



Home Economics Education Curriculum Guide Grade 7 Units of Work

Ministry of Education, Jamaica

GRADE 7 PROJECT

RESOURCE AND TECHNOLOGY

FAMILY and CONSUMER

MANAGEMENT

Aim:

The study of Resource and technology should enable students to become:

- Critical thinkers and problem solvers
- Confident, responsible and productive citizens
- Adaptable to changes in the world around them
- Aware of a range of future focused career options

OVERVIEW OF GRADE 7 SUBJECT CONTENT

SUBJECT	TERM 1	TERM 2	TERM 3
<p>Family and Consumer Management</p>	<p>The Healthy Way: Design Process Food groups Food Nutrients Kitchen Tools and Equipment Weights and Measures Hygiene - Kitchen hygiene - Personal hygiene Kitchen Safety Menu Writing Menu Planning- Breakfast Planning</p>	<p>Fibre and Fabric: Define terms related to fabrics Diagram the relationship between fibres yarns and fabrics Classification of natural fibres Identification of fibre Sewing Tools and Equipment - Classification of sewing tools and equipment - Uses and care of sewing tools and equipment Basic Stitches Classify Basic stitches Construct various basic stitches The Sewing Machine Use and care Methods of applying simple Surface Designing - Embroidery , Appliqué, Painting, Printing, beading - surface designs available for embellishing sewing projects Career opportunities in Textile Industry</p>	<p>The Family and the Community: Definition of the family Characteristics of a healthy family. Types of family seen in the Caribbean and other cultures Roles and Functions Family and Community Resources Goals and Values Definition of goals and attitude Types of Goals Goal setting Definition of Values Sources of Values Formation of Values Decision Making Steps in the decision making process Using the decision making process to make decisions Communication Methods of communicating Barriers to effective communication Use of technology for communication Conflict Resolution Career Awareness Careers in Home Economics Requirements for potential careers</p>

STANDARDS FOR GRADE 7

The Attainment Targets

There are **Four (4) Strands** and key **Attainment Targets (AT)** within this Unit.

Creativity and Innovation	Explore Methods and Procedures	Apply Solutions	Career Awareness
<p>AT1</p> <p>Through a project based approach students will be able to apply creativity and innovation in the solution of problems.</p>	<p>AT2</p> <p>Through a project based approach students will be able to explore Methods and procedures in solving problems.</p>	<p>AT3</p> <p>Through a project based approach students will be able to apply appropriate strategies in finding solutions to identified needs.</p>	<p>AT4</p> <p>Through a project based approach students will develop an awareness of a range career pathways.</p>

Creativity and Innovation	Explore Methods and Procedures	Apply Solutions	Career Awareness
<p>AT1</p> <p>Explore a range of problem solving contexts and develop ideas for solutions utilizing new technologies</p>	<p>AT2</p> <p>Operate tools and equipment with increasing competency and appropriate safety and hygiene considerations</p>	<p>AT3</p> <p>Use the design process in planning the execution of solution for and identified problem.</p>	<p>AT4</p> <p>Build skills relevant to the world of work and the areas of occupational interest</p>

Range and Content

The Design Process

Food groups

Food Nutrients

Kitchen Tools and Equipment

Weights and Measures

Hygiene

- Kitchen hygiene
- Personal hygiene

Kitchen Safety

Menu Writing

Meal Planning- Breakfast Planning

GUIDANCE FOR THE TEACHER

Definition of resources

A resource is anything that can be used to produce or create things, to get things done and sustain or improve life.

Examples: fuel, money, tools, equipment, time

Classification of resources

- **Human resources:** a human resource is the physical and mental effort used to produce goods and services. This term also refers to the worker themselves who provide the labour.
- **Non-human resources:** a non-human resource can be anything that is used to satisfy a need or to create wealth.
- **Natural resources:** natural resources occur naturally in the environment.

Definition of technology

Technology is the technical means by which people used tools, materials and knowledge to accomplish a task- and make life easier.

Types of technology

- **Simple technology:** an ordinary and usually a cheap way of getting things done e.g. mixing a cake with a wooden spoon.
- **Advanced technology:** a more efficient way of getting things done, often to a higher standard e.g. mixing a cake with a mixer.

The Design process

Step 1- Identifying needs or problems

Before attempting to design a solution, students should have a clear understanding of the problem or need. The following questions can be used as a guide:

1. What is the problem or need?
2. How can the problem be solved or the need met?
3. Who will benefit from the solution

The design brief- is a short statement of the problem. It also states what will be designed or produced in order to achieve a practical solution. It may include a description of how technology and resources will be used to arrive at a solution. The design brief may be a short statement such as “Design a breakfast programme for your school to reduce the number of students who do not eat breakfast.”

Step 2- Considering resources and possible solutions

Resources may include those in the natural environment. The following should be considered;

Quality of the resources,

The cost of the materials,

The availability of the resources

The suitability of the resources

The design specification is a detailed description that provides a more complete picture of what the design must achieve. The following questions can be asked;

What will it look like?

What material is suitable?

What size shall it be?

Step 3 - Planning the solution

Students are expected to make a plan to show how they will provide the solution. This can be done by showing the process- step by step procedure. It can also be done by showing the product as such the specification of the product and a drawing would be shown for example the pocket size weights and measures conversion table.

Step 4 - Making the product/ providing the solution

Item / article is made according to plan. Related tools and materials will be needed and the relevant skills applied.

Step 5 - Evaluate against the original need or problem

Evaluation should consider the following;

