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

Resources 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/>

Facebook: @fameproject

LinkedIn: <https://www.linkedin.com/company/fame-fashion-empowers-neets/>

Project 2025-1-MT01-KA220-VET-000351198

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MODULE 3: LIFE SKILLS AND ENTREPRENEURIAL OPPORTUNITIES

Session 9: Employability (CV Workshop) – Fashion Job Roles and Skills Translation

- Entry-level fashion roles and Job descriptions
- Card set
- Examples of Job Adverts
- Job advert analysis worksheet
- Template: Analyse a job advert step by step
- Individual online research sheet
- Completed CV
- CV template
- PowerPoint Presentation

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

- Portfolio page layout
- Practice communication skills checklist
- Confidence gaining techniques question cards
- PowerPoint Presentation

Session 11: Basic Entrepreneurial Skills

- Exploring micro-enterprise opportunities activity sheet 1
- Customer and value activity sheet 2
- Understanding basic costs activity sheet 3
- Setting a simple price activity sheet 4
- Basic branding and promotion activity sheet 5
- My micro-business idea activity sheet 6

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

- Industry engagement/guest speaker activity sheet 1
- Showcase preparation activity sheet 2
- Learner showcase activity sheet 3
- Networking skills in practice activity sheet 4
- Next step routing and progression plan activity sheet 5



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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Activity 1: Exploring micro-enterprise opportunities

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

This activity introduces realistic beginner-level ways to use fashion and sewing skills for small-scale self-employment. The emphasis is on starting small, testing one useful skill, and choosing an idea that matches the learner's current or near-future abilities.

Suggested duration: 20 minutes

Materials: Presentation slides; micro-business idea cards.

Key message

Entrepreneurship does not have to mean launching a full fashion brand. A micro-enterprise can begin with one small product or useful service that a learner can realistically offer.

Trainer introduction

Present the following accessible options. Keep discussion practical and avoid ideas that require advanced equipment, large investment or expert-level skills.

IDEA	WHAT IT INVOLVES	CUSTOMER VALUE
Trouser hemming	Shorten a pair of trousers neatly.	Useful alteration; extends garment use.
Simple seam repair	Repair an opened seam.	Quick fix; avoids replacing the garment.
Button replacement	Replace a missing or loose button.	Small, practical garment repair.
Simple tote bag	Make a basic reusable fabric bag.	Practical item; can use leftover fabric.
Fabric pouch	Make a small zipped or drawstring pouch.	Useful storage; easy to personalise.
Upcycled accessory	Turn leftover/reused fabric into a simple accessory.	Reuse plus individual design.
Simple customization	Add a patch, trim or decorative detail.	Personalisation and refreshed garment.
Basic mending service	Offer simple mending for small tears or loose stitching.	Repair instead of replacement.

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Learner task: Sort the idea cards

Cut out or review the cards and place each idea into one of three groups:

- I could try now
- I could learn soon
- Not for me yet

Each learner then chooses **ONE** idea to develop during the rest of Session 11.

Printable idea cards

Trouser hemming Shorten a pair of trousers neatly. Customer value: Useful alteration; extends garment use.	Simple seam repair Repair an opened seam. Customer value: Quick fix; avoids replacing the garment.
Button replacement Replace a missing or loose button. Customer value: Small, practical garment repair.	Simple tote bag Make a basic reusable fabric bag. Customer value: Practical item; can use leftover fabric.
Fabric pouch Make a small zipped or drawstring pouch. Customer value: Useful storage; easy to personalise.	Upcycled accessory Turn leftover/reused fabric into a simple accessory. Customer value: Reuse plus individual design.
Simple customisation Add a patch, trim or decorative detail. Customer value: Personalisation and refreshed garment.	Basic mending service Offer simple mending for small tears or loose stitching. Customer value: Repair instead of replacement.

My choice

My idea:

I would place it in: ☐ I could try now ☐ I could learn soon ☐ Not for me yet

Why did I choose this idea?

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Activity 2: Customer and value

Who is it for and why would they choose it?

