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ABSTRACT

The career exploration guide is the first of a series of five interrelated program resource guides encompassing the various dimensions of the fashion industry. The series is intended to provide an information source for establishing, expanding, or evaluating secondary and adult vocational instructional programs related to the broad field of fashion. It presents an introduction to the different segments of the fashion field and suggestions for a career exploration program. Following an overview of educational objectives, suggestions for achieving them, and supporting services to be considered, the guide provides five resource modules, each organized according to: (1) major concepts, (2) behavioral objectives coordinated with exploratory experiences, (3) suggestions for evaluation, (4) information about the occupational fields within the fashion industry and (5) teaching resources listing reference materials, audiovisual aids and instructional supplies. The first module provides an overview of fashion industry careers, while the remaining four modules deal with four facets within the industry: fashion merchandising; apparel design and production; textile design and production; and drycleaning and laundering. Each module also contains a profile of occupations within its scope and lists titles, places of employment, and job responsibilities. A bibliography and list of representative trade associations are appended.

(Author/MW)

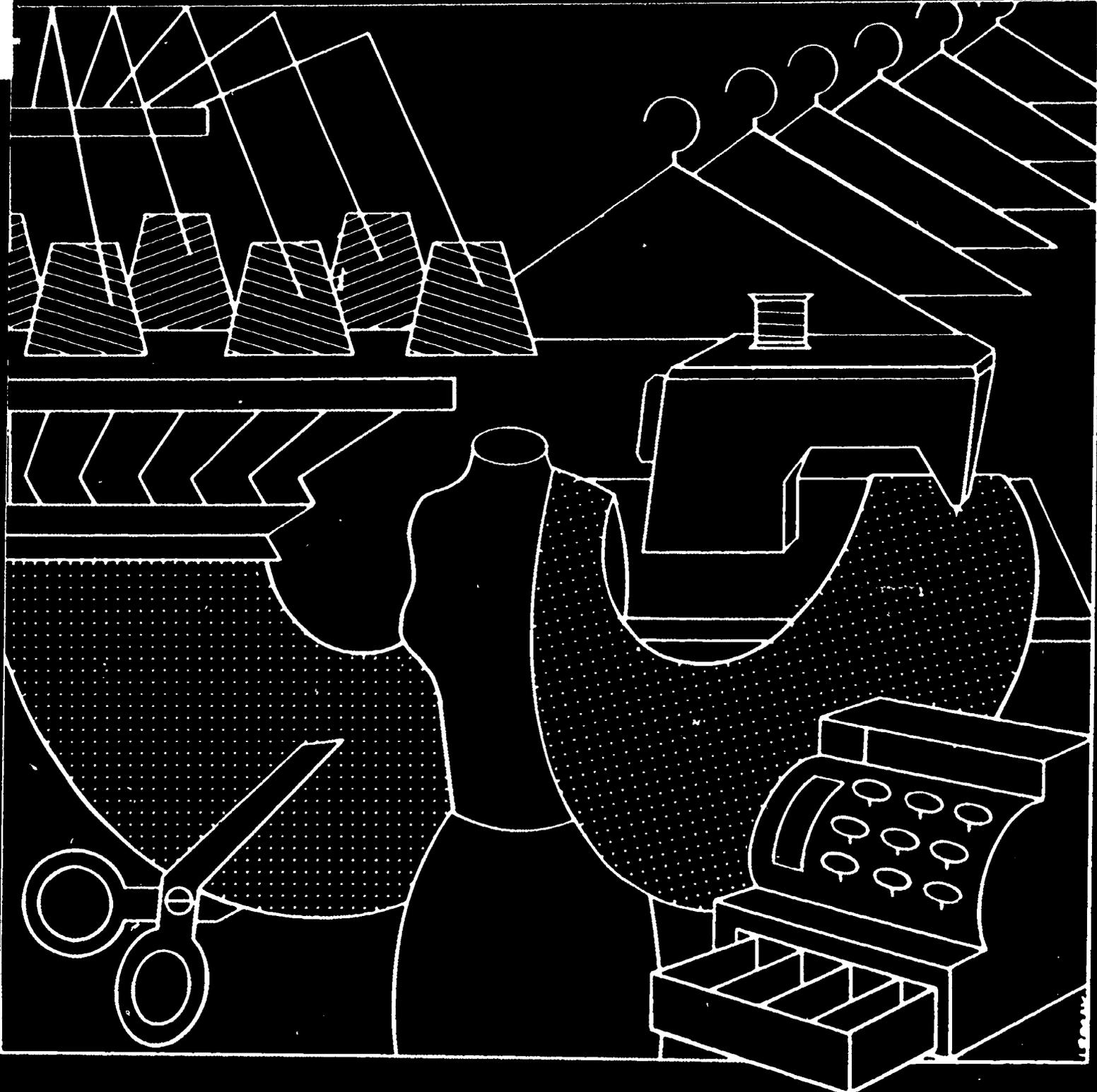
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FASHION INDUSTRY SERIES NO 1

