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## ABSTRACT

This instructional guide for a one-half credit technological laboratory course for grades 10-12 focuses on apparel from the perspectives of personal decision making related to apparel, the apparel industry, and career preparation. Introductory materials are a course description; overview of course design; facilities, equipment, and resources; and how to use the instructional guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance on the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative teaching techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences, blended activities, creative ideas, TAAS objectives and proficiency, bibliography, and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

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# Apparel

## Teacher's Instructional Guide

Home Economics Education  
Texas Education Agency  
Austin, Texas

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# Apparel

## Teacher's Instructional Guide

Developed and disseminated by:  
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In cooperation with:  
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Austin, Texas

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# Course Description

## Apparel (APPAREL)

Recommended Grade Placement: 10-12

Recommended Prerequisite: None

**12207210**

Credit: 1/2

This technological laboratory course focuses on apparel from the perspectives of personal decision making related to apparel, the apparel industry, and career preparation. Topics include managing the apparel dollar, apparel repair and alteration, and wardrobe planning, care, and maintenance. Quality apparel construction is addressed as it relates to consumer decision making and career preparation for the apparel industry. Other content addresses career options and management practices for assuming multiple family, community, and career roles.

## Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Home Economics content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other new directions/emphases not evident in the above description of this course:

### Apparel:

- focuses on performance of apparel consumer decision making, care, repair, and alteration skills for all students
- focuses on identifying characteristics of quality apparel construction as a basis for consumer decisions making
- focuses on performance of apparel construction skills for those students preparing for careers in the apparel industry
- focuses on clothing care requirements as they impact clothing selection and budgeting
- focuses on sources for apparel purchases
- focuses on factors influencing the apparel industry
- focuses on wardrobe planning, budgeting, selection, and management suitable for various family, community, and career needs
- focuses on evaluation of textile products as to suitability for varied apparel uses
- focuses on technological advancements influencing apparel and the apparel industry
- focuses on verbal, nonverbal, written, and electronic communication skills
- focuses on leadership and teamwork in preparation for adult roles
- focuses on promoting an appreciation and understanding of cultural diversity
- focuses on career options, preparation requirements, and management practices
- focuses on application of school-based learning in family, community, and career settings



## *Facilities, Equipment, and Resources*

This technical course utilizes a state-of-the-art content laboratory arrangement that accommodates development of Apparel essential knowledge and skills through locally selected instructional strategies. Although textbooks used for the previous Apparel course are available, they are dated and inadequate. Utilization of a rich variety of up-to-date resources and technologies, including computers, software, computer aided design (CAD) systems, and the information superhighway, and hands-on laboratory experiences are critical for enriched instructional effectiveness, relevance, and retention.

## *Future Homemakers of America*

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Apparel course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FHA/HERO projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Apparel teachers and students include handbooks for the various national programs, such as *FHA/HERO Career Connection* and *Leaders at Work*.

# *How to Use the Instructional Guide*

You will be able to utilize the *Apparel Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

## **INTRODUCTION**

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

## **TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION**

Familiarize yourself with the TEKS for Apparel. A copy of the Texas Administrative Code, Chapter 122.72, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

## **BLOCK PLANS**

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

## **INSTRUCTIONAL STRATEGIES**

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement. For example, *TEKS 1A states: The student is expected to describe social, cultural, and life-cycle influences on apparel preferences and management. Remember that TEKS 1A, 1B, 1C, 1D, 1E, 1F, 1G, and 1H all fall under TEKS 1: The student uses effective decision-making skills when selecting and purchasing apparel.* To help you frame this important connection, nine divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

**Notes Column**

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies
- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies
- strategies that utilize technology applications
- opportunities for integration of FHA/HERO programs and projects within specific strategies

**TA 1 Family Life-cycle Stages**



**Strategy Headers**

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.



Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

### Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

## SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Apparel course are provided. The “Note to the Teacher” on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 78, **Activity Assessment**, has been provided as an example of an assessment tool for experiences such as these.

## BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 78, **Activity Assessment**, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

## CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

## TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Apparel content.

## RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

## TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).



## Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

### Subchapter H. Textiles and Apparel, High School

*Statutory Authority: The provisions of this Subchapter H issued under the Texas Education Code, §28.002, unless otherwise noted.*

#### **§122.71. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Textiles and Apparel, High School.**

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

*Source: The provisions of this §122.71 adopted to be effective September 1, 1998, 22 TexReg 5031.*

#### **§122.72. Apparel (One-Half Credit).**

- (a) General requirements. This technical laboratory course is recommended for students in Grades 10-12.
- (b) Introduction. The textile and apparel industries encompass the production, marketing, and consumption of textile and apparel products. Individuals use knowledge and skills to function effectively as consumers and in careers related to the textile and apparel industries.

---

(c) Knowledge and skills.

- (1) **Consumer skills.** The student uses effective decision-making skills when selecting and purchasing apparel.

The student is expected to:

- (A) describe social, cultural, and life-cycle influences on apparel preferences and management;
- (B) explain how patterns of living and the life cycle affect apparel choices and management;
- (C) apply principles of effective wardrobe planning;
- (D) explain fashion trends and how they are determined;
- (E) analyze the influence of advertising on consumer apparel choices;
- (F) describe the elements and principles of design and their influence on apparel purchases;
- (G) evaluate textile products as to suitability for varied apparel uses; and
- (H) determine apparel management techniques for individuals with special needs.

- (2) **Consumer skills.** The student selects proper care and maintenance practices for apparel.

The student is expected to:

- (A) interpret labeling information to determine care procedures for apparel products;
- (B) evaluate clothing-care products and equipment;
- (C) determine proper equipment and/or services related to care, maintenance, and storage of apparel;
- (D) identify proper safety procedures when using care products and equipment; and
- (E) analyze the impact of clothing-care requirements on clothing selection and the clothing budget.

- (3) **Consumer skills.** The student effectively manages the apparel dollar.

The student is expected to:

- (A) explain human and financial resources affecting individual and family clothing decisions;
- (B) propose practices for effectively managing apparel and accessory costs, care, and maintenance in the individual and family budget;
- (C) compare various sources for apparel purchases;
- (D) predict the impact of technology on consumer apparel purchasing options; and
- (E) develop ideas for recycling apparel.

- (4) **The apparel industry.** The student evaluates factors influencing the apparel industry.

The student is expected to:

- (A) describe the interrelationship of the apparel industry to the U.S. and international economies;
- (B) identify sources of textile and apparel products;
- (C) explain the impact of labor laws;
- (D) analyze factors that contribute to a safe working environment;
- (E) summarize procedures within the apparel industry that protect the environment; and
- (F) describe technological advancements influencing the apparel industry.

- (5) **The apparel industry.** The student analyzes the influence of design elements and principles in apparel.

The student is expected to:

- (A) analyze application of the elements and principles of design in apparel; and
- (B) describe the impact of technology on apparel design and production.

- (6) **The apparel industry.** The student demonstrates effective repair, alteration, and production techniques.

The student is expected to:

- (A) describe principles of quality apparel construction;
- (B) demonstrate appropriate use and care of equipment, tools, and notions;
- (C) practice effective pressing, repair, and alteration;
- (D) apply basic apparel production skills if training for a career in the apparel industry;
- (E) utilize planning, organization, management, and sequencing when repairing, altering, and/or producing apparel; and
- (F) determine apparel design and alterations to accommodate individuals with special needs.

- (7) **Career preparation.** The student exhibits employability skills appropriate for careers in the apparel industry.

The student is expected to:

- (A) demonstrate effective methods to secure, maintain, and terminate employment;
- (B) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (C) practice positive human-relations skills; and
- (D) demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

- (8) **Career preparation.** The student makes informed career decisions that reflect personal, family, and career goals.

The student is expected to:

- (A) evaluate employment and entrepreneurial opportunities and preparation requirements for careers in the apparel industry; and
- (B) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

- (9) **Career preparation.** The student completes a supervised career-connections experience . applying knowledge and skills developed in the study of apparel.

The student is expected to:

- (A) determine home and business applications of knowledge and skills developed in the study of apparel; and
- (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of apparel.

## **Explanation of Block Plans**

### **NOTE TO THE TEACHER**

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

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# Apparel

## Sample Six Weeks Plan 55 minute periods

### 1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Course introduction <b>9A &amp; B</b> Introduction to career-connections experience	<b>EKS #1 Effective Decision-making Skills When Selecting and Purchasing Apparel</b> <b>1A</b> Social, cultural, and life-cycle influences on apparel preferences and management			
				<b>1B</b> Effect of patterns of living and the life cycle on apparel choices and management	
Week 2	<b>1C</b> Principles of effective wardrobe planning		<b>1D</b> Fashion Trends	→	<b>1E</b> Influence of advertising on consumer apparel choices
Week 3	<b>1E</b> Continued	<b>EKS #5 Elements and Principles of Design in Apparel</b> <b>5A</b> Elements and principles of design in apparel →			
		(Line)	(Shape, Space)	(Texture)	(Color)
Week 4	<b>5A</b> Continued → (Color)			→	<b>5B</b> Impact of technology on apparel design and production
		(Balance)	(Rhythm, Emphasis)	(Proportion, Harmony)	
Week 5	<b>5B</b> Continued →		<b>1F</b> Influence of elements and principles of design on apparel purchases		<b>1G</b> Suitability of textile products for varied apparel uses
Week 6	<b>1G</b> Continued	<b>1H</b> Apparel management techniques for individuals with special needs		Review	Test

# Apparel

## Sample Six Weeks Plan 55 minute periods

### 2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>EKS #2 Care and Maintenance Practices for Apparel</b> <i>2A Labeling information to determine care procedures for apparel products</i>		<b>2B Clothing-care products and equipment</b> →		
Week 2	<i>2C Equipment and services related to care, maintenance, and storage of apparel</i>		<b>2D Safety procedures when using care products and equipment</b>	<b>2E Impact of clothing-care requirements on clothing selection and budget</b>	
Week 3	<b>EKS #3 Managing the Apparel Dollar</b> <i>3A Human and financial resources affecting clothing decisions</i>	<i>3B Practices for effectively managing apparel and accessory costs, care, and maintenance</i>			<b>3C Sources for apparel purchases</b>
Week 4	<b>3C Continued</b>	<b>3D Impact of technology on consumer apparel purchasing options</b>		<b>3E Ideas for recycling apparel</b>	
Week 5	<b>EKS #4 Factors Influencing the Apparel Industry</b> <i>4A Interrelationship of the apparel industry to U.S. and international economies</i>		<b>4B Sources of textile and apparel products</b>	<b>4C Impact of labor laws</b>	<b>4D Factors that contribute to a safe working environment</b>
Week 6	<b>4E Procedures that protect the environment</b>	<b>4F Technological advancements influencing the apparel industry</b>		Review	Test

# Apparel

## Sample Six Weeks Plan 55 minute periods

### 3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>EKS #6 Repair, Alteration, and Production Techniques</b> <b>6A Principles of quality apparel construction</b>				
	<div style="border: 1px dashed black; border-radius: 15px; padding: 10px; text-align: center;"> <p>NOTE: It is recommended that principles of quality apparel construction be studied with a strong focus on the consumer perspective.</p> </div>				
Week 2	<b>6B Appropriate use and care of equipment, tools, and notions</b> <b>6C Effective pressing, repair, and alteration</b> <b>6D Apparel production skills if training for a career in the apparel industry</b> <b>6E Planning, organization, management, and sequencing when repairing, altering, and/or producing apparel</b> <b>3E Ideas for recycling apparel</b>				
Week 3	<b>6B Continued</b> <b>6C</b> <b>6D</b> <b>6E</b> <b>3E</b>				
	<div style="border: 1px dashed black; border-radius: 15px; padding: 10px; text-align: center;"> <p>NOTE: Apparel production is recommended only for students training for entrepreneurship or other apparel industry career opportunities.</p> </div>				
Week 4	<b>6F Apparel design and alterations to accommodate individuals with special needs</b> <b>3E Ideas for recycling apparel</b>			<b>EKS #7 Employability Skills</b> <b>7A Effective methods to secure, maintain, and terminate employment</b>	
Week 5	<b>7B Verbal, nonverbal, written, and electronic communication skills</b> <b>7C Human-relations skills</b> <b>7D Effective leaders and team members</b>		<b>EKS #8 Career Decisions</b> <b>8A Employment and entrepreneurial opportunities and preparation requirements</b>		<b>8B Management practices facilitating individuals assuming multiple roles</b>
Week 6	<b>8B Continued</b>	<b>EKS #9 Career-connections Experience</b> <b>9A &amp; B Culmination of career-connections experiences</b>		Review	Exam



# Apparel

## Sample Six Weeks Plan 90 minute periods

### 1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Course introduction 9A & B Introduction to career-connections experience		<b>EKS #1 Effective Decision-making Skills When Selecting and Purchasing Apparel</b> 1A Social, cultural, and life-cycle influences on apparel preferences and management		1B Effect of patterns of living and the life cycle on apparel choices and management
Week 2		1C Principles of effective wardrobe planning		1D Fashion Trends	
Week 3	1E Influence of advertising on apparel choices 1F Influence of design elements and principles on apparel purchases		<b>EKS #5 Elements and Principles of Design in Apparel</b> 5A Elements and principles of design in apparel (Line, Space, Shape, Texture)		5A Continued (Color)
Week 4		5A Continued (Balance, Rhythm, Emphasis)		5A Continued (Proportion, Harmony/Unity)	
Week 5	5B Impact of technology on apparel design and production		5B Continued		1G Suitability of textile products for varied apparel uses
Week 6		1H Apparel management techniques for individuals with special needs		Review Test	



# Apparel

## Sample Six Weeks Plan 90 minute periods

### 2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>EKS #2 Care and Maintenance Practices for Apparel</b> 2A Labeling information		2B Clothing-care products and equipment		2B Continued
Week 2		2C Equipment and services related to care, maintenance, and storage of apparel		2D Safety procedures 2E Impact of clothing-care requirements on clothing selection and budget	
Week 3	<b>EKS #3 Managing the Apparel Dollar</b> 3A Human and financial resources affecting clothing decisions		3B Practices for effectively managing apparel and accessory costs, care, and maintenance		3B Continued
Week 4		3C Sources for apparel purchases		3D Impact of technology on apparel purchasing options 3E Ideas for recycling apparel	
Week 5	<b>EKS #4 Factors Influencing the Apparel Industry</b> 4A Interrelationship of the apparel industry to U.S. and international economies		4B Sources of textile and apparel products		4C Impact of labor laws 4D Factors that contribute to a safe working environment
Week 6		4E Procedures that protect the environment 4F Technological advancements influencing the apparel industry		Review Test	



# Apparel

## Sample Six Weeks Plan 90 minute periods

### 3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<b>EKS #6 Repair, Alteration, and Production Techniques</b> 6A Principles of quality apparel construction		6A Continued		6A Continued
NOTE: It is recommended that principles of quality apparel construction be studied with a strong focus on the consumer perspective.					
Week 2		6B Appropriate use and care of equipment. 6C Effective pressing, repair, and alteration 6D Apparel production skills if training for a career in the apparel industry 6E Planning, organization, management, and sequencing when repairing, altering, and/or producing apparel 3E Ideas for recycling apparel			
Week 3	6B 6C 6D 6E 3E Continued		6B, 6C, 6D, 6E, 3E Continued		6B 6C 6D 6E 3E Continued
NOTE: Apparel production is recommended only for students training for entrepreneurship or other apparel industry career opportunities.					
Week 4		6F Apparel design and alterations to accommodate individuals with special needs 3E Continued		<b>EKS #7 Employability Skills</b> 7A Effective methods to secure, maintain, and terminate employment	
Week 5	7B Communication skills 7C Human-relations skills 7D Effective leaders and team members		<b>EKS #8 Career Decisions</b> 8A Employment and entrepreneurial opportunities and preparation requirements		8B Management practices facilitating individuals assuming multiple roles
Week 6		<b>EKS #9 Career-connections Experience</b> 9A & B Culmination of career-connections experiences Review		Exam	

**Sample Six Weeks Plan**  
55 minute periods

**Six Weeks**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					



**Sample Six Weeks Plan**  
90 minute periods

**Six Weeks**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

# Apparel

Knowledge and Skills.

(1) Consumer skills.

**The student uses effective decision-making skills when selecting and purchasing apparel.**

*The student is expected to:*

- (A) describe social, cultural, and life-cycle influences on apparel preferences and management;
- (B) explain how patterns of living and the life cycle affect apparel choices and management;
- (C) apply principles of effective wardrobe planning;
- (D) explain fashion trends and how they are determined;
- (E) analyze the influence of advertising on consumer apparel choices;
- (F) describe the elements and principles of design and their influence on apparel purchases;
- (G) evaluate textile products as to suitability for varied apparel uses; and
- (H) determine apparel management techniques for individuals with special needs.

**1A- The student is expected to describe social, cultural, and life-cycle influences on apparel preferences and management.**

### 1) RESEARCH/ORAL PRESENTATION



Have students select a foreign country and gather information on the types of apparel worn in that country. Use the library, Internet, Culturgrams, and other resources to secure information. Students should explore types of fibers and fabrics used for apparel, social and cultural influences, and the climate experienced in that country. In oral reports, have students present their findings. Pictures or illustrations would also be important to share.

#### KEY QUESTIONS

- How does the climate affect the types of fibers used in apparel?
- What types of apparel are chosen and worn?
- How are male and female clothing alike? different?

### 2) CLASS DISCUSSION/GROUP ACTIVITY/VISUAL DISPLAY



Using Teaching Aid 1, *Family Life-cycle Stages*, lead a class discussion on how the various stages of the family life cycle influence apparel preferences and management. Divide the class into pairs or groups. Assign each group a stage of the family life cycle. Have students point out types of clothing needed during that particular stage and the factors influencing those decisions. Influences may include factors such as finances available, time/energy available, activities pursued, number of family members, ages of family members, special needs, and geographic location. Have students share the information with the class. Students may compile the information for a visual display.

#### KEY QUESTIONS

- What are the clothing needs of family members of each stage of the family life cycle?
- What factors might influence apparel preferences during each stage of the family life cycle?
- What factors might influence apparel management practices during each stage of the family life cycle?

### 3) CLASS DISCUSSION/GROUP ACTIVITY/WRITTEN EXERCISE



Read the current school dress code to the students. Lead a class discussion regarding possible reasons for having a school dress code. Divide the class into groups, and have students rewrite the dress code in the manner in which they would like it to be.

#### NOTES

SOCIAL  
STUDIES

TAAS  
READING

TA 1 *Family Life-cycle  
Stages*

TAAS  
WRITING

## NOTES

Share dress codes with other members of the class. Have students rewrite the dress code from a parent's point of view for their son or daughter attending school.

### KEY QUESTIONS

- Why do schools maintain a dress code?
- How has the dress code changed since your parents went to school?
- What would happen if there were no dress codes?
- What other places in society enforce dress codes?



### FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk - Culture's Affect on Apparel Choice
- Families First Project - brochure on the selection and maintenance of children's and older adult's clothing
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### MONOGRAPH

David M. Kennedy Center for International Studies, Brigham Young University, 1999. *Culturgrams*.



**1B- The student is expected to explain how patterns of living and the life cycle affect apparel choices and management.**

**1) CLASS DISCUSSION/SCENARIO**



Using a high school student as an example, lead students to discuss how patterns of living and life cycle affect apparel choices and management in the following scenarios:

- a student who enjoys running
- a student who is an avid reader
- a student who is an outdoor sports enthusiast
- a student who volunteers working with young children
- a student who enjoys swing dancing
- a student who is a movie buff
- a student who works at a fast food restaurant

**NOTES**

**KEY QUESTIONS**

- How do patterns of living affect apparel choices and management?
- What practical considerations may influence apparel choices?
- How would apparel choices and management be different if the individual were in another stage of the life cycle?

**2) PANEL DISCUSSION**



Invite a group of employers from your community to discuss appropriate attire for employees at their particular place of employment. Include employers who allow informal dress as well as those who have a more formal dress requirement. A variety of career choices is also important (e.g., a bank employee, a convenience store employee, a child care worker, a teacher, a mechanic).

**KEY QUESTIONS**

- What impression are you trying to create with your particular dress code?
- What practical considerations have influenced dress code decisions?
- How receptive are the employees to your dress code?
- As the employer, how do you handle resistance when employees do not conform to the dress code?

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## NOTES



TA 2 *Comfort and Fashion: Two Trends Meet*



TAAS  
WRITING

TA 3 *Apparel Choices and Management*



### 3) VIDEOTAPE/CLASS DISCUSSION/ FHA/HERO

Have students view a video on appropriate dress in the workplace. Lead a class discussion on what careers might allow business casual dress and what careers would require a more professional dress.

Have students volunteer to come to school dressed in either "business casual" or more professional dress. Class members can critique attire and discuss where the student's clothing would be appropriate. This strategy could also work effectively as a chapter activity or as an illustrated talk for STAR Events.

### 4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students read Teaching Aid 2, *Comfort and Fashion: Two Trends Meet*. Have students respond to the article by writing a summary of the article. Share ideas with the class.

### 5) CASE STUDIES/GROUP ACTIVITY



Divide the class into small groups. Using Teaching Aid 3, *Apparel Choices and Management*, assign each group one of the case studies. Have each group share their findings with the class.

#### KEY QUESTIONS

- How do patterns of living affect apparel choices and management?
- How do the stages of the life cycle affect apparel choices and management?

#### FHA/HERO ACTIVITIES

- Working on Working - Research dress codes for several careers of interest
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

#### RESOURCES

#### ORGANIZATION

The Soap and Detergent Association  
[www.sdahq.org](http://www.sdahq.org)

**1C- The student is expected to apply principles of effective wardrobe planning.**

### 1) CLASS DISCUSSION

Using Teaching Aid 4, *Get to the Basics*, lead students in a class discussion of some basic principles of effective wardrobe planning. Emphasize to students that in wardrobe planning, they must first identify their needs, analyze what they have, make what they have useful, and plan for additions.

#### KEY QUESTIONS

- What management steps should be followed first in effective wardrobe planning?
- Why is it important to consider these steps before making any new clothing purchases?
- How does time, money, and clothing care and maintenance influence wardrobe planning?

### 2) INDIVIDUAL ACTIVITY/PROJECT

Provide students background information found on Teaching Aids 5a and 5b, *Wardrobe Management*, about wardrobe management procedures. Have students develop a plan to Audit, Dejunk, and Reinvest in their own wardrobe. Students may use catalogs or magazines to spend a given amount of money to reinvest in their wardrobes. For each garment they "purchase," they must coordinate it with three other items in their present wardrobe. Students can submit their individual plans as a notebook or poster.

As a follow-up activity, have students write a summary about the feasibility of implementing the plan.

### 3) GUEST SPEAKER



Invite a guest speaker from a clothing store to speak on coordinating garments for both men and women. Ask the speaker to bring examples of current fashions which can be mixed and matched to produce various garment combinations when put together. After the speaker has presented information on coordination of garments, students may work in pairs or groups to suggest additional combinations of garments, shoes, and/or accessories. Have students share their selections.

In communities where access to guest speakers and/or clothing stores is limited, pictures from magazines, newspapers, and catalogs could be used effectively for this activity.

#### NOTES

TA 4 *Get to the Basics*

TA 5a & 5b  
*Wardrobe Management*

TAAS  
READING

TAAS  
WRITING

## NOTES



### 4) TEAMWORK/VISUAL DISPLAY



Have students each bring two items of clothing and/or accessories that they wear and enjoy. As an alternative, pictures from magazines, newspapers, and catalogs may be used rather than actual clothing and/or accessory items. Have each student work with a partner or two other students to develop as many new combinations as they can with their clothing items. Share coordinated ideas with the class.

### FHA/HERO ACTIVITIES

- Power of One: A Better You - developing a career wardrobe; Working on Working - careers in apparel management
- STAR Event: Illustrated Talk - Dress For Success
- Entrepreneurship - Wardrobe Consulting Business
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### BOOK

Rice, Nancy N. & Palmer, Patti, 1996. *Looking Good: A Guide to Wardrobe Planning, Color, and Personal Style Development.*

### WEB SITES

Mississippi State University Extension Service  
[www.ext.msstate.edu/](http://www.ext.msstate.edu/)

VJ Design

[www.vjdesign.com/clene.line.design.htm](http://www.vjdesign.com/clene.line.design.htm)

**1D- The student is expected to explain fashion trends and how they are determined.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

**NOTES**

**1) CLASS DISCUSSION/BRAINSTORMING**



Using Teaching Aid 6, *Fashion Terminology*, discuss with students the terms commonly associated with fashion. Discuss factors affecting fashion trends (e.g., fashion designers, world events, art, entertainment personalities, sports personalities, movies, economic conditions, media).

Instruct students to list and discuss the current fashion trends. Have students predict fashion trends for the next year, five years, and ten years. Lead a class discussion about how fashion trends tend to run in twenty year cycles. Have students predict fashion trends for twenty years from now. Colors for fashion are generally developed two years in advance of their debut. Have students share their ideas with the class.

**TA 6** *Fashion Terminology*

**KEY QUESTIONS**

- What are the current fashion colors?
- What are some of the current fashion trends for women?
- What are some of the current fashion trends for men?
- What fashion colors do you predict in the next two years?
- What fashions that are popular today were popular twenty years ago? thirty years ago? forty years ago?

**2) VISUAL DISPLAY/VIDEOTAPE/CLASS DISCUSSION**



Provide various resources depicting photographs and illustrations of fashions from the past (e.g., old high school yearbooks, classroom references, encyclopedias, history books) for students to examine.

Have students view a video on the history of apparel such as *History of Apparel Design: 1930 to the 21st Century*, available from the Home Economics Curriculum Center, Texas Tech University. Lead a class discussion on how fashion trends from the past affect styles of today. A classroom subscription to a fashion magazine is also a good resource to show trends of the past and how they impact trends of the future.

## NOTES

### KEY QUESTIONS

- How have people and events changed and influenced fashion?
- What historical events have influenced fashion?
- What social trends have had the greatest impact on the history of apparel?
- How does economics affect fashion changes?
- How has technology influenced fashion trends?



### 3) GUEST SPEAKER

Invite the owner or manager of a clothing store to discuss fashions for both men and women that were shown at the most recent apparel markets. Ask the guest speaker to bring samples (e.g., fabrics, accessories, colors) to show the class. If guest speakers and clothing stores are not easily accessible, fashion magazines such as *Vogue*, *Elle*, and *GQ* feature predictions for the new season in February/March and October/November issues. Newspapers, television, and the Internet also provide information on fashion trends.

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## RESOURCES

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### VIDEOTAPE

*History of Apparel Design: 1930 to the 21st Century*, available from the Home Economics Curriculum Center.

### WEB SITES

Apparel Net, Inc.

[www.apparel.net](http://www.apparel.net)

The Fashion Page

[www.glitter.com](http://www.glitter.com)

Fashion Net

[www.fashion.net](http://www.fashion.net)

Historical Costuming

[www.millieux.com/costuming](http://www.millieux.com/costuming)

**1E- The student is expected to analyze the influence of advertising on consumer apparel choices.**

### 1) CLASS DISCUSSION

Provide students with a copy of Teaching Aid 7, *Informative versus Appealing Advertisements*. Discuss with students the characteristics of each type of advertisement. The teacher should have prepared transparencies of examples of each type of advertisement or video clips from television commercials for the students to discuss.

#### KEY QUESTIONS

- How did the advertisement gain your attention?
- What information given in the advertisement is important to you?
- What information given about the garment would cause you to do further investigation?
- How does advertising influence your apparel choices?
- In what way does advertising serve to educate about fashion trends as well as to promote product sales? Why is this especially true in magazine ads?

### 2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students find two apparel advertisements from selected magazines, catalogs, or newspapers. Some examples of magazines may include *W*, *GQ*, *Seventeen*, and *Glamour*. Examples of catalogs may include *Spiegel's*, *Chadwicks*, *L.L. Bean*, *J.C. Penney*, and *Eddie Bauer*. Lead a class discussion on the influence advertisements have on choices. Have students share their advertisements with others in the class to compare choices.

#### KEY QUESTIONS

- How did the advertisement draw your attention?
- How do clothing manufacturers and designers determine where to advertise their apparel?
- What are some differences in the garments advertised in *W* magazine versus *Seventeen* magazine? What causes these differences?

