

Creation of the FAME Creative Fashion Construction and Design Course Trainers' Toolkit

Lesson Plans Pack

Project Title: FAME (Fashion eMpowers NEETs)

Programme: Erasmus+

Work Package 2: Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development

Project website: <https://thefameproject.eu/>

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Module 3: Life skills and Entrepreneurial Opportunities

**Session 9: Employability Skills: CV Workshop
and Fashion Job Roles**

**Session 10: Creating a Mini Portfolio and
Preparing for a Job Interview**

Session 11: Basic Entrepreneurial Skills

**Session 12: Industry Engagement, Guest
Speakers, Showcase and Next-
step routing**

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Session 9: Employability Skills: CV Workshop and Fashion Job Roles

Project information:

Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Life skills and Entrepreneurial Opportunities
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Identify at least five entry-level fashion industry roles suitable for beginners.
2. Describe the basic tasks involved in each role.
3. Identify key elements of fashion job adverts (tasks, skills, requirements).
4. Translate own workshop skills (hand stitching, machine stitching, fabric handling) into employability language.
5. Recognise skills relevant to fashion workplaces.
6. Understand the structure of a simple CV
7. Write a beginner-friendly CV tailored to fashion roles
8. Describe their sewing and workshop skills clearly
9. Add one short “experience” section based on course activities

Practical application:

- Analysing real job adverts
- Translating sewing skills into job ready language
- Mapping personal skills to job descriptions
- Writing simple bullet points describing own abilities
- Drafting a CV
- Writing bullet points describing skills and tasks

Key competences addressed:

- ☒ Communication Skills
- ☐ Entrepreneurship
- ☐ Creativity and Innovation
- ☐ Teamwork and Collaboration
- ☒ Problem Solving
- ☒ Personal development and confidence building

Resources and Materials

- Presentation slides
- Job advert examples
- Worksheets (job advert analysis template)
- Examples of job profile descriptions
- Printed cards (e.g. Job roles and descriptions)
- List with most suitable job platforms (in region)
- A completed CV & a Draft Template of a CV

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Lesson Structure		
Allocated time:	Description:	Materials required:
5 minutes	Introduction Icebreaker: “My favourite fashion task so far” Each participant shares one thing they enjoyed in the sewing workshop.	- Attendance sheet - Pens
60 minutes	Activity 1: Entry-level fashion roles Trainer presents 5–7 realistic roles: - Junior Sewing Assistant (hemming, simple repairs, threading machines) - Alterations Assistant (taking simple measurements, repairing seams) - Studio Assistant (organising fabrics, preparing tools, steaming garments) - Cutting Room Helper (laying fabric, tracing patterns) - Retail Fashion Assistant (customer support, garment care, merchandising) - Backstage Dressing Assistant (helping models change, organising looks) Trainer then explores: “What do employers look for in beginner fashion roles?” Trainer explains connection between workshop tasks and job requirements. Optional: Learners match tasks to roles using printed cards.	- Printed cards - Examples of job descriptions/ Job adverts
15 minutes	Activity 2: Skills translation workshop Learners convert workshop skills into CV language. They list their skills, like: - Straight stitching - Threading a machine - Repairing seams - Workshop safety	- Pens or Computer/ Tablets

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	Examples: - “I can sew a straight line” → “Able to perform accurate straight stitching using domestic sewing machines.” - “I can fix a tear” → “Experienced in basic garment repairs using running stitch and backstitch.” - “I can thread a machine” → “Confident in preparing sewing machines (threading, bobbin winding).”	
10 minutes	Activity 3: Understanding job adverts & matching own skills to fashion roles Trainer presents real job adverts and explains: - Job title - Tasks - Required skills - “Nice to have” skills Learners highlight first key words. Learners then match their skills to the given job adverts using a worksheet.	- Pens or Computer/ Tablets - (Job adverts) - Worksheet
20 minutes	Activity 4: Individual online research Learners perform individually research for job adverts. The trainer supports them by suggesting local platforms, HR services where to find job adverts in the region.	- Computer/ Tablets with internet access
5 minutes	Recapitulation: Fashion job roles “Which job role interests me most?” The trainer guides them by asking, e.g.:	

