mins	<p>A small icebreaker activity that will include a small game to do with recycling. This will be our chance to talk to the students and encourage students to engage in the topic.</p> <ul style="list-style-type: none"> Anyone who? <p>A bingo styled activity where the pupils have to go and ask people if they have done/been to something (will be recycling related) and if they have they write their name. This will include us leaders, to get an initial opportunity to engage with the pupils. An example of this would be:</p> <div style="text-align: center;"> <p>Name _____</p> <p>Find Someone Who.....</p> <table border="1"> <tbody> <tr> <td>wears glasses</td> <td>has blonde hair</td> <td>has two siblings</td> <td>plays soccer</td> <td>likes football</td> <td></td> </tr> <tr> <td>has a birthday the same month as you</td> <td>is wearing blue</td> <td>loves pizza</td> <td>can whistle</td> <td>has brown hair</td> <td></td> </tr> <tr> <td>Knows how to speak 2 languages</td> <td>knows how to roller blade</td> <td>has blue eyes</td> <td>Went to a different state this summer</td> <td>is an only child</td> <td></td> </tr> <tr> <td>has a birthday in August</td> <td>Has a little sister</td> <td>likes basketball</td> <td>is wearing shorts</td> <td>has an older brother</td> <td></td> </tr> <tr> <td>has a dog and a cat</td> <td>loves chocolate</td> <td>went on a vacation this summer</td> <td>has no pets</td> <td>read two books this summer</td> <td></td> </tr> </tbody> </table> </div>	wears glasses	has blonde hair	has two siblings	plays soccer	likes football		has a birthday the same month as you	is wearing blue	loves pizza	can whistle	has brown hair		Knows how to speak 2 languages	knows how to roller blade	has blue eyes	Went to a different state this summer	is an only child		has a birthday in August	Has a little sister	likes basketball	is wearing shorts	has an older brother		has a dog and a cat	loves chocolate	went on a vacation this summer	has no pets	read two books this summer	
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has a dog and a cat	loves chocolate	went on a vacation this summer	has no pets	read two books this summer																											
PowerPoint presentation – Dare 2 wear recycling 30mins	We will then give a presentation about our project, recycling statistics and what we want to achieve by the end of the day. <ul style="list-style-type: none"> Showing short documentary clips on recycling 																														

	<ul style="list-style-type: none"> • Our promo vid for the project • Incorporate questions and answers. Make it an interactive presentation. • Do I need references •
BREAK 15mins	<p>Questions for frank – Do think I should do the schools presentation now.</p> <p>How much marketing do I apply</p>
Group work 15mins	<p>Each class will be split into 3 groups. These groups will be kept the same for the workshops.</p> <p>In groups we will think of ways you can up cycle clothes. Places you can find cheap clothes and used. Approx.</p> <ul style="list-style-type: none"> • An opportunity to discuss what had been said in the PowerPoint. • To gage their opinions on charity shops/up-cycling clothes. Looking to remove any stigma that they're bad.
Health and safety talk for afternoon workshop 15mins	<p>Brief health and safety talk before workshops about using the tools and materials safely and responsibly.</p> <ul style="list-style-type: none"> • The group leaders will only use glue guns. However it is important that any risks will be covered.
Workshop- design and begin creating 30mins	<p>We will give out clothing to everyone and they will start to create a design on a worksheet prepared by us. We will give out clothing so all students are treated fairly.</p> <ul style="list-style-type: none"> • Discuss ideas- what will work what wont. • Encourage being as creative as they want but remain time realistic. • If problems arise encourage/prompt them to independently find a solution
LUNCH 60mins	
Workshop 45mins	<p>The group will then get a chance to bring their designs to life. There will be one supervisor for every group and we will help with any troubles they may have. We encourage teachers to join in and help create!</p> <ul style="list-style-type: none"> • We will only aid and make sure pupils are on track. • Encouraging independent thinking and ideas processes. • Problem solving

