



Partnership Meeting at at Scuola Secondaria di I Grado G.Pascoli,
Fasano di Brindisi, Italia :
27 - 28 May 2012

Lifestyle Variable 3



FASHION AND CLOTHES



(1) Definition and characteristics of the IG Groups

ALL WORKSHOPS

The SENIORS and ASSISTING STAFF belong to 2 out of 3 residential homes. However participants were not always the same.

The JUNIORS are students that belong to 2 classes training to become Education Agents selected by their teacher in the College of Hannut.

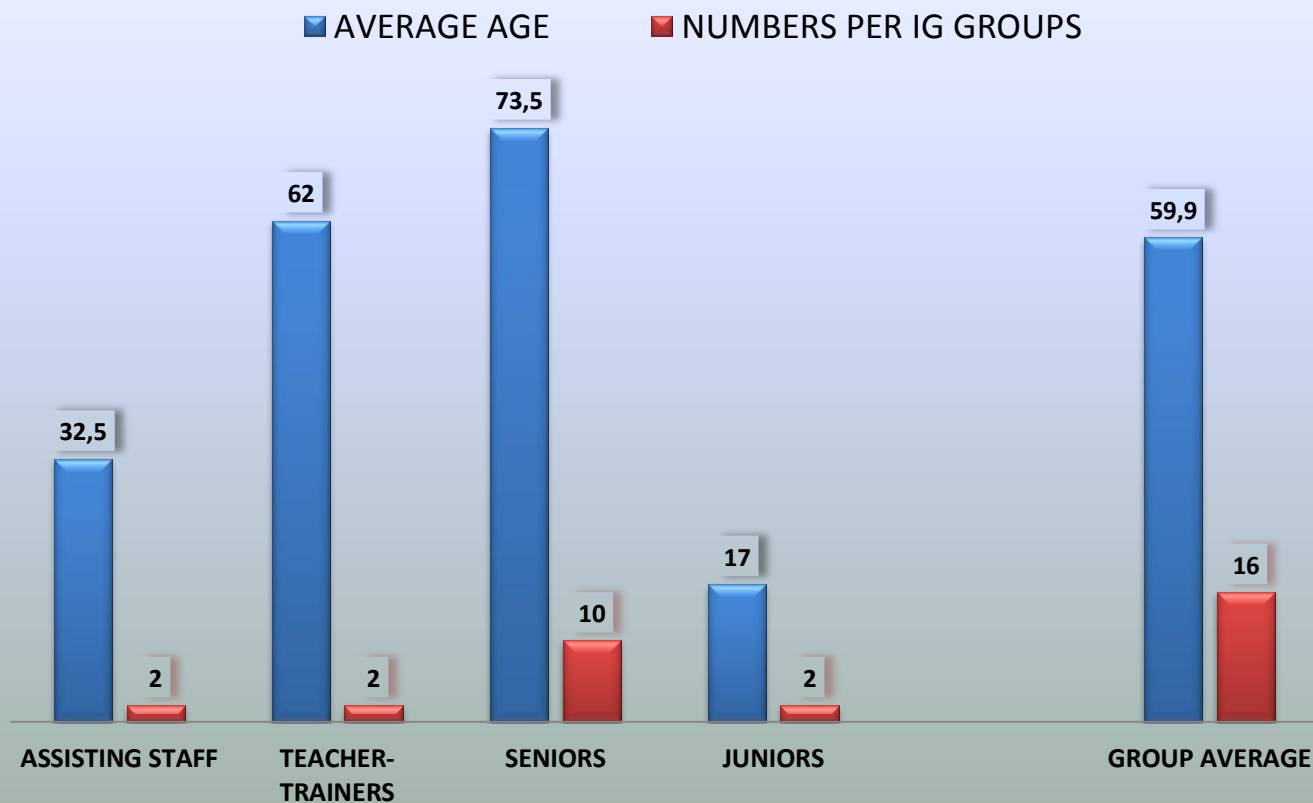
The total number of participants per group varied from 14 to 18 (between 28 and 36 for both institutions).

The proportion of women is about 90 % and 65% of girls.





IG TARGET GROUP - ALL WORKSHOPS





(2) Objectives of the IG workshops

Allow participants:

- to express and describe their aesthetic preferences for different fashion styles and to learn about each other's tastes in matters of clothing.
- to discuss and compare their knowledge of men and women's fashions at different periods of time.
- to exchange their views and feelings concerning formal dress for particular ceremonies or occasions such as weddings.



(3) Methodology and description of the workshop activities

Groups activities were supervised by trainers and assisting staff. All participants were encouraged to take an active part in the learning process by sharing personal likes and dislikes. The involvement included the exhibition of personal garments or attires.