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	- “Why do you want this job?” - “Which of your skills match this role?” - “What can you learn quickly?”	
10 minutes	Activity 5: CV structure walkthrough Sections: - Personal details - Profile statement - Skills (technical + soft) - Experience (course-based) - Education - Interests Trainer shows examples	- An example of a completed CV
20 minutes	Activity 6: Writing skills section Trainer shows example profile statement: <i>“Motivated beginner in garment construction with hands-on experience in basic stitching, fabric handling, and workshop safety. Interested in entry-level roles in sewing studios or alterations.”</i> Learners write 6–10 bullet points based on their experience/ skills: - “Straight stitching on sewing machine” - “Safe handling of needles, scissors, and workshop tools” - “Basic pattern tracing and fabric preparation” “Teamwork in shared workshop environment”	

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10 minutes	Activity 7: Creating experience section Learners describe course tasks as “experience”: Example: FAME Creative Fashion Course (2026) - Completed 12 hours of sewing practice including hand stitching and machine stitching - Assisted peers in threading machines and preparing fabric - Practised garment repair techniques on recycled fabrics ...	
20 minutes	Activity 8: CV template completion Learners fill in a printed CV template, or online the EUROPASS CV template with all their details. The trainer supports where needed.	- Draft template of a CV
5 minutes	Conclusion: Peer feedback Learners swap CVs and give one positive comment. Trainer steers conclusion	

Assessment Method:	Follow-up activities
▪ Observation ▪ Self-assessment ▪ Practical task - short written task: “My 3 strongest fashion skills.” ▪ CV draft completion	▪ Continue search for suitable job adverts online and matching own skills to employer expectations in adverts ▪ Update CV regularly

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Session 10: Creating a Mini Portfolio and Preparing for a Job Interview

Project information:

Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Life skills and Entrepreneurial Opportunities
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Photograph their sewing work, compress the photographs for further use
2. Write simple descriptions of their pieces
3. Create a one-page “portfolio” to attach to their CV
4. Understand how to present work professionally
5. Demonstrate positive body language during interviews (eye contact, posture, gestures).
6. Use clear and confident verbal communication when answering questions.
7. Apply simple anxiety management techniques before and during interviews.
8. Practise tone, pace, and clarity when speaking about skills and experience.

Practical application:

- Taking photos and storing them for future use
- Writing captions
- Selecting best work samples
- Practising interview posture, eye contact, and tone in pairs
- Using breathing and grounding techniques before mock interviews
- Recording short clips to observe body language

Key competences addressed:

- ☒ Communication Skills
- ☐ Entrepreneurship
- ☒ Creativity and Innovation
- ☐ Teamwork and Collaboration
- ☒ Problem Solving
- ☒ Personal development and confidence building

Resources and Materials

- Presentation slides
- Example statements /or cards
- Camera, Phone, Tablet or Laptop
- Equipment (lighting)
- USB
- Example videos (good / poor body language)
- Worksheets (body language checklist)
- Self-assessment / Confidence scale template

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Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction What is a portfolio and why do portfolios matter in fashion.	- Attendance sheet - Pens
30 minutes	Activity 1: Photographing Work Trainer demonstrates: - Using phone cameras - Good lighting - Neutral background Learners photograph: - Straight stitching practice - Neatening seams (e.g. zigzag) - Samples created and finished garment	- Camera, phone with camera - Equipment (lighting) - Ideally computer/ tablet and software (image editing)
35 minutes	Activity 2: Writing Skills Section Trainer shows examples for writing descriptions. Examples: - “Straight stitch sample on cotton fabric, demonstrating control and accuracy.” - “Neatening seams - showing correct finishing of raw edges.” - “Examples of any samples created and the different features of the finished garment.” Learners describe their own portfolio elements.	- Pens - Computer or tablet -

