



Home Economics Education Curriculum Guide Grade 8 Units of Work

Ministry of Education, Jamaica

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

GRADE 8**The Attainment Targets**

There are four key Attainment Targets within this Unit

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

AT1	AT2	AT3	AT4
Creativity and Innovation Conceptualize and develop solutions that reflect understanding of client needs, and the effectiveness of a particular solution in meeting those needs	Explore Methods and Procedures Use resources efficiently and use appropriate techniques in the execution of tasks.	Apply Solutions Manage resources with the aid of appropriate technologies in the execution of solution for an identified problem	Career Awareness Refine personal career possibilities and practice the skills related to each

OVERVIEW OF SUBJECT CONTENT GRADE 8

SUBJECT	TERM 1	TERM 2:	TERM 3
	<p>Safe Food School Restaurant Selection and Storage of Food Multi mix Principle Macro and Micronutrients Methods of Cooking</p> <ul style="list-style-type: none"> - Classification - Steaming and Frying <p>Meal Planning</p> <ul style="list-style-type: none"> - Factors to consider when planning meals - Factors affecting meal planning - Packed Lunches <p>Using a Recipe Cake Making</p> <ul style="list-style-type: none"> - Rub-in Method 	<p><u>APPAREL DECISION AND PERSONAL APPEARANCE</u> Clothing Decisions</p> <ul style="list-style-type: none"> - Reasons for wearing clothes - Interpreting clothing message <p>Wardrobe Planning</p> <ul style="list-style-type: none"> - Importance of wardrobe planning - Wardrobe inventory <p>Clothing Purchase</p> <ul style="list-style-type: none"> - Factors Involved in - Where to shop <p>Clothing Care</p> <ul style="list-style-type: none"> - Daily clothing care - Clothing repair techniques <p>The Serger Machine</p> <ul style="list-style-type: none"> - Parts of serger machine - Threading - Use and Care of Serger machine <p>Seaming techniques Taking body measurements Fibre and fabric</p> <ul style="list-style-type: none"> - Man-made <p>Career Possibilities</p>	<p><u>CONSUMER EDUCATION</u> Processes of Management</p> <ul style="list-style-type: none"> - Resources of Management - Time Management <p>Work Simplification</p> <ul style="list-style-type: none"> - Work Simplification Techniques <p>Money Management</p> <ul style="list-style-type: none"> - Fixed and Variable expenses - Reasons for preparing a budget - Steps in preparing a budget <p>Consumer Education</p> <ul style="list-style-type: none"> - Factors that determine consumer wants and needs - Methods of payment for goods and services - Consumer rights and responsibilities - Consumer credit – forms of credit <p>Advertising</p> <ul style="list-style-type: none"> - Purpose and Methods of advertising - Advertising Techniques - Effects of Advertising on the consumer and manufacturer - Analyse advertisements <p>Career Pathways</p>

Range and Content

What are the key concepts, skills and knowledge students will learn in this subject?

Food Safety

Selection and Storage of Food

Multi mix Principle

Macro and Micro nutrients

Methods of Cooking

- Classification

Scientific Principles involved in Steaming and Frying

Meal Planning

- Factors to consider when planning meals
- Factors affecting meal planning
- Packed Lunches

Using a Recipe

Cake Making

- Rub-in Method

DRAFT JULY 2015

ABOUT THIS PROJECT

In this project, students will be encouraged to promote and adhere to food safety procedures and guidelines throughout the school's environment. They will be expected to use innovation and creativity to develop original products in keeping with the recommended dietary guidelines in order to maximize nutritional needs and requirements of family members. Students will be given opportunity to use the design process to develop an action plan to guide the development of a Safe Food School Restaurant.

GUIDANCE TO THE TEACHER

Elements of a Safe Food School

A food-safe school will:

- Promote food safety throughout the school's environment through policies, procedures, and programmes
- Assess school food safety practices on a regular basis
- Provide initial and ongoing food safety training to foodservice and health services staff, teachers, and students as appropriate
- Promote a school-wide approach to preventing foodborne illness that ensures that food is as safe as possible in all places where it is stored, prepared, served, or consumed
- Provide a physical environment that encourages proper food safety and hand washing behaviors for students and staff
- Educate students, staff, and families about food safety and encourage them to model appropriate behavior
- Promote collaboration among staff, parents, and other school community members on hand washing and food safety
- Monitor, detect, and respond appropriately to foodborne illness in school
- Have a foodborne illness outbreak response plan

What is the SAFE Food School Action guide?

A Safe Food School action guide can help schools identify gaps in food safety and develop an action plan for becoming food safe. It includes individual critical recommendations on what key school staff and community members can do to prevent foodborne illness. Recognizing that school staff often has little discretionary time to devote to searching for new resources and materials, the Action Guide also contains useful tips and resources to help them prioritize recommendations and take action.

Sample of a Micronutrient Data Sheet

Name _____

Date _____

Class _____

I WILL BE AN EXPERT ON IODINE

Micronutrient Name	Iodine
What is it?	Mineral
Importance to humans	Makes thyroid hormones that control the body's metabolism and other important functions. Thyroid hormones are needed for proper bone and brain development during pregnancy and infancy.
Sources of micronutrient	iodized salt, fish, seaweed, shrimp, dairy products, grain products, fruits, vegetables (amount depends on iodine in soil and fertilizer)
Symptoms of deficiency	Cannot make enough thyroid hormone; stunted growth, mental retardation, and delayed sexual development in a foetus; lower-than average IQ in infants and children; decreased ability to work and think clearly in adults; goitre

STEM MAPPING

SCIENCE

- Identification of Nutrients found in food
- Explanation of Nutritive value of the different multi mixes
- Exploring deficiency diseases associated with nutrients
- Exploring causes food spoilage
- Explaining popular food borne illnesses and their impact on the individual, family and society
- Exploring the principles and condition of food safety
- Explaining scientific principles in various methods of cooking
- Exploring the scientific principles involved in cake making

