



WOOL4SCHOOL
DESIGN COMPETITION

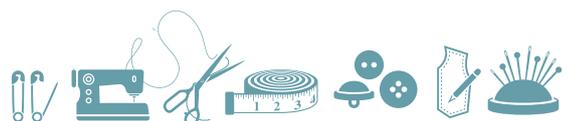
MODIFIED BOOKLET

Australia



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INTRODUCTION

THE WOOLMARK COMPANY

The Woolmark Company is a subsidiary of Australian Wool Innovation, a not-for-profit enterprise that conducts research, development and marketing along the worldwide supply chain for Australian wool on behalf of about 65,000 woolgrowers who help fund the company.

COMPETITION INTRODUCTION

Wool4School is an annual student design competition encouraging budding fashion designers to show the nation what they're made of.

Open to all Australian school students from Years 7 to 12, the Wool4School competition invites students to design an outfit using at least 80% wool. The outfit must contain one to four separate pieces and show the student's creative and innovative talent.

RESOURCE INTRODUCTION

All Year 7 to 12 students are encouraged to enter the 2019 Wool4School Design Competition. Allowances have been made for students with particular educational needs, including students at special schools or students who receive help from a teacher's aide.

This booklet contains additional student worksheets. Please refer to the teacher booklet, especially Lesson Two, to help assist in your teachings about wool. Feel free to use or adapt these worksheets to suit the specific needs of your students.

You may find extra class time is needed to the standard class program.

The design brief remains the same, however students with specific needs may work in teams (teacher to determine size of the team) and they can receive assistance from a teacher's aide.

Please feel free to modify your classroom program to fit the competition and the individual needs of your students. Some worksheets may be more appropriate for your students in the teacher booklet.

Worksheets for students are identified in each activity.

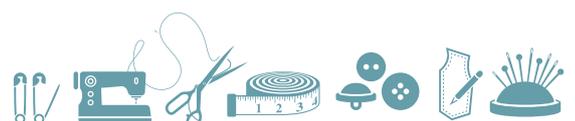


MODIFIED ACTIVITIES

These activities and worksheets have been modified to complement students with learning difficulties. All worksheets are designed to be printed out for students to complete or reference.

Modified activities and worksheets include:

ACTIVITY/WORKSHEET	TEACHING AND LEARNING
Design brief	To help students understand the task
Examples of garments that incorporate technology	Visual examples of garments that use technology to improve their functionality
Selecting an end user	To help students identify key characteristics, needs and style of their chosen end-user group
End-user/mood board	To help students source inspiration for their design
Word bank	To help students annotate and describe their designs
Designing a technological garment	To help students come up with ideas on how to combine garments or accessories
What is wool?	Visual resources to access (videos and fact sheets) that show what wool is and its properties
Knitted and woven fabrics	To learn about the difference between knit and woven fabrics
Design options	To help students develop their design ideas
Fashion illustration templates	To help students with their fashion illustration and drawing skills
Fashion illustration presentation example layout	To show students how to layout their final presentation
Fashion presentation	Blank template to print out
Creative statement	To help students explain their design and what they have learnt about wool



ACTIVITIES AND TOPICS

- **ACTIVITY ONE:** Students select an end user they would like to design a garment or outfit for that incorporates technology **All year levels**
- **ACTIVITY TWO:** Students create an end-user/mood board **Years 9 to 12**
- **ACTIVITY THREE:** Students start to illustrate their garment or outfit for their end user and annotate their design by referencing the criteria **All year levels**
- **ACTIVITY FOUR:** Students write their supporting creative statement and check they have completed the competition criteria **Years 9 to 12**
- **ACTIVITY FIVE:** Students upload their entry to the Wool4School website.

** Students who are entering a modified submission can work as part of team, and this must be reflected in their creative statement.*

** Print all student worksheets and give to student to help support their creation.*

COMPETITION REQUIREMENTS

- The design must incorporate technology and be suitable for a chosen end user to wear.
- The design is to convey the end user's style and the need or problem to be solved.
- The design should address the performance and functional needs as required by the end user.
- The designed garment or outfit is to be a new design that is innovative and inventive.
- Up to four items of apparel can make up the outfit.
- The design must be made up of at least 80% wool.
- The design(s) must include:
 - annotated fashion illustration **All year levels**
 - end-user inspiration board and creative statement **Years 9 to 12**
 - technical sketch **Years 11 and 12**
- All elements of the entry, including design work and creative statement, must be the student's own original creation and not contain any commercial or third-party content (i.e. created by others).
- Student can create their design using appropriate IT software, or hand drawn.
- Registration for entry must be completed before the closing 30 May 2019.
- Upload entry to wool4school.com by the close of 25 July 2019.



ACTIVITY ONE

TOPIC: Students select an end user they would like to design a garment or outfit for that incorporates technology All year levels

Activity one is an adaptation of Lesson One from the teacher booklet. There are supporting student worksheets for activity one to support students designs. Teachers should print these worksheets and provide to students.

TO BEGIN THE ACTIVITY:

- Ensure you are familiar with the requirements of the design brief.
- Read through the Wool4School design brief with your class.

