



Guide Book

From wool to colour

– a handbook of educational
activities

Title

From wool to colour – a handbook of educational activities

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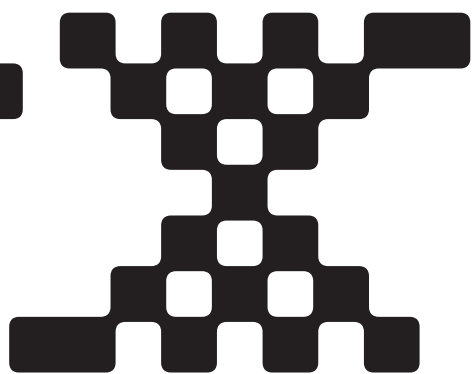
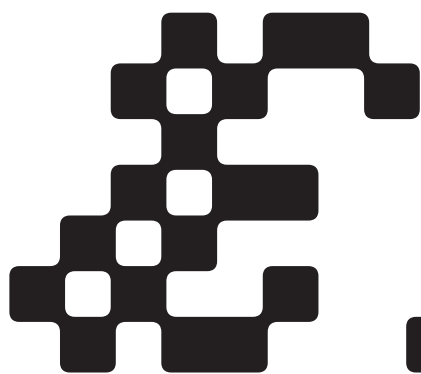
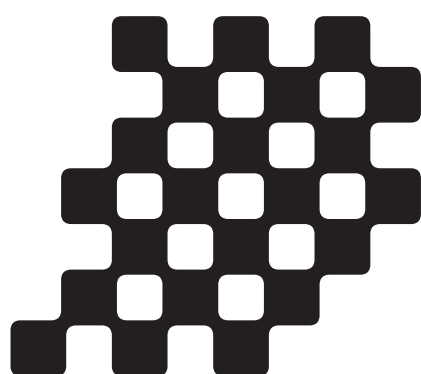
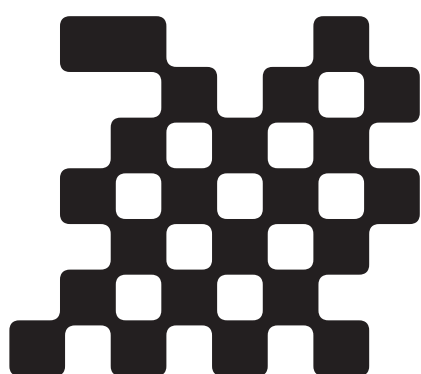
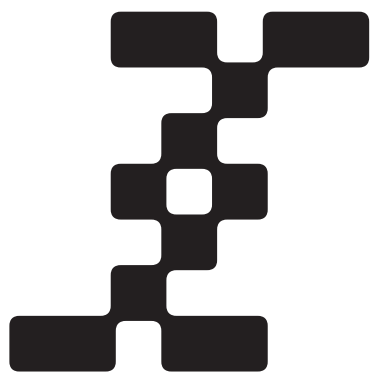
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About Erasmus+ CommunityCloth project

CommunityCloth is an innovative initiative developed under the Erasmus+ Programme, dedicated to pioneering new community-driven learning models while promoting sustainable farm-to-cloth textile production. This project aims to create educational tools, disseminate technical knowledge, and establish a robust network of educators. During this project, a group of educators will be trained and equipped to implement programs that not only advance urban transition practices but also support communal farming efforts and stimulate job creation cost-effectively.

For this project, a collection of handbooks has been conceived to support educators and their fieldwork.

Due to the framework of the CommunityCloth project, the proposed activities have wool and natural dyeing as their basic themes, topics that are very dear to us and that we would like to make more accessible in education everywhere.

This handbook has been developed to serve as inspiration and guidance for the development of educational activities by our educators and anyone else who wishes to implement these ideas in their own work. These activities are suitable for all audiences and a variety of situations, and can be adapted to best suit your context.

We hope you enjoy it and wish you all the best in your work!



Educational Activities



Wool, from sheep to fabric - practical workshop

This activity provides an introduction to the complete cycle of wool transformation, from raw fibre to fabric, through a practical experience guided by different work stations. The aim

is to teach the stages of wool processing, allowing direct contact with the raw material and developing skills such as experimentation, motor coordination and understanding of small-scale production processes.

Target audience

Children of various ages, young people, adults, families.

Duration

Single session of 2 to 4 hours, depending on the target audience and specific objectives.

Number of instructors

The number of instructors should be adjusted to the total number of participants. Ideally, one instructor for every six people is recommended. Each instructor accompanies their group throughout the activity, or groups alternate between instructors so that they can rotate between different work stations.

Materials

- ❖ Raw and washed wool
- ❖ Samples of wool in various stages (washed, carded, spun, woven)
- ❖ Handcarders and/or drum carder
- ❖ Spindles and/or spinning wheel
- ❖ Shaft loom or tapestry loom
- ❖ Bowls, dishwashing detergent, towels (for washing wool)
- ❖ Visual aids (e.g. pictures of sheep or the shearing process)



Requirements and resources

Ample space with several tables or well-defined areas for different work stations. Access to water for the wool washing station.

