

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

TEACHING SYLLABUS FOR CLOTHING AND TEXTILES (SENIOR HIGH SCHOOL 1 – 3)

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TEACHING SYLLABUS FOR CLOTHING AND TEXTILES

(Senior High School)

RATIONALE FOR TEACHING CLOTHING AND TEXTILES

A major objective of the Ghanaian educational system is to equip individuals with employable skills to enable them contribute meaningfully towards the development of the nation. Consequently, the main aim of teaching Clothing and Textiles is to train students to acquire knowledge and skills in clothing production and management. Thus the Clothing and Textiles Syllabus aims at providing students with experiences that will develop their competences in textiles selection and use, and clothing production and management.

GENERAL AIMS

By the end of year 3, students will:

1. acquire basic scientific knowledge in textiles fibres.
2. recognize the significance of clothing and its management.
3. develop skills in the selection, use and maintenance of equipment for sewing.
4. appreciate the creative use of fabrics in clothing production.
5. develop clothing production skills.
6. develop appropriate work ethics in the textiles and clothing industry.
7. acquire skills in the repair and renovation of clothing and care of clothes.
8. acquire skills in selecting appropriate clothing for different occasions.
9. become aware of career opportunities in textiles and clothing.

SCOPE OF CONTENT

The Clothing and Textiles programme has been designed in such a way as to offer skills that are terminal and can be put to immediate use. The programme at the same time provides the foundation for further studies in areas of Clothing and Textiles.

Clothing and Textiles covers the following areas:

- Study of fibres and fabrics
- Selection, use and care of clothing and furnishing
- Sewing processes
- Repair and Customizing
- Clothing design and construction
- Creative crafts
- Consumer Education
- Entrepreneurship
- Career Opportunities in the Textiles and Clothing industry

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The study of Clothing and Textiles at the SHS level requires foundation study in Basic Design and Technology. Management-In-Living is compulsory for students offering Clothing and Textiles.

To qualify for further studies in tertiary and other advanced institutions and professions, students must offer **ONE** elective science subject (e.g. Biology, Chemistry or Physics) in addition to Core Science.

ORGANIZATION AND STRUCTURE OF THE SYLLABUS

YEAR 1	YEAR 2	YEAR 3
<p>TERM 1</p> <p>SECTION I: CAREER OPPORTUNITIES IN CLOTHING AND TEXTILES (pg.1-3)</p> <p>Unit 1: Career Types Unit 2: Work Ethics</p> <p>SECTION 2: FIBRES AND FABRICS (pg. 4-14)</p> <p>Unit 1: Classification and Identification Unit 2: Characteristics/Properties Unit 3: Construction of Textile Fabrics (Fabrication) Unit 4: Fabric Finishes Unit 5: Types of Fabrics Unit 6: Fabric Combinations Unit 7: Uses and Care of Fabrics</p> <p>SECTION 3: CLOTHING (pg. 15-17)</p> <p>Unit 1: Concept of Clothing Unit 2: Functions of Clothing Unit 3: Classification of Clothing Unit 4: Wardrobe Planning</p>	<p>TERM 1</p> <p>SECTION I: SEWING PROCESSES II (pg. 29-31)</p> <p>Unit 1: Openings and Fastenings Unit 2: Pockets- Patch</p> <p>SECTION 2: OTHER TECHNIQUES IN SEWING (pg. 32-33)</p> <p>Unit 1: Lining and Interfacing Unit 2: Fashion Features – Sleeves Collars Frills</p> <p>SECTION 3: CLOTHING DESIGN (pg. 34-37)</p> <p>Unit 1: Elements of Design Unit 2: Principles of Design Unit 3: Sources of ideas for designing Unit 4: Figure Types Unit 5: Individual Creativity in Fashion</p>	<p>TERM 1</p> <p>SECTION 1: REPAIR AND CUSTOMIZING (pg. 57-58)</p> <p>Unit 1: Mending Unit 2: Customizing</p> <p>SECTION 2: CREATIVE FABRIC CRAFTS (pg. 59-60)</p> <p>Unit 1: Creative use of Fabric Unit 2: Hand Embroidery Unit 3: Soft Toys and Cushions</p>

YEAR 1	YEAR 2	YEAR 3
<p>TERM 2</p> <p>SECTION 4: GOOD GROOMING (pg. 18-20)</p> <p>Unit 1: The Concept of Good Grooming Unit 2: Factors that Promote Good Grooming Unit 3: Clothes, Accessories and Cosmetics (Make-Up)</p> <p>SECTION 5: EQUIPMENT AND TOOLS (pg. 21-24)</p> <p>Unit 1: Functional Classification Unit 2: Selection, Use and Care Unit 3: Types of sewing machine Unit 4: Parts of the sewing machine Unit 5: Using the sewing machine Unit 6: Care of the sewing machine Unit 7: Common Faults and Remedies</p>	<p>TERM 2</p> <p>SECTION 4: PATTERNS (pg. 38-39)</p> <p>Unit 1: Types of Patterns Unit 2: Pattern Making and Adaptation</p> <p>SECTION 5: FREEHAND CUTTING (pg. 40-41)</p> <p>Unit 1: Measurement Taking and Cutting Procedure</p>	<p>TERM 2</p> <p>SECTION 3: CONSUMER EDUCATION (pg. 61-63)</p> <p>Unit 1: Consumer Basics (Review) in Clothing and Textiles Acquisition.</p> <p>SECTION 4: ENTREPRENEURSHIP (pg. 64-66)</p> <p>Unit 1: Setting up and managing a Clothing and Textiles Enterprise</p> <p>SECTION 5: EXHIBITION AND FASHION SHOW (pg. 67-70)</p> <p>Unit 1: Organizing Clothing and Textiles Exhibition Unit 2: Modelling and Fashion Show</p>
<p>TERM 3</p> <p>SECTION 6: SEWING PROCESSES I (pg. 25-28)</p> <p>Unit 1: Stitches Unit 2: Seams Unit 3: Arrangement of Fullness Unit 4: Edge Finishes</p>	<p>TERM 3</p> <p>SECTION 6 : SEWING SUPPLIES, CUTTING OUT AND FITTING (pg. 41-43)</p> <p>Unit 1: Sewing Supplies Unit 2: Estimating Quantities of Fabric for articles Unit 3: Pattern Laying and Cutting Unit 4: Assembling Garment Unit 5: Fitting Garments and Making Adjustments</p> <p>SECTION 7: CARE OF CLOTHES (pg. 44-51)</p> <p>Unit 1: Care Labels Unit 2: Stains and Stain Removal Unit 3: Laundry of White Cottons/Linens Coloured Cottons/Linens Unit 4: Laundering Woolen Clothes Unit 5: Dry Cleaning, Home-Sponging Unit 6: Storage and Packing of Clothes</p>	<p>TERM 3</p> <p>WASSCE in progress</p>

TIME ALLOCATON

A minimum of six (6) periods a week each of 40 minutes is recommended for teaching Clothing and Textiles in all the three (3) years. The six (6) periods should be put into two (2) periods of 80 minutes for theory and demonstration and four (4) periods of 160 minutes for practicals for all the three years.

TOTAL NO. OF PERIODS PER WEEK

CLASS	CLOTHING AND TEXTILES
	PERIODS PER WEEK
FORM 1	6
FORM 2	6
FORM 3	6

SUGGESTIONS FOR TEACHING THE SYLLABUS

The syllabus has been structured to cover three years of the SHS programme. Teachers are required to develop a scheme of work for each term so as to cover each year's work appropriately. Teaching should be participatory and should be based on student-centred methods such as role-play, brainstorming, case studies, field trips, debate, future's wheel, demonstrations, practical work and project work. The lecture method must be used very sparingly.

General Objectives: General Objectives have been listed at the beginning of each Section. The general objectives specify the skills and behaviours students should acquire as a result of instruction in the units of a section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 – Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you switch to another specific objective in the unit or to another unit completely before coming back to the next specific objective or unit in the appropriate sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1.

Similarly, the syllabus reference number 2.1.1 simply means Specific Objective number 1 of Unit 1 of Section 2. Using syllabus reference numbers provides an easy way for communication among educators. It further provides an easy way for selecting objectives for test construction. For instance, Unit 4 of Section 3 of year two has four specific objectives: 3.4.1 – 3.4.4. A teacher may want to base his/her test items/questions on objectives 3.4.3 and 3.4.4 and not use the other two objectives. In this way, the teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, “The student will be able to...” This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 – Content: The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In other cases, you could add more information to the content presented, In a few cases the content space has been left blank for you to develop.

Column 4 – Teaching and Learning Activities (T/LA): T/L activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school.

A suggestion that will help your students acquire the habit of analytical thinking and the capacity for applying their knowledge to problems is to begin each lesson with a practical problem. Select a practical problem for each lesson. The selection must be made such that students can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let students analyse the problem, suggest solutions, etc., criticize solutions offered, justify solutions and evaluate the worth of possible solutions. There may be a number of units where you need to re-order specific objectives to achieve required learning effects.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work, etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems as we have already said above and that will engage them in developing solutions and developing positive attitudes towards the subject as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviour implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is, therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective such as, "The student will be able to describe..." etc., contains an action verb "describe", that indicates what the student will be able to do after teaching has taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis, etc. We are interested most of all, to produce problem-solving persons and practically oriented persons through the educational system. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

In Clothing and Textiles, the three profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	15%
Application of Knowledge	25%
Practical Skills	60%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. The focus of this syllabus is to get students not only to acquire knowledge but also to understand what they have learnt and apply them practically.

The explanation and key words involved in each of the dimensions are as follows:

Knowledge and Understanding (KU)

knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
understanding	The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, creativity, innovation or synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Application of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

application	The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.
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analysis	The ability to break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc. Analytical ability underlies discriminant thinking.
Innovation/Creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas and solutions, design and create new things.
Evaluation	The ability to appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

The action verbs provided under the various profile dimensions and in the specific objectives of the syllabus should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions.

Practical Skills (PS)

Practical skills involve the use of tools /equipment, skills and knowledge acquired in practical situations which involve pre-imaging to solve practical problems and produce items. For example, knowledge acquired about nutrients in food should be applied when the student is planning meals for different people and for meal preparation in general.

Many of the equipment needed for teaching the practical skills component of the subject may not be available in schools. For this reason, the teacher is advised to improvise or request students to bring them along where possible. You are encouraged to engage your students in practical work to help build their skills. When students undertake practicals they also develop the confidence to exhibit what they learn in similar situations.

Skills required for effective practical work are the following:

1. Handling Tools/Equipment
2. Observation
3. Originality
4. Perception
5. Creativity
6. Communication.

FORM OF ASSESSMENT

In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, home work, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

WAEC's examination structure at the WASSCE consists of two papers, Paper 1 and Paper 2 and the SBA. Paper 1 is a Practical Test and Paper 2 is a test of theory, consisting of two sections (A & B). Section A is composed of 60 objective questions and Section B consists of 6 essay questions out of which students answer 4 questions. Further details of the examination structure are provided below.

Paper 1: This is the Practical Test and carries 100 marks. The Practical Preparation or Assignment Planning carries 40 marks of the total marks while the Finished Dishes carry the remaining 60 marks.

Paper 2: Is a test of theory consisting of two sections A and B. Section A is the objective section and is composed of 60 objective items carrying 60 marks. Section B consists of 4 essay questions each of which carries 25 marks, making a total of 100 marks. About half of the essay questions will test knowledge of practical skills while the rest will test knowledge and understanding and use of knowledge. The structure of the examination papers, the mark distribution and the profile weights are indicated in the table below.

DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS

Dimensions	Paper 1 (Practicals)	Paper 2		SBA	Total Marks	% Weight of Profile Dimension s
		Section A (Objective Questions)	Section B (Essay Questions)			
Knowledge and Understanding	-	30	25	-	55	15
Use of Knowledge	40	30	20	-	90	25
Practical Skills	60	-	55	110	225	60
Total	100	60	100	110	370	100
% Contribution of Exam Papers and SBA	27	16	27	30		

The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective papers.

The last but one column shows the total marks allocated to each of the dimensions. The numbers in this column are additions of the numbers in the cells and they agree with the profile dimension weights indicated in the last column. The last row shows the weight of each of the papers and the SBA in the total marks of 370. Paper 1 has a weight of 27%, Section A of Paper 2 has a weight of 16%; Section B of Paper 2 has a weight of 27% and the SBA has a weight of 30%. The examination structure shows that the SBA should focus entirely on practical skills.

Item Bank: Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item bank. The term “item bank” is a general term for a pool of objective items, a pool of essay questions or a pool of practical test questions. As you teach the subject, begin to write objective test items, essay questions, structured essay questions and practical test questions to fit selected specific objectives which you consider important to be tested. If you proceed diligently, you will realize you have written more than 100 objective test items, and more than 30 essay questions in a space of one year. Randomly select from the item bank to compose the test papers. Select with replacement. This means, as items/questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items and questions that have been used in examinations may also be modified and stored in the item bank.

