

Unit 4 week 1

“How can fashion education present a realistic self-image to promote attainable pathways to potential students?”

- MAAI Momo Zeng



Interventions — fashion events

to get a deeper understanding of presenting the real fashion industry as a Momonary art director.

- ✧ Presentation (stakeholders: students, insiders)
6/16 in University of Cambridge
- ✧ Showroom (stakeholders: insiders)
7/12-7/16 in Shanghai
- ✧ Popup (stakeholders: students, insiders)
8/5-8/6 in Tokyo
9/1-10/30 in Shanghai
- ✧ Runway (stakeholders: educators, students, insiders)
9/21 in London
- ✧ Talk (stakeholders: educators, students) all the time
- ✧ Documentary film (stakeholders: educators, students, insiders)

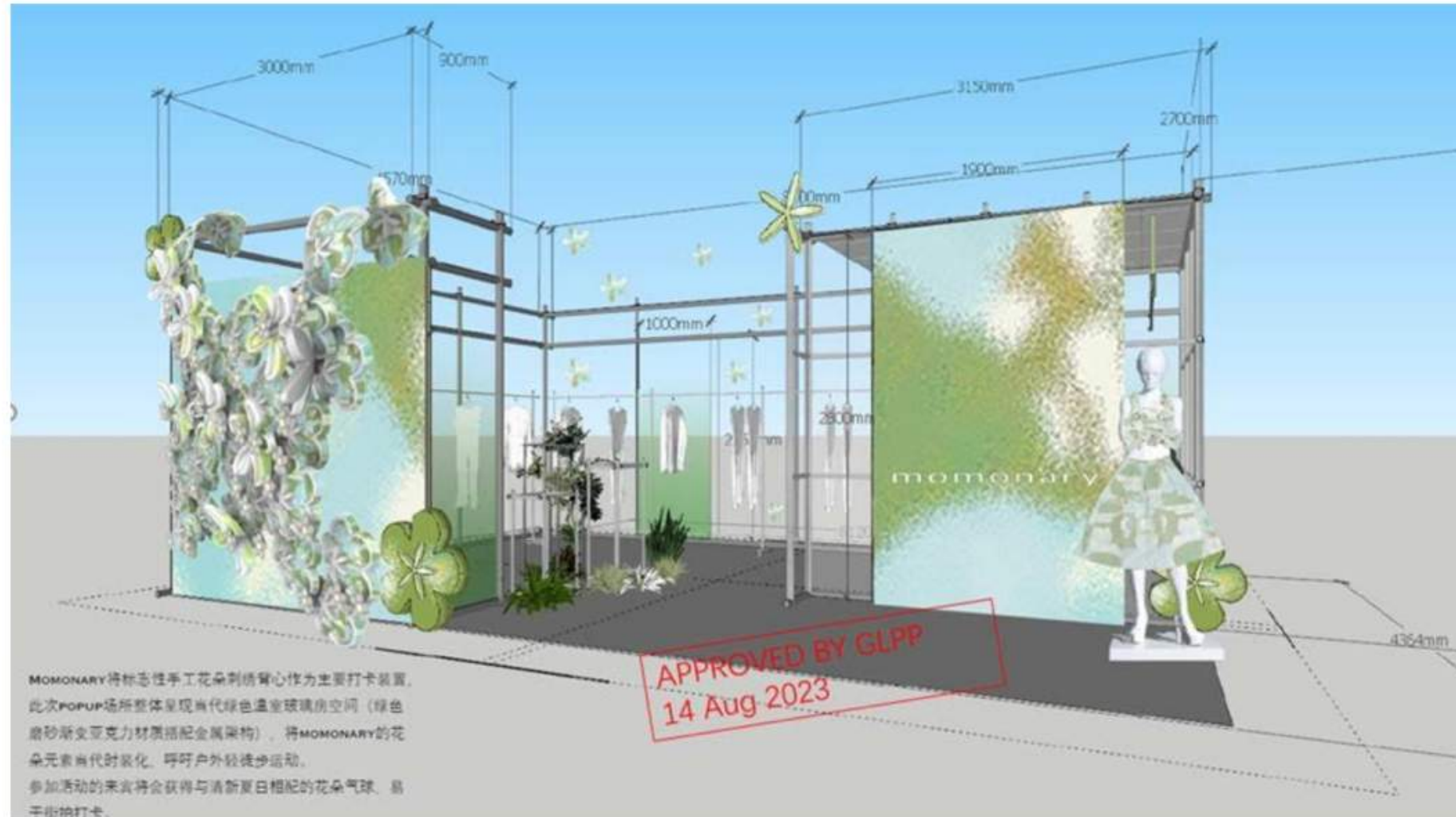
Role-playing (A challenge to classmates)



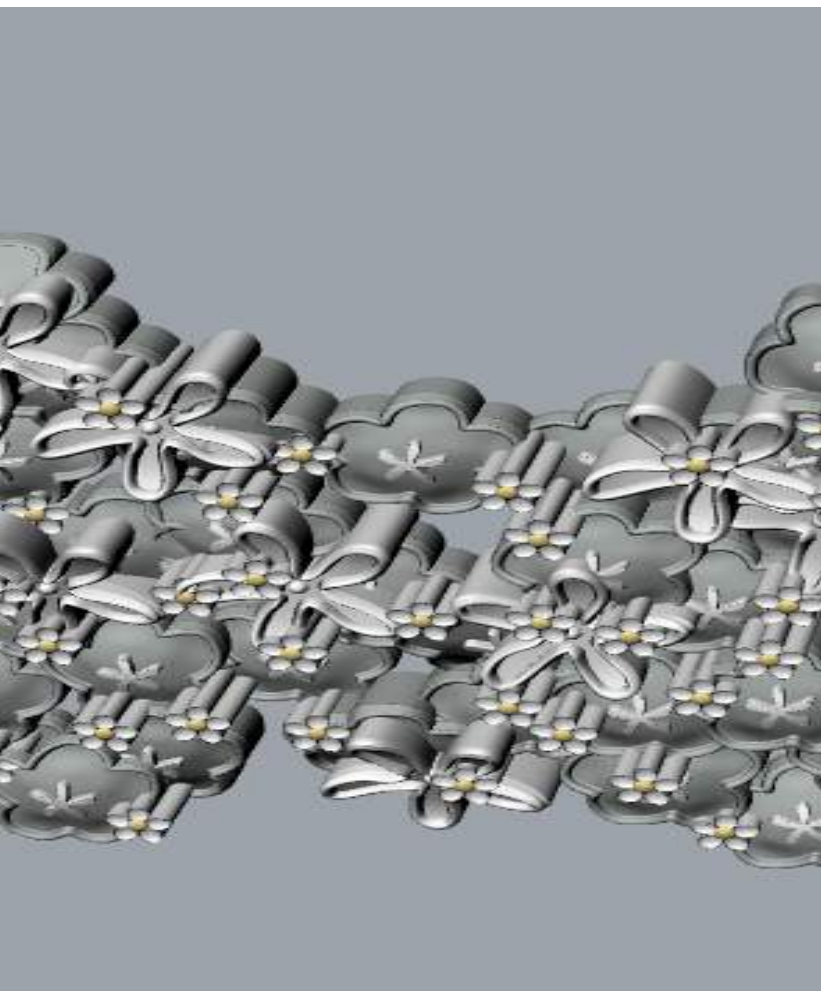
✧ MAAI classmates participated in this presentation as staff members.