Preparation

Before the activity, the stations should be set up and ready to go, including the necessary equipment (drumcarder, spinning wheel, loom). The washed wool should be dry and ready for carding.

Implementation

1. Introduction (20-30 min)

The session begins with a group presentation explaining the wool cycle. Images or objects are shown to illustrate the main stages: the sheep and shearing, raw wool, the washing process, carding, spinning and weaving. The importance of shearing sheep in spring is discussed, as well as what can be done with wool and the uses of yarn and fabric. Participants are then divided into smaller groups to rotate through the work stations.

2. Experimentation (1 hour 15 minutes)

Station 1: Washing the wool

Each participant will wash a lock of raw wool (provided by the instructor) in a basin with hot water and detergent, observing the dirt and grease dissolving and the wool becoming lighter in colour. Here they will see a raw natural material being transformed into something clean

and closer to what we recognise as wool.

Station 2: Carding the wool

Here, participants can try carding washed wool with handcarders, with direct support from the instructor. They can also experiment with mixing colours in a drumcarder. At this station, they will learn how wool is prepared for spinning, as well as develop motor coordination and experiment with creating colour blends.

Station 3: Spinning

Each participant tries spinning carded wool with a spindle or spinning wheel, with support from the instructor. Through controlled and supported experimentation, they will understand how yarn is produced from loose wool fibre, training coordination, rhythm and concentration.

Station 4: Weaving

Participants try weaving with the yarn they have spun (ideally), or another yarn, on a loom. They can try some of the basic weaving structures, such as taffeta and twill, alternating colours. At this station, they will learn how fabric is made from yarn, developing notions of logic, sequence and rhythm.

3. Closing (10-15 min)

At the end of the activity, the groups come together to receive small samples of the materials they have worked with (washed, carded, spun and woven wool), which they can keep as a record of the complete cycle.

Colours of nature - practical workshop on natural dyeing

adults, families, etc.) to experiment with creating colour from plant dyes. Through simple textile dyeing and pigment extraction activities, participants develop observation, experimentation and creative expression skills.

Target audience

Children of various ages, young people, adults, families.

Duration

Single session lasting 2 to 4 hours, depending on the target audience and specific objectives.

Number of instructors

1 to 2 instructors (depending on the size of the group).

Materials

- ❖ Plant material for dyeing (e.g. onion skins, marigolds, calendulas, madder, weld)
- ❖ Natural pigments and ingredients for preparing natural paints.
- ❖ White fabrics or yarns (preferably wool, previously mordanted by the instructor)

This activity provides a practical introduction to natural dyeing in a single 2-hour session, allowing different types of participants (children, young people,

- ❖ Portable stove
- ❖ Pots
- ❖ Utensils (spoons, tongs, strainers)
- ❖ Transparent jars or containers
- ❖ Paper, paintbrushes, small spoons (for paint)
- ❖ Basic protective equipment (aprons, gloves optional)

Requirements and resources

Large, well-ventilated room with access to water and electricity.

Preparation

- ❖ Mordanting of the fabrics or yarns to be dyed.
- ❖ Preparing the dye baths in advance so that dyeing can be completed within the time allocated for the activity.



Implementation

1. Brief introduction to dyeing (15-20 min)

Brief explanation of what natural dyeing is, examples of colours obtained from dye plants, historical importance and sustainability of the process. Show examples of dyed fabrics and threads to capture interest. The content should be adapted to the age group and type of group.

2. Practical experimentation (1 hour to 1h15)

Part 1: Dyeing textiles

Each participant places mordanted fabrics or yarns in the previously prepared dye baths.

While waiting, we move on to part 2.

Part 2: Creating natural dyes

While the textiles are dyeing, participants learn how to make paints and/or crayons from natural pigments, which they can use later.

3. Results and conclusions (20-30 min)

Participants remove the textiles from the dye baths, observing and discussing the colours obtained. The dyed materials and the pigments are left at the school for later use, or a small sample chart can be made for each participant to take home.

The country of sheep

This activity aims to teach children about their country, local biodiversity and the

importance of preserving native breeds in a fun and participatory way. Over several sessions, children will learn about different native sheep breeds, exploring their physical characteristics, the type of wool they produce, the traditional uses of this wool and the areas where they live.

Target audience

Children aged 3 to 10.

Duration

Several sessions of 45 minutes to 1 hour, spread throughout the school year.

Number of instructors

1 to 2 instructors, depending on the size of the group.

Materials

- ❖ Photographs or illustrations of native sheep
- ❖ Wool samples (in different stages: raw, washed, carded, spun)
- ❖ Samples of different wools from native breeds
- ❖ Map of the country (visually adapted for children)
- ❖ Art supplies (paper, paints, fabrics, glue, brushes)
- ❖ Puppets, felt figures or toys related to sheep

- ❖ Small objects to represent each local region (stones, leaves, regional fabrics)
- ❖ Children's books or stories featuring sheep and the countryside
- ❖ Country sounds, short videos or traditional music

Requirements and resources

Comfortable indoor space for circle activities and tables. Optional: access to places where children can visit sheep, e.g. an urban educational farm.