### 3) GROUP ACTIVITY/CLASS DISCUSSION



Provide a variety of fashion magazines, newspapers, and catalogs. Divide the class into small groups. Have each group compare the composition of advertisements in newspapers, magazines, and catalogs. Have each group share their findings with the class.

#### NOTES

TA 7 *Informative versus Appealing Advertisements*

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## NOTES



### **KEY QUESTIONS**

- What type of information does each advertisement tend to provide?
- What differences in purpose is served by each type of advertisement?
- How do these types of advertisements compare with television advertisements?
- What strategies are used to create appeal other than the merits of the apparel itself?

### **FHA/HERO ACTIVITY**

- Power of One: Working on Working - Research careers in fashion advertising, fashion photography, and fashion magazines

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### **RESOURCES**

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**1F- The student is expected to describe the elements and principles of design and their influence on apparel purchases.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

**NOTES**

**1) CLASS DISCUSSION/VISUAL DISPLAY**



Define design. *Design* is the arrangement of various components to create an artistic unit, or the process of selecting and organizing forms and materials to suit a purpose. Discuss with students how design relates to apparel and how design influences apparel purchases.

Provide students with Teaching Aid 8, ***Elements and Principles of Design***, defining terms related to elements and principles of design. Include line, space, shape, texture, color, balance, rhythm, emphasis, proportion, and harmony/unity. Show examples from catalogs, pattern books, and magazines of each of the elements and principles of design explaining the effect of each design element on a particular body and whether or not it is appropriate for the body type. Have students determine if a particular garment or fabric design is appropriate for their own body type.

**KEY QUESTIONS**

- What is meant by the term design?
- How do individuals use clothing to express themselves through design?
- How do the elements and principles of design influence apparel purchases?

**2) LABORATORY EXPERIENCE/PROJECT**

After a class discussion of the elements and principles of design, have students find pictures of a garment illustrating each element and principle of design as appropriate for their own bodies. Have them cut out and display the pictures and discuss why each garment is appropriate for them. Students could compile the pictures and explanations in a notebook, poster, or some other type of visual.

**3) VIDEOTAPE**

View selected videos or video clips from commercials presenting the elements and principles of design depicted in apparel. Discuss how design influences apparel purchases.

**TA 8** ***Elements and Principles of Design***

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## NOTES

TAAS  
WRITING



### 4) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students select two garments that they own to evaluate. One garment should be one that the students consider "great" but they do not think it looks good on themselves or that they do not look good in the garment. Evaluate the application of the elements and principles of design in conjunction with their body type. The second garment should be one that the students feel is becoming on them. How have the elements and principles of design been used to achieve this? Have students write a summary about the two garments.

#### FHA/HERO ACTIVITY

- Power of One: A Better You - Complete project selecting apparel suited for your body using the elements and principles of design.

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## RESOURCES

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### BOOKS

Geringer, Susan, 1986. *Fashion: Color, Line, and Design*.

**1G- The student is expected to evaluate textile products as to suitability for varied apparel uses.**

Note to the Teacher: It is important for the teacher to provide fabric samples of natural and manufactured fibers for the following activities. For lab experiments, the samples should be 100% of the representative fiber (e.g., 100% cotton, 100% wool, 100% acetate). Before conducting any laboratory experiences, be sure to review laboratory rules with the students.

### 1) CLASS DISCUSSION/LABORATORY EXPERIENCE

Provide students with background information about the properties of natural and manufactured fibers (e.g., cotton, silk, wool, flax/linen, rayon, nylon, polyester, acetate), using Teaching Aids 9, **Fiber Facts**; Teaching Aid 10, **Properties of Natural Fibers**; and Teaching Aid 11a through 11c, **Properties of Manufactured Fibers**. Discuss with students the characteristics, uses, and care for each of the fibers. After the discussion, have students examine swatches of various fibers and fabrics, and have students evaluate each swatch for possible uses.

#### KEY QUESTIONS

- What uses can you see for this fabric?
- What properties make this use possible?
- What uses do you see as inappropriate for this fabric? Why?
- What are the care requirements for this fabric?

### 2) LABORATORY EXPERIENCE/CLASS DISCUSSION

Have students examine various natural and manufactured fabric samples under a microscope and complete simple fiber identification tests such as burning, acetone, and chlorine bleach. Other laboratory experiences can also be conducted such as determining wicking action, strength, and wrinkle resistance. The following teaching aids provide guidelines for conducting several laboratory experiences and for recording observations and results:

- Teaching Aids 12a and 12b, **Determining Burning Properties of Different Fibers**
- Teaching Aid 12c, **Burning Properties - Lab Worksheet**
- Teaching Aid 13a, **Acetone Test - Lab Experiment**
- Teaching Aid 13b, **Observation Record for Acetone Test**
- Teaching Aid 14a, **Chlorine Bleach Test - Lab Experiment**
- Teaching Aid 14b, **Observation Record for Chlorine Bleach Test**
- Teaching Aid 15a, **Determining Wrinkle Resistance — Lab Experiment**
- Teaching Aid 15b, **Wrinkle Resistance - Lab Worksheet**

#### NOTES

TA 9 **Fiber Facts**

TA 10 **Properties of Natural Fibers**

TA 11a-11c  
**Properties of Manufactured Fibers**

TA 12a & 12b  
**Determining Burning Properties of Different Fibers**

TA 12c **Burning Properties - Lab Worksheet**

TA 13a **Acetone Test - Lab Experiment**

TA 13b **Observation Record for Acetone Test**

TA 14a **Chlorine Bleach Test - Lab Experiment**

TA 14b **Observation Record for Chlorine Bleach Test**

TA 15a **Determining Wrinkle Resistance — Lab Experiment**

TA 15b **Wrinkle Resistance - Lab Worksheet**

## NOTES



SCIENCE

### TA 16 *Textiles Used for Apparel*

Discuss with students that each fiber has individual characteristics that make it suitable for certain uses. For example, wool fibers have insulating qualities, which means that wool cloth is warm. Wool clothing is generally a good choice for apparel in cool climates.

#### 3) **INDIVIDUAL ACTIVITY/RESEARCH**

Distribute copies of Teaching Aid 16, *Textiles Used for Apparel*, to each student. Have students determine the reasons for using the fibers listed. If needed, students may gather additional information from the library, the Internet, and classroom references. Have students discuss their findings with the class. Explain to students that researchers are constantly working on the development of new fibers and new fabrics. Tencel is one of the newest manufactured fibers. Important trends in fabrics are new blends of natural and manufactured fibers.

#### 4) **INDIVIDUAL ACTIVITY**

Provide pictures or illustrations of various garments from magazines, pattern books, or newspaper advertisements. Using the pictures or illustrations (and after the previous discussion on fibers and fabrics), guide students in determining appropriate fabric choices for each of the designs. Catalogs can also be used for this activity. The catalog descriptions typically provide fiber content and care requirements.

#### **KEY QUESTIONS**

- What fabric choice would you make for this garment?
- What properties of the fabric make it a good choice?
- What fabric choices would not be appropriate for this garment? Why?

## RESOURCES

#### **BOOKS**

Price, Arthur, & Cohen, Allen C., 1997. *Fabric Science*.  
Tortora, Phyllis G., & Collier, Billie J., 1997. *Understanding Textiles*.

#### **WEB SITES**

American Textile Manufacturers Institute (ATMI)  
[www.atmi.org](http://www.atmi.org)  
American Fiber Manufacturers Association (AFMA)  
[www.fibersource.com](http://www.fibersource.com)  
National Cotton Council  
[www.cotton.org](http://www.cotton.org)

**1H- The student is expected to determine apparel management techniques for individuals with special needs.**

TEKS 1H and 6F both provide activities for determining apparel techniques for individuals with special needs.

## NOTES

### 1) GUEST SPEAKER

Invite a nurse from the community, physical therapist or another individual to speak to the class about apparel management techniques for individuals with special needs. Have students write a brief summary of content on the presentation.

TAAS  
WRITING

### 2) BRAINSTORMING/CLASS DISCUSSION/GROUP ACTIVITY

Have students brainstorm special health needs which will require changes in clothing requirements. Brainstorming should include such needs as those resulting from a cast on an arm or leg, wrist fracture, broken ribs, strained back muscles, various degrees of paralysis requirements, confinement to a wheelchair, obesity, arthritis, limited vision, or color blindness.

Have students read classroom reference materials or research on the Internet about special clothing needs. Distribute copies of Teaching Aids 17a through 17c, *Apparel Design and Alterations for Individuals with Special Needs*, to provide students with background information. Divide the class into groups, and have each group write clothing suggestions for individuals who fall into the above categories. Allow the group leader for each group to report their findings.

TA 17a-17c

*Apparel Design  
and Alterations  
for Individuals  
with Special  
Needs*

TAAS  
READING

#### KEY QUESTIONS

- What physical limitations might result in individuals having unique apparel needs? What would these needs be?
- How easy or difficult is it for these individuals to meet their special apparel needs?
- What sources exist which provide apparel for individuals with special apparel needs?
- What unique career opportunities might there be in the area of providing apparel for individuals with special needs?

### 3) INTERNET SEARCH/GROUP ACTIVITY

Divide the class into small groups. Assign each group one of the Web sites listed in the Resources section on page 30, to gather information about what businesses offer individuals with special needs.



## NOTES



### FHA/HERO ACTIVITIES

- Provide clothing alterations or repairs for older adults in a nursing home.
- Produce a brochure describing apparel suggestions for individuals with special apparel needs.
- Power of One: Working on Working - Explore careers in designing, producing, and/or retailing of apparel for individuals with special needs.
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### WEB SITES

Accessible Threads

[www.accessiblethreads.com](http://www.accessiblethreads.com)

Adaptive Designs Apparel

[www.adaptive-apparel.com](http://www.adaptive-apparel.com)

Adrian's Closet

[www.adrianscloset.com](http://www.adrianscloset.com)

Caring Concepts

[www.caringconcepts.com](http://www.caringconcepts.com)

Internet Resources for Special Children

[www.irsc.org/clothing.htm](http://www.irsc.org/clothing.htm)

J.C. Penney Company

[www.jcpenney.com](http://www.jcpenney.com)



# Apparel

Knowledge and Skills.

(2) Consumer skills.

**The student selects proper care and maintenance practices for apparel.**

*The student is expected to:*

- (A) interpret labeling information to determine care procedures for apparel products;
- (B) evaluate clothing-care products and equipment;
- (C) determine proper equipment and/or services related to care, maintenance, and storage of apparel;
- (D) identify proper safety procedures when using care products and equipment; and
- (E) analyze the impact of clothing-care requirements on clothing selection and the clothing budget.

**2A- The student is expected to interpret labeling information to determine care procedures for apparel products.**

### 1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Provide students with current information about apparel labeling information and/or laws such as Teaching Aid 18, *Guide to Fabric Care Symbols*; Teaching Aids 19a and 19b, *Care Label Requirements*; and Teaching Aid 20, *Sample Care Label*. Discuss mandatory and voluntary care label information. Explore reasons why this information is needed on a label and its uses when caring for the garment. Give students a label to examine, and using the information discussed, have them write in paragraph form instructions to follow when caring for this garment.

#### KEY QUESTIONS

- What temperature for washing should be used on this garment?
- What other instructions are recommended?
- What mandatory information is not provided, if any?
- What voluntary care information was provided, if any?

### 2) INDIVIDUAL ACTIVITY

Review the information learned in the previous activity. Have students complete Teaching Aid 21a, *Analyzing Labels*. Students need to determine what information is missing for each garment label. Have students share their responses. As a follow-up activity, have students suggest what type of garment each of the labels is from.

### 3) PROJECT

Have students select five garments in their wardrobe. Ask them to analyze their clothing by cleaning procedures, water temperature used to clean, drying temperature, and ironing procedures. Have them use Teaching Aid 22, *Apparel Care*, to chart their findings. Ask the students to point out how the clothing examples and the care procedures for this clothing is compatible or incompatible with the patterns of living for a typical teen. Have them discuss their conclusions with the class.

#### KEY QUESTIONS

- What does the type of clothing say about patterns of living (e.g., sports, hobbies, work)?
- What types of care procedures are generally required of clothing worn by teens?
- How do the care procedures fit your pattern of living?

#### NOTES

**TA 18** *Guide to Fabric Care Symbols*

**TA 19a & 19b**  
*Care Label Requirements*

**TA 20** *Sample Care Label*

TAAS  
READING



TAAS  
WRITING

**TA 21a** *Analyzing Labels*

**TA 21b** *Analyzing Labels Answer Key*

**TA 22** *Apparel Care*

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## NOTES

TA 23 *Violating Care Procedures*

TA 10 *Properties of Natural Fibers*

TA 11a-11c  
*Properties of Manufactured Fibers*

SCIENCE



### 4) LABORATORY EXPERIENCE/SCENARIOS

Divide the class into triads. Using Teaching Aid 23, *Violating Care Procedures*, assign each group one of the following scenarios:

- a favorite sweater shrank
- a new shirt has an iron imprint on the front
- a new pair of pants pucker at the side seams
- the colors in a new pair of shorts ran
- the neck of a sweater has stretched out
- a new pair of black jeans faded to a dull gray
- a dry clean only jacket shrunk when hand washed

Have each group determine how the care procedures were violated in each scenario. Ask the students to share their findings. Students may want to refer to Teaching Aids 10, *Properties of Natural Fibers* and Teaching Aid 11a through 11c, *Properties of Manufactured Fibers*, for additional information. Have students brainstorm other situations where care procedures may have been violated.

### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

### WEB SITES

American Society for Testing and Materials (ASTM)  
[www.astm.org](http://www.astm.org)

Federal Trade Commission (FTC)  
[www.ftc.gov](http://www.ftc.gov)

International Fabricare Institute (IFI)  
[www.ifi.org](http://www.ifi.org)

The Soap and Detergent Association  
[www.sdahq.org](http://www.sdahq.org)

**2B- The student is expected to evaluate clothing-care products and equipment.**

**1) VISUAL DISPLAY/CLASS DISCUSSION/PROJECT**



Display various types of clothing-care products and equipment. Include various soaps, detergents, softeners, softener sheets, bluing agents, soaps, bleaches (chlorine and oxygen), starches, special fabric cleaners, irons, presses, etc. Have students read the label of each of these care products or appliance manuals to better understand use information and precautions. Students could produce a chart or brochure listing the types of clothing care products, uses, and garments and/or types of fabric for which this product will be suitable.

As an enrichment activity, have students do a cost comparison of various clothing-care products. Students could also look at environmental considerations relative to various clothing-care products and equipment.

**Note to the Teacher:** The Soap and Detergent Association has valuable background information on types of laundry products, environmental considerations, basic laundering procedures, and stain removal.

**2) EDUCATIONAL TOUR**

Take an educational tour to a professional dry cleaners or self-service dry cleaning business. Have the owner of the store discuss with students the process of dry cleaning and what effect the dry cleaning process has on garments and/or the environment. Students can use this information in the classroom to determine what garments and fibers should be professionally dry-cleaned, how often dry cleaning should occur, dry cleaning costs, and effects on the environment.

**3) VIDEOTAPE**

Have students view a videotape on clothing care products and equipment, such as *An RX for Your Clothes*, available from the Home Economics Curriculum Center or *Maytag's Gone with the Wash*, available from Video Placement Worldwide.

**KEY QUESTIONS**

- What considerations may be necessary if using a commercial laundry, apartment laundry facilities, or dorm laundry room?
- How would the use of these facilities affect time, energy, and money?
- How would use of these facilities affect the environment?

**NOTES**

TAAS  
WRITING

SCIENCE



TAAS  
MATH

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## NOTES



### FHA/HERO ACTIVITIES

- STAR Event: Illustrated Talk - Clothing Care Products versus A Safe Environment
- STAR Event: Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### AGENCIES AND ORGANIZATIONS

American Society for Testing and Materials (ASTM)  
International Fabricare Institute (IFI)  
The Soap and Detergent Association (SDA)

### VIDEOTAPES

*An RX for Your Clothes*, available from the Home Economics Curriculum Center.  
*Gone with the Wash*, available from Maytag through Video Placement Worldwide.

### WEB SITES

Tide Clothesline  
[www.clothesline.com](http://www.clothesline.com)  
Unilever  
[www.unilever.com](http://www.unilever.com)

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**2C- The student is expected to determine proper equipment and/or services related to care, maintenance, and storage of apparel.**

**1) VISUAL DISPLAY/GROUP WORK/WRITTEN EXERCISE**



Display various garments that require specialized care. Examples might include a business suit that needs to be professionally dry cleaned, a leather vest, a sweater that should be blocked to dry, a knitted garment that should be hand washed, a garment that needs to be stored, or a garment with fabric that might bleed. Have students work in groups or pairs to write instructions about the proper procedures to use to clean and store these garments. Share results with the remainder of class members.

**2) INDIVIDUAL ACTIVITY/CASE STUDIES**



Distribute copies of Teaching Aid 24, *Problems with Garment Care and Maintenance*, to students. Have students solve the garment care problems that involve the proper equipment, service, and care requirements of various garments.

**3) GROUP ACTIVITY/ORAL PRESENTATION**



Storage is an important part of care and maintenance that is often overlooked. Divide the class into five groups. Assign each group one of the five categories:

- Hanging storage
- Flat storage
- Short-term storage
- Seasonal storage
- Long-term storage

Distribute copies of Teaching Aids 25a through 25e, *Clothing Storage*, to each student. Have each group use the background information found on the teaching aids to present an oral presentation on the assigned category. Students can use visuals (e.g., posters, transparencies, video) to enhance their presentations.

**4) GROUP ACTIVITY/DEMONSTRATION**



Distribute copies of Teaching Aids 26a through 26c, *Stain Removal Guide*, to each student. Discuss with students some of the common stains and removal techniques. Provide a visual display of some of the common products and equipment necessary to remove stains. This is also an opportunity to show the relationship of science to stain removal.

Divide the class into small groups. Assign each group one of the common stains. Have each group demonstrate how to correctly remove the stain.

**NOTES**

TAAS  
WRITING

**TA 24** *Problems with  
Garment Care and  
Maintenance*

**TA 25a-25e**  
*Clothing Storage*

**TA 26a-26c**  
*Stain Removal  
Guide*

SCIENCE

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## NOTES



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### WEB SITES

International Fabricare Institute (IFI)

*[www.ifi.org](http://www.ifi.org)*

Maytag Appliances

*[www.maytag.com](http://www.maytag.com)*

The Soap and Detergent Association (SDA)

*[www.sdahq.org](http://www.sdahq.org)*

Tide Clothesline

*[www.clothesline.com](http://www.clothesline.com)*

Unilever

*[www.unilever.com](http://www.unilever.com)*

**2D- The student is expected to identify proper safety procedures when using care products and equipment.**

**1) VISUAL DISPLAY/CLASS DISCUSSION/GROUP ACTIVITY**



Display various products and equipment that are used in the care of apparel. Include with the display the instruction manuals for the equipment. Include stain removal products as well as detergents, liquid softeners, softener sheets, bleaches, etc. Have students review the product labels and equipment use manuals for general safety guidelines. Have students use computer software to prepare a brochure or visual display of safety procedures. Teaching Aids 27a and 27b, **Brochure Assessment**, can be used as a tool in developing a brochure.

**KEY QUESTIONS**

- What safety procedures should be followed when using spot cleaners, detergents, bleaches, and softeners?
- What safety procedures should be followed when operating a washer or dryer?
- What safety procedures should be followed when operating a steam iron?
- What safety precautions are more focused on protecting individuals other than the person actually performing the apparel care tasks?
- What are the consequences of poor safety procedures (e.g., caustic burns, heat burns)?

**2) DEMONSTRATION/ORAL PRESENTATION**



Have students work in pairs or groups to demonstrate safety procedures when using various care products and equipment to the class. Students could develop a skit, video, or some other creative way to present information to the class members.

**NOTES**

SCIENCE



**TA 27a & 27b**  
**Brochure**  
**Assessment**

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## NOTES



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### WEB SITES

American Society for Testing and Materials (ASTM)

[www.astm.org](http://www.astm.org)

International Fabricare Institute (IFI)

[www.ifi.org](http://www.ifi.org)

Maytag Appliances

[www.maytag.com](http://www.maytag.com)

The Soap and Detergent Association (SDA)

[www.sdahq.org](http://www.sdahq.org)

Laundering Facts Packet

Tide Clothesline

[www.clothesline.com](http://www.clothesline.com)

**2E- The student is expected to analyze the impact of clothing-care requirements on clothing selection and the clothing budget.**

### 1) INDIVIDUAL ACTIVITY/LABORATORY EXPERIENCE

Have students use catalogs to find two garments they would like to have in their wardrobe. Have students cut out the picture of the garment along with the description, care instructions, and price of each garment. Mount on construction paper.

Instruct students to calculate the cost of cleaning and maintenance of each garment if they washed and dried the garment every other time they wore the garment, and if they wore the garment once per week for three months. Instruct students to calculate the cost of dry cleaning each garment if they dry cleaned each garment every other time they wore the garment, and if they wore the garment once per week for three months. Compare prices of the care and maintenance for both garments.

#### KEY QUESTIONS

- How does dry cleaning a garment compare with the cost of washing the garment?
- In what instances would dry cleaning be preferred?
- Which choice is better for your particular lifestyle? the lifestyle of a business executive? the lifestyle of an eight-year-old child?
- Why should clothing care requirements and costs be considered when purchasing apparel?
- In what way would increased costs of apparel care calculate to mean less money available for apparel purchases?
- In what way would inconvenience of apparel care calculate to mean increased demands on the apparel budget?

### 2) INDIVIDUAL ACTIVITY

Distribute copies of Teaching Aid 28a, **Comparing Care Labels**, to students. Have students analyze the recommended care methods and respond to the questions comparing fiber content, cost of garment, and cost of maintenance. Discuss the correct responses with the students.

#### NOTES

TAAS  
MATH

**TA 28a Comparing Care Labels**

**TA 28b Comparing Care Labels Answer Key**

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## NOTES



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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### RESOURCES

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# Apparel

Knowledge and Skills.

(3) Consumer Skills.

**The student effectively manages the apparel dollar.**

***The student is expected to:***

- (A) explain human and financial resources affecting individual and family clothing decisions;
- (B) propose practices for effectively managing apparel and accessory costs, care, and maintenance in the individual and family budget;
- (C) compare various sources for apparel purchases;
- (D) predict the impact of technology on consumer apparel purchasing options; and
- (E) develop ideas for recycling apparel.



**3A- The student is expected to explain human and financial resources affecting individual and family clothing decisions.**

## 1) CLASS DISCUSSION/TEAMWORK



Lead students in a class discussion on how human resources affect individual and family clothing decisions. A *human resource* is defined as those resources which come from within a person. Those resources include time, energy, and personal qualities such as physical and mental health, knowledge, skills and talents. Divide students into pairs and have them complete Teaching Aid 29, ***How Human Resources Affect Clothing Decisions***, explaining how each of the human resources might affect their individual and family clothing decisions. Have students share their information with the class.

### KEY QUESTIONS

- What kinds of knowledge would be valuable when making clothing decisions?
- How might clothing repair or construction skills affect individual and family clothing decisions?
- How does physical and mental health affect clothing decisions?
- How are time and energy related when making clothing decisions?

## 2) GROUP ACTIVITY/PROBLEM SOLVING



After students have completed the previous activity, have students work in pairs. Let each pair of students draw a slip of paper with a dollar amount written on it (e.g., \$50, \$75, \$100). Working with their partner and with a list of garments which need to be purchased, ask students to discuss how the dollar amount affects the available options for purchasing all the items. Topics of discussion might include places to shop, time of year, and use of credit or layaway.

### NOTES

**TA 29** *How Human Resources Affect Clothing Decisions*

TAAS  
MATH

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## NOTES



### FHA/HERO ACTIVITIES

- Financial Fitness: Consumer Clout
- STAR Event: Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### BOOK

Future Homemakers of America, Inc., 1993. *Financial Fitness*.

### WEB SITE

Mississippi State University Extension Service  
[www.ext.msstate.edu/](http://www.ext.msstate.edu/)

**3B- The student is expected to propose practices for effectively managing apparel and accessory costs, care, and maintenance in the individual and family budget.**

### 1) CLASS DISCUSSION/GROUP ACTIVITY/CASE STUDIES



Define budget or spending plan. Using Teaching Aids 30a and 30b, **Effective Management**, discuss with students the apparel and accessory costs, care, and maintenance of the individual involved in the case study.

Divide the class into small groups. Have students use Teaching Aids 31a and 31b, **Apparel Expenses**, to chart the expenses for the individuals in each of the two case studies. Ask students to estimate how much money the individuals spend monthly for apparel and accessories. Discuss where the expenses occur, whether it is apparel, accessories, care, and maintenance. Have them draw conclusions about the spending habits and changes the individuals could make in their apparel/accessory costs. Typically, the average individual and family should spend approximately 10% of their income on apparel.

#### KEY QUESTIONS

- How do the expenses of an individual compare with the expenses of a family?
- What events during the family life cycle would require additional apparel expenses (e.g., pregnancy, growing children)?
- Why is it important to consider care and maintenance as well as costs of apparel and accessory items?

### 2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY/ FHA/HERO

Review previous information about caring for garments and what constitutes a quality purchase. Discuss with students the differences in cleaning various garments, the expense of those garments, and how many wearings those garments will provide. Have students complete Teaching Aid 32, **Cost Per Wear**, to determine the cost per wear of selected garments. Have students share findings with class members.

This activity could work effectively in the Consumer Clout unit of the Financial Fitness project.

### 3) PROBLEM SOLVING/GROUP ACTIVITY/SCENARIOS



Care and maintenance are important factors to consider in the individual and family budget. Divide the class into small groups. Using Teaching Aid 33, **What Would You Do?**, have each group decide which of the alternatives is best for each situation. Have each group compare the costs of these apparel repair approaches. Have each group share their findings with the class.

#### NOTES

**TA 30a & 30b**  
**Effective Management**

**TA 31a & 31b**  
**Apparel Expenses**

TAAS  
MATH

**TA 32 Cost Per Wear**

TAAS  
MATH



**TA 33 What Would You Do?**

TAAS  
MATH

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## NOTES



### FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk; Skills for Life
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### **BOOK**

Future Homemakers of America, Inc., 1993. *Financial Fitness*.

### **WEB SITES**

Mississippi State University Extension Service  
[www.ext.msstate.edu/](http://www.ext.msstate.edu/)

Texas Agricultural Extension Service  
[fcs.tamu.edu](http://fcs.tamu.edu)

**3C- The student is expected to compare various sources for apparel purchases.**

**1) CLASS DISCUSSION/RESEARCH/INDIVIDUAL ACTIVITY**

Using Teaching Aid 34, *Places to Shop for Apparel*, discuss with students sources of apparel purchases. Note the advantages and disadvantages of each. Sources should include independent stores, chain stores, speciality stores, discount stores, department stores, variety stores, resale stores, supermarkets, mail-order, Internet shopping, and home shopping television networks. Have students choose an item of clothing to research. Have students call or visit various stores for information about the item. Information should include price, return policy, alterations available (and at what cost), shipping/handling charges, and other services. Have students use Teaching Aid 35, *Comparison Shopping*, to record the information. Have students share their findings with the class.

**KEY QUESTIONS**

- What kinds of clothing stores are available in the area?
- Which of the different sources is the most convenient for you as a consumer?
- Which of the sources provided the best service options?
- Which of the sources would you purchase the item from? Why?
- Why are used and resale clothing stores gaining popularity?

**2) CASE STUDIES/GROUP ACTIVITY**



Using the information from the previous activity, have students complete Teaching Aid 36, *Shopping for Apparel — Case Studies*, related to purchasing apparel from various sources. Have students share their findings with the class or in small groups.

**3) PROJECT/VISUAL DISPLAY**



Using the information about the various sources of apparel purchases, have students use computer word-processing and graphic software to develop brochures on the advantages and disadvantages of various sources for apparel. As an alternative activity, students could prepare a visual display (e.g., bulletin board, showcase) to provide the information.

**NOTES**

**TA 34** *Places to Shop for Apparel*

**TA 35** *Comparison Shopping*

**TA 36** *Shopping for Apparel — Case Studies*

**TAAS  
WRITING**



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## NOTES



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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### RESOURCES

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**3D- The student is expected to predict the impact of technology on consumer apparel purchasing options.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## NOTES

### 1) RESEARCH/INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students investigate consumer apparel purchasing options driven by technological advancements such as the following:

- credit cards
- debit cards
- Internet on-line shopping
- computer-generated fashions superimposed over photo of the consumer
- point of purchase ordering (personalized garments)
- computer-aided design for garment customization

Have students write a summary of their findings and share the information with the class.

