

Styles and Trends: Fashion

Unit: Business of Textiles

Problem Area: Marketing

Lesson: Styles and Trends: Fashion

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Summarize fashion styles and trends by demographic group.**
- 2 Summarize online and offline style and fashion resources.**
- 3 Predict future fashion styles and trends.**

- **Resources.** The following resources may be useful in teaching this lesson:

E-unit(s) corresponding to this lesson plan. CAERT, Inc. <http://www.mycaert.com>.

“Demographics & Lifestyle Analysis,” *University of Wisconsin-Extension*. Accessed Jan. 27, 2017. <http://fyi.uwex.edu/downtown-market-analysis/understanding-the-market/demographics-and-lifestyle-analysis/>.

Ejiofor, Mmoma. “Fashions of the Future,” *Forbes*. Accessed Jan. 27, 2017. http://www.forbes.com/2006/03/16/future-fashion-trends-cx_me_0316feat_ls.html.

“Famous People by Birth Year,” *Famous Birthdays*. Accessed Jan. 27, 2017. <http://www.famousbirthdays.com/year/>.

Francis, David. “Where Do You Fall in the American Economic Class System?” *U.S. News & World Report*. Accessed Jan. 27, 2017. <http://money.usnews.com/money/personal-finance/articles/2012/09/13/where-do-you-fall-in-the-american-economic-class-system>.

“Future Fashion: 10 Wearable Tech Trends to Watch,” *CNBC*. Accessed Jan. 27, 2017. <http://www.cnbc.com/2013/06/28/Future-Fashion:-10-Wearable-Tech-Trends-to-Watch.html>.



- Gheysen, Pieter-Jan. "Gen Y Trends: The End of Conspicuous Branding?" *InSites*. Accessed Jan. 27, 2017. <http://www.howcoolbrandsstayhot.com/2013/09/17/gen-y-trends-the-end-of-conspicuous-branding/>.
- Hall, Mary. "Seasonless Fashion Week Trends for Spring 2017 and Fall 2016," *The Recessionista*®. Accessed Jan. 27, 2017. <http://www.therecessionista.com/fashion-week-trends-for-spring-2017/>.
- Mannah, Johnny. "Top 10 Street Style Trends for Men's Fashion Week S/S 2017," *The Trend Spotter.Net*. Accessed Jan. 27, 2017. <https://www.thetrendspotter.net/2016/07/street-style-trends-from-mens-fashion-week-ss-2017.html>.
- Raza, Hammad. "Fashion and Gender Roles," *Academia*. Accessed Jan. 27, 2017. http://www.academia.edu/5349062/Fashion_and_Gender_Roles.
- "What Your Clothes Say About You," *Forbes*. Accessed Jan. 27, 2017. <http://www.forbes.com/sites/learnvest/2012/04/03/what-your-clothes-say-about-you/#6d8d544c413d>.
- Williams, Alex. "How to Spot a Member of Generation Z," *The New York Times*. Accessed Jan. 27, 2017. <http://www.nytimes.com/2015/09/18/fashion/how-to-spot-a-member-of-generation-z.html>.
- Wilson, Elizabeth. "Know Your Target Market," *Entrepreneur*. Accessed Jan. 27, 2017. <https://www.entrepreneur.com/article/202334>.
- Wood, Stacy. "Generation Z as Consumers: Trends and Innovation," *NC State University: Institute for Emerging Issues*. Accessed Jan. 27, 2017. <https://iei.ncsu.edu/wp-content/uploads/2013/01/GenZConsumers.pdf>.