Preparation

Organise the materials for each session. Plan the geographical journey of the sheep throughout the year. Consider creating a wall map in the room to mark the breeds explored and the places "visited".



Implementation

Session 1: The sheep (45 min - 1 hour)

In the first session, we will introduce the sheep as a living being that needs care, feeds on the land and provides us with precious resources such as wool, milk and cheese. Using a mascot or puppet, we will start a conversation about how sheep live, what sounds they make and where we can find them. We explore the life cycle of sheep, from birth to adulthood, including shearing, with images and short stories that help us understand how they grow and the care they need. Children also learn about the products that sheep give us, such as wool, milk and cheese.

Session 2: Where sheep live (45 min - 1h)

In the second session, children discover where sheep live in their country, exploring different regions of the country associated with each native sheep breed. Using an illustrated map, they identify geographical areas and their landscapes, relating them to the sheep that live there and their physical characteristics (types of wool and other physical characteristics). Images, natural objects and short stories are used to represent each region, highlighting elements such as climate and geographical features.

Session 3: The wool of our sheep (45 min - 1h)

In the third session, we explore the different types of wool produced by native sheep, understanding that each type of wool tells a story about where it comes from. Children will touch and compare samples of wool from different breeds (thinner, thicker, shorter or longer, softer or rougher) and learn how climate and landscape influence these differences. For example, using cards with textures, colours and images of sheep, their regions and their characteristics, children can make pairs or sets, relating wool, breed and region.

Science with colour: the magic of red cabbage

revealed through science. Through art and experimentation, children learn basic concepts of chemistry and botany, awakening their scientific curiosity and taste for observation.

Target audience

Children aged 3 to 10.

Duration

1-2 hours.

Number of instructors

Minimum of 2 instructors, one to help prepare the materials and another to lead the activities with the children.

Materials

- ❖ 1 red cabbage
- ❖ Coffee filter or cloth (to strain the liquid from the cabbage)
- ❖ Ash water or blue soap flakes diluted in water
- ❖ 1 lemon
- ❖ 2 jars (minimum)
- ❖ 2 brushes (minimum)
- ❖ Paper
- ❖ Food processor
- ❖ Cleaning towels or reusable cloths

In this activity, we will explore, in a fun way, the sensitivity of red cabbage to different pH levels, creating coloured paints, reactive paper and invisible messages that are

- ❖ Gloves (optional, for more sensitive children)
- ❖ Aprons or clothing protection (optional)

Requirements and resources

Space with work tables and chairs.
Access to running water and electricity.

Preparation

The paper sheets for the magic paper must be completely dry between layers and before the activity, so prepare a sufficient quantity in advance.

Implementation

The activity is divided into 3 stages:

1. The magic paint (20 min)

The children watch the red cabbage being crushed and its liquid extracted. They observe the resulting purple colour and divide the paint between two bottles.



In one bottle, add ash water (alkaline solution), which will result in a blue ink.

- 2 In the other bottle, add lemon juice (acidic solution), which will result in pink paint

Children can paint with these two contrasting paints using brushes on paper.

2. Colourful experiments (45 min)

Divided into work stations, the children do the following:

Magic paper: they paint whole sheets of paper with the liquid from the red cabbage and then, using the previously prepared sheets, they draw on top with lemon and ash water, observing the colour changes.

Invisible paint: they write secret messages with ash water and leave them to dry. Then they reveal them by brushing them with the red cabbage liquid. During this activity, the teachers can explain how pH influences the colour of the liquid, reinforcing the idea that certain foods and substances are acidic or alkaline.

Note: The paper sheets that the children have prepared can be used later by them or in another activity.

3. Show and share (20-25 min)

The children show their papers and magic messages, explaining what they have discovered. This is a space for discussion and sharing.

Natural colours, from garden to paper

This activity allows children and young people to discover, throughout the school year, the complete cycle of dye

plants, from sowing to their use in producing colour, enabling them to relate cultivation to pigment extraction and dyeing processes. Through the creation and care of this dye garden, we can explore basic concepts of science, sustainability and culture.

Target audience

Students of different ages, from pre-school to secondary school, with adjustments to the level of complexity of the content and activities.

Duration

Long-term activity throughout the school year (minimum 6 main sessions), with regular garden maintenance tasks (watering, observation).

Number of instructors

1 to 2 instructors (in key sessions: planning, planting, colour activities) or school teachers responsible for the daily monitoring of the garden and for integrating the activity into the school subjects.

Materials

For planning: Paper, pencils, markers, information sheets about the plants (name, colour produced, characteristics, sowing/harvesting season).

For sowing: reused plastic containers or germination trays, germination

substrate, seeds from various dye plants, labels for identification.

For preparing the garden: Small hoes, shovels, gloves, compost, watering cans or hose.

For pigment extraction activities: containers for extraction, strainers, pestles, pots for storing pigments, natural wax (if making coloured crayons), ingredients for making paints. For dyeing: Pre-mordanted fabrics or wool yarn, pots, portable stoves (if necessary), spoons, aprons, gloves.

