



Home Economics Education Curriculum Guide Grade 9 Units of Work

DRAFT JULY 2013

Ministry of Education, Jamaica

GRADE 9 PROJECT

FAMILY and CONSUMER MANAGEMENT

FASHION DESIGN and

MERCHANDIZING

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 SUBJECT CONTENT GRADE 9

SUBJECT	TERM 1	TERM 2	TERM 3
	<p>The Fashion design cycle Fashion sketching</p> <p>Crocquis Fashion poses Fashion Terminology Local and International Fashion designers - Christian Dior (France), Coco Channel (France)</p> <p>- Francis Keane (Jamaican), Bill Edwards (Jamaican) Fashion design capitals of the world - France, Italy, Paris, Milan History of Fashion</p> <p>Cultural influences on Fashion Figure types Garment styles/ parts Basic Pattern Drafting Fabric selection Sewing Techniques Opening and Fastening</p>	<p><u>Pastry Making</u> Types/ proportion of Ingredients Terms associated with pastry making</p> <ul style="list-style-type: none"> - Cut in - Bake Blind - Aerate <p>Choice and function of ingredients Guidelines for making short crust pastry Faults causes and remedies</p> <p><u>Cake Making – Creaming Method</u> Ingredients Proportion Method of mixing Oven temperature Variations Faults causes and remedies</p> <p><u>Cake Decorating</u> Methods Equipment</p> <p><u>Food Preservation</u></p>	<p>Developing business ideas and establishing a business Conducting market surveys Developing business plans and establishing business goals Determining space and type of facility needed for a business Expenses related to starting and operating a small business Establishing a product price Prepare a market plan Selecting advertising media and method of advertising Select business name and develop a business logo Planning advertising campaign Record keeping systems for business (sales, inventory, customer lists, expenses, payroll, equipment, etc.) Components of production (e.g., work force, training, sequence of production, supplies, equipment, etc.) Developing flow chart, time schedule, and</p>

	<p>Finishing Necklines Finishing armhole</p> <p>Working Hems Fashion Merchandizing Career in Fashion Designing</p>	<p>Definition Reasons for preserving foods Principles of food preservation Methods of food preservation</p> <ul style="list-style-type: none"> - Drying - Freezing - Chemical - sugar, salt, vinegar and other preservatives. - Tools and equipment <p><u>Product Development</u> Definition Stages of Product Development</p> <ul style="list-style-type: none"> - Development of recipe - Standardization of Recipes - Sample of Product - Sensory Analysis/Evaluation - Modification of Recipe <p>Market Research Advertising</p> <p><u>Packaging and labelling</u> Reasons for packaging food items Types of packaging materials Procedures to following when packaging food items Information on a food label</p>	<p>work sequencing schedule Liquidate a business Evaluating the entrepreneurial experience Academic and technical requirements for accessing specific career paths</p>
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STANDARDS FOR RESOURCE AND TECHNOLOGY FOR GRADE 9

The Attainment Targets

There are FOUR key Attainment Targets within Resource and Technology -Home and Family Management: Clothing and Textile curriculum.

AT1: Creativity and Innovation	AT2: Exploring Methods and Procedures	AT3 : Applying Solution	AT4: Career Pathways
Through project based approach students will be able to apply creativity and innovation in the solution of problems.	Through a project based approach, students will be able to explore methods and procedures in solving problems.	Through a project base approach, students will be able to apply appropriate strategies in finding solutions to identified needs.	Through a project base approach students will develop awareness of a range of Career Pathways

	AT1 THEME: Creativity and Innovation	AT 2 THEME: Exploring Methods and Procedures	AT 3 THEME: Applying Solution	AT4: Career Pathways
Sub Theme	Conceptualize plan and execute innovative entrepreneurial enterprise in selected occupational context	Make informed decision in the selection of material tools and equipment and demonstrate increasing skills in the execution of tasks.	Build practical skill and the technical competencies necessary for effecting a solution/outcome.	Select a career pathway and develop a career plan that outlines the academic and technical requirements for accessing the selected pathway.
Grade 9				

Range and Content

The Fashion design cycle

Fashion sketching

- Croquis
- Fashion poses

Fashion Terminology

Local and International Fashion designers

- Christian Dior (France), Coco Chanel (France)
- Francis Keane (Jamaican), Bill Edwards (Jamaican)

Fashion design capitals of the world

- France, Italy, Paris, Milan

History of Fashion

Cultural influences on Fashion

Figure types

Garment styles/ parts

Basic Pattern Drafting

Fabric selection

Sewing Techniques

- Opening and Fastening
- Finishing Necklines
- Finishing armhole
- Working Hems

Fashion Merchandizing

Career in Fashion Designing

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About the Project

This unit introduces students to the concepts of fashion design and merchandising. It focuses on developing and understanding concepts, skills and knowledge associated with fashion design and merchandising. Students interpret design brief and come up with creative and innovative solutions to fashion related problems. They will sketch designs for garments, draft basic patterns for these garments, construct simple garments and organize and present them in a fashion show. And explore entry-level business and fashion fundamentals. It also allows students to explore careers pathways and skills associated with the fashion industry.