COMPETITION DESIGN BRIEF:

Read through the Wool4School design brief with your class:

Technology is reshaping almost every industry, including fashion. This year we invite you to design a garment or outfit that **embraces the use of technology** to **enhance garment performance** or function. Such as wool footwear that tracks your run, or a credit card chip in a jacket for ease of purchase.

With some innovative thinking, and an understanding of the importance of technology in today's market, the possibilities are endless. The garment or outfit must be made from a **minimum of 80% wool** and can consist of one item or up to a maximum of four items.

Emphasise the key words that are in bold in the design brief. The outfit that they design needs to:

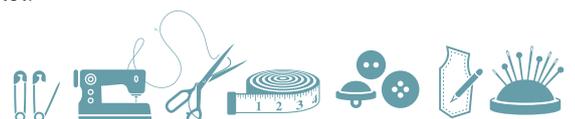
- include technology in the garment to improve performance or function
- be an original design — not copied
- made from at least 80% wool.

Go through the following table with your student(s) and break the design brief up into small parts:

DESIGN BRIEF	WHAT DOES IT MEAN? WHAT DO I NEED TO DO OR FIND OUT? <small>(write any answers and questions you may have below — a few questions have already been listed to get you started)</small>
You must design an outfit that includes technology	<ul style="list-style-type: none"> • Write a dream list of what you wish clothing could do • Find examples of garments that include technology • Look for ideas
Decide who will wear the outfit	<ul style="list-style-type: none"> • Who needs a technological garment or outfit? Who will be the end user? • Make a word or image bank of ideas • Ask your teacher and friends for ideas
Needs to be an original design that is innovative and inventive	<ul style="list-style-type: none"> • Come up with new ideas. Think about how you can change some existing designs (e.g. change the colours and shapes)
Needs to be made mostly from wool	<ul style="list-style-type: none"> • Your design must use wool fabric • You will need to find out what wool fabric is — what it looks and feels like • Find out about wool • Find out about knit and woven material • Find out about wool innovations (extension activity)
Must create a design	<ul style="list-style-type: none"> • Find out how to present the design • Practice drawing

ACTIVITY ONE CONCLUSION:

By end of this activity, students should be familiar with the design brief and what the constraints and considerations are (the design brief requirements). They should also have had a look at existing garments that had technology aspects to them – see the resource in this booklet.



STUDENT WORKSHEETS: ACTIVITY ONE



WETSUIT THAT HEATS UP YOUR
BODY WITH THE PUSH OF A BUTTON



[https://surfeuropemag.com/surf-gear/
quiksilver-releases-cypher-heat-vest-
winter.html](https://surfeuropemag.com/surf-gear/quiksilver-releases-cypher-heat-vest-winter.html)



SOLAR-CHARGED FASHION
THAT LIGHTS UP



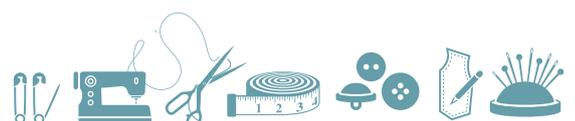
[https://www.vollebak.com/product/
solar-charged-jacket/](https://www.vollebak.com/product/solar-charged-jacket/)



SPORTS TOP THAT
MONITORS HEART RATE



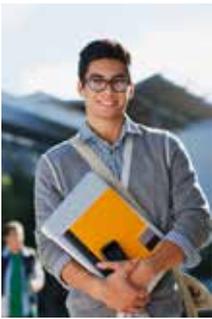
[https://shop.supa.ai/products/
supa-powered-bra-sup-a-reactor](https://shop.supa.ai/products/supa-powered-bra-sup-a-reactor)



STUDENT WORKSHEETS: ACTIVITY ONE

An 'end user' is the person who will wear/use the outfit you design. Who would you like to design an outfit for?

Have a look at these people and write a list of the types of clothes they might wear.



STUDENTS

- Shirts
- Ties
- School Blazer
-
-



CAMPER

-
-
-
-



HIPSTERS

-
-
-
-



TEENAGER into FASHION

-
-
-
-



YOGA PERSON

-
-
-
-



RUNNER/ SPORTSPERSON

-
-
-
-

Are there other types of people you could design for?



ACTIVITY TWO

TOPIC: Students create an end-user/mood board Years 9 to 12

Activity two is an adaption of Lesson One from the teacher booklet. There are supporting student worksheets for activity two to support students designs. Teachers should print these worksheets and provide to students.

Student should select an end user they would like to design an outfit for — such examples are on the previous page, or perhaps the teacher can set an end-user group for the class.

To help start the design process, students might find it helpful to gather images of their chosen end user for some inspiration.

TO BEGIN THE ACTIVITY:

Students need to identify their end user(s). Students should first complete the 'Identifying an End User' activity sheet and then choose an end user from their list. Students can then move onto the 'Create an End User mood board' worksheet.

ACTIVITY TWO CONCLUSION:

By the end of the lesson, students should have identified their end user and put together images and some annotations that represent their chosen end user.



STUDENT WORKSHEETS: ACTIVITY TWO

Create an end-user/mood board:

- Using the internet or some magazines, find a selection of images or pictures of the end user you would like to design an outfit for that incorporates technology.
- Find images of the clothes they like to wear.
- Find images of colours and items or objects that might relate to your chosen end user.
- Paste the most suitable pictures you have found on a large piece of paper and annotate (label) some of the things you see (this will help you with your design ideas).