TECHNOLOGY

- Manipulation and use of tools and equipment in assembling, and combining ingredients
- Manipulation and use of tools and equipment in preparing food by selected methods of cooking
- Manipulation and use of tools and equipment in preparing Cakes by the rub-in method
- Manipulation and use of tools and equipment in preparing Packed lunches for special groups
- Manipulation and use of tools and equipment in combining various mixes for meals

MATHEMATICS

- Use appropriate tools and equipment to measure and weigh liquid and dry ingredients
- Convert standard units of measurement to metric measurement
- Collection of data
- Use graphical representation to explain data collected
- Using basic recipes accurately

Family and Consumer Management

Grade 8 – Term 1

Safe Food School Restaurant

'E' Design

- Generate ideas on how to make the School's Restaurant safe
- Brainstorm to decide on the most suitable safe foods to be served in the School's Restaurant
- Design an action plan to guide the development of a Safe Food School Restaurant
- Prepare the items to be served in the restaurant
- Test prepared items with the school's population
- Evaluate prepared items against original need

PROJECT GRADE 8 TERM ONE

Prior Learning:

Students should be familiar with ways in which the health and well-being of the family can be met.

PROJECT TITLE: Sustaining the health and well-being of the family.

Attainment Targets:

Attainment Target 1: Creativity and Innovation- Through a project based approach students will conceptualize and develop solutions that reflect understanding of client needs and the effectiveness of a particular solution in meeting those needs.

Attainment Target 2: Explore Methods and Procedures- Through a project based approach students will use resource efficiently and use appropriate techniques in the execution of tasks

Attainment Target 3: Apply Solutions- Through a project based approach students will manage resources with the aid of appropriate technologies in the execution of a task

Attainment Target 4: Career Awareness- Through a project based approach students will build skills relevant to the world of work and the areas of occupational interest.

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

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

Collect, organise, interpret and represent data and make inferences by

Objectives:

- Describe the functions, sources and deficiency diseases for each micronutrient
- Define the term food safety
- Explain the importance of promoting food safety
- Identify the key components of a recipe
- Interpret and use a basic recipe
- Evaluate a basic recipe for its accuracy
- Classify the methods of cooking
- Prepare dishes using steaming and frying as methods of cooking
- Prepare a variety of cakes using the Rub-in method
- Describe the conditions and practices that promote safe food handling
- Demonstrate safe food handling practices during the preparation, storage and service of food.
- Identify food borne illnesses
- Discuss food borne illness as a health issue for individuals and families
- Explain the multi-mix principle
- Write menus using the multi-mix principle
- Describe the factors that should be considered when planning meals for the family
- Describe the factors that affect meal planning
- Plan and prepare a suitable packed lunch