■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- | | | |
|-----------------|---------------------|-----------------------|
| ▶ Baby Boomers | ▶ Keep Shopping App | ▶ Silent Generation |
| ▶ Covet Fashion | ▶ LIKEtoKNOW.it | ▶ style |
| ▶ demographics | ▶ Lyst | ▶ Stylebook |
| ▶ fad | ▶ Pinterest | ▶ Stylect |
| ▶ fashion | ▶ Polyvore | ▶ Tradesy |
| ▶ Generation X | ▶ Pose | ▶ trend |
| ▶ Generation Y | ▶ PS Dept. | ▶ wearable technology |
| ▶ Generation Z | ▶ ShopStyle | ▶ Whisp |

- **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Fashion is one of the fastest-growing industries globally and is a multibillion-dollar industry annually. Fashion is no longer geared toward branding. New trends are constantly in play making “keeping up with fashion” nearly impossible. Socioeconomic status plays an important factor in the ability to “keep up” with fashion styles and trends. In this society, technology, just like fashion, is constantly changing. First, it is necessary to explore some of the demographics that impact market trends and then to examine some of the technological advances and applications that help people review and purchase the latest styles and trends.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Summarize fashion styles and trends by demographic group.

Anticipated Problem: What are some fashion styles and trends based on demographic group?

I. Impacts

A. Fashion, style, trend, and fad

1. **Fashion** is a popular trend of a particular style or practice of clothing, footwear, accessories, or other forms of adornment at a given time. Change is a constant element of fashion: new styles, reinventing a classic, and styles popularized by celebrities and royalty.
2. **Style** is an individual’s artistic approach to expressing himself or herself through apparel. Style line categories that influence the silhouette include necklines, collars, seams, sleeves, cuffs, and pockets.
3. A **trend** is a fashion style popular at a specific point in time that gradually changes over an extended time. A fashion trend is a new and innovative way to provoke a style. A trend may include one or more of the following: color, fabrics, textures, materials, prints, graphics, accessories, footwear, or a particular style (e.g., classic, grunge, punk, or artsy).

4. A **fad** is a style popular for a short period of time that expresses personality and a sense of belonging with peers. Often, a fad is less expensive than a classic style and is sometimes termed “fast fashion.” Some fads are rediscoveries of trends by other generations. For example, today the 1960s, 70s, and 80s are being rediscovered in the following observable ways:
 - a. Fluorescent colors
 - b. Bangles and mood rings
 - c. Platform, classic Air Jordan, and boat shoes
 - d. Plaids and floral prints
 - e. Slogan and vintage T-shirts
- B. **Demographics** are data and related factors for a specific group of people based on socioeconomics: income, age, education, and gender. The following factors affect style trends and markets within the fashion industry.
 1. Income is the amount of disposable income an individual or a family has and is a key factor that significantly impacts fashion trends and the global market. Lack of disposable income or an economic recession more than likely reflects a decline in the fashion market because people tend to save money rather than spend it on current fashion trends. Income classes include wealthy, middle, lower, and poverty level.
 - a. Currently, the wealthy level is households that earn more than \$150,000 per year and have more disposable income to spend on current trends.
 - b. The middle level is households that earn around \$60,000 per year. They are classified as “lower middle class.” The “upper middle class” earn more than \$100,000 and less than \$150,000 per year. These households have disposable income. However, they tend to be more cost-conscious when it comes to buying their wardrobe.
 - c. The lower level is households that earn around \$30,000 per year. Although low-income housing is typically located more in urban areas, the cost of living is also higher. Therefore, costs for fashion trends take a hit as well. According to statistics, they still spend a good percentage of their disposable income on fashion.
 - d. The poverty level is generally households with an annual income below \$25,000. Although there may be minimal disposable income, the focus is more on the necessities rather than on the most current fashion trends.
 2. Age has a significant impact on spending patterns for apparel and fashion. For example, more recent generations are less likely to be brand or logo loyal. They do not feel the need to “fit in.” They feel comfortable “standing out” in society. For instance, they express themselves and create an identity through fashion. For instance, Katy Perry, Lady Gaga, and Nicki Minaj are considered fashion icons for the younger generations. Age classifications are Generations X, Y, and Z; Baby Boomers; and Boomers.
 - a. **Generation Z** are home landers or centennials born after 2000 who are typically tech-savvy and innovative. They tend not to be brand loyal (possibly due to an economic recession or not having a reliable source of

income). Like Generation X, they are more likely to adopt certain fashion trends. However, they are careful about where they spend money. Generally, they focus more on convenience and necessity.

