

GROWM

"Clothes mean nothing until someone lives in them."

Marc Jacobs



Group: 5C

Teacher: Kirle Nuñez

Atelierista: Emma Ochoa Abundis

Ages: 10-11

School year: 2025-2026

Fiercely Original, Always Greater

This project emerged from children's interest in clothes and accessories as elements of identity, protection, and expression. Inspired by the Reggio Emilia approach, we viewed clothing not merely as vocabulary to be learned, but as a language through which children could express emotions, dreams, challenges, and personal stories. Highlights that identity is about being unique and constantly evolving.

As a trigger activity, the atelier lab was transformed into an exploratory space where materials invited creativity and collaboration.

In the center of each team, the teacher placed a collection of fabric pieces, clothes, and accessories of different textures, colors, and shapes.

Students were given approximately twenty minutes to create a collective design and dress one team member using the available materials.

"The fabrics made us imagine different stories. The shiny one looked like it belonged to a k-pop star."

Isabella Vázquez 5°C

"It felt like building a real fashion show, but with teamwork."

Ivana González 5°C





"Being the observer was cool because I had to notice every little change."

Melissa Sánchez 5°C



While part of the group actively constructed and negotiated the design, another member took on the role of observer, carefully drawing a draft of the outfit as it evolved.

This dynamic allowed students to engage with multiple forms of expression —bodily, visual, and graphic— highlighting the idea of the “hundred languages of children.”

"When I was drawing, I saw details I didn't see before. It was like the outfit was growing step by step, and I had to capture it all."

Regina Penagos 5°C



"At first we all had different ideas , but then we mixed them and it became better than just one idea."

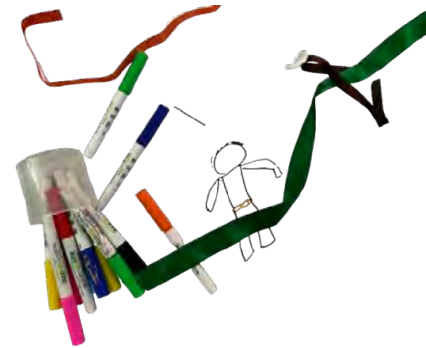
Leo Ramirez 5°C





"I loved participating and having the opportunity to be chosen for the parade, because I felt free to show myself and my style to the group."

Paolo Vera 5•C



"It was fun getting dressed up and I loved my final outfit. We tried to represent K-pop culture because my team and I identify with it "

Allison Urbina 5•C



Beneath the Style



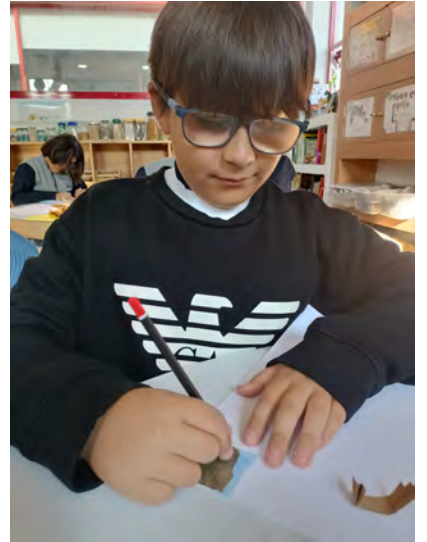
Then, each student was asked to draw their **own body shape**, paying attention to personal proportions rather than idealized forms. This body outline became the base for a **personal fashion magazine page**, emphasizing self-recognition and acceptance.



"Creating my own magazine was my favorite activity because I could represent myself and how I like to dress. I was inspired by an actual suit I have and love."