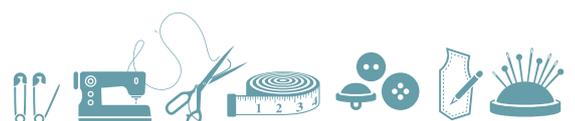
EXAMPLE LAYOUT:

<p>Paste an image in here of your end user (the type of person you would like to design an outfit for)</p>	<p>Annotations (label your pictures)</p> <p>What type of colours does your end user like to wear? (This will help you decide on a colour palette)</p>
	<p>What type of clothes do they like to wear? (What images reflect your theme?)</p>
	<p>What type of design features can you see? (see word bank below for some help)</p>
	<p>Are there any accessories that your end user needs? e.g. bags, hats etc.</p>

Use the annotation (label) list on the right-hand side, to help you find all the common things that you see.

Are there any other interesting things you have noticed in your image board that you can see?

Write these next to your pictures also. On the next page is a [Word Bank](#) that you might like to use.



ACTIVITY THREE

TOPIC: Students start to illustrate their garment or outfit for their end user and annotate their design by referencing the criteria All year levels

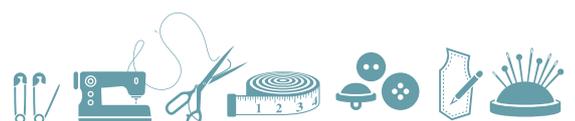
Activity three is an adaption of Lesson Three from the teacher booklet. There are supporting student worksheets for activity three to support students designs. Teachers should print these worksheets and provide to students.

TO BEGIN THE ACTIVITY:

Have some examples of clothing types prepared - you can use the garment and accessories resource page found in this booklet. Students can identify the type of garment they would like to design and add a technology component to. See the resources also for lesson three in the teacher booklet.

ACTIVITY THREE CONCLUSION:

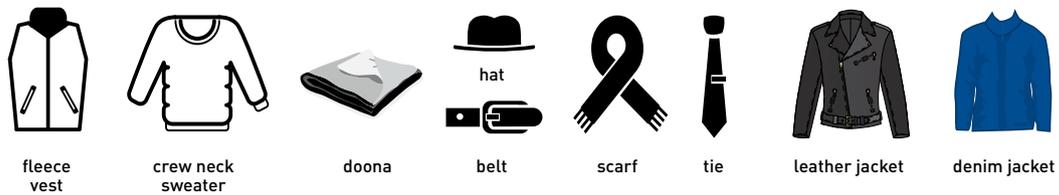
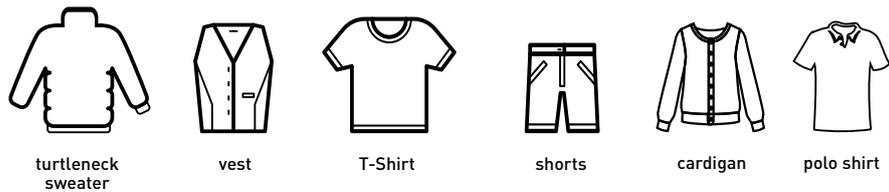
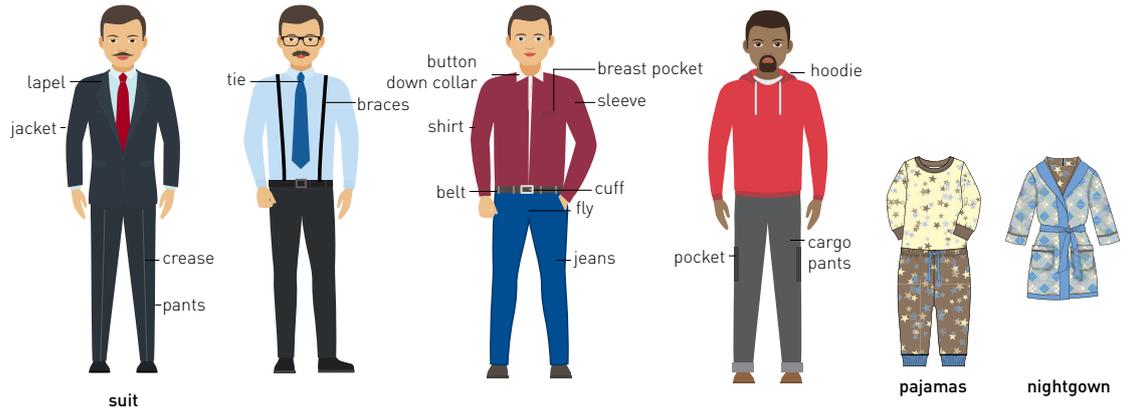
By the end of the lesson, students should have presented their design as an annotated fashion illustration.



STUDENT WORKSHEETS: ACTIVITY THREE

Choose one garment and an accessory you would like to design and combine with technology for your end user. Put a tick next to the items you will design.