All members were also confronted to fashion photographs representing different periods of time and tested on their identification aptitudes. Juniors were asked to cooperate with Seniors in order to get the best results, thus avoiding the generation divide.



WORKSHOP I (all generations): “Fashions from the 1920s to nowadays”

Learners were shown a series of pictures representing fashion styles for men and women at 5 different periods of time: 1920, 1940, 1960, 1980, 2000.

They were asked to link the styles with the periods.



MIXED
PERIOD
PICTURES:

MEN

&

WOMEN



Students, staff and Seniors, working jointly (all generations), gave their results and discussed their answers.

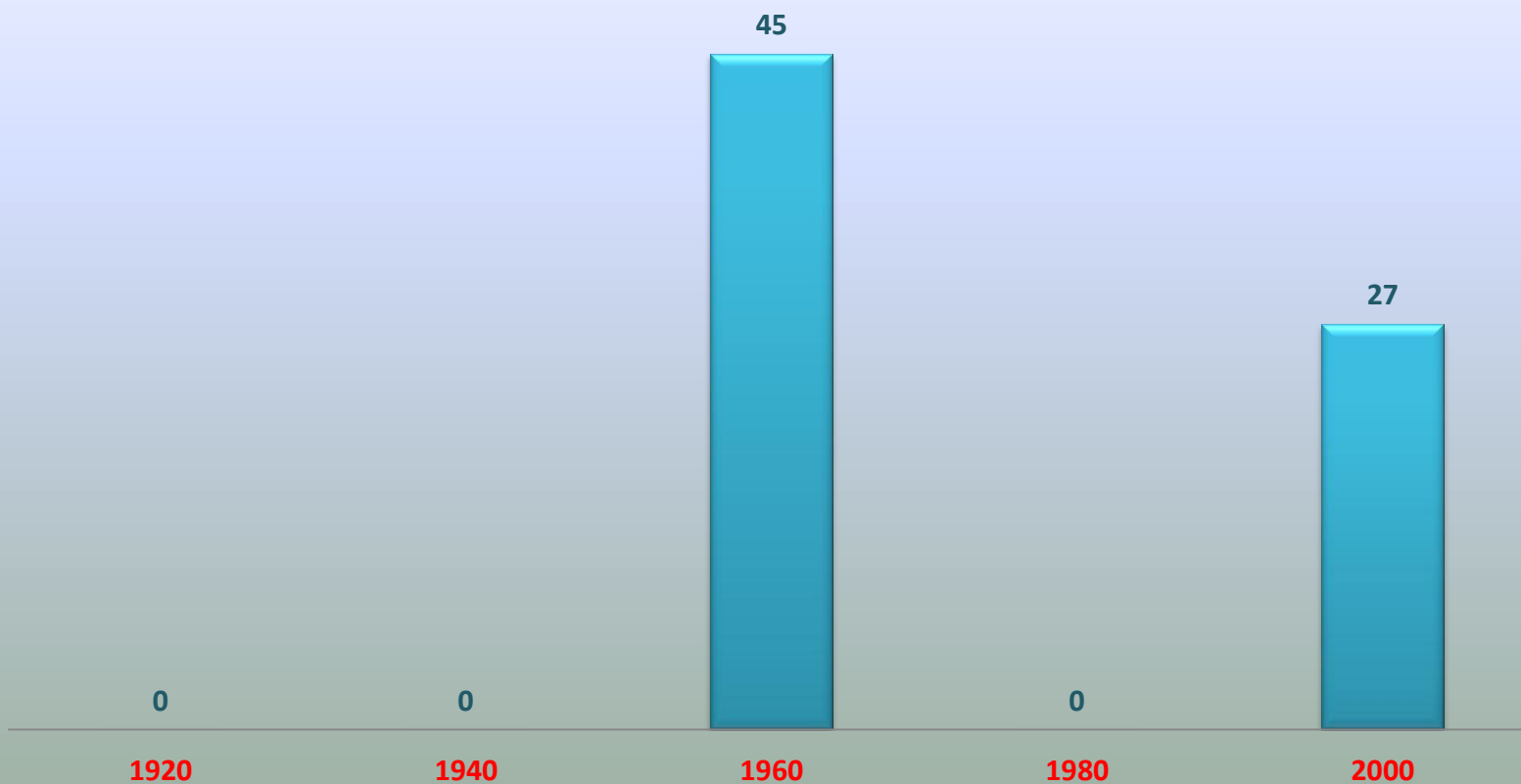


The results were compiled and given to the learners for reactions.