Requirements and resources

- ❖ Outdoor space (flower bed or vegetable garden) for gardening or, if no space is available, use of large pots or planters.
- ❖ Space with tables and water supply for practical activities.
- ❖ Coordination between teachers to ensure garden maintenance and plant observation throughout the year.

Preparation

- ❖ Selecting location and garden design (definition of space and types of pots or beds).
- ❖ Purchasing seeds and materials in advance (beginning of the second term).
- ❖ Planning the calendar: sowing, transplanting, harvesting and experimentation sessions.
- ❖ Mordanting of textiles to be dyed later (carried out by the instructors, not the children).

Implementation (with suggested schedule for one academic year)

Session 1: Garden planning (1-2 hours)

The children learn about dye plants through illustrated cards (name, origin, season, colour they produce). In groups, they plan the garden, deciding where it will be, which plants to use, which combinations to make, and document their project on a map.

When to do this: 1st term (Autumn)

Session 2: Sowing (1h30)

The children prepare trays with germination substrate and sow the dye plants. The need for regular watering and observation of growth is explained (tasks rotated between classes or groups of classmates).

When to do this: 2nd term (March)

Session 3: Preparing the garden (1h30)

The children help to prepare the final planting site (or large pots, if there is no soil).

When to do this: 2nd term (April)

Session 4: Planting (1h30)

When the plants are ready to be transferred to the soil (about 4 to 6 weeks after sowing), the children, with the support of the instructors, transplant the plants to the garden/pots.

When to do this: April-May

Session 5: Observation and maintenance (ongoing)

During the following months, the children monitor the growth of the plants (watering, observation, documenting in their diaries). Teachers can integrate science content, geography, history and art.

When to do this: May-June



Session 6: Harvesting and experimentation (1h30)

When the first plants are productive (flowers, leaves or roots, depending on the species), the plant material is harvested for use. Children learn how to extract pigments (to create paints or coloured crayons) and take part in a short workshop on dyeing yarns or fabrics that have been previously mordanted (for guidance, see the activity 'Colours of nature').

When to do this: May-June

Session 7: Artistic creation (1 hour)

The children use the paints or fabrics they have produced to create artwork (collective paintings or decorative pieces for the school).

When to do this: May-June

On the holidays

This activity was designed to be implemented in summer camps or similar contexts

and combines the discovery of natural dyeing and wool work with experimental activities. Over five sessions, children and young people explore manual processes for producing colour and transforming wool, developing manual skills, creativity and teamwork. The aim is to provide a practical, but fun, experience that connects nature with colour and textiles.

Target audience

School-age children (6 to 15 years old).

Duration

1 week (5 sessions of 2 hours each).

Number of instructors

2 instructors minimum.

Materials

- ❖ Raw and washed wool
- ❖ Carded and combed wool
- ❖ White wool yarn and fabric
- ❖ Materials and equipment for natural dyeing and pigment extraction (pots, stoves, spoons, dyeing plants, etc.).
- ❖ Carders, spindles and/or spinning wheel, wool washing materials
- ❖ Materials for wet and needle felting
- ❖ Shaft or tapestry looms
- ❖ Containers for storing dyes, brushes, paper

Requirements and resources

Indoor or outdoor space for practical sessions, with tables, benches, access to water and electricity.

Preparation

Select local, easily accessible dye materials (such as onion skins, marigold flowers, weld, madder etc.). Mordant the fabrics or yarns to be used in dyeing, ensuring that there is enough yarn to use on days 4 and 5 of the programme. Wash wool for the activities on days 2 and 4 of the programme.

Implementation

The activity takes place over a week, in 5 sessions:

Day 1: Introduction to natural dyeing (2 hours)

Children discover what natural dyeing is and prepare the dye baths that will be used on day 3. Introduction to the concept of extracting colour from plants, the concept of dye plants, dyes and pigments, etc.



Day 2: Wool, from sheep to yarn (2 hours)

Experimentation with the different techniques of wool processing: washing, carding and spinning with a hand spindle and/or wheel. Discussion about where wool comes from and the shearing process.

Day 3: Dyeing and extracting pigments (2 hours)

Dyeing yarns and fabrics using simple resist dyeing techniques such as shibori or tie-dye to create beautiful and fun patterns. While the fabrics and yarns are in the dye bath, they can extract the pigment from the dye baths. At the end of the session, the yarns and fabrics are removed from the baths and the colours obtained are observed.

Day 4: Experimenting with felting and weaving (2 hours)

Experimentation with wet felting or needle felting techniques, and weaving on shaft looms or tapestry looms, using the materials processed and dyed on previous days.

Day 5: Painting and playing (2 hours)

Making of paints from the pigments extracted on day 3, which can be used for painting and drawing. Production of pompoms to create a garland of samples of the colours of natural dyeing.

The backwards wool cycle

With this wool-based activity, we seek to create a creative and transformative journey designed for young women in

disadvantaged situations. Trying to capture their initial interest through inspiring objects, we will reverse the natural cycle of the wool process, starting at the end and slowly working our way back to the origin of the raw matter. Throughout the sessions, participants will come into contact with real creators, try out manual processes and return to the origin of everything, gaining an understanding of wool as a natural and symbolic material. The aim is to create space for personal development, to awaken new possibilities for the future and to experience the pleasure of making something with their own hands.