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Career Exploration in the Fashion Industry

a suggested program guide



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FASHION INDUSTRY SERIES NO. 1

**Career Exploration
in the Fashion Industry
a suggested program guide**

Developed pursuant to a grant
from the
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to
The Fashion Institute of Technology
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1973

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FOREWORD

This Career Exploration guide is one of a series of interrelated program resource guides encompassing the various dimensions of the Fashion Industry. The purpose of the series is to provide school administrators and teachers with a source of information which can be used to establish, expand, or evaluate instructional programs related to the broad field of fashion.

The Fashion Industry Program Series includes five separate guides. *Career Exploration in the Fashion Industry* – Series No. 1, presents an introduction to the different segments of the fashion field and suggestions for a career exploration program. *Apparel Design and Production* – Series No. 2, *Textile Design* – Series No. 3, *Fashion Merchandising* – Series No. 4, and *Dry Cleaning and Laundering* – Series No. 5, are suggested job-preparatory (skill development) program guides. These job-preparatory guides are conceived to provide youth and adults with intensive preparation for initial entry employment and career advancement opportunities within specific categories of jobs in the fashion industry.

In developing the job-preparatory guides, consideration was given to the structuring of objectives, content, and exploratory experiences in terms of the varying competencies considered essential for different levels of employment responsibility, thereby facilitating the adoption of performance-based instruction within a variety of institutional settings. The outcomes of such instruction are identified with immediate employment or continuing education, including higher education.

This Career Exploration resource guide provides a series of curriculum modules, each of which corresponds to a different occupational field within the fashion industry. Each module contains an occupational overview of the field, the employment opportunities, the competencies required of workers, and suggestions for exploratory experiences, objectives to be achieved, and teaching resources. A bibliography and a list of representative trade associations are included. Supporting services, and other considerations judged to be important to career exploration programs are also presented in the guide.

All of the guides were developed by faculty specialists of the Fashion Institute of Technology pursuant to a grant from the U.S. Office of Education to the Institute. This guide was prepared by Jeannette Jarnow, Edwin Goodman Professor of the Fashion Institute of Technology, and Project Director for the Fashion Industry Program Series.

The development of the guides was under the direction of William Berndt, Project Officer, and Mary Lee Hurt and Edwin L. Nelson, Education Program Specialists in the U.S. Office of Education.

Many useful suggestions were received from industry and educational consultants, and from administrators and teachers. Although all suggestions could not be incorporated, each was carefully considered in terms of the publication's intended use. In view of this, it should not be inferred that the program suggestions are completely endorsed by any one institution, agency, or person.

The program suggestions contained in this guide should be viewed as resource information which can be modified and adapted by administrators and teachers to meet local, State and regional needs.

Marvin Feldman, President
Fashion Institute of Technology,
New York, New York.