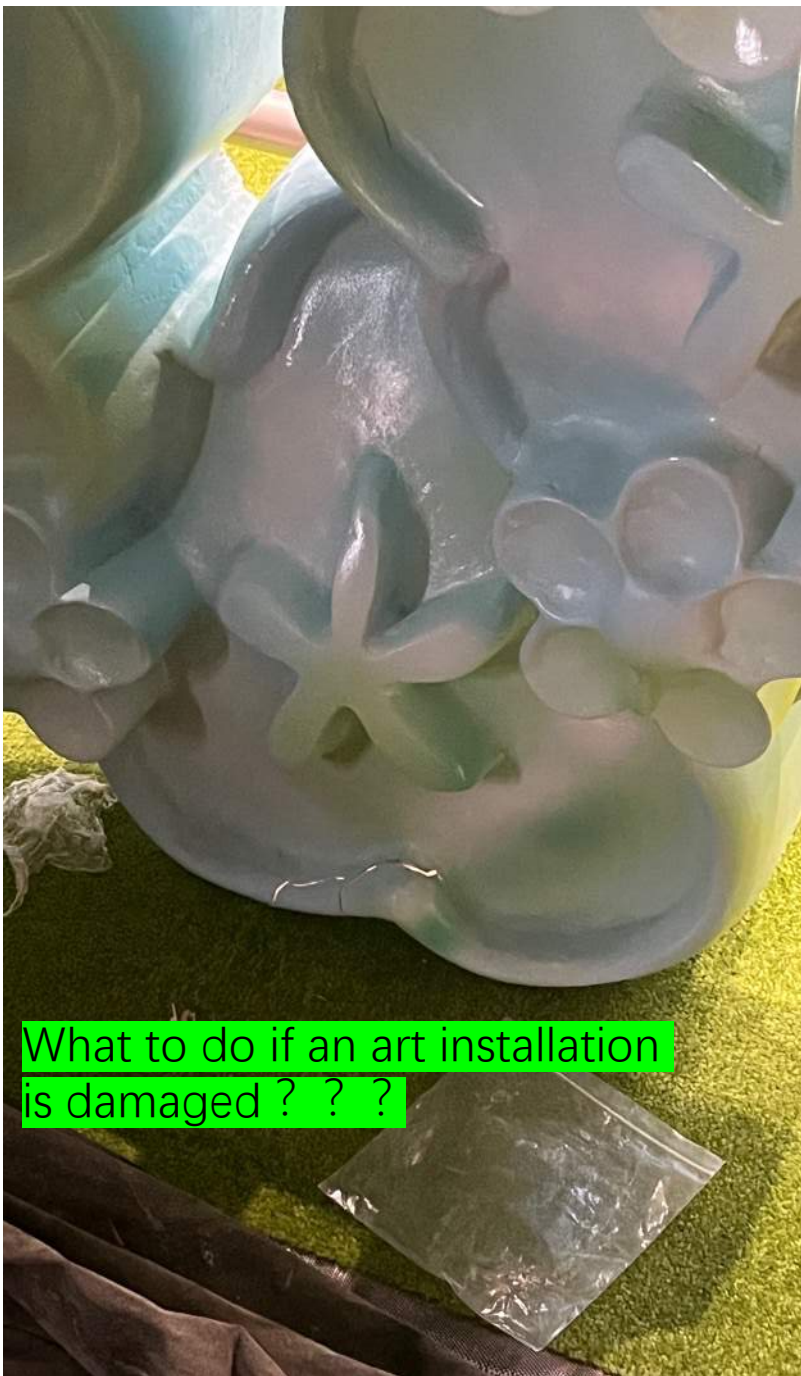
Panic zone popup (A challenge to me)



✧ Programme of Cooperation Between Momonary and Galeries
Lafayette Department Store Popup Approved



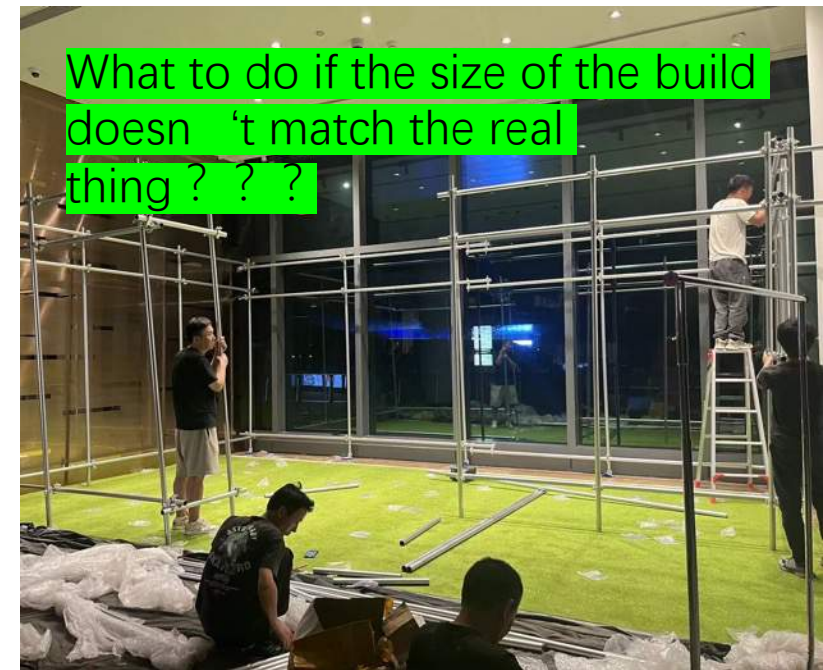
✧ The Making of the Flower Vest Art Installation



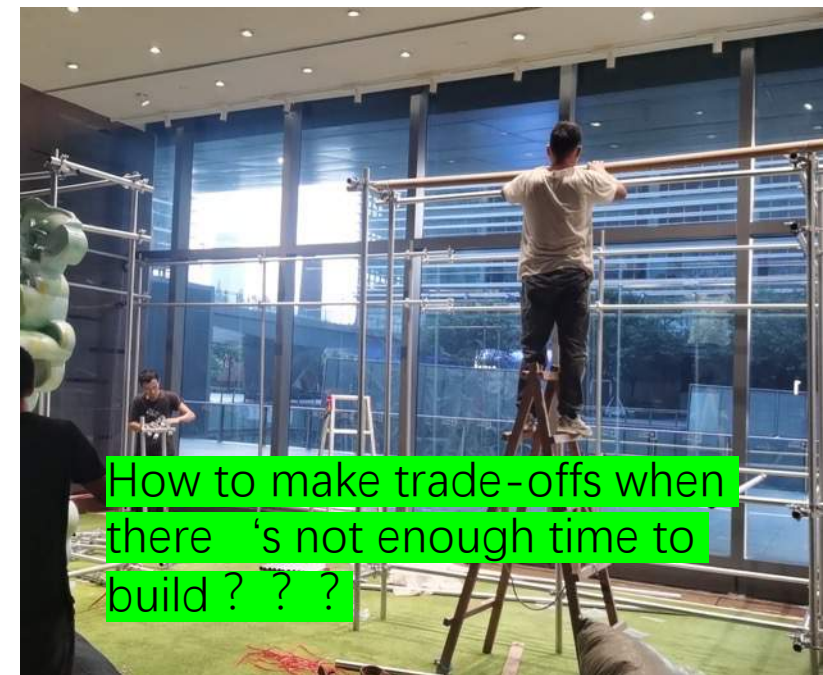
What to do if an art installation is damaged ? ? ?