Target audience

Underprivileged young women.

Duration

5 main sessions of 1 to 2 hours (which can be extended with extra technical sessions or complementary visits).

Number of instructors

Minimum of 1, with possible participation of guest mentors (craftswomen, artists, creators, brand creators, etc.).

Materials

- ❖ Art and design pieces made with wool: accessories, design pieces, toys, tapestries, contemporary objects
- ❖ Wool in different stages: raw fleeces, washed wool, carded and combed wool, yarns

- ❖ Materials for needle felting and wet felting with soap and water
- ❖ Materials for wool processing activities
- ❖ Documentation materials (to keep a personal diary)

Requirements and resources

Space with tables to place materials and equipment. Access to running water and electricity.

Preparation

Sessions should be planned in advance, ensuring that materials are ready and accessible. It is recommended to record the process with photographs (if participants agree), as well as to preserve the objects created throughout the cycle for exhibition or personal use.

Implementation

Session 1: What wool can be

Participants see objects made of wool (or with wool) that are beautiful and contemporary. They can touch, explore and talk about what catches their attention. The aim is to spark curiosity for the sessions that follow.

Session 2: What I can be

This session is an invitation to imagine different futures. The focus is on inspiration and reflection: meeting real women who, through wool or other skills, have created something of their own, whether it be a brand, an artistic practice, a craft, or simply a space for personal expression. The group will visit these women at their workplace or these women may visit the group for conversation, questions and exchange of experiences. It is a sharing of stories that show that other paths are possible.

Session 3: What I can make

In this session, participants learn to make things with their own hands, trying out two accessible, versatile and visually rich techniques for transforming wool: wet felting and needle felting. By creating small objects, participants learn how to transform wool fibre into beautiful shapes. This is a practical and sensory session, aimed at revealing the creative and productive potential of wool, opening up space for self-expression.

If more sessions are held, other techniques such as weaving, knitting or tapestry could be introduced.

Session 4: How I transform wool

In this session, participants come into contact with raw wool for the first time, just as we obtain it from sheep, and learn the process of transforming it into the material they have already encountered in previous sessions. In this activity, we explore various ways of processing and working with wool. Some examples include washing raw wool, felting raw wool (whole fleece or raw carded wool), carding with handcarders and a drumcarder, and spinning with a spindle and/or spinning wheel. This journey is both technical and symbolic, reinforcing the participants' ability to transform a raw material into something useful and beautiful.

Session 5: Where wool comes from

In this session, the focus is on returning to the origins: sheep and our territory. Participants are invited to visit a nearby flock and learn about the source of the raw material they have been learning about over the last few weeks. The shearing process should be discussed, emphasising that it is a gesture of care for the animal. We talk about the people that care after the sheep and how this knowledge is part of everyday life. We can talk about the different native sheep breeds and where they live, presenting the different types of wool

and their characteristics (finer, thicker, longer or shorter), helping to connect this textile fibre to our territory. This session aims to close the wool cycle with a broader view of what wool is.



Sharing to connect

This activity promotes the integration of immigrants through learning and sharing



techniques related to wool work and natural dyeing. In the first phase, participants have informal contact with these practices, acquiring technical skills and basic vocabulary in the host country's language from educators who are already experienced in these areas. In a second phase, together with the educators, they prepare and run a workshop open to the local community, sharing what they have learned and their own cultural references. The aim is for them to feel valued as holders of knowledge, building links with the community through knowledge that is both distinctive and local.

Target audience

Immigrants and the local community.

Duration

This activity has two phases:







-  Informal learning: several practical sessions (duration adaptable).
-  Community workshop: 1 session of 2 to 3 hours open to the local community.

Number of instructors

1 to 2 instructors (depending on the size of the group).

Optional: Support from cultural mediators and/or language teachers.

Materials

-  Wool (raw, washed, carded)
-  White wool yarn and fabric
-  Samples of natural dyed textiles and plants, and stages of wool processing
-  Materials for natural dyeing practice and workshop
-  Materials for wool processing (handcarders, spindles, etc.)
-  Materials for recording the process and preparing the activity for the community (posters, labels, visual support materials)

Requirements and resources

Space and equipment for learning sessions and for holding the workshop for the community. Water supply and electricity.



Preparation

Planning: Setting a schedule for the learning sessions, content to be learned and structure of the workshop for the community.

Glossaries: Create lists of essential and technical vocabulary in Portuguese (with images if possible) to facilitate learning.

Materials: Gather all the resources needed for wool working and natural dyeing (wool, tools, dye plants, fabrics, etc.).

Publicity: Advertise the workshop to the community in places with local visibility.

Implementation

Phase 1: Learning and preparation (multiple sessions)

In the first phase, dedicated to learning and preparation, participants are introduced to various techniques related to wool, such as scouring, carding, spinning and dyeing, while learning basic vocabulary in the local language associated with the materials and processes involved. During this period, they also receive support to prepare the workshop for the community, defining what they will teach and how they will communicate, using simple language and visual support materials.

