**Consumer Behaviour in Clothing Choices and Implications**

Assessment Activity - Who is your customer?

In this activity, students will create an image board for either fast fashion or slow fashion, and to investigate the factors affecting the consumer behaviour between fast fashion and slow fashion. This activity aims at enhancing students’ understanding of the factors that influence in consumer buying behaviour and the concept of fast fashion and slow fashion.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Outcomes**

By the end of this activity, students will be able to:

1. Understand the factors that influence consumer buying behaviour.
2. Understand the differences between fast fashion and slow fashion.

**For Students**

1. Group Formation: In a group of 4-5, select either fast fashion or slow fashion as the focus of the study.
2. Discuss the factors that affect the consumer behaviour of fast fashion / slow fashion
3. Research: Conduct a comprehensive desktop research on the images that represent the lifestyle and preferences of consumers buying fast fashion / slow fashion.
4. Presentation: Create an image board to share the information gathered with the whole class.

**For Teachers**

1. Providing Resources: Provide necessary resources and materials for research. This might include access to the internet, library resources, and research databases.
2. Presentation Session: Students share their findings with the whole class.
3. Post-Activity Reflection: Discuss with students the factors affect the consumer behaviour between fast fashion and slow fashion.

**Assessment Criteria**

|  |  |
| --- | --- |
| **Appropriateness and extensiveness of the research materials** | **60%** |
| **Quality of visual supports** | **20%** |
| **PowerPoint quality and presentation fluency** | **20%** |
| **Total:** | **100%** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Description |  |  |  |  |  |
| Understand the differences between fast fashion and slow fashion | Understanding the implementation of advanced technologies on fashion brands   * The variety of sources used, and the relevance and accuracy of the information gathered | F | D | C | B | A |
| No preparation, not eager to participate in the activity and not able to identify appropriate research methods | Some preparation but show limited dedication on the research, the findings are not comprehensive and correct | Relevant preparation and able to gather appropriate information, but the scope of research is limited | Substantial preparation and active participation, demonstrating an understanding on the features of fast fashion and slow fashion, and the their differences | Outstanding preparation on the activity, demonstrate a good understanding on the features of fast fashion and slow fashion, and their differences, as well as to compare from the perspective of a consumer |
| Conduct the research through images and present the findings on the factors that influence consumer buying behaviour | Consolidation and presentation of findings   * The clarity, relevance, and aesthetic quality of the visuals, and how well they support and enhance the presented information * The structure and organisation of the presentation, the fluency of delivery, and the ability to engage the audience | F | D | C | B | A |
| Not able to consolidate and present the findings | Limited ideas are consolidated, not able to have a complete and fluent presentation | Relevant ideas are presented but the quality and fluency of the presentation is not comprehensive | Substantial findings are consolidated and well presented with appropriate visual supports, fluent presentation | Outstanding management of the findings, findings are well presented with good quality visual supports and analysis, fluent presentation and good teamwork division |