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American Textile Manufacturers' Institute, Charlotte, North Carolina.

International Fabricare Institute, Joliet, Illinois.

National Retail Merchant's Association, New York, New York.

Textile Distributors' Association, Inc., New York, New York.

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UTILIZATION OF THE GUIDE

This guide for exploring careers in the fashion industry is intended as a resource for administrators, teachers, and coordinators who are initiating and/or developing career exploration programs. It does not pretend to be a pattern for a fully developed career exploratory program, nor is it designed to circumvent the necessity of local school planning or teacher initiative. Rather it aims to serve as an aid and an indicator of directions that exploratory programs may take.

The first part of the guide and the information about the occupational fields within the fashion industry in each curriculum module of the second part, may be used by local administrators to determine whether a fashion exploratory program will be offered, and how extensive it will be. The resource curriculum units have been so modularized as to allow for several possible alternatives. For example, a career exploration program may consist of a general overview of the many different career opportunities in the total fashion industry (Module I) or it may include further in-depth exploration of one or more of the different occupational fields such as textile design and/or production, apparel design and/or production, fashion merchandising, and/or drycleaning and laundering (Modules II to V). In some schools, the general overview of careers in the fashion industry may meet the special needs and facilities of the community; in others, a combination of Module I with one or more of the other modules may be more appropriate for local situations.

The modules and their components can also be adapted to different types of career exploration program

designs and curriculum strategies. For example, the suggested concepts and exploratory experiences from one or several modules may be fused into different subject areas such as social studies, language arts, science, vocational studies, and/or fine arts, or they may be used as a self-contained fashion career exploratory unit either alone or as part of a more comprehensive career exploration program. Exploratory program designs do vary, as they should, and the particular program model that is used will depend on the divergent needs of the students, the special interests of the community, and the personal convictions of knowledgeable administrators and teachers. Factors to be taken into consideration are also discussed in the guide.

The instructional resource modules and their contents are not suggested for literal, or necessarily consecutive, implementation as a package to be adopted. Rather their purpose is to provide practicing classroom teachers with resource materials that may be useful as starting points for the development of instructional materials and strategies that can be incorporated into new and/or existing curricula. They are offered as suggestions which, it is hoped, will spark other approaches that are more appropriate and feasible for the needs of particular situations.

The *Teacher Resource Information* section included at the end of each module provides background information about the occupational field for teacher use in planning instructional strategies. This material is supportive and is not designed as teaching content.

CAREER EXPLORATION FOR FASHION INDUSTRY OCCUPATIONS

The fashion industry in its broadest context ranks among the largest industries in our economy. Its ubiquitous nature, the variety of its occupational activities and career opportunities, and the different types of skills utilized in the design, production, merchandising, and maintenance of textile and apparel products, accommodates the employment capabilities of persons possessing divergent interests, abilities, and educational preparation. The increasing interest in fashion, paralleled by the impact of technological development in the industry, promises expanding occupational opportunities for educationally prepared personnel. A broadly conceived program of career exploration of this industry, followed by job-preparatory training at secondary and/or post-secondary school levels, can bring these occupational opportunities within the reach of all students.

CAREER EXPLORATION AS PART OF CAREER EDUCATION

There is every indication that career education is part and parcel of American educational philosophy today. While there is no precise definition of career education, its main thrust is "to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers — real and imagined — to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education". (Source: *Career Education*, U.S. Office of Education, DHEW publication No. 73-00501.) There is also general agreement that it encompasses a sequentially developed educational process beginning in kindergarten and continuing throughout the adult years. This development process involves three essential stages, progressing from an initial awareness of careers through career exploration to occupational preparation.