An important issue in the preparation for a major examination such as the WASSCE, is the issue of “test wiseness”. To be “test wise” means that the student knows the mechanics for taking a test. These mechanics include writing the index number and other particulars accurately and quickly on the answer paper; reading all questions before selecting the best questions to answer; apportioning equal time to each question or spending more time on questions that carry more marks; making notes on each question attempted before writing the answer; leaving extra time to read over one’s work; finally checking to see that the personal particulars supplied on the answer sheet are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the mechanics of test taking; because they are not test wise.

Take your final year students through these necessary mechanics so that their performance in major examinations may not be flawed by the slightest weakness in test taking.

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers’ marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year. The projects may include the following:

- i) experiment
- ii) investigative study (including case study)\
- iii) practical work assignment

A report must be written for each project undertaken.

Suggested Project Work

Year 1

Stitch sampler

Specimens

A simple Nightie or Pyjamas/Child's Dress, Shirt and Shorts.

Year 2

Self garment (for selected occasions)/simple dress, shirt and short slit and kaba.

Year 3

Articles of fabric crafts/customized (remodelled/renovated) articles.

2. Mid-Term Test: The mid-term test following a prescribed SBA format

3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

4. End-of-Term Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 1

CAREER OPPORTUNITIES

General Objectives: The student will:

1. be aware of available textiles and clothing careers.
2. appreciate the importance of work ethics.

<i>UNIT</i>	<i>SPECIFIC OBJECTIVES</i>	<i>CONTENT</i>	<i>TEACHING AND LEARNING ACTIVITIES</i>	<i>EVALUATION</i>
UNIT 1 CAREER TYPES	<p>The student will be able to:</p> <p>1.1.1 explain why Clothing and Textiles should be studied.</p> <p>1.1.2 identify different careers in Textiles and Clothing.</p>	<p>Reasons for studying Clothing and Textiles:</p> <ul style="list-style-type: none"> - To acquire scientific knowledge in textiles. - Become aware of opportunities in textiles and clothing, etc. <p>Some careers in Textiles and Clothing:</p> <ul style="list-style-type: none"> - Interior decoration/designer - Dressmaking and tailoring - Teaching/lecturing - Wardrobe engineering (wardrobe planner) - Fashion designing - Pattern developing - Research { market researcher tester - Fashion merchandizing (sales and retail) - Laundry operations or attendant - Factory work- Computer Aided Design (CAD) programming - Alterationist 	<p>Students to discuss in groups why Clothing/Textiles should be studied and report. Teacher to discuss reports to help them appreciate the need to study Clothing/Textile.</p> <p>Discuss the general objectives for Clothing and Textiles</p> <p>Guide students to:</p> <ul style="list-style-type: none"> - brainstorm on the different types of careers in Textiles and Clothing. - discuss most of the careers identified. <p>stress that all the listed careers require further training.</p>	<p>Class exercise: Students should list 10 Clothing/Textiles careers and explain their benefits.</p>

UNIT	SPECIFIC OBJECTIVES	<i>CONTENT</i>	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) WORK ETHICS	The student will be able to: 1.2.2 analyse the benefits of work ethics.	Benefits Of Work Ethics: <ul style="list-style-type: none"> - Increase in productivity - Promote work efficiency - Gives self satisfaction - Increase earnings - Promote good interpersonal - Relationship between colleagues, - Employees and between entrepreneurs and clients. 	Students should role play scenarios to depict work ethics in selected Textiles and Clothing occupations. Guide class discussion on the benefits of work ethics.	Home Work: Students should find out the work ethics of any Textiles and Clothing occupation and report in class for discussions. The sources of information should include the internet.

SENIOR HIGH SCHOOL - YEAR 1

SECTION 2

FIBRES AND FABRICS

General Objectives: The student will:

1. understand basic scientific concepts in textiles.

UNIT	SPECIFIC OBJECTIVES	<i>CONTENT</i>	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CLASSIFICATION AND IDENTIFICATION OF FIBRES	The student will be able to: 2.1.1 explain fibre. 2.1.2 identify the sources and classification of fibres.	Fibre: A fibre is a flexible tiny hair-like structure used to produce yarns for fabrics. Sources and classification of fibres: - Principal origin i.e. natural and man-made - Chemical type i.e. Cellulosic, Protein, Mineral, Synthetic, (Petroleum) Regenerated	Guide students to explain fibre. Students to untwist a yarn and observe a fibre and brainstorm to explain what it is. Discuss the classification of fibres according to Principal Origin, Chemical Type, Family Name and Specific Name with students. Students to select two fibres and classify them following the classification steps under Content. Example (1) Principal Origin – Natural Fibre	Oral Exercise: Students should make use of their observation to define fibre in their own words.

UNIT	SPECIFIC OBJECTIVES	<i>CONTENT</i>	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) CLASSIFICATION AND IDENTIFICATION OF FIBRES	The student will be able to:	<ul style="list-style-type: none"> - Family name or type i.e. Seed, hair, stem, leaf, root, husk, animal skin, animal hair, animal secretion, rock, metallic, plant pulp, petroleum product, byproducts of natural fibres and chemicals combined. - Specific Name i.e. cotton, linen, silk, wool, silver, rayon, polyester, nylon, acetate, acrylic, glass, etc. <p>Example (1) Principal origin: Natural Chemical Type: Cellulosic Family Name: Seed hair Specific Name: Cotton or silk Cotton.</p> <p>Example (2) Principal Origin Man-made.</p> <p>Chemical Type: By-Product of Petroleum or purely chemical Family Name: Synthetic Specific Name: Nylon, Polyester, Acrylic, spandex, etc.</p>		<p>Class Exercise: Students should be given one fibre to trace through the classification.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>CLASSIFICATION AND IDENTIFICATION OF FIBRES</p>	<p>The student will be able to:</p> <p>2.1.3 identify fibres.</p>	<p>Identification of Fibres:</p> <p>Fibres may be identified by</p> <ul style="list-style-type: none"> -Visual inspection - Microscopic examination - Burning Test - Absorbency Test, - Feel/Hand/Touch 	<p>Discuss the different methods used in fibre identification.</p> <p>Demonstrate and assist students to use the underlisted methods to identify different fibres.</p> <p>Identification methods to be practiced:</p> <ul style="list-style-type: none"> - burning, absorbency, visual inspection, touch. <p>Emphasize on the need to test for fibre and not yarn or fabric since yarns and fabrics may be mixtures or blends.</p> <p>Ensure that students test fibres in both directions of the weave as well as colours.</p> <p>NB: Seek the assistance of the Chemistry Teacher if it becomes necessary.</p>	<p>Assignment:</p> <p>Assign students to test for specific types of fibres in their fabrics e.g. wax print, grey baft, toweling.</p>
<p>UNIT 2</p> <p>CHARACTERISTICS/ PROPERTIES OF FIBRES</p>	<p>2.2.1 describe the characteristics of natural and man-made fibres and their performance.</p>	<p>Characteristics/Properties of Fibres:</p> <p>Characteristics of fibres result from their chemical composition.</p>	<p>Discuss the general characteristics of fibres with students.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>CHARACTERISTICS/ PROPERTIES OF FIBRES</p>	<p>The student will be able to:</p>	<p>Fibres of the same chemical type have similar characteristics.</p> <p>Characteristics of cellulosic fibres:</p> <ul style="list-style-type: none"> - They are very absorbent so they dye very well and are able to absorb sweat very well to make them cool and comfortable to use in hot or warm weathers. - They have low resiliency and therefore wrinkle or crease badly. - They are non-thermoplastic therefore they can withstand high temperatures without melting, etc. <p>Properties of protein fibres:</p> <ul style="list-style-type: none"> - High resiliency so hang out well and does not crease easily. - Weaker when wet so they relax or shrink if not well washed. They are however very strong in their dry state, etc. <p>Wool is a non-conductor of heat:</p> <ul style="list-style-type: none"> - Warm to wear. - Very absorbent and is comfortable to wear in cold weather. - Scaly therefore felts and can irritate the skin in hot or dry weather - Feels dry on the surface in its wet state therefore prevents chill. 	<p>NB: Point out characteristics that are peculiar with specific fibres to students e.g. silk is lighter, finer and stronger than wool; cotton is softer than linen or flax and jute.</p> <p>Assist students to identify the characteristics of cellulosic fibres and relate fibre characteristics with fabric performance or behaviour. E.g. Cellulosic fibres have low resiliency and therefore their fabrics wrinkle badly.</p> <p>Students to form smaller groups and discuss how the properties of cellulosic fibres affect the performance or behaviour of fabrics in use. They are to report findings in class for assessment.</p> <p>Guide students in a discussion to identify the characteristics/properties of protein fibres and relate them to their fabric performance e.g. Protein fibres are eaten by insects to destroy them.</p>	<p>Home work: Students to find out four more properties of protein fibres and their resultant performances and submit in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>CHARACTERISTICS/ PROPERTIES OF FIBRES</p>	<p>The student will be able to:</p>	<p>Synthetic fibres:</p> <ul style="list-style-type: none"> - Are thermoplastic therefore melt on exposure to high temperature - Low absorbency so absorbs very little moisture - High resiliency so they do not wrinkle badly <p>Regenerated cellulose e.g. Rayon, acetate</p> <ul style="list-style-type: none"> - Characteristics are similar to cellulosic fibres. <p>Regenerated Protein e.g. casein</p> <ul style="list-style-type: none"> - Characteristics are similar to protein fibres. <p>Natural mineral fibres:</p> <ul style="list-style-type: none"> - High density <p>eg. steel, asbestos, aluminium, gold, glass.</p> <ul style="list-style-type: none"> - Heavy in weight. - Flame proof so do not burn 	<p>Guide students to discuss the properties and behaviour of fibres and fabrics.</p> <p>Discuss with students the properties of regenerated cellulosic fibres and relate them to fabric performance.</p> <p>Discuss the properties of regenerated protein fibres and relate them to their fabric performance.</p> <p>Assist students to discuss the properties of mineral fibres and their corresponding fabric behaviour.</p> <p>Note: explain to students that mineral fibres can also be produced in the laboratory with chemicals alone e.g. fibre glass.</p>	<p>Class Exercise:</p> <p>Give class exercise to test students' knowledge and understanding of the characteristics of four specific fibres from four different chemical groups.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 FABRIC FINISHES	<p>The student will be able to:</p> <p>2.4.1 explain the purposes of fabric finishes.</p> <p>2.4.2 describe types of finishes.</p>	<p>Fabric Finishes:</p> <p>A finish is treatment given to a fibre, yarn or fabric either before or after constructing the fabric to improve the appearance, hand (feel) and performance.</p> <p>Types of Finishes: Beetling is a mechanical finish applied to cotton and linen to flatten the yarns to increase luster or sheen.</p> <p>Calendaring – applied to all fabrics to smoothen their surfaces.</p> <p>Mercerization – a chemical finish applied to cellulose fibres. Add luster, improves absorbency, increases strength.</p> <p>Other Types of Finishes:</p> <p>Singeing, sizing, weighting, bleaching, embossed surfaces, napping, flocking, waterproof, water repellent, moth proof, pre-shrunk, flame proof scotch guard.</p>	<p>Students to brainstorm to explain what a finish is and discuss its purpose.</p> <p>Discuss the different finishes with students. Name the finish, the effect it produces on fibres, yarns or fabrics to which they are applied.</p> <p>Discuss finishes for other fabrics.</p>	<p>Class Test: Students to be tested on finishes and their effects.</p> <p>Class Exercise: Examine six finishes and indicate the fabric on which each is applied.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>TYPES OF FABRIC</p>	<p>The student will be able to:</p> <p>2.5.1 identify the different types of fabric for each fibre.</p>	<p>Types of Fabric:</p> <p>Several types of fabric may be produced from the same type of fibre.</p> <p>Examples of cotton fabrics: Grey Baft, Calico/Poplin, Wax Prints (Dumas), Plaid, Lawn, Muslin, Lace, Jersey, Seer- Sucker, Plisse', Crinkle, Gingham, Madras, Cheese Cloth, Cotton, Toweling, Drill, Corduroy, Cotton Velvet, Damask, Denim, Brushed Cotton, Flannelette, Winceyette, etc.</p> <p>Examples of Linen fabrics: Damask, Embroidery Linen, Suiting Linen, Handkerchief Linen, Lace, Gingham, Printed Linen, Dress Linen, Sheeting, Crash, Canvas.</p> <p>Examples of Silk fabrics: Taffeta, Chiffon, Organza, Washed Silk, Silk Satin, Habutai, Dupion, Shantung, Tussore, etc.</p> <p>Examples of Woollen fabrics: Tweed, Jersey, Mohair, Flannel, Worsted, Gabardine, Cashmere, etc.</p> <p>Examples of Synthetic fabrics: Acrylic-Pile, Jersey, Fur, Fleece, etc. Polyamide/Nylon, Organza, Chiffon, Satin, Brocade, Jersey, etc. Polyester- Crimplene, Terylene, Dacron, Net, Lace, etc.</p>	<p>Assist students to identify different types of fabrics for the different fibres.</p>	<p>Project work:</p> <p>Students should collect pieces of fabric from garment manufacturers and make folders of fabric samples for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>TYPES OF FABRIC</p>	<p>The student will be able to:</p> <p>2.5.2 identify fabric related health issues.</p>	<p>Fabric related health issues</p> <p>Natural fabrics:</p> <ol style="list-style-type: none"> 1. Cellulosic fabrics (cotton, linen, jute, ramie, etc) are cool to wear so they are not suitable for cold and chilly weathers. People who are not to be exposed to cold weather should avoid the use of such fabrics e.g. (babies, asthmatic and sickle cell patients, etc). Such fabrics should be used only in hot weather. <p>Cold air can easily pass through the fabrics to make the wearer feel chilly and cause health crises.</p> <ol style="list-style-type: none"> 2. Protein fabrics (wool, silk, etc) are warm to wear. They are therefore not suitable to wear in warm weather. <p>In dry weather they emit electrical charges and make the wearer feel uncomfortable.</p> <ul style="list-style-type: none"> • wool especially has scaly outer wall which pricks the skin and make the wearer feel uncomfortable. To forestall this problem, smooth lining fabrics should be used inside woolen garments. • Make wearers feel uncomfortable in dry weather. Such fabrics should not be worn in dry and hot weather. 	<p>Discussion of health issues relating to fabric use.</p> <p>It could be done in groups and reports presented in class.</p>	<p>Students will be assigned to identify and list fabric related health issues of their friends and family members.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (Cont'd)	The student will be able to:	<ul style="list-style-type: none"> Sweat resulting from the use of these fabrics remain on the surface of the body and with the grime/sweat and the air around, bacteria, thrives and causes skin infections. Synthetic fabrics are especially not good to be used for undergarments, such as panties, boxer shorts, girdles, brassiers in the tropics where the weather is hot and people sweat a lot. 		
UNIT 6 FABRICS COMBINATIONS	<p>2.6.1 explain the reasons for combinations in textile production.</p> <p>2.6.2 differentiate between blends and mixtures.</p>	<p>Reasons for combinations: Combinations are made in fabrics to improve performance, care and aesthetic properties.</p> <p>Combinations in textile production may be at the spinning or fabric production stage.</p> <p>Blends: Different fibres are spun to make yarns to produce a fabric.</p> <p>Mixtures: Yarns of different fibres are used to produce the fabric.</p>	<p>Guide students to discuss the differences between the appearances of unironed calico and cotton-polyester fabrics.</p> <p>Discuss reasons for combinations in textiles production.</p> <p>Stress that combinations are usually influenced by the properties desired in the final fabric. E.g. Combinations of cotton and polyester imparts coolness from the cotton and wrinkle resistance from the polyester.</p> <p>Discuss the two main types of combinations with students. Give examples in each case.</p> <p>Point out that blends are inseparable and their fibres are not easily identified but mixtures can be separated and their fibres can easily be identified.</p>	<p>Home work: Students should visit a market and notice what kind of fabrics people are wearing and answer the following questions. What is the most popular fabric. Find out : - what fibres they are made of, - If any of them is a blend or a mixture.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CLASSIFICATION OF CLOTHING	The student will be able to: 3.3.1 classify clothing according to uses.	Classification of Clothing: Clothes: - underwear - innerwear - outerwear, etc. Accessories: - headdress, - jewellery - foot wear - carried objects - belts - hosiery - eye glasses, etc. Cosmetics: - pomade - powder - perfume - body paint, etc.	Assist students to classify clothing according to use. Discuss the different types under each category of clothes. Point out how clothes are grouped locally as against the classification given.	Oral Quiz: Students to answer oral questions on functions of clothing.
UNIT 4 WARDROBE PLANNING	3.4.1 explain the term wardrobe.	Wardrobe: a collection of clothes, accessories and cosmetics (make-up). Wardrobe of family members cover: - babies - children - adolescents - the physically challenged - men - women - pregnant women - the aged	Students to brainstorm to explain the term wardrobe. Class discussion on the wardrobes of members of the family. Students to list items in their personal wardrobes.	Group Project: Put students in smaller groups to plan a decent wardrobe for boys and girls in SHS and report to class for peer evaluation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) WARDROBE PLANNING	<p>The student will be able to:</p> <p>3.4.2 analyse the factors that influence clothing selection of the family.</p> <p>3.4.3 plan a wardrobe.</p> <p>3.4.4 discuss the benefits of wardrobe planning.</p>	<p>Factors to consider in Selecting family clothing:</p> <ul style="list-style-type: none"> - Family Life Cycle - Family budget -Community standards - Occupation - Age and sex of family members <p>Planning the wardrobe. Factors to consider when planning a wardrobe:</p> <ul style="list-style-type: none"> - Take clothing inventory - Climate - Age - Money - Status - Activities, etc. <p>Benefits of planning a wardrobe:</p> <ul style="list-style-type: none"> - To save money - Have clothing for a variety of activities - <i>Avoid repeating items</i> - To avoid buying unnecessary items 	<p>Class discussion on points to consider in selecting family clothing.</p> <p>Stress on the importance of prioritizing the needs of all members in selecting/clothing.</p> <p>Assist students to discuss the factors to consider in wardrobe planning.</p> <p>Put students into smaller groups to discuss the benefits of planning a wardrobe and report for discussion.</p>	<p>Class Test: On the factors that affect clothing needs of a family.</p> <p>Assignment: Students to develop a personal wardrobe plan for assessment. Make a chart on wardrobe planning.</p> <p>Oral Quiz: On the importance of wardrobe planning.</p>