GUIDANCE FOR THE TEACHER

This unit is an introductory fashion designing and merchandising projects to expose students to the field of fashion. Students are not expected to display high levels of skills and competence in the areas, the focus is on identifying and creating solutions to fashion related problems, and practicing the fashion design process via the project. Provide as much assistance and support as possible through video and face to face demonstration, then allow students to practice. Involve the community by employing skills and expertise where applicable. Allow students as much freedom to choose their design brief. A lot of the work will have to be completed out of class or as extracurricular activities, Encourage students to conduct online research and watch video clips in order to develop the skills independently.

The main tool of assessment will be portfolio. A portfolio is an organizer of student projects and assignments. Envelopes, files, binders, or folders may be used to compile information over a term. Each student should have a portfolio representing his or her work during the term. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of the portfolio should be done at the end of each module. At the end the of the term the student will turn in their portfolio for grading, the portfolio entries in the lesson are just suggestions, teachers and students are free to decide on what pieces of work will form portfolio pieces. In addition to portfolio teacher should include culminating activities and other forms of in class assessments to check for and reinforce learning.

Where group research and presentations are used teachers must provide other opportunities for practice and reinforcement by preparing work sheets and short quizzes

Prior Learning

Students will be familiar with some fashion countries and fashion designers both local and international.

Student will be familiar with pattern making, seams and seam finishes and use of the sewing machine and safety from grade 8 which will help them in constructing garments/accessories.

PROJECT: GRADE 9 TERM 2**Focus Question 1:**

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

Attainment Target 2: Through a project based approach, students will be able to **Explore Methods & Procedures** in solving problems relating to fashion designing.

Attainment Target 3: Through a project based approach students will be able to **Apply Solutions by** designing sketches and construct garments for the fashion industry

Attainment Target 4: Through a project based approach students will develop awareness of a range of Career Pathways in Fashion Designing.

Objectives:

- Understand the fashion design process
- Explore sketching techniques to create fashion illustration
- Explain fashion terms such as fad, fashion, styles
- Recognize local and intentional designers and fashion
- Explore the history of fashion and cultural influences on fashion
- Employ knowledge of figure types in designing
- Recognized garments styles and Parts
- Complete fashion Sketches
- Understand the principles of basic flat pattern drafting
- Analyse and select fabric based on characteristics
- Demonstrate sewing techniques
- Discuss Fashion Merchandizing
- Evaluate project at various stages
- Investigate a fashion industry career pathway

<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>Suggested Teaching and Learning Activities : 11 WEEKS</p>	<p>Key Skills</p>	<p>Assessment</p>
<p>ATT: 1: Creativity and Innovation</p> <p>Students will:</p> <p>Week 1 &2</p> <p>Using a design brief brainstorm and come up with creative and innovative ideas to solve the problems outlined in the brief.</p> <p>Example of design brief:</p> <p><i>Your friend in grade 11 turned up at her graduation ball (prom) all excited in what he/she considered a very special suit/gown found in the specialty store only to find that there were two other persons at the ball dressed in the same suit/gown. What can you do to ensure that, that doesn't happen to you or other students?</i></p> <p>N.B. design brief can be introduced to students via a movie, video clip or news item. Students can also work in groups to come up with their own design brief based on their personal experiences.</p> <p>Establish the design goal; create a client profile that is decide who the design is</p>	<p>Brainstorm fashions ideas</p> <p>Research fashion needs</p> <p>Create mood boards</p> <p>Interpret design brief</p>	<p>Mood board should.....</p> <p>Client profile should.....</p> <p>Design idea should show functional, originality, creativity, innovative and have aesthetic valued.</p>