Men's fashion: % of correct identification

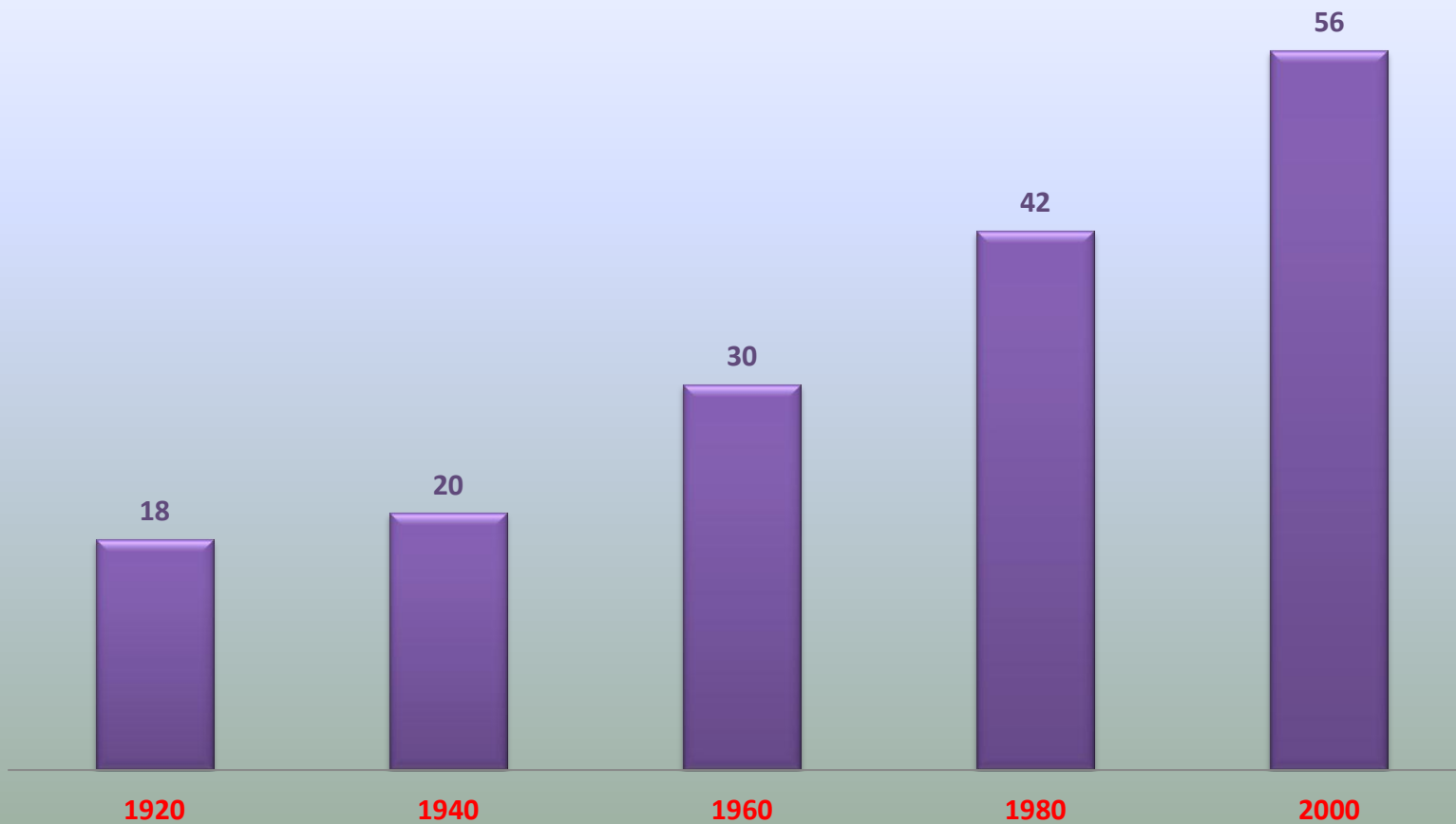
■ All generations





Women's fashion: % of correct identification

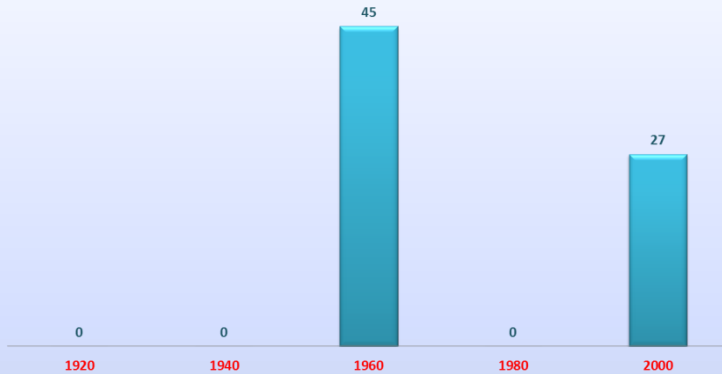
■ All generations





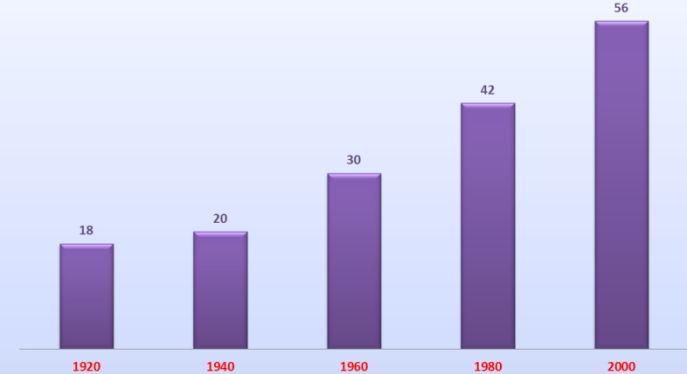
Men's fashion: % of correct identification

■ All generations



Women's fashion: % of correct identification

■ All generations



We notice a greater number of correct answers for women's fashions than for men. This difference was evident for all generations. Incorrect identifications were mainly due to hesitations between two consecutive periods, particularly for men (1920 and 1940, 1960 and 1980, 1980 and 2000). Perhaps this is due to a more marked evolution in women's fashions than in men's



WORKSHOP II (all generations):

“Why you like those clothes ?”

All participants were asked to bring, show and speak about one item of clothing they particularly liked. Learners listened and asked questions.





Each person was able to tell a story related to the garment: its description, origin and on which occasion it was or is worn. Some persons had also dressed up for this workshop. The personal involvement in this activity was very important and highly respectful on all accounts



WORKSHOP III (all generations):

“Wedding clothes fashions over time”

Learners were asked:

1/ to classify wedding photographs in chronological order using fashion markers.

2/ to observe, describe and analyse the changes in fashion styles.

The first task was extremely difficult and abandoned as the pictures were difficult to compare due to different settings (number of persons). Context also interfered in decisions.



WORKSHOP III (all generations):

“Wedding clothes fashions over time”



1910



1920



1926



1942



1946



1950



1972



1998



2003



WORKSHOP III (all generations):

“Wedding clothes fashions over time”

In the second task learners chose two pictures to point out the main differences between wedding fashions styles of two periods: the 1950s and the years 2000-10





(4) Results obtained from the various workshops and activities in terms of learning / teaching pedagogy and IG experiments

(a) Discoveries about fashion and clothing lifestyles

- For WORKSHOP I (1920s to 2012)

In the mixed generation groups learners discovered they had the same difficulties of identifying fashions relating to different periods.