The career exploration phase, which is the focus of this publication, is a responsibility and program priority for the early years of senior high school and the latter years of junior high school. Most authorities would agree that the only line of demarcation between career exploration in junior and/or middle high school is a gradual

modification and direction toward greater specificity as students investigate various work values and explore the personal meaning that these work values hold for them. Authorities further agree that for "the middle and/or junior high school curriculum to be an instrument for facilitating the career development of the student, it must be designed so that student career oriented exploratory behavior is more than randomized responses. The school curriculum must provide a breadth and sequence of experiences"¹ that will aid the student to formulate career self-concepts, to experience different types of careers, and to discover a relationship between present school work and the future work world.

Realistic exploratory learning experiences are the substance of career exploration programs and give the career exploration phase of career education its meaning. These experiences which include hands-on and minds-on activities, work simulation, and observational or introductory work experiences, to name but a few, do not demand acceptance of the work values under study. Rather, students accept those that are compatible with their personal value system and reject those that are not. What they are designed to accomplish is for students to:

- Know the value of work in society
- Acquire a personal set of work values
- Make tentative career decisions about several occupational clusters
- Recognize the value of various school subjects in the career areas being contemplated
- Know how and where job-preparatory training and experience can be acquired

OBJECTIVES

The suggested career exploration learning activities and concepts contained in this guide demand no permanent commitment by students to a fashion industry career goal. Rather they reveal to them the wide range of

¹ Bottoms, James, Hoyt, Kenneth and Rupert Evans. *Career Education Resource Guide*, Career Programs, General Learning Corporation, 1972.

occupational alternatives in this field, help them acquire the basis upon which future educational and career decisions can be made, and develop positive attitudes toward work. Specifically they aim to:

1. Acquaint students with the broad range of occupational opportunities and activities in the fashion industry and the variety of talents and skills utilized.
2. Give students exploratory experiences which will help them to discover, define, and gain understanding of their own talents, interests, and aptitudes as they relate to the work values and career demands of the different occupational fields of the industry.
3. Help students to understand educational requirements for entry jobs and career advancement, and familiarize them with different educational programs that are available to them for job preparation.

SUGGESTIONS FOR ACHIEVING OBJECTIVES

Because the fashion industry encompasses such a wide variety of occupational activities, working environments, and divergent competencies, many different instructional media and strategies are appropriate for realistic presentations of the career potentials and demands of the industry. Methods which permit concrete and practical presentations of subject matter in action, if properly planned, organized, and implemented, help to achieve career exploration objectives.

Realistic Exploratory Learning Experiences

Implicit in career exploration theory and principles is the importance of providing students with realistic experiences that enable them to identify and "try on" work roles. Such experiences, as contrasted to cognitive activities alone, serve to facilitate career exploration objectives since they provide situations against which students can actually test out their interests, aptitudes, current abilities, and life styles. Once students have experienced a career role, it will be much easier for them to analyze it in relation to themselves. From such a base of experiences, students can more likely foresee potential job opportunities and satisfactions, and better understand the educational preparation desirable for particular occupations.

Instructional Media and Activities

Following is an overview of media and activities that could be included in a career exploration program de-

pending upon time available, the design of the program, the needs of the students, the resources and cooperation of the community, and the judgment of the teachers. These suggestions are not listed in order of importance nor do they pretend to be all inclusive. All are appropriate for exploring the sounds, sights, and occupational characteristics of the fashion industry.

1. Hands-on and minds-on exploratory experiences that awaken interest by engaging students in doing, making, and creating, and that demonstrate occupational activities.
2. On-site observations and surveys that demonstrate occupational activities and possibilities of the careers under study.
3. Visual aids, available commercially and/or produced by students, that illustrate occupational activities, products, and terminology.
4. Role-playing activities in which students simulate situations that might occur in the work-setting under study.
5. Multi-media presentations produced by students, that include tapes of worker interviews and slides of community occupations.
6. Industry guest speaker panel discussions that provide students with opportunities to interact with workers and potential employers.
7. Direct purposeful activities, such as producing a product or presenting an exhibit, that enable students to apply occupational skills and information.
8. Subject tie-ins in which teachers of different disciplines work together to achieve a common career-exploratory objective.
9. Feedback activities that provide opportunities for students to discuss and evaluate their exploratory learning experiences.
10. Self-appraisal activities that encourage students to clarify their current abilities, aptitudes, and interests, and think about themselves in relation to the work under study.
11. Independent study activities and projects that are of interest to individual students, and stimulate their desire to do individual exploration.