On a blank sheet of paper, draw some ideas on how you could combine the clothing and accessories into one garment for your chosen end user. Garments and accessories:

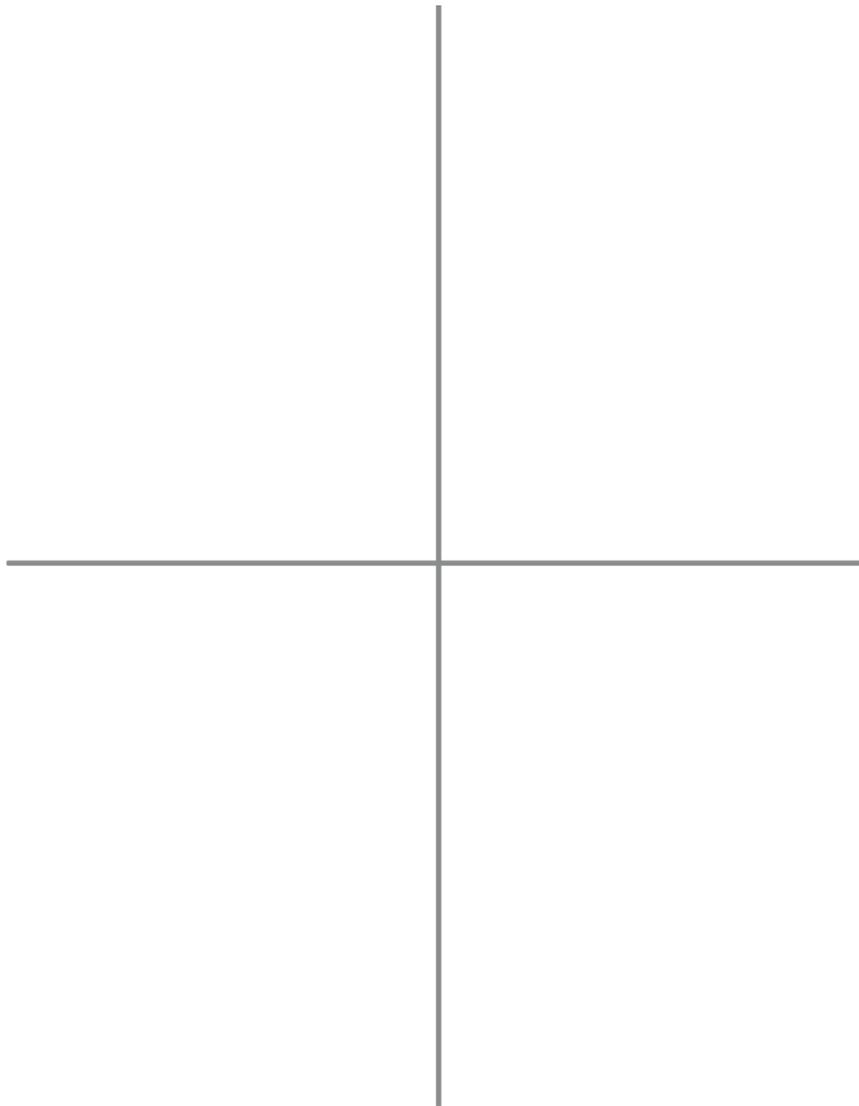


STUDENT WORKSHEET: ACTIVITY THREE

Start to design your outfit. Draw many options before you choose the best one.

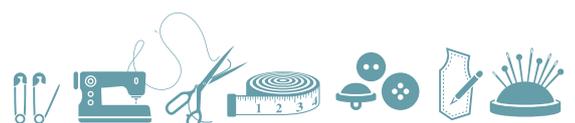
Technological outfit to be designed for: _____(end-user group)

Draw at least four different options and ask your friends which one they like best:

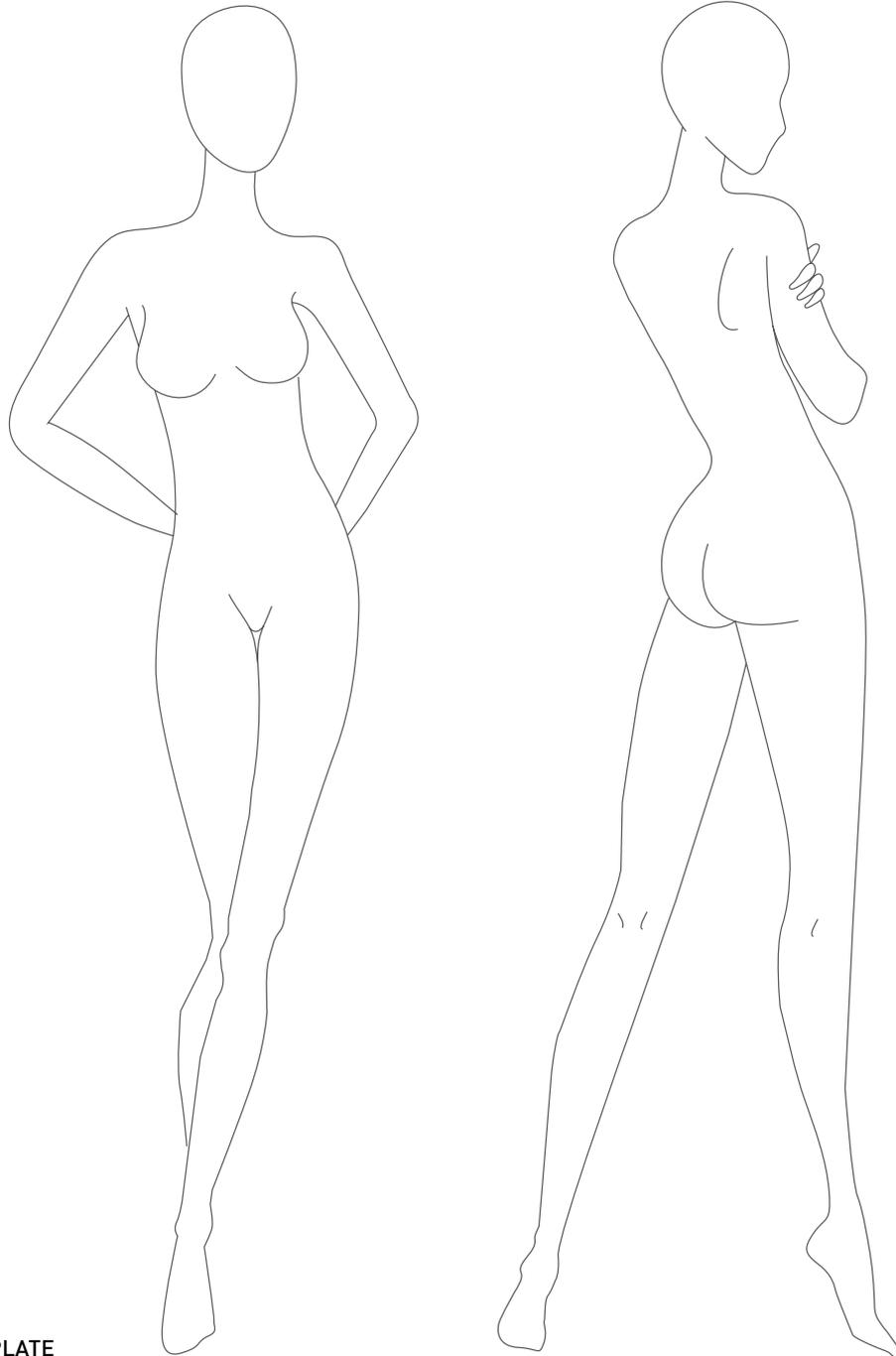


When you have chosen your best design, draw your design onto a figure to present it as your fashion illustration with annotations.