Find if the product meets the need or solve the problem

Testing of article/product against specifications

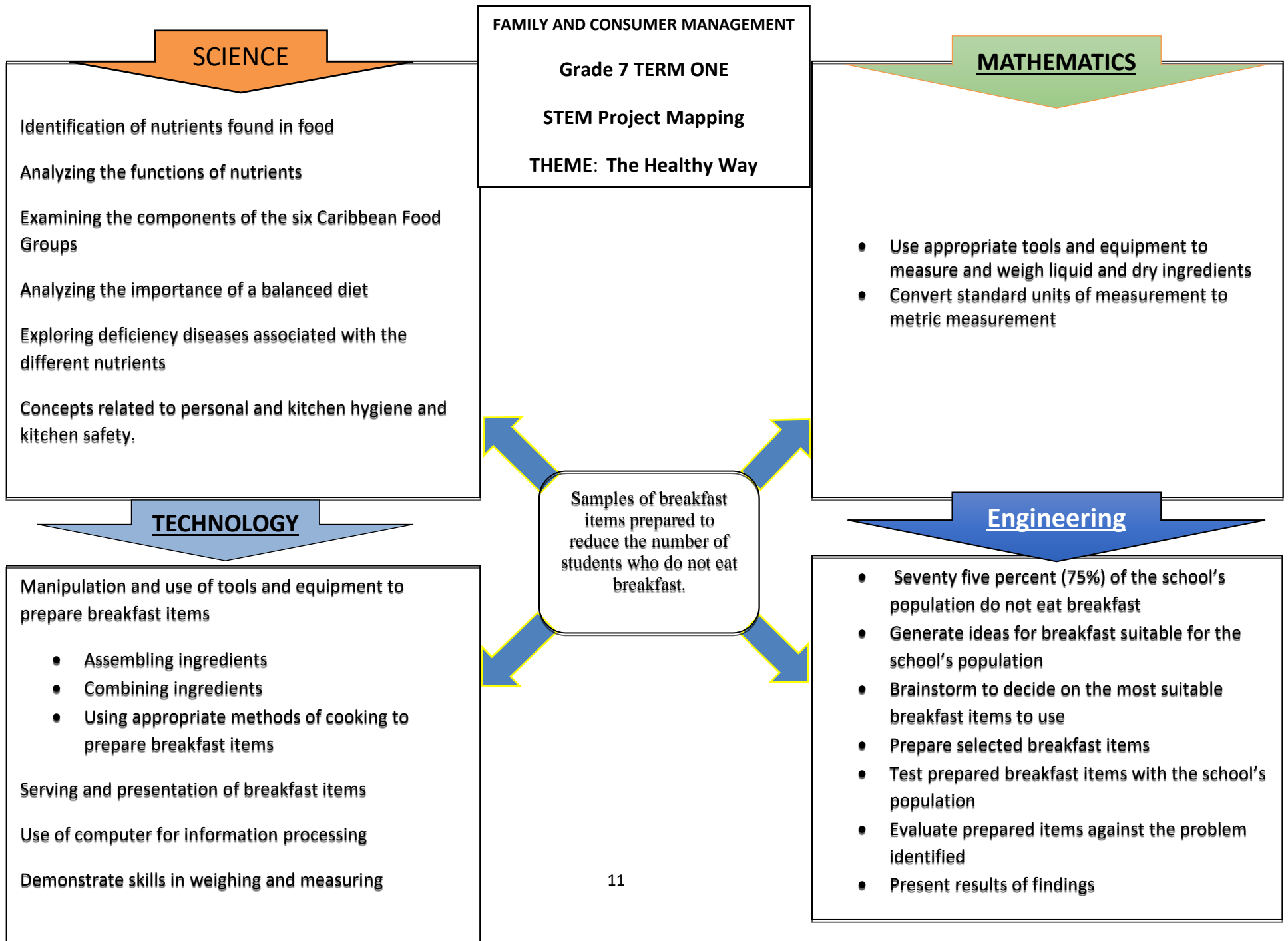
Discuss the product with peers and teacher

Make modifications to the finished product based on critique

About the Project

In this Unit students will learn about the importance of eating a healthy breakfast. They will use the design process to design a breakfast programme for their school to reduce the number of students who do not eat breakfast. The students will be given opportunity to explore various technologies in order to design, develop and make educational and supporting materials to reinforce concepts that are important for achieving the desired outcome.

The Healthy Way



Prior Learning

Check that students can identify with the importance of eating healthy

PROJECT GRADE 7 TERM ONE

PROJECT TITLE: The Healthy Way

Attainment Targets:

Attainment Target 1-- Through a project based approach students will be able to explore a range of problem solving contexts and develop ideas for solutions utilizing new technologies

Attainment Target 2- Through a project based approach students should be able to operate tools and equipment with increasing competency and appropriate safety and hygiene considerations.

Attainment Target 3-Through a project based approach students will be able to use the design process in planning the execution of solution for an identified problem.

Attainment Target 4- Through a project based approach students will be able to build skills relevant to the world of work in food preparation

ICT Attainment Target(s):

Communication and Collaboration - Use technology to communicate ideas, information and understandings for a variety of purposes

Designing and Producing – Use technology to design and produce multimedia products to demonstrate their creative thinking.

Research, critical thinking and decision making- Use technology to develop a logical process for decision making and problem solving

Digital Citizenship - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Objectives:

- Classify foods into the six food groups used for meal planning in the Caribbean
- Explore the nutrients and their functions in the body
- Examine the principles in menu planning
- Demonstrate and practice good personal and kitchen hygiene
- Observe safety procedures in the kitchen
- Demonstrate competence in selecting, using and maintaining kitchen tools and equipment.
- Utilize weights and measures to demonstrate proper scaling and measurement techniques
- Plan and prepare a variety of breakfast menus
- Apply menu planning principles to design a breakfast programme
- Determine the roles and functions of individuals engage in the food industry

Science Attainment Target: Students should learn practically about the structures and functions of the major organs and systems in living things and the scientific basis of how life is maintained and perpetuated. They should also learn the scientific basis of how to maintain health and well being.

Mathematics Attainment Target: Use the correct units, tools and attributes to estimate, compare and carry out the process of measurement to given degree of accuracy.

Technology Standards: Students will develop the abilities to apply the design process