<p>Catwalk presentation 15mins</p>	<p>There will be catwalks of everyone's final design and both classes will come together to show their 'master pieces'. There will be music and we will incorporate a really fun element to end the day.</p> <ul style="list-style-type: none"> • Aims to inspire individuality and confidence in each pupil. • Highlighting the importance of these qualities.
<p>Conclude the day 5-10mins</p>	<p>Quickly summaries the day and find out what everyone has learned. We will hold a quick Q&A on recycling and university.</p>

Aims and Learning Objectives of the Activity Day in detail

Schools Activity Day: Part 1 – The Morning Lessons

This portion of the day is one of the most essential parts, as it is the first impressions we give to the pupils and will be when they are most alert and on edge as they enter a new environment. The hope is that the school children will arrive by coach at 9:30am so we will schedule 15 minutes for settling in and introductions, hoping that our first official activity will start at 9:45am. To create a positive first impression of the day, two members of our team will be waiting at the Chaplaincy centre for the bus to arrive greeting staff and children. Once our team brings the school to A35 we will allow a few minutes for both pupils and staff to settle down, so they are ready to listen to the official introduction to our team and our project. Realistically introductions will not be running for that long it allows time to introduce our team after allowing the children to settle in so they can really listen. One by one we will go through our six team members, introducing ourselves and showing them that they are here to help. The next introductions will last about 15 minutes timetabled from 9:45-10am so we can introduce the 'Three R's' – Reduce, Reuse Recycle. The three R's where are very widely used when trying to promote recycling as found from our market research. We explain to them why we are doing

this, and how we have helped in the past. The lesson will be brief, and Ross and Nathalie will talk about the University in general as we welcome them to our workplace. More specifically they will explain the work Lancaster University has done for the environment so far, mentioning societies' work such as Green Lancaster and LUSU's school program's 'Go Green' scheme which provide day activities for children to help out at the environment centre and work in the eco-garden. We feel by presenting ways we have helped the environment; the children will want to follow our lead – starting the day on a motivational high. The aim of the introductory talk is to get the students prepared to think about ways to recycling, and think of what they can do to help the environment and world they live in.

Ice breaker Activity

Using Nathalie's experience with LUSU's schools programme, she has discovered that the best way to get the pupils actively involved in conversation and set their mind for discussion is to hold an icebreaker activity that does this. Without this, often pupils can be hesitant to talk to the other workshop facilitators. To keep the icebreaker on topic, we will discuss recycling related matters. It's important that we keep things fun without swaying from the aims. The icebreaker activity will also give the children a chance to improve their English language skills, they will personally introduce themselves which will encourage them to speak clearly and confidently, coordinating with the National Curriculum for improving English Language. The kind of icebreaker we will organise, will be a 'bingo' themed game [example form displayed below]. The bingo game will urge pupils to go around the room trying to find an individual who has either completed a box or has a box that applies to them, such as 'Anyone who has recycled a bottle'. The pupil will then have to find one person that this applies to and write down their name. They can only write a person's name down once and must

then find eight other students that have blocks that apply to them. Unlike the box below, we will adjust the bingo game so each of the blocks will have an item that relates to recycling. We will also make sure that one block only applies to the facilitators (members of the Dare2Wear team), as a way of making the students talk to the facilitators. An example of this will be 'Anyone who goes to Lancaster University', this way hopefully the pupils will get to know the project team and feel familiar with us before they work with us in the later group activities, such as the creative workshop when they must to approach facilitators for certain decorations (such as for use of the glue gun). The 'bingo' icebreaker game will last between 9.45-10am allowing 15 minutes for everyone to talk amongst himself or herself with the goal of completing the bingo sheet. To ensure the activity won't run over the time limit, we will treat it as a competition, encouraging them to be one of the first pupils to complete the game. We will put a timer for 10 minutes on the board, allowing room for surplus time. Once the game is over, we will read out the winning pupils bingo sheet and give them a round of applause.