<p>applying knowledge of statistics and probability.</p> <p>Science Standards: Understand physical and chemical changes that take place in food preparation</p> <p>Understand the importance of nutrients and their functions</p> <p>Appreciate the impact that diet, cleanliness, exercise and rest have in maintain good health</p> <p>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.</p>	
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Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p><u>Attainment Target 1</u> Food Safety Observe and record findings of perishable food items that have been left on a shelf for an extended period of time.</p>	<p>Observe Record Analyse Interpret</p>	<p>Findings of perishable food items left on shelf for an extended period of time observed and recorded.</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Conduct information search on the causes of food spoilage and create a poster using available software to depict same. Use images, sound clips and text to create a digital story/ video promoting safe food handling during preparation, storage and service</p> <p>Micronutrients Review of Macronutrients Become an expert on at least one micronutrient by conducting an information search</p> <p>Create a crossword puzzle to reflect the following :</p> <ul style="list-style-type: none"> • What is it? • Scientific name of the micronutrient where applicable • Importance to humans? • Good sources of this micronutrient • Symptoms a person displays if he or she is deficient in this micronutrient • Interventions or treatments for a person who is deficient? • Other interesting information about this micronutrient? <p>Develop a complete Micronutrient “Data Sheet” Prepare a dish using excellent / good sources of the selected micronutrient. Dish must be suitable for serving in a safe school restaurant.</p> <p>Multi- mix Principles</p> <p>View and discuss interactive multimedia presentation on the multi mix principle. Create a journal and make entries of meals eaten for a day and assess the number of food groups and multi mixes represented. Identify the foundation food groups that are used to prepare the different mixes</p>	<p>Research Develop Creative Discuss Create poster and presentation</p> <p>Creativity Critical thinking Planning Analyze Create</p> <p>Design Assess Develop</p>	<p>Information search on food spoilage conducted and poster created. Digital story/videos promoting safe food handling during preparation, storage and service developed.</p> <p>Information search on selected micronutrient conducted Crossword puzzle reflecting specific content outline on selected micronutrient created.</p> <p>Complete micronutrient data sheet developed</p> <p>Good sources of selected micronutrient used to prepare a dish.</p> <p>Journal created and entries made of meals eaten within a day</p> <p>Meals assessed for food groups and</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Collect pictures of foods and make collages to represent meals of the different multi mixes such as a two mix, three mix and four mix. The nutritive value for each multi mix represented must be identified and explained.</p> <p>Work in groups to establish a health food store Choose foods from the health food store to prepare samples of the two mix and three mix that can be served in a safe school restaurant.</p> <p>Attainment Target 2: Methods of cooking Participate in a two part culinary work shop on the methods of cooking with emphasis on steaming and frying. This workshop will include the following activities:</p> <ul style="list-style-type: none"> • Presentation and classification on the methods of cooking moist heat methods – boiling , steaming, stewing dry heat methods –baking, grilling , roasting combination method – braising • Students work in groups to make an interactive game using appropriate software to highlight the classification of methods of cooking • Culinary experts demonstrating the different ways of steaming and frying foods • Students working in groups of three to prepare and serve one dish demonstrating steaming and frying. These dishes must be suitable for serving in a safe school restaurant. <p>Conduct a survey of restaurants to determine how many dishes are prepared by the different methods of cooking. Identify the commonly used methods of cooking and explain the scientific principle involved in each method. Use graphical representation to share findings</p> <p>Cake making</p>	<p>Interpret View Create Observe Critique Analyze Design</p> <p>Research Collaborate Brainstorm Discuss Analyze Develop Assess Create</p> <p>Conduct electronic research</p> <p>Creative Plan View Design</p>	<p>multi mixes</p> <p>Collage representing different multi mixes made Health Food store established Samples of double and triple mixes prepared using foods from health food store.</p> <p>Interactive game made to highlight classification on the methods of cooking</p> <p>Dishes prepared demonstrating steaming and frying</p> <p>Variety of cake recipes reflecting the rub-in method collected</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Visit a bakery to observe how bakery products are made. Prepare a report on the visit made including important mathematical and scientific principles involved in this process.</p> <p>View and discuss a video presentation on the rub-in method of cake making. Collect recipes of a variety of cakes that can be made using the rub-in method and add them to recipe catalogue.</p> <p>Work in groups to prepare samples of cakes made by the rub-in method that can be served in a safe food restaurant.</p> <p>Use appropriate software to design labels and select appropriate packaging for samples of cakes made.</p> <p>Meal planning</p> <p>Work in groups to discuss and create multimedia presentation on the factors to be considered when planning meals and factors affect meal planning. Conduct online or offline information search on planning meals for special groups such as infants, school aged children and the elderly.</p> <p>Brain storm to highlight foods that are suitable for packed lunches in a safe food restaurant.</p> <p>Discuss the guidelines that should be considered when preparing packed lunches and create a pack lunch checklist which will be used to assess samples of packed lunches that can be served in a safe school restaurant.</p> <p>Write suitable menus of packed lunches that would cater to the individual needs of family members (such as mother, father, and child) and adolescents. Work in groups to prepare samples of packed lunches that can be served in a safe school restaurant.</p> <p>Using a recipe</p> <p>Brainstorm to define the term recipe and the importance of same.</p>	<p>Collate Analyse interpret Create Research Prepare Collate Evaluate Collect Record Critical thinking</p> <p>Collaborate Prepare Research Conduct survey</p> <p>Classify</p>	<p>Samples of cakes made by the rub-in method prepared</p> <p>Labels designed and created for cakes</p> <p>Simple recipe of an original product developed using established guidelines</p> <p>Catalogue for recipe collection designed</p> <p>Using a minimum of 20 slides power point presentation on factors affecting meal planning created and presented to class.</p> <p>Suitable packed lunches menu written</p> <p>Checklist for assessing packed lunches created</p> <p>Samples of packed lunches prepared</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>View samples of recipes and highlight key components. Observe and critique a recipe for accuracy using established guidelines provided by teacher Develop a simple recipe of an original product using established guidelines Design a catalogue for collection of recipes that will be used to create products for open day</p> <p>Attainment Target 3: The Daily Gleaner published an article entitled “Schools grappling with safe foods for children to consume”. In light of this alert, students are being asked to use the design process to create an action plan that will guide the development of a Safe Food School Restaurant. This guide will be presented to the School’s administration.</p> <p>Generate ideas on how to make the School’s Restaurant safe</p> <p>Brainstorm to decide on the most suitable safe foods to be served in the School’s Restaurant</p> <p>Design an action plan to guide the development of a Safe Food School Restaurant</p> <p>Prepare the items to be served in the restaurant</p> <p>Test prepared items with the school’s population</p> <p>Evaluate prepared items</p> <p>Provide feedback</p>	<p>Creative Collect Assemble Collaborate Design Create labels</p> <p>Identify Generate Discuss Collaborate Prepare Evaluate Design Provide feedback</p>	<p>Action plan to guide the development of a Safe Food School Restaurant created and presented to the school’s administration using the design process</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Attainment Target 4: Develop a portfolio showing career possibilities of skills developed Create a storyboard of an interested related career</p>	<p>Identify Describe Assess Develop Analyze</p>	<p>Portfolio of career possibilities developed Storyboard of interested related career created</p>
Points to Note	Extended Learning	
<p>Food spoilage is caused by the action of enzymes and microorganisms such as bacteria, yeasts and moulds. Enzymes are chemicals present in all living cells.</p> <p>The multimix principle is a simple way of ensuring nutrient balance. The mixes create several options to facilitate persons on a low income consuming the best nutrient balance. The double mix is the simplest combination. It uses only two food groups such as Staple + food from animal or Staple + legume. The three mix includes the final foundation group and allows the following combinations: Staple +legume+ vegetable, Staple +food from animal+ vegetable and Staple+ food from animal + legume. In the four mix all of the foundational groups are included making it the most nutritious mix. Staple + food from animal +legume+ vegetable.</p> <p>A storyboard is used to brainstorm and capture all the ideas before taking action. The process of visual thinking and planning, placing ideas on the storyboard and then arranging the components of the storyboard fosters more ideas. The key points are:</p> <ul style="list-style-type: none"> • Capturing all the ideas before taking action, and • Visually thinking, planning and placing ideas on a storyboard 	<p>Students can research and compare the evolution of factors affecting meal planning</p> <p>Students can identify local food items within their community and develop simple recipes with them</p> <p>Become an advocate for a FOOD –safe school</p>	
Resources	Key Vocabulary	
<p>Ingredients for preparing dishes/items Books Pen</p>	<p>Vitamins Minerals Deep fat frying Shallow fat frying</p>	