Maria José Fragoso 5^oC







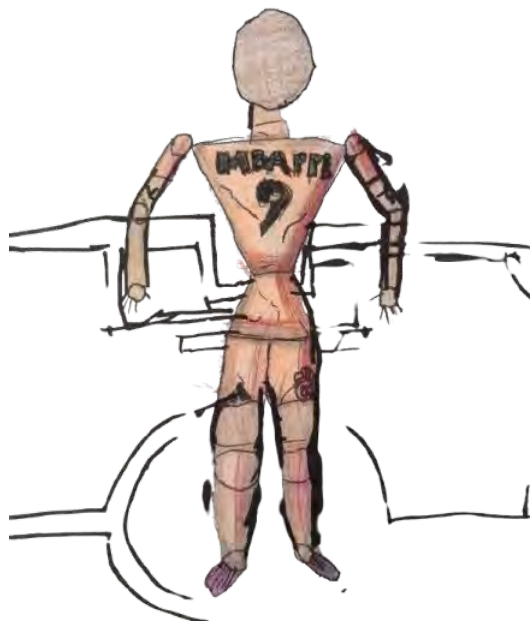


Using transparent acetate sheets, students **designed** and **drew different outfits** that could be placed over their body drawing. The **transparency of the material** allowed them to **layer clothing**, **experiment with multiple styles**, and transform their appearance without erasing their original form.

"Using the acetate sheets was cool because I could layer outfits like layers of my personality."

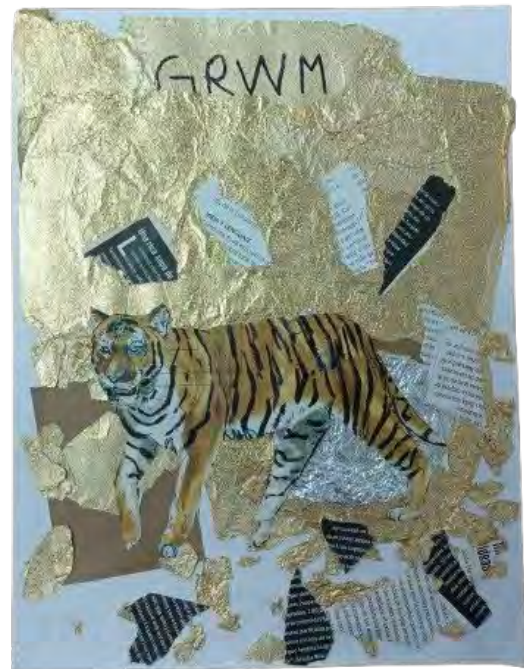
Victoria Navarro 5•C

Through this process, **clothing** was explored as something **flexible** and **interchangeable**, reflecting how **identity can change depending on mood, context, or personal growth**, while the body and self remain present.

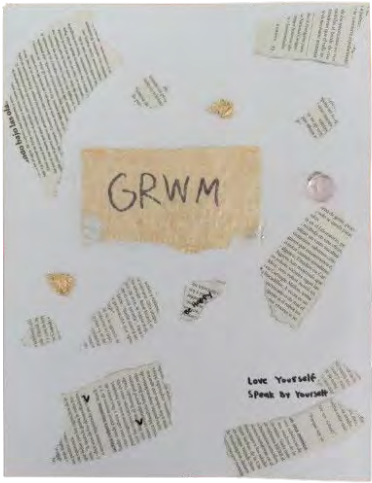


"Aligning the acetate layers was harder than I thought. I had to be patient, but I loved the result because it shows my personality in different ways."

Bernardo Navarro 5•C



This activity reinforced the idea that identity is not fixed, but composed of multiple layers—much like the acetate sheets themselves.

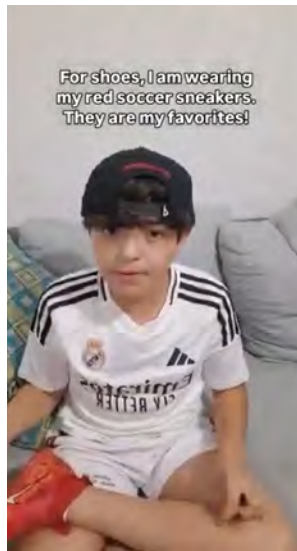




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As a second phase of the project, learning extended beyond the atelier and into the children's home environments through a *Get Ready With Me* video activity. Building on the vocabulary of clothing explored in Communicative Skills lessons, students were invited to create short videos in which they narrated the process of getting dressed.