<p>for? What is the use of the design? etc. Conduct research and create a design that is functional, aesthetic, creative and innovative.</p> <p>Be inspired- Look for fabrics, objects or people who inspire you to create a new piece of clothing. Search online or in magazines for current or retro trends that you might want to incorporate into your designs. Try visiting craft and fabric stores to find swatches or notions that could form the basis for a whole piece, and create a mood board.</p> <p>N.B Portfolio item. Enter mood board, client profile.</p> <p>ATT2: Exploring Methods and Procedures</p> <p>Weeks 3 and 4</p> <p>Fashion Sketching</p> <p>Creating a croquis. A croquis is the first rough sketch of a garment design. Using the specific proportions of the fashion figure and the grid, sketch a female and/or male croquis. Invite a model or a person from a modelling agency to demonstrate fashion poses. A discussion of career opportunities could be included. Collect a variety of fashion poses for reference when fashion sketching and mount on a bulletin /poster board. Discuss how the mounted poses are suited to the fashion design ideas developed at attainment one. Draw a rough sketch of body parts for the croquis: face, hands and fingers, feet. Incorporate simple gestures using arm and leg variations.(Collaborate with the art department to teach this unit).</p> <p>Find a fashion photograph showing the entire figure. Complete a fashion sketch</p>	<p>Sketch croquis</p> <p>Draw rough sketches of body parts</p> <p>Draw simple gestures Create fashion sketches</p> <p>Create multimedia presentation</p>	<p>Sketches are original, creative, and design aesthetic are valued.</p>
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<p>from the photograph. Using geometric forms and lines, design an outfit suitable for a specific figure type. Design a costume for a sporting, drama, dancing, cheerleading or gymnastics performance etc or sketch the designs ideas developed in Att1.(students can draw on paper, or with a appropriate software). Start with a basic human form. Outline the basic shape of the garment you wish to design.</p> <p>Portfolio item: Place croquis and fashion sketches in portfolio.</p> <p>Week 5 Group research and presentation Working in groups, select one of the topic below, conduct online/offline research and create an audio/visual presentation multimedia presentation, story board, moviemaker etc.). Which include a hand out and present the information to the class through an oral presentation</p> <p>Topics: Fashion terms, Local and intentional fashion designers, Basic garment styles and parts, History of fashion, Cultural Influences on fashion, Figure Types etc</p> <p>N.B. Students may select topics based on interest or draw topics randomly to avoid disagreements. This assignment can be given for home work or the teacher can organize the research materials i.e. books, hand outs, internet sources and time the students to conduct the research and complete the presentation within the instructional/class time.</p> <p>Students will complete work sheets and short quizzes on each topic.</p> <p>Week 6 and 7</p> <p>Basic Pattern Drafting</p> <p>Identify terms, tools, and equipment related to flat pattern designing.</p>	<p>Create multimedia presentation</p> <p>Conduct electronic research Deliver Oral presentation Prepare Audio/visual presentation</p> <p>Draft flat pattern</p>	<p>Oral presentation should.... Handout should.....</p> <p>Patterns are.....</p>
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<p>Demonstrate the design techniques using full patterns.</p> <p>Make a flat pattern for a fashion illustration that the student has created. Evaluate the fit. Using commercial patterns.</p> <p>Use appropriate software create a garment pattern which includes the following pattern details: grain line, center front/center back, notches/dots, seam and hemlines, darts. (Optional details – pockets, facing, waistband etc.) Portfolio Item: Enter patterns in portfolio.</p> <p>Fibres and Fabrics</p> <p><i>analyze fiber characteristics found in fabrics and determine the desirability</i></p> <p><i>Explain fiber characteristics and examine a variety of fabrics for these characteristics: Tensile strength, Resilience, Absorbency, abrasion resistance including pilling, wrinkle resistance, shape retention, moisture wicking, washability – including general, farm chemical, oil field, soiled, static electricity</i> <i>Test a number of fiber characteristics from a variety of fabrics</i> <i>Mount fabrics samples along with reason for choice.</i> <i>Fabric Finishes</i></p> <p>Week 8 Sewing Techniques</p> <p>Acquire basic sewing skills so that they can bring their designs to life. Seams/Seam finishes, Hems, Necklines, armhole, Opening and Fastenings. (Pockets, sleeves and collars for more advanced students). Have an expert</p>	<p>Select fabrics based on projects</p> <p>Post video online</p> <p>Manipulate the sewing machine Construct garments</p>	
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<p>demonstrate the sewing techniques. Students can watch online videos and practice the techniques in groups. Students can video themselves working the techniques and playback for class discussion or post it online</p> <p>Use the techniques to assemble simple garments such as sleeveless blouse, sheet dress pull on pants etc. Practice assembling their designs.</p> <p>Fashion Merchandizing Understand the basic marketing terms and principles related to fashion Identify the types of fashion promotion including: advertising, Describe the following types of retail stores: department stores, flagship stores, branch stores, chain stores, discount stores, specialty stores, mail order houses, franchises, and other types of retailing.</p>		
<p>Week 9 - 10</p> <p>ATT 3: APPLYING SOLUTION</p> <p>Working in teams construct the designs created at Att1. (Students may need to be assisted in cutting and sewing the more complex designs. Students can invite parents or community members with the expertise to assist with the cutting and assembling of the garments. Garments can also be assembled outside of class time. Evaluate the Fashion line</p> <p>Attend or watch a fashion show (on television or virtual online) observe fashion narration and give a written or oral report of the proceedings. Create a time line graphic organizer of the fashion show. (Home work)</p> <p>Working in teams</p>	<p>Assemble garments Record fashion show Create timeline Create storyboard Plan, organize and implement a fashion show. Work in teams</p> <p>Post recordings online</p>	<p>Fashion line Fashion show</p>

<p>Write the narration for the fashion show</p> <p>Create a story board for the fashion show.</p> <p>Host a fashion show, stream the fashion show live (where possible) and record and post online.</p> <p>Participate in a community fashion show.</p> <p>Evaluate the fashion show.</p> <p>Develop a marketing plan for the garments, Pricing etc</p>		
<p>Week 11</p> <p>AT 4 : CAREER PATHWAY</p> <p>Watch video clip online about Fashion Careers</p> <p>Select a fashion design careers. Complete an aptitude and interest survey to determine their suitability for the career. Investigate where required education and training could be obtained. Identify employment opportunities Suggest related work experience opportunities. (advance students -prepare a résumé and cover letter applying for the position) Share info with class/ post on class wiki</p> <p>Portfolio Item: Enter career profile in portfolio</p>	<p>Research career pathways</p>	<p>Rubric for career pathway</p> <p>presentation</p> <p>Description</p> <p>Certification required for employment</p> <p>Entry level requirement for training</p> <p>Training (where, cost, duration)</p> <p>Employment opportunities</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the key concepts and terms relate to fashion ✓ Create fashion sketches ✓ Develop an awareness of fashion countries/ capitals and fashion designers both local and international ✓ Understand the history of fashion designing and the basic theories of fashion design

- ✓ Draft pattern using the flat pattern method
- ✓ Construct simple garments
- ✓ Plan, organize and implement a fashion show
- ✓ Exhibit professionalism through high quality presentations; effective sales techniques and efficient organization
- ✓ Work cooperatively as a design team.
- ✓ Record events using webcam or other recording devices
- ✓ Post recordings to the internet
- ✓ Evaluate design sketches and garment construction processes
- ✓ Examine career path in fashion designing

Points to Note

The following are some Fashion terms to be used in lessons but not limited to:

Fashion - the currently accepted, prevailing style. (Vogue is defined the same way.)