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30 minutes	Activity 3: Portfolio Page Layout Learners produce the portfolio by assembling: - 3 representative photos - 3 fitting descriptions - Name + contact - Short tagline: (example) “Beginner in garment construction” Results can be stored as electronic mini portfolio, or printed out for job applications and interviews. High-quality print is recommended.	- Same - USB, or cloud solution - (colour printer if possible)
5 minutes	Discussion: “How does body language influence first impressions?” Trainer links communication skills to interview success.	
15 minutes	Activity 4: Understanding Body Language - Trainer explains - Eye contact - Posture - Hands & gestures - Facial expression - Tone of voice Learners watch short examples and identify positive/negative behaviours.	- Presentation slides - Example videos

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15 minutes	Activity 5: Practising communication skills Learners practise: - Saying their name and sewing skills with confident tone - Speaking slowly and clearly answering job interview questions - Using open posture Pairs give feedback using a worksheet checklist. Learners practise in pairs. Trainer visits pairs as needed to help with example answers.	- Worksheet (checklist)
15 minutes	Activity 6: Recording & self-assessment Learners record a 20–30 second introduction. They watch their own video and reflect: - What went well? - What can be improved? Trainer supports with tips for anxiety and confidence.	- Mobile phones/ tablets
15 minutes	Activity 7: Confidence gaining techniques Trainer teaches simple techniques: - Breathing exercises - “Power posture” - Positive self talk - Learners practise before a short mock interview with their peers.	- Real job adverts - Question cards (from example questions)

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10 minutes	Conclusion: Confidence scale + group reflection: - What was easy - What was difficult - How confident they feel entering job interviews now - What they want to improve next time	- Template “Confidence scale”
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Assessment Method:	Follow-up activities
▪ Mini portfolio completion ▪ Observation ▪ Self-assessment	▪ Storing/ sharing of result on a secure platform ▪ Updating portfolio regularly ▪ Practice self-presentation in front of mirror at home

Session 11: Basic Entrepreneurial Skills

Project information:

Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Life skills and Entrepreneurial Opportunities
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Identify realistic micro-enterprise and self-employment opportunities linked to beginner fashion skills, such as alterations, repairs and small product making.
2. Explain in simple terms the difference between costs, price and profit.
3. Identify basic direct costs for a simple fashion product or service, including materials and other essential expenses.
4. Calculate an approximate cost and set a simple selling price using a guided worksheet.
5. Identify a target customer and describe the value their product or service offers.
6. Create a basic brand concept, including a name, simple message and appropriate promotion channel.
7. Develop a one-page micro-business idea sheet with a realistic first step for testing the idea.

Practical application:

- Exploring small-scale fashion business and self-employment options.
- Choosing one simple product or service idea suitable for beginner skills.
- Estimating basic costs and calculating a simple price.
- Identifying a target customer and customer need.
- Creating a basic brand name, message and promotion idea.
- Completing a one-page micro-business idea sheet and next-step action.

Key competences addressed:

- ☒ Communication Skills
- ☒ Entrepreneurship
- ☒ Creativity and Innovation
- ☐ Teamwork and Collaboration
- ☒ Problem Solving
- ☒ Personal development and confidence building

Resources and Materials

- Presentation slides with visual examples of micro-fashion businesses
- Micro-business idea cards (alterations, repairs, accessories, small textile products, upcycling)
- Simple costing and pricing worksheet
- Calculators or mobile-phone calculators
- Sample material-price list or locally relevant cost examples
- Customer profile / value worksheet
- Brand concept worksheet
- Pens, paper, coloured markers



Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction: “What could I offer with the skills I already have?” The trainer introduces the idea that entrepreneurship can start small and does not require launching a full fashion brand. Learners name one useful fashion-related task or product they could imagine offering to another person. The trainer emphasises realistic, low-risk examples such as simple repairs, alterations, small accessories or upcycled products.	Attendance sheet Pens Example product/service images
20 minutes	Activity 1: Exploring micro-enterprise opportunities The trainer presents accessible beginner-level options: simple alterations, mending and repairs, basic hemming, small textile accessories, upcycling/customisation and small-batch handmade products. Learners use idea cards to sort examples into: “I could try now”, “I could learn soon”, and “not for me yet”. Each learner chooses one idea to develop during the session.	Presentation slides Micro-business idea cards
20 minutes	Activity 2: Customer and value - who is it for and why would they choose it? Using a simple worksheet, learners identify: who the customer is, what problem or need they have, and what value the product/service offers (e.g. convenience, repair instead of replacement, personalisation, affordability, sustainability). Pairs explain their ideas to each other in one sentence: “I help [customer] by [product/service] so they can [benefit].”	Customer profile / value worksheet Pens
35 minutes	Activity 3: Understanding basic costs The trainer explains the difference between cost, price and profit using one concrete example. Learners identify direct costs for their chosen idea: fabric or materials, thread/trims, packaging if needed, and any other essential expense. The trainer introduces the idea of valuing time in a simplified way, without complex accounting. Learners complete a guided cost estimate using a sample or local price list.	Costing worksheet Sample/local price list Calculators
30 minutes	Activity 4: Setting a simple price The trainer demonstrates a beginner-friendly pricing approach: total estimated cost + an amount for the learner’s work = proposed selling price. Learners calculate one possible	Pricing worksheet Calculators

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	price for their product/service and compare it with two simple scenarios: too low to cover costs, and unrealistically high for the target customer. The trainer keeps the exercise simple and focused on basic pricing.	Example price scenarios
25 minutes	Activity 5: Basic branding and promotion The trainer introduces three essentials: a clear name, a simple promise/message, and a suitable way to reach customers. Learners create a working brand/service name, one short message and choose one realistic promotion channel (e.g. word of mouth, local community group, simple social-media post, market/event, noticeboard). Learners avoid copying existing brands and focus on clarity and authenticity.	Brand concept worksheet Markers Example brand/message cards
30 minutes	Activity 6: My micro-business idea sheet Learners bring the session elements together on one page: product/service, target customer, customer value, estimated cost, proposed price, brand/message and one practical next step for testing the idea. The trainer supports learners as needed and helps them keep the idea realistic.	Micro-business idea sheet Completed worksheets Pens
10 minutes	Conclusion: One-minute idea share Learners present only the essentials of their idea: what they offer, for whom, approximate price and one next step. Peers give one constructive comment focused on clarity or feasibility. The trainer reinforces that entrepreneurship is one possible progression route alongside employment and further training.	Completed micro-business idea sheet

Assessment Method:	Follow-up activities
• Observation during practical activities • Completed costing and pricing worksheet • Completed micro-business idea sheet • Short verbal explanation of customer, value and proposed price • Self-assessment: “What part of starting small feels most achievable for me?”	• Check one real local price for a similar product or service and compare it with the learner’s estimate. • Ask one trusted person for feedback on the business idea and customer value. • Keep the micro-business idea sheet for Session 12 progression planning.

Session 12: Industry Engagement, Showcase and Next-Step Routing

Project information:	
Project title:	FAME (FAME eMpowers NEETs)
Work package:	WP2 Conceptual and Analytical Framework, and FAME Creative Fashion Construction and Design Course Development
Training Module:	Life skills and Entrepreneurial Opportunities
Target group:	NEETs (Not in Education, Employment or Training)
Level:	Beginner
Duration:	3 hours
Delivery mode:	Face-to-face
Trainer:	
Date:	

Learning outcomes:

By the end of this session, participants will be able to:

1. Identify at least two realistic progression pathways after the FAME course: employment, further VET/training, apprenticeship/work-based learning or self-employment.
2. Prepare and present selected course outputs clearly and professionally in a short showcase.
3. Introduce themselves and their work appropriately to an industry guest or other external stakeholder.
4. Ask relevant questions about fashion-sector work, training and entry routes.
5. Use feedback from industry engagement to identify one strength and one area for further development.
6. Select one priority next step and translate it into a specific action with a realistic timeframe.
7. Complete an updated progression plan that identifies support, information or contacts needed for the next step.