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Strand 1: Creativity and Innovation Weeks 1 and 2 Students will: Read the scenario below and use the practical problem solving approach to arrive at a solution to the problem cited.</p> <p>Scenario At the last P.T.A. meeting held at your school, the Principal shared with the parents that there has been a nutrition related concern among students. He further indicated that students were not alert, listless, and aggressive and had short attention span. Teachers observed that this occurred during the morning session. Subsequently, a survey was conducted by the Guidance Department and the findings revealed that 75% of the school’s student population do not eat breakfast.</p> <p><u>Context:</u></p> <ul style="list-style-type: none"> • What constitutes a balanced breakfast? • What foods are available for breakfast? <p><u>Valued-ends:</u></p> <ul style="list-style-type: none"> • How important is eating a balanced breakfast? • Why aren’t students eating healthy breakfast <p><u>Means:</u></p> <ul style="list-style-type: none"> • What changes need to be made to the morning routine to ensure that a balanced breakfast is eaten? • What foods need to be included in order to build a balanced breakfast? <p><u>Consequences:</u></p> <ul style="list-style-type: none"> • What if all students could access breakfast at school or on the go? <p><u>Reasoned Judgment:</u></p> <ul style="list-style-type: none"> • Students will research and find answers to the questions above then arrive at a reasoned judgment about the costs and benefits to students of eating a balanced breakfast. 	<p>Investigate</p> <p>Research</p> <p>Problem solving</p> <p>Creativity</p> <p>Explore</p> <p>Describe</p> <p>Critique</p> <p>Plan</p> <p>Design</p> <p>Discuss</p> <p>Critical thinking</p>	<p>Strategy presentation should be creative, innovative, practical and functional. Presentation, clear and audible.</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Working in groups students will brainstorm and identify creative and innovative ways to prepare and serve healthy breakfast at school. Decide on some strategies for providing breakfast for e.g., Porridge in a pouch. Record and present their strategies/ ideas to the class.</p> <p>Strand 2: Explore Methods and Procedures</p> <p>Week 3</p> <p>Food Groups</p> <p>Initiate a class discussion on eating habits with students. Ascertain from students their favorite and least preferred breakfast food items.</p> <p>Mount the Caribbean food group chart on the board and discuss how it provides a guide to good food choices for maintaining health which is an important part of healthy lifestyle practice.</p> <p>Set up a food display area with foods from all six food groups in no particular order. Divide students into six groups and assign each a food group. Each group will be responsible for the following;</p> <ol style="list-style-type: none"> 1. Selecting the foods that are representative of their food group from the display. 2. Select from their food group and make a list of foods that are suitable for breakfast 3. Design and make poster to include the following: <ul style="list-style-type: none"> • the health benefits of eating from their food group • nutrient content of their food group • benefits of nutrient/nutrients found in their food group 	<p>Discuss</p> <p>Collate</p> <p>Analyze</p> <p>Create</p> <p>Problem solving</p>	<p>Revision material such as flash cards or mind maps created. (To be used as portfolio entry)</p> <p>Poster depicting health benefits of eating from the food groups designed and made. (To be used as portfolio entry)</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Weeks 4 and 5 <u>Food Nutrients</u> Watch video / animation on the different types of food nutrients their functions, sources and deficiencies. A discussion on the Video presentation will be done by class using prompting questions such as: What are nutrients? How many food nutrients there are? What are the sources , functions and deficiency of each nutrient Use cards with various statements/facts about the nutrients provided by teacher to sort into different categories. Discuss each card and check placement. Create revision material on the different types of nutrients e.g. flash cards or mind maps. Identify foods that provide each of the nutrient Create a table with the different nutrients and list the breakfast foods selected at week 3 under the nutrients for which they contain the most nutrients.</p> <p>Week 6 <u>Kitchen Tools and Equipment</u> Brainstorm and define the terms tools and equipment Assemble all the available tools and equipment within the Home and Family laboratory. Categorize them as either tools or equipment. Design and create an alphabet chart by aligning tools and equipment with the letters of the alphabet in groups. Use appropriate software to design and make a booklet/user manual outlining the selection, use, care and storage of selected tools and equipment used in food preparation. Demonstrate the use and care of selected tools and equipment Select the tools and equipment that would be needed to prepare a simple breakfast and prepare an equipment list.</p>	<p>Problem solving Critical thinking Classify Interpret Discuss Research Explore Report Creativity Design Plan Explore Demonstrate Discuss Design , Creative Classify</p> <p>Accuracy Calculate Analyze Measure Collate</p>	<p>Written quiz on food nutrients Statements/facts placed in the correct category</p> <p>Selected appliance used to complete a given task</p> <p>Alphabet chart has all tools and equipment in the laboratory aligned with letters of the alphabet</p> <p>Tools and equipment are correctly categorized. Booklet or user manual has the selection, use, care and storage of selected tools and equipment used in food preparation.</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Week 7 <u>Weights and Measures</u> Watch video clip on weighing and measuring ingredients Discuss video clip in terms of how instruments are used to obtain accuracy Identify, discuss and demonstrate the use of measuring equipment, spoons cups, scale etc. Select a recipe for preparing a breakfast item and demonstrate/practice measuring both dry and liquid ingredients.</p> <p>Convert the standard units of measure in the recipe provided to metric measurement.</p> <p>Week 8 <u>Personal and Kitchen Hygiene</u> Participate in an educational session facilitated by resource person addressing personal and kitchen hygiene. The importance of hygiene in achieving health must be discussed. Work in groups to develop and implement a hygiene awareness campaign for the school community by carrying out the steps below:</p> <ul style="list-style-type: none"> • Design a slogan for the campaign • Collect offline/online pictures of resources needed to practice good personal and kitchen hygiene and mount them on charts • Design and make posters depicting good personal and kitchen hygiene • Design and make flyers using appropriate software to be distributed at the launch of the campaign • Launch campaign by setting up a display and show how personal and kitchen hygiene can be done. 	<p>conduct electronic research Plan Design Creative Problem Solving</p> <p>Create documents</p> <p>Design Create Display Collect Mount</p>	<p>Standard units of measure in recipe converted to metric measurement</p> <p>Poster depicting good personal and kitchen hygiene designed and made</p> <p>Checklist for the flyer to be distributed at the launch</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Week 9 <u>Kitchen Safety</u> Carry out a Kitchen Safety Scavenger Hunt. Set up the laboratory with several kitchen hazards (for example, paring knife in sink, cupboard door open, etc.); ask students to identify as many hazards as possible. Discuss why each could lead to a kitchen accident.</p> <ul style="list-style-type: none"> • Watch a video on kitchen safety • Complete the activity ‘What’s the Problem’ Discuss answers with peers when assignment is completed • Work independently or in peers, to research and make presentations on expanded topics in the area of kitchen safety. <p>Possible topics: cuts, falls, fires, burns, poisons, care of utensils, etc. Present to class. Develop and share podcast on kitchen safety with members of the school community</p> <p>Week 10 <u>Menu Planning</u></p> <p>Brainstorm to define menu Discuss the guidelines for writing menus View multimedia presentation on types of breakfast menus Observe and assess samples of different breakfast menus to note differences, similarities and inaccuracies. Write sample breakfast menus</p>	<p>Discuss Research Analyse Critical thinking Brainstorming Critical thinking</p> <p>Design Create Analyze Plan</p>	<p>Written quiz for assessing kitchen safety rules</p> <p>Podcast on kitchen safety developed and shared with members of the school community.</p> <p>Rubric for Menus written</p>
<p>Strand 3: Applying Solutions</p> <p><u>Weeks 11 to 13</u> Use the guidelines provided to conduct an interview with a classmate to ascertain preferred breakfast items etc. Share the findings of the interview with the class</p>	<p>Communicate Creative Research Analyze Describe Critical thinking</p>	<p>Findings of the interview shared with class</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Use the findings from the survey to plan breakfast menus suitable for the student population for two weeks (ten Breakfast menus) bearing in mind the preferred breakfast items and nutritional component.</p> <p>Make menu board to display breakfast menus according to specification</p> <p>Prepare and serve samples of the breakfast menus for one week and conduct a mini survey to ascertain feedback on the breakfast programme</p> <p>Evaluation: share the findings of the survey with the class and discuss their experiences with the project</p>	<p>Problem Solving Decision Making</p> <p>Analyze Taste Sampling Evaluate Identify Classify Research</p>	<p>Two weeks menu list for breakfast (To be used as portfolio entry) Menus must follow the rules of menu writing, be healthy and nutritious</p> <p>Menu board made according to specification display breakfast menus. (To be used as portfolio entry)</p>
<p>Strand 4: Career Awareness</p> <p><u>Week 14</u> Conduct research to Identify and discuss possible career pathways in Food Service Industry and outline the roles and functions of each career.</p>	<p>Research career paths Analyse</p>	<p>Related career pathways identified and discussed</p>

Learning Outcomes

Students will be able to:

- ✓ Create a tools and equipment manual
- ✓ Design posters
- ✓ Create resources classification chart
- ✓ Design and make a booklet depicting safety in the use of technology
- ✓ Design and mount safety signs
- ✓ Design and make an alphabet chart with aligned tools and equipment
- ✓ Convert standard units of measure to metric measurement in recipes
- ✓ Design and make poster on personal hygiene
- ✓ Make a menu board
- ✓ Write different types of menu
- ✓ Use the design process to design a breakfast programme
- ✓ Prepare samples of different types of menu
- ✓ Conduct mini survey on samples of breakfast
- ✓ Identify related career pathway
- ✓ Develop a podcast on kitchen safety
- ✓ Design a blog on the importance of eating a healthy breakfast

Points to Note	Extended Learning
<p>A portfolio will be used as a major assessment for each student. As such, a compilation of the work done by students should be done and presented at the end of the term. Students are encouraged to take pictures of items that are perishable and those that may not be feasible to enter into the portfolio.</p> <p>A resource person such as a Public Health Inspector should be sourced to facilitate session on hygiene.</p>	<p>Students can research modern technology been used in bulk food preparation.</p> <p>Students should be encouraged to utilize the design process in solving daily needs and problems.</p> <p>Advocate on the importance of eating a healthy breakfast</p> <p>Design breakfast menus for restaurants, institutions and special groups</p>
<p>Resources</p> <p>Paper Tape Computer Internet access Multimedia projector Materials for making chart, safety signs and brochure , pictures, selected appliances Tools Materials for menu board Ingredients for preparing the different types of breakfast</p> <p>Interview Guide</p> <ul style="list-style-type: none"> • Do you think that breakfast is important? • How often do you eat breakfast? • Where do you most often eat breakfast? • If there is limited time in the morning at home, what do you do? • Are you most likely to eat breakfast outside your home? • When purchasing breakfast, what are you most likely to purchase? • What is your favourite breakfast? • How much would you typically spend on breakfast? 	<p>Key Vocabulary</p> <p>Resource Technology Safety Design Simple advance Design Design specification Evaluate Design brief Solution Podcast Blog Safety Weighing Measuring Standard unit Metric Menu Meal planning Macro nutrients Caribbean Food Group Chart</p>

Links to other subjects

There are opportunities in this project to link with , ICT , Social studies
Mathematics, Science, Language Arts, Visual Arts

Language Arts:

Apply the reading process and strategies to achieve tasks.