A motivating device to attain objectives is to involve students in the selection of some or all of their exploratory experiences. This could be accomplished by preparing a "laundry" list of the many possibilities and presenting it to them for their evaluation, interest, and additional suggestions.

Instructional Supplies

Instructional materials for a fashion industry career exploration program do not entail any problems in terms

of special facilities or costly equipment and supplies. The ingenuity of the teachers will play the major part in the collection and use of product samples, slides, charts, film strips, industry brochures, and other visual aids that illustrate the careers under study.

Specific suggestions for teaching resource materials are included in each curriculum module and, where appropriate, sources of supply are noted. The following are general suggestions for sources of instructional materials that can enhance exploratory learning experiences and are available free of charge:

1. Brochures from textile producers, apparel producers, retail stores, manufacturers and suppliers of equipment, and trade associations. (A list of representative trade associations appears in the Appendix).
2. Audiovisual films and filmstrips from trade associations, large retail stores, and large textile and apparel producers.
3. Donations and/or loans of fabrics and garments for class demonstrations and/or exploratory learning experiences are very often obtainable from local producers.

Subject Area Integration

Integrated and/or coordinated exploratory experiences that involve several subject areas are as appropriate for career exploration in particular as they are for career education in general. Teachers of social studies, language arts, vocational studies, science, mathematics, and fine arts could work together to provide a number of related experiences that would intertwine and reinforce one another. Such an integrated approach to career exploration would help students to understand the relevance and application of all school subjects to the careers under study, and the importance of each subject for their own career development.

An integrated approach is particularly appropriate for career exploration in the fashion industry whose major product—fashion—and whose very history and development reflects the socio-economic changes in our society. The variety of activities in the industry that encompass, for example, art, social studies, science, communications, and mathematics lends itself to such joint planning of experiences relating to the specific disciplines.

It is recommended that every subject area be examined to see what opportunities it provides for career exploration. Some specific suggestions are included in each curriculum module.

SUPPORTING SERVICES TO BE CONSIDERED

Interested and expert teachers are the key persons in the development and implementation of career exploratory programs. Supporting services, however, must be provided by the administrator. A viable career exploration program includes such other components as counseling, library support, occupational advisory committees, in-service training programs, and articulation with job-preparatory programs. These are factors that must be initiated and controlled by administrators.

In addition, such questions as the following require affirmative answers before the program itself is initiated:

1. Do the careers being explored reflect the occupational opportunities in the community or in the State?
2. Is the present faculty qualified, or can qualified faculty be obtained?
3. Can provisions be made for the necessary supporting services at a reasonable cost?

Counseling and Guidance

Career decision-making demands the active interaction of career development counselors with each student. It is important for students to be aided in selecting occupational preparation and objectives that are consistent with their interests and aptitudes. It is equally important to make certain that students be given guidance in pursuing a particular career interest, without being foreclosed from other occupational goals that may emerge as they mature.

A properly functioning career exploration program requires professionally prepared counselors who see their primary role as that of career development within the total framework of the career education concept.

Occupational Advisory Committees

Any career oriented educational program should make extensive use of community resources in general and of an occupational advisory committee in particular.

A successful career exploration program needs the active participation of persons who are familiar with the work values and the varying skill requirements of the different occupational fields within the fashion industry. To be effective the committee should consist of about 12 to 20 representatives of the local occupational community

who serve on a rotating basis so that membership responsibilities will not become burdensome to any individual member. Rotating memberships will also give other interested people an opportunity to serve.