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SECTION 4

GOOD GROOMING

General Objectives: The student will:

1. appreciate the importance of good appearance and manners.
2. demonstrate knowledge and skills needed to maintain dress sense.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONCEPT OF GOOD GROOMING	The student will be able to: 4.1.1 explain good grooming. 4.1.2 explain the importance of good grooming.	Good Grooming: Good grooming is the total appealing appearance of a person. OR Having a pleasing appearance and conduct. It covers physical appearance and behaviour. Importance of good grooming: - builds self confidence - gives vitality	Brainstorm on the meaning of good grooming. Students work in groups to come out with the importance of good grooming. Groups to report for class discussions.	Class work: Students to write down the meaning of good grooming in their notebooks. Quiz: Written quiz on the importance of good grooming.
UNIT 2 FACTORS THAT PROMOTE GOOD GROOMING	4.2.1 examine factors that promote good grooming.	Factors: - posture - diet - exercise - rest and relaxation - personal cleanliness (hygiene) care of hair, teeth, hands, feet, clothing, etc. - environmental hygiene	Class discussion on the factors that promote good grooming. Emphasis should be placed on manners and decency in dressing.	Oral quiz: Oral quiz on the factors that promote good grooming.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) FACTORS THAT PROMOTE GOOD GROOMING	<p>The student will be able to:</p> <p>4.2.2 describe personal and environmental hygiene practices.</p> <p>4.2.3 relate the effect of personal and environmental hygiene to health.</p> <p>4.2.4 explain the importance of good health.</p> <p>4.2.5 identify appropriate healthy habits.</p> <p>4.2.6 demonstrate correct postures for different activities.</p>	<p>Personal Hygiene:</p> <ul style="list-style-type: none"> - regular bath – use of natural deodorants - keeping clean teeth and fresh breathe - cleanliness of clothes, etc. <p>Effects of personal and environmental hygiene to health.</p> <ul style="list-style-type: none"> - poor infestation - ill-health - body odour and good or insanitary environment - promote sound body - healthy people enhance productivity <p>Good Health: Importance of Good Health in Relation to Good Grooming.</p> <p>Healthy Habits:</p> <ul style="list-style-type: none"> - regular exercises - adequate rest and relaxation - healthy eating habits - etiquette - regular bowel movement, etc. <p>Correct Posture: Sitting – sit straight with back of chair supporting your back e.g. driving, working.</p> <p>Sleeping – keep the back straight, lying on your side with knees slightly bent. Walking – chest out, straight without wobbling buttocks, etc.</p>	<p>Class discussion on various personal/environmental hygiene practices to keep the body healthy.</p> <p>Guide students to identify ways to improve personal and environmental hygiene.</p> <p>Emphasis should be on clothing workshop, storage area, organization of equipment and clothing for the prevention of frustration and stress.</p> <p>Using the Future's Wheel. Let students trace the effects of personal and environmental hygiene on health.</p> <p>Assist students to discuss the importance of good health to individuals in terms of good grooming.</p> <p>Students to discuss the impact of exercise, rest, relaxation and sleep, healthy eating, etiquette and regular bowel movement as essential components of healthy living.</p> <p>Emphasise the importance of rest in the routine life styles of everyone.</p> <p>Teacher demonstrates the correct ways of standing, walking, sitting, lifting, particularly ways for sitting for boys and girls.</p> <p>Students to practise the different correct postures.</p> <p>Teacher to stress on the effect of posture on the body.</p>	<p>Homework: Students to compile a list of local materials for cleaning the body, teeth, etc.</p> <p>Quiz on importance of rest and relaxation to health.</p> <p>Assignment: Class to create a Bulletin Board on good posture.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>CLOTHES ACCESSORIES AND COSMETICS</p>	<p>The student will be able to:</p> <p>4.3.1 select appropriate clothes and accessories for different occasions.</p> <p>4.3.2 demonstrate the proper use of cosmetics.</p> <p>4.3.3 analyse the effects of cosmetics on health.</p>	<p>Selection of Appropriate clothes and Accessories: Dress Sense:</p> <ul style="list-style-type: none"> - dangers linked with clothing and accessories (tight or loose clothing) - high heel shoes/tight shoes - certain types of panties (G-strings) <p>Note: Combining fabrics from different sources to make garments may not be healthy.</p> <p>PROPER USE OF COSMETICS:</p> <ul style="list-style-type: none"> - face powder - eye brow pencil - eye liner - mascara - eye shadow - lip-stick - lip-gloss - hair products, etc. <p>Effects of chemicals on:</p> <ul style="list-style-type: none"> - skin - scalp - hair - eyes, nail, etc. 	<p>Students to discuss appropriate selection of clothes and accessories to suit various figure types, complexions, occasion, etc.</p> <p>Organize a visit to a Beautician/ Cosmetologist for students to observe the following:</p> <ol style="list-style-type: none"> i the set up ii cosmetics iii. available services iv. application of products, etc. <p>Discuss student's observations in class.</p> <p>Discussion must cover hair care and hair products, eg. Shampoo, conditioners, hair dyes, relaxers, pomade.</p> <p>Students to present reports in class on findings on the assignment.</p> <ul style="list-style-type: none"> • Discuss their reports to draw conclusions on the effects of identified chemicals on the parts of the body in content. <p>Note: Emphasise skin bleaching cosmetics and their damaging effects on the body, stressing the need to avoid them.</p>	<p>Class Exercise:</p> <p>Students dress and use make-ups for different occasions. Assess students' appearance and suitability of dressing.</p> <p>Students to sketch appropriate clothes for different occasions for assessment.</p> <p>Homework: Assign students to find out chemicals in cosmetics and their effects on the body (group protect)</p>

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SECTION 5

EQUIPMENT AND TOOLS FOR CLOTHING CONSTRUCTION

General Objectives: The student will:

1. appreciate the need for proper selection, use and maintenance of equipment and tools for sewing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CLASSIFICATION OF EQUIPMENT AND TOOLS BY THEIR FUNCTIONS	The student will be able to: 5.1.1 classify sewing equipment and tools by their functions.	Classification of Sewing Equipment and Tools: Small Equipment e.g. scissors, needle, thimble Large Equipment e.g. table, mirror <u>Classification by Function:</u> Pressing Stitching Fitting Measuring Storing Cutting Marking	Class to review the classification of sewing equipment and tools treated in JHS. Guide students to brainstorm to come up with the classification of sewing equipment and tools according to their functions. Students to discuss examples of tools under each of the functions discussed.	Class Test: Conduct a short test based on topic.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SELECTION, USE AND CARE OF SEWING EQUIPMENT AND TOOLS	<p>The student will be able to:</p> <p>5.2.1 explain the factors that affect choice of sewing equipment/tools.</p> <p>5.2.2 describe the uses of various tools and equipment.</p> <p>5.2.3 demonstrate the correct handling of various tools and equipment.</p> <p>5.2.4 give reasons for the care of tools and equipment.</p> <p>5.2.5 describe the different ways of caring for various tools and equipment when in use and when not in use.</p>	<p>Factors that affect the choice of sewing equipment and tools.</p> <ul style="list-style-type: none"> - available money - expertise - space, etc. <p>Uses of tools and equipment for sewing, e.g. iron for pressing to smoothen fabrics and sewn articles.</p> <p>Correct handling of tools and equipment, e.g. handling of scissors.</p> <p>Reasons for caring for tools and equipment , e.g.</p> <ul style="list-style-type: none"> - for the equipment to last long. - for efficiency, etc. <p>Care of tools and equipment: e.g. Pins: keep in pin box and sprinkle with powder to prevent rusting.</p>	<p>Students to brainstorm to come out with factors that affect the choice of sewing tools and equipment.</p> <p>Class discussion on the uses of various tools and equipment.</p> <p>Teacher to demonstrate the correct handling of tools and equipment.</p> <p>Students to practice the correct way of handling the tools and equipment.</p> <p>Group students to discuss the reasons for taking good care of tools and equipment and report for class discussion.</p> <p>Put students into smaller groups to discuss and present in class how to care for various tools and equipment.</p>	<p>Questions and Answers on the uses of sewing equipment and tools.</p> <p>Class Exercise: Teacher assesses students' practical handling of various tools and equipment.</p> <p>Tabulate the choice, use and care of equipment for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 TYPES OF SEWING MACHINE	The student will be able to: 5.3.1 identify the types of sewing machines (treated in JHS). 5.3.2 explain the advantages and disadvantages of each type.	Types of Sewing Machines: - Hand - Treadle - <i>Electric</i> Advantages and disadvantages of the types of sewing machines.	Students in groups to come up with a list and description of the different types of the sewing machine. Review type of sewing machine treated in (JHS). Class discussion on the advantages and disadvantages of each type of sewing machine.	
UNIT 4 PARTS OF THE SEWING MACHINE	5.4.1 identify the different parts of a sewing machine. 5.4.2 describe the functions of each part.	Parts of the sewing machine: - Handle - Balanced wheel - Feed dog, etc. Functions of the parts of the sewing machine.	Assist students to identify and describe the different parts of the sewing machine. Class discussion on the functions of the various parts of the sewing machine.	Class Exercise: - Students to give two advantages and two disadvantages of each of the types of sewing Machine.
UNIT 5 USING THE SEWING MACHINE	5.5.1 use a sewing machine correctly.	Setting and threading the sewing machine: - Wind the bobbin - Set stitch length regulator - Set needle - Thread and test the machine	Teacher to provide template for students to draw and label a sewing machine. Teacher demonstrates how to set and thread the sewing machine. Students to practise setting and threading of a sewing machine.	Oral quiz on the parts of a sewing machine. Class Test: Students to state the functions of the parts of the sewing machine. Practical Test on the threading of a sewing machine.