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Pencil Glue paper Equipped laboratory Tools and equipment Computer Internet Multimedia devices	Moist heat Dry heat Storage Safety Selection Contamination Risk Hazards Deficiency Balance Diet healthy	
<p>Learning Outcomes</p> <ul style="list-style-type: none"> ✓ Conduct formation search on food spoilage conducted and create poster ✓ Develop videos promoting safe food handling during preparation, storage and service. ✓ Create action guide on Food-Safe school programme. ✓ Conduct information search on selected micronutrient ✓ Create crossword puzzle on selected micronutrient ✓ Develop micronutrient data sheet ✓ Prepare a dish reflecting selected micronutrient. ✓ Create power point presentation on factors affecting meal planning. ✓ Write packed lunches menu ✓ Create checklist for assessing packed lunches ✓ Prepare samples of packed lunches <p>Links to other subjects -There are opportunities in this project to link with , ICT , Social studies Mathematics, Science, Language Arts, Visual Arts</p>		

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>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</p> <p>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</p> <p>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</p> <p>ICT Use computer for information processing</p> <p>Social Studies Demonstrate awareness of local resources</p> <p>Visual Arts Apply the elements and principles of design</p>		

FAMILY AND CONSUMER MANAGEMENT

APPAREL DECISION

AND

PERSONAL APPEARANCE

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 8.

- Why do people wear clothes
- Key concepts and terms related to man-made fibres and fabric
- Clothing and Culture
- Fibre and fabric
 - Regenerated/ man-made cellulosic fibres (viscose and acetate rayon)
 - Synthetic/manufactured fibres (nylon, polyester, acrylic and other
- Sewing Processes
 - Seams and seams finishes
- Techniques for taking body measurement
- Wardrobe planning
 - Steps in wardrobe planning
 - Wardrobe inventory
- Careers relating to apparel decision

About the Project

In this project students will develop an awareness of clothing decisions and how it affects personal appearance. The students will explore, reasons for wearing clothes, take body measurements and determine figure types, evaluate and plan a wardrobe, shop for clothes, practice basic clothing care and repairs. As project students will establish an imaging consultant company and analyse and recommend clothing for various clients. Problem-solving activities include the selection of personal collection of clothing complimentary to the individual. Students will master basic sewing techniques and tools, as well as operate a serger sewing machine.

GUIDANCE FOR THE TEACHER

Students need to know that clothing is an important part of a person's image. Selecting and wearing appropriate clothing for the workplace and to special functions/events is a skill students need to develop. If students are informed about textiles and construction techniques they will become more effective consumers.

The content topics will provide opportunities for students to analyze what factors influence and what messages are communicated by overall appearance and the apparel people decide to wear. Content topics will also provide opportunities for students to apply communication, leadership, management, and thinking skills to apparel decisions.

The Fashion industry is an important component of the economy and an area that provides many opportunities for entrepreneurship. This project will help students explore career opportunities in this field and help them develop skills needed for employment

SCIENCE

Appreciate how substances are classified by their chemical nature (acids, alkalis, salt etc.) and how this relates to the way they react

Appreciate the importance of energy to society, and understand how alternate energy sources are harnessed

Analyse chemicals and their impact on specific fibres.

Describe and explain chemical reactions.

Compare natural and synthetic fibres,

Identify compare and analyse the observable performance characteristics of each fibre,
Record information and draw conclusions about which fibres are best for specific end users

MATHEMATICS

- Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy
- Garment Fitting: Clothing is constructed to fit the 3-D form of the human body.
- Algebraic, spatial and logical reasoning is used to solve measurement problems.
- Students must purchase fabric based on the pattern, size.
- Calculate measurements of fabrics

TECHNOLOGY

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, batik and dyeing 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

Establish an imaging consultant company and analyze and recommend clothing for various clients

Engineering

- Identify the problem with individual figure types
- Brainstorm for solution to the various figure problems
- Decide on a solution to the problems identified
- Make the solution present the solution
- Evaluate the solution

PROJECT GRADE 8 TERM 2

Prior Learning:

Check that students can:

- Relate to natural fibres and fabrics.
- mix and match colours

PROJECT TITLE: APPAREL DECISION AND PERSONAL APPEARANCE - 11 Weeks

Attainment Target 1: Through a project based approach students will be able to apply **Creativity & Innovations** in the solution of problems

Attainment Target 2: At the end of this project, students will be able to **Explore Methods & Procedures** in solving problems relating to apparel decision and personal appearance

Attainment Target 3: At the end of this project, students will be able to **Apply Solutions** to develop garments/products suitable to enhance personal appearance.

Attainment Target 4: At the end of this project, students would have developed awareness of a range of **Career Pathways in the Apparel and Textiles.**

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:

- Explore the main reasons for wearing clothes
- Determine how messages are communicated through apparel and overall personal appearance
- Explore the relationship between clothing behaviour wellbeing.
- Identify personality types and influence on clothing behaviour
- Explore the work environment and expectation of appearance and dress
- Create body shape illusions with apparel designs using design fundamentals.
- Plan a wardrobe for an individual or group
- Demonstrate personal clothing care
- Evaluate project against project rubric
- Investigate careers in the apparel and textile industry