** Please see examples from 2018's Wool4School Design Competition for some ideas how you can present your work.*



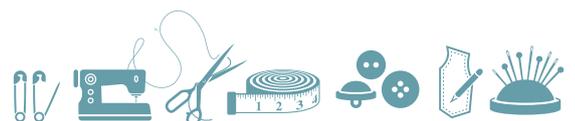
STUDENT WORKSHEETS: ACTIVITY THREE



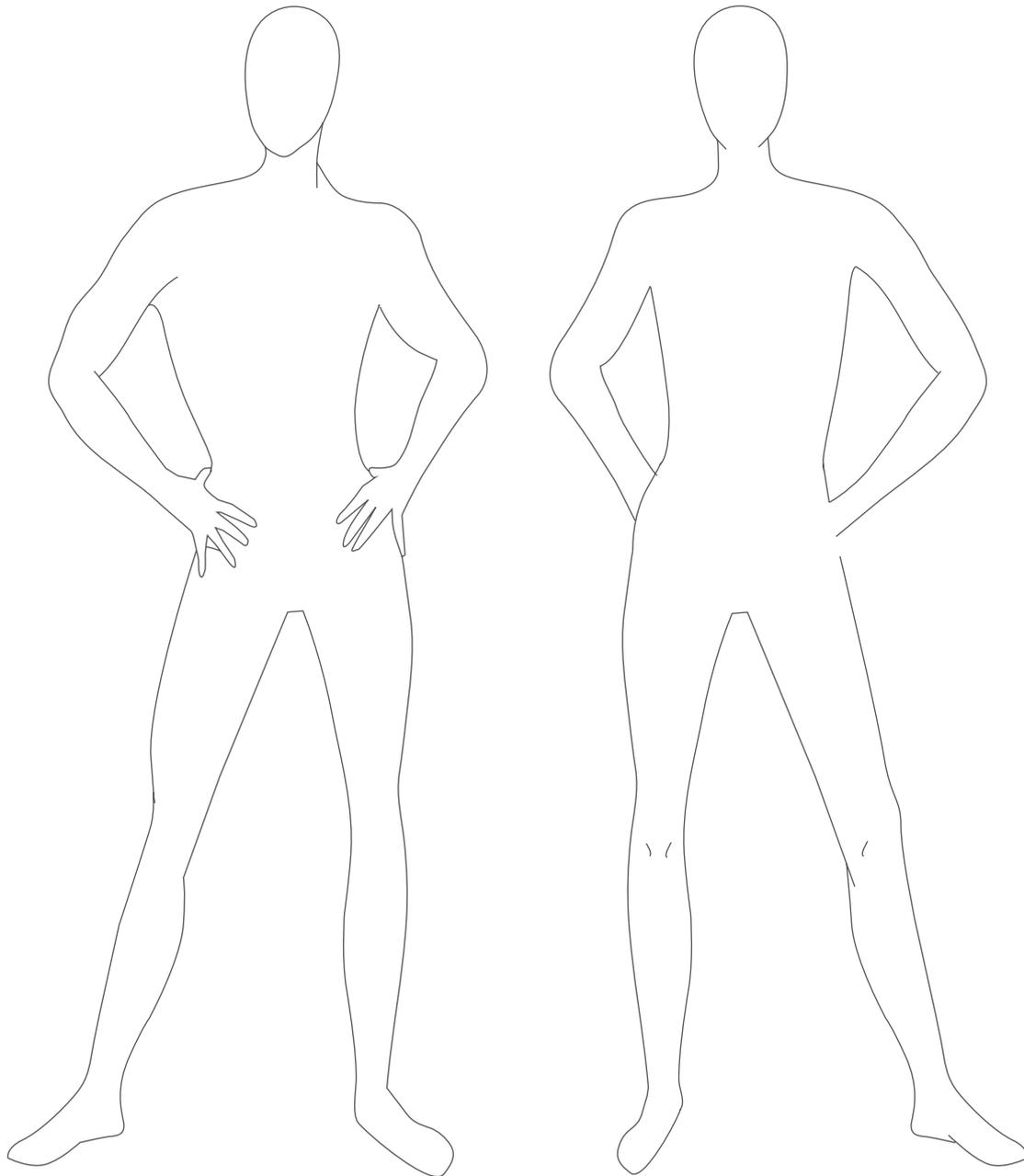
FEMALE TEMPLATE

Hint: When tracing, draw the clothing on the figure first, and then draw the figure around that.

If you would like to download additional croquis templates you can go to this website:
<http://www.deviantart.com/morelikethis/262867809> or <http://www.designersnexus.com/>



STUDENT WORKSHEETS: ACTIVITY THREE



MALE TEMPLATE

Hint: When tracing, draw the clothing on the figure first, and then draw the figure around that.

If you would like to download additional croquis templates you can go to this website:
<http://www.deviantart.com/morelikethis/262867809> or <http://www.designersnexus.com/>



STUDENT WORKSHEETS: ACTIVITY THREE

Your fashion illustration should be presented on one (1) page only and needs to include the following annotations:

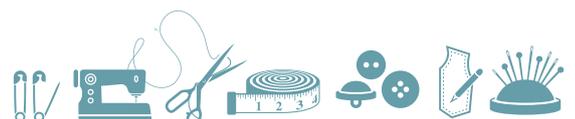
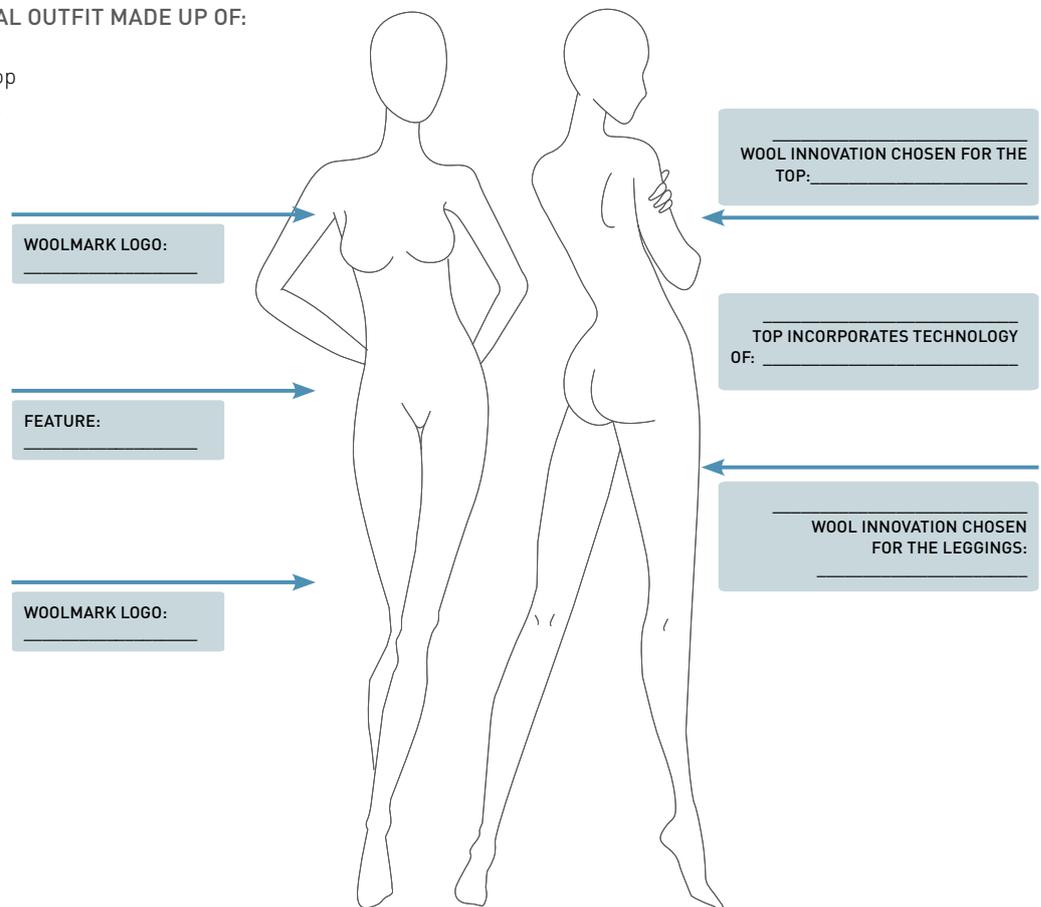
- identify the 'end user' — the type, age and gender of person who would wear this outfit
- identify the incorporated technology and what problem is being solved
- identify each of the garments (up to four pieces) that make up the outfit
- explain the key features of the outfit (both performance and aesthetic features)
- identify the wool fabrics and wool innovations (knit or woven)