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SECTION 6

SEWING PROCESSES I

General Objectives: The student will:

1. acquire knowledge and develop basic skills in the construction of clothing.
2. understand methods and procedures for working processes in clothing construction.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 STITCHES	The student will be able to: 6.1.1 recall the two main types of stitches. 6.1.2 classify stitches according to functions. 6.1.3 explain the general rules for working stitches.	<p>Types of stitches: Temporary Stitches or stitches for preliminary fixing e.g. tacking stitches. Permanent Stitches – Stitches for: Joining, Neatening and embroidery.</p> <p>Functional Classification of Stitches:</p> <ol style="list-style-type: none"> 1. Temporary stitches. <ul style="list-style-type: none"> - long and short tacking - even tacking - diagonal tacking - tailor's tacking, etc. 2. Permanent stitches <ul style="list-style-type: none"> - joining stitches e.g. back, running - neatening stitches e.g. blanket hemming - decorative stitches, e.g. sating, herringbone [stitches for holding finished edges] <p>General rules for working stitches</p> <ul style="list-style-type: none"> - thread must be suitable in texture and colour - use correct needle type/size for stitches being made - fasten on and off securely, etc. 	<p>Ask students questions to recall previous knowledge on temporary and permanent stitches.</p> <p>Review classification of stitches according to functions through questions and answers.</p> <p>Teacher to display stitch sampler for students to observe.</p> <p>Teacher to draw students' attention to the fact that some stitches are multi-functional and may therefore be used to join, neaten and decorate e.g. blanket and herringbone.</p> <p>Students to discuss the general rules for working stitches.</p> <p>Stress the rules for both hand and machine stitches.</p>	Oral exercise on the different groups of stitches and their uses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) STITCHES	<p>The student will be able to:</p> <p>6.1.4 make specimens of selected stitches.</p>	<p>Working of temporary stitches:</p> <ul style="list-style-type: none"> - diagonal tacking - tailor's tacking, tailor's tacks. <p>Working of permanent stitches:</p> <ul style="list-style-type: none"> - joining stitches e.g. herringbone etc - neatening stitches e.g. blanket etc. - decorative stitches eg. satin etc. 	<p>Teacher to demonstrate how to work different temporary and permanent stitches (stress on fastening on and off for both hand and machine stitching.</p> <p>Students to make samples of the stitches for their specimen book.</p>	<p>Project:</p> <p>Students to prepare a sampler on temporary and permanent stitches.</p>
UNIT 2 CLASSIFICATION AND CHOICE OF SEAMS	<p>6.2.1 explain the general use of seams.</p> <p>6.2.2 describe two groups of seams.</p> <p>6.2.3 outline the factors to consider in choosing a seam.</p> <p>6.2.4 examine the general rules for making seams.</p> <p>6.2.5 make specimens of the commonly used seams.</p>	<p>General Use of Seams:</p> <ul style="list-style-type: none"> - For joining layers of fabrics together neatly and securely. - For decoration, etc. <p>Groups of Seams:</p> <ul style="list-style-type: none"> - Conspicuous seams e.g. Overlaid Seam - Inconspicuous Seam e.g. French Seam <p>Factors affecting choice of seams:</p> <ul style="list-style-type: none"> - The wearer - Style - Position, etc. <p>General rules for making seams:</p> <ul style="list-style-type: none"> • Thread for making seams must be suitable to that fabric in • Width of seam should suit the texture of fabric. <p>Working of seams:</p> <ul style="list-style-type: none"> - French. - Plain (Open or closed). - Overlaid - Top stitched - Machine fell • All seams of same type on an article must be of same width etc. 	<p>Students to brainstorm on the general use of seams.</p> <p>Show samples to students and assist them to differentiate between conspicuous and inconspicuous seams.</p> <p>Explain that, the classification changes with fashion.</p> <p>Guide students to discuss factors to consider when choosing seams.</p> <p>Discuss with students the general rules for making seams.</p> <p>Stress on the need to adhere to the rules to ensure quality.</p> <p>Teacher to demonstrate how to make the suggested seams to students in groups.</p> <p>Students to make specimens of the seams listed under content.</p>	<p>Students should update their specimen books with the specimens made for assessment.</p> <p>Class Exercise on types of seams.</p> <p>Quiz on factors to consider before choosing a seam.</p> <p>Home Work:</p> <p>Students to mount specimens in a folder and label them.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 ARRANGEMENT OF FULLNESS	<p>The student will be able to:</p> <p>6.3.1 identify the methods of arranging fullness.</p> <p>6.3.2 explain factors to consider when choosing methods of arranging fullness.</p> <p>6.3.3 make specimens on selected methods.</p>	<p>Methods of arranging fullness:</p> <ul style="list-style-type: none"> - Gathering - Smocking - Darts, etc. <p>Factors to Consider in choosing:</p> <ul style="list-style-type: none"> - Fabric - Figure Type - Purpose for which articles will be used, etc <p>Preparing different fullness:</p> <ul style="list-style-type: none"> - Darts - Pleats - Gathers - Shirring 	<p>Display samples to help students describe the methods of arranging fullness.</p> <p>Guide class discussion on the factors to consider when choosing methods of arranging fullness.</p> <p>Teacher to demonstrate the working of the specified types of fullness.</p> <p>Students to make specimens of the specified methods.</p>	<p>Homework:</p> <p>Students to prepare folders of each method using pictures from magazines and catalogues. They should write brief notes on uses of each method.</p> <p>Homework: Students to mount their specimen and label them for assessment.</p>
UNIT 4 EDGE FINISHES	<p>6.4.1 explain the term 'edge finishes'.</p> <p>6.4.2 outline reasons for finishing edges.</p> <p>6.4.3 identify edges that require finishing.</p> <p>6.4.4 describe the different types of edge finishes.</p>	<p>Edge Finishes:</p> <ul style="list-style-type: none"> - Processes worked on raw edges of articles. <p>Reasons for finishing edges:</p> <ul style="list-style-type: none"> - To prevent fraying - To neaten - To strengthen - To decorate - For style, etc. <p>Edges that require finishing: necklines, armholes, hems, table cloths, chair backs, etc.</p> <p>Types of edge finishes:</p> <ul style="list-style-type: none"> - Facing - Binding - Hems – single layer and double layer finishing - Attaching lace 	<p>Assist students to differentiate between finished and unfinished edges of articles and explain the term edge finishes.</p> <p>Students in groups make presentations in class.</p> <p>Discuss reasons for finishing edges.</p> <p>Class discussion on edges of articles that require finishing.</p> <p>Students to observe articles with edges of some of the specified finishes and describe each.</p> <p>NOTE: Hems are not always turned.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	<p>The student will be able to:</p> <p>6.4.5 outline the points to consider when choosing edge finishes.</p> <p>6.4.6 neaten raw edges using appropriate edge finishes.</p>	<p>Points to consider when choosing edge finishes:</p> <ul style="list-style-type: none"> - Fabric being used. - The type of article - Position of the edge, etc. <p>Finishing edges by:</p> <ul style="list-style-type: none"> - Facing - Binding - Hemming - Attaching lace 	<p>Students to discuss the points to consider when choosing edges.</p> <p>Teacher to demonstrate how to face, bind, hem and attach lace.</p> <p>Students to make specimens of the treated edge finishes.</p>	<p>Project Work: Students to mount their specimens for assessment.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 1

SEWING PROCESSES II

General Objectives: The student will:

1. acquire knowledge and develop basic skills in the construction of clothing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 OPENINGS AND FASTENINGS	The student will be able to: 1.1.1 describe the different types of openings. 1.1.2 classify openings. 1.1.3 discuss the factors that affect the selection of openings.	Different types of Openings: Continuous Wrap, Bound, Faced Slit, Box-Pleat, Fly-Front, Hem. Classification of Openings: - Overlapping - Openings with meeting edges. Factors that influence the selection of Openings: - Position on the article - Age of wearer - Style of article, etc.	Display samples of the listed openings for observation and discussion with students. Assist students to classify the openings mentioned under content. Encourage them to examine their clothes for openings utilized. Students to brainstorm on the factors that influence the selection of openings. Guide them to discuss the factors that dictate the selection of openings..	Class Test: On types, classification and factors that affect selection of openings.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	<p>The student will be able to:</p> <p>1.1.4 work specimens on the different openings.</p> <p>1.1.5 explain the term fastenings.</p> <p>1.1.6 select appropriate fastenings for different openings.</p> <p>1.1.7 fix fastenings correctly on openings.</p>	<p>Practical work on openings: Directions for working: - Faced slit opening - Bound opening - Continuous wrap opening.</p> <p>Fastenings: - Devices used to close openings.</p> <p>Choice of Fastenings: Points to consider: - Type of opening - Age of wearer - Style of article, etc.</p> <p>Fixing of fastenings: Directions to follow in fixing: - Press studs - Hook and eye - Buttons and button-holes - Zipper</p>	<p>Teacher to demonstrate with detailed instructions, how to work the specified openings.</p> <p>Students to make specimens of Wrap, Faced Slit and Continuous Wrap openings.</p> <p>Students brainstorm to explain fastenings and give examples.</p> <p>Guide students to discuss the points to consider when selecting fastenings for different openings.</p> <p>Demonstrate how to fix fastenings with detailed instructions.</p> <p>Students to work specimens of the specified fastenings and mount them in a folder.</p>	<p>Home Work:</p> <p>Students to mount specimens in folders for assessment.</p> <p>Class Exercise:</p> <p>List number of fastenings and openings on the chalkboard and let students match them according to suitability for assessment..</p> <p>Students to mount specimens in their folders for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 POCKETS	<p>The student will be able to:</p> <p>1.2.1 describe the different types of pockets.</p> <p>1.2.2 prepare and fix pockets to garments.</p>	<p>Types of Pockets: Patch Pocket, Bound Pocket, Welt Pocket, In-Seam pocket.</p> <p>Fixing Pockets: Directions for preparing and fixing the Patch Pocket.</p>	<p>Guide students to discuss the different types of pockets under: Features and where they can be made on a garment.</p> <p>Teacher to demonstrate how to prepare and fix the patch pocket for students to make specimens:</p>	<p>Class Exercise:</p> <p>Students to sketch the different types of pockets in their notebooks and clearly label them.</p> <p>Students to mount specimens in their specimen books.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 2

OTHER TECHNIQUES IN SEWING

General Objectives: The student will:

1. develop skills in advanced work in sewing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 LINING AND INTERFACING	<p>The student will be able to:</p> <p>2.1.1 describe lining and interfacing.</p> <p>2.1.2 outline the importance of lining and interfacing.</p> <p>2.1.3 suggest fabrics for lining and interfacing.</p>	<p>Lining:</p> <ul style="list-style-type: none"> - A second layer cut to the size of an article and attached to the wrong side. <p>Interfacing:</p> <ul style="list-style-type: none"> - A third layer cut to the size of the facing for a section and sewn between the section and its facing. <p>Importance of lining:</p> <ul style="list-style-type: none"> - Enables garments to slip on and off easily - Provides body and shape to articles - Makes articles look neat on the wrong side, etc. <p>Importance of Interfacing:</p> <ul style="list-style-type: none"> - It provides body and strength and brings out the shape of the section it is used on, etc. <p>Fabrics for lining and interfacing: Lining – Soft, smooth fabric with matching or contrasting fabric colour e.g. Rayon taffeta. Interfacing- Varies in weights but are firm and crisp. They may be woven, e.g. canvas or unwoven, e.g. Vilene.</p>	<p>Display lined and interfaced articles for students to examine and describe them.</p> <p>Guide students to:</p> <p>Discuss the importance of lining and interfacing. Provide samples to clarify explanations.</p> <p>Discuss the qualities of fabrics for lining and interfacing. Give examples of each.</p> <p>Note: Teacher should stress on the use of the correct terms in day to day communication.</p>	<p>Homework:</p> <p>Students to make a list of fabrics suitable for: Lining and Interfacing.</p>