Fad - a fashion that suddenly bursts into popularity but is usually short lived

Style - a distinctive form of dress that exists independent of fashion (hippie, gothic, cowboy)

Classic - a fashion that retains general acceptance over an extended period of time

Design - a specific version of a style

Avant-garde - ahead of its time, comes straight off the runway

Trend - fashion that always changing and is related to fads. Fashion

Extended Learning

- Use the internet to further investigate the latest types of and feature in CAD fashion design software
- Use computer software to draw designs
- Student can operate their own small business by designing and making clothing and accessories for individuals/clients

<p>trends usually span 3-7 year cycles.</p> <p>Identify basic garment styles: Dress. Skirt. Shirt, coat and jacket. pant To determine the clothing details that are used to recognize, understand, and interpret fashion cycles and silhouettes</p> <p>Identify basic garment parts: neckline styles, collar styles, sleeve styles, pocket styles</p>	
<p>Resources</p> <ul style="list-style-type: none"> • Drafting paper • Fashion magazines • Scissors • Glue • Computer/projector • Pencils/erasers • Sketch pad • Fabric • Metre stick • Internet access • Sewing machine • Dress form 	<p>Key vocabulary</p> <p>Fad Fashion Styles Classic Avant Garde Fashion sketching Texture Harmony Silhouette merchandizing</p>

Links to other subjects

Language Arts-

- Apply the reading process to analyzing information.
- Demonstrate competence in speaking to provide, distribute or find information

Visual Arts

- Identify, manipulate, and combine various techniques to develop design sketches
- Print and design patterns for fabrics

Mathematics

- Use geometric concepts to create fashion sketches
- Calculate production and item costs and profits
- Show proficiency in calculating measurements for pattern drafting

Technology

- Demonstrate knowledge of computers in the apparel and textile industry
- Identify awareness of computer-aided design technology (CAD/CAM)
- Search for and present information

FOOD PRODUCT DEVELOPMENT

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Range and Content

What are the key concepts, skills and knowledge students will learn in this project:

Pastry Making

Types/ proportion of Ingredients

Terms associated with pastry making

Choice and function of ingredients

Guidelines for making short crust pastry

Faults, causes and remedies

Cake Making – Creaming Method

Choice and functions of ingredients used in cake making

Proportion of ingredients used in the creaming method

Techniques used in preparing cakes by the creaming method

Faults in cake making

Variety of cakes prepared by the creaming method

Cake Decorating

Methods

Tools/equipment

Types of decorations

Procedures for applying designs

Food Preservation

Definition

Reasons for preserving foods

Principles of food preservation

Methods of food preservation

- Drying

- Freezing
- Chemical - sugar, salt, vinegar and other preservatives.

Product Development

Definition

Stages of Product Development

Market Research

Advertising

Packaging and Labelling

Reasons for packaging food items

Types of packaging materials

Procedures to following when packaging food items

Information on a food label

About the Project:

In this project students will learn about the process of product development from the design brief and planning stages to prototype, production, packaging, labelling, marketing and evaluation of the final product. Students will also explore new and emerging practices in food production development, food preservation, cake making and decorating and pastry making.

Portfolio Assessment

A portfolio is an organizer of student projects and assignments. Envelopes, files, binders, or folders may be used to compile information over a term for each student. Each student should have a portfolio representing his or her work during the term. Students may construct portfolios in which to keep their work and assessments throughout the term. Two portfolios may be valuable: a "working portfolio" to collect ideas observations, notes and critiques, and a "presentation portfolio" to maintain completed work. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of the portfolio should be done at the end of each module. At the end the term the student will turn in their portfolio for grading. A daily

journal may also become a part of a working portfolio. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the student's evaluation. A portfolio related to Clothing, Textiles and Fashion may contain: sewing samples, fashion design illustrations, and photos of completed sewing projects.

GUIDANCE FOR THE TEACHER

When undertaking the delivery of this unit, teachers should refer to the skills already taught in Grades 7 and 8 Resource and Technology and must also adhere to the guidelines to the development of a new food product.

Through a series of classroom activities, and project assignments, students will learn the stages of product development and apply this knowledge to the development of an original food item.

Project Development is a long term project that can be adapted to fit within the normal class schedule in order to maximize the potential of the project.

Students **MUST** work in groups for all major activities.

Students may use **one** of the following criteria to test packaging materials.

PACKAGING MATERIAL TESTS

Bursting Strength - to see how much pressure will cause the package to burst.

Compression Strength - to determine how many items can be stacked before damage occurs.

Impact Strength - to determine what happens to a package when it is dropped.

Penetration of Fats - to determine if fats will seep through the container.

Seal Integrity Tests - to determine if packaging materials will hold printed inks and will not bleed, fade or rub off.