Practical application:

- Listening to and questioning an industry guest about real work and entry pathways.
- Preparing a simple display of completed garment, design work and existing mini portfolio.
- Presenting work in a short learner showcase.
- Practising professional introductions and networking conversations.
- Mapping employment, training and self-employment routes.
- Completing an individual next-step progression plan.

Key competences addressed:	Resources and Materials
☒ Communication Skills ☒ Entrepreneurship ☒ Creativity and Innovation ☒ Teamwork and Collaboration ☒ Problem Solving ☒ Personal development and confidence building	• Guest speaker / industry professional (in person or online) • Learners' completed garments, design work, CVs and mini portfolios from previous sessions • Tables, hangers, display boards or simple showcase materials • Progression pathway cards / local training and employment information • Networking question prompt cards • Industry feedback form • Next-step progression plan worksheet

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Lesson Structure		
Allocated time:	Description:	Materials required:
10 minutes	Introduction: From course completion to the next step The trainer explains the purpose of the final session: connect what learners have achieved with real opportunities beyond the course. Learners briefly identify one achievement they are proud of and one question they would like to ask someone working in the fashion sector.	Attendance sheet Pens Question prompt cards
35 minutes	Activity 1: Industry engagement/guest speaker An industry professional, fashion entrepreneur, retailer, alterations specialist, studio worker or VET representative speaks about their work, entry routes, expected beginner behaviours, learning on the job and realistic opportunities in the local context. The contribution may be in person or online. Learners ask prepared or spontaneous questions. The trainer ensures questions cover both employment and learning pathways and keeps the discussion accessible.	Guest speaker or online connection Question prompt cards Presentation equipment if needed
25 minutes	Activity 2: Showcase preparation Learners select and arrange existing course outputs for presentation: finished garment, selected design work and their already-created mini portfolio. They prepare a short 45-60 second explanation covering: what they made, one skill demonstrated, one challenge overcome and what they would like to do next. This activity organises and rehearses existing outputs; it does not recreate the portfolio or CV work from Sessions 9-10.	Completed garments Design work Existing mini portfolios Display materials
45 minutes	Activity 3: Learner showcase Learners present their work individually or in small groups to peers and, where available, the industry guest(s). Each learner gives a short explanation and receives brief feedback focused on strengths, professional potential and one possible improvement. The trainer supports learners during the showcase and encourages clear, simple presentation of their work.	Showcase display Industry feedback form Pens



25 minutes	Activity 4: Networking skills in practice The trainer introduces a simple three-step networking structure: introduce yourself, show interest/ask one question, and close politely. Learners practise short conversations with the guest, trainer or peers using prompt cards. They may ask about entry-level opportunities, useful further training, workplace expectations or how to gain experience. This is networking practice rather than interview practice.	Networking prompt cards Guest/peer participants
30 minutes	Activity 5: Next-step routing and progression plan The trainer presents four broad routes: employment/job search, further VET or short training, apprenticeship/work-based learning, and self-employment/micro-enterprise. Learners review their CV, mini portfolio and Session 11 business idea only as evidence/resources for choosing a route. Each learner completes a progression plan: preferred route, first action, where/with whom, what support is needed, and a realistic date or timeframe. Learners who are unsure choose one simple exploration step, for example contacting a training provider or career adviser.	Progression pathway cards Local information/resources Next-step progression plan worksheet
10 minutes	Conclusion: Achievement, feedback and commitment Learners note one strength confirmed during the showcase, one skill they want to develop further and one concrete next action. Volunteers share their next step. The trainer closes by recognising course completion and reminding learners of available support contacts.	Completed progression plan Pens

Assessment Method:	Follow-up activities
• Observation of participation in industry engagement and networking • Short showcase presentation using completed course outputs • Industry/peer feedback • Completed next-step progression plan • Self-assessment of strengths and development needs	• Complete the first action in the progression plan within the agreed timeframe. • Use the CV and mini portfolio from Sessions 9-10 when contacting employers or training providers, where relevant. • Seek support from a career adviser, trainer, employment service or VET provider if the chosen route requires additional guidance.