

## How AI is transforming the fashion industry

This resource consists of an inspirational film about fashion designer, **Sian Robinson**, an article outlining Sian's journey with AI technologies, and further information about the AI tools seen in the film.

### Before watching the film

Ask pupils to make a list of some of the ways AI tools might be used in fashion design and manufacture.

### After watching the film

#### Vocabulary check

Ensure that pupils understand all the technical vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms.

### Roles & Jobs

These films are based around an interview with someone who is using AI to transform the world around them. This is an opportunity for young people to think about how they might do the same, perhaps in a similar field.

- Start by clarifying what Sian does - what does the job entail and how does AI technology fit in?
- Then move on to discuss more specifically the AI tools they are using, what they do and how they do it.

### Discussion

The resources could be used as a starting point for paired and small group discussions. Provide some suggested talking points to get the conversation started.

- How can AI tools empower fashion designers and innovate fashion design?
- How transparent should fashion designers be about using AI tools in their work?
- Could AI support fashion design to be more inclusive, making it easier to design for different body types?
- Who owns the designs that an AI tool creates using reference images? Who owns the copyright?

### Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could role play a conversation between a fashion designer who doesn't believe in using AI in their designs and one who uses it all the time in their work.

### Other activities

Pupils could create a mind map collecting some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

## CURRICULUM LINKS

The activities on the previous page link to the following statutory **RSE, Health Education and Citizenship** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
<b>RELATIONSHIPS EDUCATION:</b> Online and Media	<ul style="list-style-type: none"> <li>How information and data is generated, collected, shared and used online.</li> </ul>
<b>HEALTH &amp; WELLBEING:</b> Internet Safety and Harms	<ul style="list-style-type: none"> <li>The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.</li> </ul>
<b>CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>The legal system in the UK, different sources of law and how the law helps society deal with complex problems. (Specifically, the law around copyright)</li> </ul>

## LINKS TO OTHER SUBJECTS

### DESIGN TECHNOLOGY

#### Curriculum content links

Pupils could discuss the current and future impact of AI tools on the way designers ***“develop, communicate, record and justify design ideas, applying suitable techniques, for example computer-based tools.”*** And how they might ***“use specialist tools and equipment, appropriate to the materials or components used (including digital design and manufacture), to create a specific outcome”*** as mentioned in the Design Technology GCSE curriculum content.