- (1) They spend lots of time online, shopping, and playing video games.
 - (2) They are less attached to gender specifications and are more focused on being unique individuals looking for gender neutralism. Hence, males wearing traditionally female apparel items is more common.
 - (3) Fashion icons include Jaden Smith, Bea Miller, and Kendall Jenner.
- b. **Generation Y** are millennials who were born in the 1980s to early 2000s and are less interested in name brands and logo apparel than other generations. Typically, they are trendsetters. They have more disposable income than Generation Z due to parental support or living with parents. Millennials are careful about purchasing expensive items that are less original because they have been personally influenced by an economic crisis.
- (1) They tend to buy vintage and shop at thrift stores because they might find unique items.
 - (2) They often “tweak” pre-existing clothing for a new trendy look by modifying, cutting, and/or adding embellishments.
 - (3) Fashion icons include Katy Perry, Nikki Minaj, Lady Gaga, Taylor Swift, Chris Brown, Beyoncé, Drake, Miley Cyrus, Mark Zuckerberg, and Future.
- c. **Generation X** is the “lost generation” or “latchkey” kids who tend to be a unique, independent, and skeptical group born between 1965 and the late 1970s who were introduced to computers and gaming systems early. They display a more casual fashion style and are brand loyal. This group is entering its peak earning cycle.
- (1) They love to shop and also like to save. They have disposable income. However, the latest trends are not a necessity to most in Generation X.
 - (2) They carefully research their purchases and search for the best value for their money.
 - (3) Fashion icons include Jared Leto, Eminem, Tony Hawk, Janet Jackson, Kurt Cobain, Missy Elliott, Ricky Martin, Gwen Stefani, Jay Z, and Marilyn Manson.
- d. **Baby Boomers** are people who were born between 1946 and 1964 and have extreme buying power in the market today. This generation had good economic opportunities.
- (1) Baby Boomers tend to be conscientious of the market and its advertising techniques.
 - (2) Baby Boomers carefully analyze the market and decide to spend money.
 - (3) Fashion icons include/included Steven Tyler, Twiggy, Michael Jackson, Jacqueline Kennedy, Madonna, and Princess Diana.

- e. The **Silent Generation** was born between 1909 and 1945 and is practical, loyal, and savvy about where to spend money. They lived or were influenced by the Great Depression, World War II, and a few recessions.
 - (1) They like to spend but focus on value over anything else.
 - (2) Fashion icons include/included Bettie Page, Bette Davis, Audrey Hepburn, Marlon Brando, Marilyn Monroe, Elvis Presley, James Dean, Jimi Hendrix, Janis Joplin, and Mick Jagger.
3. A person’s education level influences market choices. For example, a college student paying for his or her education may need to use disposable income for school or housing items. Most high school students live with their parents, and much of their disposable income tends to be for clothing or entertainment. Also, choosing to be economical and looking for bargains is sometimes a result of educational level versus impulsive spending habits.
4. Gender may impact fashion spending. Typically, women spend more on fashion—specifically clothing and clothing trends—than do men. This may be due to the glorification of women and fashion trends. Also, gender identity, what is fashionable, and how others perceive gender roles impact trends, spending, and global markets. For instance, a man who decides to wear women’s clothing may be perceived as feminine, and a woman who decides to wear men’s clothing may be perceived as masculine. Today, the identification of gender-specific clothing is not as clear-cut as in the past. Clothing choices may be identified or classified as a trend or fashion versus role-specific.

Teaching Strategy: Many techniques can be used to help students master this objective. Use VM–A, VM–B, VM–C, and VM–D to review.

Objective 2: Summarize online and offline style and fashion resources.

Anticipated Problem: What are online and offline style and fashion resources?