The role of an occupational advisory committee should be an integral part of the program in that it:

1. Serves as a source of information for specific questions that students, teachers, and counselors may have about specific occupations, particularly as they exist in a given community.
2. Works with school personnel on the many cooperative school-community activities that are a part of career exploration.
3. Suggests and helps to make arrangements for field observations for students, teachers, and counselors.
4. Facilitates plans for short term work experiences for students.
5. Participates in in-service occupational information programs for teachers, counselors, coordinators, and other school personnel.
6. Donates instructional materials for exploratory learning experiences.

Members of the committee should be invited and appointed by the responsible educational authority. Their duties, responsibilities, and importance should be made clear so that maximum service will be rendered.

Library Resources

A school library is the major source for the reading and reference facilities that are necessary to make an educational program fully effective. The library should house current and pertinent books, pamphlets, and trade journals that can assist teachers, and also be available for student use. It is suggested that all or some of the materials listed in the bibliography of this guide be considered for the library after they have been evaluated for their timeliness and pertinency. Due to the dynamic nature of the fashion industry, industry techniques and procedures are continuously changing. Reference books and visual aids must be reviewed constantly in light of new developments. Suggestions for visual aids have been included in the exploratory experiences but should be previewed before purchase or use in order to determine their relevancy to instructional objectives. Changes in techniques and procedures tend to make films obsolete in a relatively short time.

In-Service Training Programs

One of the requirements for teaching something to students is that one have something to teach. As is to be expected, many teachers and counselors know little or nothing about the world of work outside of education. There are a variety of ways that teachers and counselors can use to acquire career knowledge. However, career information is not something that they can be expected to assimilate in an automatic and incidental fashion during their "spare" time.

Time should be provided for an organized career oriented in-service training program in which teachers and counselors could:

1. Learn how to conduct career exploration programs and how to relate them to the total career education concept.
2. Visit business and industrial settings and interact with employees and employers.
3. Engage in short term employment and/or over-the-shoulder observations in order to acquire "hands-on" background knowledge.
4. Attend career seminars, organized and moderated by members of the occupational advisory committee, in which explanations of the occupations, technologies, and economics of the fashion industry would be presented and discussed.

Articulation with Job-Preparatory Educational Programs

The availability of related job-preparatory curriculums in the school community, region, and/or State is a factor to be carefully considered before instituting career exploration programs. Career exploratory programs that aim to awaken and stimulate student interest in potential employment or career opportunities, but which offer students no, or relatively few, possibilities for further pursuit of these interests, are doing their enrollees an injustice.

In addition, the administrators and faculty of job-preparatory curriculums in both secondary and post-secondary schools can be very helpful in terms of suggestions for exploratory experiences, instructional materials, field trips, guest speakers, occupational opportunities, and the like. Articulation and relationships to career preparatory programs are equally beneficial to the schools that offer occupational preparation, since career exploration enrollees are a potential source of student recruitment.

RESOURCE MODULES FOR EXPLORING CAREERS IN THE FASHION INDUSTRY

The resource modules that follow are self-contained teaching units for potential adoption or modification by locally designed and structured career exploration programs. Each module presents a list of the concepts that are either mentioned or are implicit in the activities included in the module, a series of suggestions for possible or alternative exploratory activities, and the behavioral objectives that are the essential focus of the learning process. Approaches for student evaluation, teaching resources that include reading references, audiovisual aids and needed instructional supplies, and supportive resource information about the occupational field are included at the end of each module.

Neither the modules nor their activities are meant to be necessarily conducted in the sequence in which they appear. Rather their purpose is to serve as an aid for the individual teachers and schools as they seek to initiate or develop their own exploratory programs. It is expected that these materials will be modified to suit the needs of local situations, and to take advantage of the special interests and capabilities of the teaching staff in a particular institution. It is also hoped that as teachers study them, they may discover some that they can adopt and others upon which they can "piggyback".