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SECTION 3

CLOTHING DESIGN

General Objectives: The student will:

1. understand the application of the elements and principles of design in clothing design and construction.
2. appreciate the importance of choosing designs for the different body types.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ELEMENTS OF DESIGN	<p>The student will be able to:</p> <p>3.1.1 explain the importance of designing in clothing.</p> <p>3.1.2 identify the elements of design.</p> <p>3.1.3 describe the forms in which the elements appear in a design.</p>	<p>Importance of designing: Designing is the process of making plans to guide the attainment of desired goals in clothing production.</p> <p>It is the transformation of ideas/ perceptions/concepts into concrete plans.</p> <p>It provides a preview of the intended or expected product.</p> <p>Elements of design include</p> <ul style="list-style-type: none"> - colour - lines - dots - form/shape - texture - space <p>Forms in which the elements appear in a design:</p> <ul style="list-style-type: none"> - as motifs in the fabric - in sections of the article - incorporated in the seams - in the main outline/ Silhouette - in the body of the article 	<p>Students brainstorm for the importance of design in clothing.</p> <p>Assist students to brainstorm and discuss the importance of designing in clothing/textiles.</p> <p>Students to identify the various elements of design and explain how they are used in designing clothing.</p> <p>Guide students to make sketches of garments with different elements and discuss their effects on the wearer.</p> <p>Display pictures/catalogues and guide students to discuss the effects of the elements used in the garments on the wearers.</p>	<p>Class Exercise: Students to explain the elements of design and how they are used in clothing.</p> <p>Home Work: Assign students to use some specific elements to design garments.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 FIGURE TYPES	<p>The student will be able to:</p> <p>3.3.1 identify the various figure types.</p> <p>3.3.2 identify the criteria for determining figure types.</p> <p>3.3.3 discuss how figure types affect clothing design.</p>	<p>Figure types are size categories determined by weight and body proportions.</p> <p>Figure types</p> <ul style="list-style-type: none"> - tall and thin - tall and plump - short and thin - short and plump - tall with large hip - tall with large bust - short with large hips - short with large bust <p>Criteria for determining figure type:</p> <ul style="list-style-type: none"> - Height - Width/Size <p>Effect of figure types on design: Clothing must be designed to suit the figure, either to emphasize or play down figure details in order to enhance appearance of the client.</p> <p>Figure variations include:</p> <ul style="list-style-type: none"> - facial shapes e.g. oval - short neck - square or drooping shoulders - large upper arm - hunch (front/back), etc. 	<p>Students brainstorm to come out with the different figure types.</p> <p>In groups, students discuss and tabulate peculiarities of the different figure types and report for class discussion.</p> <p>Through discussions relate body measurements to figure types.</p> <p>Students to compare their body measurement and determine their figure types.</p> <p>Discuss how the human figure affects the designing of clothing.</p> <p>Students to work in groups and come up with clothing that will enhance the following figure types:</p> <ul style="list-style-type: none"> - short, plump figure - very tall and thin - heavy bust and hips. 	<p>Class exercise: Students to list the different figure types in their exercise books for assessment.</p> <p>Project: Students to design clothes for the various figure types.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>SOURCES OF IDEAS FOR DESIGNING</p>	<p>The student will be able to:</p> <p>3.4.1 identify the sources of ideas for designing.</p>	<p>Sources of Ideas:</p> <ul style="list-style-type: none"> - Historical inspiration - Ethnic costume - Cultural environment - Museums - Library records - Shows, e.g. exhibitions, films, musical, television, fashion. <p>Personal observations: e.g. watching people in the street, at functions or during various activities</p> <ul style="list-style-type: none"> - Photographs - Fashion publications - Catalogues and patterns. - Computer Aided Design (CAD) software 	<p>Teacher to discuss the sources of ideas for clothing and textiles design with students.</p> <p>Emphasize the effects of the print and electronic media on clothing/textiles designing.</p>	<p>Class Exercise:</p> <p>Students to give examples of how the media (print and electronic) have influenced Clothing and Textiles design.</p>
<p>UNIT 5</p> <p>INDIVIDUAL CREATIVITY IN FASHION.</p>	<p>3.5.1 identify factors that influence individual creativity.</p> <p>3.5.2 create unique clothing products.</p>	<p>Individual Creativity:</p> <ul style="list-style-type: none"> - one's ability to come up with new and unique ideas of products. <p>Factors that influence creativity:</p> <ul style="list-style-type: none"> - environmental conditions - mentorship inspiration - self motivation. - sensitivity to relevant fashion signals - ability to translate fashion signals to - useful and attractive clothing designs. <p>Designing of individual clothing items.</p>	<p>Guide students to explain creativity.</p> <p>Discuss factors which influence individual creativity with students.</p> <p>Students to practise the designing of different clothing.</p> <p>Look out for Originality, Creativity, Craftsmanship and Suitability.</p> <p>Assist students to critique their designs.</p>	<p>Class Exercise:</p> <p>Students to explain factors which influence creativity in their exercise books for assessment.</p> <p>Home Work:</p> <p>Students to source for ideas from the internet, magazines, pictures, catalogues, etc., to come out with their own unique designs of clothing items.</p>

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SECTION 4

PATTERNS

General Objectives: The student will:

1. acquire skills in pattern-making.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 TYPES OF PATTERNS	The student will be able to: 4.1.1 explain the importance of patterns. 4.1.2 describe the different types of patterns. 4.1.3 describe methods of making patterns. 4.1.4 explain pattern symbols.	<p>The importance of patterns: They are a guide to accuracy and precision in cutting articles from fabrics and sewing.</p> <p>Types of patterns: Patterns are of two main groups: - Commercial - Home-made</p> <p>Types of Commercial patterns: - Printed - Perforated</p> <p>Methods of making patterns: - Drafting - Draping - Copying (Flat patterns)</p> <p>Pattern symbols: Markings on pattern which guide cutting and assembling of articles.</p>	<p>Students brainstorm to explain the importance of patterns.</p> <p>Discuss the two main groups of patterns with students. Teacher to show samples of each to students.</p> <p>Emphasize the advantages of the printed over the perforated.</p> <p>Discuss the methods of making patterns.</p> <p>Discuss the advantages of each method and demonstrate how to use the specified methods to make patterns to students.</p> <p>Using illustrations and diagrams, discuss pattern symbols with students.</p>	<p>Class Exercise: Students to explain why patterns should be used in cutting articles in their exercise books for assessment.</p> <p>Oral Quiz: On types of patterns.</p> <p>Class Exercise: Students should describe how to use the three methods to obtain patterns.</p> <p>Home Work: Illustrate and write meanings of pattern symbols in a tabular form into their notebooks.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																												
UNIT 2 PATTERN MAKING AND ADAPTATION	<p>The student will be able to:</p> <p>4.2.1 demonstrate how body measurements are taken.</p> <p>4.2.2 draft some basic block patterns.</p> <p>4.2.3 adapt basic block patterns for different styles.</p>	<p>Taking Body Measurements: Body measurements should be very well taken to ensure good fit.</p> <ul style="list-style-type: none"> - Body measurements should be taken over outer clothes. - Clarify client's preferences for fit in width and length and incorporate their desires while taking the measurements. <p>Drafting of basic block patterns: blouse, skirt, torso and shirt using standard measurements.</p> <table border="1" data-bbox="751 799 1094 940"> <thead> <tr> <th>Part of body</th> <th>Std.</th> <th>Ease</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bust</td> <td>x</td> <td>a</td> <td>13</td> </tr> <tr> <td>Waist</td> <td>y</td> <td>b</td> <td>14</td> </tr> <tr> <td>Hips</td> <td>z</td> <td>c</td> <td>15</td> </tr> </tbody> </table> <table border="1" data-bbox="751 967 1050 1109"> <thead> <tr> <th>Your own</th> <th>+ Ease</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>d</td> <td>16</td> <td>3</td> </tr> <tr> <td>e</td> <td>14</td> <td>-</td> </tr> <tr> <td>f</td> <td>12</td> <td>3</td> </tr> </tbody> </table> <p>Adaptation of basic block patterns:</p> <ul style="list-style-type: none"> - Princess lines - Horizontal Yokes - Dress blocks - Simple shirt collar 	Part of body	Std.	Ease	Total	Bust	x	a	13	Waist	y	b	14	Hips	z	c	15	Your own	+ Ease	Diff.	d	16	3	e	14	-	f	12	3	<p>Assist students to identify parts of the body to be measured.</p> <p>Demonstrate how to take body measurements for both men and women's clothes with class.</p> <p>Students to practise taking body measurements.</p> <p>Stress that it's not all the body measurements that are needed for free hand-cutting.</p> <p>Discuss the basic blocks under content and demonstrate how to draft them.</p> <p>Students should draft the basic blocks for blouse, skirt and shirts using standard measurements.</p> <p>Encourage students to alter the standard block to their own measurement.</p> <p>Let students of the same size compare their patterns.</p> <p>Guide students to design self garments and demonstrate how to adapt the basic block patterns for the designed garments.</p> <p>Students to practise adapting specified patterns in class.</p> <p>NOTE: One basic block pattern can be adapted for different styles.</p>	<p>Class Exercise: Students to pair up and take their body measurements three times, find the average and use as their true measurement.</p> <p>Home Work:</p> <p>Students to complete work on drafting for evaluation.</p> <p>Project:</p> <p>Students to design different garments and use their block patterns to develop patterns, for blouse/shirts/skirt/straight dress, etc.</p>
Part of body	Std.	Ease	Total																													
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SECTION 5

FREEHAND CUTTING

General Objectives: The student will:

1. acquire skills in freehand cutting.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FREEHAND CUTTING	The student will be able to: 5.1.1 explain freehand cutting. 5.1.2 compare the advantages and disadvantages of freehand cutting with patterns.	<p>Freehand Cutting: - is a technique of using individual's body measurements to cut garments/articles directly on fabric. This cutting process is usually used by people with experience in garment cutting.</p> <p>Advantages of freehand cutting: - It is convenient - It is fast - It is easier to learn - No cost is involved, etc.</p> <p>Disadvantages of freehand cutting: The fabric can easily be spoilt if one is not skillful. It is difficult to cut complicated styles with the method. No record of used designs.</p>	<p>Guide students to discuss their observations of freehand cutting in local garment production workshops to bring out an explanation of the term.</p> <p>Assist students in a discussion to explain advantages and disadvantages of freehand cutting.</p>	<p>Oral Exercise:</p> <p>Students should explain the term freehand cutting.</p> <p>Class Exercise:</p> <p>Oral questions on the advantages and disadvantages of freehand cutting.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 MEASUREMENT TAKING AND CUTTING PROCEDURE	<p>The student will be able to:</p> <p>5.2.1 apply the freehand cutting process in cutting out.</p>	<p>Practical work on freehand cutting using the principles of drafting.</p>	<p>Let students review their measurements to ensure they are true or exact representation.</p> <ul style="list-style-type: none"> - they must make a sketch of garment to be cut out or made. - students to transfer their sketches unto plain paper (brown) using their own measurements. <p>Demonstrate how to cut a sleeveless top to students.</p> <p>Stress the need to add allowances for seams, fullness, hems, openings, shawl collars, etc. to body measurements when cutting.</p> <p>Supervise students to cut a similar top with the method, first using paper and do same on fabric.</p>	<p>Class Exercise:</p> <p>Students to complete work on freehand cutting for assessment.</p>

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SECTION 6

SEWING SUPPLIES, CUTTING OUT AND FITTING

General Objectives: The student will:

1. acquire skills in the use of patterns.
2. understand the different methods of assembling garments.
3. appreciate the need to ensure correct fit in garment construction.
4. appreciate the effective use of sewing supplies