Demonstrate competence in using various information sources including knowledge-based and technical texts to perform specific tasks.

Demonstrate competence in speaking to provide, distribute or find information

Mathematics

Measure time, temperature, volume and weight

Use inductive and deductive reasoning

Add subtract, divide, multiply whole, mixed numbers, fractions and decimals

Convert measurement units

Science

Measure time to complete task

Analyse the importance of healthy eating on the body

Apply scientific methods to solve problems

Apply and use laboratory technique safely

Measure the volume of liquid and solids

ICT

Use computer for information processing

Social Studies

Demonstrate awareness of local resources

Visual Arts

Apply the elements and principles of design

**FABRICS IN
EVERYDAY LIFE
GRADE 7 – TERM TWO**

SCIENCE

- Classification of materials used to make textile fibres.
- Analysing textile fibres using microscopic, burning and chemical test.
- Examining how fibres are made into fabric.
- Natural Fibres: Examining cellulosic and protein fibres.
- Exploring methods of applying surface designs: embroidery, appliqué, painting, printing, other methods,
 - Mixing dyes and paints for Surface Designs
 - Dying fibres to compare different absorption properties of fibres.
- Be aware of safety procedures when using tools and equipment.
 - of

FAMILY AND CONSUMER MANAGEMENT

Grade 7 STEM Project Mapping

THEME: Fabric in Everyday Life

MATHEMATICS

- Conversion of imperial measurement of fabric for personal or household article.
E.g. - $\frac{3}{4}$ yd. of fabric to make a bag
 - 1 yd. to make a pair of cushion
 - measuring the length and width of fabric.
- Measurement used to construct articles
 - $\frac{5}{8}$ inch for seam allowance
- Proportions used when mixing dyes or paints for surface designs
 - E.g. 1 cup water to a pack of dye
- Space used on fabric to apply surface design to made it uniform and balance
- Measure time to complete tasks.
- Idea of Tessellation: Balance of design/patterning of design

TECHNOLOGY

Transfer the knowledge of scientific principles for the:

- Manipulation and use of tools and equipment:
 - Cutting and sewing of articles/items using sewing tools and equipment.
 - Using the sewing machine
 - Caring for the sewing machine
- Printing, batiking and dying fabric to create prints and designs on fabrics.
- Application of embroidery stitches and appliqué to fabric.
- Use of computer for information processing.
- Demonstrate skills in measuring, cutting, stitching and other construction techniques in making textile article.

Product made from textile for personal or household use with a surface design

"E" Design

- Identify a problem/generate and idea.
- Design and construct a personal or household article with fabric and applying a surface design.
- Generate ideas as to the type of articles to make.
- Brainstorm to decide the most appropriate fibre/fabric to use and why.
- Test the fabric with different surface designs.
- Construct articles
- Evaluate the finish product.
- Present the finished article.

Range and Content

Range and content are project specific, and cover key concepts, skills, knowledge and attitudes students will learn in Clothing and Textile at Grade 7.

Fibres and Fabric:

Define terms related to fabrics

Classification of natural fibres

Identification of fibres

Sewing Tools and Equipment

- Classification of sewing tools and equipment
- Uses and care of sewing tools and equipment

The Sewing Machine

- Use and care

Basic Stitches

- Classify Basic stitches
- Construct basic stitches

Methods of applying simple Surface Designs

- Embroidery , Appliqué, Painting, Printing, beading
- surface designs available for embellishing sewing projects

Career opportunities in the Textile Industry

About the Project

This unit focuses on developing an appreciation for the study of Clothing and Textiles. Students will develop an understanding of key concepts of textile fibres and practice skills associated with constructing textiles products. They will identify and classify natural fibres and explore tools and techniques necessary to construct textile products. Practical application of the knowledge and skills will be demonstrated in a project to reflect how textile products can be designed and embellished for personal and household use.

The Grade 7 Clothing and Textiles curriculum provides opportunities for students to develop their knowledge, skills, and attitudes for present and future applications in their personal life, local and international market. Students will learn to:

- understand textiles by conducting experiments, analyzing, designing and producing textile products/items for household or personal use.
- practice decision-making and problem- solving skills also think critically
- understand and apply surface designs to a variety of natural fabrics
- appreciate and understand the interdependence/integration of Science, Mathematics and Technology in everyday living/use and how they are in-cooperated in engineering a product/item.

GUIDANCE FOR THE TEACHER

Why is it important for students to study Clothing and Textiles? Clothing is an important part of a person's image. In addition, clothing forms a large part of personal and family expense. People who are informed about textiles and construction techniques will become more effective consumers when purchasing fabrics, clothing or household items. The Textile/Clothing/Fashion industry is an important component of any economy as well as, an area that can provide many opportunities for entrepreneurship or careers in the industry.

Student will use their creativity and innovation to produce an article from fabric that can be used by the individual, in the home or for industry. To enhance their textile products students will add an appropriate surface design.

The teacher must ensure that all students practice appropriate lab safety measures in using sewing tools and equipment and while doing the chemical and burning test to identify fibres/fabrics. Correct procedures should be written down, demonstrated and then followed by the students when testing materials. Students should be taught to manage their surroundings to ensure their own and others' safety.

Organising a range of activities will give students an opportunity to examine, explore, explain, evaluate the topics being taught and enrich their knowledge and understanding fibres and fabrics in everyday life. This will help them to have a better understanding why fabrics and surface designs have been chosen, and will also inform their own designing and making of their fabric/textile product. The unit will also help students explore career opportunities in the textile/clothing/fashion industry and help them develop skills needed for future and 21st century employment.

Prior Learning

Students are aware of textiles uses in apparel and home furnishings, Students' use products made from fabric in everyday life such as clothing and household article.

They will also use their knowledge of principles and elements of designs from grade 6 to help them create and evaluate products.

PROJECT GRADE 7 TERM 2 11 weeks

PROJECT TITLE: FABRICS IN EVERYDAY LIFE

Attainment Target 1: Through a project based approach students will be able to apply **Creativity & Innovations** to fabric selection, use and care.

Attainment Target 2: Through a project based approach students will be able to **Explore Methods & Procedures** in solving problems relating to textiles/clothing fabrics

Attainment Target 3: Through a project based approach students will be able to **Apply Solutions** to develop textile/sewn products.

Attainment Target 4: Through a project based approach students will be able to develop awareness of a range of **Career Pathways** in the Textile Industry.

ICT Attainment Target(s):

Communication and Collaboration - Use technology to communicate ideas, information and understandings for a variety of purposes.

Designing and Producing – Use technology to design and produce multimedia products to demonstrate their creative thinking.

Research, Critical Thinking And Decision Making- Use technology to develop a logical process for decision making and problem solving.