How to move a 200kg art installation ? ? ?



What to do if the size of the build doesn't match the real thing ? ? ?



How to make trade-offs when there's not enough time to build ? ? ?





Rewritten :

**How can we make education better
prepare fashion students to develop
resilience for working in the industry?”**

NEXT INTERVENTION : Fashion Student Resilience TEST (game)

Psychometrics

How well do you cope? Are you resilient?

**Resilience is the quality that allows us to "survive",
and even gain strength from hardship.**

**Take this resiliency test to assess whether you should
work on improving your coping skills in fashion.**

Unit 4 week 2

“How can we make education better prepare fashion students to develop resilience for working in the industry?”

- MAAI Momo Zeng



“How can we make education better prepare fashion students to develop resilience for working in the industry?”

- Defining resilience
 - Influence of resilience in various domains Positive psychology
- Collaborative initiatives for increasing resiliency
- Resiliency programs on college campuses
- Recent research on resiliency training
 - 4 year Duke/Davidson/Furman/Johnson Smith
- Measuring resilience
- Pilot study of a resilience training project

The Student Resilience And Well-Being Project

A five-year initiative to assess
and promote the conditions that
help college students flourish

Definition

- If you can dream—and not make dreams your master; If you can think—and not make thoughts your aim;
- If you can meet with Triumph and Disaster And treat those two impostors just the same
- And watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools:
- If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,
- And lose, and start again at your beginnings

(excerpts from 'If' by Rudyard Kipling)

Definition

- Developed coping techniques that allow people to effectively and relatively easily navigate around or through crises
- Built on strengths of optimism and positive emotion.
- An individual's ability to properly adapt to stress, stressful situations and adversity

Resilience and Positive Psychology

- Positive Psychology – focus is on personal growth
 - Resilience training is rooted in Positive Psychology
- Identifying strategies for increasing positive emotions
- Promote realistic ways of fostering well being
- Identify beliefs that limit the ability to flourish
- Focus on strengths that encourage growth

Resilience in Higher Education

- The Grit Survey: being used to assess persistence and perseverance as it relates to retention and admissions
 - Calls for research on resilience as it relates to academic persistence
 - Expanding on the “marshmallow experiment”
 - Internal locus of control and academic achievement
- The **Stanford marshmallow experiment** was a study on [delayed gratification](#) in 1972 led by psychologist [Walter Mischel](#), a professor at [Stanford University](#).^[1] In this study, a child was offered a choice between one small but immediate reward, or two small rewards if they waited for a period of time. During this time, the researcher left the child in a room with a single marshmallow for about 15 minutes and then returned. If they did not eat the marshmallow, the reward was either another [marshmallow](#) or [pretzel stick](#), depending on the child's preference. In follow-up studies, the researchers found that children who were able to wait longer for the preferred rewards tended to have better life outcomes, as measured by [SAT scores](#),^[2] educational attainment,^[3] [body mass index \(BMI\)](#),^[4] and other life measures.^[5] A replication attempt with a sample from a more diverse population, over 10 times larger than the original study, showed only half the effect of the original study. The replication suggested that economic background, rather than willpower, explained the other half.^{[6][7]} The predictive power of the marshmallow test was challenged in a 2020 study.^{[8][9]}

Resiliency Training in Higher Education

- How can we teach resilience? Is it possible?
- Generally have focused on four areas

Relaxation training

Cognitive-behavioral strategies

Social support

Psychoeducation

Resiliency Factors

- Persistence
- Motivation
- Goal Orientation
- Optimism
- Confidence
- Cognitive reframing
- Emotional regulation
- Decisive risk-taking
- Internal locus of control
- Insight
- Self-efficacy
- Altruism
- Connection to others
- Utilization of relationships
- Well balanced lifestyle

Developing Resilience

- Identify thoughts that prevent resilience
- Identify thoughts that encourage resilience
- Use effecting stress coping strategies
- Practice persistence
- Explore self-explanatory style
- Acceptance
- Letting go
- Social support.
- Tolerating distress

Self Soothing

- Meditation
- Mindfulness
- Listen to music Exercise
- Talk with friends
- Distract your self – guide your attention to something else
 - Change of scenery
 - Relaxation training
 - Helping others
 - Find meaning in the situation

My resilience comes from **teenage manga**, which I found my way to last year 's quarantine in Shanghai, as some of the pure characterisation easily stimulates myself.

My favourite manga is by Yoshihiro Togashi, Hunter x Hunter. Covering growth, battles, games, politics and the exploration of unknown lands.

Another way to relax is by **hiking**. Combining the natural vitality with the human fighting spirit is an ideal theme for me.

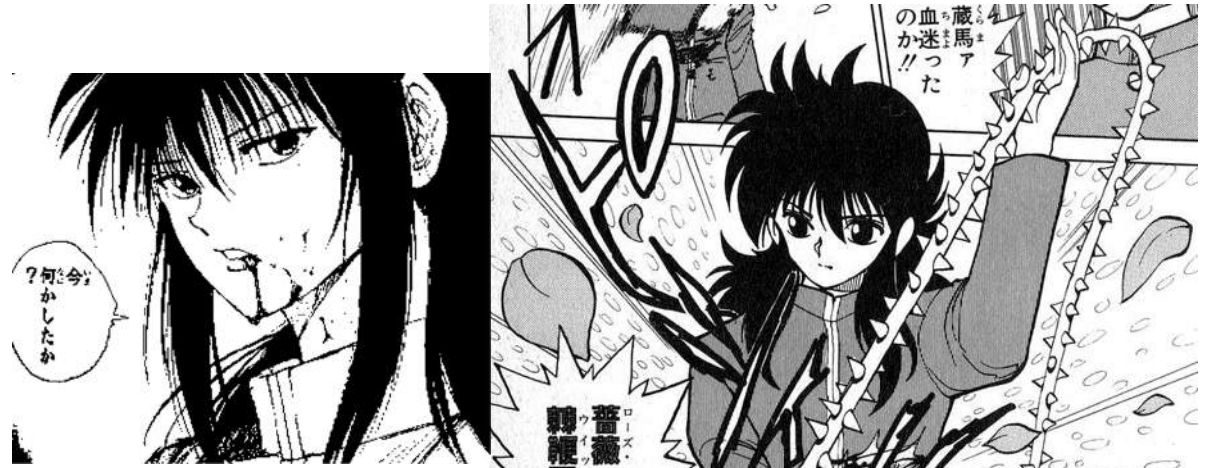
momonary

Inspiration SS2024

Kurama is a fictional character from the manga YuYu Hakusho by Yoshihiro Togashi. Kurama has very high durability, shown in almost all of his matches. Because of his analyzation lenience, he is always the most injured in his fights, but manages to pull a trick out of his hat to decide the match.