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SEWING SUPPLIES	The student will be able to: 6.1.1 identify the different types of sewing supplies. 6.1.2 explain difficult-to-handle or special fabrics. 6.1.3 identify difficult-to-handle fabrics.	Types of sewing supplies: <ul style="list-style-type: none"> - Tools and equipment - Patterns - Fabric - Sewing Notions Difficult-to-handle fabrics or special fabrics: <ul style="list-style-type: none"> - Are fabrics that require special skills in cutting and sewing in order to produce good quality products? Examples of difficult-to-handle or special fabrics: <ul style="list-style-type: none"> - Plaids and checks - Stripes - Napped fabrics eg. Velvet, corduroy, sued - Slippery fabrics eg. Satin, chiffon - Stretch fabrics eg. lycra and some synthetic velvet - Sheer fabrics - Stony and sequin fabrics - Sprayed sticky fabrics eg. Moiré - One-way designed fabrics 	Recap lessons on tools and equipment and patterns. Students brainstorm to explain difficult-to-handle fabrics. Teacher to lead class to identify and list different types of fabrics that are difficult to handle.	Oral questions on cutting tools, measuring tools, making tools, etc. <u>Class Exercise</u> Students to list five different types of difficult to handle fabrics and give one example of fabric in each case.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>SEWING SUPPLIES</p>	<p>The student will be able to:</p> <p>6.1.4 explain why they are difficult to handle.</p>	<p>Reasons why they are difficult-to-handle:</p> <ul style="list-style-type: none"> • Plaids, checks, stripes <ul style="list-style-type: none"> - need to be matched at the joints in order to have a flow of the design/motifs in the articles • Napped fabrics: <ul style="list-style-type: none"> - the nap should flow in one direction towards the bottom in order not to disturb the sheen. • Slippery fabrics <ul style="list-style-type: none"> - need to be held in a stable position with drawing pins to stabilize fabric and pattern when cutting. • Stoned and sequin fabrics <ul style="list-style-type: none"> - Stones and hard sequin in the way of stitching should be removed before they can be stitched. • One-way design <ul style="list-style-type: none"> - The natural flow of the motifs in the fabric should be in the natural direction, etc. 	<p>Teacher to lead discussions on why some fabrics are difficult-to-handle.</p> <p>Display samples of some of the fabrics to enhance understanding.</p>	<p><u>Assignment</u></p> <p>Students to find out about other types of difficult-to-handle fabric and submit report for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	<p>The student will be able to:</p> <p>6.1.5 explain sewing notions.</p> <p>6.1.6 identify the types of sewing notions.</p>	<p>Sewing notions: Items other than tools and fabrics which are required to complete articles.</p> <p>Types of sewing notions:</p> <ul style="list-style-type: none"> - Threads: used for hand and machine stitching for both temporary and permanent stitches e.g. Basting (tacking) thread, stranded cotton, etc. - Fasteners e.g. Zippers, buttons, clasps, tapes, buckles, press studs, Velcro, Chinese buttons and frogs, etc. - Edge finishers – e.g. bindings, sequins, beads, laces, braids, feathers, ruffles, commercial collars, iron-on embroidery, etc. - For shaping – pads and bones - Underlyings – underlying fabrics e.g. Lining, interlining, interfacing, etc. 	<p>Brainstorm to explain what notions are Teacher to explain the general function of notions.</p> <p>Teacher to explain that notions, trimmings and embellishment are synonymous.</p> <p>Group discussions on the different types of notions.</p> <p>Teacher to add onto student's report.</p>	<p>Group reports in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>ESTIMATING QUANTITIES OF FABRIC FOR ARTICLES</p>	<p>The student will be able to:</p> <p>6.2.1 outline factors that determine quantities of fabric for articles.</p> <p>6.2.2 explain how the different widths affect amount of fabric required.</p> <p>6.2.3 explain how motifs/design in fabric affect amount of fabric required.</p> <p>6.2.4 explain how the size of the wearer and style of article affect fabric quantity.</p>	<p>Factors to consider:</p> <ul style="list-style-type: none"> - width of fabric - motifs/designs in fabric - size of wearer - style of article <p>Width of fabric:</p> <ul style="list-style-type: none"> - 56cm (28 inch) - 70 cm (30 inch) - 90 cm (36 inch) - 112 cm (45 inch) - 135 cm (54 inch) - 152 cm (60 inch) - 228 cm (90 inch) - 304 cm (120 inch) <p>Fabric motifs and designs:</p> <ul style="list-style-type: none"> - For one-ways designs, plaids, checks, strips, napped fabrics more fabric would be required to achieve desired effect - For plain and all over designs less fabric is required. <p>Size of wearer: A bigger sized, person will require more fabric and a small sized figure will require less fabric to make the same style.</p> <p>Style of article:</p> <ul style="list-style-type: none"> - Simple and plain styles require less fabric - More sophisticated styles require more fabric - Styles cut on the bias require more fabric 	<p>Assist lead students to discuss factors that determine the amount of fabric required for articles.</p> <p>Discuss the different widths of fabric available on the market with students.</p> <p>Show samples of the different widths to students.</p> <p>NOTE: For narrow widths more fabric would be required and less required for wider widths.</p> <p>Demonstrate using fabrics where possible to make things clearer.</p> <p>Students to brainstorm to explain the effect of size and style on the amount of fabric required for an article.</p> <p>Teacher to demonstrate how these factors determine amount of fabric required.</p>	<p>Class Work Students to list the factors that determine quantities of fabric.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PATTERN LAYING AND CUTTING	<p>The student will be able to:</p> <p>6.3.1 prepare and lay patterns correctly.</p> <p>6.3.2 pin patterns to fabrics correctly.</p> <p>6.3.3 cut patterns out smoothly.</p> <p>6.3.4 transfer pattern markings.</p>	<p>Preparation for pattern laying:</p> <ul style="list-style-type: none"> - Separation of pattern pieces - Straightening of fabric by graining or cutting off irregular edges. - Pressing <p>Rules for laying patterns:</p> <ul style="list-style-type: none"> - Lay large patterns first - Lay in such a way that pieces will be in one whole if possible <p>Correct Pinning of Patterns:</p> <ul style="list-style-type: none"> - Pin patterns at right angles to the edges. - Have enough pins in the work to lie flat. <p>Cutting out patterns: Cutting out must be done with:</p> <ul style="list-style-type: none"> - a sharp pair of shears or scissors - long even strokes at the straight edges - short even strokes on curves. <p>Transfer of pattern markings:</p> <p>Methods</p> <ul style="list-style-type: none"> - Tailors chalk, - Tailor's tacking, - Tailor's tacks, - Sewing with unthreaded sewing machine, - Dressmaker's carbon and tracing wheel, etc. 	<p>Discuss preparations for pattern laying with students.</p> <p>Teacher to demonstrate how to lay patterns on one-way as well as all over design fabrics to students.</p> <p>Stress that motifs in the fabric are considered in order to have them well aligned in the finished product.</p> <p>Guide students to practise how to lay different patterns first on paper and then on fabrics for their project work.</p> <p>Demonstrate how to pin on edges and at corners.</p> <p>Emphasize the need to pin firmly but not on cutting and stitching lines.</p> <p>Demonstrate how to cut on straight edges and curves to students.</p> <p>Stress the need to move round instead of shifting the fabric and the need to hold the fabric down instead of lifting it up.</p> <p>Demonstrate how to transfer pattern markings from patterns to the cut fabric pieces.</p> <p>Students to transfer pattern markings to their cut out pieces using one of the methods demonstrated.</p>	<p>Project Work: Using patterns and fabric of choice, students to lay out and cut their project garments.</p> <p>Class Test: On pattern laying and cutting.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 ASSEMBLING GARMENT	<p>The student will be able to:</p> <p>6.4.1 use both flat and round methods to assemble garments.</p> <p>6.4.2 describe the order of assembling garments.</p>	<p>Assembling Garments: Garments may be assembled with either the round or flat method.</p> <ul style="list-style-type: none"> - Flat methods are used for articles that are worn loose. - Round methods are used for articles that are close fitting. <p>Order of Assembling Garments:</p> <ul style="list-style-type: none"> - Arrange fullness i.e. making of darts, tucks, etc. - Openings in seams should be completely made before seams are joined. - Make seams, etc. 	<p>Demonstrate the round and flat methods of assembling garments.</p> <p>Guide students to use the methods to assemble their project garments.</p> <p>Teacher discusses the order of assembling garments with students and assists them to assemble their project work.</p>	<p>Class Exercise: Assess students' assembled garments.</p> <p>Oral Quiz: On order of assembling garments.</p>
UNIT 5 FITTING GARMENTS AND MAKING ADJUSTMENTS	<p>6.5.1 explain the importance of fitting in garment construction.</p> <p>6.5.2 correct mistakes on their garments as they sew.</p>	<p>Importance of Fitting:</p> <ul style="list-style-type: none"> - it prevents mistakes. - it ensures a good fit, - it ensures customer satisfaction, etc. <p>Fitting Process:</p> <ul style="list-style-type: none"> - Try each section after it has been tacked. - Alter when necessary 	<p>Teacher facilitates class discussion on the importance of fitting in garment construction.</p> <p>Discuss the fitting process in garment making with class.</p>	<p>Students to prepare fit and adjust their project garments to fit their figure types.</p>

SENIOR HIGH SCHOOL - YEAR 2

SECTION 7

CARE OF CLOTHING

General Objectives: The student will:

1. appreciate the need to maintain clothing to extend their life span.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CARE LABELS	The student will be able to: 7.1.1 explain the importance of caring for clothes. 7.1.2 analyse the importance of care Labels in the care of articles. 7.1.3 identify the information on care labels.	<p>Importance of Clothing Care: Keep clothes fresh, clean and comfortable. Extend wear, etc.</p> <p>Care labels: Care notes on pieces of fabric sewn onto the wrong side of articles.</p> <p>Information on care labels: Fibre content Laundering instructions Brand name Country of origin Ironing temperatures</p>	<p>Small group discussions on the importance of caring for clothes.</p> <p>Students brainstorm to explain care labels and analyse the importance of care labels in groups.</p> <p>Students to be put in smaller groups to examine care labels on articles and make a list of information found.</p>	<p>Class Exercise: Students write the importance of caring for clothes in their notebooks.</p> <p>Class Exercise: Students should list a number of care instructions on care labels and indicate their symbols in their exercise books for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>STAIN REMOVAL</p>	<p>The student will be able to:</p> <p>7.2.3 identify different kinds of stain reagents.</p>	<p>Stain Reagents:</p> <ul style="list-style-type: none"> • Solvents: e.g. kerosene, turpentine, methylated spirit, carbon tetrachloride, acetone, glycerine • Acids: e.g. lime and citric acid/lemon juice, vinegar (acetic acid), tomato juice, sour milk., oxalic acid solution, potassium oxalate (salt of lemon) • Bleaches: reducing bleaches e.g. household bleaches like parazone, Javel, - Oxidizing bleach: Hydrogen Peroxide, Milton, Sodium Perborate, Sodium Thiosulphite. - Natural bleach e.g. sunlight. <p>Alkali: washing soda, bicarbonate of soda, borax, ammonia.</p> <p>Biological reagents (enzyme or digester) e.g. powdered detergents.</p> <ul style="list-style-type: none"> - Others – cold water, blotting paper, French chalk, etc. 	<p>In groups, students discuss the various stain reagents and report for discussion.</p>	<p>Assignment: Students to find local stain removing agents in their community and report on them.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION						
	<p>The student will be able to:</p> <p>7.2. 4 outline the general rules for removing stains.</p> <p>7.2.5. remove stains using the different stain reagents.</p>	<p>General Rules for Removing Stains: Stains should be removed as soon as possible.</p> <p>Consider the fabric and type of stain before choosing a stain-reagent and method.</p> <p>Always try less harmful methods first.</p> <p>Removal of stains:</p> <table border="1" data-bbox="751 662 1152 1049"> <thead> <tr> <th data-bbox="751 662 905 688">Stain</th> <th data-bbox="905 662 1152 688">Treatment</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 688 905 906">Animal/ Protein eg. egg, milk</td> <td data-bbox="905 688 1152 906">Rinse with cold water. Soak for 30 minutes in cold salt water (2 teaspoon of common salt to 1 litre of water). Wash thoroughly.</td> </tr> <tr> <td data-bbox="751 906 905 1049">Blood</td> <td data-bbox="905 906 1152 1049">For fresh stain, soak in cold water. If stain is old, soak in enzyme detergent in warm water.</td> </tr> </tbody> </table>	Stain	Treatment	Animal/ Protein eg. egg, milk	Rinse with cold water. Soak for 30 minutes in cold salt water (2 teaspoon of common salt to 1 litre of water). Wash thoroughly.	Blood	For fresh stain, soak in cold water. If stain is old, soak in enzyme detergent in warm water.	<p>Guide class discussion on rules for removing stains.</p> <p>Teacher/Students bring to class articles with different stains to assist discussion.</p> <p>Experiments on Stains:</p> <ul style="list-style-type: none"> - Stain six pieces of white cotton fabric with the following: fruit, ink, tea, rust and blood stain. <p>Soak each stained piece of fabric in the following solutions for five minutes:</p> <ul style="list-style-type: none"> - Cold water - Boiling water - Borax solution (25gm To 500ml of hot water) - Salts of lemon solution (25gm To 500ml of boiling water) - Commercial bleach. <p>Teacher demonstrates how to remove specific type of stains.</p> <p>Students to remove stains from their articles following procedures used.</p>	<p>Students to write out the result of the experiments for assessment.</p> <p>Assess student's work.</p>
Stain	Treatment									
Animal/ Protein eg. egg, milk	Rinse with cold water. Soak for 30 minutes in cold salt water (2 teaspoon of common salt to 1 litre of water). Wash thoroughly.									
Blood	For fresh stain, soak in cold water. If stain is old, soak in enzyme detergent in warm water.									