Below is an example layout you may wish to use.

End-user group: **FEMALES INTO YOGA**

TECHNOLOGICAL OUTFIT MADE UP OF:

- Singlet top
- Leggings



STUDENT WORKSHEETS: ACTIVITY THREE

Below is a word bank you can use to help describe (annotate) your clothing. Ask your teacher for help if you are unsure what a word means.

Colours	<ul style="list-style-type: none"> - bright, dull, cool, warm, soft, dark, light, pastel, fluorescent, rainbow, metallic, shiny
Materials	<ul style="list-style-type: none"> - soft, shiny, metal, patterned, printed, smooth, rough, floral, stretchy, tight, flowing, stiff
Clothing styles	<ul style="list-style-type: none"> - jackets — cropped, tailored, boxy, formal, military - skirts — long, short, A-line, full, mini, tailored - dresses — long, short, flowing, fitted - knitwear — cardigans, jumpers, vests - shirts — military, fitted, blouse, loose - track suits — soft, comfortable, fitted, tight - singlets — racer back, fitted, narrow straps - shorts — short, long, fitted, baggy
Patterns	<ul style="list-style-type: none"> - striped, bold, geometric, flowery, floral, colourful, large, ditsy print, graphic, bold, patterned
Material performance	<ul style="list-style-type: none"> - soft, comfortable, breathable, water absorbent, water repellent, lightweight, moves with your body, smooth



STUDENT WORKSHEETS: ACTIVITY THREE

Fashion presentation

(Print on A3 paper and draw design)

Chosen end user:

The outfit's performance is improved with the incorporation of _____ technology.

The garment does _____
_____ (state what the technology is supposed to do).

Knit/woven (circle which one)
wool is used because ...

The key features of this garment or outfit are:



ACTIVITY FOUR

TOPIC: Students write their supporting creative statement and check they have completed the competition criteria

Years 9 to 12

Activity four is an adaption of Lesson Five from the teacher booklet. There are supporting student worksheets for activity four to support students designs. Teachers should print these worksheets and provide to students.

Ensure all students have completed their year level requirements before submitting their design (all year levels).

TO BEGIN THE ACTIVITY:

Have students familiarises themselves with the creative statement criteria found on the creative statement worksheet in this booklet.

YEARS 7 AND 8	YEARS 9 AND 10	YEARS 11 AND 12
Fashion illustration with annotations	Fashion illustration with annotations	Fashion illustration with annotations
	End-user/mood board	End-user/mood board
	Creative statement	Creative statement
		Technical sketch

ACTIVITY FOUR CONCLUSION:

By end of this lesson, students should have written their supporting creative statement about their design answering all the criteria found in the creative statement worksheet. This can be done with teacher assistance. Students should have completed all the competition requirements and be ready to upload their submission.



STUDENT WORKSHEETS: ACTIVITY FOUR

The creative statement is your opportunity to show what you have learnt about wool and designing. Try to answer the questions with as much detail as possible. Answer the following:

STUDENT'S NAME (IF SUBMITTED BY A TEAM, PLEASE LIST ALL TEAM MEMBERS):

SCHOOL NAME:

YEAR OF SCHOOLING:

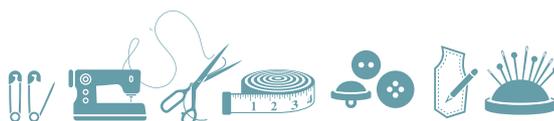
CHOSEN END USER:

HOW DOES YOUR GARMENT INCORPORATE (USE/INCLUDE) TECHNOLOGY?

WHAT DID YOU LEARN ABOUT WOOL?

IF YOU RECEIVED HELP OR WORKED AS PART OF A TEAM, WHAT DID YOU ACHIEVE ON YOUR OWN DURING THIS COMPETITION?

WHAT DID YOU ENJOY ABOUT WORKING IN A TEAM/WITH OTHERS?



STUDENT WORKSHEETS: ACTIVITY FOUR

Before you submit your work, check to see if you have met the criteria below (ask your teacher to check with you):

Tick off when complete.