Name _____

Find Someone Who.....

wears glasses	has blonde hair	has two siblings	plays soccer	likes football	
has a birthday the same month as you	is wearing blue	loves pizza	can whistle	has brown hair	
Knows how to speak 2 languages	knows how to roller blade	has blue eyes	Went to a different state this summer	is an only child	
has a birthday in August	Has a little sister	likes basketball	is wearing shorts	has an older brother	
has a dog and a cat	loves chocolate	went on a vacation this summer	has no pets	read two books this summer	

PowerPoint presentation

The PowerPoint presentation is one of the most important parts of the day. This presentation will deliver the pupils information on recycling and up-cycling. Here the children will be introduced to the method of up-cycling, and learn about the benefits of reusing [See Market Research]. We will make the presentation interactive, asking the pupils questions and allowing them to ask us questions too. Moreover, this will be a chance for the pupils to expand their spoken English skills, it also tests them to listen and take in facts which links into the National Curriculum. The Presentation will allow the pupils to view recycling statistics from their local area and learn the direct impact that up-cycling there clothing could have on the local area. We will allow 30 minutes for the presentation, however it is more than likely that half that time will be allocated to answering questions as well as interacting with the pupils encouraging them to discuss their ideas. The presentation will primarily contain information that is most necessary including information found in our Market Research.

Group Activity

The group activity will take place after the lesson and will be a chance for students to evaluate what they have learnt. The pupils will cohort into groups of 8-9 Students per team facilitator [dependant on number of student's truant]. Each facilitator will manage a group, with one coordinator present to float around the groups starting discussion points and to ask each group what they have discussed at the end of the activity. Each group will be given a sheet of paper where they can write different ways of up-cycling clothing, and different items they can think of in their house that can be up-cycled. These ideas will be shared with as a class before they resume for a 15-minute break. The

group activity will be a chance for children to discuss and communicate as a group improving the verbal English skills.

Part 2: The Workshop

The workshop will be the last part of our day with Ridge Community Primary School, directed by our team member Euan. This activity will involve teaching and demonstrating the schoolchildren how to turn the garments we gathered at the clothes haul into exciting new pieces. Up-cycling the clothes will involve using the craft materials we will supply and decorating them to make the clothes a more personal and artistic item, thus giving the clothes new life.

The materials supplied will be:

- Fabric glue
- Foam shapes
- Felt letters
- Gemstones
- Sequins
- Glue spatulas
- Fabric paint
- Pots
- Paintbrushes
- Fabric pens

As there will be roughly 50 students, our 5 team members will split up and lead around 10-13 students in the creating part of the workshop, with the leader of the workshop Euan monitoring all the groups and checking up on the team members, teachers and schoolchildren.

The workshop will be split into 4 significant parts:

- Introduction to the workshop
- Designing a garment
- Making the garment
- Cat Walk.

At the end of the day the Dare 2 Wear team will conclude with a consolidation speech, reminding the school of why we had this day, and thanking the participants before they leave.

Health and Safety talk

To ensure a safe and successful day, our Dare 2 Wear team will be monitoring the children for the entirety of the workshop and will utilise the training we have acquired to maintain a safe working environment. However, to guarantee that the children are aware of potential hazards we will give a brief 10-minute Health and Safety talk, led by Euan highlighting any points that could endanger the children as found from our research [See Risk assessment].

Designing a garment.

The students will be arranged back into their previous groups, each group will be given colouring pencils and pens to share amongst themselves. We will give out and organise the clothing, so that all the students are treated fairly. Each student will be given a template to design their outfit - this will be a chance for them to think about the different things they can do to make their item.

Pupils will be encouraged to discuss their ideas for designing their garment in their groups. They will be encouraged to be as creative as possible but remain time realistic. If problems arise, we will encourage them to independently find a solution. We will allow the design workshop 30mins before lunch for this activity to take place, between 11.15-11.45am.

Practical workshop

The practical workshop will be the longest activity of the day, and the activity the entire day prepares for. The workshop will run after lunch, between 12.30-1.15pm after the children have let off some steam during their lunch break. We will arrange the cohort back into their groups and allow them to bring their designs to life. We will encourage teachers to join in and help create things to encourage and inspire pupils that look up to them.

Catwalk

The catwalk will be the opportunity for students to show off the creations they have made.

