

# Fashion Designer: Human and Physical Capital

## Adventure Description:

In this adventure, you will think like a fashion designer and create a new accessory or piece of clothing and describe how human and physical capital was used.

## Activity

### Step 1: Background Information on Fashion Designers and Human and Physical Capital (10 minutes)

- Show [Video: Human and Physical Capital](#).
- Show [Handout: Examples of Designs](#). Discuss how fashion designers create many different types of clothes, shoes, and accessories for people to wear. Some designers incorporate technology into their clothes and accessories. Others create clothes and accessories for athletes, kids, or even medical professionals!
- Next, discuss the difference between human and physical capital. Then, create a chart on the board and have students brainstorm examples of human and physical capital that would relate to fashion design.
  - Human capital examples:
    - Specialized training or education
    - Creativity
    - General knowledge
    - Critical thinking
    - Problem solving
  - Physical capital examples:
    - Computer program to create drawings of designs
    - Sewing machine
    - Fabrics
- Have a class discussion about why human and physical capital are both important in fashion design.

### Step 2: Activity Set Up (5 minutes)

- Explain to students that they will imagine they are a fashion designer and are creating a new piece of clothing or an accessory. Provide students with [Handout: Steps to Create a New Product](#). As a class, review the steps.
- Teacher note: students can work individually, in pairs, or in small groups.

Please contact Allison Bischoff, Director of Customer Service, at [allison@rozzylearningcompany.com](mailto:allison@rozzylearningcompany.com) or 314-272-2560 with questions.

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- Provide students with an assortment of art supplies and building materials that they will use to create their accessory or piece of clothing. Examples include:
  - Old pieces of fabric
  - Shoe laces
  - Art supplies (toothpicks, pipe cleaners, construction paper)
  - Recycled materials (egg cartons, cardboard boxes)
  - Clay or Play Doh

## **Step 3: Brainstorming and Sketching (10 minutes)**

- Have students fill out steps 1-2 on their handout. Students will select what type of product they want to make and sketch a picture of what it will look like.
- As students are sketching, ask the following:
  - What is unique about the product you are creating?
  - What type of human capital is needed to create this design?
  - What type of physical capital is needed?

## **Step 4: Building a Prototype (20+ minutes)**

- Have students complete Step 3. Explain to students that they will now build a prototype of their product. A prototype is a first version of something.
- As students are working, ask the following:
  - What special features does your product have?
  - How are you using physical and human capital to create your prototype?

## **Step 5: Creating a Label for the Accessory or Clothing (5-10 minutes)**

- Explain to students that they will create a label that will go on their product. The label will explain what went into the making of their product. Explain to students that they will need to describe both the human and the physical capital required to create their product.
- Have students complete Step 4 on the handout.

## **Step 6: Presentations (5+ minutes)**

- Have students volunteer to present their prototypes and labels.
- As students present, have them add the types of human and physical capital they used to the list of capital examples from the beginning of the lesson.

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- Extra time? Have a conversation about which examples of physical and human capital would be the easiest to obtain and which would be the hardest.
- Have a concluding conversation about the impact of human and physical capital on the development of new products.

## Materials List

### Provided online:

- Video: Human and Physical Capital
- Handout: Examples of Designs
- Handout: Steps to Create a New Product

### Not provided:

- Old pieces of fabric
- Shoe laces
- Art supplies (toothpicks, pipe cleaners, construction paper)
- Recycled materials (egg cartons, cardboard boxes)
- Clay or Play Doh

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