Stiffness Test - to determine how much force is needed to push an object that will not yield.

Tear Force - to determine force necessary to pull a package apart.

Transmission of Water - to determine if the material will allow the leakage of water from the package.

Vacuum Testing - to determine if seals will hold or if they are defective.

Prior Learning

Check that students have prior knowledge in interpreting basic recipes and understand basic food preparation skills.

PROJECT GRADE 9 TERM 2- 11Weeks**PROJECT TITLE: PRODUCT DEVELOPMENT****Attainment Target 1: Creativity and Innovation:** through a project based

Students will conceptualize, plan, develop and execute creative and innovative new products.

Attainment Target 2: Exploring Methods and Procedures: Students will make informed decisions in the selection of materials, tools and equipment and demonstrate increasing skill in the execution of tasks in product development.

Attainment Target 3: Apply Solutions: Students will build practical skills and the technical competencies necessary for effecting a solution/outcome.

Attainment Target 4: Career Pathway: Students will select a career pathway and develop a career plan that outlines the academic and technical requirements for accessing the selected pathway.

Objectives:

- Recognize the variety of fruits and vegetables grown locally and develop creative an innovative product from local fruits and vegetables
- Recognize the different methods in pastry making.
- Explore the techniques to be used in the creaming method of cake making.
- Demonstrate a range of skills used in pastry and cake making.
- Analyse a variety of techniques involved in the successful and safe food preservation.
- Demonstrate knowledge of and apply the principles food preservation.
- Conduct sensory evaluation for food products.
- Demonstrate food safety and sanitation procedures
- Develop new products.
- Understand and use food packaging and labels according to production guidelines.
- Evaluate product outcomes
- Select a career pathway and outline the academic and technical

	requirements to accessing it.	
<p>ICT Attainment Target(s):</p> <p>Communication and Collaboration - Use technology to communicate ideas, information and understandings for a variety of purposes.</p> <p>Designing and Producing – Use technology to design and produce multimedia products to demonstrate their creative thinking.</p> <p>Research, Critical Thinking And Decision Making- Use technology to develop a logical process for decision making and problem solving.</p>		
Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment

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<p>AT 1. 1 weeks Project introduction Discuss the range of fruits and vegetables grown locally and the amount of waste that occur each year. Create an inventory of locally grown fruits and vegetables and brainstorm creative ideas of how these foods can be better utilized. In groups choose a local fruit or vegetable and decide on an innovative product that can be marketed. Use creativity checklist to evaluate product creativity. Place in portfolio</p> <p>AT 2. Two weeks Pastry making Use an appropriate vocabulary strategy to illustrate terms relating to pastry making, e.g. pastry, bake blind, dredge, aerate, cut-in etc.</p> <p>Visit a pastry shop (virtual or real) and observe the variety of pastry products available. Sample foods made from different types of pastry and examine and discuss the differences. Investigate cut samples for colour, flakiness, texture, flavour etc. Critique pastries and suggest ways to improve the taste, flavour, variety, presentation etc.</p> <p>Create multimedia presentation on the types of pastries inserting pictures and text to explain each. Conduct information search on the guidelines and procedure for making short crust pastry, including tools and equipment. Collect online/offline recipes of various pastry dishes and compile a recipe booklet</p> <p>Invite community pastry chef to demonstrate the making of short crust pastry as well as various products made from short crust pastry. (The teacher or student with the skill can do the demonstration). Capture the demonstration using recording devices and playback for class discussion</p> <p>Demonstrate understanding of short crust pastry by preparing items such as coconut gizzards/tarts/ tartlets/mince pies etc. display products and use a digital camera to take and post pictures on a social media. Include pictures and recipe in portfolio.</p>	<p>Problem solving Creativity Explore Describe Plan Design Discuss Critical thinking</p> <p>Discuss observe Create Problem solving Investigate Analyse demonstrate research critique Problem solving Interpret discuss Research explore demonstrate Design , Creative Classify</p>	<p>Portfolio Assessment:</p> <p>Inventory of Local fruit or vegetable. New product chosen should show creativity, innovation novelty, innovative, effective etc...</p> <p>Pastry products areChecklist/rating scale for evaluating pastry products. Check for texture, flavour, presentation....</p> <p>Recipe booklet contains at least 5 recipes from each practical skill (cakes, pastry and food preservation.). Recipes are accurate, stating ingredients and methods. well laid out, and attractively presented.</p>
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<p>Use checklist/rating scale to peer and self-assess/ evaluate pastry products.</p> <p>3 Weeks <u>Cake making</u> Sample a variety of cakes and discuss the method of preparation View and discuss presentation on the methods of cake making Collect recipes and pictures of cakes made by the creamed method and add to recipe booklet. Discuss choice of ingredients and tools and equipment used in cake making. Prepare cakes using the creaming method.</p> <p>Participate in a cake decorating work shop. The workshop will include the following:</p> <ul style="list-style-type: none"> Video /multimedia /oral presentation on cake decorating techniques Observe demonstration of simple cake decorating methods by a resource person/ teacher. Watch video on selecting appropriate tools and equipment used in cake decorating Collect recipes of cake decorations add to recipe booklet Decorate cakes using simple cake decorating techniques such as glaze icing, frosting, butter icing, dusting, sprinkles and fruits <p>Use checklist to assess cake decoration Take pictures of cake decorations for portfolio</p> <p>2 weeks <u>Food Preservation</u> Conduct online/offline research and presentation on the methods and principles of food preservation. Collect pictures and recipes of food showing the different methods of preservation and add to recipe booklet.</p> <p>Demonstrate various methods of food preservation: Drying, Freezing, Chemical- sugar, salt, vinegar etc.</p>		<p>Cakes made by creaming method should show good texture, colour, taste/flavour, free from surface faults and attractively presented etc.</p> <p>Cake decorations should..... Look for Suitability of decoration, Colour scheme, Visibility, Harmony, Eye appeal, Use of finishing products</p> <p>Assess product made from preservation look for.....</p> <p>Oral presentation of new product</p>
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<p>Demonstrate an understanding of food preservation by preparing an item using one method of food preservation. (preferably food item selected in week one) Use checklist to evaluate the product for quality taste etc.</p> <p>Food Packaging and Labelling Test various packaging material to determine suitability for specific products. Select a packaging for the selected product.</p> <p>AT 3 3 weeks Product Development View video or chart presentation on the Stages of Product Development. In groups develop the idea for the "new" food product discussed in week one, using skills developed in cake, pastry making or food preservation. Create a poster and a podcast to introduce and describe the new product to the class. Develop a recipe for the product to be produced, (begin with a standard recipe and make modifications In groups prepare the product, conduct a sensory analysis of the product, Modify the original recipe and repeat the preparation and analysis steps until the product is stabilized. Determine the nutrient composition of the product, and prepare an ingredients list which would conform to labelling requirements (i.e., listing ingredients by weight). Prepare a mini product proposal that follows the outline below.</p> <ol style="list-style-type: none"> a. Name of New Food Product b. Product Description (2 sentences) c. Target Market (1 paragraph) d. Product Recipe (Abbreviations and brand names should not be used in the recipe.) <ol style="list-style-type: none"> I. List of major ingredients and their nutritive value II. Instructions for Preparation 	<p style="text-align: center;">Create a podcast</p>	<p>using oral presentation Rubric. Look for use of various ITC and digital source, fluency, clarity, accuracy of information etc.</p> <p>Assess product innovation using checklist. Look for development of recipe, trial recipe, sensory evaluation, marketing, packaging and labelling</p>
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<p>e. Description and sample of package design (1paragraph) f. Storage and Display Plan (1 paragraph) g. Marketing Plan (1 paragraph)</p> <p>Refine Product according to desired flavour version.</p> <p>Package and label the product.</p> <p>Mount a display of the various products at school and/or at an Agricultural Show, 4 H Achievement Day, Food Expo.etc.</p> <p><u>Attainment Target 4: Career Pathway</u> Investigate a career available in the Food Service Industry with direct link to pastry; cake making or food preservation techniques and develop a career chart that outlines the academic and technical requirements for accessing the selected career pathway. Add career plan to portfolio</p>		<p>Assess career chart for accuracy, clarity of information and presentation</p>
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Learning Outcomes