II. Style review and app resources

A. Style review resources

1. According to a *Forbes* recent interview with Dr. Baumgartner, the author of “You Are What You Wear,” many people dress according to how they feel and not how they wish to feel. The article discussed common wardrobe types and related perception issues. For instance, if a person keeps every piece of clothing ever purchased, he or she is said to be literally holding onto the past. Dr. Baumgartner recommends throwing out two articles of clothing for every one that is kept. Most people know or have observed a person who dresses too “young” or too “old” for his or her age. The article discusses the objective of dressing for personal goals rather than for a specific age. For example, rather than dressing for an age, a person should dress for:
 - a. A night out with friends
 - b. A date night

- c. A job promotion
 - d. Another specific activity
2. With today’s technological advances, several ways exist to help amplify a wardrobe. Following are apps that identify or review current fashion styles.
- B. Fashion app resources
1. **Covet Fashion** is a virtual shopping and styling game tool in which users compete for top fashion looks. The URL is <http://www.covetfashion.com/>.
 2. The **Keep Shopping App** is a tool that allows clients to shop and buy online products from virtually any store. The URL is <https://keep.com/downloads/>.
 3. **LIKEtoKNOW.it** is an Instagram shopping website and app for Apple and Android users to “like” a photo by adding a caption. This action triggers an email of that photo and allows the creator to provide shopping or styling services. The URL is <http://liketoknow.it/login>.
 4. The **Lyst** is an Apple-based website and an app that allows shoppers to view numerous brands from thousands of designers. The tool allows shoppers to buy from multiple retailers on one site. It also lets the users know when an item goes on sale for potential purchase at a later time. The URL is <https://www.lyst.com/>.
 5. **Pinterest** is a social media site that allows a person to view style blogs. Users can “like” or “save” a pin for future reference. The URL is <https://www.pinterest.com/>.
 6. **Polyvore** is a website and an app that allows users to play the role of a style editor by creating specific collections and describing how to wear specific trends. The site has a virtual “mood board” that allows members to curate products into a shared product index and use them to create image collages called “Sets.” The URL is <http://www.polyvore.com/>.
 7. The **Pose** is a website and an app tool used to post or tag photos that allow users to view and comment on the style. It also allows a client to view, trade, and/or buy from others on the site. The URL for the app is <https://poseapp.com/>.
 8. **PS Dept.** (Personal Shopping Department) is an online iOS personal shopper site that helps a user find a specific fashion item. Once an item is located, an email is sent with further information about where to shop, how much the item costs, and other specifications. The app URL is <https://itunes.apple.com/us/app/ps-dept.-your-personal-shopper/id536957427?mt=8>.
 9. **ShopStyle** is a shopping search engine website and app that helps refine a client’s search to locate a specific fashion item at a set spending limit. Shopping categories include women’s bags, shoes, beauty, jewelry, men’s items, kid’s items, home, offers, sale items, and the editor’s blog. The URL is <http://www.shopstyle.com/>.
 10. **Stylebook** is a virtual closet app that displays the user’s real clothes to help develop a personal look. A key feature is shopping less because the site gives the client choices that “go with” what the client already has in his or her

closet. Stylebook is partnered with ShopStyle to link clients who are looking for items to the ShopStyle site. The URL is <http://www.stylebookapp.com/>.

11. **Stylect** is an iPhone and iPad app that allows users to “like” a shoe and then to alert the user when that item is on sale. The app URL is <https://itunes.apple.com/us/app/stylect-find-your-perfect/id740871893?mt=8>.
12. **Tradesy** is a website and an app that allows its clients to buy and sell authentic high-end designer items. If a client chooses to sell an item, the company receives a commission; the client can apply the remaining profit to other purchases at a discount. The URL is <https://www.tradesy.com/>.
13. **Whisp** is a private messaging app that allows users to chat or message with other shoppers. Clients can view an image of interest and post that image to other Whisp users via a message. Then viewers are able to review the posted item before purchasing and chat with others about the product’s pros and cons. The URL is <https://laughingsquid.com/whisp-a-private-messaging-app-for-online-fashion-shoppers/>.