<p>Mathematics Standards</p> <ol style="list-style-type: none"> 1. Use the basic operations, number relationships, patterns, number facts, calculators and software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals. 2. Explore paths, geometric shapes and space and make generalization about geometric relationships within the environment 3. Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy. <p>Science Standards</p> <p>Working scientifically: Apply scientific knowledge and processes to the solution of real word problem</p>		
<p>Suggested Teaching and Learning Activities Students will:</p>	<p>Key Skills</p>	<p>Assessment</p>
<p>ATT1: Creativity and Innovation Week 1</p> <p>Watch a video clips showing how individuals dress in the society; for work, special occasion/event or daily activities on the streets. For example person wearing shorts to church, formal gowns /party clothing to funerals, miss- match colours, ill-fitting clothing, clothing that emphasize figure faults etc. Discuss the issues, allowing students to describe their personal experiences and cite incidences of what they consider appropriate/inappropriate dress. Discuss changes that have occurred in society and what is considered appropriate attire.</p> <p>Working in groups conceptualizes and develop creative and innovative solutions for dealing with or solving the clothing problems presented in the video.</p> <p>Lead questions can be asked such as: What can be done about clothing choices? How can we educate people about proper dress code?</p>	<p>Think Critical about how people dress in our society</p> <p>Solve clothing problems</p> <p>Discuss clothing choices in society</p>	<p>Proposal is well presented, logical, ideas practical, creative and innovative.</p>

<p><i>Present a proposal for treating with a particular clothing problem chosen by the students.</i></p> <p>Working in groups students will brainstorm to come up with creative solutions to the clothing problems identified.</p> <p>Att2: Explore Methods and Procedures Week 2</p> <p>Reasons for Wearing Clothes</p> <p>Brainstorm reasons for wearing clothes list student’s reasons on board. Post or project a poster with reasons e.g. protection, modesty, identification, status etc. Discuss each, citing examples. (Advanced students can conduct interviews in their community/families to find out why people wear the clothes they do? Use electronic device to record interviews and report findings to class).</p> <p>Compare local clothing with those of other country/climate to identify why people select their clothing.</p> <p>Using magazines or online sources collect pictures of clothing and accessories that people wear for various reasons. Place these under the headings protection, adornment, modesty, identification and status. (could be out of class activity)</p> <p>Interpret clothing cues and messages by viewing pictures of people dressed in various ways and discuss the messages portrayed... i.e. situation, activity, occasion, place, social context etc.</p> <p>Roles play several situations in which clothing could affect the outcome Example: casually dressed for a formal job interview or over dressed for a social occasion. Emphasise the importance of knowing the dress code before attending an event.</p> <p>Create a BLOG to discuss how clothing affects personal appearance and personality.</p>	<p>Research clothing choices in communities</p> <p>Analyze personal beliefs and culture about dress</p> <p>Create a BLOG</p>	<p>Work sheet identifying reasons people wear clothing.</p>
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<p>Week 3 Body Measurement and Figure Type Discuss rules for taking body measurement. Identify body areas from which measurements are taken. Observe a demonstration on how to take proper body measurements. Take body measurements in pairs and record personal measurements on a standard body measurement chart.</p> <p>Discuss and sketch the main figure types Using the body measurements to help determine figure types</p> <p>Use the common figure types, discuss clothing styles and outfit recommendations based on the design fundamentals. Highlight physical assets and camouflage figure liabilities. Examples of common figure types: tall and thin, tall and heavy, short and thin, short and heavy, top heavy, thick middle, hip heavy, average</p> <p>Week 4 Wardrobe Planning Define wardrobe as the whole collection of clothing a person owns. Discuss in groups, the importance of wardrobe planning and factors to consider when planning a wardrobe.</p> <p>Analyse personal wardrobe and conduct a clothing inventory to identify what items of clothing are available and what needs changing. Prepare a written report and share with class or plan a dream wardrobe and justify the use or need for each item selected. Or plan a wardrobe for a celebrity, justifying why each item is selected.</p> <p>Week 5 Purchasing Clothes</p>	<p>Demonstrate how to take correct body measurements</p> <p>Work cooperatively in pairs to take body measurements</p> <p>Analyze body measurements and figure types</p>	<p>Observe proper techniques in taking body measurements.</p>
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<p>Examine ready-to wear clothing against dressmaker's constructed clothing. Discuss the following considerations when purchasing clothing: Activities , Quality of clothing, Fit of the garment, Care, Cost, Brand names and Labels, Growth allowances</p> <p>Watch video or read articles on how to recognize quality when purchasing clothing</p> <p>Identify places to shop for clothes such as malls, department stores, boutiques and specialty shops, factory outlets, internet, catalogues and discount stores. Compare the advantages and disadvantages of purchasing clothing from the different places.</p> <p>Given a specific budget (sum of money), and taken to the shopping mall/ facility student will use the funds allocated to purchase an outfit, ensuring that they obtain the best quality possible at the lowest possible price and that it is appropriate for a specific occasion, personality etc. Show and discuss the item, giving reasons for choice. Debate sewing vs. ready to wear clothing (optional)</p> <p>Week 6 -7 Clothing Care Have a debate or talk on the importance of fabric selection and fabric care. Outline methods for storing garments</p> <p>Fibers and Fabrics Observe man-made fabric swatches on display and feel the texture of the different fibers and fabrics. Collect fabric samples and staple onto the corresponding space on fabric chart. Research and write notes on the specific fibres. Research online/offline and report on how to care for specific fabric.</p> <p>Read text and in groups identify and list the properties of the different man-made fibers, have class discussion. List factors to consider when selecting</p>	<p style="text-align: center; color: lightgray; font-size: 2em; opacity: 0.5;">DRAFT JULY 2015</p> <p style="text-align: center; color: blue;">conduct electronic research</p>	<p>Checklist used for clothing inventory and purchasing clothes</p> <p>Student choice of item should be of good quality, for a reasonable market price, serves the purpose/functions for which it was intended and appropriate for the figure type and personality.</p>
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<p>fabrics for clothing/garment for different activities.</p> <p>Week 8 The Serger Sewing Machine Discuss the functions of the various parts of a serger. Practice threading the serger machine. Demonstrate how to use the serger to make minor adjustments/ repairs to garment. Demonstrate how to make a scarf or other simple accessory or item of clothing.</p> <p>In groups explain how to care for the serger by writing a poem, song, jingle or other and present to class.</p>		
<p>APPLY SOLUTION Week 9 -10 Establish an Image Consultant Company at the school; Goals: Collect and showcase garments and accessories to be worn for specific occasion/event. Analyse clients figure type and make recommendations for appropriate clothing style and accessories. Highlight physical assets and help clients camouflage liabilities.</p> <p>Establish the business name and tag line. Assign different roles to group members for example Director of Company, Image Consultants, Marketing and Sales Manager, other. Advertise and market the Company. Create a website and prepare the following company forms: Business forms and client contract, Invoice template, Personal shopper Postcard template, Client needs analysis template, Closet inventory analysis template. Use appropriate software to create business cards and brochures/flyers for the company and Establish the cost for service (optional)</p> <p>Launch the Image Consultant Company. Showcase items of clothing and accessories, display an area to highlight information on wardrobe planning and how choice of clothing communicate different message.</p> <p>Organizing and setting up an area on the schools lawn and offer free consultation to schoolmates. Evaluate female and male body shapes, and</p>	<p>Working as a team in designing and forming business</p> <p>Create documents</p>	<p>Evaluate project using established criteria</p>