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 LAUNDERING COTTON AND LINEN	<p>The student will be able to:</p> <p>7.3.1 describe the correct procedure for laundering white cotton and linen.</p> <p>7.3.2 explain the correct procedure for laundering coloured cotton and linen.</p>	<p>Procedure for laundering white cotton and linen:</p> <ul style="list-style-type: none"> - Sorting according to use and degree of dirt, e.g. table-linen, bed, personal clothes, etc. - Mending - Stain removal - Steeping - Washing and rinsing - Boiling - Rinsing and bluing/starching - Drying - Finishing- ironing/pressing and airing. <p>Procedure for laundering coloured cotton and linen:</p> <ul style="list-style-type: none"> - Sorting according to shades of colour and degree of dirt - Mending - Washing and rinsing - Bluing/starching where necessary - Drying - Ironing and airing - Storing 	<p>Teacher to explain and demonstrate the procedure for laundering white cotton and linen articles.</p> <p>Emphasize the importance of sorting, washing temperatures, boiling and other important details.</p> <p>Teacher should explain each step while demonstrating processes to students.</p> <p>Stress on sorting, washing temperature, boiling white cottons.</p> <ul style="list-style-type: none"> - the need to dry coloured articles in the shade to prevent sun bleaching and other important details. 	<p>Home Work: Students should write out procedures for laundering cotton and linen for assessment.</p>
UNIT 4 MAINTAINING WOOLLEN CLOTHES	<p>7.4.1 launder woollen clothes.</p>	<p>Laundering Woollen Clothes: Procedure - sorting, mending, marking, washing, pulling to shape, drying and finishing.</p> <ul style="list-style-type: none"> -Sort and mend where necessary. - Mark out the size on a flat surface. - Wash easy care or washable woollens in warm synthetic detergent solution very gently, by kneading and squeezing. - Rinse well in warm water of same temperature as washing water till free from detergent. 	<p>Teacher to demonstrate how to launder a woolen sweater to students and supervise them to do the same.</p> <p>Emphasize on steps to take to ensure dimensional stability.</p>	<p>Assess students work and comment.</p> <p>Class Exercise: Students to list procedures for washing woollen clothes in their note books.</p> <p>Oral Quiz on the laundering of woollen clothes.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>DRY-CLEANING AND HOME-SPONGING</p>	<p>The student will be able to:</p> <p>7.5.1 explain the terms dry-cleaning and sponging.</p> <p>7.5.2 describe how dry cleaning is carried out.</p>	<ul style="list-style-type: none"> - Wrap item in a towel and press the water out. - Pull the article to fit the outline made and dry flat or by the thickest parts in an airy, shady, warm and dry area. - Ironing temperature should be warm and pressing cloth should be used to iron the article. (very little ironing is required) - Iron woven wool while the item is slightly damp with a pressing cloth. - Dry woven woollens should be moistened and pressed with a pressing cloth. <p>Dry-Cleaning: It is a process of cleaning without using water, by using very little water, or by using solvent. The method is used to clean articles that cannot be washed e.g. woolen suits and other fabrics which shrink or whose colours bleed.</p> <p>Sponging: Is a type of dry cleaning done at home where a small hand vacuum cleaner is used on thick garments, or brush, sponge or small towel is used with warm detergent solution to clean the articles?</p> <p>How to Dry-clean: Dry cleaning can be done commercially or at home.</p> <p>Commercial dry cleaning entails the use of solvents, whereas at home dry cleaning involves brushing, dusting and sponging.</p>	<p>Teacher facilitates class discussion on the types of dry cleaning and discusses situations that demand dry cleaning.</p> <p>Guide students to dry clean selected articles.</p> <p>Stress that they should use detergent solution for the cleaning.</p>	<p>Class Exercise: Students to explain why the woollen sweater should be wrapped in towel before pressing out water.</p> <p>Class Exercise: Students to describe three different methods of dry cleaning for assessment.</p> <p>Students to display and assess their work.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6</p> <p>STORING AND PACKING CLOTHES</p>	<p>The student will be able to:</p> <p>7.6.1 explain the importance of proper storage of clothing.</p> <p>7.6.2 identify storage facilities for different items of clothing.</p> <p>7.6.3 examine guidelines for storing different items of clothing.</p>	<p>Importance of storage:</p> <p>for clothing to:</p> <ul style="list-style-type: none"> - look clean/fresh - last long - hang well - be easily accessible, etc. <p>Storage facilities for clothing:</p> <ul style="list-style-type: none"> - Wardrobes or cardboards - Racks - Open shelves - Chest of drawers - Baskets - Trolley - Boxes - Garment bags, etc. <p>Guidelines for clothing storage:</p> <ul style="list-style-type: none"> - Store clothing in clean places only. - Ensure that the item is in good condition before storage. - Select suitable method for storage. - Make maximum use of space, etc. 	<p>Students brainstorm to explain the importance of proper storage of clothing.</p> <p>Using pictures/diagrams or real objects; discuss storage facilities available for the various clothing items.</p> <p>Students to brainstorm to discuss the guidelines for clothing storage.</p> <p>Stress on the need to store natural fabrics in airy places and occasional airing of clothing stored in enclosed places.</p>	<p>Oral Exercise: Students to recall the importance of proper storage.</p> <p>Oral Exercise: Students mention storage facilities in their homes and indicate items stored in those places.</p> <p>Class Exercise: Students should explain three guidelines for clothing storage.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) STORING AND PACKING CLOTHES	<p>The student will be able to:</p> <p>7.6.4 outline the objectives for packing when travelling.</p> <p>7.6.5 pack for a trip.</p>	<p>Objectives for Packing:</p> <ul style="list-style-type: none"> - Make clothing easily accessible - Prevent wrinkling - Protect clothing, etc. <p>Packing procedures:</p> <ul style="list-style-type: none"> - Clean packing case - pack hosiery into shoes to maintain their shape and save space - Cover shoes with mittens to prevent scratching - Roll lingerie and put in polythene bags - Place belts along the sides of the packing case - Fold nighties /pyjamas and roll and tuck into the sides - Fold garments with tissue paper or manila card, and slip into pillow cases to keep them stable - Pack cosmetics into small plastic bags - Pack jewelry into small containers 	<p>Discuss with students the objectives for proper packing for travelling.</p> <p>Discuss packing procedures with students and emphasize methods to eliminate wrinkles, protect items, maximize the use of space and facilitate accessibility.</p> <p>Demonstrate how to pack to achieve the set objectives.</p> <p>Supervise students to do the same.</p> <p>Alternative methods that yield good results may be taught.</p>	<p>Oral Exercise: Students to recall the objectives of packing.</p> <p>Class Exercise: Evaluate and assess students' packed clothing.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 1 REPAIR AND CUSTOMIZING

General Objectives: The student will:

1. acquire knowledge and skills in mending, renovation and remodeling.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MENDING	The student will be able to: 1.1.1 explain the term mending. 1.1.2 outline reasons for mending. 1.1.3 describe the different ways of mending. 1.1.4 mend articles.	Mending: - is the process of repairing/lighten damages on articles. Reasons for mending: - To extend the life span of articles. - For decency. - To prevent accidents, etc. Methods of mending: - Patching - Darning or reweaving - Re-stitching - Replacing fastenings - Re-fixing - Use of iron-on fabrics/iron-on Appliqué - Use of fabric glue Practical Work on Mending: - Patching by machine - Darning by hand and machine.	Students brainstorm to explain mending. Class discussion on reasons for mending. Stress that repairs should be done as soon as they are noticed to keep articles in wearable condition. Teacher to show samples of mended articles and discuss the various methods of mending with students. Teacher demonstrates the making of calico patch and machine darning for students to practise.	Class Exercise: Students should explain the importance of mending in their exercise books for assessment. Oral Exercise: Students should list the methods of mending. Assess students' work.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>CUSTOMIZING-RENOVATION AND REMODELLING</p>	<p>The student will be able to:</p> <p>1.2.1 explain the term customizing.</p> <p>1.2.2 explain reasons for renovation and remodelling.</p> <p>1.2.3 describe the different ways of renovating and remodelling of articles.</p> <p>1.2.4 make new articles out of existing ones.</p>	<p>Customizing: is renovating or remodeling clothing items to suit the individual.</p> <p>Renovation: Renewing the appearance of clothing. This is done for fit, to up-date wardrobe, for fashion and to prevent waste.</p> <p>Remodelling:</p> <ul style="list-style-type: none"> - Making an article out of an existing one. <p>Reasons for renovation and remodeling:</p> <ul style="list-style-type: none"> - Exhibit creativity. - Update wardrobe. - Helps to be abreast with the Trends of fashion. <p>Ways of Renovating:</p> <ul style="list-style-type: none"> - Reducing and increasing sizes or measurements. - Re-dyeing - Changing small sections such as sleeve, collar, hem, etc. <p>Ways of Remodelling:</p> <ul style="list-style-type: none"> - Making articles for different uses from existing ones, eg. a boy's shirt from a man's shirt or cushions from curtains. - Making articles of different designs from an existing one, eg. a blouse from a woman's covercloth, etc. <p>Practical Work on Remodelling:</p> <p>Suggested Articles:</p> <ul style="list-style-type: none"> - School bags, toys, chair backs, bath and toilet mats and rugs, etc. 	<p>Teacher shows samples of renovated articles to students to observe and guide them to differentiate between renovation and remodeling.</p> <p>Guide students to explain the reasons for renovating and remodelling of articles.</p> <p>Teacher to discuss the various ways of renovating articles with class.</p> <p>Teacher to guide students to remodel articles.</p>	<p>Class Exercise: Students to explain renovation and remodelling with two examples each in their exercise books.</p> <p>Oral Exercise: On the reasons for renovating and remodelling.</p> <p>Oral Exercises: On ways of renovating and remodelling.</p> <p>Project Work: Students to appreciate and evaluate products.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 2

CREATIVE FABRIC CRAFTS

General Objectives: The student will:

1. appreciate the creative use of fabrics for craft work.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CREATIVE USE OF FABRIC	<p>The student will be able to:</p> <p>2.1.1 explain the importance of using fabrics creatively.</p> <p>2.1.2 differentiate between patchwork and applique.</p> <p>2.1.3 demonstrate skills in making patchwork and applique.</p>	<p>Importance of Creative Use of Fabrics:</p> <ul style="list-style-type: none"> - Prevent waste of fabric scraps - Develop creative skills - Marketable skills, etc. <p>Differences between patchwork and appliqué:</p> <ul style="list-style-type: none"> - Patch work- pieces of fabrics joined together to make an article. - Appliqué- pieces of fabric applied onto other fabrics for mending and or decoration <p>Practical work: Making patch work and appliqué:</p> <ul style="list-style-type: none"> - Place mat - Jewelry box - Tote bag, etc. 	<p>Teacher to discuss with students the importance of fabric craft.</p> <p>Assist students to differentiate between patch work and appliqué.</p> <p>Teacher demonstrates the making of patchwork and applique.</p>	<p>Homework:</p> <p>Students to look for more information on the creative use of fabrics from various sources including the internet..</p> <p>Class Exercise:</p> <p>Students to write out the differences between patchwork and appliqué.</p> <p>Project: Students to make patch work and applique items for assessment and exhibition.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 3

CONSUMER EDUCATION

General Objectives: The student will:

1. become an efficient consumer of clothing and textile goods and services.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONSUMER BASICS IN CLOTHING AND TEXTILES ACQUISITION	The student will be able to: 3.1.1 explain the term consumer. 3.1.2 make wise purchases of clothing.	<p>The Consumer:- A person who buys and/or uses goods and services.</p> <p>Wise purchasing entails the use of principles of shopping.</p> <p>Principles of shopping include:</p> <ul style="list-style-type: none"> - Looking for sales that are real. - Avoiding impulse buying. - Examining critically what is to be purchased for good quality. - Comparing prices and services. - Studying labels and tags on merchandize. - Buying from sources that you trust, etc. 	<p>Students to brainstorm on the meaning of a consumer.</p> <p>Review lesson on Consumer Education in Management-in-living.</p> <p>Assist students to discuss principles of shopping for clothing.</p>	<p>Class Exercise: Students to write out the principles of shopping in their notebooks.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	<p>The student will be able to:</p> <p>3.1.3 identify sources of clothing and textiles products.</p>	<p>Sources of Clothing/Textiles items:</p> <p>1. Markets: offer products of different qualities and wide variety of price ranges are available. - Bargaining also takes place.</p> <p>2. Departmental Stores/Malls/ Boutiques: - have good quality services and products. - Some offer services such as delivery, gift wrapping, bridal consulting, interior decorating, wardrobe planning and sales.</p> <p>3. Factory Outlet Stores: Operated by manufacturers. - Prices are lower because you buy directly from the manufacturer. - Items for sale come directly from the factory. They sometimes offer discount.</p> <p>4. Street/workplace hawkers: - Offer limited range of products. - May offer credit sales. - Bargaining takes place.</p>	<p>Students to discuss marketing centres in their communities and their merits and demerits.</p>	<p>Class Exercise: Students to write down three popular shopping centres where they can shop for clothes and other textiles products and explain why they are popular.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) CONSUMER BASICS IN CLOTHING AND TEXTILES ACQUISITION	<p>The student will be able to:</p> <p>3.1.4 shop wisely for clothing and textiles products.</p> <p>3.1.5 identify guidelines to follow when shopping for clothes.</p>	<p>How to shop:</p> <ul style="list-style-type: none"> - Practice comparison shopping - Check and read tags and labels. - Be sure care instructions are provided. - Avoid impulse buying. - Purchase in bulk where necessary to reduce cost. - Shop during sales if possible, etc. <p>Guidelines for shopping for clothes:</p> <ul style="list-style-type: none"> - Plan what to buy based on wardrobe inventory. - Make a list of clothes/accessories required. - Decide how much money you have to spend. - Prioritize your list to know which items are needed most. - Buy only what you need. - It is good to make choices of items you wear more often. - Take your wardrobe plan/ shopping list with you. - Compare prices. - Consider fit before buying. - Buy the best you can afford, etc. 	<p>Class discussion on how to shop wisely.</p> <p>Students to make a list of items they purchased on impulse. They should put a check beside the items which turned out to be "good buys".</p> <p>Students to discuss why they were good buys.</p> <p>Discuss guidelines for shopping for clothes with students.</p> <p>Let them analyse each of the outlined guidelines, explaining why they are important.</p>	<p>Class Exercise Students to write down four guidelines on how to shop. Exercise to be assessed.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 4 ENTREPRENEURSHIP