We will be doing the catwalk in the Jack Hylton room – which will be set up while the children are on their lunch break. The catwalk will be an opportunity for the pupils to gain confidence in their creative ability and style and will ensure we end the day off on a highpoint.

14.7 Appendix 7: Evidence of completed safeguarding training

CERTIFICATE of ACHIEVEMENT

This is to certify that

Ross Davies

has completed the course

Safeguarding Level 2 2018

11 November 2018



Jane Booth, Chair,
Lancashire Safeguarding Children Board



14.8 Appendix 8: Evidence of one of the completed DBS checks

Enhanced Certificate
Page 1 of 2

Disclosure & Barring Service

No DBS Fee Charged **Certificate Number** 001643887733

Date of Issue: 15 JANUARY 2019

Applicant Personal Details **Employment Details**

Surname: DAVIES Position applied for: CHILD WORKFORCE OUTREACH PROJECT ASSTNT (SCHL)

Forename(s): ROSS Name of Employer: LANCASTER UNIVERSITY

Other Names: NONE DECLARED

Date of Birth: 16 JULY 1997

Place of Birth: BODELWYDDAN DENBIGHSHIRE

Gender: MALE

Countersignatory Details

Registered Person/Body: ATLANTIC DATA LTD

Countersignatory: MURIEL SALMON

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002

NONE RECORDED

DBS Children's Barred List information

NONE RECORDED

DBS Adults' Barred List information

NOT REQUESTED

Other relevant information disclosed at the Chief Police Officer(s) discretion

NONE RECORDED

Enhanced Certificate
This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997.

14.9 Appendix 9: Checklist timetable

Checklist of events

Week	Targets to be met	Completed
Week 4	<ul style="list-style-type: none"> ● Beginnings of group; initially it was 2 groups of three, which merged into one after discussing ideas and goals 	
Week 5	<ul style="list-style-type: none"> ● 'Speed Dating' meeting with local business and organisations 	
Week 6		
Week 7	<ul style="list-style-type: none"> ● Timeline for the project was made ● Roles are distributed and decided upon within the group 	
Week 8		
Week 9	<ul style="list-style-type: none"> ● Project proposal was divided into sections and allocated to members of the team 	
Week 10	<ul style="list-style-type: none"> ● Name of the project was decided, 'Dare 2 Wear' 	
Week 11	<ul style="list-style-type: none"> ● Logo was made ● Lucy, Euan, Caoimhe and Hannah began the process of acquiring a DBS check with Mark Gardner ● Confirmation of the participating school was made (Ridge Community Primary School) - confirmed for March 1st ● Made contact with LUSU society 'Green Lancaster' ● Made contact with LUSU society 'People & Planet' ● Promotional posters and leaflets were made ● Schools plan was made 	
Week 12	<ul style="list-style-type: none"> ● Made contact with the Council about having a stand in Market Square in town ● Meeting with Frank Dawes - progress update 	
Week 13	<ul style="list-style-type: none"> ● Storyboarding, filming and editing of promotional video ● Made contact with LUSU about having a stand in Alexandra Square (confirmed for February 12th) ● Confirmation of the Market Square for February 16th ● Risk Assessment completed for the stand in Market 	

	<p>Square</p> <ul style="list-style-type: none"> ● Requested a quote for all of our paper promotional material ● Meeting with Frank Dawes - progress update 	
Week 14	<ul style="list-style-type: none"> ● Materials for the workshop were decided and bought ● Promotional material was made public, including posters and video ● Meeting with Frank Dawes - evaluating our draft project proposal 	
Week 15	<ul style="list-style-type: none"> ● Campus Clothes Haul took place ● Town Clothes Haul took place ● Meeting with Frank Dawes - evaluating our draft project proposal 	
Week 16	<ul style="list-style-type: none"> ● Hand in of the Project Proposal ● Peer evaluation for Project Proposal was completed 	
Week 17	<ul style="list-style-type: none"> ● Workshop with Ridge School taking place. ● FRIDAY 1ST MARCH. 	