recommend clothing styles, and accessories		
Evaluate projects against set standards given		
AT 4: CAREER AWARENESS Week 11 Research online/offline sources and present on careers related to the apparel/fashion industry Practice the skills relevant for the selected career in apparel Choose an occupation and investigate the clothing and appearance recommended for it. Invite people from different occupations to talk about appearance and dress for work	Research personal career choice Select clothing for specific careers	

Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Select appropriate clothing for different occasions ✓ Recognize how clothing is used to communicate a person's personality/mood ✓ Taking accurate body measurement ✓ Examine the physical aspects of appearance. ✓ List the personality qualities of a successful image. ✓ Interpret the signals of status in a photo example. ✓ Select style suitable for various body shape and personality. ✓ Use the serger machine to make clothing repairs ✓ Recognize various reasons for wearing clothes ✓ Analyze proportions of body types and identify figure type. ✓ Practice the skills related to various careers in apparel industry ✓ Simulate an image consulting company. ✓ Understand how image consulting fits into the hierarchy of the fashion industry.
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Points to Note	Extended Learning
<p>Reasons why we wear clothes are for protection (from harsh weather, occupational hazards), identify (profession, culture), status, modesty / decency and beauty</p> <p>A wardrobe chart provides a handy tool to evaluate the clothing own by individuals and planning additions</p> <p>Points to consider when planning a wardrobe are need, activities of user, versatility, accessories one has, care and finance (economic status).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select appropriate clothing for specific needs and activities. • Explain to others how apparel and appearance contribution to or distract from positive communication. • Communicate ways apparel choices and overall appearance can facilitate individual self expression. • Form an image consultant business to assist individuals in their community <p>Offer image consultant services to celebrities/ public personalities</p> <ul style="list-style-type: none"> •
<p>RESOURCES</p> <p>Sample pieces of manmade fabric/fibres</p> <p>Pair of scissors</p> <p>Tape measure</p> <p>Microscope</p> <p>Computers</p> <p>Internet access</p> <p>Mirrors</p> <p>makeup,</p>	<p>KEY VOCABULARY</p> <p>Wardrobe</p> <p>Accessories</p> <p>Figure type</p>

<p>Colour swatches</p> <p>Fashion books and magazines</p> <p>Virtual beauty makeover Websites</p>	
<p>LINKS TO OTHER SUBJECTS</p> <p>Language Arts</p> <ul style="list-style-type: none"> • Write and communicate ideas to clients <p>Visual Arts</p> <ul style="list-style-type: none"> • Identify, manipulate, and combine various techniques to develop details • Students understand a broad range of vocations in the field of visual arts, including those involved in creating, performing, exhibiting, and promoting. • Develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life <p>Mathematics</p> <ul style="list-style-type: none"> • Perform mathematical computations related to the fashion designing • Use geometric concepts access clients image • Calculate production and item costs and profits • Show proficiency in measuring and using measures to analyze figure type • Demonstrate knowledge of computers in the apparel and personal decision 	

CONSUMER EDUCATION

Processes of Management

- Resources of Management
- Time Management

Work Simplification

- Work Simplification Techniques

Money Management

- Fixed and Variable expenses
- Reasons for preparing a budget
- Steps in preparing a budget

Consumer Education

- Factors that determine consumer wants and needs
- Methods of payment for goods and services
- Consumer rights and responsibilities
- Consumer credit – forms of credit

Advertising

- Purpose and Methods of advertising
- Advertising Techniques
- Effects of Advertising on the consumer and manufacturer
- Analyse advertisements

Career Pathways

Range and Content

What are the key concepts, skills and knowledge students will learn in this subject?

Students will develop knowledge, skills and understanding by learning:

- How to effectively use resources in making choices that satisfy the needs and wants of individuals, and families.
- The efficient use of time and energy
- How to apply management skills and processes to organize tasks within the family.
- Work simplification techniques.
- The need for personal and family financial planning.
- How to develop realistic budgets as an instrument for managing the family's resources.
- The importance of educating consumers about their rights and responsibilities.
- Consumer credit and its impact on individuals and families.
- The impact of consumer advertising on the choice of goods and services.
- The importance of technology and its impact on the development of project/ideas.

- Employment and entrepreneurial opportunities in consumer and resource management.