	Does your end-user/mood board clearly convey the style of your chosen end user?
	Is your technological garment or outfit design new, innovative and inventive? Does it have secondary (other) functions/uses?
	Is your technological garment or outfit suitable for you chosen end user to wear and meet all the performance and functional requirements?
	Have you selected appropriate wool materials and innovations for your designs?
	Do your annotations: <ul style="list-style-type: none"> - identify the end user (the type, age and gender of the person who would wear the outfit) - identify the incorporated technology and what problem is being solved - identify each of the garments that make up the outfit - explain the key features of the outfit (both performance and aesthetic features) - identify the wool fabrics and wool innovations (knit or woven) - identify which Woolmark logo would be applied to each garment
	Does your creative statement explain the design concept and demonstrate an understanding of wool materials and innovations?
	Is the size of your graphic file no larger than 10mb (.jpg, gif, .docx, or .pdf format)?



STUDENT WORKSHEETS: JUDGING CRITERIA

Print the below judging criteria, and review and adjust your submission where necessary to meet the criteria outcomes.

	YEARS 7 AND 8 JUDGING CRITERIA	YEARS 9 AND 10 JUDGING CRITERIA	YEARS 11 AND 12 JUDGING CRITERIA
1	Innovative and creative design that incorporates technology	Innovative and creative design that incorporates technology	Innovative and creative design that incorporates technology
2	Garment or outfit that conveys the needs of the end user with appropriate use of technology	Garment or outfit that conveys the needs of the end user with appropriate use of technology	Garment or outfit that conveys the needs of the end user with appropriate use of technology
3	Design suitability	Clear link between end-user/mood board (visual end-user group) and design	Clear link between end-user/mood board (visual end-user group) and design
4	Fashion illustration — drawing style and clarity of drawing	Design suitability	Design suitability
5	Suitability of wool materials selected for design(s) including wool innovations	Fashion illustration — drawing style and clarity of drawing	Fashion illustration — drawing style and clarity of drawing
6	Demonstrated understanding of the appropriate use of wool materials	Suitability of wool materials selected for design(s) including wool innovations	Suitability of wool materials selected for design(s) including wool innovations
7	Clear annotations to show technological features of the garment or outfit, and reference to a Woolmark logo	Demonstrated understanding of the appropriate use of wool materials	Demonstrated understanding of the appropriate use of wool materials
8	Overall visual presentation	Clear annotations to show technological features of the garment or outfit, and reference to a Woolmark logo	Clear annotations to show technological features of the garment or outfit, and reference to a Woolmark logo
9		Justified responses in creative statement	Quality and accuracy of technical sketch
10		Overall visual presentation	Justified responses in creative statement
11			Overall visual presentation



ACTIVITY FIVE

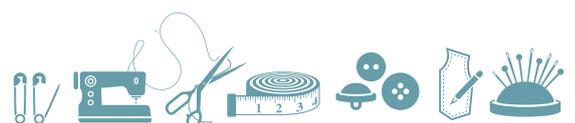
TOPIC: Students upload their entry to the Wool4School website All year levels

Competition entry must be submitted electronically. If work was done in a hard copy folio, please scan work and compile in an e-folio. Please ensure the document is in the correct order and saved under the student's name. Ideally, each entry should be submitted as one document — not multiple documents.

To submit go to www.wool4school.com/submissions/

TEACHERS

** Don't forget to fill in the teacher questionnaire on the next page to be eligible for a prize.*





2019 WOOL4SCHOOL TEACHER PRIZE

To be eligible for the Wool4School teacher prize, complete the questionnaire below and let us know about how this competition was incorporated into your teaching program.

TEACHER NAME:

NUMBER OF YEARS TEACHING:

SCHOOL NAME:

IS YOUR SCHOOL (PLEASE TICK):

INDEPENDANT

GOVERNMENT

IS YOUR SCHOOL (PLEASE TICK):

METRO

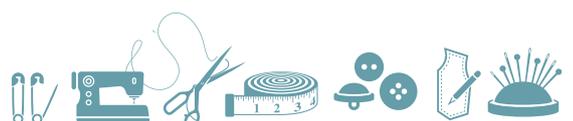
REGIONAL

SIZE OF SCHOOL (PLEASE TICK):

<500

500-1000

>1000





TEACHER QUESTIONS

1. How did you implement the 2019 Wool4School Design Competition in the classroom?

What did you do? Did you adapt resources or the lessons and activities to accommodate the needs of the students? Please provide/attach an example(s).

2. Tell us how you introduced the 2019 Wool4School design brief and taught your students about wool and wool innovations.

Did you use the resources and website links provided, or did you develop or access other resources? Please provide evidence of how you engaged your students in learning about wool.

3. How has the 2019 Wool4School Design Competition helped to improve the Design and Technology student outcomes in your classroom?

Please give a specific example (e.g. engaged a disengaged student).

4. What did you learn from participating in the 2019 Wool4School Design Competition? For example, has it improved your understanding of wool or assisted you in the teaching of Design and Technology?

5. Please add any other information regarding your participation in this competition that supports your entry.

** Where possible, please provide student sample work or teacher resources. Photos can also be included to support your entry.*

The teacher questionnaire will be judged on:

- evidence of student submissions in the classroom (i.e. student knowledge and understand of wool is adequate)
- evidence of implementation of the units of work in the classroom (i.e. classroom displays, additional resources created)
- evidence of students' understanding and learning about wool
- quality and quantity of student entries (i.e. student entries meeting all set criteria)
- reflective and thoughtful teacher responses.





wool4school.com