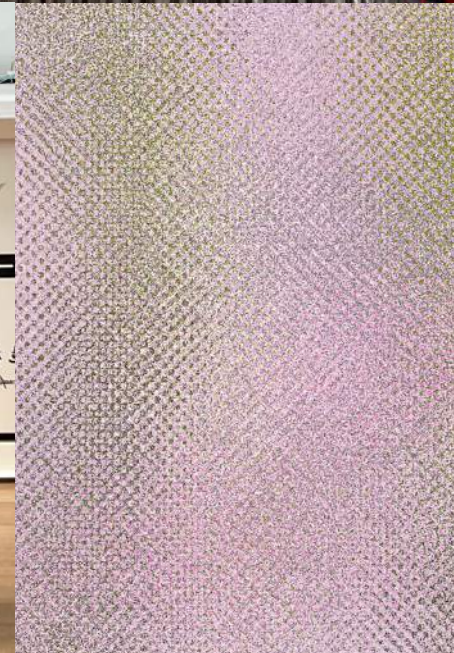
The show aims to demonstrate the typical capabilities of Kurama. To celebrate kurama's resilience in not giving up.

Petals & Thorns: Creates a whirlwind of extremely sharp petals that swirls around the target. Should the target get within the range of it, they'll be shredded to pieces by the petals.





Combining sporty outdoor elements with delicate rose decorations to create gorgeous battle costume





Interview with the make-up and hair team about their resilience story

Unit 4 week 3

“How can we make education better prepare fashion students to develop resilience for working in the industry?”

- MAAI Momo Zeng



Momo: Last time we talked about ways to Self-Soothing and the student's need for this therapy

I interviewed five csm fashion students after that, and three of them all said that they hadn't realised that they needed to regulate or change when they experienced an emotional breakdown. When they can't make something they keep pushing themselves to make it and the whole process becomes painful.

One student said that she had never thought of seeking help from the school's health department because it felt mandatory to have these facilities at the school, but it was not professional, as well as the fact that it would take more effort to explain the background of her breakdown to someone unfamiliar with it

Another student regulates her emotions by cooking at home, and she feels that going home early cures the unpleasantness of the whole day.

Self-Soothing

- Meditation
- Mindfulness
- Listen to music Exercise
- Talk with friends
- Distract your self – guide your attention to something else
- Change of scenery
- Relaxation training
- Helping others
- Find meaning in the situation

What Is Self-Soothing According to Psychology?

Self-soothing helps to reset bodily systems after an acute stress response and regain homeostasis. All people need soothing after a shock or following trauma or upset. Common self-soothing behaviors include reaching for an alcoholic drink or a tub of ice cream. However, these kinds of self-soothing behaviors can cause additional problems. Sometimes other people are not around to give the social support or soothing needed. Self-soothing skills are very important, although they are not easy to practice when they are most needed. Often, temporary overwhelm can reduce our capacity to make choices and engage in positive self-soothing behaviors.

Dialectical Behavior Therapy (DBT) is one of the third-wave behavioral therapies with roots in the Cognitive-Behavioral Therapy tradition and mindfulness-based interventions. Originally, DBT was devised to support people who feel very intense emotions, especially those diagnosed with Emotionally Unstable Personality Disorder, (previously known as Borderline Personality Disorder (Linehan et al., 2006).

Increasingly, DBT is an intervention used to treat the emotional dysregulation that may be involved in a range of mental health problems, including depression, bipolar disorder, eating disorders, and substance abuse problems, as well as life crises, such as stress, burnout, grief, and trauma.

A DBT therapist equips clients with skills in radical acceptance, distress tolerance, and self-soothing techniques (McKay, Wood, & Brantley, 2019). The objective is to educate the client about the functionality of their old ways of coping with emotional dysregulation such as substance abuse, binge eating, or social withdrawal.

Basically, the client is encouraged to accept that at the time, their old coping methods were the best way they could regulate deeply distressing emotions. Learning distress tolerance entails learning self-soothing techniques that can regulate emotions without resorting to self-defeating behaviors.

One way to help clients acquire self-soothing skills is to ask them to create a **self-soothing box** or **toolkit**.

Typically, a self-soothing box includes objects or reminders of how to soothe all five senses: comforting smells such as scented candles, essential oils, or body lotion; pleasant tastes such as herbal teas or favorite snacks; soothing things to touch such as a favorite sweater, wrap, or stress ball; comforting sights such as photos of loved ones, pets, or favorite places; and soothing sounds such as a favorite piece of music or guided meditation track.

Momo : It made me think of doing an intervention where fashion students make and share their own self-soothing boxes! However, I am afraid that this will be rather monotonous and boring, before the school also held a similar workshop, let us choose our own tea ingredients, such as lemon, lavender, green tea and so on, each ingredient represents a mood, and finally tell the story of the tea.

Although it's fun to take photos and record them, the content is a bit pale.

Mindful walking

Get grounded by moving your body mindfully. Try a short awe walk for 15 minutes, preferably in nature or a beautiful park or garden, taking in your surroundings mindfully with all five senses.