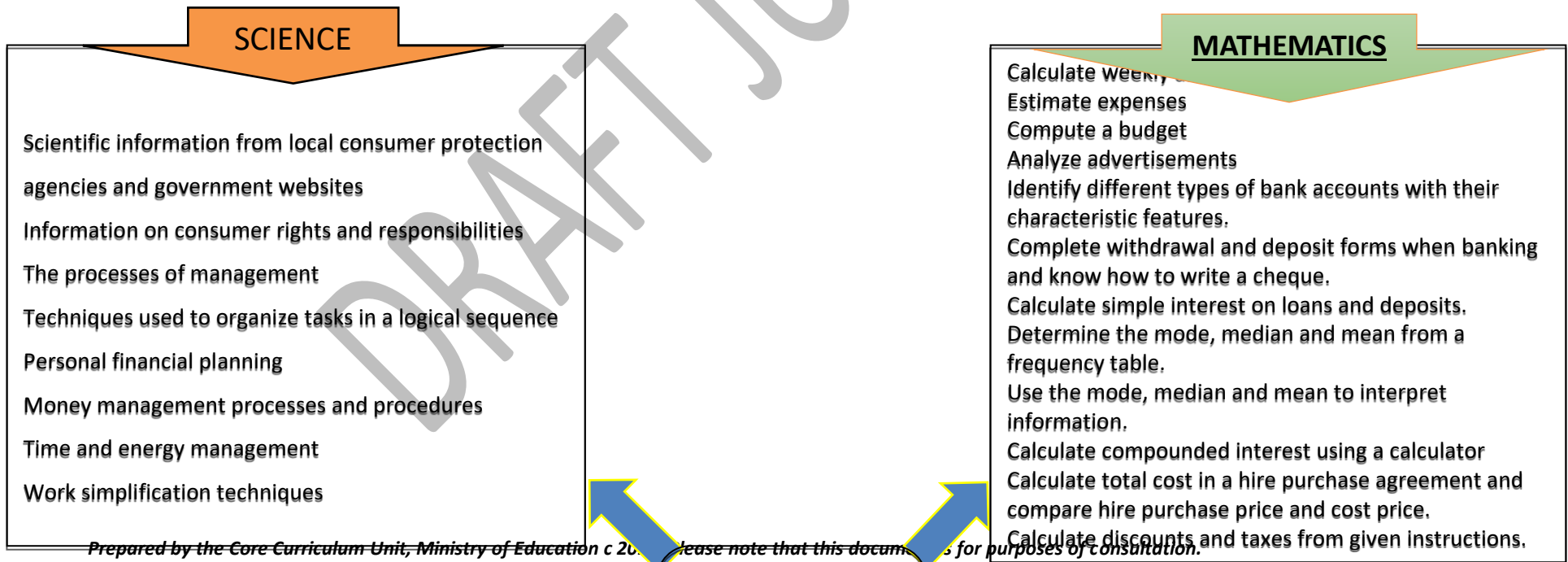
About the Project

In this unit students will create, manage and execute a campaign which allows them to apply time and management skills along with work simplification techniques, in order to educate consumers on issues relating to consumerism. The proposed project may be designed as a ‘Youth Consumer Education Campaign’ The concept may/may not be the start-up of a business enterprise but must involve a project where the offering of a service or training is involved. The students should be encouraged to give careful consideration to conservation and the maximum utilization and satisfaction of resources for the benefit of individuals and families.

GUIDANCE FOR THE TEACHER

The ‘Youth Consumer Education Campaign’ aims to help consumers assess the quality of information they receive in regards to the goods and services they receive.

In carrying out this project, students should work in groups. Each group gets one topic to prepare for the campaign, students can decide which medium and strategy they will use for the campaign, (E.g. media campaign, internet campaign, march or a display at a community event).



DRAFT JULY 2015

PROJECT GRADE 8 TERM III

PROJECT TITLE: FAMILY AND CONSUMER STUDIES
11 weeks at 1 hour per week.

Prior Learning

Students should understand who is a consumer and have experience making purchases.

<p>Attainment Target 1: Through a project based approach, students will be able to apply Creativity and Innovation in the solution of problems.</p> <p>Attainment Target 2: Through a project based approach, students will be able to Explore Methods and Procedures in solving problems related to Consumer Education.</p> <p>Attainment Target 3: Apply Solutions Through a project based approach, students will be able to apply appropriate strategies in finding solutions to the identified need.</p> <p>Attainment Target 4: Career Pathway Through a project based approach, students would have developed awareness of a range of Career Pathways in consumerism.</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Create, modify or design a project which demonstrates efficient use of management processes when making choices to satisfy the needs and wants of consumers. • Formulate solutions that reflect the effectiveness of time and energy practices when organizing tasks in a school or community related activity. • Demonstrate appropriate work simplification techniques in the execution of relevant tasks in solving the problem giving consideration to time and energy management. • Develop realistic budgets to reflect available resources • Discuss the role of technology in utilizing advertising techniques • Integrate principles of effective communication in the management process and the decision making process • Develop and apply a sequenced approach to the execution of the project. • Solve consumer problems relating to obtaining correct and sufficient information using appropriate technologies. • Research employment and entrepreneurial opportunities in consumer and resource management.
<p>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</p> <p>STEM Standards</p> <p>Mathematics Standards Number: Use the basic operations, number relationships, patterns, number facts, calculators and software to compute and estimate in order to solve real world problems involving fractions, percentages and decimals.</p>	

<p>Measurement : Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy</p> <p>Statistics: Collect, organize, interpret and represent data and make inferences by applying knowledge of statistics.</p> <p>Science Standards</p> <p>Exploring science and the environment: Students should learn practically about the key processes of scientific investigation. They should learn to set up their own Investigations to test hypotheses and be able to analyse data. They should learn about the importance of the environment to all living things on earth and the need to act responsibly towards it. Students should also learn about climate change and its impact on the environment and on life forms.</p> <p>Technology Standards Students will develop an understanding of engineering design</p>	
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Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>AT 1: Creativity & Innovation Weeks 1 and 2</p> <p>View advertisements giving information about a consumer product or service. For example an advertisement on cellular phone calls rates. Discuss information presented in the advertisement and use personal experiences to indicate what problems they have encountered with the information presented.</p> <p>How do the advertisements affects consumer behaviour? How can I assist consumers in acquiring correct information in order to make</p>	<p>Conceptualize solutions to problem Critical thinking Plan activities Discuss possible alternatives</p>	<p>Assess students' view of the problem.</p>