C. Style resources

1. Style magazines that review men’s and women’s trends from the runways and where to purchase include:
 - a. *Allure*
 - b. *Bazaar*
 - c. *Elle*
 - d. *Glamour*
 - e. *GQ*
 - f. *InStyle*
 - g. *Harper’s Bazaar*
 - h. *Marie Claire*
 - i. *Redbook*
 - j. *Vogue*
 - k. *Women’s Wear Daily* (WWD)
2. Each magazine also has an online site.

Teaching Strategy: Many techniques can be used to help students master this objective. Use VM–E as a handout or as a projected image to review current online fashion tools. Assign LS–A.

Objective 3: Predict future fashion styles and trends.

Anticipated Problem: How can future fashion styles and trends be predicted?

III. Future fashion styles and trends

- A. **Wearable technology** is electronics worn on the body as an accessory or as part of the garment’s fabric. It is a future fashion and style trend hitting markets globally in the upcoming years. For example, future garments or fashion include:
1. Items that measure biometrics: blood pressure, heart rate, etc.
 2. Items that “light up” for style and safety reasons
 3. Items that use tracking devices or built-in navigation systems
- B. Current fashion styles and trends that help predict the future include:
1. Garments that manage heart rate and blood pressure
 2. Garments that use built-in solar panels that charge electronic devices (e.g., smartphones)
 3. Garments that react to certain stimuli in the environment (e.g., light or sound), such as designer of Rainbow Winters, Amy Winters, creating garments that react to sound (The louder the environment, the more the garment lights up and creates a “show” for people to view.)
 4. Garments that use built-in tracking chips to locate an item or a person using an app, such as Asher Levine creating clothing with tracking chips using the TrackR app
 5. Garments that use built-in navigation systems (e.g., a company called Adafuit that sells helmets with built-in navigation that directs a person to turn right or left using lights that flash on the side of the helmet)
 6. Garments that use LED lights, glow-in-the-dark threads, or luminescent threads applied to clothing (Ying Gao is currently creating articles of clothing that appear to be moving when stared at for a period of time.)
 7. Garments that use sensors for athletic garments to measure biometric data (e.g., heart rate and blood pressure) and when making a movement that could cause bodily injury
 8. Garments that use built-in heating coils in pant leg linings to keep the wearer warm
 9. Garments that use microchips in recently released Adidas running shoe soles that monitor the terrain and adjust shock absorption to prevent injury
 10. Garments that use fabrics with conductive fabric fibers (An MIT student, Amanda Parkes, has been studying a fabric called nitinol—a mixture of titanium and nickel that changes shape when heated. Within a few seconds, a pair of pants can be turned into shorts when heat is applied directly and is able to return to full-length pants when cooled.)

Teaching Strategy: Many techniques can be used to help students master this objective. Use VM–F. Assign LS–B.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. If a textbook is being used, questions at the ends of chapters may be included in the Review/Summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. f
2. d
3. c
4. a
5. b
6. e

Part Two: True/False

1. T
2. T
3. F
4. T
5. F
6. T

Part Three: Short Answer

1. The four demographic factors that influence fashion and style are income, age, education, and gender. The descriptions will vary and should be similar to the following:
 - a. **Income:** The amount of disposable income an individual or a family has is a key factor that significantly impacts fashion trends and the global market. Lack of disposable income or an economic recession more than likely reflects a decline in the fashion market because people tend to save money rather than spend it on current fashion trends.
 - b. **Age:** Age has a significant impact on spending patterns for apparel and fashion. For example, more recent generations are less likely to be brand or logo loyal.

- They do not feel the need to “fit in.” They feel comfortable “standing out” in society. They express themselves and create an identity through fashion.
- c. Education: A person’s education level influences market choices. For example, a college student paying for his or her education may need to use disposable income for school or housing items. Most high school students live with their parents, and much of their disposable income tends to be for clothing or entertainment.
 - d. Gender: Gender may impact fashion spending. Typically, women spend more on fashion than men. This may be due to the glorification of women and fashion trends. Also, gender identity, what is fashionable, and how others perceive gender roles impacts trends, spending, and global markets. For instance, a man who decides to wear women’s clothing may be perceived as feminine, and a woman who decides to wear men’s clothing may be perceived as masculine. Today, the identification of gender-specific clothing is not as clear-cut as in the past; clothing choices may be identified or classified as a trend or fashion versus role-specific.
2. Answers will vary. See Content Summary and Teaching Strategies: I.B.2.a.1-3.
 3. Answers will vary. Examples can be found in the Content Summary and Teaching Strategies: II.B.1-13. However, a student may use an example not included in this list.

