

GRWM ...to Follow my Dreams!

**"Clothes mean nothing until
someone lives in them."**
Marc Jacobs



Group: 5A
Teacher: Monica Rosales Anzaldo
Atelierista: Emma Ochoa Abundis
Ages: 10-11
School year: 2025-2026

Let's begin our journey!

Welcome to a project created by fifth graders in which fashion becomes a language to express identity, aspirations, and personal growth.

Through clothing design and artistic exploration, students transform garments into symbols of their dreams and future goals. This project invites participants to reflect on who they are, who they want to become, and how their choices shape their journey.

By combining imagination, creativity, and self-expression, this project encourages students to see clothing not only as something we wear, but as a powerful form of storytelling. Each outfit represents a dream, a talent, or a hope, allowing students to visually communicate their inner world.



*"Clothing can define our personality and style "-
Regina Villagrán*

*"Fashion is a way to represent our
identity" - Sofía Martínez*



Triggering activity

Purpose

The aim was to foster creativity, collaboration and self-expression through an artistic fashion project. Students were encouraged to represent personal dreams and ideas using clothing as a visual language.



Outcome

The activity strengthened teamwork, self-confidence, encouraged artistic expression, and promoted respect for diverse ideas within the classroom community.



Development

Students worked in teams using fabric pieces and materials to design an outfit with symbolic meaning. One student participated in a short parade to present the outfit, while the group explained its concept to the class.





GRWM to Reveal My Routines!



"I realized I enjoyed to let other people know what I will wear in the morning"
Carolina Carrillo

This activity engaged fifth-grade students in recording a "GRWM" (Get Ready With Me) video to prepare for a special event. The purpose was to reinforce previously learned vocabulary related to clothing and personal routines while developing students' speaking and self-confidence skills.

This recorded short videos in which they described the clothes they chose and explained why they were appropriate for the special occasion.

Overall, the activity promoted vocabulary reinforcement, communication skills, and positive self-esteem through creative and purposeful language use.

"I loved recording my outfit and showing it to my classmates"
Camila Chávez





"Through my video, I could express my opinion about fashion and my favorite outfits"
Aranza Sánchez

"I enjoyed showing to my classmates what I like to wear when I go to sleep"
Mía Rodríguez



"Through this video, I could practice my English by talking about what I do to get ready each day" -
Norma Maldonado



"This activity was very cool because I could show my favorite sport outfit"
Luciano Arenas

Designing Identity: A Human Body Portfolio Project



Fifth graders engaged in a hands-on project creating human body portfolios using acetates. They designed various outfits for each figure, exploring creativity through careful assembly and layering of materials. This activity encouraged artistic expression, fine motor skills, and dynamic visualization of clothing changes.

"I realized designing is very creative because you have to match colors and fashion styles" -Fernanda Carrillo





" I understood that is very difficult to create new clothing outfits, but I enjoyed it" - Regina Saucedo

" When you design, you use your imagination to create your own fashion style"
Dante Sánchez



"This activity was so exciting, because I could design different outfits for the portfolio model" - Andrea Soto

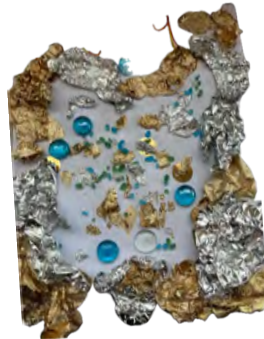
" I enjoyed creating my own fashion styles for the model" - Nicolás Álvarez



Learning Fashion Through Expert Experience

Fashion History & Styles

Gabriela Vargas, a professional fashion designer, introduced students to fashion history, explaining its evolution and cultural influences. She showcased how designers use colors, shapes, and fabrics to communicate ideas, highlighting fashion as a creative and expressive medium.



Sustainable Clothing

The expert emphasized sustainable clothing, encouraging students to consider recycling fabrics, reducing waste, and making environmentally conscious choices. Her visit inspired responsible and imaginative design, supporting their "Fashion and Clothing" Atelier project.



" We learned how clothing styles changed through History" - 5ºA





Creative Upcycling: Giving New Life to Clothing

This activity challenged fifth graders to transform old clothing into redesigned garments, promoting upcycling and sustainable practices. Students selected an item, then used various materials, colors, and decorative elements to give it new life. This fostered creativity and responsible consumption.

“Upcycling is a technique that gives you the opportunity to redecorate your clothes” - Yendri Rojas



*“ Upcycling is very useful because you don't need to throw away your clothes”
Regina Córdova*



The Upcycling Process

Students discussed their inspiration and design choices, practicing creative thinking and artistic skills. This process raised awareness of sustainability and environmental responsibility, strengthening problem-solving, and confidence as they shared their unique creations.