TAAS  
WRITING

#### KEY QUESTIONS

- What added costs are passed on to the consumer because of these services?
- What conditions exist in our society that make consumer use of these options very appealing?
- What are potentially negative implications of these options made possible by technology? How can they be managed?

### 2) INTERNET SEARCH



Have students visit the Web sites of apparel manufacturers that offer apparel selections over the Internet. Teaching Aid 37, **Apparel Manufacturer Web Sites**, provides a list of some of the Web sites. Have students share their findings.

**TA 37 Apparel Manufacturer Web Sites**



#### KEY QUESTIONS

- How realistic are the computer images?
- What can you tell about the fabrics?
- How does the consumer access the label information to learn about fabric content and care instructions?
- Would you consider purchasing apparel this way? Why?
- What precautions would the consumer need to consider?
- How do the costs compare to traditional sources of apparel?

**BEST COPY AVAILABLE**

## NOTES



### TA 38 *Apparel Shopping from Home*

TAAS  
MATH



### 3) EDUCATIONAL TOUR/GUEST SPEAKER

Arrange for students to visit a sewing machine retail store or for a business representative to be a guest speaker. Have the business representative discuss with students the new technology involved in the manufacturing of sewing equipment. If possible, have a demonstration of new techniques and other new computer generated enhancements available with current sewing machine models.

#### KEY QUESTIONS

- What new technology is incorporated into the equipment?
- How does the cost of special enhancement sewing machine options compare with the cost of embellishments when incorporated into ready-made garments?
- What new developments are foreseen in the sewing industry?

### 4) INDIVIDUAL ACTIVITY/LABORATORY EXPERIENCE

Have the class view a home shopping network on cable television and pretend to purchase one of the advertised garments. If available, have students locate the Web site for the home shopping network. Using Teaching Aid 38, *Apparel Shopping from Home*, have students compare the overall cost of the garment with the cost of a similar garment from another source. Students should consider shipping costs, transaction fees, on-line time, etc. Have students compare time and energy saved when shopping on television or by Internet with the time and energy used when purchasing garments in a traditional manner.

## RESOURCES

#### WEB SITES

Bernina of America, Inc.  
[www.berninausa.com](http://www.berninausa.com)

Janome/New Home  
[www.janome.com](http://www.janome.com)

Brother International Corporation  
[www.brother.com](http://www.brother.com)

Pfaff  
[www.pfaff.com](http://www.pfaff.com)

Elna  
[www.elna.usa.com](http://www.elna.usa.com)

Rowenta  
[www.rowentausa.com](http://www.rowentausa.com)

Husqvarna/Viking  
[www.husqvarnaviking.com](http://www.husqvarnaviking.com)

Singer  
[www.singersewing.com](http://www.singersewing.com)

**3E- The student is expected to develop ideas for recycling apparel.**

Students will need experience in basic construction before they can complete some of these activities.

**NOTES**

**1) VISUAL DISPLAY/CLASS DISCUSSION**



Lead a class discussion with students on ideas for updating wardrobe items. Ideas might include the following:

- hemming the garment to a new length
- adding trim to lengthen sleeves
- slimming the contours of a skirt or pair of pants or dress slacks
- using dyeing techniques
- adding different buttons
- repairing zippers

If possible, display various items that show outdated clothing that has been transformed into wearable items. Discuss with students how each type of recycling idea might be used on a variety of garments.

**2) VISUAL DISPLAY/TEAMWORK**



Display various items of apparel that are either outdated, too short, too small, or slightly flawed. Have students work in pairs or small groups to develop ideas for recycling these items. Allow the group leader to present ideas to the class. Have students produce a visual display illustrating all of their ideas for recycling apparel.

**3) TEAMWORK/ FHA/HERO/PROJECT**



Purchase recyclable items at a thrift store or garage sale. Assign garments to student teams. Provide a variety of notions (e.g., thread, trims, buttons), and have students add their own ideas to recycle the apparel items. Donate the garments to a community organization, or display the items for sale and give the funds to the FHA/HERO chapter. Have students take before and after photographs of the items.

**4) INDIVIDUAL ACTIVITY**

Have students bring an item of apparel from home that they have not worn in a while because it needs repair, alteration, or updating. Have students develop a list of ideas for making the garment wearable. If time allows, have the students make the needed repairs, alterations, or embellishments to recycle the garment.



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## NOTES



### FHA/HERO ACTIVITIES

- Power of One: Family Ties - Work with a community clothing closet or recycling center to update some of the clothing donations that they have received.
- STAR Event: Entrepreneurship - Research and develop a plan for a consignment business with recycled clothing.
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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### RESOURCES

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#### **WEB SITES**

Mississippi State University Extension Service  
*[www.ext.msstate.edu/](http://www.ext.msstate.edu/)*

Texas Agricultural Extension Service  
*[fcs.tamu.edu](http://fcs.tamu.edu)*

# Apparel

Knowledge and Skills.

(4) The apparel industry.

**The student evaluates factors influencing the apparel industry.**

***The student is expected to:***

- (A) describe the interrelationship of the apparel industry to the U.S. and international economies;
- (B) identify sources of textile and apparel products;
- (C) explain the impact of labor laws;
- (D) analyze factors that contribute to a safe working environment;
- (E) summarize procedures within the apparel industry that protect the environment; and
- (F) describe technological advancements influencing the apparel industry.

**4A- The student is expected to describe the interrelationship of the apparel industry to the U.S. and international economies.**

## 1) CLASS DISCUSSION/RESEARCH

Use Teaching Aid 39, *Fashion Centers*, as the basis for a class discussion on the fashion centers in the United States and in the world. Include in the discussion the importance of France as the "seat of fashion," and how many ideas originated from Paris.

Have students work individually or in pairs to research one of the fashion centers to determine the income generated in that city from the apparel industry. Guide students in selecting centers to research so that a variety of centers are represented, and have them use the Internet and other resources to gather information. Have students present their findings to the class.

Using a world map, pinpoint all major fashion centers in the world. Discuss with students the interrelatedness of the fashion industry.



## 2) INDIVIDUAL/GROUP ACTIVITY

Have students complete Teaching Aid 40a, *Textile and Apparel Trade Balance*. Explain that the chart depicts imports and exports for specified products, as well as the trade balance, which students will calculate. Provide students with figures for filling in the chart; information from 1997 and 1998 is provided on Teaching Aid 40b, *Textile and Apparel Trade Balance Data 1997 and 1998*. Up-to-date trade data information is available from the U.S. Department of Commerce Trade Data Division and can be accessed through the Department of Commerce web site at <http://otexa.ita.doc.gov/tbr.htm>.

After verifying that each student has correctly completed the chart, write the following question on the board or overhead transparency: What conclusions might you draw from the trade balance data about the interrelationship of the apparel industry to the United States and international economies? Tell each student to write down at least three statements in response to the question. Lead students in sharing one statement at a time, rotating among students until all have been covered. Summarize points on the board or a transparency.

Sample statements might include the following:

- The textile and apparel industry is a huge industry that significantly impacts the economies of every country.
- The United States exports thousands of millions of dollars worth of textile and apparel products each year--16,989 million in 1998 (this would be 16,989,000,000).
- The United States has a large negative trade balance in textile and apparel products.

## NOTES

### TA 39 Fashion Centers

SOCIAL  
STUDIES

TAAS  
MATH

### TA 40a Textile and Apparel Trade Balance

### TA 40b Textile and Apparel Trade Balance Data 1997 and 1998

TAAS  
MATH



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## NOTES

- The United States imports more than three times the dollar amount of products that it exports, which contributes significantly to the economies of the countries which ship the products. Many of the countries from which apparel imports come would be seriously affected economically without revenue from the apparel industry. With this revenue missing, requests for economic aid from the United States or defaults loans from the United States could be expected.

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## RESOURCES

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### AGENCIES AND ORGANIZATIONS

U.S. Department of Commerce



**4B- The student is expected to identify sources of textile and apparel products.**

**1) RESEARCH/TEAMWORK**



Have students work in teams to conduct a textile and apparel product source scavenger hunt, with the goal being to locate on product labels as many source countries as possible. Each team will turn in Teaching Aid 41, *Scavenger Hunt for Sources of Textile and Apparel Products*, with a numerical listing of items and source country (e.g., 1. fabric belt, Guatemala; 2. sweater, China). Students may bring textile and apparel products from home, or the teacher may supply the items or printed information on labels to use for the scavenger hunt. Lead students to compile their lists into a comprehensive class listing of the variety of countries which serve as import sources for textile and apparel products. Have each team respond to the Key Question at the bottom of the worksheet. Have students share their findings and responses with the class.

**2) RESEARCH/CLASS DISCUSSION**

Have students read selected resources or search the Internet to obtain current information about sources of textile and apparel products imported to the United States. (The Department of Commerce web site for trade data information, at <http://otexa.ita.doc.gov/tbr.htm>, includes a listing of import countries and dollar amounts of imports.) Have students develop a chart or bulletin board summarizing this information; a world map might be used as a backdrop for posting information about each country.

Lead a class discussion about sources of textile and apparel products.

**KEY QUESTIONS**

- Why does the U.S. market use so many foreign sources of textile and apparel products?
- What are the benefits of having so many sources?
- What are the disadvantages of having so many sources?

**NOTES**

**TA 41 Scavenger Hunt  
for Sources of  
Textile and  
Apparel Products**

**SOCIAL  
STUDIES**



**SOCIAL  
STUDIES**



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## NOTES



### FHA/HERO ACTIVITY

- STAR Event: Illustrated Talk - Domestic versus Imported Apparel/ Textile Goods -- At What Price?

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### RESOURCES

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#### AGENCIES AND ORGANIZATIONS

U. S. Department of Commerce

**4C- The student is expected to explain the impact of labor laws.**

Since labor laws are subject to change, the agency with jurisdiction should be contacted (directly or through the Internet) periodically to determine current regulations.

**NOTES**

**1) CLASS DISCUSSION**

Provide students with background information about the Fair Standards Labor Act and the Child Labor Law, drawing upon information from the Internet. Discuss with students the implications of these laws upon the apparel industry.

Web sites for agencies regulating labor laws include:

U.S. Department of Labor      [www.dol.gov](http://www.dol.gov)  
Texas Workforce Commission      [www.twc.state.tx.us](http://www.twc.state.tx.us)



**KEY QUESTIONS**

- With minimum wages in the United States but not in other countries, how can this impact the apparel industry?
- If U.S. manufacturers go outside the United States for labor because of our laws, how does this affect the ethics of the industry?
- Why is the United States opposed to the use of children as laborers? Why do you suppose other countries do not agree?
- How is the cost of apparel affected by the labor laws (or lack thereof) in effect where the apparel is manufactured?

**2) RESEARCH/GROUP ACTIVITY**



Have students work in pairs or groups to use the Internet and other resources to research the use of child labor in other countries to produce textile or apparel products. Instruct students to include information on wages children earn, working conditions, hours of work per week, and benefits, if any. Have groups present their findings to the class. Lead students to consider implications of child labor in the textile and apparel industry from an international perspective.

As part of this activity or as another one, investigate regulations governing the working conditions of adult workers involved in apparel manufacturing in various countries.



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**NOTES**

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**RESOURCES**

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**WEB SITES**

Texas Workforce Commission

*[www.twc.state.tx.us](http://www.twc.state.tx.us)*

U.S. Department of Labor

*[www.dol.gov](http://www.dol.gov)*

**4D- The student is expected to analyze factors that contribute to a safe working environment.**

**1) BRAINSTORMING/WRITTEN EXERCISE**



Lead a brainstorming session with students on factors they consider important to a safe working environment in the apparel industry. Write the answers on the board or overhead transparency for all students to see. Discuss with students why they feel their answer contributes to a safe working environment.

Have students write an essay answering the following questions about Safe Working Environments in the apparel industry.

- What factors contribute to a safe working environment?
- How do each of these factors contribute to a safe working environment?
- What does it cost the industry to provide these safe working environments?

As a follow-up activity, use Teaching Aid 42, *Safety in the Workplace*, to summarize responsibilities of both employers and employees in the apparel industry.

**2) GROUP WORK/VIDEOTAPE**



Provide students with a picture or diagram of a manufacturing plant that produces apparel. These pictures/diagrams can be found in the encyclopedia, on the Internet, or in other resources.

Have students work in pairs or groups to list factors present they feel make this manufacturing plant a safe working environment. What other factors are likely present but not obvious in the picture? Analyze why they feel these factors help to produce a safe working environment.

This activity could also be carried out by analyzing a videotape such as *Fabric to 501s: Levi Strauss and Company*, available from the Home Economics Curriculum Center.

**3) INDIVIDUAL ACTIVITY/GROUP ACTIVITY**



Show students a picture of an apparel manufacturing plant in the past, perhaps at the turn of the century. (Pictures can be found in the encyclopedia or other resources.)

Working individually or in pairs, have students analyze the picture and discuss what they see as unsafe working conditions, why they feel these conditions are unsafe, and how the working conditions could be improved.

**NOTES**

**TA 42** *Safety in the Workplace*

**TAAS  
WRITING**

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## NOTES

### KEY QUESTIONS

- What unsafe working conditions do you find? How are these conditions unsafe?
- How could the employer improve these working conditions?
- What might be the cost of these improvements?
- What are the potential costs if the improvements are not made?

### 4) CLASS DISCUSSION/GROUP ACTIVITY



It is important for students to see the relationship between a safe working environment in the apparel industry and a safe working environment in the apparel classroom. Lead students to discuss some of the important safety rules to follow, such as:

- make health and safety a top priority
- clean your own work area, and move any obstructions or obstacles
- follow all safety rules when working with tools and equipment
- make sure there are no liquids near the machines
- wear safety goggles when working with heavy fabrics or chemicals

Record all of the ideas listed. Divide the class into small groups. Provide each group with heavy paper, markers, or other supplies to construct safety posters to use in the classroom.

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## RESOURCES

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### AGENCIES AND ORGANIZATIONS

Occupational Safety and Health Administration (OSHA)  
U.S. Department of Labor

### VIDEOTAPE

*Fabric to 501s: Levi Strauss and Company*, available from the Home Economics Curriculum Center.

**4E- The student is expected to summarize procedures within the apparel industry that protect the environment.**

**1) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE/ FHA/HERO**

Provide students with a list of manufacturers, retailers, or designers in the apparel industry. (Students could help compile this listing through searching the Internet, writing industry trade associations, and investigating other sources.) Have each student choose one on the list to write and ask what procedures within their business they use to protect the environment. Instruct students to condense this information to present to the class and develop a visual display entitled, "The Apparel Industry and the Environment."

The American Textile Manufacturers Institute created the Encouraging Environmental Excellence Program in 1992; this voluntary initiative challenges textile companies to further strengthen their commitment to the environment. Information about the program and specific environmental efforts may be obtained by contacting the Institute.

An illustrated talk for STAR Events on the apparel industry and the environment could also be developed using the information from this activity.

**2) RESEARCH/VIDEOTAPE**

Have students read selected references, search the Internet, or watch videos on the apparel industry that describe the industry's efforts to protect the environment. Guide students to compile individual findings into a class summary; results may also be incorporated into the visual display in the previous activity.

**NOTES**



**TAAS  
READING**

**TAAS  
WRITING**

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NOTES

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## RESOURCES

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### AGENCIES AND ORGANIZATIONS

American Textile Manufacturers Institute (ATMI)  
The Soap and Detergent Association

**4F- The student is expected to describe technological advancements influencing the apparel industry.**

**1) RESEARCH/WRITTEN EXERCISE**

Have students research how fibers were manufactured into fabrics at the turn of the century and compare this with the technology used to manufacture these same fibers into fabrics today. Assign each student a specific fiber; such as wool, cotton, silk, linen, acetate, polyester, nylon, rayon, etc.

Instruct each student to write a report of findings. Have students share their findings with the class, and point out technological advancements covered in the reports.

If convenient, provide a visual display of raw fibers (e.g., cotton boll, wool from a sheep, mohair from a goat). If these are not readily available, the national organizations representing each of these natural fibers often provide samples for educational use. Refer to page 62, for a list of resources.

**2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY**

Have students tell about a favorite garment in class. As an alternative activity, pictures of garments from magazines, newspapers, catalogs, and other resources may be shown. Lead a class discussion on how garments were made by hand in earlier centuries. Discuss the time element involved in producing one garment, the skills needed to produce the garment, and the availability of the resources needed. The garments shown in the pictures may be used as part of the discussion.

Have students make a list of uses of modern technology evident in the construction of their favorite garment. Have students compare costs, resources, skills needed, and availability of resources.

**3) VIDEOTAPE/CLASS DISCUSSION**

Have students view videos on fiber and fabric production. Videotapes such as *Cotton Production* and *Textile Research Center Learning Tour*, are available from the Home Economics Curriculum Center. Lead a class discussion on the technological advancements that have impacted the textile and apparel industries.

**NOTES**

TAAS  
WRITING



## NOTES

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## RESOURCES

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### **VIDEOTAPES**

*Cotton Production and Textile Research Center Learning Tour*, available from the Home Economics Curriculum Center.

### **AGENCIES AND ORGANIZATIONS**

American Fiber Manufacturers Association (AFMA)  
American Sheep Industry Association  
American Textile Manufacturers Institute (ATMI)  
Cotton, Inc.  
Dupont Fibers  
Mohair Council of America  
National Cotton Council  
Pendleton Woolen Mills

# Apparel

Knowledge and Skills.

(5) The apparel industry.

**The student analyzes the influence of design elements and principles in apparel.**

*The student is expected to:*

(A) analyze application of the elements and principles of design in apparel; and

(B) describe the impact of technology on apparel design and production.

**5A- The student is expected to analyze application of the elements and principles of design in apparel.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## NOTES

### 1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion reviewing the elements and principles of design from TEKS 1F. Have each student select pictures of five garments from magazines, apparel catalogs, and other resources which depict apparel for males and females of various ages. Have students analyze each garment for the application of the elements and principles of design. Have students use colored felt tip pens to highlight the dominant lines in each garment and indicate whether the lines are horizontal, vertical, diagonal, or curved. Have students share their findings with the class.

#### KEY QUESTIONS

- What lines are represented? What effect does it provide?
- What shapes or forms are used in the design of the garment?
- What effect is created by the texture of the fabric? fabric print or pattern?
- What effect does color have on the design of the garment?
- What effect does color have on the garment's appeal to the consumer?
- What type of balance is created by the design? What effect does it have on the body?

### 2) VIDEOTAPE/TEAMWORK



Tape record a televised fashion show from current designers. Divide the class into "observation teams" of two or three students. Give each team a number, and have students closely observe the garment modeled that corresponds with their team number as they view the videotape. For example, team one will closely observe the first garment modeled, team two will observe the second garment modeled, and so on. Prior to viewing the videotape, display Teaching Aid 43, **Apparel Design**, and review the questions with the students. Have students analyze garments modeled on the runway for the elements and principles of design as used by the fashion designers. After all the teams have completed written responses to the questions related to the garment they observed, show the videotape again, pausing as each garment is modeled, and allow the teams to share their analysis of the garments with the class.

**TA 43 Apparel Design**

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## NOTES

If a videotape is not available, pictures mounted on poster board can be used.



### 3) GROUP ACTIVITY

Divide the class into groups. Instruct the groups to create an illustration for each of the elements and principles of design or find illustrations of each principle in pattern books or magazines. Have students create a visual display using their group's illustrations.

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## RESOURCES

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### **BOOK**

Geringer, Susan, 1986. *Fashion: Color, Line, and Design*.

### **WEB SITES**

Butterick

[www.butterick.com](http://www.butterick.com)

McCall's

[www.mccall.com](http://www.mccall.com)

Simplicity

[www.simplicity.com](http://www.simplicity.com)

Style Experts

[www.styleexperts.com](http://www.styleexperts.com)

Vogue

[www.voguepatterns.com](http://www.voguepatterns.com)

**5B- The student is expected to describe the impact of technology on apparel design and production.**

### 1) VIDEOTAPE/CLASS DISCUSSION

Show a video on the computer-aided design (CAD) system for designing apparel such as *Microdynamics: A Learning Tour* available from the Home Economics Curriculum Center. Discuss with students the advantages of using computer technology in design and production of apparel.

#### KEY QUESTIONS

- What are the advantages of using computer technology in designing apparel?
- How has technology impacted apparel production?
- What factors affect the use of computer technology in apparel design and production (e.g., economics, time and energy efficiency, capabilities)?
- What knowledge and skills are required to operate these machines?

### 2) EDUCATIONAL TOUR/DEMONSTRATION

Take students on an educational tour. Have a guest speaker, or have students view a videotape on computerized sewing machines and their uses in apparel production. If an educational tour is possible, have the business or industry representative demonstrate the features and capabilities of the newest computerized machines. The presentation should include how computer technology has impacted apparel production. If an educational tour is not available, have students view a videotape on the new computerized machines available from some of the machine manufacturers. Web site addresses are listed on page 66.

The differences between commercial and consumer sewing machines could be discussed. Sergers, scanners, and other machines could also be addressed.

#### KEY QUESTIONS

- How has computer technology affected the sewing machine? other machines such as sergers and scanners?
- What are the capabilities of these types of machines?
- What knowledge and skills are needed to operate these machines?

NOTES



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## NOTES



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### 3) INDIVIDUAL ACTIVITY/LABORATORY EXPERIENCE

If computerized machines are available, have students practice embellishment with machine embroidery or machine applique. Discuss with students how these features can be used to repair or disguise stains or tears in otherwise unwearable garments.

### 4) RESEARCH

Have students research the impact of technology in apparel manufacturing using library resources and the Internet. Have students share their findings with the class.

#### KEY QUESTION

- How have technological advancements in the apparel industry affected knowledge and skills needed for careers in this industry?

#### FHA/HERO ACTIVITIES

- STAR Events: Illustrated Talk, Applied Technology

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## RESOURCES

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#### VIDEOTAPE

*Microdynamics: A Learning Tour*, available from the Home Economics Curriculum Center.

#### WEB SITES

Bernina of America, Inc.  
[www.berninausa.com](http://www.berninausa.com)

Janome/New Home  
[www.janome.com](http://www.janome.com)

Brother International Corporation  
[www.brother.com](http://www.brother.com)

Melco  
[www.melco.com](http://www.melco.com)

Elna  
[www.elna.com](http://www.elna.com)

Pfaff  
[www.pfaff.com](http://www.pfaff.com)

Husqvarna/Viking  
[www.husqvarnaviking.com](http://www.husqvarnaviking.com)

Singer  
[www.singersewing.com](http://www.singersewing.com)

# Apparel

Knowledge and Skills.

(6) The apparel industry.

**The student demonstrates effective repair, alteration, and production techniques.**

*The student is expected to:*

- (A) describe principles of quality apparel construction;
- (B) demonstrate appropriate use and care of equipment, tools, and notions;
- (C) practice effective pressing, repair, and alteration;
- (D) apply basic apparel production skills if training for a career in the apparel industry;
- (E) utilize planning, organization, management, and sequencing when repairing, altering, and/or producing apparel; and
- (F) determine apparel design and alterations to accommodate individuals with special needs.

**6A- The student is expected to describe principles of quality apparel construction.**

Instruction related to TEKS 6A-6F addresses effective repair, alteration, and production techniques. Teaching activities related to these student expectations should differentiate between the clothing consumer focus and the apparel industry preparation focus.

**NOTES**

**1) CLASS DISCUSSION**

Lead a class discussion on the criteria used in determining quality of garment construction. Use Teaching Aid 44, ***Evaluating Garment Quality***, as a transparency or student handout. High quality garments have the best construction, materials, and design. They emphasize cut, line, and fabric. Attention is given to construction details, so these garments often have extra built-in features and a degree of luxury. Medium quality garments have reliably good construction, materials, and design. They are usually quite durable. They generally cost less than high-quality apparel but more than low-quality clothing. Low-quality garments have only fair standards of construction, materials, and design. Poorly made garments become worn and unattractive quickly. Low-quality garments may be okay for fad items that will be outdated soon or for items that will be worn only a few times. Provide garments which fall into each of the three categories for students to examine.

**TA 44** *Evaluating  
Garment Quality*

**KEY QUESTIONS**

- How would you describe quality in apparel construction?
- Why is the price you pay for a garment not necessarily an indication of its quality?
- What characteristics should you check when evaluating fabric quality?
- What specific areas should you check when evaluating construction?
- What are some qualities of a poorly constructed garment?

**2) LABORATORY EXPERIENCE**

Provide an assortment of garments for students to evaluate for quality. Lead a class discussion on quality construction referring to the points listed in Teaching Aid 44. Using a transparency of Teaching Aids 45a and 45b, ***Garment Evaluation Checklist***, demonstrate the garment evaluation process for students by marking the transparency as you examine a sample garment.

**TA 45a & 45b**  
*Garment  
Evaluation  
Checklist*

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## NOTES

Distribute copies of Teaching Aid 45a and 45b, ***Garment Evaluation Checklist***, to students and have them evaluate several garments. After individual evaluation of the garments, have students rate the garments as high quality, medium quality, or low quality and give reasons for their decisions. (As an alternative, ask faculty or friends to donate used clothing, or bring items purchased at garage sales, consignment shops, etc.)

As an outside follow-up strategy, have students evaluate a garment that has not held up well and determine the contributing factors.



### 3) GUEST SPEAKER

Invite a department store buyer, apparel manufacturing representative, or an individual working in a similar career to discuss the principles of quality apparel construction from the industry's perspective. Divide the class into listening teams, have the teams develop questions for the guest speaker. Have students listen for answers, then summarize.

#### KEY QUESTIONS

- What is the industry's perspective when establishing quality apparel construction?
- Why is it important for the manufacturer and the retailer to understand the consumer's perception of quality?
- How does the industry's perspective of quality construction compare with that of the consumer?
- How do the expectations of quality and the ability to distinguish various quality characteristics vary from one group of consumers to another?
- How has technology affected quality apparel construction?

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## RESOURCES

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### BOOKS

Perna, Rita, 1995. *Fashion Forecasting*.

Stamper, Anita A., Sharp, Sue H., and Donnell, Linda B., 1986. *Evaluating Apparel Quality*.

### WEB SITE

Mississippi State University Extension Service  
[www.ext.msstate.edu](http://www.ext.msstate.edu)

**6B- The student is expected to demonstrate appropriate use and care of equipment, tools, and notions.**

Activities related to TEKS 6B differentiate between the tools and equipment typically used for personal apparel repair and alteration (with or without a sewing machine) and the broader range of tools and equipment used by students training for apparel industry careers.

## NOTES

### 1) TEAMWORK/DEMONSTRATION



Use Teaching Aid 46, *Safety Guidelines*, as a handout. Discuss with students the importance of following laboratory safety rules, especially in the appropriate use and care of equipment, tools, and notions. Distribute copies of Teaching Aid 47, *Tools Used For Apparel Construction, Alteration, and Repair*, to students. Have the listed tools available for student use. Divide the class into small groups. Assign each group one set of tools. Using textbooks and other resource materials, have each group learn how to use each of the tools in apparel construction, alteration, and repair. Have each group teach the other class members how to use the tools and the purpose of each. Remind students to incorporate safety guidelines in their demonstrations.

**TA 46** *Safety Guidelines*

**TA 47** *Tools Used For Apparel Construction, Alteration, and Repair*

### 2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Have students compile a list of equipment, tools, and notions they would include in a kit for completing simple apparel repair and alteration tasks. Have students calculate the cost of purchasing items for the kit and estimate the worth of the kit over a one-year time period (i.e., how much money could be saved in apparel repair and alteration expense). Lead students to share and discuss their findings.

TAAS  
MATH

#### KEY QUESTIONS

- What would be the basic cost of such a kit?
- How much money could be saved in apparel repair and alteration expense?

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### 3) DEMONSTRATION/LABORATORY EXPERIENCE

Display Teaching Aid 48, *Notions Used for Apparel Construction, Alteration, and Repair*, as a transparency. Discuss and demonstrate the various notions and their uses. Distribute a small self-sealing plastic storage bag with assorted notions (e.g., buttons, snaps, hooks and eyes), needle and thread, and fabric swatch to each student. Have students practice applying these notions to the fabric swatch appropriately.

