

Suits You, Sir!

Time: 1 hour to research and plan the design.
1 hour to present the design. This could be done on the computer in an ICT lesson.

Introduction Adverts are always telling us we need something to look or feel good, but in Antarctica it is key that you look and feel warm, not too hot and certainly not too cold. This lesson explores the importance of insulation and other considerations when dressing in sub-zero conditions, and how best to promote these items.

Learning Objective:

To promote Antarctic clothing – thermal underwear, fleece tops, windproof or water-proof outer garments, gloves, hats, goggles or sunglasses – through eye-catching, well worded adverts and well designed garments.

Resources

1. Images of polar explorers and polar clothing / accessories from websites.
2. Images of clothes adverts from magazines.

1 Show the children clothes adverts from magazines and gather words, ideas or phrases on the board that are important in promoting the clothing item(s).

2 Tell the class that they are going to promote clothing to be worn in Antarctica. Show the children images of the polar explorers' clothing and ask them what they think the most important features of clothing for Antarctica are? The key factor is that you feel warm and dry so they need to be well insulated, windproof, waterproof.

3 Place an image of an item of clothing such as a polar fleece in the centre of your IWB and build up a mind-map of language and ideas around it with the class. Get the children to rate the clothing, thinking about:

- The material and how it works – keeps heat in, but lets moisture / sweat out, light-weight, windproof, waterproof
- The style – streamline, cool-look, classic, futuristic, comfortable
- The colour – good for a polar location, effective camouflage or stands out so easily visible – which colour would they choose?

4 Split the class into pairs and ask the children to plan what their advert will promote. Get the pairs to think about the material, style, colour and logo for the garment. Do they want to put snowflakes or penguin images or iceberg outlines on it? Get them to try some different designs, using pictures to help them. These may be hand-drawn or computer generated designs or a combination of the two.

5 Next the children should come up with a tagline or branding slogan to promote their garment. Can they think of three words or a short phrase to capture what the garment is like?

6 Once the designs are complete, get the children to present them to each other and give scores for the designs. The designs can then be mounted and displayed. Groups can score each other for:

- a. Quality of presentation
- b. Quality of product
- c. Overall impact – Did it convince you to buy the clothing item?

Differentiation

The children can decide what kind of design and presentation they want to put together. Images of polar garments from websites should give them plenty of ideas. The design should be bold with clear lettering and the designer name and cost visible. But the main focus is on the item of clothing itself. Is it going to keep them warm, dry and well protected from the elements in Antarctica?

The children could film their presentations. Encourage the children to 'sell' their garment with snappy language, an eye-catching design and even some cool background music. Use a digital blue, Aiptek or similar camcorder and then edit the material with a movie-maker package.

Success Criteria

The children appreciate the power of advertising in selling a product and what sort of design features and language sell a polar clothing garment.