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

Learners identify a target customer, the customer's problem or need, and the value offered by the chosen product or service. The activity keeps customer thinking simple and concrete.

Suggested duration: 20 minutes

Materials: Customer profile / value worksheet; pens.

Simple definition

Customer = the person who may use or pay for the product/service. Value = the practical benefit they receive from it.

Possible types of value

TYPE OF VALUE	SIMPLE EXPLANATION
Convenience	Makes something easier or saves time.
Affordability	Offers a useful option at a manageable price.
Repair / reuse	Keeps an existing garment or item usable for longer.
Personalisation	Adapts an item to the customer's preferences.
Sustainability	Supports reuse, repair or lower material waste.

Worked examples

IDEA	CUSTOMER	NEED	VALUE
Trouser hemming	Someone whose trousers are too long	Needs better fit	Convenience + repair/reuse
Simple tote bag	Someone who wants a reusable everyday bag	Needs a practical carrying option	Convenience + sustainability
Basic mending service	Someone with a small tear or loose stitching	Wants to keep using the garment	Repair/reuse + affordability

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Customer Profile & Value Worksheet

My product or service

Who might need it?

What problem or need do they have?

What value do I offer?

☐ Convenience ☐ Affordability ☐ Repair/reuse ☐ Personalisation ☐ Sustainability ☐ Other: _____

One-sentence value statement

I help _____ by _____ so they can _____.

How could I check if people want it?

☐ Ask someone ☐ Show a sample ☐ Compare similar offers ☐ Other: _____

Accessibility

Learners may write keywords, tick boxes, draw a simple icon, or explain answers orally while the trainer or a peer notes key words.

Pair share

In pairs, explain the idea using one sentence: "I help [customer] by [product/service] so they can [benefit]."

My final sentence:

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Activity 3: Understanding basic costs

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

This activity introduces the difference between cost, price and profit and helps learners identify the direct costs of one simple fashion product or service. Keep the task introductory: the aim is to recognise costs and value time, not to teach formal accounting.

Suggested duration: 35 minutes

Materials: Costing worksheet; sample/local price list; calculators.

Three key words

WORD	SIMPLE MEANING
Cost	What it takes to make or deliver the product/service.
Price	What the customer pays.
Profit	What remains after costs are covered.
Trainer note	
Use ONE concrete fashion example first, such as a simple repair or small textile product. Ask learners to identify what must be used or paid for before any calculation begins.	

What can count as a direct cost?

- Main fabric or material
- Thread / trim
- Fastening or small component
- Packaging, if needed
- Another essential expense directly needed to complete the item or service

Time should also be recognised. Introduce a simple amount for the learner's work without using complex accounting.

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Sample / Local Price List

The “illustrative practice figure” column is for training only and is not a market-price claim. Trainers should replace or supplement it with locally relevant examples before delivery.

MATERIAL / ITEM	UNIT	ILLUSTRATIVE PRACTICE FIGURE (€)	LOCAL PRICE (€)	SOURCE / SHOP (OPTIONAL)
Basic woven fabric	per metre	6.00		
Thread	per spool	2.00		
Zip	each	1.50		
Buttons	small set	1.00		
Simple trim / tape	per metre	1.00		
Small packaging item	each	0.50		
Other: _____				

Simple Costing Worksheet

COST ITEM	QUANTITY	UNIT PRICE (€)	ESTIMATED COST (€)
Main fabric/material			
Thread / trim			
Fastening / small component			
Packaging (if needed)			
Other essential cost			
TOTAL MATERIAL / ESSENTIAL COST			

My time

Approx. time needed	Simple amount for my work (€)

Quick check

- ☐ Have I included the essential material/component costs?
- ☐ Have I included only costs relevant to this product/service?
- ☐ Have I thought about the time needed to do the work?

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Activity 4: Setting a simple price

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

Learners use their cost estimate to propose one simple selling price. The activity compares a workable price with two common problems: a price that is too low to cover costs and a price that is unrealistically high for the target customer.