Students will be able to:

- ✓ Compile a recipe booklets
- ✓ Make pastry and pastry products using short crust method
- ✓ Prepare cakes using creaming method
- ✓ Decorate cake using simple method of cake decoration
- ✓ Prepare products using various method of preservation
- ✓ Develop products that meet commercial standards.
- ✓ Modify recipes
- ✓ Create informative food labelling.
- ✓ Work cooperatively in groups
- ✓ Select, use and care appropriate tools and equipment used in food preparation
- ✓ Practice health and safety standards in food preparation
- ✓ Setup food product display
- ✓ Use various ITC tools to create and communicate information

Points to Note

FOOD PACKAGING – Food packaging is the development of materials and packages that contain and protect products, while also fulfilling consumer needs for convenience and communication.

...PRODUCT DEVELOPMENT – Product development is the process through which food scientists transform new food ideas into marketable products. When developing a new food product, product developers must decide what product will be produced, discover who will buy the product and how to make it unique, define what is in the product, develop all aspects of the product, and deploy the product into the marketplace.

PEER INTENT TO PURCHASE EVALUATION:

Product Name: _____

Extended Learning

Encourage students to:

Use skills gained in cake, pastry making and food preservation to start and maintain a business

Conduct further research on the other methods of cake and pastry making
Explore how the knowledge gained can be used to further develop entrepreneurial skills.

Field trip to food preservation plants to observe canning and packaging process
Design a new container for any food item that is easier to open and handle and caters to an aging population.

Visit the Bureau of Standards and view a product development process and find out what assistance they provide for product development.

<p>On a scale of 1 to 5 (1 being least likely and 5 being most likely), indicate with an “X” the likelihood that you would purchase this product if it was available for purchase.</p> <p>1 _____ 2 _____ 3 _____ 4 _____ 5 _____</p>	
<p>Resources Internet access, computers and multimedia projectors Food preparation facilities, ingredients, tools and equipment i.e. cake tins, pastry pans and pie dishes etc.</p>	<p>Key vocabulary Pastry Cut in Aerate Sensory evaluation</p>
<p>Links to other subjects</p> <p>Language Arts</p> <ul style="list-style-type: none"> • Reading information in recipes <p>Business Education</p> <ul style="list-style-type: none"> • Formulating a marketing plan <p>Agriculture</p> <ul style="list-style-type: none"> • Selecting and utilizing indigenous products <p>ICT</p> <ul style="list-style-type: none"> • Use word processing to create documents • Use Microsoft Publisher to create label <p>Mathematics</p> <ul style="list-style-type: none"> • Calculate recipes, using graphs to present research information. 	