Styles and Trends: Fashion

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|----------------------|-----------------|
| a. Baby Boomers | d. Generation X |
| b. Silent Generation | e. Generation Y |
| c. demographics | f. Generation Z |

- ____ 1. Home landers or centennials born after 2000 who are tech-savvy and innovative
- ____ 2. The “lost generation” or “latchkey” kids who are a unique, independent, and skeptical group born between 1965 and the late 1970s and were introduced to computers and gaming systems early
- ____ 3. Data and related factors for a specific group of people based on income, age, education, and gender
- ____ 4. People born between 1946 and 1964 with extreme buying power in the market today
- ____ 5. People born between 1909 and 1945 who are practical, loyal, and savvy about where to spend money
- ____ 6. People born in the 1980s to early 2000s who are less interested in name brands and logo apparel than other generations; trendsetters

► Part Two: True/False

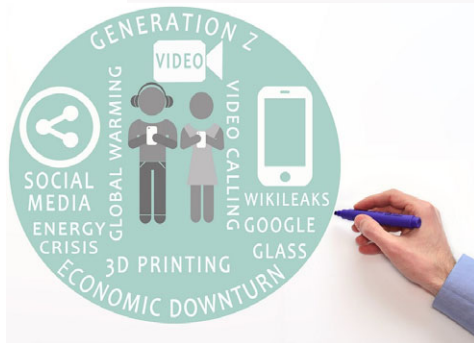
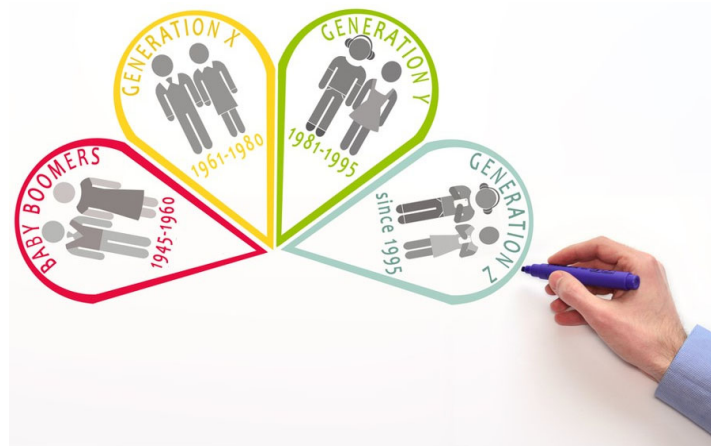
Instructions: Write T for true or F for false.

- ____ 1. The amount of disposable income an individual or a family has is a key factor that significantly impacts fashion trends and the global market.
- ____ 2. Now the identification of gender-specific clothing is not as clear-cut as in the past.
- ____ 3. Age has little impact on spending patterns for apparel and fashion.



DEMOGRAPHIC MARKETING: AGE GROUPS

Examine each set of generational icons. Do you agree with the way each generation is depicted, or are there some icons and descriptors with which you do not agree? Explain a marketing technique you would use to reach each generation.



MARKETING TO YOUNG CONSUMERS

Examine this cartoon. Then share your views about a marketing strategy you would use to target young consumers.



**“Give me insights on marketing to your age demographic ...
and I’ll give you a bright shiny penny.”**

MARKET SEGMENTATION

After examining how demographics (e.g., education, income, gender, and age) impact the fashion market, explore and discuss how lifestyle, occupation, and interest impact styles and trends in the apparel and fashion markets.