Because of the coordination and interrelationships of many activities in the different occupational fields of the fashion industry, some of the same exploratory experiences are suggested for different modules. In modules where they are equally applicable, they have been cross-referenced and noted accordingly. Where they require modification, they have been restated and adapted to the particular module in which they appear.

It is suggested that all reference materials and audiovisual aids that are listed, be previewed by teachers and evaluated for relevance and timeliness. Due to the dynamic nature of the fashion industry, techniques, procedures, and products are constantly changing. All teaching resources must be reviewed continuously in light of new developments.

RESOURCE MODULES

- I Overview of Fashion Industry Careers
- II Career Exploration in Fashion Merchandising
- III Career Exploration in Apparel Design and Production
- IV Career Exploration in Textile Design and Production
- V Career Exploration in Drycleaning and Laundering

BEHAVIORAL OBJECTIVES

A. Module I: Overview of Fashion Industry Careers

1. Students will be able to identify and distinguish between the different occupational fields of the fashion industry, and understand that there are many varied activities, competencies, and job opportunities to be found in the design, production, and distribution of fashion products.
2. Students will recognize the importance of fashion as a reflection of life styles.
3. Students will become aware of their personal interests, aptitudes, and current abilities as they relate to careers in the fashion industry.

B. Modules II to V: Career Exploration of Occupational Fields

1. Students will know major activities, required competencies, and job opportunities in the occupational field being explored.
2. Students will develop an understanding of their personal interests and aptitudes as they relate to the occupational characteristics and job requirements of the occupational field under study.
3. Students will know desirable educational preparation and possible alternatives for entry-level jobs and potential career advancement in the occupational field being explored.

module I

OVERVIEW OF FASHION INDUSTRY CAREERS

Major Concepts

A. Occupational Fields: Variety of Activities and General Competencies

1. Textiles: design, production, marketing
2. Apparel: design, production, marketing
3. Accessories: design, production, marketing
4. Retailing: buying, selling, store operations
5. Maintenance and care: drycleaning, laundering

B. Importance of Fashion

1. Relation to life styles
2. Reflection of social changes

C. Personal Characteristics in Relation to Fashion Industry Careers

1. Variety of competencies and interests accommodated
2. Self-appraisal: interests, aptitudes, values

- 1) Materials and products handled
 - 2) Tools and equipment used
 - 3) Uses of products, i.e. where do they go
 - 4) Places of employment and working environment, i.e. stores, factories, mills, showrooms, etc.
 - 5) General competencies required in each field, i.e. skills, knowledge, attitudes
- c. Occupational opportunities
- 1) Examples of specific jobs in each field
 - 2) Geographic opportunities

After each exploratory experience in this module, have students enter the appropriate information that they have acquired.

2. Divide the class into groups and have each group:
 - a. List all the different types of activities or occupations that they can think of that were involved with the clothes that they themselves are wearing
 - b. Try to classify these activities or occupations according to their sequence of production and distribution
 - c. Try to identify the types of places in which these activities or occupations may have occurred

The conclusions reached by each group may be summarized on a "flow chart" on the blackboard, or groups may create a graphic display of their choice, such as an occupational job pyramid or flow of merchandise. Conclude activity by emphasizing the broad range of activities and skills utilized and the different occupational families, or fields, in the industry.

3. Conduct an analysis or survey of fashion industry activities, occupations, and types of firms in the community or region of the school by having students research and identify community people or places who are involved in the design, production, or distribution of textiles, under and outer apparel, and accessories for men, women, and children. The end result of this class survey can be a coordinated visual illustration on an enlarged community or

Exploratory Experiences

OBJECTIVE 1: *Students will be able to identify and distinguish between the different occupational fields of the fashion industry, and understand that there are many varied activities, competencies, and job opportunities to be found in the design, production, and distribution of fashion products.*