Phase 2: Workshop for the local community (2 to 3-hour session)

In the second phase, a workshop is held, in which immigrant participants, together with the instructors, lead a session open to the local community. At this moment, they show and teach what they have learned, such as how to process wool or dye with plants, and share stories, traditions or experiences related to wool and colours in their countries of origin. The activity ends with an informal chat.

From apprentice to master

This activity promotes personal development and integration of adult citizens with disabilities through

learning and sharing techniques related to wool working and natural dyeing. In the first phase, participants are introduced to these practices by the instructors, acquiring technical skills compatible with their abilities. In a second phase, together with the instructors, they prepare and run a workshop open to the local community, sharing what they have learned and their own experiences. The aim is for participants to feel recognised as active agents and holders of valuable knowledge, strengthening their self-esteem and connection with the community.

Target audience

Adult citizens with disabilities and the local community.

Duration

This activity has two phases:

1. Learning and preparation: several practical sessions (duration adaptable).
2. Sharing workshop: 1 session (2 to 3 hours) open to the local community.

- ❖ Materials for natural dyeing practice and workshop
- ❖ Materials for wool processing (handcarders, spindles, etc.)
- ❖ Materials for recording the process and preparing the activity for the community (posters, labels, visual support materials)

Number of instructors

- ❖ 1 to 2 instructors (depending on the size of the group).
- ❖ Support from specialised technicians (if necessary).

Requirements and resources

Space for practical sessions and for holding the community workshop, with accessibility. Water supply, electricity for portable stoves and good ventilation in the case of dyeing.

Materials

- ❖ Wool (raw, washed, carded)
- ❖ White wool yarns and fabrics (for dyeing)
- ❖ Samples of natural dyeing and different stages of wool



Preparation

Planning: Set the schedule for the participants' learning sessions, the content to be covered and the structure of the community workshop. Plan the activities so that they are tailored to the participants' abilities and needs, ensuring their active and comfortable participation.

Support materials: Create visual materials and other resources to facilitate communication and understanding during the learning sessions and workshop.

Materials: Gather all the resources needed for wool working and natural dyeing (wool, tools, dye plants, fabrics, etc.).

Publicity: Publicise the community workshop in visible locations and/or through partner associations or institutions.

Implementation

Phase 1: Learning and preparation (multiple sessions)

In the first phase, participants are introduced to different techniques related to wool, such as scouring, carding, spinning and dyeing. During this period, they also receive support to prepare their community workshop, defining what they will teach and how they will present it, using simple language and, if necessary, visual aids.

Phase 2: Workshop for the local community (2-3 hour session)

In the second phase, a workshop is held, in which participants, with the support of the trainers, conduct a session open to the local community. At this point, they demonstrate and teach what they have learned and share their experiences.

From colour to yarn, from wool to natural dyeing

This activity offers a practical immersion in two deeply connected techniques: natural dyeing and wool working. Participants are invited to try out the dyeing process

using resist dye techniques such as shibori or tie-dye to produce visually interesting results, and to discover the journey of wool from its raw form to yarn through carding and spinning.

Target audience

Adults and families, ideal for busy contexts such as festivals, fairs or cultural events.

Duration

1h30 to 2 hours.

Number of instructors

Minimum of 2 instructors, one responsible for dyeing and the other for wool.

Materials

For natural dyeing

- ❖ Mordanted wool fabrics (minimum of 1 per participant, we recommend wool etamine)
- ❖ 2 pots with dye baths already prepared (with dye plants chosen by the instructor)
- ❖ Gas or electric stoves
- ❖ Spoons or tongs for handling fabrics
- ❖ Elastic bands, string, clothes pegs and other materials for reserving (shibori or tie-dye)

- ❖ Buckets or basins for rinsing
- ❖ Cloths or aprons for protection
- ❖ Table for preparing the fabrics for dyeing
- ❖ Examples of dye plants, samples of dyed fabrics and visual aids

For wool processing

- ❖ Wool (raw, washed and carded)
- ❖ Handcarders
- ❖ Spindles or spinning wheel

Requirements and resources

A large space, preferably outdoors or well ventilated. The area should allow for two work areas: one for dyeing with access to water and electricity, and another for working with wool (preferably dry). It is important to ensure that there are places where fabrics can be handled and left to rest in the baths safely.



Preparation

The wool fabrics must be mordanted before the activity. The dye baths should be prepared and heated before the activity. The space should be organised with two separate but close work areas.

Implementation

The activity is divided into three moments:

1. Natural Dyeing: introduction to dyeing and preparation of fabrics (45 min)

The dyeing instructor briefly presents the natural dyeing process, the plants used and some historical curiosities. Each participant receives a piece of wool fabric and learns how to apply a resist technique of their choice: shibori or tie-dye. The fabrics are then placed in the dye baths. During the dyeing process, the instructor supervises the pots.