FASHION AND STYLE APPS GLOSSARY

The fashion glossary in this visual master represents the most popular sites used to view or create current fashion styles and trends as of this writing. Most apps listed here are free and available for Android and Apple users. Some are able to download to your computer, and many more are available. Use this list to explore some of the latest trends in the fashion industry. In your opinion, which resources best depict fashion industry trends?



1. **Covet Fashion** is at <http://www.covetfashion.com/>.
2. The **Keep Shopping App** is at <https://keep.com/downloads/>.
3. **LIKEtoKNOW.it** is at <http://liketoknow.it/login>.
4. The **Lyst** website and an app are at <https://www.lyst.com/>.
5. **Pinterest** is at <https://www.pinterest.com/>.
6. **Polyvore** is at <http://www.polyvore.com/>.
7. The **Pose** is at <https://poseapp.com/>.
8. **PS Dept.** is at <https://itunes.apple.com/us/app/ps-dept.-your-personal-shopper/id536957427?mt=8>.
9. **ShopStyle** is at <http://www.shopstyle.com/>.
10. **Stylebook** is at <http://www.stylebookapp.com/>.
11. **Stylect** is at <https://itunes.apple.com/us/app/stylect-find-your-perfect/id740871893?mt=8>.
12. **Tradesy** is at <https://www.tradesy.com/>.
13. **Whisp** is at <https://laughingsquid.com/whisp-a-private-messaging-app-for-online-fashion-shoppers/>.

Create a Fashion Blog

Purpose

The purpose of this activity is to create a blog to share with the class.

Objectives

1. Review current fashion trends and styles via online tools.
2. Review current fashion trends and styles via offline resources.
3. Write a review or observation of the selected fashion trend or style.
4. Create a blog about a current fashion trend using online and offline tools.
5. Present the blog and posts to the class.

Materials

- ◆ lab sheet
- ◆ Internet access
- ◆ computer with projection and presentation capability and word processing
- ◆ Items for visual aid production: poster board, markers, pen, pencil, etc.

Procedure

1. Research four to five fashion online blogs about current fashion industry trends.
2. Use a smartphone or computer to do one of the following:
 - a. Download and review all aspects of one of the resource apps discussed in class (i.e., Polyvore, Stylelect, Pinterest, Stylebook, Shopstyle, Pose, or LIKEtoKNOW.it).
 - b. Read and review a fashion magazine or view via its website. Check out all the articles and/links (e.g., *Marie Claire*, *GQ*, *Women's Wear Daily*, *Glamour*, *Elle*, and *Vogue*).
3. Create a blog about a current fashion trend. Write a review about selected fashion trends in a magazine or online resource. Write the blog entry using a word-processing program or a publishing or presentation tool. Post via the electronic tool (or create a poster board about your blog).
4. Present your blog post and layout to the class via a projection device or other visual aid.
5. Turn in your completed blog post to your instructor.

Future Fashion Trends

Purpose

The purpose of this activity is to research future trends in fashion.

Objectives

1. Research future fashion trends.
2. Assemble a list of five companies or designers and their future fashion trends.
3. Create a future fashion trends presentation, and present it to the class.

Materials

- ◆ lab sheet
- ◆ device with Internet access
- ◆ PowerPoint or Prezi
- ◆ paper
- ◆ pencil

Procedure

1. Research a minimum of five future fashion trends and the companies or designers behind each. NOTE: Remember you are researching future trends, not current trends. First, determine which wearable technology and/or fashion trends you wish to research. For example:
 - a. Fitness and/or biometrics
 - b. LED lighting
 - c. Military and safety garments
 - d. Conductive fabrics
 - e. Microchips
 - f. Navigation and tracking
 - g. Sustainable fashion
 - h. Other: _____
2. Create a six-slide presentation in PowerPoint or Prezi of the five future trends that includes the companies and/or the designers. Include pictures, sketches, diagrams, and information about your future fashion findings.
3. Present your Future Fashion Trends project to the class.
4. Turn in your completed lab sheet to your instructor.