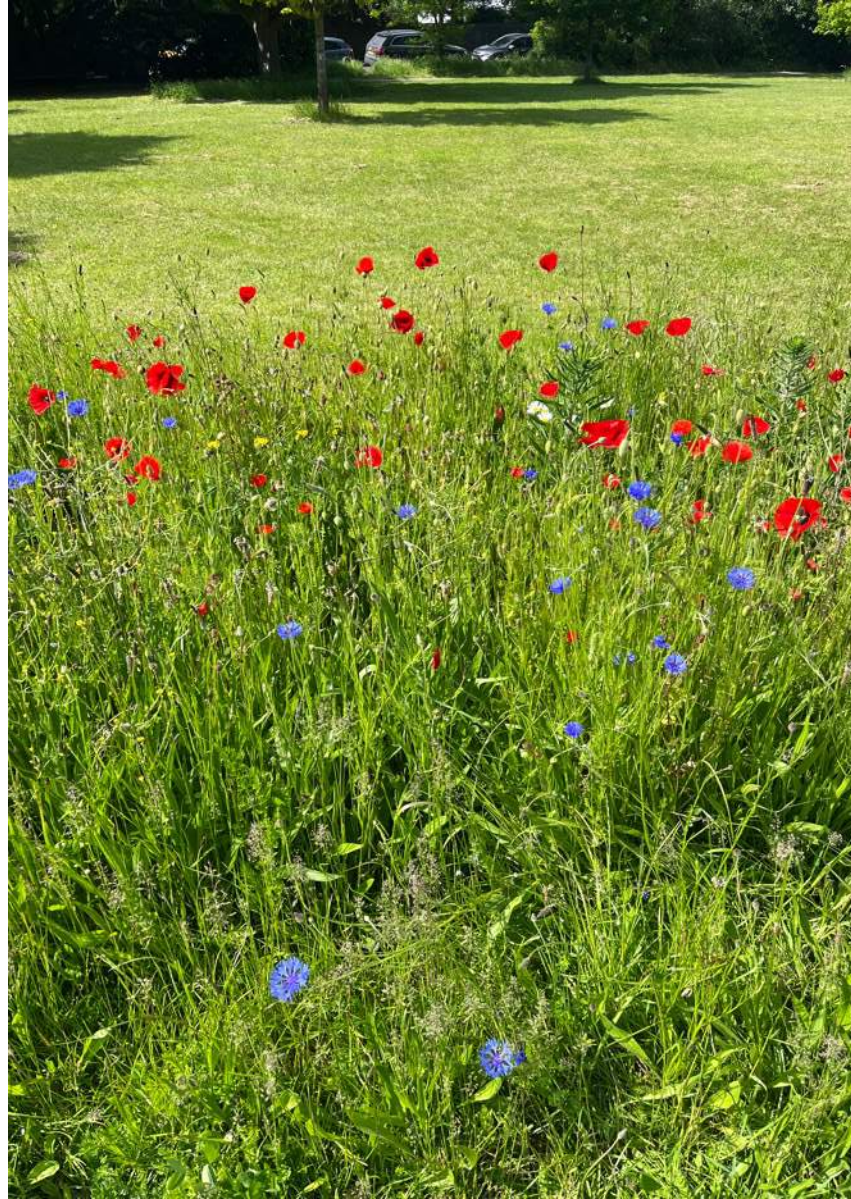
Awe is a powerfully uplifting and soothing emotion of wonder that puts stressors into perspective while increasing vitality (Bai et al., 2021).

Momo : I'm going to do an INTERVENTION on Mindful walking and am currently researching shorter and more interesting routes.

I've actually done a similar event before, when we mapped out the route for the Cambridge show in June, hoping that the audience would be healed by the scenery and animals along the way!

Feedback at the time was that it was a novelty to everyone, a twenty-minute walk to the show, with bridges, cows and streams on the way, a rare jungle walk for clothing students who had been moving around the city of London







- Author Richard Louv, among others, writes about “nature-deficit disorder” and how it affects our physical and emotional well-being, suggesting even just a little exposure to green spaces boosts happiness and attention. The Japanese practice of “forest bathing,” with its research-backed benefits to the mind and body, has been trending around the world.

How to Get Started with Mindful Walking Outdoors

1. Basic Mindful Walking Meditation

A basic mindful walking meditation is pretty simple. All you need to do is notice yourself walking as you walk, making your body sensations the anchor of the meditation. To break out of the autopilot we are often in, you might ask yourself, “How do I know I am walking?” and then check in with your senses.

It also may help to bring awareness to certain aspects of walking. For example, you can bring mindfulness to your body as you notice the sensation of your feet on the ground or the movement of your muscles, especially as you encounter different surfaces beneath you. Notice not just what your legs are doing, but also your arms, torsos, spine, and head as you walk. You might be able to detect subtle shifts in your pulse, body temperature, or breathing rate before, during, and after you begin moving. You can also focus on the gentle rocking motion of your weight shifting.

Sometimes in sitting practice we use our breath as our anchor and focus on the point between the in-breath and the out-breath, where there is a moment of stillness. Likewise, in mindful walking practice, we can notice the points of stillness where the right step becomes the left step and the left step becomes the right step.

2. Adding Words or Phrases

One simple way to focus your attention is to bring words or phrases to your steps. For one, you can count in rhythm with your steps. Whenever your mind wanders off and you lose count, simply notice where your mind has wandered, and return the count to one again. The key is to do this without judging yourself, and your wandering mind.

It may also help to have something to say along with the movements. You can, for example, say thank you and send gratitude or compassion to your feet and body as you move—a practice from Christopher Germer and Kristin Neff's program Mindful Self-Compassion. Or, you can quietly or internally repeat reminder phrases to yourself.

You might enjoy repeating the following phrases, suggested by mindfulness teacher Thich Nhat Hanh, with each step:

I have arrived, I am home, in the here, in the now.

I also heard some other wonderful phrases once from a friend, saying for each footstep:

Nowhere to go. Nothing to do. No one to be.

Experiment with any or all of these on your next walk, or come up with your own phrases that resonate for you next time you are out.

3. Sensory Walking

This adaptation for the mindful walking meditation is simple, and just involves really tuning into our five senses as we move through space. As we get into the moment with our senses, we can really savor the precious moments we do have to be outside and moving, and all that is around us. Our senses keep us grounded in the moment while our thoughts drift to the past or future. First, walk while keeping your eyes still and watching the view change as shapes and objects shift in and out of your line of vision.

Next, focus just on the soles of your feet, aware of different sensations there as the surface changes.

Then, focus on sounds. Those of your own footsteps, as well as the changing sounds in the world around you as you move.

Lastly, focus on smells and tastes in the air, and how they change depending on where you are.

4. Body Awareness Walking

Another practice I've been playing with recently is walking as I focus my awareness on parts of the body, almost like a body scan in motion.

As you walk, begin by just resting your awareness in your feet, bringing attention to the soles of your feet.

After about twenty steps, or maybe one block or 5 minutes, shift your awareness to your ankles and calves.

After a few minutes of your attention there, just rest attention on the bending of your knees.

Then focus your awareness on the sensations and movement of your hips.

After some time focused on your hips, shift awareness to your hands and arms, falling naturally or swinging at your sides.

You might then shift to awareness of sensations in your torso, including inside your body with your heart and lungs, maybe seeing if they've changed.

After a few moments of attention in your torso, turn your attention to your neck and shoulders.

Lastly, notice your head, as it shifts and moves slightly up and down with each footstep.

Continue to scan your body as you walk, noting how sensations change over the course of your walk.

5. Appreciative Walking

Bringing attention to the beauty of our surroundings is another way to bring deliberate awareness to mindful walking, and to actually shift our perception of the world out of the “negativity bias” or inherent pessimism wired into us, toward the positive and beautiful. Various experiments have found that focusing on the beauty around us as we walk tends to have a lasting effect on our mood long after we rest, similar to the way other gratitude and appreciation practices work.

This research is the inspiration for another mindful walking practice: to simply notice the beauty in the world around us as we walk. It may be a tree beginning to blossom, a particularly beautiful shaft of light, a house or car painted a favorite color. On your walk, make a regular practice of noticing one positive thing—something beautiful, something funny, or perhaps even an act of kindness—along the way. Note these to yourself in a journal or share them with family when you return, or share with others online.