**TA 48** *Notions Used for Apparel Construction, Alteration, and Repair*

## NOTES

TA 49 *Equipment Used for Apparel Construction, Alteration, and Repair*

TA 50 *Conventional Sewing Machines*

TA 51 *Caring for the Sewing Machine*

TAAS  
READING



### 4) CLASS DISCUSSION/DEMONSTRATION/WRITTEN EXERCISES

Use Teaching Aid 49, *Equipment Used For Apparel Construction, Alteration, and Repair*, to introduce the three major pieces of equipment.

Lead a class discussion on the parts of a conventional sewing machine. Demonstrate the threading of a sewing machine, filling and inserting the bobbin, and basic machine operation. If possible, assign students to a sewing machine, and have them identify the parts and practice threading the machine. Distribute copies of Teaching Aid 50, *Conventional Sewing Machines*, and have students label the parts of the machine.

Discuss with students the importance of appropriate care of the sewing machine. If available, have students read the manufacturer's use and care manual for the machines. Demonstrate procedures for cleaning the sewing machine. Have students complete Teaching Aid 51, *Caring for the Sewing Machine*.

A similar strategy can be completed if students are using a serger.

### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

### RESOURCES

#### WEB SITES

American and Efird, Inc.  
[www.amefird.com](http://www.amefird.com)

Fiskars  
[www.fiskars.com](http://www.fiskars.com)

Baby Lock USA  
[www.babylock.com](http://www.babylock.com)

Husqvarna/Viking  
[www.husqvarnaviking.com](http://www.husqvarnaviking.com)

Bernina of America  
[www.berninausa.com](http://www.berninausa.com)

Janome/New Home  
[www.janome.com](http://www.janome.com)

Brother International Corporation  
[www.brother.com](http://www.brother.com)

Pfaff  
[www.pfaff.com](http://www.pfaff.com)

Dritz  
[www.dritz.com](http://www.dritz.com)

Rowenta  
[www.rowentausa.com](http://www.rowentausa.com)

Elna  
[www.elna.com](http://www.elna.com)

Singer  
[www.singersewing.com](http://www.singersewing.com)

**6C- The student is expected to practice effective pressing, repair, and alteration.**

**1) DEMONSTRATION/LABORATORY EXPERIENCE**

Demonstrate for students the procedures for safe use and care of pressing equipment such as the iron, the press, and the steamer. Stress proper use of equipment and principles to follow to ensure effective, safe pressing. Have students practice a variety of pressing and ironing techniques on sleeves, darts, open seams, and collars. Include the importance of proper pressing during the construction, alteration, or repair process, and the appearance of the completed garment.

**KEY QUESTIONS**

- What is the difference between pressing and ironing?
- Why are good pressing skills important in garment construction?
- What are some safety rules to follow when using pressing equipment?

**2) DEMONSTRATION/LABORATORY EXPERIENCE/ FHA/HERO**

Use Teaching Aid 52, *Simple Repairs*, as a transparency. Discuss with students some of the simple repairs they can make with and without the use of a sewing machine. Have students bring from home one or two garments they have not worn because repairs have not been completed. Demonstrate for students simple repair techniques such as repairing a snag, mending a seam, patching a hole, and replacing fasteners. Allow students to complete their own repair projects. Before the students begin their repairs, show the class the "problems" with each garment. After students have completed their repairs, have them show the completed garment to the class so that everyone can compare the "before and after" effects.

As an alternative strategy, provide students with garments from a community clothing closet, family shelter, or other source that need repairs. This could also be a service project for FHA/HERO.

**3) DEMONSTRATION/LABORATORY EXPERIENCE**

Discuss with students various factors (e.g., garment fabric, fabric finish, garment design, construction details, seam width, age of the garment) to consider before altering a garment. Have students bring from home one or two garments they have not worn because some type of alteration needs to be completed. Demonstrate for students simple alteration techniques such as lengthening or shortening a hem, changing decorative trim, etc. Allow students to complete their own alteration projects.

**NOTES**

**TA 52 Simple Repairs**



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## NOTES

### KEY QUESTIONS

- What factors should be considered when deciding whether to alter a garment?
- What are some simple alterations that can be completed without the use of a sewing machine?
- What problems may occur in lengthening a garment?
- Why should a person examine the darts and seams of the garment when determining whether or not alterations may be possible?
- What are some other alterations that could be completed on a garment?

### 4) DEMONSTRATION/LABORATORY EXPERIENCE

Have students bring a garment from home that needs zipper repair. Show students how to remove the zipper from the garment and insert a new zipper. Have students complete zipper application on their garments. If needed, provide sample zippers and fabric swatches for students to complete zipper application who did not bring a garment from home.

### 5) DEMONSTRATION/VISUAL DISPLAY



Individuals may need to make alterations to a pattern during apparel production. Demonstrate how to make different horizontal, vertical, shoulder area, and bodice adjustments to patterns. Assign students a specific pattern adjustment to make using supplied materials. Have the students show the pattern adjustments on some type of visual display, such as a bulletin board, poster, or wall mural.



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

### RESOURCES

#### **BOOK**

The Taunton Press, 1996. *Fitting Solutions: Pattern-Altering Tips for Garments that Fit.*

#### **WEB SITES**

Clotilde  
[www.clotilde.com](http://www.clotilde.com)

Home Sewing Association  
[www.sewing.org](http://www.sewing.org)

Rowenta  
[www.rowentausa.com](http://www.rowentausa.com)

**6D- The student is expected to apply basic apparel production skills if training for a career in the apparel industry.**

Instruction related to this student expectation involves the application of production skills and is intended for students preparing for careers in the apparel industry.

## NOTES

### 1) CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Selection of patterns, fabrics, and notions is vital to any project in apparel production. Lead students to discuss the various factors to consider in selecting a pattern, fabric, and the appropriate notions.

As a follow-up activity (after the students have selected their pattern and supplies), have them complete Teaching Aid 53, **Apparel Project Worksheet**. Have students calculate the project expenses. Ask students to share their responses.

**TA 53 Apparel Project Worksheet**

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### 2) DEMONSTRATION/LABORATORY EXPERIENCE

Use Teaching Aid 54, **Getting Started**, to discuss the four steps in apparel production. Have students take notes to outline the steps. Demonstrate for students basic pattern layout, cutting, and marking techniques for apparel construction projects. Divide the class into groups of four. Provide each group with supplies (i.e., pattern pieces, brown paper to use as fabric, pins, scissors, marking equipment). Have each group practice the steps. Each student should assume responsibility for leading the group through one of the four steps.

**TA 54 Getting Started**

As a follow-up activity, have students use their own materials (e.g., pattern, fabric) to begin their individual apparel construction project.

### 3) DEMONSTRATION/CLASS DISCUSSION/LAB EXPERIENCE

Demonstrate fabric preparation by preshrinking a piece of fabric. Press and straighten the fabric by stretching and folding. Demonstrate the procedures for straightening fabric to determine the grain line. Discuss with students the importance of preshrinking fabrics, zippers, and some trims. Have students prepare their fabric for their individual projects.

#### KEY QUESTIONS

- Why should fabric as well as zippers and trims be preshrunk?
- How can you determine if a fabric needs preshrinking?
- What methods are used for preshrinking?
- What factors should be considered when making a decision to preshrink notions?

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## NOTES

TA 55 *Evaluating Darts*

TA 56 *Evaluating Collars*

TA 57 *Evaluating Set-in Sleeves*

TA 58 *Evaluating Waistbands*

TA 59 *Evaluating Zippered Closures*

TA 60 *Evaluating Seams and Seam Finishes*

TA 61 *Evaluating Facings*

TA 62 *Evaluating Hems and Hem Finishes*

TA 63 *Evaluating Buttonhole Closures*

TA 45 *Garment Evaluation Checklist*



### 4) DEMONSTRATION/LABORATORY EXPERIENCE

Demonstrate sewing the following seams:

- 1/4 inch
- 1/2 inch
- 5/8 inch
- a curved seam
- a corner seam

Discuss with students where these seams may occur during the construction process. Have students practice each seam on fabric swatches.

### 5) DEMONSTRATION/PROJECT

Guide laboratory construction experiences by demonstrating each of the processes listed below followed by supervision of student work. Provide sample illustrations of each construction process along with the steps to follow for student reference and use. Students should show construction mastery of processes such as the following (criteria for evaluation are also listed):

- Darts (Teaching Aid 55, *Evaluating Darts*)
- Collars (Teaching Aid 56, *Evaluating Collars*)
- Set-in Sleeves (Teaching Aid 57, *Evaluating Set-in Sleeves*)
- Waistbands (Teaching Aid 58, *Evaluating Waistbands*)
- Zippers (Teaching Aid 59, *Evaluating Zippered Closures*)
- Seams and Seam Finishes (Teaching Aid 60, *Evaluating Seams and Seam Finishes*)
- Facings (Teaching Aid 61, *Evaluating Facings*)
- Hems and Hem Finishes (Teaching Aid 62, *Evaluating Hems and Hem Finishes*)
- Buttons and Buttonholes (Teaching Aid 63, *Evaluating Buttonhole Closures*)

Teaching Aid 45, *Garment Evaluation Checklist* could be used to evaluate the overall garment.

### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

## RESOURCES

### BOOKS

Shaeffer, Claire, 1994. *Fabric Sewing Guide*.

Stamper, Anita A., Sharp, Sue H., and Donnell, Linda B., 1991. *Evaluating Apparel Quality*.

**6E- The student is expected to utilize planning, organization, management, and sequencing when repairing, altering, and/or producing apparel.**

Activities related to TEKS 6E differentiate between the clothing consumer focus and the apparel industry preparation focus.

NOTES

### 1) PROJECT/ FHA/HERO

Have students survey personal and family apparel for needed repairs and alterations and bring an assortment of items to class. Discuss with students how planning, organizing, management, and sequencing are important in efficiently completing multiple clothing repair and alteration tasks. Have students sort their items according to the type of repairs or alterations needed. For example, it is time efficient to repair missing buttons and hooks and eyes all at one time when you have the tools and notions already assembled. Have students complete their repair and alteration tasks as class time permits, or have them devise a schedule for completing the tasks within one to two weeks at home. Follow-up with a discussion of the benefits of recycling clothing through repairs, alterations, and embellishments.

As a FHA/HERO activity, have students work with a community agency or service organization that provides clothing for young children. Guide students to utilize planning, organizing, management, and sequencing as they make needed repairs and alterations to the children's clothing.



### 2) CLASS DISCUSSION/DEMONSTRATION

Discuss with students how clothing with tears or frays can be "opportunities for embellishment." Demonstrate the application of lace, buttons, and other trims which can cover otherwise problem areas on garments that are not worn.

#### KEY QUESTIONS

- What are examples of embellishments appropriate for use in repairing children's clothing?
- What are examples of embellishments appropriate for use on adolescent apparel?
- What are examples of embellishments appropriate for use on adult apparel?

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## NOTES

### 3) INDIVIDUAL ACTIVITY

Have students who are preparing for apparel industry careers and participating in apparel construction projects develop a "Project Timeline and Progress Record" to help them stay on task and complete their projects within the time allotted. Assist students in completing the timelines based on a realistic expectation of tasks that can be accomplished during the project period.

#### KEY QUESTIONS

- What is the role of planning when repairing, altering, and/or producing apparel?
- What is the importance of organization in repair, alteration, and production of apparel?
- What is the role of management in repair, alteration, and production of apparel?
- What role does sequencing play in achieving these tasks?
- How does the utilization of planning, organization, management, and sequencing relate to task completion?

#### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

#### RESOURCES

##### **BOOK**

Shaeffer, Claire, 1994. *Fabric Sewing Guide*.

**6F-** *The student is expected to determine apparel design and alterations to accommodate individuals with special needs.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**. It is also closely related to TEKS 1H.

## NOTES

### 1) INDIVIDUAL ACTIVITY/ CLASS DISCUSSION

Have students read Teaching Aids 17a, 17b, and 17c, *Apparel Design and Alterations for Individuals with Special Needs*. Lead a class discussion on the apparel challenges faced by individuals with special needs. Special apparel design and adaptations may be needed to accommodate the following:

- amputation of limbs
- arthritis
- crutches and braces
- decreased agility, physical strength, or dexterity due to physical impairments, injury, or advanced age
- leg or arm casts
- obesity
- paralysis
- visual impairment
- wheelchair confinement

TA 17a-17c

*Apparel Design  
and Alterations  
for Individuals  
with Special  
Needs*

#### KEY QUESTIONS

- What are some simple apparel alterations that would make it easier for persons with special needs to dress themselves?
- What fabrics are the most suitable for apparel for persons with special needs? What fabrics are not suitable?
- When designing, selecting, or altering apparel for older adults, what health conditions and lifestyle factors should be considered?
- When designing or altering apparel for individuals with special needs, what is important to remember regarding fashion, attractiveness, comfort, function, and self-esteem?
- How is the age of the individual with special needs a factor in designing, selecting, or altering apparel?

### 2) PROBLEM-SOLVING/ FHA/HERO

Provide an assortment of clothing items such as a garment with a back zipper, a shirt with small buttons and cuffs with buttons, jeans, a coat, a sweatshirt, and a man's necktie. Ask student volunteers to participate in an experiment; each volunteer will do one of the following:

- use masking tape to tape the fingers of their dominant hand to popsicle sticks (simulates arthritis)
- put their dominant arm in a sling

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## NOTES

- sit in a chair with their legs held still with masking tape (simulates paralysis of lower limbs; cannot use legs or feet)

Have the student volunteers take turns putting on the different articles of clothing (e.g., fastening the buttons on a shirt is a real challenge for persons with severe arthritis). Have the remainder of the class serve as a panel of design experts providing suggestions for alterations and adaptations to these garments to make them functional for individuals with special needs.

### KEY QUESTIONS

- What adaptations and alterations are needed to make these garments functional for individuals with special needs?
- What could be changed in the design of the garment to make it functional for individuals with special needs?
- What other problems related to apparel and fashion accessories are encountered by individuals with special needs (e.g., shoes, boots, socks, hosiery, jewelry, neckties, outerwear)?

As a Community Service project, have students make alterations to apparel items for individuals with special needs (e.g., long term care center, children's shelter).

### 3) RESEARCH/ORAL PRESENTATION/ FHA/HERO



Have students research information about companies or businesses that sell apparel for persons with special needs and secure copies of catalogs from these companies. Divide the students into small groups to analyze the apparel sold by the different companies in regard to meeting the clothing needs of older adults and individuals with disabilities. Have each group act as company representatives and share information regarding their merchandise and services to the class.

As an alternative strategy, use pattern books to gather information about patterns that are available for individuals with special needs. Most of the pattern companies offer a variety of apparel items.

As a Community Service project, have students develop a brochure on selecting clothing for individuals with special needs. The brochure could be distributed to individuals, caregivers, and family members in the community.

See the Resources listed on TEKS 1F for additional information.





# Apparel

Knowledge and Skills.

(7) Career preparation.

**The student exhibits employability skills appropriate for careers in the apparel industry.**

***The student is expected to:***

- (A) demonstrate effective methods to secure, maintain, and terminate employment;
- (B) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (C) practice positive human-relations skills; and
- (D) demonstrate skills, characteristics, and responsibilities of leaders and effective team members.

**7A- The student is expected to demonstrate effective methods to secure, maintain, and terminate employment.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

**NOTES**

**1) CLASS DISCUSSION/TEAMWORK**



Draw a life line on the board and have students identify positions on the life line when they might be actively searching for a job. Discuss with students the factors that affect job and career changes at different stages of the life cycle. Display Teaching Aid 64, **Where Do You Look for Jobs?**, and discuss with students the importance of job leads when involved in a job search or career change.

**TA 64 Where Do You Look for Jobs?**

**KEY QUESTIONS**

- How many times in your life do you project you will be actively searching for a job?
- What are the advantages and disadvantages of changing careers?
- What skills, education, and training do you need to get the jobs you want?

Have students work in pairs to determine how they would go about getting a job they really want and make a list of things they would need to do to search for a job. Have students share their lists with the class and then compile a list of master suggestions.



**2) RESEARCH/ORAL PRESENTATION/PROJECT**

Divide the class into small groups. Assign each group one of the following areas to investigate:

- Résumé
- Letter of Application
- Application Form
- Job interview
- Follow-up Letter

There may be multiple groups for each type if needed. Have students use library resources, the Internet, resources from the business education teacher, career counselor, or others to research strategies for developing an oral presentation to the class on how their topic is used in the job application process. Have each group prepare a visual aid (e.g., transparency master, poster) to use in teaching the class these skills.

After all groups have concluded their presentation, have each student prepare a résumé, letter of application, and follow-up letter for a career in the apparel industry. If available, have students use computer

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## NOTES

software programs to assist them in the development of their documents. Have students work in pairs to critique each other's work. Have students revise and correct their work and file in a folder for future reference.

### 3) CLASS DISCUSSION/ROLE PLAY

Lead a class discussion on work habits and attitudes that contribute to job success. Divide the students into small groups. Have each group role play situations that depict successful job performance.

#### KEY QUESTIONS

- How can positive work habits contribute to job success?
- How would you describe an employee who has a positive work attitude?
- What qualities do employers expect from their employees?

### 4) CLASS DISCUSSION/WRITTEN EXERCISE

Distribute copies of Teaching Aid 65, *Terminating Employment*, for students to read individually. Lead a class discussion on the importance of advance written notice of an employee's intent to terminate employment.

#### KEY QUESTIONS

- Why is written notice desirable?
- How much advance notice is appropriate?
- Why is it important for the employee to keep copies of all correspondence regarding employment and termination?

Have each student prepare a letter of resignation and exchange letters with another classmate. Have students read, review, and make suggestions for revisions to the letters. Students should revise and rewrite their own letters; have student volunteers read their revised letters to the class.

#### FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: PLUG IN to Careers; LINK UP to Jobs; or ACCESS SKILLS for Career Success
- STAR Event: Job Interview
- Power of One: Working on Working

TA 65 *Terminating Employment*

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**7B- The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

## NOTES

### 1) WRITTEN EXERCISE/CLASS DISCUSSION

Write on the board the question, "What is communication?" Have students write their own definitions of the term communication. Lead a class discussion on the definition, encouraging students to share their definitions with the class. Explain that *communication* is a two-way process involving exchanging messages and understanding between two or more persons.

#### KEY QUESTIONS

- How are the definitions of communication different?
- What reasons might explain the differences?
- What role does communication play in the workplace?

Display a transparency of Teaching Aid 66, **Improving Your Communication Skills**, and continue the class discussion on the importance of positive interactions among persons in the workplace.

**TA 66** *Improving Your Communication Skills*

### 2) CLASS DISCUSSION/ROLE PLAY

Distribute copies of Teaching Aid 67, **Effective Telephone Skills**, as a student handout, and discuss the guidelines for using the telephone and for effective one-on-one communication with others.

Borrow a telephone setup system from the telephone company. Have students brainstorm and list brief role play scenarios that might occur in the apparel industry workplace (e.g., a buyer for a small boutique calls the manufacturer's representative because she doesn't receive the correct merchandise she ordered). Create a partition in the room so that the students participating in the telephone role play cannot see each other (or have students sit with their backs to one another). Have students take turns role playing the scenarios using the telephone system from the telephone company. Students may also simulate inappropriate telephone manners (anger, sarcasm, etc.) to allow other students to practice handling difficult situations on the telephone.

**TA 67** *Effective Telephone Skills*

#### KEY QUESTIONS

- What messages are communicated through effective telephone communication?

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## NOTES

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### KEY QUESTIONS CONTINUED..

- What messages and impressions are communicated through exhibiting poor telephone communication skills?



### 3) GROUP ACTIVITY/WRITTEN EXERCISE

Have students list as many responses as they can to the following question, "Why is it important to be able to communicate clearly and effectively in writing?" Have a student volunteer record the responses on the board as the class members share their answers. Have students read resource information on effective written communication. Have each student write a thank you letter to a company for resolving a consumer complaint. Have students exchange letters and critique each others work. Students should then make revisions and turn in their revised work.



### 4) BRAINSTORMING/GROUP ACTIVITY

Lead students in brainstorming questions regarding issues related to the apparel industry. Divide the class into groups and instruct each group to use a different form of electronic communication to send questions about these issues to a professional in the apparel industry. Forms of electronic communication may include FAX, E-mail, news-groups, home pages, letters entered on a word-processing program, etc. Have each group share their findings with the class. Lead a discussion on which form of electronic communication was the most efficient and user-friendly.

### FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You, Working on Working
- STAR Event: Interpersonal Communications
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

### RESOURCES

#### BOOK

Future Homemakers of America. Inc., 1998. *Career Connection*.

**7C- The student is expected to practice positive human relations skills.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

**NOTES**

**1) BRAINSTORMING/CLASS DISCUSSION**



Lead a brainstorming session with students to identify positive human relations or interpersonal skills. Have students individually read Teaching Aid 68, **People, People, People!**, and then ask them to expand the class list of interpersonal skills if needed. Discuss with students the importance of interpersonal skills in all types of relationships including family, peer, work, and community.

**TA 68 People, People, People!**

**KEY QUESTIONS**

- How are these skills important in the following relationships (e.g., family, peers, work, community)?
- Which of these skills are more important than others? Why?
- What situations have you experienced where these skills would have prevented or helped resolve conflict?
- How do people learn these skills?
- As the world of work becomes more dependent on communication through technology, what role will human relations or interpersonal skills play in the workplace? Why?
- Why are positive human relations skills important in the apparel industry?

**2) CLASS DISCUSSION/INDIVIDUAL ACTIVITY**

Distribute copies of Teaching Aid 69, **The Art of Conversation**, to students and discuss how the ability to initiate conversation with others is an important human relations skill and helps build self-confidence when interacting with others in all types of situations. Have students work in pairs and practice initiating conversation with each other. Invite school administrators, counselors, and faculty members to class to visit with students in pairs or triads. Instruct students to practice conversing with these adults during the class period. (It may be helpful to have students brainstorm and list topics of conversation that would be of interest to both the adults and the students.)

**TA 69 The Art of Conversation**

Following the visit, have the students "debrief" about their experiences in initiating conversation.

## NOTES

### KEY QUESTIONS

- What was most difficult about initiating conversation?
- How was this situation different from conversing with your friends?
- What did you learn from this experience about the art of conversation?
- How will mastering conversational skills help you now?
- How will mastering conversational skills help you in five years?

### 3) ROLE PLAY

Have students work in pairs to role play a situation in which one student is a consumer and the other is an employee in the apparel industry. The employee's goal is to assist the consumer in planning a wardrobe. The employee and the consumer must work together and demonstrate positive human relations while applying the principles of effective wardrobe planning. Have student volunteers do their role play for the class. Have class members respond regarding the evidence of human relations they observed.

### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### BOOK

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection*.





**7D- The student is expected to demonstrate skills, characteristics, and responsibilities of leaders and effective team members.**

**1) WRITTEN EXERCISE/GROUP ACTIVITY**



Have students fold a sheet of notebook paper in half lengthwise to form two columns and label the left column "Characteristics of Effective Leaders" and the right column "Characteristics of Effective Team Members." Instruct students to brainstorm and list as many characteristics in both columns as they can think of. As students share their lists orally, have a student volunteer make a master list on the board or transparency. Use this opportunity to discuss the role of leadership and teamwork in the Future Homemakers of America student organization. If possible, invite FHA/HERO officers from the previous year to share with the class the experiences and leadership opportunities they had. Have the class elect classroom officers for Future Homemakers of America and set up committees and committee chairpersons. Discuss how students will have opportunities to practice and demonstrate leadership and teamwork skills by participating in FHA/HERO activities.

**NOTES**

**2) INTERVIEW**

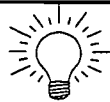


Using the compiled list of leadership and teamwork development opportunities from the first strategy, have class members add other suggestions. Have students divide the list so that each student has five leadership/teamwork experiences to use in an interview with an adult in school, in their family, in the community, or at a business. Determine through the interview the skills which result from the leadership/teamwork experiences. Share responses with the class.

**KEY QUESTION**

- How would these skills be advantageous for a student now and in the future?

**3) GUEST SPEAKER**



Invite a community leader to speak to the class regarding the skills and characteristics of effective leaders and effective team members. Emphasize that leadership and team member skills are important in family, career, and community roles. Following the presentation, select one student to explain the role of leadership in the Future Homemakers of America student organization, and ask the guest speaker to respond with ways these skills learned in high school will transfer to adult roles.

## NOTES



### FHA/HERO ACTIVITIES

- Leaders at Work
- STAR Events: Skills for Life; Parliamentary Procedure
- Power of One: Take the Lead
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### BOOKS

Future Homemakers of America, Inc., 1998. *FHA/HERO Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

# Apparel

Knowledge and Skills.

(8) Career preparation.

**The student makes informed career decisions that reflect personal, family, and career goals.**

*The student is expected to:*

- (A) evaluate employment and entrepreneurial opportunities and preparation requirements for careers in the apparel industry; and
- (B) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

**8A- The student is expected to evaluate employment and entrepreneurial opportunities and preparation requirements for careers in the apparel industry.**

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

**NOTES**

**1) GROUP ACTIVITY**



Guide students in compiling a list of career and/or entrepreneurial opportunities related to the apparel industry. Divide students into small groups, and assign each group one or more of the following resources. Instruct the groups to list careers, jobs, or businesses related to the apparel industry.

- *Occupational Outlook Handbook*
- Telephone Directory/Yellow Pages
- Organizations such as American Association of Family and Consumer Sciences (AAFCS), Apparel Manufacturers Association (AMC), American Management Association (AMA), and Educational Foundation for the Fashion Industry (EFFI)
- Universities and community colleges
- Current periodicals such as *Small Business Opportunities*, *Entrepreneur, Inc.*, and *W Magazine*
- Internet
- Chamber of Commerce
- Computer software on careers

Have students compare lists, delete duplications, and create a combined list of career and/or business opportunities related to the apparel industry. Have students prepare an "Apparel Careers" file for the classroom, place their lists of career information in the file, and continue to update and add information to the file throughout the semester.

**2) BRAINSTORMING/GROUP ACTIVITY**



Lead students in brainstorming why individuals start their own businesses. Their reasons might include the following:

- lack of job security
- frustration with office politics
- desire for a flexible work schedule
- desire to stay home with children
- lack of opportunity for promotion
- lack of opportunity for creativity
- want control of time and energy related to career

Have students identify possible personal characteristics that lead individuals to start their own businesses.

**TA 70 Looking at the Pros and Cons**

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## NOTES

Display a transparency of Teaching Aid 70, **Looking at the Pros and Cons**. Lead students in brainstorming the advantages and disadvantages of working for someone else and owning their own business. Following the activity, divide the class into four small groups. Assign each group one of the following topics:

- Advantages of working for someone else
- Disadvantages of working for someone else
- Advantages of owning my own business
- Disadvantages of owning my own business

Guide groups in planning a two to four minute platform statement to present to the class supporting the assigned topic.

### 3) INTERVIEW/GUEST PANEL/WRITTEN EXERCISE



Have students interview professionals from the apparel industry, or invite a panel to speak to the class on employment and entrepreneurial opportunities available in their field and the education and training needed for these careers.

#### KEY QUESTIONS

- What personal characteristics are needed by individuals in the apparel industry?
- What education and/or training is needed by individuals in the apparel industry?
- What is the outlook for careers and business opportunities in this field?

### 4) WRITTEN EXERCISE

Guide students to select a career or entrepreneurial opportunity related to the apparel industry that interests them. Direct students to evaluate their choices using each of the five stages in Maslow's Hierarchy of Needs, using Teaching Aid 71, **Will Your Career Choice Meet Your Needs?** Following completion of the activity, have students write a one page summary of their evaluation.

TA 71 **Will Your Career Choice Meet Your Needs?**

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#### FHA/HERO ACTIVITIES

- Power of One: Working on Working
- STAR Event: Entrepreneurship
- Leaders at Work in Apparel
- FHA/HERO Career Connection Workbook: all units
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

**88- The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.**

### 1) GROUP ACTIVITY/ORAL PRESENTATION



Use Teaching Aid 1, *Family Life-cycle Stages*, to review life cycle stages with the class. Divide the class into groups, and assign each group a stage of the family life cycle. Have students use references and resources to research how family members' apparel needs are impacted at the assigned stage. Students also could interview individuals in their assigned stage to determine how these individuals manage their apparel needs. Have groups compile their information and make an oral presentation to the class.

#### KEY QUESTIONS

- What are special apparel needs during each stage of the family life cycle?
- What special concerns or difficulties do individuals face in selecting apparel when assuming multiple family, community, and career roles?
- How is the apparel industry meeting the needs of individuals assuming multiple family, community, and career roles?