Objectives:

Students will:

- Define terms and concepts associated with fibres and fabrics
- identify the sources, processing, characteristics, and uses of natural fibres
- Examine natural fibres/fabrics using different methods of fabric identification techniques - (microscope, burning, visual, tactile)
- identify small tools and equipment used in constructing sewing projects
- Manipulate the tools and equipment in constructing sewing projects
- Identify the parts of the sewing machine and their functions
- Classify basic stitches and select and construct various types of stitches
- Employ various methods for creating simple design on fabrics – printing, embroidery, appliqué, painting
- Explore careers related to the Textile/clothing/fashion Industry
- Evaluate textile/sewn product against project rubric.

Science Standards

AT 3: Energy and Matter: Students should explore:

- A range of matter, energy and forces, in everyday situations and also from a scientific perspective.
- The structure of materials and explore their properties
- Energy forms and how energy change affects materials.
- Understand physical and chemical changes and know that chemical changes take place through the re-arrangement of atoms.

Mathematics Standards:

AT 2: Measurement: Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.

- Measure length, mass, time, temperature, volume, capacity using appropriate instruments
- Perform conversions within and across related units.

AT 5: Data Handling and Probability:

Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.

- Design and conduct simple experiment, to collect data, determine simple probabilities a draw appropriate conclusion
- Use fractions and percentages to describe probability
- Interpret a probability given as a fraction or percentage

Technology Standards:

- Develop an understanding of the attributes of design and engineering design (**Design - Standard 8 and 9**)
- Develop the abilities to apply the design process.(**Abilities for a Technological World - Standard 11**)
- Develop an understanding of and be able to select and use construction technologies (**The Design World - Standard 20**)

<p>the flame and when it is out of the flame and also the odour as it burns. Observe safety rules while burning fabrics and work in a safe well-ventilated area. Highlight findings on the checklist. Report findings to the class and compare results</p> <p>Examine a variety of natural fabric samples and determine suitable apparel and household uses. For example Cotton – corduroy, flannel, denim, terry towel; Wool – crepe, worsted; Silk - chiffon, organza; Linen -handkerchief, table cloth.</p> <p>Visit a fabric or clothing store or watch a video to examine the fibre content. Collect mount and label samples of natural fibres for portfolio or create a fabric sample movie/presentation using TABLET or other source and share with class</p> <p>Week 4 Sewing Tools and Equipment</p> <p>Classify sewing tools and equipment as cutting tools, measuring tools, marking tools, other. (measuring equipment - measuring tape, sewing gauge, hem gauge, other; cutting equipment - shears, pinking shears, seam ripper, other); marking equipment - tracing paper and wheel, tailor’s chalk, fabric marking pencils, other).</p> <p>Assign one or two sewing tools/equipment to individual students by writing the name of the tool/s on strips of paper and allowing students to take a strip. (Strips can be placed under the student’s desk before class). Students examine the tools assigned to them and create groups (group themselves) based on the classification of sewing tools and equipment. In these groups select the tools and equipment from the storage or display area. Conduct in class research about the use and care of the tools/equipment assigned. (Research can be done from text books, teacher handout or online. Students can also be timed to go to the library and return.) Set up a display of the tools and equipment in their category and do presentation such as an oral presentation or create a podcast in which they discuss and demonstrate the use and care of each tool and equipment. (Students may use teacher approved online video clips to</p>	<p>Explore</p> <p>Investigate Observe</p> <p>Critique Evaluate</p> <p>Report</p> <p>Create movie or video</p> <p>Classify sewing tools Use and care of tools safely</p> <p>Research</p> <p>Create podcast or multimedia presentation</p>	<p>Rubric: display organized and oral presentation with accurate information; effective presentation, evidence of research; organization and group cooperation.</p>
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<p>enhance their presentation.)</p> <p>Week 5 The Sewing Machine Using the sewing machine and diagrams, identify and label the parts of the sewing machine. Describe the function of each part of the sewing machine</p> <p>Describe and demonstrate procedures for operation of the machine. Include: winding the bobbin, threading the machine and bobbin, replacement of the needle, presser foot, and slide plate, use of the hand wheel and the movement of the feed dogs, use of the presser foot, recognizing the proper stitch and tension, stitch length and backstitching, use of different machine stitches, resolving machine problems</p> <p>Practise operating the sewing machine by constructing samplers of various machine stitches. Mount the sample in portfolio.</p> <p>Week 6 Basic Stitches Classify stitches as temporary and permanent. Watch video clips of how each of the stitches is worked. Create step by step instructions guide on how to work basic stitches Demonstrate how to work basic stitches, record/video themselves working basic stitches and post it on a class wiki. Construct sample of basic stitches i.e. basting stitch, back stitch, hemming stitches, decorative stitches etc. Mount samples in portfolio.</p> <p>Week 7 Explore different methods of applying surface designs on fabric such as embroidery, appliqué, spatter painting and block or finger printing and embellishment. Compile these in portfolio. Illustrate the different methods of the surface designs mentioned on fabrics. Display design on bulletin board in classroom.</p>	<p>Operate sewing machine Sew sample stitches</p> <p>Construct basic stitches</p> <p>Explore Apply Print Paint Design Illustrate/demonstrate</p>	<p>Crossword puzzle to identify the parts of sewing machine and or Sewing Machine Bingo to see if students understand and know the parts and function.</p> <p>Hand stitches samples should contain at least one stitch from each category, stitches should be neat and clean, of the correct length and nicely presented.</p> <p>Surface designs sample guidelines followed for applying surface designs and are aesthetically pleasing.</p>
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<p>Strand 3: Applying Solutions Weeks 8 to 10</p> <p>Design a product to meet a specific purpose, choosing appropriate materials, by applying the knowledge, skills and understanding developed during the evaluation of fibre activities. Work in groups to create samples of items from fabric for the individual and the home. Items may include but not limited to drawstring bag, tray clothes, pantry towel, aprons, blender cover, and cushion. Mount surface design on the items/products. Designs such as printing, painting, embroidery, appliqué as well as using the (CAD) computer-aided design to decorate items/products. Examples of projects to embellish may include: pencil case, pillow, tool or cooking apron, pillowcase, gift bag, tote bag, sweat band, boxer shorts, towels, (dance, skating, gymnastics, Halloween costumes), vest, tie, moccasins, runners etc.</p> <p>Demonstrate the appropriate safety procedures for hand sewing and disposing of fabric cuttings and inks/dyes used for painting or printing.</p> <p>Set up a display to present items/products at a school’s open day or plan and participate in a craft fair. Display information learnt about fabrics and the items created for different uses in society and items/products to the school community using a multimedia presentation where possible.</p>	<p>Construct articles Decorate articles Setup product display Embellish articles</p>	<p>Project pieces are well constructed, attractive, usable, marketable and presentable.</p> <p>Rubric for grading surface design</p>
<p>Strand 4: Career Pathways Week 11</p> <p>Conduct online/offline research and review in groups the roles and functions of individuals engaged in textiles career. Use appropriate software to design brochure to present information to the class. Create an email with the brochure as an attachment to other members of the class.</p> <p>Communicate and collaborate with peers in other countries using a class wiki about the types of textiles occupation in their country.</p>	<p>Conduct electronic research</p> <p>Design brochures Create and send emails Communicate online</p>	<p>Brochure contains information on at least 6 careers in the textiles industry, the information is accurate, clearly communicated, organized and attractively presented</p>

Learning Outcomes

Students will be able to:

- ✓ Use textiles terms /terminologies correctly
- ✓ Identify and select fibres and fabrics according to types
- ✓ Predict fabric or product performance based on a knowledge of fibres
- ✓ Select and use fabrics based on characteristics
- ✓ Develop career interest in and an appreciation for textiles.
- ✓ Use/manipulate and care basic sewing tools and equipment
- ✓ Create textile articles for the individual, home
- ✓ Apply simple surface designs to textiles products/articles
- ✓ Use basic stitches in constructing articles and simple clothing repairs
- ✓ Produce marketable textile articles/products through a project
- ✓ Select green and eco textiles products that have minimal environmental impact.
- ✓ Post and upload concepts associated with fibres, fabric on the internet.
- ✓ Communicate and collaborate with peers about the textile industry

Points to Note	Extended Learning
<ul style="list-style-type: none">• Teacher will create a multimedia presentation on the advantages and disadvantages of fibres.• Room must be well ventilated when students are doing burning test on fibres. Remove paper and other flammable materials from the work area.• Use a candle in a solid container made of stainless steel, glass or aluminium (plate, saucer cup or candle holder or empty milk cans)	<ul style="list-style-type: none">• Create and design on a variety of materials such as natural, regenerated or synthetic fabrics.• Students will apply their understanding of fabrics and their properties when designing and making textile products.• Students can work in teams, teach others, assess each other negotiate, and work well with people from diverse backgrounds.• Complete a project as gifts for special periods i.e. Christmas, Valentine’s Day etc.• Explore entrepreneurial opportunities by making their projects into kits. Determine the selling price and sell their projects within the school or community.

<p>Remind students to:</p> <ul style="list-style-type: none"> • Recognise some of the dangers associated with internet use and demonstrate safe online behaviours. • Recognise and acknowledge the owners or creators of digital materials and encourage others to do so • Demonstrate respectful, responsible and clear online communication and encourage peers to do so • Follow guidelines to promote healthy use of ICT tools 	
<p>Resources</p> <p>Scissors Fabric Tape measure Poster board Pencil Matches Microscope Paper Marker Glue Books and related literature Pictures Internet Computer Speakers DVD/CD player TABLET</p>	<p>Key vocabulary</p> <p>Fabric Fibre Yarns Textile Culture Natural fibres Appliqué Embroidery</p>

Links to other subjects

This project utilizes concepts taught in:

Language Arts

- Applying the reading process and strategies to directions or tasks that are short, with limited categories of information, directions, concepts and vocabulary.
- Adapts listening strategies to utilize verbal and non verbal content of communication
- Demonstrate competence in speaking to, provide, distribute or find information.

Mathematics

- Mentally adds, subtracts, divides and multiply whole numbers. (measurements and calculations)
- Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.
- Measure length, time, temperature, volume and capacity.
- Perform conversions within and across related units.
- Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.
- Design and conduct simple experiment, to collect data and draw appropriate conclusion.

Science

- Applies and uses laboratory techniques safely in testing fabrics/fibres
- Describes and explains the chemical reactions during the burning of fabrics/fibres
- Uses computers for information processing
- Explore a range of matter, energy and forces, in everyday situations and also from a scientific perspective.
- Examine the structure of materials and explore their properties
- Analyze how energy change affects materials. Understand physical and chemical changes and know that chemical changes take place through the re-arrangement of atoms.

Visual Arts

- Applying the concepts/principles taught about printing and painting

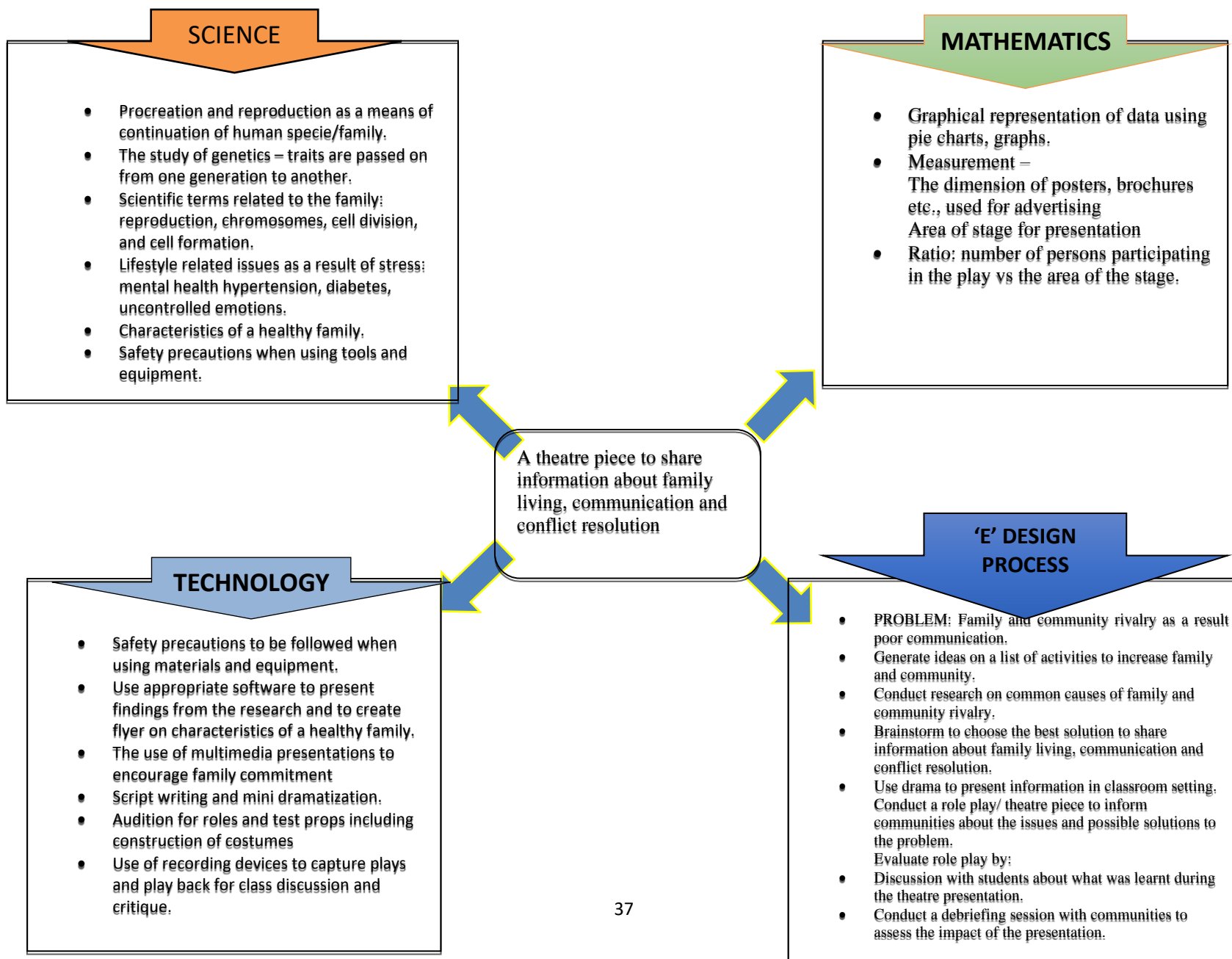
THE FAMILY AND

THE COMMUNITY

GRADE 7

TERM III

GRADE 7: FAMILY MANAGEMENT STEM MAPPING



Aim of Home and Family Management

The aim of this project is for students to be able to utilize and effectively manage personal resources of talent, time, energy, and money, and make effective decisions in order to promote, nurture and support good relationships within the family and the community. Through the planning and implementation of a family or community based activity, they will access community resources for the optimum benefit of the family.