You might also, if you take the same route each day, choose to focus on the changes that you encounter. Notice each day as the seasons gradually change, how the sights, sensations and even smells and sounds also change. What’s one new thing that you find, each day on your walk? How about at different times of day, or weekends compared to weekdays?

6. Observational Walking

You can also bring awareness to your own emotional experience of walking. Notice your emotional reactions to everything (and everyone) around you, especially as people and things get close to your personal space. This might bring up small feelings of self-consciousness as you pass others, or a slight pleasure when you step into sunshine, followed by a slight dread as a small hill approaches.

The inverse way to explore our emotions is by noticing how our emotions affect our walking and observations, and vice versa. How does your emotional state change your movement, what you see, or how you respond, depending on whether you are happy or sad, calm or anxious, frustrated or relaxed?

You can even do this on purpose: Change gears and try walking like you are fearful or anxious. Then walk as if loaded down by shame, or as if you are distracted. Try walking confidently after that, and then shifting back into your own rhythm and gait, if you can still find it. Reflect on all of these, noticing where on the spectrum of moods and emotions your regular pace of walking takes you.

You might notice that how you walked affected how you perceived the environment around you. When you walked with sadness, for example, you likely saw less as your eyes were downcast. Or perhaps you noticed that when you walked with confidence, you actually felt more confident, which you probably did if you know about the research of Amy Cuddy and the science of “power poses” .

Momo : Short walk routes are shared on this site!

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- <https://www.forestryengland.uk/blog/top-10-wellbeing-walks>



Potential Ways to Self-Soothing for Fashion Design Students

1. Are you self-smoothing when you are stressed or frustrated in the fashion course?

- ☐ Yes
- ☐ No

2. Have you tried to relax in the following ways?

- ☐ I did something intellectual (using my mind) to help me relax (e.g., read a book, wrote)
- ☐ I did something interpersonal to relax (e.g., connected with friends)
- ☐ I did something creative to relax (e.g., drew, played instrument, wrote creatively, sang, organized)
- ☐ I listened to relax (e.g., to music, a podcast, radio show, rainforest sounds)
- ☐ I sought out images to relax (e.g., art, film, window shopping, nature)
- ☐ I sought out smells to relax (lotions, nature, candles/incense, smells of baking)
- ☐ Other (please specify)

Momo : This is the first draft of my survey questionnaire on interventions. First of all, I think the title lacks direction and purpose, as well as the fact that I'm actually hoping to use this questionnaire to get people interested in the two interventions I'm thinking of doing (self-soothing box/Mindful walking). The logic of how to guide it hasn't come to mind yet

3. Do you think fashion schools should include classes or workshops on Self-Soothing?

☐ Yes

☐ No

4. If there is a Self-Soothing course, which one do you prefer in frequency?

☐ Once a day

☐ Once a week

☐ Once a month

☐ Once a term

☐ Other (please specify)

5. How long does it usually take you to get back in the mood?

- ☐ Less than 2 hours
- ☐ One day
- ☐ One week
- ☐ Other (please specify)

6. Do you know about Dialectical Behavior Therapy (DBT) ?

- ☐ Yes
- ☐ No

7. Do you know about Mindful walking?

- ☐ Yes
- ☐ No

McKay, M., Wood, J. C., & Brantley, J. (2019). The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance. New Harbinger.

Uvnäs-Moberg, K., Handlin, L., & Petersson, M., (2015). Self-soothing behaviors with particular reference to oxytocin release induced by non-noxious sensory stimulation. *Frontiers in Psychology*, 5, 1529.

Momo : In summary, I am more strongly interested in hosting a Mindful Walking, and am currently trying to make the questionnaire more interesting and layered, would it be more appealing to add some WALKING routes in there, like a travel advertisement!

The final intervention will be presented in the form of a documentary, and I'm currently thinking about whether to present it from the point of view of a fashion student, comparing the state of mind when he couldn't produce a satisfactory design beforehand with the state of mind when he's walking.

Unit 4 week 4

“How can we make education better prepare fashion students to develop resilience for working in the industry?”

- MAAI Momo Zeng



'sakura shibefuru'



I keep creating so that I will not forget memories of my family. In 1994, my 24-year-old sister died of a brain tumor, and my wife, who had been by my side for 25 years, died of breast cancer in 2016. There is shock and sadness when something important that should still exist disappears from right in front of you. No matter how much you want to be reunited, this is a reality that never will come true. I have faced this conflict and given it shape.

Many of my works are installations of huge patterns drawn with salt. By sitting on the floor and spending long hours drawing, perhaps I am trying to retain memories that fade with time. I create works to ward against the self-defense instinct of oblivion, looking for a convincing form of acceptance to come to terms with the parting of ways.

For Yamamoto, the creative process is more than just a **meditation**; the artist is clearly striving to create a decorative appearance. According to Hasegawa (2015), the way the artist pours the salt is similar to a hurricane, a glacier, a labyrinth, or a lace weave , and the resulting purely decorative appearance sometimes masks the meditative aspect of the work, drawing the viewer in with pure beauty.

This art form demonstrates **art healing** in a more intuitive way, whereby both the creator himself, and the viewer themselves, gain a calming force that is not majestic, but rather one of equanimity, and his works often demonstrate the cycle of life and death, such as the 'sakura shibefuru' pictured here, which seeks to frame the countless flakes of flowers in the twilight of spring exuding a beautiful and ephemeral scent that evokes a new lease of life in the future.

Last week Sasha asked me why schools need to add self-soothing activities, can't students just practice on their own at home?

I now understand that students of design and art are inherently **more sensitive**, and because of this sensitivity they need to gain energy in the form of **self-expression**. Therefore, this group is also **more vulnerable**, as my previous research data shows, students studying fashion design are facing **depression** sooner or later, and schools can actually intervene in this situation in a more caring way. Therefore, the self-soothing approach for this group should also be provided from a more **artistic** point of view, as well as the fact that most of the fashion colleges are not quite like the traditional schools, where there is not a **strong correlation** between the classes, and there are almost no activities within the school, as well as a stronger competition between the students.

“How can we make education better prepare fashion students to develop resilience for working in the industry?”

At the current stage I think the problem can be broken down into three steps.

The first point is to add **more lectures on art healing**, so that students can reflect on how to heal themselves from the work of artists. Fashion schools have courses on the history of fashion, but not on art.

The second point is to add more **interactive and relaxing activities**, increase human contact, more contact with the outside world can better weaken the frustration of their own world.

The third point is to add **entrepreneurial mindset training** to the curriculum: encouraging entrepreneurship and teaching students to be resourceful, creative and proactive in seeking opportunities and solving problems. In the past few years of entrepreneurship, I have encountered numerous difficulties and uncertainties, but it turns out that I have become smoother and quicker to adjust to them.