### 2) RESEARCH/ORAL PRESENTATION



Have students use the library, Internet, and other resources to gather information on trends in the apparel industry. Have students report their findings to the class.

#### KEY QUESTIONS

- How have these trends impacted individuals assuming multiple family, community, and career roles?
- How have individuals assuming multiple roles impacted trends in the apparel industry?
- What predictions can you make for the 21st century regarding apparel needs of individuals managing multiple roles?

#### NOTES

TA 1 *Family Life-cycle Stages*

TAAS  
READING



## NOTES



### FHA/HERO ACTIVITIES

- FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

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## RESOURCES

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### **BOOK**

Home Economics Curriculum Center, 1998. *The Cornerstone: Managing Multiple Roles*.

### **AGENCIES AND ORGANIZATIONS**

American Association of Family and Consumer Sciences  
Families and Work Institute



# Apparel

Knowledge and Skills.

(9) Career preparation.

**The student completes a supervised career-connections experience applying knowledge and skills developed in the study of apparel.**

*The student is expected to:*

- (A) determine home and business applications of knowledge and skills developed in the study of apparel; and
- (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of apparel.

**9A- *The student is expected to determine home and business applications of knowledge and skills developed in the study of apparel.***

### **TO THE TEACHER**

TEKS 9A and 9B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Apparel course.

**NOTES**

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NOTES

RESOURCES

**9B-** *The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of apparel.*

### TO THE TEACHER

TEKS 9A and 9B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, *Supervised Career-connections Experiences*, in this instructional guide for examples of career-connections experiences for students enrolled in the Apparel course.

NOTES

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NOTES

RESOURCES

## ***Supervised Career-connections Experiences***

### **NOTE TO THE TEACHER**

Ideas in this section provide examples of career-connections experiences for students enrolled in the Apparel course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally-specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester, or a series of short term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

#### ***Essential Knowledge and Skills:***

- 9A The student is expected to determine home and business applications of knowledge and skills developed in the study of apparel.
- 9B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of apparel.



FHA/HERO projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

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## ***Supervised Career-connections Experience***

- 1A- *The student is expected to describe social, cultural, and life-cycle influences on apparel preferences and management.***
- 1B- *The student is expected to explain how patterns of living and the life cycle affect apparel choices and management.***

### **THE STUDENT WILL:**

1. Define the situation to be addressed (consider societal, cultural, and life-cycle influences).
2. Research a variety of available resources that discuss social, cultural, and life-cycle influences on apparel preferences and management.
3. Collect photographs and/or pictures from magazines or newspapers that depict family dress at least through the past two to three generations.
4. Interview family members or other adults from the past two to three generations about the traditional styles of apparel that they have witnessed.
5. If possible, display apparel items depicting the different generations.
6. Compare the styles of apparel which have changed and those which have remained constant through the years.
7. Compile photographs and/or pictures into some type of visual display (notebook, album, poster, etc.).
8. Write a report with conclusions drawn from research, interviews, and other activities.
9. Summarize career applications of knowledge and skills learned through this experience.

### **THE STUDENT WILL SUBMIT FOR EVALUATION:**

- research notes
- interview responses
- photograph and/or picture collection
- display of apparel items, if applicable
- written report
- a summary of the project experience, including #9 above
- parent or guardian evaluation with signature

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## ***Supervised Career-connections Experience***

**1E-** *The student is expected to analyze the influence of advertising on consumer apparel choices.*

### **THE STUDENT WILL:**

1. Conduct a survey of five individuals responsible for selecting and purchasing apparel. The survey should focus on the influence of advertising on apparel choices.
2. Gather resource information to be used in preparing and conducting the survey and related to how advertising influences apparel choices.
3. Prepare a survey form to be completed by the selected individuals.
4. Compile the results and prepare a written report of the findings and information related to how advertising affects apparel choices.
5. Summarize career applications of knowledge and skills learned through this experience.

### **THE STUDENT WILL SUBMIT FOR EVALUATION:**

- copies of the resource information (or complete bibliography) related to how advertising influences apparel choices and information used in preparing the survey form
- copies of the completed survey forms and survey results (compilation)
- a written report of the findings and discussion of how advertising affects apparel choices
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

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## ***Supervised Career-connections Experience***

- 1C- *The student is expected to apply principles of effective wardrobe planning.***
- 1D- *The student is expected to explain fashion trends and how they are determined.***
- 1F- *The student is expected to describe the elements and principles of design and their influence on apparel purchases.***

### **THE STUDENT WILL:**

1. Inventory personal wardrobe and assess future needs.
2. Compile a list of elements and principles of design appropriate for garments worn by the individual (e.g., appropriate line, texture, color, proportion).
3. Research trends in career dress.
4. Interview a wardrobe consultant or manager of an apparel business.
5. Develop a list of appropriate items of apparel that would make effective wardrobe additions. Collect pictures from magazines or catalogs depicting the identified items.
6. Determine a budget for potentially purchasing the garments.
7. Compare prices of items needed using various types of places to shop, such as retail stores, cable television, mail order, or the Internet.
8. Write a report with conclusions drawn from interviews, research, and comparisons.
9. Summarize career applications of knowledge and skills learned through this experience.

### **THE STUDENT WILL SUBMIT FOR EVALUATION:**

- inventory of wardrobe
- assessment of needs
- picture portfolio
- budget estimates for potential garment purchases
- list of suggested purchases
- a written report on trends, interviews, comparisons, applications, and conclusions
- a summary of the project experience, including #9 above
- parent or guardian evaluation with signature

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## *Supervised Career-connections Experience*

**1G-** *The student is expected to evaluate textile products as to suitability for varied apparel uses.*

### **THE STUDENT WILL:**

1. Collect samples of fabrics made from various fibers.
2. Categorize samples into natural and man-made fibers.
3. Research new fibers and fabrics.
4. Evaluate the fabrics for wearability, care, comfort, cost, and usability.
5. Research availability of fibers and fabrics in the United States.
6. Visit apparel stores, home interior and furniture stores, medical supply stores, and other businesses to determine suitability of fibers for various uses.
7. Write a report with conclusions from research and visits.
8. Summarize career applications of knowledge and skills learned through this experience.

### **THE STUDENT WILL SUBMIT FOR EVALUATION:**

- portfolio of fabric samples
- a written report of the evaluations of fabrics, research, visits, and conclusions
- a summary of the project experience, including #8 above
- parent or guardian evaluation with signature

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## BLENDING ACTIVITY

- 1D- The student is expected to explain fashion trends and how they are determined.*
- 3D- The student is expected to predict the impact of technology on consumer apparel purchasing options.*
- 4A- The student is expected to describe the interrelationship of the apparel industry to the U.S. and international economies.*
- 8A- The student is expected to evaluate employment and entrepreneurial opportunities and preparation requirements for careers in the apparel industry.*

### VIDEOTAPE/WRITTEN EXERCISE

Have students view a videotaped fashion show. [This may be a commercial videotape or a taped PBS or cable television broadcast.] In a written report, have students summarize the process of producing a fashion show, careers related to the production, and potential economic impact. For example, students may address fashion careers related to production of the show, careers related to the design and production of garments shown, and income generated from the apparel industry for the city or country.

#### KEY QUESTIONS

- What income might be generated for the designer and/or country from production of a fashion show?
- What careers are important to the design and production of garments in a fashion show?
- What fashion trends were evidenced in the fashion show?
- How does the ability to broadcast such fashion shows internationally impact consumer apparel selection?
- How does the international broadcast of fashion shows strengthen the interrelationship of the apparel industry between the United States and other countries?

#### 1. Videotape

View videotaped fashion show.

#### 2. Written Report

Compose a written report on the assigned topic.

#### 3. Class Discussion

Discuss reports with the class.

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# BLENDING ACTIVITY

**1F - The student is expected to describe the elements and principles of design and their influence on apparel purchases.**

**5A- The student is expected to analyze application of the elements and principles of design in apparel.**

**6F- The student is expected to determine apparel design and alterations to accommodate individuals with special needs.**

## PROJECT/DEMONSTRATION

Divide the class into six research groups: (1) Clothing design and alteration for a five-year old girl on crutches due to birth defect; (2) Clothing design and alteration for a twenty-five-year old male who is a paraplegic; (3) Clothing design and alteration for a fifty-year-old male stroke victim paralyzed on the right side; (4) Clothing design and alteration for a sixteen-year-old girl born with spina bifida and confined to a wheelchair; (5) Clothing design and alteration for a seventy-year-old woman with rheumatoid arthritis; and, (6) Clothing design and alteration for an eighteen-year-old male on crutches due to a spinal cord injury and with limited use of his legs. Assign each group member a specific task or responsibility; for example, each student in the first group would research a different topic related to their apparel design problem, write the section for that topic, and present that part orally to the class.

### 1. Research

Use classroom, library, and Internet resources to gather information on the assigned topic.

### 2. Written Report

Write the section on the assigned topic for the group report.

### 3. Product

Create a product such as: a garment design; a brochure on ways to alter clothing for persons with special needs; an aid which facilitates fastening buttons, zippers, etc.; a magazine article on the availability of clothing; and clothing aids for persons with special needs, etc.

### 4. Oral Presentation/Demonstration

Conduct a demonstration and/or oral presentation for the class on the assigned topic. This can be a group presentation (e.g., a group that creates a clothing aid could demonstrate its use).

### 5. Evaluation

Ask each group to submit three or four assessment questions to be used in a class review of the information learned from the demonstrations and presentations.

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## BLENDING ACTIVITY

- 7A-** *The student is expected to demonstrate effective methods to secure, maintain, and terminate employment.*
- 7B -** *The student is expected to demonstrate effective verbal, nonverbal, written, and electronic communication skills.*
- 7C-** *The student is expected to practice positive human-relations skills.*

### PROJECT/LABORATORY EXPERIENCE

Have students use Teaching Aid 72, ***Career Concentration: Textiles and Apparel*** in the selection of a career to investigate. Have students use resources such as the *Occupational Outlook Handbook* and other career resources to develop a job description for the career they chose to investigate. Next, have students write a "Help Wanted" ad for a company needing applicants for this position. For example, a student who chooses to investigate the career of a fashion buyer would write a job description and a "Help Wanted" ad for a fashion buyer. Instruct the students to complete the following activities.

**1. Research**

Use classroom, library, and Internet resources to gather information on the selected career.

**2. Job Description and Want-Ad**

Write a job description and "Help Wanted" ad for the selected career.

**3. Resumé**

Develop a detailed personal resumé using available computer software.

**4. Job Application Procedures**

Write a letter of application and complete a sample job application as if you were applying for the career you selected. Use available computer software.

**5. Job Interview**

Arrange for your home economics teacher or another faculty member or school administrator to interview you for this position. Prior to the interview, review techniques for successful job interviews with the class.

**6. Follow-up Letter**

Write a follow-up letter to your interviewer thanking them for the opportunity to interview for the position. Use computer software to produce your letter.

**7. Evaluation**

Share your application and interview experience with your class. Discuss what you learned from this experience.

# BLENDING ACTIVITIES

## *Integration of FHA/HERO*

### CHAPTER ACTIVITIES

During December, have students collect clothing-care products and equipment to donate to Women's Protective Services or other community organizations.

**TEKS 2A-2E**

FHA/HERO members could participate in a fund raising campaign, donating the profits to the clothing pantry or Women's Protective Services. Members would be able to see how the money is utilized.

**TEKS 7B-D, 8A-B**

### COMMUNITY SERVICE PROJECT

Have FHA/HERO members volunteer to assist community organizations, such as a clothing pantry or thrift shop with ongoing events.

**TEKS 3A-C, 3E**

### LEADERS AT WORK

Have students conduct a leadership project by selecting a leadership skill to work on, such as interpersonal skills, communication skills, managerial skills, or entrepreneurial skills. If students are employed, they might ask their employer to assist them in choosing a leadership skill to work on. Have students use the FHA/HERO planning process in conducting their project.

**TEKS 7A-7D, 8A**

### POWER OF ONE

*Family Ties:* Project ideas include repairing, altering, and constructing garments for family members, especially those with special needs. Students also could assist with wardrobe planning.

**TEKS 1H, 3A-E, 6A-F**

*Working on Working:* Have students take an educational tour to talk to a fashion designer, retail store manager, cooperative extension service representative (family and consumer sciences), dressmaker, or apparel manufacturer. Students could then research careers in the apparel industry. Have students discuss qualifications, rewards, and demands of careers in the apparel industry.

**TEKS 7A-D, 8A-B**

*Take the Lead:* Have students give workshops on apparel topics, such as clothing care and recycling clothing to civic organizations, middle school students, and elementary students.

**TEKS 2A-D, 3D-E**



# BLENDING ACTIVITIES

## *Integration of FHA/HERO*

### STAR EVENTS

*Illustrated Talk:* Ideas for topics include "Decision-making Skills When Selecting and Buying Apparel," "Managing the Apparel Dollar," and "Recycling Apparel."

**TEKS 1A-C, 3A-B, 3E**

*Entrepreneurship:* Have students design a business where they develop a mission statement; write job descriptions for employees and owner, listing qualifications needed; write a want-ad for employees; do a cost analysis; and research sources for purchasing equipment, materials, and other supplies.

**TEKS 7A-D, 8A**

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## Creative Ideas



### NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

*This section provides only a small sampling of creative ideas for teaching techniques!*

# Creative Ideas



## GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

### Methods of grouping students:

There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- **Count Off.** Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.  
Variation – write the numbers on cards and have students draw.
- **Geography.**
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents, and find the others with cards in the same set.
- **Course content.** (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- **Famous Fictional Characters.** Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- **Puzzles.** Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- **Deck of Cards.** A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- **Candy Flavors.** Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- **Self-selection.** Allow students to select their own group members. Have students group with students nearby, or find students with whom they have not recently worked.

## GROUP ACTIVITY/TEAMWORK (Continued)

### Suggestions for Effective Group Activities:

The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

### Build in individual accountability!

When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

# Creative Ideas



## RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.

Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

# Creative Ideas



## ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

### Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

### Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
  - display of items (i.e., sewing notions for clothing repair)
  - graffiti mural where students take markers and share key points learned
  - bulletin board
  - overhead transparency
  - \*large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
  - \*graphic organizers for effectively organizing ideas and research findings
  - brochure/booklet describing information about a topic; Teaching Aid 27, **Brochure Assessment**, provides a tool for evaluating the effectiveness of a brochure
  - flyer/circular promoting key points related to a topic
  - bookmark citing useful information about a topic
  - newsletter
  - oral presentation (vary through skit, monologue, or puppet presentation)
  - written presentation
  - poster presentation (sharing research findings)
  - videotape presentation
  - photo album or display
  - multimedia presentation utilizing a combination of print and electronic media
- \* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 73, **Web Diagram**.



# Creative Ideas



## CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.



# Creative Ideas



## LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:

Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment.

Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.



## DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 74, ***Guidelines for a Classroom Debate***.

# Creative Ideas



## BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas “on the table” before discussing or analyzing them. Useful when you want to begin with students’ ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:

Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead group to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)



## GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:

Instructions for a Jeopardy game are provided in Teaching Aid 75, **“Jeopardy” Game Instructions**. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

# Creative Ideas



## INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 76, **Internet Terminology**.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 77, **Netiquette**.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

## Creative Ideas



### LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.

Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an “In the News” resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

## Resources

### Accessible Threads

[www.accessiblethreads.com](http://www.accessiblethreads.com)

### Adaptive Designs Apparel

[www.accessiblethreads.com](http://www.accessiblethreads.com)

### Adrian's Closet

[www.adriancloset.com](http://www.adriancloset.com)

### American Apparel Manufacturers Association (AAMA)

1611 North Kent Street

Arlington, VA 22209

(800) 520-2262

[www.americanapparel.org](http://www.americanapparel.org)

### American Association of Family and Consumer Sciences (AAFCS)

1555 King Street

Alexandria, VA 22314-2738

(800) 424-8080

[www.aafcs.org](http://www.aafcs.org)

### American Fiber Manufacturers Association (AFMA)

1150 17th Street, NW, Suite 310

Washington, DC 20036

(202) 296-6508

[www.fibersource.com](http://www.fibersource.com)

### American Sheep Industry Association

[www.sheepusa.org](http://www.sheepusa.org)

### American Society for Testing and Materials

1916 Race Street

Philadelphia, PA 19103

[www.astm.org](http://www.astm.org)

### American Textile Manufacturers Institute (ATMI)

1130 Connecticut Avenue, NW, Suite 1200

Washington, DC 20036-3954

(202) 862-0500

[www.atmi.org](http://www.atmi.org)

### Apparel Exchange

[www.apparelex.com](http://www.apparelex.com)

### Apparel Net

[www.apparel.net](http://www.apparel.net)

## Resources - Continued

Babylock  
[www.babylock.com](http://www.babylock.com)

Bernina of America, Inc.  
3500 Thayer Court  
Aurora, IL 60504  
(800) 819-9329  
[www.bernina.usa](http://www.bernina.usa)

Brother international Corporation  
100 Somerset Corporate Blvd.  
Bridgewater, NJ 08807-0911  
[www.brother.com](http://www.brother.com)

Butterick  
[www.butterick.com](http://www.butterick.com)

Caring Concepts  
[www.caringconcepts.com](http://www.caringconcepts.com)

Clothilde  
[www.clotilde.com](http://www.clotilde.com)

Cotton, Inc.  
[www.cottoninc.com](http://www.cottoninc.com)

Culturgrams  
Kennedy Center Publications  
P.O. Box 24538  
Brigham Young University  
Provo, UT 84602-4538  
(801) 378-6528  
[www.byu.ed/culturgrams](http://www.byu.ed/culturgrams)

Dritz Corporation  
P.O. Box 5028  
Spartansburg, SC 29304  
[www.dritz.com](http://www.dritz.com)

Elna  
[www.elna.com](http://www.elna.com)

*Encyclopedia of Careers and Vocational Guidance* (10th ed.), 1997. Indianapolis, IN: Jist Works, Inc.

Fashion Net  
[www.fashion.net](http://www.fashion.net)

The Fashion Page  
[www.glitter.com](http://www.glitter.com)

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## Resources - Continued

Federal Trade Commission  
Bureau of Consumer Protection  
Division of Textiles and Furs  
Washington, DC 20580  
(202) 382-4357  
[www.ftc.gov](http://www.ftc.gov)

Fiber Economics Bureau, Inc.  
1150 17th Street, NW, Suite 306  
Washington, DC 20036  
(202) 467-0916

Fiskars  
[www.fiskars.com](http://www.fiskars.com)

Frings, Gini S., 1999. *Fashion: From Concept to Consumer*, (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Future Homemakers of America, Inc.  
1910 Association Drive  
Reston, VA 22091-1584  
(800) 234-4425  
[www.fhahero.org](http://www.fhahero.org)

Future Homemakers of America, Inc. (Texas Association)  
8140 Burnett Road  
Austin, TX 78751-7799  
(512) 459-3269

Future Homemakers of America, Inc., 1998. *Career Connection*.

Future Homemakers of America, Inc., 1999. *Leaders at Work*.

Geringer, Susan, 1986. *Fashion: Color, Line, and Design*. New York: Glencoe.

Historical Costuming  
[www.millieux.com/costuming](http://www.millieux.com/costuming)

Home Economics Curriculum Center  
Texas Tech University  
P.O. Box 41161  
Lubbock, TX 79409-1161  
(806) 742-3029  
[www.hs.ttu.edu/hecc](http://www.hs.ttu.edu/hecc)

Home Economics Curriculum Center, 1992. *Effective management of Multiple Roles*.

Home Economics Curriculum Center, 1997. *Skills for Life*.

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone*.



## Resources - Continued

### Home Sewing Association

1350 Broadway Suite 1601  
New York NY 10018  
(212) 714-1633  
[www.sewing.org](http://www.sewing.org)

### Husqvarna/Viking

3100 Viking Parkway  
Cleveland, OH 44111  
(800) 358-0001  
[www.husqvarnaviking.com](http://www.husqvarnaviking.com)

### International Fabricare Institute (IFI)

[www.ifi.org](http://www.ifi.org)

### International Textile and Apparel Association

P.O. Box 1360  
Monument, CO 80132  
[www.itaasite.org](http://www.itaasite.org)

### Internet Resources for Special Children

[www.irsc.org/clothing.htm](http://www.irsc.org/clothing.htm)

### J.C. Penney Company

[www.jcpenney.com](http://www.jcpenney.com)

### Janome/New Home

10 Industrial Avenue  
Mahwah, NJ 07430  
(800) 631-0183  
[www.janome.com](http://www.janome.com)

### Maytag Appliances

Consumer Science and Information Center  
403 W. 4th Street North  
P.O. Box 39  
Newton, IA 50208  
(515) 791-8402  
[www.maytag.com](http://www.maytag.com)

### McCall's

[www.mccall.com](http://www.mccall.com)

### Melco

[www.melco.com](http://www.melco.com)

### Mississippi State University Extension Service

[www.ext.msstate.edu/](http://www.ext.msstate.edu/)

## Resources - Continued

### Mohair Council of America

233 W. Twohig  
P.O. Box 5337  
San Angelo, TX 76902  
(800) 583-3161  
[www.mohairusa.com](http://www.mohairusa.com)

### Monster Board

[www.monster.com](http://www.monster.com)

### National Cotton Council

P.O. Box 820285  
Memphis, TN 38182  
[www.cotton.org](http://www.cotton.org)

### Occupational Health and Safety Administration

[www.osha.gov](http://www.osha.gov)

### Pendleton Woolen Mills

[www.pendleton-usa.com](http://www.pendleton-usa.com)

Perna, Rita, 1995. *Fashion Forecasting*. New York: Fairchild Publications.

### Pfaff

[www.pfaff.co](http://www.pfaff.co)

Pompelli, Jean, 1998. *Dressing for Independence: Adapting Clothing for Kids with Special Needs*. Wingsway Press.

Price, Arthur, & Cohen, Allen C., 1997. *Fabric Science* (6th ed.). New York: Fairchild Publications.

### Rain City Publishing

P.O. Box 15378  
Seattle, WA 98115-0378  
(206) 527-8778

Rice, Nancy N., & Palmer, Pati, 1996. *Looking Good: A Comprehensive Guide to Wardrobe Planning, Color, and Personal Style Development*. Portland, OR: Palmer Pletsch Publishing.

### Rowenta

[www.rowentausa.com](http://www.rowentausa.com)

Schaeffer, Claire, 1994. *Fabric Sewing Guide*. Radnor, PA: Chilton Book Company.

### Simplicity

[www.simplicity.com](http://www.simplicity.com)

### Singer

[www.singersewing.com](http://www.singersewing.com)

## Resources - Continued

### The Soap and Detergent Association

475 Park Avenue South  
New York, NY 10016  
(212) 725-1262  
[www.sdahq.com](http://www.sdahq.com)

Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B., 1991. *Evaluating Apparel Quality*, 2nd ed. New York: Fairchild Publications.

### Style Experts

[www.styleexperts.com](http://www.styleexperts.com)

The Tauton Press, 1996. *Fitting Solutions: Pattern-Altering Tips for Garments*. Newtown, CT: The Taunton Press.

Texas Agricultural Extension Service (Contact Family and Consumer Sciences agent in each county)  
[agextension.tamu.edu](http://agextension.tamu.edu) or [fcs.tamu.edu](http://fcs.tamu.edu)

### Texas Workforce Commission

101 E. 15th Street  
Austin, TX 78778-0001  
[www.twc.state.tx.us](http://www.twc.state.tx.us)

### Tide Clothesline

[www.clothesline.com](http://www.clothesline.com)

Tortoro, Phyllis G., & Collier, Billie J., 1997. *Understanding Textiles* (5th Ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

### U.S. Department of Commerce

Office of Textiles and Apparel (OTEXA)  
1401 Constitution Avenue, NW  
Washington, DC 20230  
(202) 482-3400  
[www.otexa.doc.gov](http://www.otexa.doc.gov)

U.S. Department of Education, 1998. *Employers, Families, and Education*. Washington, DC: U.S. Government Printing Office.

### U.S. Department of Labor

[www.dol.gov](http://www.dol.gov)

U.S. Department of Labor, 1998. *Occupational Outlook Handbook*. Chicago, IL: Bureau of Labor Statistics.

U.S. Department of Labor, 1998. *O\*Net Dictionary of Occupational Titles*. Indianapolis, IN: Jist Works, Inc.

## Resources - Continued

### Video Placement Worldwide

25 2nd Street, N., Suite 180  
St. Petersburg, FL 33702  
(800) 358-5218  
[www.vpw.com](http://www.vpw.com)

### VJ Design

[www.vjdesign.com/clene.line.design.htm](http://www.vjdesign.com/clene.line.design.htm)

### Vocational Instructional Materials Laboratory

The Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090  
(614) 292-4277

### Vogue

[www.voguepatterns.com](http://www.voguepatterns.com)

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# Family Life-cycle Stages

Beginning Stage

Childbearing Stage

Parenting Stage

Launching Stage

Mid-years Stage

Aging Stage

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# Comfort and Fashion

## *Two Trends Meet*

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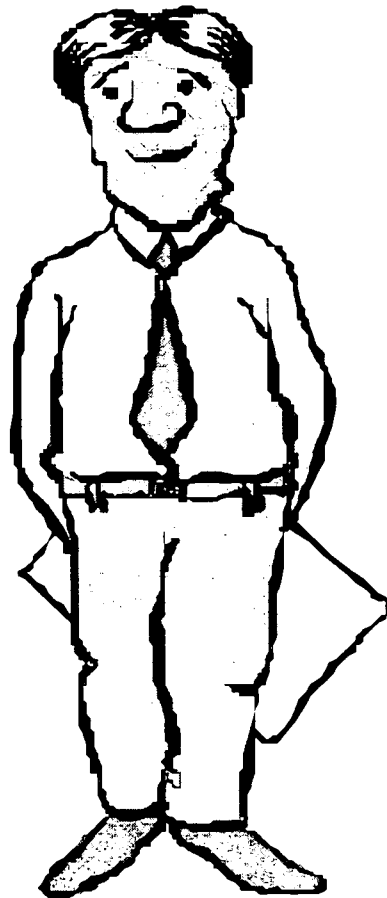
Something interesting is going on in American fashion, reports The Soap and Detergent Association. The Dress-Down-Friday craze that started the casualization of the corporate dress code has spawned a small, but steady counter trend: the upgrading of the non-work wardrobe. Men who were once content to spend their weekends in faded and fraying garments and tattered sneakers are looking for comfortable clothes with a bit of fashion. "Casual wear" is becoming the buzzword for clothes that look professional enough for a relaxed office setting, but maintain the comfort level of weekend wear.

People are embracing these upscale casual looks for many reasons. First, fashion itself is about change. So, once casual is an accepted look, it is destined to change, to become more eye-catching and more fashionable. Upscale designers are creating more casual lines, while casual wear manufacturers are introducing new, dressier lines. With the exception of teenagers, especially boys, who are still disciples of the Grunge Look, attention to grooming is catching on. Technical innovations, such as wrinkle-resistant cotton apparel, are contributing to easy maintenance and a neat appearance.

While men have found it necessary to purchase new casual clothes, many women's wardrobes already include separates appropriate for the corporate casual look. Here, the challenge is to coordinate the pieces to create a polished ensemble. Many retailers are addressing this need by offering coordinated upscale casual clothes. Customers are inspired to purchase new items

for their wardrobe while learning how to fashionably utilize existing garments.

Meanwhile, teenage youth have remained immune to this upscale casual trend. T-shirts, sweatshirts and jeans frequently torn or soiled continue to be their wardrobe mainstays. However, the apparel industry is encouraged by the fact that sales of licensed sports and entertainment-based apparel such as that of MTV and Disney are increasing and that it is primarily teenagers who are doing the buying.



# Apparel Choices and Management

☞ Determine how patterns of living and the stage of the family life cycle affect apparel choices and management in each of the case studies. Consider all of the individuals involved in the situation.