This activity allowed children to use language in an authentic, meaningful context, connecting new vocabulary to their daily routines and personal choices. Through the video format, students exercised autonomy, voice, and self-representation, selecting how to present themselves and what aspects of their identity to share.



"At first, I felt very shy and nervous to record myself speaking. But when I started talking about my clothes and why I chose them, I felt more comfortable. The video helped me show my personality in a way I don't always do in class."

León Calzadilla 5°C



The activity reinforced the idea of clothing as a communicative language, while also strengthening oral expression, confidence, and the relationship between school learning and lived experience, making visible the children's understanding of language, identity, and self-expression across multiple contexts.

The Expert's Visit



As part of the ongoing project, fifth graders welcomed to Gabriela Vargas, a fashion designer and parent in the school community, visited the students to share her professional experience and personal insights, strengthening the connection between school learning and real-world practice.

Through conversation and visual references, Gabriela introduced the history and evolution of fashion, helping students explore how clothing has changed over time in response to social, cultural, and historical influences.



This perspective supported the children's understanding of fashion as more than personal choice, inviting them to see garments as expressions of identity, context, and collective stories. By examining different styles, colors, shapes, and fabrics, students discovered how designers communicate ideas and emotions through visual language.

"It **blew** my mind to learn how much water is wasted on fabrics like denim, and how much the **fashion industry** actually **pollutes** the planet."

Frida Hernández 5°C

A key focus of the visit was sustainability. Gabriela encouraged students to think critically about environmental responsibility by exploring practices such as recycling, eco recycling, and upcycling materials. She emphasized how reusing fabrics and transforming existing garments can reduce waste while opening new creative possibilities. This message aligned closely with the atelier's values, reinforcing the idea that constraints can inspire innovation and thoughtful design.



Upcycle Studio

Following the visit from the fashion designer, the atelier evolved into a hands-on space for experimentation and transformation. Inspired by the ideas of sustainability, creativity, and self-expression, students engaged in an upcycling experience in which they were invited to bring an old garment from home and reimagine it as something entirely new.





Through cutting, stitching, layering, and redesigning, they explored how a single garment could be transformed into a new creation with a different function, form, or meaning. This process encouraged problem-solving, decision-making, and flexibility, as students responded to the limitations and possibilities of the materials in front of them.







The activity fostered a **deep sense of responsibility** toward the environment while reinforcing the idea that **creativity can emerge from reuse and transformation.**



*'Redesigning my clothing was inspiring because I understood that, with creativity, we can give a **second life** to something we thought was lost.'*

Romina Orozco 5°C

Through this **upcycling experience**, the atelier became a **living laboratory** where sustainability, identity, and design intersected. **Students moved from learning about responsible fashion to actively practicing it**, strengthening their role as thoughtful, ethical, and inventive designers.



"Clothes can tell people who you are without speaking."

Marian Robles 5°C

"Upcycling makes fashion better for the planet. "

Adara Ramirez 5°C



The next activity invited students to explore the life and work of a famous fashion designer who inspired them through artistic expression, innovation, or cultural contribution.



Who Inspires My Style?



Designers such as Carolina Herrera, Coco Chanel, Christian Dior, and Valentino became reference points for understanding how fashion can shape identity and influence society.

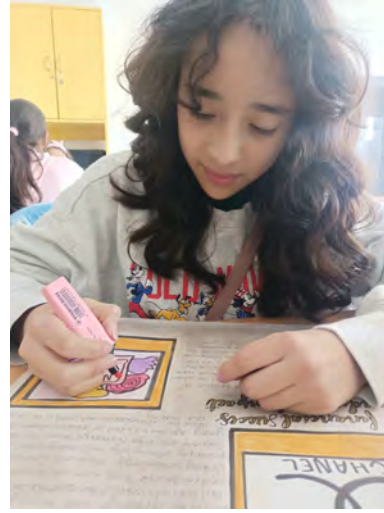
"When I researched Coco Chanel, I discovered she changed fashion for women. She didn't just make clothes—she changed history."