Next is sharing the **interview with YU**, who graduated from LCF last year with a degree in womenswear, is interested in psychotherapy and has done an internship in a hospital. Recently, she has been preparing to apply for an art therapy programme in New Zealand.

When I asked YU why she wanted to study this course, she said that she was a **quiet and stable** person and she hoped that this part of her personality could help more people. As well as also realising that fashion as an industry, and even schools are too **pushy**, I don't think it's necessary to use up all your strength at once.

But if you want to learn to be healthy, then **you need to relax**, and I think art healing is a little bit more relaxing than a traditional therapist, and people don't feel like they're seeing a doctor.

I think it would be better to have a mental health counselling room inside a fashion college than to organise more art healing events, it's easier for people to feel relaxed about this, as well as a lot of people attending together without making themselves feel intimidated.

Another reason why I chose this course is **the trend**, young people today are becoming more aware of the importance of mental health, I think this is a society problem that needs to be solved is also the direction of the future.

There are some significant differences between art therapists and psychologists in terms of therapeutic approach, professional background and therapeutic focus:

Professional Background:

Art therapists: usually have professional training in art therapy or a related field. They may have a degree in a field such as art therapy or psychology, as well as training and certification specific to art healing.

Psychologists: have a degree in a mental health field such as psychology or psychiatry with appropriate clinical training. They may be clinical psychologists, psychiatrists, psychologists, or psychotherapists.

Therapies:

Art therapists: use a variety of artistic mediums (e.g., painting, music, dance, etc.) to help individuals express their emotions, cope with problems, and promote mental health. Art therapy emphasises creative expression and self-discovery.

Psychologists: use techniques such as dialogue, psychological assessment, and cognitive behavioural therapy to diagnose and treat mental health problems. A psychologist's approach to treatment usually focuses on cognitive, emotional, and behavioural changes.

Therapeutic Focus:

Art Therapist: focuses on promoting mental health, self-awareness, and emotional expression through the creation of art. Art healing can be used to deal with issues such as trauma, anxiety, and depression.

Psychologists: deal with a wide range of mental health issues including, but not limited to, anxiety, depression, post-traumatic stress disorder, relationship issues, and more. Psychologists can conduct psychological assessments, develop treatment plans, and provide medication.

Workplace:

Art therapists: may work in a variety of settings such as healthcare facilities, community agencies, schools, rehabilitation centres, or may choose to open a private practice.

Psychologists: may work in a variety of settings such as hospitals, psychiatric clinics, community health centres, schools, businesses, and may choose to open a private practice.

Therapeutic emphasis:

Art Therapist: emphasises creative expression, self-exploration and emotional liberation, helping individuals to build self-confidence, reduce anxiety and enhance mental health through the medium of art.

Psychologists: Focus on cognitive, emotional and behavioural aspects of therapy, helping individuals understand and cope with mental health issues, as well as conducting psychological assessments and developing individualised treatment plans.

As well, I'd like to say that fashion is not a comfort zone for me either, as the market is down even more this year, and buyers are saying that it's not just Shanghai Fashion Week which is down, it's Paris Fashion Week as well!

That's why I wanted to do this project, I also wanted to find healthy healing for myself, previously I was indulging in watching anime.

I'm hosting a Mindful Walking on 22 October. Poster design is currently underway and invitations are expected to begin on Wednesday.

Unit 4 week 4

“How can we make education better prepare fashion students to develop resilience for working in the industry?”

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1. Case study in Sheffield School of Architecture

Last week, I interviewed Shuang, a graduate from the **Architecture Department at the University of Sheffield**. I learned that students in the Architecture Department face significant pressure when it comes to drawing. As a result, they **spontaneously organize outdoor hikes**. The photos in this collection were taken on film during a hiking trip after the **2020 lockdown** in the UK. Their activities extend beyond just hiking; they also engage in **painting**. The Peak District, a popular hiking destination, is known for attracting many elderly individuals who engage in plein air painting. The natural scenery is breathtaking, and along the way, one encounters numerous small **animals**. The classmates thoroughly enjoy this activity.

However, Asian students do not participate as frequently as their counterparts. They typically only join in once or twice, while other students are more likely to adopt outdoor hiking as a regular habit.





2.Intervention in Mudchute Park and Farm on 22th October



Eight students participated in this hiking trip. I chose a farm in the East because it had a variety of animals and convenient transportation. If anyone wanted to give up midway, they could easily find a station. The purpose of this route was to make it easy for everyone to accept this activity, without any mental burden. It wasn't a endurance race, but rather a social and relaxing activity.

Feedback: Everyone found it quite intriguing. Initially, they came to ask Momo about fashion right after the Monorary show, but it turned out to be unexpectedly fun. Usually, they go to city parks like Hyde Park and Regent's Park and had no idea that there was a place like this within an hour's reach. It would be great if the school occasionally organized such activities, and even better if we could earn credits for it, hahaha.

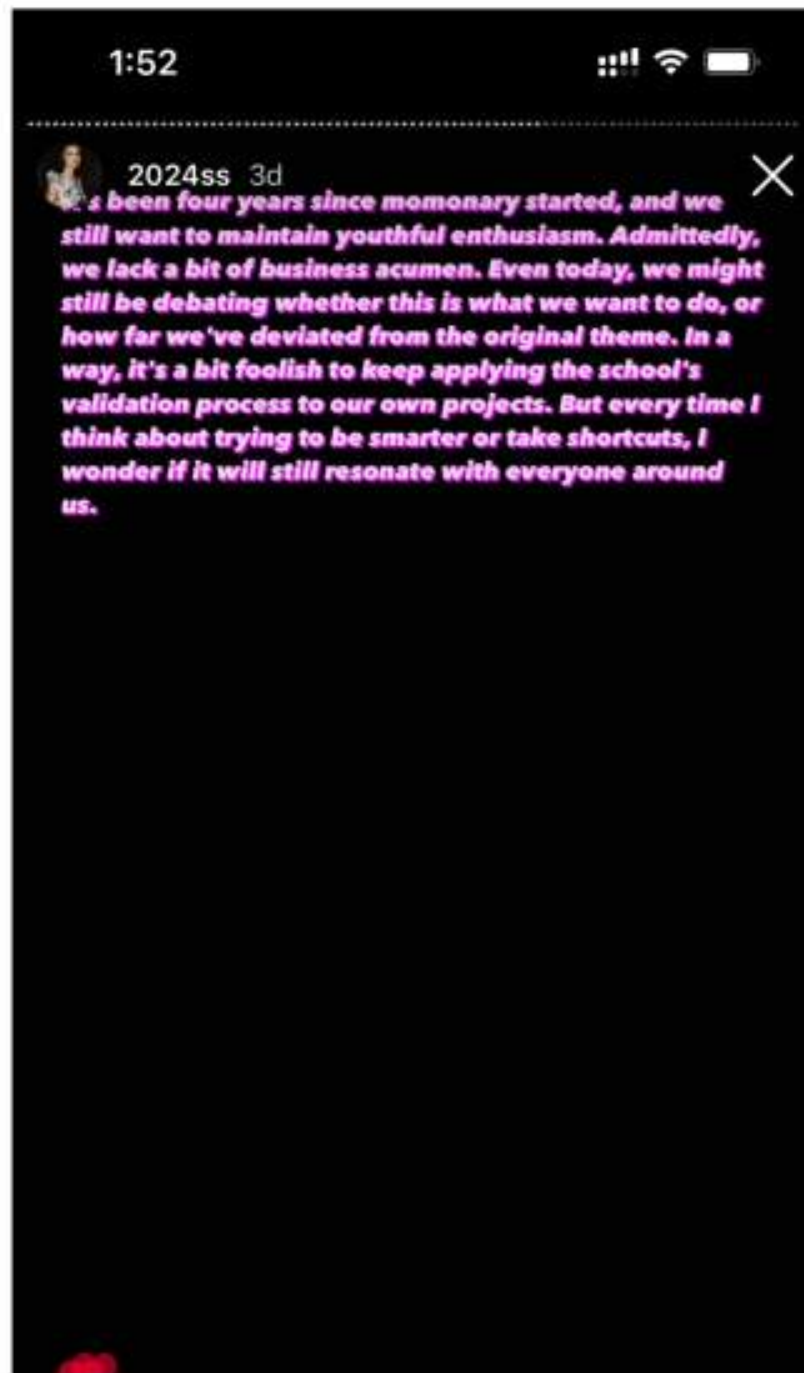
3. Counselling, Health Advice and Chaplaincy in CSM