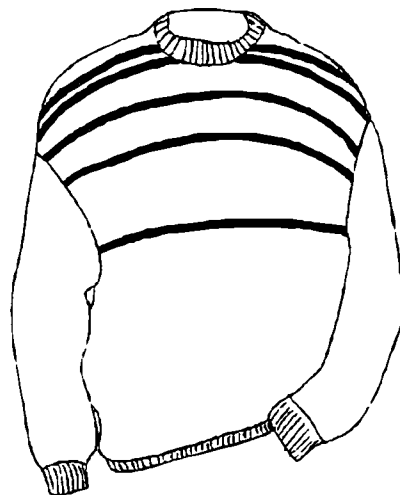
1. Sharlot is single and works in a large city in the northeast as an advertising executive. She lives in a high-rise apartment building approximately forty blocks from her office. Sharlot does not own a car and walks to and from work. Her job requires that she wear business suits the majority of the time. Sharlot stops at a gym on her way home about twice a week. She walks to do most of her shopping, laundry, dry cleaning, and other personal errands.
2. Jarod works at home as a computer programmer. Most of his days are spent working at a computer terminal and talking to clients on the telephone. Occasionally, he leaves his workplace (home) for appointments with clients. Jarod's wife is a full-time homemaker. They have two small children, ages two and four. Jarod enjoys golf and spending time with the family on weekends.
3. Nickoli is a retired railroad engineer. He is a widower with two grown children and five grandchildren. All of his immediate family members live out of town. The family gets together at least once a month. Nickoli volunteers at a local elementary school as a reading tutor and helps deliver meals for older adults. He also enjoys gardening.
4. Paula and Gerre are a young married couple expecting their first child in about four months. Gerre has been in the military for seven years. Paula teaches at the elementary school on the base. Both Gerre and Paula enjoy motorcycle riding, swimming, and gourmet cooking.



## Get to the Basics

(Time-tested Ideas About Clothing Selections)

1. Buy classic styles — they last longer.
2. Find good quality — it pays.
3. Decide on a basic color plan that is becoming.
4. Plan for variety.
5. Plan for flexibility.
6. Make wise purchases — a well-planned wardrobe does not have to cost a fortune.
7. Consider maintenance and clothing care requirements.
8. Evaluate your present wardrobe.
9. Get organized.



Source: Mississippi State University Extension Service (1998) Publication 1453.  
For more information, [www.msstate.edu/pubs/pub\\_1453.htm](http://www.msstate.edu/pubs/pub_1453.htm)

# Wardrobe Management

These are some basic steps in re-engineering the wardrobe. The following outline will assist in managing your wardrobe and getting greater satisfaction from apparel purchases.

## I. AUDIT or inventory your closet.

1. Sort all the apparel in the closet into three stacks.
  - a. What you like, fits well, and you enjoy wearing.
  - b. What you like and fits well, but needs altering or mending.
  - c. What has not been worn in the last year. However, it could be appropriate to keep special occasion attire.
2. Analyze
  - a. Why you like certain clothes.
  - b. What constitutes good fit and comfort for you.

## II. DEJUNK or discard.

1. Discard all garments not worn in the last year.
  - a. Analyze why the clothes have not been worn.
  - b. Give to Goodwill, Women's Shelter, sell in garage sale, etc., but remove the items from the closet.
2. Return to the closet clothes that fit and that you like to wear.
  - a. Arrange items in the closet according to seasons and garment types to encourage mixing and matching.

<b>Women:</b> <ol style="list-style-type: none"><li>1) Skirts</li><li>2) Jackets</li><li>3) Blouses/Shirts</li><li>4) Pants/Slacks/Jeans</li><li>5) Vests</li></ol>	<b>Men:</b> <ol style="list-style-type: none"><li>1) Jackets</li><li>2) Trousers/Pants/Jeans</li><li>3) Dress Shirts</li><li>4) Leisure Shirts</li><li>5) Suits</li></ol>
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- b. Do not return any garment to the closet until it is repaired.

## III. REINVEST in your wardrobe.

1. As a general rule, one will retain approximately 50 percent of the existing wardrobe as a base for wardrobe re-engineering.
2. Develop a shopping list to fill in the needs of the wardrobe.
  - a. Consider all the roles and activities which require specific apparel.
  - b. Make a master shopping list including color, size, and fabric samples clipped from seam allowances or facings for use in matching/coordinating with existing garments. The list should be small and easy to carry around. Use index cards or a small spiral notebook to keep wardrobe records.

**Wardrobe Management, Cont'd.**

- c. Be specific about what is needed, i.e., red blouse, size 12 with an approximate cost of \_\_\_\_\_.
  - d. Purchases should be determined in light of a clothing budget. Purchases may need to be spread over a period of time in order to stay within available funds.
3. Shop using your shopping list.
- a. Keep records of expenditures to determine your buying habits.
  - b. Avoid impulse buying by purchasing only what is on your list.
  - c. Plan to buy versatile classic separates to extend the wardrobe.
    - 1) Each item purchased should go with at least three other items in your wardrobe.
    - 2) Plan to work with only two or three basic colors and neutrals.
    - 3) Solid colors and geometric prints are easier to work with and have a longer fashion life.
    - 4) Choose medium textured fabrics and fabrics that are suitable for wearing year around.
    - 5) Purchase the best quality workmanship and fabric that you can afford.
    - 6) Do not let fashion dictate to you.
  - d. Spend the most money on wardrobe basics in classic styles.
    - 1) Comparison shop for the most for your money.
    - 2) Figure cost per wear to determine value.
  - e. Shop sales wisely! — It is only a bargain if you really need it and it fits into your wardrobe plan.

Source: Janie Kenner, PhD, CFCS, Stephen F. Austin University.

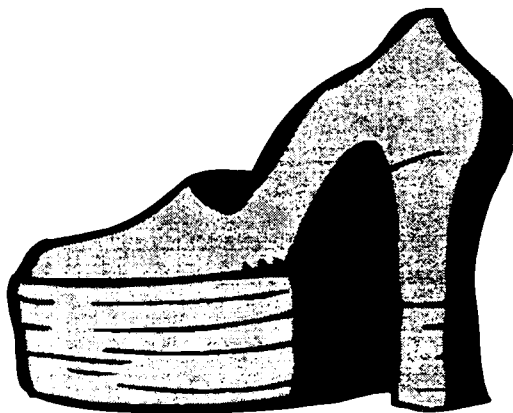
# Fashion Terminology

**fad** — a style or product that has quick but short lived acceptance and popularity

**fashion** — current styles that are widely accepted by consumers at one or more levels of the market

**style** — a particular apparel design; a quality that distinguishes an object from all others

**trend** — a fashion concept that gathers momentum, gains popularity, and ultimately is accepted by the average consumer



# Informative versus *Appealing* Advertisements

**Informative Advertisements** *Gives a person facts about a product*

- Accurate picture
  - Fiber content
  - Trademark names
  - Fabric finishes
  - Designer name
  - Sizes available
  - Size ranges
  - Price or range of price for the garment
  - Name and location of store where garment is sold
- 

**Appealing Advertisements** *Type of persuasion to buy garment without much or any information*

- Fashion statement
- Promotion of designer or manufacturer
- Use of illustrations or photographs

# Elements and Principles of Design

## Elements of Design

**Line** — Line divides the garment into areas as well as giving a feeling of movement.

**Space** — Space is the area inside the shape or outline of an object.

**Shape** — Shape is the outline or silhouette of an object.

**Texture** — Texture refers to the surface feel of fabrics. Texture should harmonize with body size.

**Color** — Usually the first aspect of a garment to which people respond; consumers often select or reject garments based on color.

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## Principles of Design

**Balance** — Balance is the arranging of design parts to create a feeling of rest and equilibrium.

**Rhythm** — Rhythm refers to the illusion of motion as the eye moves easily from one part of the design to another.

**Emphasis** — Emphasis is created when attention is drawn to a certain part of a design.

**Proportion** — Proportion refers to the relationship of parts to each other and to the design as a whole based on division of space.

**Harmony/Unity** — Harmony/unity is created when all parts of the garment work together to create a pleasing, whole design.

## *Fiber Facts*

////////////////////////////////////

- ❖ Fibers are natural or chemical structures that can be spun into yarns. Yarns then can be weaved, knitted, or bonded into fabrics. Fiber properties and behavior are directly related to fabric performance and care. Learning about fibers and their characteristics will help you to understand fabrics better.
- ❖ Four major natural fibers and twenty-three manufactured fibers are available. Natural fibers come from plants and animals. The plant fibers — cotton and linen — are made of cellulose. Animal fibers, silk and wool, are made of protein.
- ❖ Two classes of manufactured (man-made) fibers are those adapted from cellulose (cellulosic) and those made entirely of chemicals (noncellulosic). Noncellulosic manufactured fibers often are called synthetics.
- ❖ Each fiber is identified by a generic name. The Textile Fiber Products Identification Act that officially established the generic fiber classifications became effective in 1960. All fibers (natural or manufactured), yarns, fabrics, and household textile articles (includes articles of wearing apparel, draperies, floorcovering, furnishings, beddings, and other textiles customarily used in a household), are covered by this Act.
- ❖ Generic names are assigned by the Federal Trade Commission and are used to classify fibers according to their organic composition. The generic or official name is the key word you need to know and understand.
- ❖ The Identification Act also stipulated that the product must be labeled. The label must name the manufacturer, the country where processed or manufactured, and the generic names and percentages of all fibers in the product in amounts of five percent or more listed in order of predominance by weight. Fibers present to the extent of less than five percent may be listed as "other fiber" or "other fibers."
- ❖ Some fabrics are made from a blend of two or more fibers. The fiber making up at least 50 percent of the blend will most influence fabric characteristics.
- ❖ In addition to generic names, there are hundreds of trade names and trademarks. A trade or trademark is the work or symbol used by fiber producers to distinguish their products from the products of other manufacturers.
- ❖ The trademark is registered with the U.S. Patent Office, and the fiber manufacturer who produced that fiber is the only one allowed to use the registered name. For examples, polyester is the fiber or generic name, and Dacron is a company trademark for polyester; acrylic is the fiber or generic name, and Orlon is a company name for acrylic.
- ❖ A basic understanding of fibers, in terms of their characteristics, uses, and care requirements will help you make wise choices when purchasing textile and clothing products.



## Properties of Natural Fibers

Natural Fibers	Characteristics	Uses	Care
<i>Cotton</i>	Strong, absorbent, comfortable, and versatile. Wrinkles easily. May shrink unless treated. Sensitive to mildew and to silverfish.	Blouses, dresses, shirts, sportswear, underwear, diapers, towels, curtains, and upholstery. Found in fabrics such as broadcloth, poplin, terry, corduroy, seersucker, and denim. Found in fabric blends with manufactured and other natural fibers.	Machine wash in hot water for white and warm water for colored fabrics. Many brightly colored cottons have dyes that may bleed in wash water or rub off during wearing. To help control dye loss, wash separately. Press at high temperature while damp.
<i>Linen</i>	Very absorbent, strong, and durable. Sometimes stiff and wrinkles easily. Generally resists insects. Sensitive to mildew.	Blouses, dresses, suits, draperies, and table linens. Found in light-, medium-, and heavyweight woven fabrics.	Most must be dry-cleaned. If preshrunk, can be laundered in hot water; press at high temperature while very damp.
<i>Silk</i>	Strong, absorbent, soft, and lightweight. Resists soil and wrinkling. Sensitive to perspiration, moths, and beetles. Some silks may water spot.	Blouses, dresses, suits, scarves, and lingerie. Found in fabrics such as crepe, brocade, satin, and taffeta.	Most must be dry-cleaned. If washable, use cool temperatures and mild detergent. Press on wrong side while damp, using cool temperature. Do not use chlorine bleach.
<i>Wool</i>	A natural insulator, can be easily molded and shaped, absorbent, resilient, and wrinkle-resistant. Sensitive to mildew, moths, and beetles.	Sweaters, socks, sportswear, dresses, suits, blankets, and carpets. Found in light-, medium-, and heavyweight, woven, nonwoven, and knit fabrics.	Most must be dry-cleaned. If machine washable, use warm water and tumble dry. If hand washable, use mild suds and cool water; block flat to dry. Do not use chlorine bleach.

## Properties of Manufactured Fibers

Manufactured Fibers	Characteristics	Uses	Care
<b>Acetate</b>  Trademark names: Airlift, Celebrate, Chromspun, Estron	Silk-like, soft, and drapable. Relatively fast drying. Shrink and moth resistant. Sensitive to heat, silverfish, mildew, and acetone (nail polish remover).	Blouses, dresses, foundation garments, lingerie, linings, shirts, slacks, and sportswear. Found in fabrics such as brocade, crepe, double knit, faille, jersey, lace, satin, taffeta, tricot, and in blends with other manufactured fabrics.	Most must be dry-cleaned. If washable, use gentle-cycle, mild detergent, and warm water. Drip dry and press with low temperature on wrong side while damp. Use a fabric softener to reduce static cling. Can lose body during laundering process.
<b>Acrylic</b>  Trademark names: Acrilan, Creslan, Orlon, Remember, Zefran	Soft, warm, bulky properties resembling wool. Retains shape, dries quickly, and is wrinkle-resistant. Resists sunlight, mildew, and insects. Sometimes has the tendency to pill. Sensitive to heat.	Dresses, infant wear, knitted garments, skirts, ski wear, socks, sportswear, sweaters, and work clothes. Found in fabrics such as fleece, pile, simulated fur, sweater knit, and in blends with natural and other man-made fibers.	Usually machine washable and dryable at medium to low temperatures. Dries quickly and needs little or no pressing. Oily stains need pretreatment before washing. When pressing, use warm (not hot) iron.
<b>Aramid</b>  Trademark names: Kevlar, Nomex	Highly flame-resistant, high strength, and maintains shape.	Protective clothing, military helmets, bulletproof vests, and applications where fire-resistance is important.	
<b>Modacrylic</b>  Trademark name: SEF	Soft, resilient, quick-drying, and flame-resistant. Resists mildew and moths. Sensitive to heat and acetone (nail polish remover), collects static electricity, may pill excessively, and is nonabsorbent.	Children's sleepwear, blankets, deep-pile coats, linings, simulated fur, wigs, and hair pieces. Found in industrial, deep-pile, fleece, and fur-like fabrics.	Use low temperatures for washing and pressing.

Properties of Manufactured Fibers, Cont'd.

Manufactured Fibers	Characteristics	Uses	Care
<p><i>Nylon</i></p> <p>Trademark names: Anso, Antron, Cantreze, Shareen, Zafran</p>	<p>Exceptionally strong and durable. Abrasion resistant, retains shape, and is resistant to moths and mildew. Absorbs and holds body oils, collects static electricity, tends to yellow, may pill, and has low moisture absorbency. Sensitive to some insects (ants, crickets, and roaches).</p>	<p>Blouses, dresses, foundation garments, hosiery, lingerie, underwear, raincoats, ski and snow apparel, suits, windbreakers, bedspreads, curtains, and upholstery. Found in a range of woven and knitted fabrics. Also found in blends with natural and other manufactured fibers.</p>	<p>Machine washable and dryable at medium to low temperatures. Hang promptly. Wash whites separately because they tend to pick up colors from other fabrics. Pretreat oil stains. Rinse with cold water to minimize wrinkling. Use fabric softener to reduce static cling.</p>
<p><i>Olefin</i></p> <p>Trademark names: Avtex, Herculon, Marvess, Spectra, Tolaram</p>	<p>Strong, lightweight, comfortable, and good insulator. Abrasion-resistant and quick-drying. Resistant to mildew, insects, soils, and stains. Sensitive to heat and may pill.</p>	<p>Pantyhose, underwear, knitted sportswear, hosiery, sweaters, upholstery, and hunting apparel. Found in industrial apparel and home furnishing fabrics.</p>	<p>Machine washable and dryable at low temperatures. Do not iron. Blot stains with absorbent tissue. Rinse in cold water to minimize wrinkling. Use fabric softener to reduce static cling.</p>
<p><i>PBI</i></p> <p>Trademark names: PBI, Arozole</p>	<p>Highly flame-resistant and comfortable.</p>	<p>Suitable for high performance, protective apparel such as fireman's coats, astronaut's space suits, and applications where fire-resistance is important.</p>	
<p><i>Polyester</i></p> <p>Trademark name: Dacron, Fortrel, Kodel, Silky Touch, Trevira</p>	<p>Strong and resists wrinkling, abrasion, shrinking, stretching, and mildew. Generally insect-resistant. Collects static electricity, sensitive to heat, absorbs and holds body oils, and may pill.</p>	<p>Blouses, shirts, dresses, children's wear, hosiery, insulated garments, ties, lingerie, underwear, permanent press garments, slacks, and suits. Found in a range of woven and knitted fabrics. Also found in blends with natural and other manufactured fibers.</p>	<p>Superior wash and wear performance. Machine wash and dry at medium to low temperatures. Hang promptly and only if necessary. Pretreat oily stains. Rinse in cold water to minimize wrinkling. Use softener to reduce static cling.</p>

Properties of Manufactured Fibers, Cont'd.

<b>Manufactured Fibers</b>	<b>Characteristics</b>	<b>Uses</b>	<b>Care</b>
<i>Rayon</i> Trademark names: Avril, Beau-Grip, Courcel, Druvil, Zantrel	Highly absorbent, soft, comfortable, and drapable. Some rayons wrinkle easily and become weak when wet. Sensitive to mildew and silverfish.	Blouses, coats, dresses, jackets, lingerie, linings, millinery, draperies, rainwear, slacks, sport shirts, sportswear, suits, ties, work clothes, and upholstery. Found in a range of woven and nonwoven apparel and home furnishing fabrics.	Follow care label instructions precisely. Some rayons may need to be dry-cleaned. Some are washable, but do not wring or twist. Drip dry and press only while damp.
<i>Spandex</i> Trademark names: Lycra	Strong, durable, lightweight, and high degree of stretch. Resists wrinkling, abrasion, and body oils. Tends to yellow with time.	Athletic apparel, bathing suits, foundation garments, golf jackets, ski pants, slacks, support and surgical hose, and any fabric or garment where elasticity is desired.	Machine wash and dry at low temperatures. Wash whites separately. Drip dry or machine dry at low temperature. Do not use chlorine bleach.
<i>Triacetate</i> Trademark names: Arnel	Drapable. Resists shrinking, stretching, and wrinkling. Low strength. Sensitive to heat, mildew, silverfish, and acetone (nail polish remover).	Dresses, skirts, sportswear, draperies, and upholstery. Also, found in blends with other manufactured fibers.	Machine wash using gentle cycle, mild detergent, and warm water. Drip dry or machine dry at low temperature.

## Determining Burning Properties of Different Fibers

▲ The burning test is a simple method of identifying fibers. All that is needed is a flame and a knowledge of the burning properties. The burning test can be used to identify fibers by groups, such as natural or manufactured. Sometimes it can be used to identify specific fibers, such as nylon or wool because of the distinctive odors of the fumes, color of the smoke, and type of residue.

Burning tests may have some limitations. Often the finish applied to the fiber may affect the burning properties. For example, if cotton flannel has been treated with flame-retardant, the finish greatly reduces the flammability. Some finishes often mask the odor of the fumes as well.

Using blends of different fibers may be difficult to distinguish. With practice, many common blends, such as polyester and cotton, can be identified. Some fibers, such as cotton, flax, and viscose rayon burn almost identically because they have the same chemical composition.

The burn test is made on a small bundle of yarns twisted together or on a fringe of the fabric exposing only one set of the yarns for burning. A bundle of yarns or fringe of a fabric sample are held at one end between coins or with tweezers. The free end of the bundle is placed in the flame of a match or candle. It is better to use a candle when a number of tests are to be made than striking several matches for each test. A sheet of aluminum foil about one foot square, forms a good fireproof surface on which to work. If a small sample burns out of control, it can be dropped on the foil without damage.

Using coins or tweezers to hold the yarns is important to avoid burns. Some fibers are slow to ignite, but then burn quickly. Others form a hot bead which could cause painful burns. It is very important for the student to keep one's hair away from the flame.

The first part of the test determines if the fiber melts. This is done by bringing the sample close to the flame. Burning properties should be checked next. As the fibers are brought close to the flame, some tend to physically move away or shrink from the flame. The odor is in the smoke or flames. Once the burning or smoldering has ceased, there is no odor. The residue may be of various shapes, colors, and hardness. Sometimes there is no residue.

The following chart can provide background information for students as they conduct their experiments.

**Determining Burning Properties of Different Fibers, Cont'd.**

<b><i>Burning Properties of Specific Fibers</i></b>				
<b>Fiber</b>	<b>Burn or Melt</b>	<b>Shrinks from Flame</b>	<b>Odor</b>	<b>Residue</b>
<u>Natural</u> Cotton	Burns easily	No	Burning paper, leaves, or wood	Fine, feathery gray ash
Linen (Flax)	Burning properties are the same as cotton.			
Wool	Burns only	Yes	Strong odor of burning hair or chicken feathers	Black, hollow bead which crushes to a black, gritty powder
Silk	Burning properties are the same as wool, except the odor is not as strong. May smell more like charred meat.			
<u>Manufactured</u> Acetate	Burns and melts	Yes	Combination of burning paper and vinegar	Dark, hard, solid bead
Nylon	Burns and melts	Yes	Celery	Hard, cream-colored bead; may become dark
Polyester	Burns and melts	Yes	Sweet chemical	Hard, cream-colored bead; may become dark
Rayon	Burning properties are the same as for cotton because the fiber is mostly cellulosic.			

Burning Properties — Lab Worksheet

Materials Needed:

- Set of cotton, linen (flax), wool, silk, acetate, nylon, polyester, or rayon fabric samples (1/4 to 1/2 inch strips of fabric samples can be used instead of bundles of yarns)
- Coin or tweezers
- Candle
- Matches
- Safety glasses
- Aluminum foil
- Worksheet

Instructions: Follow the guidelines on the preceding pages. Record the results on the worksheet.

Sample	Fiber	Burn or Melt	Shrinks from Flame	Odor	Residue
1					
2					
3					
4					
5					
6					
7					
8					



## Acetone Test — Lab Experiment

Acetate fibers will dissolve in acetone. If several drops of acetone are dropped on the acetate fabric and the acetone is rubbed into the fabric, the area will dissolve. The rubbing must be done quickly because acetone is volatile and dries quickly. Acetone is highly flammable and must be kept away from a flame.

### Materials Needed:

- Acetate fabric samples
- Acetone (finger nail polish remover that is acetone-based may be substituted)
- Glass dropper
- Paper towels
- Safety glasses
- Protective gloves
- Worksheet

**Instructions:** Place several paper towels on work surface. Using a glass dropper, place several drops of acetone on the fabric sample. Rub acetone into the fabric. Record observations.

Observation Record for Acetone Test

Lined area for observation record.

## Chlorine Bleach Test — Lab Experiment

If silk or wool fabrics are wet with liquid chlorine bleach, the fibers turn yellow and eventually disintegrate from the action of the chemical.

### Materials Needed:

- Silk and wool fabric samples
- Liquid chlorine bleach
- Beakers or glass containers
- Tweezers
- Safety gloves
- Protective gloves
- Worksheet

**Instructions:** Using tweezers, drop each fabric sample into a glass container of liquid chlorine bleach. Leave the sample in the container for approximately 10 to 15 minutes. Remove the samples and place on a paper towel to dry. Record observations.

Chlorine Bleach Test — Lab Experiment, Cont'd.

Observation Record for Chlorine Bleach Test

Lined area for observation record.

## Determining Wrinkle Resistance — Lab Experiment

Resistance to the formation of persistent wrinkles can be imparted to fabrics by different means. First, the fiber itself may recover naturally from wrinkling because of its resiliency. This is especially true of most manufactured fabrics and wool. Second, because of their construction, certain fabric types recover from or disguise wrinkling. Terry cloth, knits, seersucker, and others are examples of such fabrics. Special finishes may be applied to fabrics to improve their wrinkle resistance.

Cellulosic fibers such as cotton, flax, and rayon are most prone to wrinkling.

### Materials Needed:

- Set of fabric samples
- Worksheet

**Instructions:** Place each fabric sample in your hand and squeeze. Release the sample, shake it several times. Record the degree of wrinkle resistance (high, medium, or low) on the worksheet. Repeat the steps for the other fabric samples. Squeeze each sample for the same length of time and with the same force.

## Determining Wrinkle Resistance — Lab Experiment, Cont'd.

## Wrinkle Resistance — Lab Worksheet

Sample	Fiber Name	Fiber Content	Degree of Wrinkle-Resistance (high, medium, or low)
1			
2			
3			
4			
5			
6			
7			
8			

# Textiles Used for Apparel

**Instructions:** For each of the fibers, explain why the fiber is often used for that specific purpose.

Fiber Name	Use	Explanation of Use
Acetate	lingerie	
Acrylic	socks	
Linen	jacket	
Modacrylic	fake fur hat	
Mohair	sweater	
PBI (polybenzimidazole)	fire fighting suit	
Polyester	shirt	
Silk	suit	
Spandex	swimsuit	
Wool	winter coat	



# Apparel Design and Alterations for Individuals with Special Needs

## Clothing for Persons with Disabilities

Approximately thirty-five million American adults and children are disabled with some physical or mental impairment that limits their activities. Their basic clothing should be functional, comfortable, and attractive. Clothing can enhance or limit independence and productivity. Tight or confining clothing can impair movement and reduce comfort. It also may cause a feeling of unattractiveness, possibly lowering self-esteem. Many people with disabilities, whether temporary or permanent, have reduced physical strength and dexterity. The more independent they can be, the more psychologically healthy they will feel.

### *Helpful Clothing Features*

Some self-help features make it easier to manage fastening/unfastening and putting on/removing clothes. Many features allow for added fullness, giving greater comfort and ease of movement. The following features may promote independence in dressing/undressing:

- simple styles, with minimal details
- front or side closures
- full-length zippers
- attached zipper pulls (small loops, rings, yarn tassels, braided ribbon, or cording) for grasping zippers
- hook-and-loop fasteners, such as Velcro
- large buttons, buttons sewn with elastic thread, or mock buttons
- raglan and dolman sleeves; large arm openings
- large neck openings; drawstring necklines
- extra fullness at the knees and elbows
- elastic waistband waist closures
- pants with a long back rise (for better fit in

the sitting position)

- wraparound skirt styles
- large pockets; pockets placed just below the knees of trousers or on wheelchair arms
- pants opened the entire length of a side seam (for leg or foot casts)
- built-in slings for support (for paralyzed or weakened arms)
- underwear with alternative seam openings
- knitted fabrics (however, sharp edges on braces or crutches may snag knitted garments)
- short jackets with side vents

### *Clothing Shapes and Designs*

Clothing for people with disabilities often deviates from usual shapes in order to be more functional and to minimize flaws. Although the body may not be symmetrical, clothing can make it appear that way. Separates are excellent choices when the top is different in size from the bottom. Clothing for people with disabilities should be as fashionable as possible to convey a sense of normalcy. For example, wearing daytime clothes instead of sleepwear/loungewear creates a positive feeling that helps people with disabilities identify with others. It is particularly important for youth with disabilities to feel that they belong.

### *Apparel Availability*

Finding appropriate, functional, and attractive self-help clothing is difficult. A need exists for specially designed clothing for the disabled to be manufactured and marketed. Although the number of Americans with disabilities is large, manufacturers are reluctant to mass produce this speciality clothing. In a helpful trend, manufacturers

are offering more styles that can be worn by both nondisabled and disabled consumers. Examples are wraparound skirts and some action wear.

In the early 1980s, several Japanese firms developed clothing for people with disabilities. Some of the garments produced were raincoats, pajamas, shirts, and underwear. These garments are still being sold in various parts of the world, but they cost about 30 percent more because of their sewing techniques.

### ***Clothing for People in Wheelchairs***

People in wheelchairs can be uncomfortable with extra fabric or bulk across the lap and underneath them as they sit. The following garment changes can help:

- Fold out extra fabric across lap of pants, skirts, or dresses.
- Extend back crotch length at the waist of slacks.
- Shorten tops or jackets and cut out back seat area of skirts.
- Make pant legs wide enough to slip on easily. An alternative is to attach closures (zippers, nylon hooks, or loop fasteners) in sideseam area.

Panchos or capes are good for cold weather and are much easier to maneuver than coats. Do not allow edges to get caught in the wheels during movement.

### ***Clothing for Crutch Users***

Clothing for people using crutches, either temporarily or permanently, demands careful consideration. The use of crutches can cause excessive rubbing against clothing, especially in the underarm and sleeve areas. Reaching and pulling also cause additional strain on fabrics. Garments tend to lift up from normal body positions when crutches are used. Clothing for crutch users should move with the wearer and not bind during movement.

With careful planning and a few alterations or changes in design, clothing can promote ease of movement for physically or mentally challenged people. It is desirable to be able to function independently, and clothing can be an important factor in promoting independent living.