2. From sheep to yarn: experimenting with wool (45 min)

Participants move to the wool area, where they watch an explanation about the process of wool from sheep to yarn. The instructor demonstrates and teaches participants how to card wool by hand and spin with a spindle. Everyone should have the opportunity to try these techniques with guidance.

3. Return to colour: revealing the dyed pieces (15-20 min)

At the end, participants return to the dyeing area to remove their fabrics from the baths and see the results of the resist dye techniques. The pieces are rinsed and participants can keep them.

The colours around us

This activity explores the relationship between art, nature and territory through

the theme of natural dyeing. Held outdoors, it unfolds in three stages: a class with a dyeing demonstration, a hike to identify local dye plants and learn about ethnobotany and their traditional uses, and finally observation of the results of dyeing with the colours of the landscape.

Target audience

Children, young people, adults and families.

Duration

3 to 4 hours.

Number of instructors

Minimum of 2 instructors. One to demonstrate the dyeing process and supervise the dye baths during the hike, and another to accompany the hike.

Materials

For natural dyeing

- ❖ All materials generally required for natural dyeing (mordants, plant materials, pots, scales, spoons, bowls, etc.)
- ❖ Electric or gas stove (2)
- ❖ White fabrics or yarns for the dyeing demonstration, previously mordanted.
- ❖ Samples of already dyed materials (yarns or fabrics), plants used in natural dyeing, books, posters or other items.

- ❖ Table for displaying materials for the class.
- ❖ Table for placing materials and equipment for dyeing.

Requirements and resources

The natural dyeing demonstration can be carried out indoors or outdoors, provided that electric or gas stoves (for heating the baths) and access to running water are available.

Preparation

Given that the time allocated to natural dyeing is relatively short, the textiles to be dyed must be mordanted beforehand.

Implementation

The activity is divided into three stages:

1. Class and demonstration of natural dyeing (1 hour)

Class and demonstration of natural dyeing using dye plants and dyeing processes. Knowledge will also be shared about the dyeing plants that can be found in the area where the hike will take place.

During the class, the dyeing process will begin with two dye plants, and the dyeing process will continue while participants go on the hike.

2. Hike (1-2 hours)

Hike to identify dye plants in the area, sharing information about ethnobotany, history and natural dyeing practices.

3. Results of natural dyeing (45 min)

Return to the venue to see the results of the dyeing that took place during the hike.



4 Seasons of colour

With this activity, we invite participants to follow the complete cycle of a dye

plant garden, developing skills such as observation, understanding the time needed to produce colour from nature, as well as some technical skills related to this topic. Lasting a few months, the activity is divided into four main stages with specific activities at each stage. The aim is to provide direct contact with the natural rhythms of nature and resource production, while also encouraging the creation of a continuous record documenting the entire journey, culminating in a final collective piece.

Target audience

Children, young people, adults and families.

Duration

Long-term activity (approximately 6-8 months from the beginning of the year until autumn), divided into 4 main sessions (one per season), with follow-up between meetings.

Number of instructors

1 or 2 instructors, with support from teachers, educators or parents if the activity is aimed at children. If the activity is aimed at adults, the instructors are sufficient.

Materials

For natural dyeing

- ❖ Seeds of selected dye plants (such as coreopsis, marigolds, madder, woad, weld)
- ❖ Seeding materials (trays, pots, substrate, labels)

- ❖ Gardening tools (small hoes, shovels, watering cans)
- ❖ Materials for documenting the process (notebooks, cameras or mobile phones, memory board)
- ❖ Materials for natural dyeing workshop

Requirements and resources

Suitable outdoor space for setting up the dye garden, with good sun exposure and access to water. Space with tables and chairs for theoretical sessions and practical workshops. Optional: digital resources for online recording of work progress.

Preparation

Define the location and dimensions of the garden. Choose the dye plants to be grown, taking into account the local climate and the colours to be produced. Create a plan for continuous documenting of the process (physical, digital or mixed). Prepare support materials (plant files, monitoring calendars).



Implementation

The activity is divided into four main moments and regular follow-up to document and maintain the garden:

Session 1: Time for planning (2 hours)

In the first session, the garden is designed. Participants plan which plants to use, where to place them, their needs and what each one can offer in terms of production. The space is planned in the design of the project is recorded to create a diary or 'memory board'.

Time: Beginning of the year
(January/February)

Session 2: Time to sow (2 hours)

In the second session, the seeds are sown. Participants learn about the germination process, the necessary care and the germination and development times. Samples, images and videos are collected.

Time: Early spring (mid-March)

Session 3: Time to grow (2 hours)

During this phase, the garden is observed and progress is documented regularly. A session is held to monitor and interpret the growth of the plants and carry out maintenance tasks.

Time: Spring-Summer-Autumn

Session 4: Time to use (3 hours)

In the last session, a practical dyeing workshop is held (for guidance, see the activity "Colours of nature"), in which the cultivated plants are used to dye textiles and extract pigments, concluding the learning and observation process.

Time: Summer-Autumn

Ongoing activity

Throughout all stages, participants collect and create records of the process (drawings, photographs, texts, videos), which will be compiled into a final piece (physical, digital or hybrid), prepared and curated by the instructors and mentors, as a memory of the project and the garden.