1. Have each student begin a loose-leaf, sectioned *Fashion Industry Career Facts* notebook and allow space for entries to be made in each section after every exploratory learning experience. The notebooks should include a section for each of the occupational fields to be explored (e.g. textile design, apparel design, textile production, apparel production, fashion merchandising, clothing services). Direct students to further subdivide each section with the following headings:
 - a. The function of each field within the industry
 - b. Occupational characteristics of each field

regional map showing location and different types of fashion industry enterprises (producers, retailers, etc.) The different types of enterprises may be identified by small colored pin-on flags (prepared by the students) on the map, with each color representing a particular type and bearing the name and address of the firm. Sources of supply for a community map would be a local taxi company, a newspaper office or Chamber of Commerce. This activity can familiarize students with occupational opportunities in the community or region.

4. Organize an audiovisual, class-produced, coordinated presentation of occupational fields, activities, and general job requirements in the fashion industry. Some individual students or student teams may develop slide presentations, with a script, from real places or from illustrations in books or publications. Others may make tape recordings of real or imaginary interviews with different types of workers on the job, relating to their activities, responsibilities, working environment, competencies required, and job satisfactions.
5. An alternative to #4 above, or an expansion of this activity, could be a class-produced multi-media *Fashion Industry Occupational Exhibit*, a *Fashion Industry Career Corner* or a *Fashion Industry Occupational Resource Center* to which parents and other students in the school could be invited upon completion. This activity lends itself to a team-teaching effort involving several different subject areas. Working in teams or individually, different students could research and prepare:
 - a. Tape recordings of worker interviews
 - b. Slide presentations of places and activities
 - c. Career booklets or mimeographed pages which classify occupational fields, specific jobs, job activities and characteristics, and required competencies
 - d. Posters which illustrate activities, fashion industry terminology, employment opportunities and the like
 - e. Exhibits and/or demonstrations which illustrate tools, equipment, materials, and products of the fashion industry
 - f. Bulletin board displays that illustrate current and historical fashions

In planning and preparing for this comprehensive presentation, emphasize its underlying purposes of enlarging the potential audience's understanding of the fashion industry, and giving students "minds-on" experiences that relate to career decision making. Challenge the student groups to find creative

and colorful ways to present their particular assignment, and solicit their suggestions for additional presentations.

6. Organize class field trips to different types of fashion industry firms. Depending upon community resources, on-site observations of textile, apparel, and accessory producers and retailers are suggested. Explain purpose of field trips to students and direct them as to what to observe. Arrange for an on-site speaker to explain the firm's organization, activities, and job requirements.
7. If it is possible to borrow clothes or accessories from local stores and/or producers, or from apparel construction classes in the school, have class produce a fashion show and theme it around the different occupational fields, activities, and jobs that are involved in the clothes being shown. Fashion shows are a motivating device and students can produce remarkable results. Emphasize to the students that the theme and the content of the show commentary is the major purpose of the show, and that the clothes to be shown are merely a means to the end. If clothes are not available for fashion show purposes, have student teams work up a plan for a show and present their plan, with a written commentary, to the class. Their fashion show kit should include illustrations and pictures of the clothes that they describe. These can be clipped from magazines and newspapers. An excellent source of information on producing a show is Kay Corinth's *The Show Business of Fashion Business*. Another possible alternative for an occupational analysis of a fashion show would be for students to attend a local fashion show and report on it accordingly. (Note: This activity, which emphasizes written commentary, can be fused into a language arts class)
8. Show *Clothing: A Pair of Blue Jeans* or *Fashion in the Making*. Direct students to observe and try to classify the occupational fields, specific occupations, job activities, and the competencies that they will be seeing. Come to conclusions on the wide variety of skills and activities utilized in the production and distribution of apparel.

OBJECTIVE 2: *Students will recognize the importance of fashion as a reflection of life styles.*

1. Use an opaque projector to show the apparel and accessory fashions in the *1902 Edition of Sears Roebuck Catalogue* (Crown Pub., N.Y.) or the *1897 Sears Roebuck Catalogue* (Chelsea House