**FAMILY AND CONSUMER
MANAGEMENT ENTERPRISE
PROJECT**

Range and Content

Develop business ideas and establishing a business
Conduct market surveys on specific food /clothing project
Develop business plans
Determine space and type of facility needed for a specific business
Identify expenses related to starting and operating the business
Establish product price
Prepare a market plan
Select advertising media and method of advertising the product
Select business name and develop a business logo
Plan advertising campaign
Establish record keeping systems for business
Outline components of production
Develop flow chart, time schedule, and work sequencing schedule
Liquidate a business
Evaluate the entrepreneurial experience
Identify academic and technical requirements for accessing specific career paths

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About the Project

In this Project students will conceptualize, plan and execute innovative entrepreneurial enterprises in Family and Consumer Management. They will develop skills and experience in starting, operating and liquidating a business as they practiced in a school based mini enterprise. Activities include organizing a small business, producing products and/or providing services, and managing a small business. Students come up with an innovative idea for a small business, carry out a market survey, decide on the product or service to be offered, prepare a business plan, finalizing a marketing strategy, choose their managers and team leaders, raise capital and produce or order the products. Students will sell their products or services in the school, the near community or online and keep accounts/records. At the end of the term the company goes into liquidation and students present a report on their experience.

GUIDANCE FOR THE TEACHER

The Mini-Enterprise Project

Teaching Entrepreneurship Through Project-based Work

The objective of mini enterprise project is for students to develop economic activities in which they produce and sell real products or services. These activities allow students to acquire basic entrepreneurial skills, as well as personal qualities and transferable skills that have become increasingly important in order to live and work in a knowledge society. Research has shown that through participation in the mini enterprise, students display their creativity, develop enthusiasm and self-confidence, and learn how to work in a team, become more willing to take responsibility and use their initiative, improve their communication skills, and develop enthusiasm and self-confidence.

The tool for assessment for this unit is a portfolio. A portfolio is a purposeful collection of students work. Students will select outstanding pieces of their work to present for assessment at the end of the term. The portfolio activities in this project are just suggested activities, teachers and students are free to decide which pieces of work are to be assessed.

PROJECT GRADE 9 - TERM 3

Total number of weeks: Eleven (11)

Prior Learning:

Students should complete entrepreneurship unit in Business Basics and know how to write a business plan

Students should complete agro processing, product development and Fashion design and Merchandizing in terms 1 and 2 and know how to produce marketable products and services

PROJECT TITLE: Entrepreneurship In Family and Consumer Management

Number of weeks: 11

Attainment Target(s):

Attainment Target 1: Students will be able to apply **Creativity & Innovations** selecting a mini enterprise project.

Attainment Target 2: Students will be able to **Explore Methods & Procedures** in developing products and services for a mini enterprise.

Attainment Target 3: Students will be able to apply appropriate strategies in **applying solutions** to developing and managing a small business

Attainment Target 4: Students will develop the ability to analyse **Career Pathways** by selecting a career pathway and developing a career plan for accessing the selected pathway.

Objectives:

- Identify a Family and Consumer Management-related small business opportunities and select a product to manufacture or a service to sell.
- Develop, complete, and compile a market survey for a chosen product or service
- Establish short-term and long-term goals for business and develop a business plan
- Decide on a price for a product or service
- Prepare a market plan
- Select a method of advertising that is appropriate for the product or service
- Develop a flow chart, time schedule, and work sequence schedule necessary to produce the product or provide the service.
- Operate a business, keep records and liquidate the business at the end of the term.
- Evaluate the entrepreneurial experience against established goals
- Select a career path and outline the academic and technical requirements for accessing the selected pathway.

ICT Attainment Target(s):