## **Clothing for Older Adults**

Older Americans (65 years and above) are our fastest growing segment of the population. In fact, the size of this age group has increased far more rapidly for most of this century than the rest of the population.

As a person ages, usually agility decreases. Proper clothing for this time in life is vitally important to one's overall well-being and is receiving greater attention from older consumers, caregivers, and others who work with this age group. Emphasis has been placed on helping senior consumers make good clothing choices.

Attractive clothing that fits well is important for senior consumers, but they also desire clothing that accomplishes the following:

- improves functional independence
- offers ease in dressing and undressing
- provides physical and thermal comfort
- remains adaptable for individual needs
- contributes to ease in performing routine duties

Properly selected clothing can help older adults maintain their self-esteem and feel good about growing older. In addition to the challenges associated with aging, there may be accompanying conditions that can compound the inability to perform tasks that were once routine. Arthritis is one such condition. With arthritis, there can be a gradual lessening of hand use. Because of occasional pain, reduced ability to perform some tests, and reduced energy, arthritis patients find it increasingly difficult to pull on some garments and to manage their closures.

## Clothing Needs

Older people spend only about 6 percent of their income on clothing and generally have smaller wardrobes than other age groups. Choosing good designs, especially in ready-to-wear clothes, is important for maximizing a limited wardrobe. Good clothing design features and fabrics offer helpful adaptations.

- Larger openings accommodate added neck fullness and forward head position. Large openings are also easier to pull on and off.
- V-necklines offer greater comfort to the neck area, especially when leaning forward.
- Full center/ front openings promote easier dressing and undressing.
- Raglan or kimono sleeves often provide greater comfort around the upper arm area.
- Elastic waists offer convenience and greater comfort.
- Easy-to-close fasteners can make a major difference in ease of use, with loss of dexterity. Some examples of easy-to-use fasteners include the following:
  - larger than average buttons or snaps
  - large zipper tabs
  - large hook-and-loop fasteners
  - hook-and-loop strips, such as Velcro
- Lightweight yet warm fabrics are usually preferred because of senior's increased sensitivity to cool temperatures. Light but well-insulated fabrics give warmth without added weight.
- Soft and smooth textures that are easy to care for are often easier to pull on and handle.
- Undergarments that offer easier wearing are those with front closures and wider straps.
- Shoes should be comfortable, lightweight, and easy to pull on. Orthopedic shoes offer additional support.
- Clip-on ties are easier to put on, but if men prefer regular ties, leave the knot tied and slip the tie over the head.

- Bright colors have been found to give a psychological lift and a feeling of self-confidence. Some examples are true tones of blue, red, or green.

Other good garments choices for older adults include the following:



















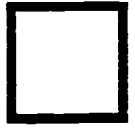



















- Shift-type dresses without a defined waistline camouflage a thickened waistline. Garments with soft fullness in the bodice area de-emphasize the bustline, which is dropped.
- A-lined skirts make a thickened waist look smaller.
- Trousers should have more wearing ease. Elastic waistbands, long center/front closures, and large pockets are good choices.
- Soft fullness at the back will help accommodate a rounded back, forward shoulders, or a "sowager's hump." Fullness can be added at the neckline or yoke.
- Set-in sleeves can be somewhat restrictive unless they have large openings. Also avoid center/back closures and small buttons.

When you look good, you feel better. Well-designed, attractive clothing not only provides comfort but helps people feel good about themselves.

# Guide to Fabric Care Symbols

A recent change in the Federal Trade Commission's (FTC) Care Labeling Rule means that consumers may soon find a new "language" on their care labels.

As of July 1, 1997, the Federal Trade Commission allows apparel manufacturers to use symbols instead of written instructions on garment care labels. Share this information with your students so they can remain savvy shoppers.

 <b>MACHINE WASH</b>	 <b>BLEACH</b>	 <b>TUMBLE DRY</b>			
<b>TEMPERATURE</b>		<b>HEAT SETTING</b>			
 Cool/Cold	 Any Bleach (when needed)	 No Heat			
 Warm	 Only Non-chlorine Bleach (when needed)	 Low			
 Hot		 Medium			
<b>CYCLE</b>		 High			
 Normal	 Do Not Bleach	 Any Heat			
 Permanent Press		<b>CYCLE</b>			
 Delicate/Gentle		 Normal	 DRY	 IRON	 DRY CLEAN
<b>OTHER</b>		 Permanent Press	 Drip Dry	<b>TEMPERATURE</b>	
 Do Not Wash		 Delicate/Gentle	 Dry Flat	(Dry or Steam)	 Dry Clean
 Hand Wash		<b>OTHER</b>	 Dry in the Shade	 Low	
		 Do Not Tumble Dry	 Do Not Dry	 Medium	 Do Not Dry Clean
			 Do Not Wring	 High	
				<b>OTHER</b>	
				 No Steam	
				 Do Not Iron	

Source: The Soap and Detergent Association, [www.sdahq.org](http://www.sdahq.org)

# Care Label Requirements

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Care labels often are a deciding factor when consumers shop for clothing. While some are looking for the convenience of dry cleaning, others prefer the economy of buying garments they can wash. Some manufacturers try to reach both markets with garments that can be cleaned by either method. The care labeling rule allows for more than one set of care instructions if you have a reasonable basis for each instruction.

The Care Labeling Rule (Federal Trade Commission, 1984) requires manufacturers and importers of textile wearing apparel and certain piece goods to provide regular care label instructions when these products are sold. The specifics required by the Rule are discussed in this section. Greater detail may be found in the Rule itself.

## Who is Covered?

- manufacturers of textile wearing apparel
- manufacturers of piece goods sold at retail to consumers for making wearing apparel
- importers of textile wearing apparel
- importers of piece goods sold to consumers for making wearing apparel
- any person or organization that directs or controls the manufacture or importation of textile wearing apparel or piece goods for making wearing apparel

## What is Covered?

- All textile wearing apparel used to cover or protect the body, except shoes, gloves, and hats are included. Items such as handkerchiefs, belts, suspenders, and neckties are excluded because they are not used to cover or protect the body. Non-woven, one-time use garments are excluded because they do not require ordinary care and maintenance.
- All piece goods sold for making home-sewn apparel are included. An exception is marked manufacturers' remnants up to 10 yards when the fiber content is not known and cannot easily be determined. Trim up to 5 inches wide also is excluded.

## What Must be Done?

- Provide full care instructions about regular care for the garment, or provide warnings if a garment cannot be cleaned without harm.
- Ensure that care labeling instructions, if followed, will cause no substantial harm to the product.
- Warn consumers about certain procedures that they may assume to be consistent with the instructions on the label but that would harm the product.
- Ensure that care labels remain legible throughout the useful life of the product.

## When Must Labeling be Done?

- Domestic manufacturers must attach care labels to finished products before they are sold
- Importers must ensure that care labels are attached to products before they are sold in this country. Care labels do not have to be attached to imported products when they enter the United States.

## Care Label Requirements, Cont'd.

### How to Label Textile Clothing

- Labels must be attached so they can be seen or easily found by consumers at the point of sale.
- If labels cannot be readily seen because of packaging additional care information must appear on the outside of the package or on a hang tag fastened to the product.
- Labels must be fastened securely and be legible during the useful life of the product.

### How to Label Piece Goods

Manufacturers and importers must provide care information clearly and conspicuously on the end of each roll or bolt. This information must indicate what regular care is needed. The information need only apply to the fabric on the roll or bolt and not additional elements that the consumer may add to the fabric, such as trim, lining, or buttons.

### Exemptions

The following products do not need to have permanently affixed care labels, although temporary labels must be provided.

- totally reversible clothing without pockets, as long as care information appears on a temporary label and is conspicuous at point of sale.
- products that may be washed, bleached, dried, ironed, or dry-cleaned by the harshest procedures available, as long as the instruction "Wash or dry clean, any normal method" appears on a temporary label and is conspicuous at point of sale
- products granted exemptions under Section (c)(1) of the original Rule, (e.g., reversible garments), as long as they still meet the exemption standards.
- products granted exemptions in the future on grounds that care labels will harm their appearance or usefulness

### Violations

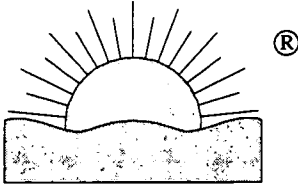
Failure to provide reliable care instructions and warnings for the useful life of an item, as required, constitutes a violation of the Federal Trade Commission Act and could subject the violator to enforcement action and penalties of up to \$10,000 per offense.

The label for textile wearing apparel must have either a washing instruction or a dry cleaning instruction. If the product can be washed and dry-cleaned, the label need have only one of these instructions. If the product cannot be washed or dry-cleaned, the label must say, "Do not wash -- Do not dry clean."

It is recommended, but not required, that the terms defined in the Rule's glossary be used when applicable. Symbols that communicate care procedures may be used in addition to words, but the words must fulfill the requirements of the Rule.



# Sample Care Label




Made by Sun Valley Mfg. Co.,  
Anytown, TX, USA

Identification of Manufacturer  
Country of Origin

100% Cotton


Fiber Content  
Percentage of Fiber  
Content by Weight

Machine Wash, warm




Care Instructions


Tumble Dry, Medium




Do Not Bleach



Iron, Medium



Dry-Cleanable



## *Analyzing Labels*

**Directions:** Look closely at the following labels. Determine what mandatory information is missing for each garment label. Write inside the label what item is missing. In some cases, there may be more than one item missing or no items missing.

1.

KOREAN KLASSIC  
... an import  
100% Ramie

2.

CHAUS  
100% Cotton

Handwash, Cold  
Dry Flat

3.

Razzle Dazzle  
87% Cotton  
13% Polyester  
Machine Wash —  
Warm  
Tumble Dry  
No Iron

4.

Liz Sport  
  
Machine Wash —  
Warm  
Line Dry

5.

100% Acrilan  
Made in the USA  
Machine Wash Gentle  
Mild Soap  
Cool Iron

6.

Lagerfield  
  
Cotton  
Ramie  
Machine Wash  
Dry Flat  
No Iron



## *Analyzing Labels*

### *Answer Key*

1. all care instructions, country of origin
2. country of origin
3. country of origin
4. country of origin, fiber content, percentage of fiber content by weight
5. water temperature, drying instructions
6. country of origin, percentage of fiber content by weight, water temperature

Name \_\_\_\_\_

Class Period \_\_\_\_\_

## Apparel Care

Garment Type	Machine Wash, Hand Wash, or Dry Clean	Water Temperature	Dryer setting, Hang to dry, or Lay flat to dry	Ironing Procedures (if needed)

**KEY QUESTIONS:** How do your apparel choices reflect your lifestyle? How do school, work, and leisure activities affect apparel care procedures?

## ***VIOLATING CARE PROCEDURES***

- a favorite sweater shrank
- a new shirt has an iron imprint on the front
- a new pair of pants pucker at the side seams
- the colors in a new pair of shorts ran
- the neck of a sweater has stretched out
- a new pair of black jeans faded to a dull gray
- a dry clean only jacket shrunk when hand washed
- 
- 
-

## ***Problems with Garment Care and Maintenance***

**Directions:** For each of the garments below, write in the space available, actions to be taken to effectively care for the garment.

	<b>A. Orange shirt 100% cotton Cola stain</b>	<b>B. Sweater 100% acrylic sweater Grass stain</b>	<b>C. White trousers 50% Rayon 50% Polyester Food grease stain</b>
<b>Sort clothing</b>			
<b>Read care label for garment</b>			
<b>Pretreat</b>			
<b>Choose appropriate product for task</b>			
<b>Choose proper water temperature</b>			
<b>Choose appropriate washing action</b>			
<b>Choose appropriate rinse temperature</b>			
<b>Dry garments properly (Hang/fold/store)</b>			

# Clothing Storage

by Heaton, Linda M.

◆ Storage is an important component in the care and maintenance of clothing. However, it is a component frequently overlooked until a problem occurs. Proper storage can and does reduce the time and money involved in upkeep and prolongs the life of your clothing.

Clothing storage must accommodate hanging as well as flat or folded items. Closet, drawer, and shelf space have become a modern storage necessity — sometimes in too little supply. The amount of storage space needed is dependent upon the amount and type of clothing; therefore, space requirements become very individualistic and specialized.

## Hanging Storage

Clothes, which are hung, should be suspended in an appropriate manner from a hanger. Hooks, as hanging devices, have limited use and should generally be avoided. Appropriate clothes and proper hanging techniques should be used. The following guidelines are suggested:

- Select an appropriate clothes hanger for the garment. The type of hanger is determined by garment style and weight. Examples: Plastic tubular hangers provide minimal support; they can be used for firmly woven, lightweight shirts and blouses. Padded, shaped, and suit hangers are for sheer fabric blouses, dresses, jackets, suits and tailored garments, respectively. Support should be such that stress is not so concentrated that distortion of the garment occurs.
- Slacks/pants can be suspended from the cuff or hem, or positioned on a hanger's horizontal bar which has been added or is enlarged and slightly rounded to prevent creasing at the thigh.
- Look for and use garment loops (made of tape) which are found at the waistline of many ready-to-wear dresses and skirts. Suspend the garment by the loops to help support garment weight while it is hanging. Loops help distribute garment weight and minimizes distortion.
- Avoid using wire hangers unless covered with white paper or cloth. Wire hangers can rust, paint can peel, and the metal can snag delicate fabric.
- When hanging, provide space between neighboring garments/hangers for air movement and easy access without disturbing other garments. Wrinkling and garment distortion will also be less of a problem.
- If garment has fasteners, keep at least the top one secured to prevent item from sliding off hanger.
- Keep storage area clean. Clean, air, and/or wash down at least once a year.
- Herbs, scented odor devices, and sachets give storage areas a pleasant smell. However, avoid direct contact between the scent-giving substance and clothing items to prevent unwanted spots and stains.

## Flat Storage

Flat storage is required for items that must be folded or stored in a non-hanging condition. There are many items which fit this category and include sweaters and other types of knitwear (such as dresses, jackets); heavy, stretchy clothing; other delicate or fragile clothing; handbags; and small otherwise unhangable items.

## **Clothing Storage, Cont'd.**

The following guidelines are suggested:

- Consider using white tissue paper between garment folds to prevent creasing. Fold garments at construction lines or natural wearing lines, such as waist or knees.
- Do not fold garment the same way each time. Alternate folding patterns help prevent permanent creasing.
- Consider rolling some items (such as men's underwear, socks) rather than folding. Rolling can decrease the amount of storage space required as well as reduce wrinkling.
- Paint closet shelves, line drawers, or otherwise protect clothing from snags and the natural oil and acid pH of unfinished wood.
- If possible, avoid stacking folded garments that have a tendency to crease. When stacking is necessary, always place largest, heaviest garments on the bottom.
- Storage area should be aired, cleaned, and/or washed down at least once a year.
- If folded or flat storage space is limited and items must be hung, purchase/make storage devices to support or accommodate the items.
- Sachets or scented substances gives stored clothes a pleasant smell. However, do not permit the herb or scent-giving substance to rest in direct contact with the clothing as the oil could cause spots or stains.

Clothing storage can be divided into three distinctive categories with respect to duration: short term or day-to-day, seasonal, and long term. Each of these is discussed in greater detail.

### **Short-Term Storage**

Short-term storage is for items stored daily or on a day-to-day basis. It consists of that portion of the wardrobe currently being worn and used. Proper day-to-day handling of clothes extends wear life and cuts down on the amount of laundering or dry cleaning required.

Organization is extremely important to short-term clothing storage. Organized closets and drawers permit wardrobes to be more functional and require less last-minute clothing maintenance.

Take time to plan and use existing storage space to meet individual needs. Shop around, locate, and install storage hardware and accessories to expand and individualize available space. A little creative thought can also prove helpful. The following guidelines are suggested:

- Permit clothing to air at least overnight before storing in closet, drawer, or clothes hamper. Airing allows the moisture which may be trapped in the clothing to evaporate and wrinkles to relax.
- Rotate clothing use/wear over several days. Allow all clothing items, including shoes, at least one day's rest between wearings.
- Lightly brush clothing, especially winter clothes and outerwear, after wearing and between cleanings.

## Clothing Storage, Cont'd.

- Remove jewelry from clothing and check for items left in pockets before storing. Secure or close fasteners.
- Before storing clothes after wearing, check for soil as well as spots and stains. Remove spots and stains, and launder or dry clean as soon as possible after soiling. Delays could shorten the life of the garment.
- Keep items worn most frequently within easy reach and visible in the storage area. Mesh baskets make good storage units.
- Consider storing similar items, such as jewelry, belts, and scarves, close to each other. This can make accessorizing easier and quicker.
- Do not store clothing near a source of heat or in sunlight.
- Never store damp clothing. Be sure laundered items are completely dry before putting them away.
- Occasionally permit closets and drawers to air. Storage area should be thoroughly cleaned at least once a year.

## Seasonal Storage

Seasonal storage is for items not currently being worn because style, fabric, color, or weight is unsuited to the time of year. Storage time varies across the country from one to several months depending on climate and cultural influences. Clothing stored on a seasonal basis requires special care and consideration. The following suggestions serve as a guide to storing seasonal items:

- Properly clean garments (launder or dry clean) prior to storage. Do not use starch, garment sizing, or fabric softener. Avoid washing garments in soap or chlorine bleach; be sure all garments have been rinsed thoroughly.
- Select a storage area which will provide the best protection for garments. Avoid basements, attics, and garages if they expose clothing to extreme dampness, heat, grease, and fumes. Area should be carefully vacuumed, dusted and washed down, if possible, just prior to storing clothes.
- Be sure garments are completely dry before storing. Do not store damp or wet clothing.
- Avoid plastic bags for wrapping or covering clothes. If stored in a closet, cover with cloth garment bags. Canvas garment bags with cedar tops and bottoms are suitable for closet storage. Canvas sweater and blanket bags with cedar bottoms are available for flat storage.
- Trunks and suitcases make great seasonal storage containers. If items are placed in pillowcases or sheets, they can be easily removed without disturbing contents when trunks/suitcases are needed for travel.
- Natural fiber fabrics need to breathe. Select packing material to wrap garments that will also breathe. Consider using white tissue paper or clean sheets and pillowcases.

### **Clothing Storage, Cont'd.**

- Fold items to be stored flat as few times as possible. Fold at seamlines whenever possible. Do not over-pack or squeeze too many garments into storage containers.
- If storage space at home is limited or not appropriate for storing clothing, talk with a local full-service dry cleaner. Some stores offer off-season garment storage.
- The vapor from moth balls, moth crystals, or moth cakes is thought to kill insects and prevent moth damage to wool and wool blended fabrics. However, to be effective the vapor released from these products must be confined in a sealed area/container which is very difficult or impossible to accomplish in most home situations. The most reasonable approach to preventing insect damage is storing items clean, and in a well-ventilated, clean storage area. If using moth balls or crystals, suspend them in a mesh bag from the top of the storage enclosure as the vapors release downward. Do not let clothes rest or touch the bag. Seal space and leave undisturbed for several days.
- Avoid inhaling fumes from these storage substances as some authorities believe they may be toxic to humans. Always read and follow product directions.
- When clothing is removed from storage, permit items to air before placing them in closets or closed storage space. If necessary, put washable items requiring a fabric softener or other fabric finish through a rinse/dry cycle, using or applying the appropriate fabric softener or fabric finish.
- Wool, wool blend, and specialty hair fiber fabrics can frequently be renewed and wrinkles removed by hanging them on a rod in the bathroom with steam — such as from a shower. After steaming, permit items to hang undisturbed overnight for several hours. Wrinkles that might remain can be gently, easily pressed out.

### **Long-Term Storage**

Long-term storage is for special clothing worn infrequently as well as heirlooms and garments with sentimental value. Items may be stored for as little as a year or for periods of several years at a time. Among the items requiring long-term storage are costumes, holiday or party garments, special sports clothing, wedding dresses, maternity wear, and baby clothes. Great care must be given to items that are to be packed away and stored for long periods of time. The following suggestions are a guide to long-term storage:

- Properly clean items (launder or dry clean) prior to storage, checking carefully for any unnoticed spots or stains. Items must be free from dirt, body oil, perfume, starch, fabric softener, detergent or soap, chlorine bleach, fabric sizing, and hard water mineral deposits or residue.
- Launder washable items in soft water using care to wash and rinse thoroughly. Add a water softener (conditioner) to water if necessary.
- When dry cleaning item(s), discuss storage situation with cleaner. Some full-service dry cleaners may be able to assist you in preparing items for long-term storage. Sleeves, bodice, or other curved areas can be stuffed or shaped with acid-free tissue paper to prevent creasing. Some dry cleaners will prepare and pack items for long-term storage for a special charge. Charges and services vary.
- Carefully select a method of storing (flat or hanging). Some items are best stored flat rather than hanging. Garments may be shaped or stuffed with acid-free tissue paper. Avoid stacking or creating too many layers. Heirlooms should be stored by themselves rather than with other garments.



## Clothing Storage, Cont'd.

- Select storage containers carefully to provide the most protection for garments. Corrugated plastic boxes which are lightweight, sturdy, waterproof, and vented are good for the storage of baby clothes and other items made from fibers other than wool and wool blends.
- Store wool and wool blend fiber items in a cedar enclosure constructed of cedar heartwood at least 3/4" (2cm) thick. Line chest or wrap items in a clean, white sheet that has been laundered without the use of chlorine bleach. Seal container lightly.
- Use white tissue paper or white muslin sheeting as packing material. Be sure sheeting is clean and has been rinsed thoroughly (three or four times) to rid itself of chlorine bleach, soap, or detergent residue. Line storage container, or wrap items in tissue or sheeting before placing in container. Acid-free tissue paper is available and can be purchased for use when storing items. However, many authorities do not believe it is necessary to use it. Do not use plastic bags for storage. Plastics can trap moisture and contribute to the yellowing of stored fabrics.
- Label all storage containers carefully as to contents and date.
- Select a storage area where the temperature and humidity do not reach extremes. Optimal conditions: Temperature is not to exceed 75 degrees F. and relative humidity under 55 percent. Basements, attics, and garages may expose containers to dampness, extreme temperatures, grease, and fuel fumes.
- Check a clean storage area at least once a year. Check containers for evidence of damage or change. Unseal containers periodically and examine contents for any apparent change.
- When items are unpacked for use, air several days before storing or using. Garments may be freshened by laundering or dry cleaning. Heirlooms stored for many years need to be vacuumed carefully through protective screening and aired.

Refer to special information or caring for antique and heirloom items.

### Sources for Supplies:

\*Visit or contact a museum in your town or area. You may be able to purchase directly from them, or they can direct you to a supplier.

\*Check the yellow pages of your telephone book. Some dry cleaners prepare and pack items for long-term storage. They may also sell packing containers and tissue.

— University Products  
P.O. Box 101  
South Canal Street  
Holyoke, MA 01041

— Tales  
213 West 35th Street  
New York, NY 10001

Source: Institute of Food and Agricultural Services, Document HE4117, Florida Cooperative Extension Service.

# Stain Removal Guide

## Safety Rules

- These procedures apply only to washable items. They do not apply to garments which should be dry cleaned.
- Because some stains are not easily seen when the fabric is wet, air dry the items to be certain the stain has been removed. Machine drying might make the stain more difficult to remove.
- Work on the stain from the reverse side to prevent it from spreading to unstained areas.
- Any material on which you have used a cleaning solvent, or which is saturated with flammable liquids, solids, vegetable oil, or animal fats, **should not** be placed in the washer or dryer until traces of them and their fume have been removed. Highly flammable substances used in stain removal include acetone, denatured alcohol, some liquid household cleaners, and some spot removers. In addition, stains may be caused by flammable substances such as turpentine, wax, and wax removers.
- Do not mix or combine stain removal products, especially ammonia and chlorine bleach; noxious fumes may result.
- Read instructions on all products, and keep them out of children's reach.

## Eight Methods to Use When Removing Stains

There are eight basic techniques for stain removal: brushing, flushing, freezing, presoaking, pretreating, scraping, sponging, and tamping. Using the right technique along with the proper solutions will help ease the removal of the stain.

- **Brushing** — Brushing is the first step used for removal of dry stains (i.e., mud). The fabric should be stretched out on a smooth surface and using a small stiff brush, brush the residue onto a sheet of paper.
- **Flushing** — Flushing is used to remove loosened residue and stain removing solutions from the fabrics. It is important if you are flushing on nonwashable materials to control the spread of water through the garment. This is accomplished by applying water with an eyedropper or spray bottle trigger, which allows for direct placement of minimal amounts of water. Begin applying water. An absorbent pad is to be placed under the spot. This pad should be changed before the water and stains fills it up. If the fabric is washable, the article should be rinsed with warm water after flushing is completed.
- **Freezing** — Freezing is used to remove candle wax, chewing gum, and other gooey substances. Hold an ice cube against the stain until it is frozen. If the surface is nonwashable, place the ice cube in a plastic bag to avoid the area from becoming wet. After the stain has become solidified, it can be gently lifted or scraped off the surface.

**Stain Removal Guide, Cont'd.**

- **Presoaking** — Presoaking garments that become yellowed, grayed, or heavily soiled should be presoaked in a solution for no longer than thirty minutes. Items that are not colorfast should only be presoaked very briefly. Bleach, laundry detergent, or an enzyme presoak can be used; however, do not use bleach and an enzyme together. Items should be rinsed thoroughly before laundering to remove any presoak solution left on them.
- **Pretreating** — Pretreating oily, greasy stains should be penetrated with a spray of liquid laundry detergent, stain removing spray, bar of soap, or penetrating paste made from powdered detergent. The solution should be rubbed into the fabric and then laundered as normal.
- **Scraping** — Solid material should be scraped away with a dull knife, spoon, or spatula before applying stain remover. Short strokes should be applied, without pressing too hard, across the surface of the stain.
- **Sponging** — If possible, put an absorbent pad under the stain before starting. Using a sponge or pad, apply the stain removing solutions, and sponge the stain gently using light strokes working inward toward the center. As either pad becomes stained, it should be changed. If working on acetate, rayon, or triacetate, rings can appear from sponging. The sponge or pad should be barely wet, and the fabric should be touched lightly. Allow to thoroughly dry, and do not iron or dry with heat.
- **Tamping** — To remove stains from durable, tightly woven fabrics, tamping should be done with a soft-bristle brush. The stained article is placed on a hard surface without a pad, and the stain is lightly rapped with the bristles until the stain is removed. This method should only be used when directed as tamping could damage fabrics.

**Eight Basic Rules for Spot Removal**

▲ There is one sure way to take the stress out of removing stains — doing it right the first time! Here are some basic rules for stain removal techniques:

- **The quicker the better.** It is best to treat a stain as soon as possible. The longer it sets, the more likely the stain will be permanent.
- **Know what you are cleaning.** Identify both the stain and the surface it is on. Both will have an effect on how you treat the stain.
- **Clean it off before you clean it.** Remove as much of the stain as possible before you begin the stain removal process.
- **Be gentle.** Rubbing, folding, wringing, and squeezing cause stains to penetrate more deeply and may damage delicate fabrics.
- **Keep it cool.** Avoid using hot water, high heat in dryers, and irons on stains. The heat makes some stains almost impossible to remove.
- **Pretest stain removers.** Even water can damage some fabrics, always test any cleaner you plan to use on an inconspicuous place before using.

### Stain Removal Guide, Cont'd.

- **Follow directions.** Read the manufacturer's labels and the directions on product containers.
- **Work from the edges into the center.** By working from the edges toward the center, you will not spread the stain or leave a ring.

## Three Types of Stains

▲ In order to identify the type of stain, you need to know the difference between the three types of stains.

### Greasy Stains

Did you ever drop the buttered popcorn bucket on your lap in the movies or inadvertently hit the dipstick on your sleeve while checking the oil in your car? Well, these are greasy stains. Sometimes a greasy stain can be removed during laundering. The stain should be pretreated with liquid laundry detergent by gently rubbing it in. If the fabric is nonwashable, the stain should be spotted with a dry cleaning solution. The removal may take several attempts but the fabric should be allowed to completely dry between attempts.

Greasy stains can also be removed from nonwashable fabrics by using an absorbent, such as cornmeal, cornstarch, French chalk or fuller's earth (mineral clay available at most drug stores). Dust the area with the absorbent. When it appears to be caked and dry, brush or shake off the absorbent. Absorbents are easy to use and will not harm fabrics. However, dry cleaning chemicals, detergents, and bleach can damage fabrics. Always pretest an inconspicuous area before using.