Suggested duration: 30 minutes

Materials: Pricing worksheet; calculators; example price scenarios.

Beginner-friendly pricing rule

Total estimated material / essential costs + a simple amount for the learner's work = proposed selling price.

Simple Pricing Worksheet

STEP	MY FIGURE (€)
A. Total material / essential cost	
B. Simple amount for my work	
C. Proposed selling price (A + B)	
D. Does the price cover my costs? ☐ Yes ☐ No	
E. Does it seem realistic for my target customer? ☐ Yes ☐ Not sure ☐ No	

Practice scenarios

SCENARIO	WHAT IS THE PROBLEM?	WHAT COULD CHANGE?
Price is lower than the estimated costs.		
Price is much higher than the customer is likely to accept.		
Price covers costs and includes a simple amount for the learner's work.		

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Compare and decide

My first proposed price: € _____

After checking the scenarios, would I keep or change it? ☐ Keep ☐ Change

My revised proposed price (if needed): € _____

Why?

Trainer reminder

Keep the exercise simple and focused on basic pricing. The purpose is to connect price to costs, time and customer reality - not to introduce formal business accounting.

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Activity 5: Basic branding and promotion

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

Learners create a simple working identity for their product or service. Focus on three essentials: a clear name, a short promise/message, and one realistic way to reach customers.

Suggested duration: 25 minutes

Materials: Brand concept worksheet; markers; example brand/message cards.

Three essentials

ELEMENT	WHAT TO AIM FOR
Name	Clear, memorable and connected to the offer.
Message / promise	One simple sentence showing what the customer can expect.
Promotion channel	One realistic place or method for reaching the target customer.

Example brand/message cards

Repair & Wear Small repairs that help clothes last longer.	Second Stitch Give useful clothes another chance.
Made Small Simple handmade textile pieces for everyday use.	Your own Name: _____ Message: _____

Brand Concept Worksheet

Working name

What do I offer?

My short message / promise

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What do I want people to remember?

How could people hear about it?

☐ Word of mouth ☐ Local group ☐ Simple social-media post ☐ Market/event ☐ Noticeboard ☐ Other:

Check

☐ Clear ☐ Easy to understand ☐ Not copied from an existing brand ☐ Fits my customer

Promotion idea

Choose ONE realistic promotion channel and draft a very short message you could use.

Channel: _____

My message:

Trainer reminder

Learners should avoid copying existing brands. Focus on clarity, authenticity and a simple message that matches the target customer.

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Activity 6: My micro-business idea sheet

Session 11 - Basic Entrepreneurial Skills

Purpose and trainer guidance

This activity brings together the work from Activities 1-5 into one clear page. Learners summarise their chosen idea, customer, value, estimated cost, proposed price, working brand/message, promotion channel and one realistic next step.

Suggested duration: 30 minutes

Materials: Micro-business idea sheet; completed worksheets; pens.

Key message

The finished sheet is a first-step planning tool, not a full business plan. The idea should remain realistic for beginner skills and low-risk testing.

One-page Micro-Business Idea Sheet

1. My product / service

2. My target customer

3. The value I offer

4. Estimated essential cost (€)

5. Proposed price (€)

6. Working name / short message

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7. How I could reach customers

8. One small next step

I will _____ by _____ (date/timeframe).

Quick self-check

- ☐ My idea fits skills I already have or could realistically develop soon.
- ☐ I know who might want it and why.
- ☐ My proposed price is connected to costs and my work.
- ☐ I have one small step to test the idea.
- ☐ I remember that self-employment is one option alongside employment or further training.

One-minute idea share

Prepare a short explanation covering only the essentials:

- What I offer
- Who it is for
- My approximate price
- One next step

My one-minute notes:

Peer feedback - one constructive comment on clarity or feasibility:

Follow-up

- Check one real local price for a similar product or service and compare it with your estimate.
- Ask one trusted person for feedback on the business idea and customer value.
- Keep this micro-business idea sheet for Session 12 progression planning.

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