Paula Fávila 5°C

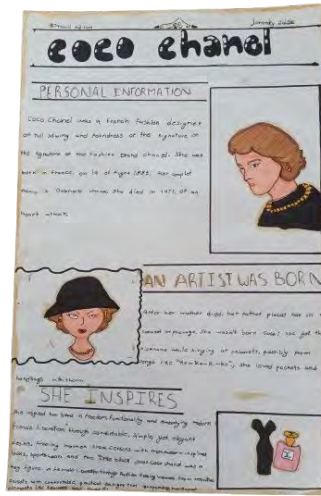
Each student selected one designer and created an infographic that visually communicated key aspects of that designer's life, style, achievements, and impact on the fashion world.











The infographics were carefully designed on white cardboard and brought to life using colors, color chalks, and markers. Students thoughtfully organized information using titles, images, timelines, keywords, and visual symbols that represented the designer's aesthetic. The use of color and layout reflected not only the chosen designer's identity but also the student's own interpretation and creative voice.

Through this process, students began to recognize that fashion designers are storytellers who communicate values, cultural shifts, and personal philosophies through clothing. They understood that style can transcend trends and become a lasting cultural contribution. By researching and visually presenting their chosen designer, students strengthened their research skills, written expression, visual communication, and critical thinking.

"Even famous designers started with an idea ."

Sofia Terrones 5°C



The Backpack of Support

To conclude the project, we connected the reading *Sometimes a Dream Needs a Push* with the journey of the famous designers students had researched. Just like the boy in the story needed encouragement and support to move forward, designers such as Coco Chanel, Carolina Herrera, Dior, and Valentino also needed determination, support systems, and resources to make their dreams come true. Their creations began as dreams that required effort, bravery, and perseverance.

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"Dreams are heavy, but my backpack helps me carry mine."

Martha Salazar 5•C



This reflection led to the activity “The Backpack of Support.” Using a backpack, suitcase or purse as a symbol, students explored the idea that dreams are not achieved alone. They were asked: *What do we carry that helps our dreams?* On paper cards they drew and wrote three types of support:

Feelings

People

Objects or tools





Each element was placed inside the backpack, making visible the emotional and practical support that helps us move forward.



"I learned that I'm not alone when I want to achieve something."

Antonella López 5°C

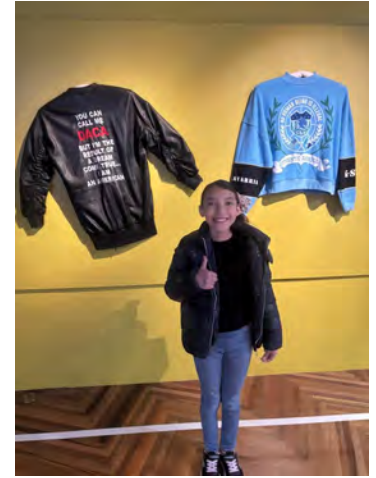


"I learned that sometimes we think we are alone, but we are carrying so many good things inside."

Sebastián Méndez 5°C



After mastering technical skills (shears, needle, thread), our 5th-grade designers conducted field research at the Mexican Textile Art Encounter (Los Pinos) and the Franz Mayer Museum. This immersive exploration connected manual craft with professional artistry, providing the creative spark to transform reclaimed garments into unique, sustainable statements that honor both technique and heritage.





"My backpack has love from my family. That helps me try again when something is hard."

Joshua Carrasco 5°C



Holding the backpack at the end, we reflected:
When a dream feels heavy, we are not alone. We carry what we need—and sometimes, a dream just needs a push.



"In this project, I learned that fashion is a way to express who we are and what we feel."

César Báez 5^oC

"I understood that even when something is difficult, we can use creativity and teamwork to find solutions."

Alonso Bejarano 5^oC

"I learned that to achieve a dream, we need effort, confidence, and people who support us."

Erick Hernández 5^oC

Conclusion

This atelier project allowed students to explore fashion as a language of identity, culture, and dreams. *Through collaborative design, personal magazine creations, research on influential designers, the expert visit, upcycling experiences, and The Backpack of Support activity,* students discovered that clothing is more than fabric—it is expression, history, responsibility, and aspiration.