General Objectives: The student will:

1. develop skills in setting up and managing a clothing and Textiles enterprise.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SETTING UP AND MANAGING A CLOTHING AND TEXTILES ENTERPRISE	<p>The student will be able to:</p> <p>4.1.1 explain the terms entrepreneur, entrepreneurship and enterprise.</p> <p>4.1.2 identify the advantages and disadvantages of being an entrepreneur.</p> <p>4.1.3 describe the characteristics of an entrepreneur</p>	<p>Entrepreneur: - A person who sets up and manages a business.</p> <p>Entrepreneurship: - A process of establishing and managing a business.</p> <p>Enterprise: - A business set up in a specific area of work which is run privately.</p> <p>Advantages:</p> <ul style="list-style-type: none"> - You are your own boss. - You make your own decisions, rules and business policies. - You can be as creative as you want in trying out new ideas - You have flexible time use, etc. <p>Disadvantages:</p> <ul style="list-style-type: none"> - You assume all risks and responsibilities. - You bear the blame for wrong management decisions alone, etc. <p>Characteristics</p> <ul style="list-style-type: none"> - hardworking - seeks information - possesses high level of confidence - independent minded - risk taker - seeks opportunities, etc. 	<p>Students to brainstorm to explain the terms. Teacher to emphasize that entrepreneurship can be a challenging and rewarding experience.</p> <p>Guide students to:</p> <ul style="list-style-type: none"> - review lessons on entrepreneurship in Management-In-Living. <p>Discuss the advantages and disadvantages of being a clothing and textiles entrepreneur.</p> <p>Stress that well managed business really pays well.</p> <p>Discuss the characteristics of an entrepreneur.</p>	<p>Class Exercise: Students to write and explain the terms in their notebook.</p> <p>Class Exercise: Students to discuss two each of advantages and disadvantages of becoming an entrepreneur.</p> <p>Students to interview a successful entrepreneur and report in class on what led to their successes.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>SETTING UP AND MANAGING A CLOTHING AND TEXTILES ENTERPRISE</p>	<p>The student will be able to:</p> <p>4.1.4 set up and manage a Clothing and Textile enterprise.</p> <p>4.1.5 explain the requirements for a Clothing and Textiles enterprise.</p> <p>4.1.6 describe factors that promote the success of a clothing and textiles enterprise.</p> <p>4.1.7 identify some clothing and textiles enterprises.</p>	<p>Setting up an Enterprise</p> <ul style="list-style-type: none"> - choose the right business idea - research the market - develop a business plan <p>Requirements:</p> <ul style="list-style-type: none"> - Knowledge and skills in clothing and textiles. - Managerial and management skills. - Infrastructure and equipment. - sources of finance <p>- need to contact institutions that offer assistance to prospective entrepreneurs, e.g. NBSSI, EMPRETEC, BAC, etc.</p> <p>Factors contributing to success of an enterprise:</p> <ul style="list-style-type: none"> - Hard work and commitment - Start-up capital (Ability to enhance capital) - Equipment and space. - effective costing/pricing of products - Marketability of the product - Observance of appropriate work ethics. - Quality of workmanship - Honesty and reliability <p>Clothing and Textiles Enterprises:</p> <ul style="list-style-type: none"> - Tailoring/dressmaking - Small scale fabric production (i.e. Tie Dye, Batik) - Retailing garments - Retailing haberdashery - Itinerant sewing, etc. 	<p>Put students into groups and let them discuss and report on how to set up a sewing enterprise.</p> <p>Students to brainstorm to come out with the requirements for a clothing and textiles entrepreneur.</p> <p>Students to brainstorm to identify the factors that can promote the success of a clothing enterprise. Discuss students' responses. Teacher points out that the opposite will lead to failure of an enterprise.</p> <p>Assist students to discuss some clothing and textiles enterprises.</p>	<p>Project Students to make a business plan in groups and discuss in class.</p> <p>Class Assignment: Students to explain requirements for clothing and textiles entrepreneur in their exercise books for assessment.</p> <p>Oral Quiz: On factors contributing to success of a Clothing and Textiles enterprise.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>SETTING UP AND MANAGING A CLOTHING AND TEXTILES ENTERPRISE</p>	<p>The student will be able to:</p> <p>4.1.8 identify the characteristics required for careers in clothing and textiles.</p>	<p>Characteristics required in clothing and textiles careers.</p> <ul style="list-style-type: none"> - accuracy and precision - ability to exhibit creativity in clothing design and offer technical advice. - ability to remain calm when under pressure - have the requisite skills - ability to show enthusiasm in the work - ability to exhibit good inter-personal relationship with staff and clients 	<p>Students brainstorm to come out with characteristics required for clothing and textile careers.</p> <p>NOTE: Emphasize that clients appreciate efficient and courteous services as well as respect for clients choice of designs.</p> <p>Discuss with students the local institutions that offer training and technical assistance towards careers in clothing and textiles.</p> <p>Invite a clothing and textile professional to talk out about the most interesting of his or her job, the training and experiences needed the major responsibilities, the least interesting aspect and opportunities for new entrants.</p>	<p>List four interest and skills useful for a career in clothing and textiles.</p> <p>Student to find out job openings in clothing and textiles in their locality.</p>

SENIOR HIGH SCHOOL - YEAR 3

SECTION 5

EXHIBITION AND FASHION SHOW

General Objectives: The student will:

1. develop publicity techniques for clothing promotion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ORGANIZING A CLOTHING AND TEXTILES EXHIBITION	The student will be able to: 5.1.1 explain exhibition and its purpose.	<p>Exhibition:</p> <ul style="list-style-type: none"> - is a public display of products and it makes consumers aware of available products. <p>Types of Exhibition:</p> <ul style="list-style-type: none"> - Specialized Exhibition - General Exhibition <p>Specialized Exhibition: Concentrate on specific products e.g. bridal wear alone or batik shirts alone.</p> <p>General Exhibition: Any clothing product such as slippers, shorts and trousers, skirts, hats, etc. can be exhibited.</p> <p>Purpose of Clothing and Textiles exhibition:</p> <ul style="list-style-type: none"> - To publicize students work - Publicize students' skills and creative abilities - Attract more students to offer the subject - Assess instructors 	Guide students to: Brainstorm on the meaning and purpose of an exhibition. Discuss the different types of exhibition and the purposes for which each is held.	Students to answer oral questions on exhibition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) ORGANIZING A CLOTHING AND TEXTILES EXHIBITION	<p>The student will be able to:</p> <p>5.1.2 plan a clothing and textiles exhibition.</p> <p>5.1.3 mount an exhibition.</p>	<p>Points to consider in planning:</p> <ul style="list-style-type: none"> - Type of exhibition - What to exhibit - Where to exhibit - Cost involved - Publicity - Expected number of guests/visitors - Duration - General layout or space arrangements - Security - Theme for the exhibition <p>Mounting an Exhibition:</p> <p>Points to consider:</p> <ul style="list-style-type: none"> - Colour scheme - Effective lighting and ventilation - Size, weight and height of exhibits, etc. - Decorations, e.g., ribbons, etc. - Centre of attraction - Background music. 	<p>Assist students to discuss the stages involved in the planning of a clothing and textiles exhibition.</p> <p>Assist students to plan a mock exhibition in small groups.</p> <p>Note: Specific tasks should be assigned to each group.</p> <p>Guide students to:</p> <p>Discuss various methods of mounting/displaying clothing and textiles exhibit, mount an exhibition of their course products.</p>	<p>Assess Students' work.</p> <p>Oral quiz on points to consider in mounting an exhibition.</p>
UNIT 2 MODELLING AND FASHION SHOW	<p>5.2.1 explain modelling and fashion show.</p>	<p>Modelling and Fashion Show:</p> <ul style="list-style-type: none"> - Modelling: live presentations of dress design and suggested use to prospective clients. - Fashion Show: a special event that communicates a clothing trend story, value and quality message to prospective customers. - It is a sales promotion activity which usually advertises the designer. 	<p>Students to brainstorm to explain the terms modelling and fashion show.</p> <p>Discuss the terms with students making them explain in their own ways.</p>	<p>Students write the meaning of modelling and fashion show in their notebooks.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) MODELLING AND FASHION SHOW	<p>The student will be able to:</p> <p>5.2.2 explain the purposes of modelling and fashion show.</p> <p>5.2.3 outline the basic requirements for modelling.</p> <p>5.2.4 describe the types of fashion shows.</p>	<p>Purpose of Modelling/Fashion Show:</p> <ul style="list-style-type: none"> - Enhance designer's image - Attract customers - Encourage multiple sales by showing apparel together with accessories - To attract specific customers <p>Requirements of a model:</p> <ul style="list-style-type: none"> - Self confidence - Good posture - Basic modelling skills - Unique figure - Pleasant disposition, etc. <p>Types of Fashion shows:</p> <ul style="list-style-type: none"> - Formal Fashion Show: more involving and expensive. Clothes are generally grouped according to style, colour and other visual criteria. <p>Models and music are selected to complement the clothes and set the mood for the theme.</p> <p>It involves bookings for models arranging for a cat walk, scenery, lighting, microphones music, seating and assistants.</p>	<p>In small groups students discuss the purpose of modelling and fashion shows and report in class.</p> <p>Teacher to discuss reports with students and assist them to summarize.</p> <p>Guide students to brainstorm the requirements of a model.</p> <p>Assist students to discuss each requirement and its contributions to modelling.</p> <p>Class discussion on the different types of fashion shows</p> <p>Encourage students to discuss fashion shows that they have witnessed, (physically or in films). Show a clip on fashion show where possible.</p>	<p>Assess students' report.</p> <p>Class Exercises: Students to discuss the qualities of a model in their notebooks.</p> <p>Oral Quiz on types of fashion shows.</p>

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SUGGESTIONS FOR EFFECTIVE IMPLEMENTATION OF THE
HOME ECONOMICS SYLLABUS

- All Vocational and Technical programmes need resources for proper implementation otherwise it will be taught theoretically and will not benefit the students and the objectives would not be achieved. It is suggested that all schools should have a stock of minimum equipment to be able to implement the syllabus. Students should also be encouraged to own some small tools to help them.
- It may not be possible for the Ministry to provide each school with the minimum essential resources. It is therefore suggested that the Ministry should create some Home Economics centres well equipped with the minimum equipment where a Cluster of Schools can use for practical lessons and examination. This should be a “must have” especially for the rural and new schools.
- The practical course work which has not been assessed externally in the past should be assessed to form part of the school-based assessment. The examiner for the practical examination would also assess them. This is to ensure that teachers and students take the practicals seriously and prepare well for the practical examination.
- Drafting is not being well taught. To change the situation, it is suggested that candidates be given the sketch of the examination piece a week before to draft or cut free hand the patterns required. This is similar to the foods practicals.
- In the teaching of clothing and textiles teachers should be encouraged to use sketches to illustrate processes so that the students will also see the need to study and use sketches.

SUGGESTED MINIMUM EQUIPMENT FOR CLOTHING AND TEXTILES

1.	A clothing laboratory with store
2.	Sewing machines at least 1 to 4 students
3.	Large working tables 1 to 2 students
4.	Good cutting shears
5.	Metre rule
6.	Ironing board/Ironing table
7.	Pressing iron
8.	Good tape measure
9.	Brown papers for drafting
10.	Dressmaker's pins
11.	Grey baft/polyester cotton/calico for specimens
12.	Paper cutting scissors
13.	Tailor's chalk
14.	Tracing wheel
15.	Thimbles
16.	Full length mirror
17.	Stiletto
18.	Stitch ripper
19.	Dressmaker's carbon
20.	Hand sewing needles
21.	Machine needle
22.	Bobbins and bobbin cases
23.	Dress forms
24.	Cupboard

STUDENTS SHOULD HAVE THE FOLLOWING TOOLS

1.	Paper cutting scissors
2.	Thimbles
3.	Tape measure
4.	Brown paper
5.	Grey baft/Polyester cotton
6.	Fashion fabrics for project works
7.	Needles
8.	Tracing wheel
9.	Tailor's chalk
10.	Dressmaker's pencils
11.	French curves
12.	Dressmaker's shears
13.	Scraps of fabrics
*	<i>Clothing and Textiles for S.H.S.</i>
*	<i>Basic Needlework</i>