- For WORKSHOP II (Why you like those clothes)

Not surprisingly clothes (blouses, scarves, jewellery, etc.) brought by the Seniors were somewhat outdated, simpler and less colourful. The Juniors usually showed “souvenir” clothes bought during holidays or in eccentric places.

- For WORKSHOP III (Wedding fashions)

Wedding fashion styles reflect the mood of the times. There are fewer changes for men who are basically dressed in black with white shirts. Ties have become black or pink and carnations in the button hole have changed from white to pink. Ladies have seen their attire change: the long white wedding dress and the veil have disappeared.

The wedding atmosphere is not as formal.



(b) IG transmission during workshops and activities

- For **WORKSHOP I** (1920s to 2012)

Seniors seemed to be more receptive to new fashion styles than the other way round. Juniors did not express any liking for past fashion styles, with one exception for the 1920s fashion, a young staff woman having participated in a 1920s disguise event.

- For **WORKSHOP II** (Why you like those clothes)

The younger generations had less to talk about whereas the Seniors spoke at length about their favourite clothes that usually brought back many memories, good and bad. Both Seniors and Juniors made clear that their choice of clothing was connected to a special person, usually a loved one.

- For **WORKSHOP III** (Wedding fashions)

Juniors had naturally less to say about the evolution of wedding fashions, having to refer to old photographs or films. Some senior ladies, sometimes quite aged, still have their wedding dress and have vivid memories about the ceremony that they shared happily with the younger learners.



WORKSHOP suggested by staff: “Can you recognise foreign police uniforms?”



Latest fashion of police uniforms belonging to the partnership countries



(5) Assessment of the degree of adaptability of the activities to different institutional and organizational contexts.

WORKSHOP I

Fashions highly depend on the period and local contexts. These factors must be taken into consideration when choosing the pictures

WORKSHOP II

This is a very enjoyable task if learners feel at ease and can freely talk about their personal belongings.

WORKSHOP III

It is advised to take a limited number of photographs in order to stay concentrated on the basic features of dress rather than the context (people, place).

WORKSHOP IV : possible.