Xixi is a student studying **Textiles Design** at CSM. Last week, I invited her as a student in need of psychological support to book an appointment at the Health Advice and Chaplaincy service within CSM.

Xixi mentioned that during her face-to-face session, the teacher primarily advised her from the perspective of establishing a structured lifestyle. Xixi felt that this advice was quite similar to what she had found through online searches. She expressed a desire for more **personalized** assistance rather than general suggestions.

4. Momonary 2024SS runway

The main purpose of this intervention was to convey that fashion events can also have a healing aspect. That day, I invited five fashion students who were struggling with depression, hoping that they could find joy and step out of their emotions through this experience. I also shared my thoughts on Instagram story and received a lot of positive feedback.





Momonary's 2024 Spring/Summer collection is titled "Silver Lining." The term "Silver Lining" originally refers to the edge of clouds shimmering with silver light when illuminated by the sun or the moon. The clouds billow and appear motionless yet they occasionally reveal a ring of "silver lining," prompting observers to imagine the infinite radiance behind the gloomy clouds.

The designer's inspiration stems from the proverb "Every cloud has a silver lining," as expressed by the English poet John Milton: "Was I deceived, or did a sable cloud turn forth her silver lining on the night? I did not err, there does a sable cloud, Turn out her silver lining on the night. And casts a gleam over this tufted grove." Even though nature itself is devoid of emotion, when the poet projects emotion onto it, a shining revelation is obtained: gloom and radiance are indeed two sides of the same coin. Viewing with a dynamic perspective, those fleeting moments of silver within the cloud walls express the splendor of light more vividly than a calm and clear sky.

In the 2024 Spring/Summer collection, Momonary continues to blend materials and textures, using flawless silver glossy materials to reflect the ever-changing interplay of light within the layers of clouds. Handmade silver quilted flowers are intricately woven into hollow structures, creating dynamic spaces. Layers of scattered silver petals transcend momentary beauty amid change. Additionally, techniques such as drawstrings and segmented cut-outs provide the gradually thinning nylon sun protective mesh fabric with a sense of breathability, transforming somber workwear into an almost translucent form, as if one could catch a glimpse of the silver cloud in the next moment.

Freezing the dynamic moments of nature and embarking on a new journey, facing this conflict head-on, and giving it form, is Momonary's aspiration.



8:47



to me ▾

pollybyatt 8h

King Krule · Out Getting Ribs >



Hi Momonary team,

I want to say thank you for the opportunity to work as a dresser position for your show on Friday. It was a beautiful collection with amazing garments. I hope Momonary team will be more successful in the future

Best Regards

Mai Man



Add this to your story >

Send message



your work is always incredible !



Keep going! Hope see you soon 🌸



me too !! you are my favourite to work with

We all love you! So happy that a lot of people taking photos for you. Nina will send you soon. I guess

Really a lot of photos hahaha. Hope your mom loves them



i am visiting her now and she's very proud and loves all the photos so far !

hahaha that's the best news I have heard today!



Message...



Feedback: Many students from London came to study fashion that day, including some dropouts, as well as teachers from the school, London PR companies, and other fashion enthusiasts. Everyone felt that the show that day was dreamy yet powerful. After the show, many students came to share their design projects and their perspectives on the industry.

5. How to integrate art therapy into fashion school workshops:

1. ****Collage and Mood Boards****: Encourage students to create collages or mood boards that represent their emotions, aspirations, or personal style. This can serve as a therapeutic exercise to explore feelings and inspirations.
2. ****Expressive Garment Design****: Have students design garments that reflect their emotions or experiences. This can be a powerful way to express oneself through fashion.
3. ****Textile Manipulation and Texture Exploration****: Incorporate activities where students experiment with different textiles, fabrics, and textures to create tactile experiences that can evoke emotions or memories.
4. ****Color Therapy in Design****: Explore the psychological effects of color in design. Encourage students to select colors that resonate with their emotions and intentions for a particular project.
5. ****Mindful Sewing and Embroidery****: Introduce mindfulness techniques while sewing or embroidering. Focus on the process, the sensation of the fabric, and the rhythmic movement of the needle.

6. ****Narrative Fashion Shows****: Organize fashion shows where students present collections with a narrative or story behind them. This encourages students to think deeply about the emotional impact of their designs.
7. ****Body Positivity and Self-Expression Workshops****: Incorporate discussions and activities that promote body positivity, self-acceptance, and self-expression through fashion.
8. ****Therapeutic Drawing and Illustration****: Encourage students to sketch or illustrate their emotions, experiences, or inspirations. This can be a valuable outlet for self-expression.
9. ****Art-Based Meditation and Relaxation Techniques****: Begin or end workshops with guided art-based meditation or relaxation exercises to help students center themselves and find inspiration.
10. ****Group Collab Projects****: Assign group projects that require collaboration and communication. This not only fosters teamwork but also encourages students to express themselves collectively through their designs.
11. ****Reflective Journaling****: Incorporate journaling as a means of reflecting on the creative process, personal growth, and emotional experiences related to their designs.
12. ****Guest Speakers and Workshops by Art Therapists****: Invite art therapists or mental health professionals to lead workshops or discussions on the therapeutic benefits of art in the fashion industry.
13. ****Incorporate Mindfulness into Design Process****: Teach techniques for staying present and mindful during the design process. This can help students channel their emotions and intentions into their work.

6. experts

I emailed five art therapists who seemed interested, but I haven't received a reply yet. I might start by interviewing psychology students for now.