<p>Communication and Collaboration - Use technology to communicate ideas, information and understandings for a variety of purposes.</p> <p>Designing and Producing – Use technology to design and produce multimedia products to demonstrate their creative thinking.</p> <p>Research, Critical Thinking And Decision Making- Use technology to develop a logical process for decision making and problem solving.</p>	
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Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>At.1 - one week</p> <p>Read about and discuss the characteristics of good business ideas.</p> <p>Discuss some prominent entrepreneurs in Home Economics e.g. Talia Lyn – Island Grill, Jennifer Sammuda - JenCare etc.</p> <p>Self-assess and make a list of personal interest, talent, skills and societal needs. Create a small business idea bank by making a list of at least ten creative and innovative ideas for a small business in Family and Consumer Management. Enter idea bank in the portfolio.</p> <p>Home work:</p> <p>Working in teams of five to eight, review conducting market survey; decide on a product or service for their small business. Select a survey instrument and conduct a market survey. (out of class activity)</p> <p>At. 4-One week- (Can also be given as out of class assignment)</p> <p>Review and discuss careers in Home and Family Management.</p> <p>Individually, decide on/choose a career path in Home and Family Management that they would like to pursue. Conduct research online or offline and complete a career pathway work sheet which details reasons for choice and how to access their particular career pathway. Develop a career pathway map using appropriate software and share their research with the class.</p>	<p>Self-assess</p> <p>Employability skills</p> <p>Create business ideas</p> <p>Wok as a Team</p> <p>Taking calculated risks</p> <p>Communication ideas</p> <p>Leadership skills</p> <p>Self-confidence</p> <p>Taking initiative</p>	<p>Portfolio entry should show creativity and originality of ideas.</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>At.2 – one weeks</p> <p>Use spreadsheet software to analyze the information from the survey. (week1, home work). Using the survey information, decide what the product will look and feel like, make financial projections, decide on the best location for the business, identify features that make your product or service unique by comparing it with that of the competitors and decide on a selling price etc. Enter survey instrument and analysis into portfolio.</p> <p>Two weeks</p> <p>Develop or adopt a business plan template and write the business plan to include the following information: business name and logo, personnel's and job description, organizational chart, the amount of space and type of facility needed for the production or to provide a service, expenses related to starting and operating the business, price for the product or service, components of production and a flow chart-time schedule and work sequence necessary to produce the product or provide the service.</p> <p>Develop a radio or newspaper advertisement to promote the business and /or develop website or social network page to advertise and market the product or services.</p> <p>Organize the business activities by procuring raw materials, tools and equipment to carry out the business.</p>	<p>Assuming responsibilities</p> <p>Make Decision</p> <p>Management time</p> <p>Meet deadlines</p> <p>Set goals</p> <p>Project management</p> <p>Use of Information and Communication Technologies (ICTs)</p> <p>Public speaking</p> <p>presentation skills</p> <p>Management skills</p>	<p>Portfolio entry should show include facts about the people in the market, opinion of the potential clientele, information on competitors etc.</p> <p>Portfolio entry should show the components of a good business plan.</p>
<p>At 3 – 6 weeks</p>		

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Launch the business, operate the business for 6 weeks, keep records journal the weekly activities and liquidate the business at the end of the term.</p> <p>Suggested business ideas: agro processing, product development, pastry shop, preservations- jellies, candies, dried fruits, pickles, fashion merchandizing, cosmetology services, facilities management etc.</p> <p>Week 1: Launch the business Week 2: Operate the business, keep records Week 3: Operate the business , keep records Week4: Operate the business, Keep records Week5: Participate in a trade fair, art and craft expo, festival competition where possible Week 6: Liquidate the business by paying all creditors, collecting from all the debtors and share the profits among shareholders/participants. Enter business records in portfolio</p> <p>Select appropriate resources and technologies/ tools for business Observe health and safety requirements during production and when rendering services Select environmentally friendly products and production processes Design products using sustainable materials etc.</p>		<p>Portfolio entry should include advertising campaign, business records, Income and expenditure statements, Organizational chart etc.</p>
<p>Final Week Evaluate the entrepreneurial experience Convene a focus group in which teacher/s and students meet to discuss and analyze in detail the strengths and weaknesses of the mini</p>		<p>Assess student's oral presentation. Using oral presentation rubric</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>enterprise project. Each student gives an oral presentation of their experience including difficulties faced and skills acquired. Present an income statement</p> <p>Students may also present a written report on the project in portfolio</p>		

Learning Outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the roles and functions of various career positions in business ✓ Consider the challenges, demands and constraints involved in run a successful business ✓ Work effectively in a team ✓ Produce quality marketable end product. ✓ Gain skills in preparing a business plan ✓ Be able to develop sound business ideas ✓ Practice online marketing ✓ Understand the requirements to access various career paths

Points to Note	Extended Learning
<p>Focus Group Give students the assignment ahead of time so</p>	<p>Use computer simulation programs to develop a realistic simulation of an</p>

<p>that they can think through and organizer their thoughts. Help students develop speaking guidelines to make the activity meaningful and maximize the use of time</p> <p>Business Plan: Provide guidelines for writing the business plan and guide students through the process</p>	<p>economic activity. E.g. business game</p> <p>Collaborate with classmates and start a company/small business in your community</p> <p>Develop a website for the company</p>
<p>Resources</p> <p>Multimedia Projector or overhead projector</p> <p>Computers</p> <p>Printer</p> <p>Software – word processing, spreadsheet, Graphics etc.,</p> <p>Internet</p> <p>Television and VCR</p> <p>Career work sheet</p> <p>Equipment and materials for the production process</p>	<p>Key vocabulary</p> <p>Business plan</p> <p>Budgeting</p> <p>Finance</p> <p>Shares</p> <p>Sponsors</p> <p>Loans</p> <p>Profit</p> <p>Accounting</p> <p>Marketing</p> <p>Advertising</p> <p>Product</p> <p>Service</p> <p>Sales</p> <p>Purchasing</p> <p>Business</p> <p>Contracts</p> <p>Records</p> <p>Organizational chart</p>

<p>Links to other subjects</p> <p>Language arts: students demonstrates competence in writing and editing reports using correct grammar and punctuation Demonstrate competence in speaking to discuss issues and arrive at solutions and making oral presentation</p> <p>Business: Students will develop competence in apply business concepts to operating the mini enterprise</p> <p>Maths: Demonstrate competence in calculating portions and quantities during production</p>	

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