Sow and tell

This activity aims to strengthen community relations, creating moments

of conviviality and story sharing through the cultivation of dye plants and the practice of natural dyeing. Aimed primarily at senior members of the community, especially women, it offers three sessions that are also afternoon gatherings, where participants learn something new and, at the same time, share experiences, memories and traditions. Each session combines practical activities with moments of conversation, stories and interesting facts shared by the instructor, creating a space for meeting and appreciating cultural heritage and individual memories.

Target audience

Senior members of the community, especially women.

Duration

3 sessions, lasting approximately 2-3 hours each, organised as social afternoons.

Number of instructors

1 to 2 instructors, depending on the size of the group.

Materials

- ❖ Seeds of selected dye plants (such as coreopsis, marigolds, madder, woad, weld)
- ❖ Seeding materials (trays, pots, substrate, labels)
- ❖ Gardening tools (small hoes, shovels, watering cans)

Requirements

Suitable outdoor space for setting up the dye garden, with good sun exposure and access to water. Comfortable indoor space for conversations and dyeing activities.

Preparation

Define the themes and prepare the script for the stories to be shared in each session (interesting facts about colours, plants and processes). Gather the seeds, gardening materials and resources for the dyeing session. Prepare a notebook or collective medium to record the stories and memories shared during the sessions.

Implementation

The activity takes place in three sessions:

Session 1: Sowing and storytelling

On the first afternoon, participants learn how to sow dye plants while sharing stories related to agriculture, plants and colours.



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The instructor introduces interesting facts and stories related to the theme.

Session 2: Planting and storytelling

When the plants are ready to go into the ground, they are planted in the garden or in larger pots. This session can encourage conversations about growth, care and memories related to working the land, accompanied by stories and interesting facts shared by the instructor.

Session 3: Dyeing and storytelling

In the last session, there will be a natural dyeing workshop using the cultivated plants (or others prepared in advance), exploring the colours obtained and their stories. The instructor will share stories and interesting facts about the practice and techniques of natural dyeing.

Note: In all sessions, the instructor is responsible for promoting dialogue and document the stories, which may take the form of a notebook, a mural or a digital archive, creating a collective record of the project.

Localism

This activity aims to raise awareness in the community about the value and use of the

resources that exist in our territory, in this case focusing on native dye plants and local sheep breeds and their wool. In a journey that combines learning and experimentation, we discover the species that surround us, their uses and their cultural, historical and environmental value, participating in practical sessions of natural dyeing and wool processing. The aim is to strengthen the connection to the territory that surrounds us and the sustainable use of local resources.

Target audience

Children of various ages, young people, adults, families.

Duration

2 to 3 sessions of 2-3 hours each.

Number of instructors

1 to 2 instructors, depending on the size of the group.

Materials

- ❖ Native dye plants (previously cultivated or collected) and corresponding information sheets
- ❖ Wool from native sheep breeds (raw, washed and carded)
- ❖ Materials for natural dyeing workshop
- ❖ Materials for wool processing workshop
- ❖ Materials for documentation (paper, pencils and markers, camera)

Requirements

Indoor or outdoor space for practical sessions, with tables, benches, access to water and electricity.

Optional: Possibility of arranging a field trip (e.g. to a native breed flock or a garden with dye plants).

Preparation

Identify the relevant plant species and sheep breeds in the area. Prepare information sheets on each selected plant or breed (history, uses, characteristics). Gather materials and prepare samples of wool and plants.

Implementation

The activity can be carried out in three stages, either consecutively or on separate days:

Session 1: What surrounds us (2 hours)

Presentation of dye plants and native sheep breeds, sharing interesting facts about their history, uses and environmental and cultural importance.

Session 2: From plants to colours

(3 hours)

Practical exploration of selected dye plants through a dyeing workshop (for guidance, see the activity “Colours of nature”), using local raw materials to dye wool from native breeds.

Session 3: Wool from our territor

(3 hours)

Practical exploration of local sheep breeds’ wool, from handling the raw wool to spinning it into yarn (scouring, fibre preparation, spinning) or, optionally, introducing the technique of felting (for guidance, see the activity “Wool, from sheep to yarn”). The aim is to provide practical experience in the wool processing process, but also to encourage reflection on its value and possible uses.



Textile production relies on agricultural-based raw materials production and is one of the most polluting industries, significantly contributing to climate change. The fight against climate change can only happen with the transition to more sustainable and carbon-neutral or positive productions.

CommunityCloth, a groundbreaking initiative aimed at building capacity in urban communities will create essential tools to promote new training models and provide knowledge for the development of community-driven farm-to-cloth productions.

Textile productions based on low impact agroecological practices, greatly complement food production by allowing diverse outputs, crop rotation, introducing new species, and producing fertilisers. Therefore, the project will explore productions complementary to food in urban farms using natural dyeing and small scale wool processing as examples.

By establishing a network of educators, CommunityCloth seeks to implement cost-effective learning programmes to support urban transition practices, foster communal farms, and create new job opportunities.



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