<p>informed choices?</p> <p>Analyze societal issues/ problem affecting consumers who buy into these advertisements or products. Brainstorm to find solutions to reduce individual, family and consumer related problems.</p> <p>Note: The major issues in the scenario/advertisements above are consumer related issues. As a result the students could embark on a ‘Youth Consumer Education Campaign’, to sensitize the school and wider community about the issue relating to consumerism and provide strategies and solutions to the problem.</p> <p>In groups, create a plan for the project by exploring creative strategies which can be used to educate consumers Collaborate to create a blog to present the information.</p> <p>AT 2: Exploring Methods and Procedures Week 3 Processes of Management</p> <p>Use the jigsaw classroom to present information on resources and processes of management. Use hypothetical scenarios and apply management processes to individual and family related activities giving clear indication of time and energy management.</p> <p>In projects groups, plan strategies to use in Consumer Education Campaign. Design a rubric (e.g. a workflow chart) to outline the planning stages of the campaign.</p> <p>Week 4 Work Simplification</p>	<p style="text-align: center;">Communicate information</p> <p>Research and Collect information</p> <p>Report(verbal and written)</p> <p>Explore ideas</p> <p>Observe</p>	<p>Assess students application of the concept and skills in creating the blog</p>
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<p>Conduct field visits e.g. factories, hotels etc. and interview workers to gather information on techniques used to organize tasks in a logical sequence. Use images, audio and text to create digital story and present to the class.</p> <p>Role-play hypothetical scenarios in which several techniques may be used in managing individual tasks and family activities.</p> <p>In project groups, organize activities for the campaign. They will assign tasks</p> <p>Week 5 and 6 Money Management Record personal expenditure over a period and use to determine reasons and steps in preparing a realistic budget. Design a personal financial plan and have classmates critique the plan. Analyse budget from various sources and group according to type. Create realistic budgets for individuals and families using spreadsheet software Create an estimate of the expenses for the campaign and present information on a spreadsheet.</p> <p>Week 7 Consumer Education In groups, collect consumer information from local consumer protection agencies and government websites. Display information collected on bulletin/poster board for other students to view.</p> <p>Use multimedia presentation to create and present information on consumer rights and responsibilities.</p> <p>Week 8 Advertisements Analyze a group of advertisements collected over a certain time period. Which advertisement gives factual information? Which techniques/appeals are used? Prepare a log of advertisements for certain time period (Saturday morning, afternoons, and weekday evenings). Compare the types of products advertised and the techniques used to</p>	<p>Use multimedia sources</p> <p>Dramatize skills</p> <p>Organize activities</p> <p>Data analysis</p> <p>Create documents</p> <p>Create multimedia presentation</p>	<p>test for knowledge of the principles of management.</p>
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<p>influence consumer behaviour.</p> <p>Display samples of actual advertisements according to the technique used. (These can be from magazines, newspapers or coupon advertisement).</p> <p>Discuss the effects of advertisement on the consumer and manufacturers.</p> <p>Use appropriate software to design an advertisement for the 'Youth Consumer Education Campaign'. Display advertisements on community and schools' bulletin board.</p>		<p>Peer assessment of advertisements</p> <ul style="list-style-type: none"> • Most informative • Most persuasive • Best image • Best slogan
<p>Weeks 9 & 10 Applying Solutions In project groups, establish a committee and assign different tasks such as planning, advertising etc. to group members. Use appropriate software to create flyers, book markers etc to hand out to individuals during the campaign.</p> <p>Establish a BLOG/ or -suggest internet link that individual can visit to obtain information on consumer education.</p> <p>Launch the campaign at school ; set up a display area and provide information to the public of consumer education</p> <p>Design an instrument to assess and report on the campaigns' success.</p>	<p>Create documents</p> <p>Create a blog Implement solutions Construct report and record Findings</p>	<p>Blog and records gives evidence of the success of project</p>

AT4: Career Education Week 11 Research online/offline and present on careers in consumer Education	conduct electronic research	

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Examine the use of resources in making choices that satisfy the needs and wants of individuals, and families. ✓ Demonstrate efficient use of time and energy ✓ Apply management skills and processes to organizing tasks within the family, school and community. ✓ Use work simplification techniques to simplify work ✓ Examine the need for personal and family financial planning ✓ Develop realistic budgets as an instrument for managing the family's resources. ✓ Make choices to satisfy individuals and family's needs and wants ✓ Educate consumers about issues relating to consumerism ✓ Analyze the impact of consumer advertising on the choice of goods and services.
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • It is important that safety is reinforced throughout the implementation of the activities planned for campaign. • The teacher must emphasize the project based approach in the planning of the activities for the campaign. • Students should be encouraged to demonstrate appreciation for the protection of the environment. • It is important to highlight career development in the execution of the project. • Students should be encouraged to practice safe behaviour when using digital media or searching for information on the internet. <p>Resources Books, computers, billboards, Printing paper, Internet, Multimedia devices, Community facilities</p>	<p>Investigate Consumer Protection Agencies in other Caribbean territories and compare the services offered. Students can collaborate with local consumer protection agencies and plan a Parish Campaign.</p> <p>Key vocabulary Consumerism, advertising, money management, resources, work simplification, plan, organize, implement, control, evaluate</p>

Links to other subjects
<p>The elements of this project may be linked with the following subject areas:</p> <p>Language Arts: Demonstrate competence in speaking to advocate on behalf of consumers. Visual Arts: Design and create graphics in advertising. ICT: Demonstrating competencies in using a variety of multimedia/audio-visual equipment. Business: Apply business principles in the planning and implementation of the campaign.</p>