“ Upcycling is a wonderful technique to give a second chance to your clothes” - Sofía Hidalgo



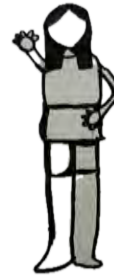
“ I think upcycling should be used in all parts of the world” - Ailén Mirón



" I learned how to mix colors by doing the tie dye technique in my clothes" - Ian Hernández



" I'm so excited to give a second chance to some clothes that were old" - Mariana Díaz



" Upcycling gives you the opportunity to redecorate and wear your clothes again" - Tabatha Muro

From Redesign to Digital Presentation

“ It was very interesting to combine fashion and technology so people know about our upcycling process” - 5^oA



In a collaborative effort, the ITEC teacher guided students to create digital flyers showcasing their upcycled clothing. This integrated creativity, digital skills, and environmental awareness, encouraging reflection on sustainable fashion practices.

Students described the original garment, explained their changes, and highlighted their inspiration. By organizing information visually and using appropriate vocabulary, they practiced digital communication while reinforcing concepts of upcycling and responsible consumption.



Visual Stories of Great Designers

In this activity of this project, fifth graders created infographics about their favorite fashion designers. The students carefully selected the most important information about each designer's life and style.

" I really enjoyed searching about the designer of the Argentina's soccer uniform" - Cristian Herrera



They also included meaningful images. This activity helped students develop research, design, and summarization skills while allowing them to express their creativity.



The final infographics were colorful, informative, and reflected the students' genuine interest in the designer they chose. It was a fun and educational way to blend fashion appreciation with digital literacy.



“ It was very interesting to search that the designer I chose was the first person to wear a top hat” Elías Ramírez



“ I was surprised when I search about the life of the designer I chose because he overcame many situations to follow his dreams” Víctor Lázaro



“ I got interested in this designer because he designed great skiing boots” - Vladimir Murillo

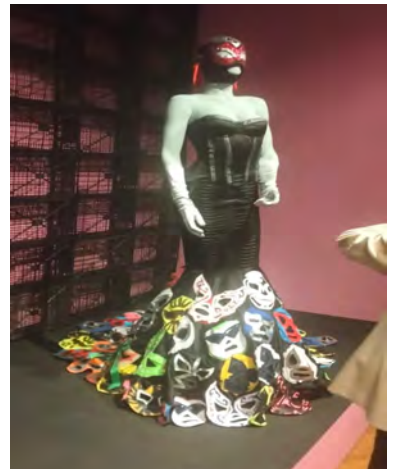
Fashion Beyond the Classroom: Latin American Inspiration



Fifth-grade students visited two fashion exhibitions focused on Latin American fashion. The purpose was to broaden their understanding of fashion as cultural expression, exploring how history, identity, and creativity are reflected in clothing across the region.



They observed diverse garments, textiles, and designs, learning how colors, materials, and patterns communicate cultural values. This experience enriched their Atelier project with authentic references, promoting cultural awareness and visual literacy.



What We Carry to Reach Our Dreams



Feelings



Bravery, hope, and resilience are essential emotional supports.



People

Family, friends, and teachers provide invaluable encouragement.



Objects/Tools

Learning resources and well-being items support our journey.

This activity encouraged students to reflect on the idea that dreams are not achieved alone. Using a backpack as a symbol, students identified what they "carry" to help them move forward. They drew or wrote on cards, organizing ideas into feelings, people, and supportive objects.



“ You just need to have great dreams to follow your dreams” - Renata Rocha

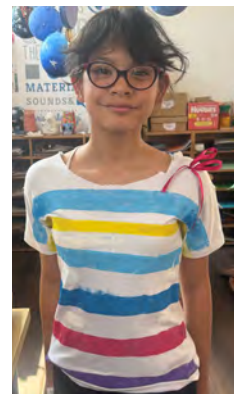


“ You need confidence and the support of your family to make your dreams come true” - Sofía Morales





Conclusion



Meaningful Learning

Connected creativity, self-expression, and reflection through fashion.

Skill Development

Enhanced artistic, social, and emotional skills.

Key Activities

Upcycling, digital flyers, support system reflection, and collaborative displays.

Core Message

Dreams are built through effort, collaboration, and support.

The "GRWM... to Follow My Dreams!" Atelier project provided fifth graders with a rich learning experience. Students explored how clothing communicates identity and values, while developing essential skills. The project fostered responsibility, sustainability awareness, and appreciation for diverse perspectives, reinforcing that following one's dreams is both a personal and collective journey.