Duration: 11 weeks (at 1 hour per week)

Range and Content

Students will develop knowledge and understanding by learning:

The Family and the Community

Definition of the family
Characteristics of a healthy family.
Roles and Functions
Family and Community Resources

Goals and Values

Types of Goals
Goal setting
Definition of Values
Sources of Values
Formation of Values

Decision Making

Steps in the decision making process
Using the decision making process to make decisions

Communication

Methods of communicating
Barriers to effective communication
Use of technology for communication

Conflict Resolution

Steps in resolving conflicts

Career Awareness

Careers in Home Economics

Requirements for potential careers

About the Project

In this unit students will learn about family and family living. They will explore family roles and functions, goals and values, decision making, communication and conflict resolution. Students will analyze each topic using real life scenarios and write and perform skits, role-plays and dramatizations to illustrate the concepts. As a project the students will plan, organize and perform a theatre piece (play) to share information with the community about good family living, how to communicate effectively in families and resolve conflicts. The intent is to give students the tools wherewith they can make responsible choices and take ethical decisions/actions when dealing with practical problems within their lives as individuals and as members of families and communities. Students will also explore careers in the field of theatre arts.

Sample stereotyping questions:

- ✓ Where do you think these stereotypes come from?
- ✓ How do stereotypes hurt people?
- ✓ What can we do to avoid stereotypes?
- ✓ Can you think of a common stereotype in your country about another group of people?

Guidelines for using The Jigsaw method

The Jigsaw method is a group activity in which each group member will number themselves from 1 to 4 and choose one of the topics, assigned by the teacher. All the students with similar number will go together in a power group where together they will study the assigned topic thoroughly and create a concept map on the topic to take back to their group. After about half an hour the students will return to their original groups and take turns teaching each other the topic they studied in the power group using the concept map as a guide. Take a 10 point quiz on all three topics at the end. A quiz can be taken individually or in groups.

Prior Learning

Students live in some form of family and experience family relationships

Students learnt previously how to conduct a research and present the findings.

PROJECT GRADE 7 TERM 3 - 11 weeks**PROJECT TITLE: The Family and the Community****Attainment Targets:**

Attainment Target 1: Through a project base approach students will be able to apply **creativity and innovation** in the solution of problems

Attainment Target 2: Through a project base approach, students will be able to **Explore Methods & Procedures** in identifying and solving family and community problems.

Attainment Target 3: Through a project base approach students will be able to **apply appropriate solutions** in taking action in implementing solutions to life's problems

Attainment Target 4: Through a project base approach students will develop the ability to analyze **Career Pathways** within family and community services

ICT Attainment Target(s):

- **Communication and Collaboration** - Use technology to communicate ideas, information and understandings for a variety of purposes
- **Designing and Producing** – Use technology to design and produce multimedia products to demonstrate their creative thinking.

Objectives:

- Recognize the Family as the basic unit of society.
- Explore family roles, functions and characteristics.
- Recognize personal , family and societal goals and values
- Demonstrate verbal and nonverbal behaviours and attitudes that contribute to effective communication
- Determine and manage the role of decision making and problem solving in conflict
- Determine individual and family responsibility in relations to environmental trends and issues
- Understand the principles and elements of play writing and performance
- Define personal career possibilities and practice the skills related to each.
- Use technology to develop a logical process for decision making and problem solving
- Evaluate project outcome

- **Research, Critical Thinking and Decision Making** - Use technology to develop a logical process for decision making and problem solving.

Mathematics Attainment Targets:

- **AT 2: MEASUREMENT** - Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy.
- **AT 5: DATA HANDLING AND PROBABILITY** - Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics and probability.

Science Attainment Target:

AT 2: Living Things and Life Processes

Students should learn practically about the structures and functions of the major organs and systems in living things and the scientific basis of how life is maintained and perpetuated. They should also learn the scientific basis of how to maintain health and wellbeing.

Technology Standards:

Students will develop an understanding of:

- and be able to select and use information and communication technologies.
- the attributes of design.
- engineering design.
- the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Strand 1: Creativity & Innovations Week 1</p> <p>Working in groups students will analyze the problems, situations and incidences in their community. Decide on a problem or crucial issue and brainstorm to find creative and innovative ways to solve, resolve or reduce individual, family and community related problems. Create a timeline using appropriate software where available for the planning and implementation of the solutions. Scenarios like the one below may be used to introduce the problems.</p> <p>Scenario: Midday News Headline: Sister Stabs Sister. Information reaching our news team is that two sisters were involved in an argument which turned deadly after weapons were drawn, leading to serious injuries. According to police reports, a knife was used to stab the younger sibling. The injured sister was rushed to the hospital however, she succumbed to her injuries. The community reported that these were usually loving sisters who got along well.</p> <p>What do you think caused the tragedy? What can be done to prevent this from happening to you or other families?</p> <p>Note: The major issues in the scenario above are family relationships and conflict resolution. As a result the students could decide to use theatre/play to sensitize the community about the issue and provide strategies and solutions to the problem using drama.</p> <p>Explore Methods & Procedures Weeks 2 and 3 The Family Discuss the importance of the family as a basic unit in the society. Research online/offline and analyze a variety of definitions of the family and formulate a definition based on the Caribbean experience.</p>	<p>Analyze issues Decide on solutions to problems Take positions on issues Plan solutions to problem Create a document</p> <p>Conduct electronic searches</p> <p>Analyze data Research information Design using graphics Identify problems Employ social drama techniques create document</p> <p>Create and format multimedia presentation</p> <p>Debate</p> <p>Capture images, audio and video with a digital camera or other image capturing devices</p>	<p>Assess timeline for creativity, innovation realistic etc.</p> <p>Assess correct information presented, neat presentation, easily read, size of the bars)</p> <p>Written Test on the Family to show a clear understanding of the concepts taught.</p> <p>Dramatization organized, informative and interesting</p> <p>Rubric for assessing role-play. Role-play should incorporate the</p>

<p>Conduct survey in their community to investigate different forms/types of family living within in the community. Use spreadsheet software to present findings from the survey. Collect online/offline pictures of the different family forms and make a poster to be displayed at the play Discuss the characteristics of a healthy family and create a flyer using appropriate software to display at the play.</p> <p>Discuss the roles and functions of the family and create a multimedia presentation for example a short video/ digital story to encourage family members to be committed to their roles and functions in their family.</p> <p>Create a list of activities which promote family traditions and can result in increased family unity.</p> <p>Working in groups students will write the script, for the scene on the family, for the play and do a mini dramatization, in class, depicting the issues. Students may be assigned sub topics such as family roles, types of families etc. for the in class dramatization. Use recording devices to capture the play and play back for class discussion and critique.</p> <p>Week 4 Community Resources Discuss the local and national community resources available to families. In groups visit different community facilities, e.g. health centres, counselling centres etc. and present an oral report on the services provided by each institution. Create a directory of community resources available to families using appropriate database software and prepare a poster to display at the play. Directory should contain addresses and contact information i.e. phone numbers, email address etc. include a web mapping service application of the area showing the location of the various resources.</p> <p>Week 5 Discrimination And Stereotype Watch a movie or video clip that depicts discrimination and stereotype and</p>	<p>Cooperate</p> <p>Create database</p> <p>Use web mapping service application</p> <p>Create posters</p> <p>Create brochure on short term, intermediate and long term goals</p>	<p>roles and functions of the family</p> <p>Script for stereotype scene should be informative and convincing.</p> <p>Community resources directory should be readable, informative and attractive.</p> <p>Assess brochure for creativity and correct information.</p>
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<p>use the practical reasoning process to arrive at moral positions about the stereotype and prejudices</p> <p>After watching the movie students will answer the following questions:</p> <ul style="list-style-type: none"> - What are the stereotypes in the movie clip? - How do stereotypes hurt people? - If you were the individual or belong to the group that has been stereotyped how would you feel? - What should be done about Stereotype? <p>Students will read an article on how to prevent stereotyping and create a list of various strategies to recognize and prevent prejudices.</p> <p>Write and perform a script to discourage stereotypes</p> <p>Week 6 Goals and values</p> <p>In groups of three students will complete a worksheet entitled, “Things I want and “Things I don’t want”. Collate information on a spreadsheet or graph and present to the class.</p> <p>Students will listen to a story or watch a video presentation on how to make choices and set goals for their future. In their groups students will demonstrate how to use a graphic organizer (branching tree) to assist in making choices. They will also dramatize the relationship between goal setting and achieving their future dreams.</p> <p>Write the narration for a scene on goals values and for the play and have students audition for parts in the scene</p> <p>Communication</p> <p>In groups, apply a variety of listening and observation skills/strategies to interpret information. Then, monitor and adjust strategies to interpret information (e.g., attends and listens carefully; elaborates; paraphrases information; makes connections both within and beyond presentation; processes information and ideas by drawing pictures, using graphic</p>	<p>Use communication skills that demonstrate respect.</p> <p>Resolve conflicts Listen to others Dramatize solutions to conflicts Develop skits</p>	<p>Skits demonstrated creative problem solving strategies; gives a clear and persuasive presentation</p>
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<p>organizers, and taking notes).</p> <p>Use technology to inform and/or enhance communication. (e.g., print, internet, visual display or audio technology).</p> <p>Develop the narration for a scene on effective verbal and non-verbal communication</p> <p>Week 7 Decision making</p> <p>Conflict resolution Discuss the steps for working out conflicts Describe a variety of conflicts that commonly occur at school or in families. List these on the board.(Or Allow students five minutes to write one hurtful incident that has happened to them, then share with class) <i>Example of conflict: Alice is not talking to her best friend because she believed he spread a gossip about her, Wane is angry with his sister because she borrowed his money and did not return it.</i> Select two or three of the conflicts and discuss how the Steps for Working out Conflicts can be applied to each situation. Develop skits dramatizing the hurtful situations and ways to resolve them allow about 15 to 20 minutes to develop the skits. Use recording devices to capture the play and play back for class discussion and critique.</p> <p>Stage a mini playwright competition for writing the scene for conflict resolution and select the winner from the competition as the writer for the class play.</p>	<p>Capture images, audio and video with a digital camera or other image capturing devices</p>	<p>to the class; was entertaining</p>
<p>Strand 3: Applying Solutions Weeks 8 to 10 Have a guest speaker from the drama department or a play house present on the elements of a play. (Careers in theatre could be discussed here too).</p> <p>Visit a theatre and watch a pantomime or roots play (or watched a play on a DVD in class) and identify and discuss the plots, characters, theme, spectacle - costume, props etc.</p>	<p>Plan, Organize Implement and Evaluate a play</p>	<p>Play should show planning organization and effectively implemented. The content should address the family and community issues, must be</p>

<p>Use story boarding to outline the class play in cooperating all the scenes practiced in previous classes.</p> <p>Put on a play to teach families how to resolve conflicts. Include scenes for family and family relationships, family roles and functions, goal and values, communication, decision making and conflict resolution.</p> <p>Identify characters, have auditions and select roles for the play. Select other team members such as props manager, stage manager, lighting etc.</p> <p>Rehearse for the play (rehearsal may have to be done outside of class time i.e. after school, At least one dress rehearsal should be held)</p> <p>Plan, organize and perform the play at school, at a PTA meeting or at a community event. Record the play and post online.</p> <p>After the play have a debriefing session in which students discuss their experiences with the play, say what they learnt and do final evaluation.</p>		<p>interesting, entertaining and informative.</p>
<p>Strand 4: Career Pathways Week 11 Using a graphic organizer e.g. T-chart to list as many careers as possible in theatre arts and outline the roles and functions of each position.</p>		<p>Prepare a report on the role of various career professionals in theatre arts</p>

Learning Outcomes

Students will be able to:

- ✓ Resolve family, workplace, and community issues and concerns
- ✓ Function effectively as members of a family, community and society
- ✓ Develop awareness of how individuals contribute to home, community and society in productive work
- ✓ Discover and clarify individual aptitudes, interest, attributes and link them to career options
- ✓ Understand their roles and functions as members of families
- ✓ Make sound decisions about the use of family resources
- ✓ Communicate effectively in families
- ✓ Effectively handle conflict in school and home
- ✓ Plan organize and implement a play
- ✓ Understand the job roles and functions of theatre artists.
- ✓ Communicate using various ICT technologies.

Points to Note	Extended Learning
<p>Definition of the term family.</p> <p>Given the various configurations of families in today society, creating a contemporary definition of family can be difficult, the definition of family takes on different meaning depending on the context from which it comes, and as such there is a trend away from having stereotype or fixed definitions of the family. Instead of focusing on the definition of family have students identify those characteristics that make for a healthy/happy family irrespective of definition, form or type.</p> <p>Conflict Resolution The steps for working out conflicts Whenever you are faced with a conflicting situation: STOP : before you lose control of your temper and make the conflict worse SAY: what you feel is the problem. What is causing the disagreement? What do you want? LISTEN: to the other person's ideas and feelings THINK: of solutions that will satisfy both of you.</p>	<p>Extended Learning</p> <p>Investigate family forms seen in other societies. Audition for parts in national pantomime or roots play. Write plays and sell to play houses Create intervention plans for other community problems</p>

<p>If you still cannot agree, ask someone else to help you work it out N.B. There are many short video on line that can be used to help students analyze and resolve conflicts.</p> <p><i>Example of conflict: Alice is not talking to her best friend because she believed he spread a gossip about her.</i></p> <p><i>How to use the steps for working out conflicts to resolve the conflict above</i></p> <p><i>Alice would need to stop (pause to reflect) and define the problem clearly by Saying what she feel is the problem. What is causing the disagreement? What she wants? She may write the answers to the questions</i></p> <p><i>If Alice values the friendship and want it to continue, she may decide to talk and LISTEN to her ideas and feelings and decide on (think) a solution that will satisfy both of them. Hopefully the will be able to resolve the conflict. If not Alice could ask the schools guidance counsellor to help them work it out.</i></p>	
<p>Resources Printing paper, Internet Computer Multimedia devices Community facilities Props costumes</p>	<p>Key vocabulary</p> <p>Family, Gender bias, Goals, Resources, Values, Decision making Stereotype Prejudice Discrimination Play, plot, scene. characters</p>
<p>Links to other subjects</p> <p>Language Arts: Demonstrate competence in speaking and advocating on behalf of families.</p> <p>Performing Arts: Create and perform plays</p> <p>ICT: Demonstrating competencies in using a variety of multimedia/audio-visual equipment</p> <p>Business Education: Applying business principles in costing the play.</p>	