### Non-Greasy Stains

A non-greasy stain is easy to acquire and impossible to remove. Non-greasy stains include fruit juice, coffee, tea, ink, and food coloring. If you are treating a non-greasy stain on a washable fabric, the first thing to do is sponge the stain with cool water as soon as possible. If this doesn't work, soak the fabric in cool water from 1/2 hour to overnight. If some of the stain is still present, gently rub liquid detergent into the stain and rinse with cool water. As a last resort, bleach can be used only after reading the manufacturer's label and pretesting an inconspicuous area. If the stain has been ironed or is old, it may be impossible to get out.

If the stain does not come out after sponging it with cool water, a flushing method should be used. Place an absorbent pad under the stain and flush the stain with water by using an eye dropper or spray bottle. Liquid detergent can also be applied if needed. If the stain is new, this method should remove the stain entirely. The spot can be rubbed with alcohol after it is rinsed to remove detergent residue and to speed drying. (CAUTION: If you are treating acetate, acrylic, modacrylic, rayon, triacetate, or vinyl, be sure to dilute the alcohol with water — 1 part alcohol to 2 parts water.)

### Combination Stains

Combination stains can be double the trouble. Coffee with cream, salad dressing, and lipstick contain both greasy and non-greasy stains. Getting rid of combination stains is a two step process. First remove the non-greasy stain using the above methods. Then remove the greasy stain.

Adapted from: Mississippi State University Extension Service (1998).

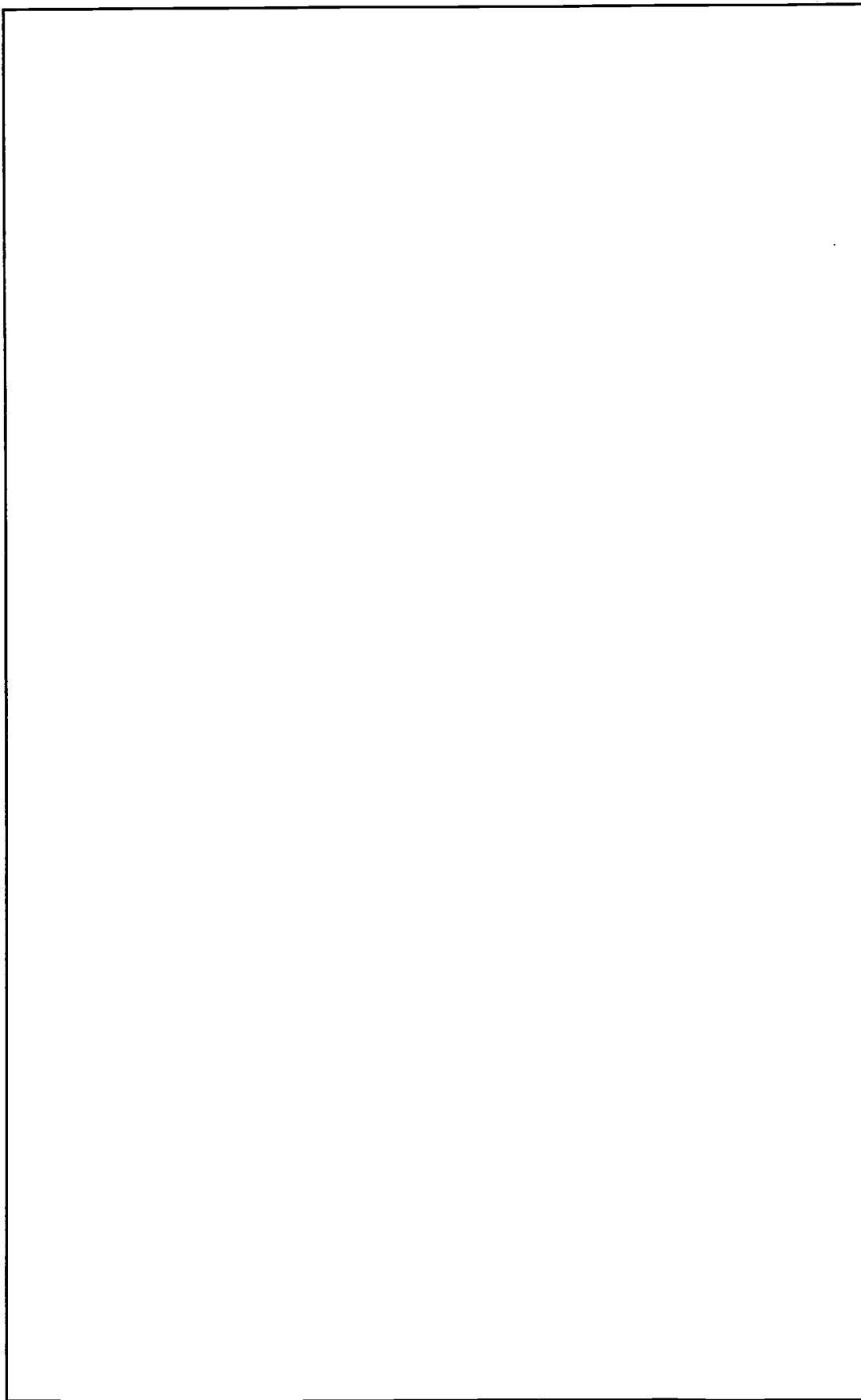
# Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
<b>Quality of Research</b>	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
<b>Application of Knowledge</b>	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
<b>Written Presentation</b>	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted; adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
<b>Creativity</b>	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used or graphics do not relate to text

# Brochure Assessment, Cont'd.

**Part B:** Write a paragraph that describes how you can use the knowledge gained from this activity.



# Comparing Care Labels

**Directions:** Compare the care methods recommended for the following garments. Then complete the questions below.

## Garment

Trousers	A. 100% cotton Machine wash No bleach Tumble dry-cool Hot iron Cost: \$40.00	B. 100% silk Dry clean  Cost: \$60.00	C. 100% polyester Machine wash warm No bleach Tumble dry Cool iron Cost: \$40.00
Sweater top	A. 100% cotton Hand wash in cold water separately Dry flat Cost: \$25.00	B. 100% silk Dry clean  Cost: \$30.00	C. 55% ramie 45% cotton Hand wash separately Dry flat Cost: \$20.00
Overalls	A. 65% polyester 35% cotton Machine wash warm, gentle cycle No bleach Medium dry Cool iron Cost: \$40.00	B. 100% cotton Machine wash cold Medium dry Hot iron Cost: \$35.00	C. 100% Rayon Dry clean Cost: \$45.00

◆ Circle the correct answer.

1. Which of the apparel items would require the least effort to maintain? Why?

Trousers A, B, C?

Sweater top A, B, C?

Overalls A, B, C?

2. Which of the apparel items would cost the least to maintain? Why?

Trousers A, B, C?

Sweater top A, B, C?

Overalls A, B, C?

3. Which of the apparel items would be the best investment? Why?

Trousers A, B, C?

Sweater top A, B, C?

Overalls A, B, C?

# Comparing Care Labels

## Answer Key

1. Trousers C – The trousers require warm water, tumble drying, and can be touched up with a cool iron.

Sweater top A – The sweater requires hand washing in cold water and needs to dry flat.

Overalls C – Items A and B require care, but item C would probably require less ironing.

2. Trousers A or C – These items may be machine washed. Item B must be dry cleaned.

Sweater top A or C – These items may be hand washed. Item B must be dry cleaned.

Overalls A or B – These items may be machine washed. Item C must be dry cleaned.

3. Trousers A or C – They require similar care and each costs the same.

Sweater top C – It requires similar care to item A but is less expensive to purchase.

Overalls B – Items A and B have similar care requirements. Item B costs less to purchase.



# How Human Resources Affect Clothing Decisions

Human Resources	Effect on Individual and Family Clothing Decisions
Time	
Energy	
Physical and Mental Health	
Knowledge	
Talents	
Skills	

## *Effective Management*

Kelly is a junior at State University, majoring in Fashion Merchandising. She works part-time at a women's specialty store approximately 20 to 25 hours per week. Kelly makes \$6.00 an hour. She also receives scholarships which pay for her tuition and books. Kelly lives in the dorm for which her parents pay. The income from Kelly's job pays for her personal expenses (eating out, gas, laundry and dry cleaning, clothing, etc.). Because of the nature of Kelly's work, she is required to wear professional clothing on the job. Therefore, the costs of apparel are often the majority of Kelly's income. She will be doing an internship this summer for a major department store chain and the professional clothing will really be put to use. One of Kelly's goals is to try to purchase at least one nice apparel item (jacket, skirt, pants, dress, etc.) each month. The store where she works offers her a 40 percent discount on any purchase.



# Kelly's Monthly Apparel Expenses

▲ This is an itemized list of what Kelly spent during the last month on apparel and accessory costs, care, and maintenance. Kelly tries to budget approximately \$180 for these expenses.

<u>Apparel Costs</u>		
Blouse	\$18.00	
Pants	\$24.00	
Subtotal		\$42.00

<u>Accessory Costs</u>		
Shoes	\$38.00	
Belt	\$18.00	
Subtotal		\$56.00

<u>Care and Maintenance</u>		
Dry Cleaning	\$40.00	
Laundry	\$20.00	
Shoe repair	\$ 7.00	
Subtotal		\$67.00

<b>Grand Total</b>		<b>\$165.00</b>
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## ***Apparel Expenses***

### **Case Study 1**

Matt is a high school senior. He works part-time approximately twenty-five to thirty hours per week at a local movie theater. Matt makes approximately \$5.75 per hour. The movie theater requires that all personnel wear short-sleeved oxford cloth shirts with black slacks and black shoes. Matt must furnish his own clothing. Keeping the shirts and slacks clean and pressed is a never-ending chore. Matt really enjoys his job and would like to go into theater management in the future. At the present time, Matt spends approximately \$80 each month on apparel and accessory costs, care, and maintenance. How do you think Matt spends that amount of money?

### Apparel Costs

Subtotal

---

### Accessory Costs

Subtotal

---

### Care and Maintenance

Subtotal

**Grand Total**

*Apparel Expenses, Cont'd.*

**Case Study 2**

Mr. and Mrs. Longoria have twin daughters, age three. Mr. Longoria works as a high school principal. Mrs. Longoria is working on her teacher certification. The girls attend preschool at their church. Mrs. Longoria enjoys sewing and making clothing for her children when she has the time. The couple shares in doing the laundry, and this activity is time-consuming.

Mr. Longoria wears dress clothes for work. Mrs. Longoria usually wears casual clothes for her classes. Each of the girls wear at least two outfits each day. The Longoria family spends approximately \$300 each month on apparel and accessory costs, care, and maintenance. How do you think they spend that amount of money?

Apparel Costs

Subtotal

---

Accessory Costs

Subtotal

---

Care and Maintenance

Subtotal

**Grand Total**

## Cost Per Wear

To see how much each garment really “cost” over the life of a garment, figure the cost per wear. **Value** is the relationship between quality and price. Value increases as the cost per wear decreases.

Use the following formula for figuring cost per wear:

- a. Number of wears per month x months of year worn x years of life expectancy = Total Wears
- b. Cost of item ÷ Total Wears = Cost Per Wear

Examples:

1. Wool Trousers  
4 wears per month x 5 months per year x 5 years = 100 wears  
 $\$75.00 \div 100 = \$0.75$  per wearing
2. Levi Jeans  
20 wears per month x 12 months per year x 5 years = 1,200 wears  
 $\$35.00 \div 1,200 = \$0.29$  per wearing
3. Prom Dress/Tuxedo  
1 wear per year x 1 year = 1 wear  
 $\$150 \div 1 = \$150$  per wearing

Assignment:

Select three garments from your closet and figure the cost per wear. Show your calculations.

Item	Original Cost	Number of Wears	Number of Months of Year	Years of Life Expectancy	Cost per Wear
1.					
2.					
3.					

# What Would You Do?

▲ In the following scenarios, decide which repair alternative is best for each situation. Take into consideration what each repair approach would cost. Explain your decision.

## Scenarios

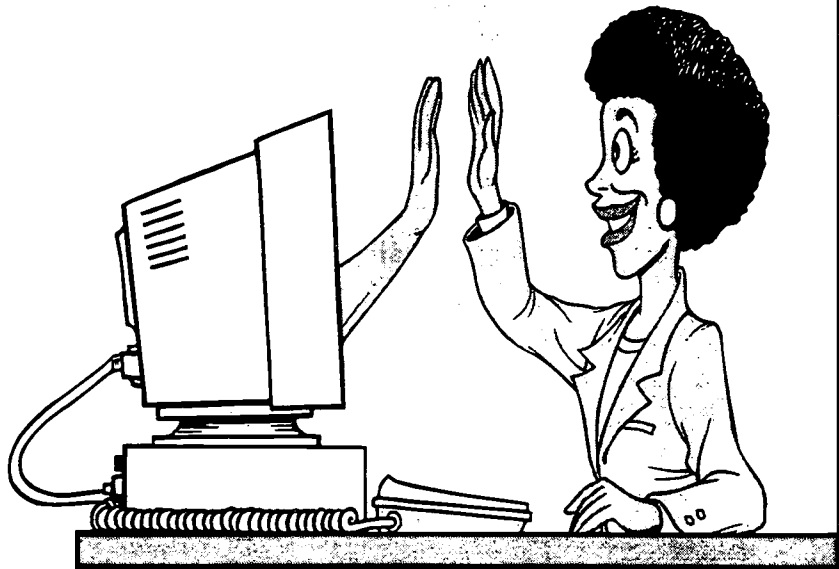
1. The zipper broke in a favorite pair of jeans.
2. The lining has come loose in a suede leather jacket.
3. Three buttons are missing on a favorite shirt.
4. The side seam on a shirt has become unsewn.
5. A favorite pair of jean shorts has a hole in the seat.

## Repair Alternatives

- a. Use personal human resources to complete the repair.
- b. Take the garment to have the repair done at the cleaners.
- c. Discard the garment and purchase a replacement.
- d. Set garment aside to repair when time is available.
- e. Exchange favors with a friend to do the repair job for you.

# Places to Shop for Apparel

- \* Independent stores
- \* Chain stores
- \* Speciality stores
- \* Discount stores
- \* Department stores
- \* Used/Resale stores
- \* Variety stores
- \* Supermarkets
- \* Mail-order
- \* Internet
- \* Home Shopping Television Networks





## Comparison Shopping

Select a clothing item such as a sweater or a pair of jeans. Compare the same or a similar item at four different clothing sources.

Name of Item:

Source	Price	Services Available (alterations, etc.)	Return Policy	Shipping/ Handling Charges	Comments (Quality)
1.					
2.					
3.					
4.					

## Shopping for Apparel

### Case Studies

1. Carmen is looking for a dress to wear to the prom. She has \$100 to spend on a dress, shoes, and any other accessories she might need. She and her best friend, Sandi, have looked at all of the stores in the mall; all of the prices are more than she can afford.  

---
2. Sean has been looking for an insulated jacket to wear. He saw one on sale at a large department store for \$125. He saw the same jacket at a specialty store for \$185. Sean wants to only spend about \$75.  

---
3. Mona is a full-time homemaker and lives in a small rural area about 80 miles from the nearest town. Because of the distance, Mona only goes to town to shop about every two or three weeks.  

---
4. Marc is about to buy a leather vest. He has seen three vests that he really likes. At a well-known department store, one vest costs \$52. Another vest is at a discount store for \$38. The third vest is available at a resale store for \$25.  

---
5. Garrett and Molly are a young couple on a very tight budget. They are expecting their first baby. They know they will receive quite a few gifts for the new baby, but they want to buy some basic items such as sleepers and shirts.

## Apparel Manufacturer Web Sites

Abercrombie and Fitch  
[www.abercrombie.com](http://www.abercrombie.com)

adidas  
[www.airwalk.com](http://www.airwalk.com)

Armani  
[www.armaniexchange.com](http://www.armaniexchange.com)

Chanel  
[www.chanel.fr](http://www.chanel.fr)

Donna Karan  
[www.donnakaran.com](http://www.donnakaran.com)

Esprit  
[www.esprit.com](http://www.esprit.com)

Gap  
[www.gap.com](http://www.gap.com)

Georgiou  
[www.georgioustudio.com](http://www.georgioustudio.com)

Guess  
[www.guess.com](http://www.guess.com)

Keds  
[www.keds.com](http://www.keds.com)

Lee's  
[www.leejeans.com](http://www.leejeans.com)

Levi's  
[www.levi.com](http://www.levi.com)

Liz Claiborne  
[www.lizclaiborne.com](http://www.lizclaiborne.com)

Nicole Miller  
[www.nicolemiller.com](http://www.nicolemiller.com)

Neiman Marcus  
[www.neimanmarcus.com](http://www.neimanmarcus.com)

Nike  
[www.nike.com](http://www.nike.com)

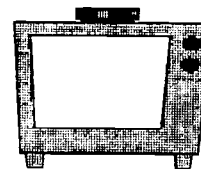
Perry Ellis  
[www.pemenswear.com](http://www.pemenswear.com)

Ralph Lauren  
[www.ralphlauren.com](http://www.ralphlauren.com)

Reebok  
[www.planetreebok.com](http://www.planetreebok.com)

Wrangler  
[www.wrangler.com](http://www.wrangler.com)

# *Apparel Shopping from Home*



Name of Item \_\_\_\_\_

Source	Price of Garment	Shipping Cost	Transaction Fee	On-line Time or Cable Charges	Time and Energy Costs	Revised Price of Garment
Department Store						
Catalog						
Home Shopping Cable Network						
On-line Web site						

What you have learned from this activity:

# *Fashion Centers*

## **In the United States**

- New York City, NY
- Los Angeles, CA
- Dallas, TX
- Chicago, IL
- Atlanta, GA
- Miami, FL
- Minneapolis, MN



## **In the Western Hemisphere**

- Paris, France
- Berlin, Germany
- London, England
- Rome and Milan, Italy

## **In the Eastern Hemisphere**

- Hong Kong
- Tokyo, Japan
- Taiwan

## *Textile and Apparel Trade Balance*

The Textile and Apparel Trade Balance Report prepared by the Department of Commerce shows imports, exports, and calculates the trade balance for U.S. textile and apparel trade with the world and with selected trade partners. The full report which can be accessed through the Department of Commerce web site at [otexa.ita.doc.gov/tbr.htm](http://otexa.ita.doc.gov/tbr.htm) shows trade for the last two full calendar years and the current and last year-to-date periods.

Using the data provided by your teacher, fill in the chart showing total U.S. exports, imports, and trade balance for a two-year period.

	<i>Year #1</i>	<i>Year #2</i>
<b>Total Exports*</b>		
<b>General Imports</b>		
<b>Trade Balance*</b> (calculate by subtracting imports from exports)		

\*All amounts are in millions of dollars. For example, \$16,723 millions of dollars = \$16,723,000,000.

## Textile and Apparel Trade Balance Data 1997 and 1998\*

### In Millions of Dollars

#### 1997

Total exports 16,723

General imports 59,930

Trade balance -43,207

#### 1998

Total exports 16,989

General imports 64,081

Trade balance -47,092

\*Trade balance data can be accessed at the Department of Commerce web site. By printing out the current report, you can provide students with up-to-date data from the most recent years. The full report also shows imports and exports for specific countries which can be utilized in teaching TEKS 4B.

## Scavenger Hunt for Sources of Textile and Apparel Products

Item Number	Apparel Product	Country
1		
2		
3		
4		
5		
6		
7		
8		

KEY QUESTION: What conclusions can you draw about apparel product manufacturing?



# Safety in the Workplace

- Government, employers, and employees share responsibilities for creating and maintaining safe workplaces.
- OSHA (Occupational Safety and Health Administration) is the branch for the U.S. Department of Labor that sets and enforces safety standards.
- Employers must do the following:
  - ✓ provide hazard-free workplaces
  - ✓ provide equipment and materials needed to do the work safely and teach employees how to use them
  - ✓ inform employees when materials or conditions are hazardous
  - ✓ keep records of job-related illnesses and injuries
- Employees should do the following:
  - ✓ perform the job safely
  - ✓ know how to operate, maintain, and troubleshoot tools and equipment safely
  - ✓ report unsafe conditions or practices immediately



## *Apparel Design*

- ✧ What lines are represented? What effect do the lines give?
- ✧ What shape is used in the design of the garment?
- ✧ How is space used in the garment to create an illusion?
- ✧ What effect is created by the texture of the fabric? pattern/print?
- ✧ What effect does color have on the overall design of the garment?
- ✧ What type of balance is created by the lines and shape of the garment?
- ✧ Are the proportions pleasing to the eye? Why?
- ✧ What is the emphasis or focal point of the garment?
- ✧ How are the elements of design used by the designer to create rhythm and harmony in the garment design?

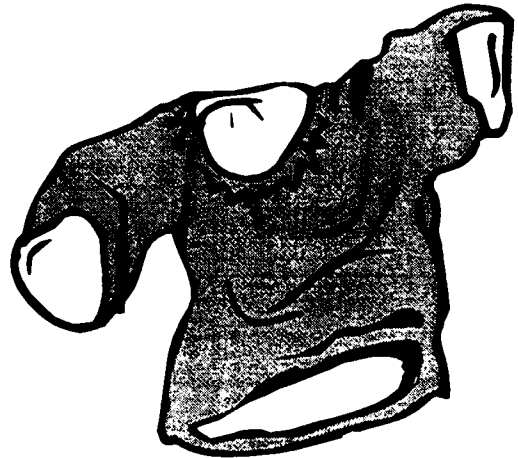
# Evaluat

## ➤ High Quality Garments

- reflect all elements and principles of design
- often emphasize designer creativity
- display evidence of first quality construction and attention to detail
- are made of first quality fabrics
- reflect quality in overall appearances, fit, and design
- high price range

## ➤ Medium Quality Garments

- reflect most elements and principles of design
- display evidence of good, reliable construction
- are made of good quality fabrics
- are durable
- medium price range



## ➤ Low Quality Garments

- reflect only fair standards of design
- display evidence of poor construction and lack attention to detail
- are made of poor quality fabrics, often “seconds” from manufacturers
- become “worn” and unattractive after only a few wearings

# Garment Evaluation Checklist

## ▲ Fabric

- fabric is suitable for pattern style
- texture and weight of fabric are suitable for the style
- fabric is free from snags, flaws, or irregularities

### ▲ Cut of Garment

- ample fabric for design of the garment
- garment is cut on grain
- plaids, checks, and stripes match

## ▲ Seams

- seams are neat and smooth
- seam allowances are ample
- seams reinforce where there is strain
- raw edges are finished
- seams lay flat

## ▲ Stitching

- stitches are straight and neat
- thread is the proper color(s)
- thread ends are secure
- topstitching is well-spaced, smooth, and straight

**▲ Hem**

- width of hem is suited to style and fabric
- hemline is inconspicuous from outside (unless topstitched)
- hem is ample for lengthening
- hem is smooth, eased evenly
- hem technique is suitable for the garment — thread is hidden, stitching secure, but not tight
- hem-edge finish is suitable for the fabric and garment

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# Safety Guidelines

## Equipment

- Keep pins and needles in a pin cushion, never in your mouth.
- Keep protective covers on scissors, shears, rotary cutters, and seam rippers when not in use.
- Pass sharp objects, handle first, to another person.
- Keep all tools and supplies in a sewing box or container when not in use.
- Use a magnet to pick up any needles or pins that have been dropped.

## Sewing Machine and Serger

- Plug the cord into the machine and foot control before plugging the cord into the electrical outlet.
- When disconnecting the cord, remove it from the electrical outlet first and then from the machine and foot control.
- Keep electrical cords away from machine needles and cutting tools.
- Make sure that the machine is turned off or unplugged when making repairs, changing needles, or cleaning the machine.
- Never sew over needles or pins when using the sewing machine.
- Keep your fingers away from the machine needle(s).
- Use a slow speed when learning how to use the machine(s).

## Iron

- Plug the iron into the electrical outlet before turning the iron on. Turn the iron off before removing the plug from the electrical outlet to prevent electrical shock.
- Position the iron cord so that the iron will not be pulled off the ironing board or tripped over.
- Before filling a steam iron with water, make sure the iron is turned off and unplugged.
- Keep fingers, face, and other body parts away from steam.
- Rest the iron on its heel when not in use.
- Turn the iron off and then unplug it when not in use.
- Empty any remaining water from the iron after it has been unplugged and cooled.
- Store the iron only after it has been completely cooled.

# Tools Used for Apparel Construction, Alteration, and Repair

## Measuring

- tape measure
- seam gauge
- yardstick or meterstick
- transparent ruler
- hem gauge
- French curve
- skirt marker

## Pinning

- Ball-point pins
- silk pins
- T-pins
- pin cushions
- Ball-head pins

## Cutting

- dressmakers' shears
- sewing scissors
- pinking shears
- embroidery scissors
- seam ripper
- rotary cutter
- cutter's mat

## Marking

- dressmakers' tracing paper
- tracing wheel
- tailors' chalk
- marking pens

## Stitching

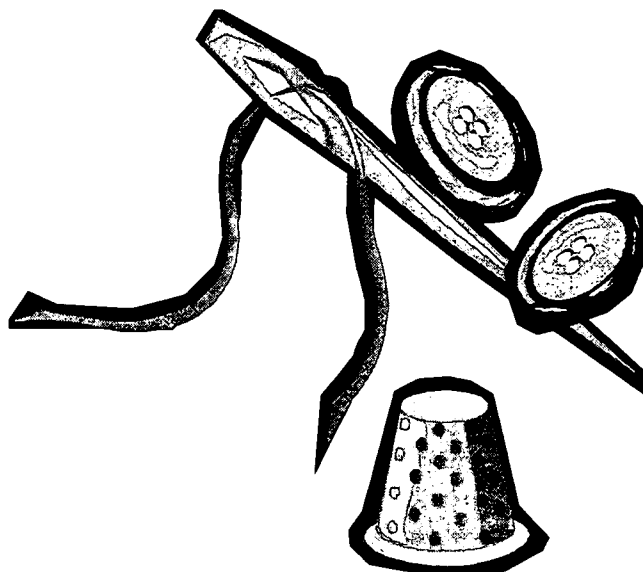
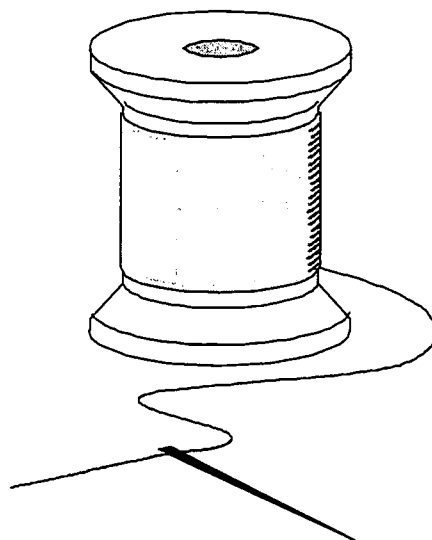
- machine needles
- hand-sewing needles
- thimble
- needle threader
- loop turner
- bodkin
- sewing tape
- basting tape

## Pressing

- press cloth
- clapper
- point presser
- press mitt
- seam or sleeve roll
- sleeve board
- tailor's ham

## *Notions Used for Apparel Construction, Alteration, and Repair*

- assorted types of thread
- buttons
- zippers
- snaps
- hook and eye closures
- hook and loop tape
- buckles
- elastics
- assorted tapes and trims
- interfacings





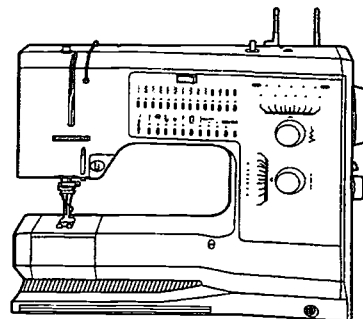
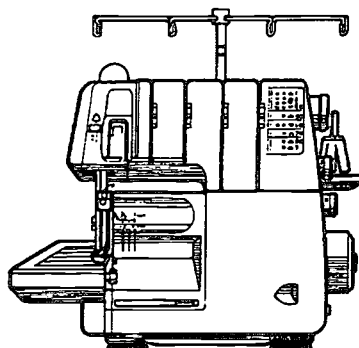
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## *Equipment Used for Apparel Construction, Alteration, and Repair*

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### **\* Sewing Equipment**

- Conventional sewing machine
- Serger

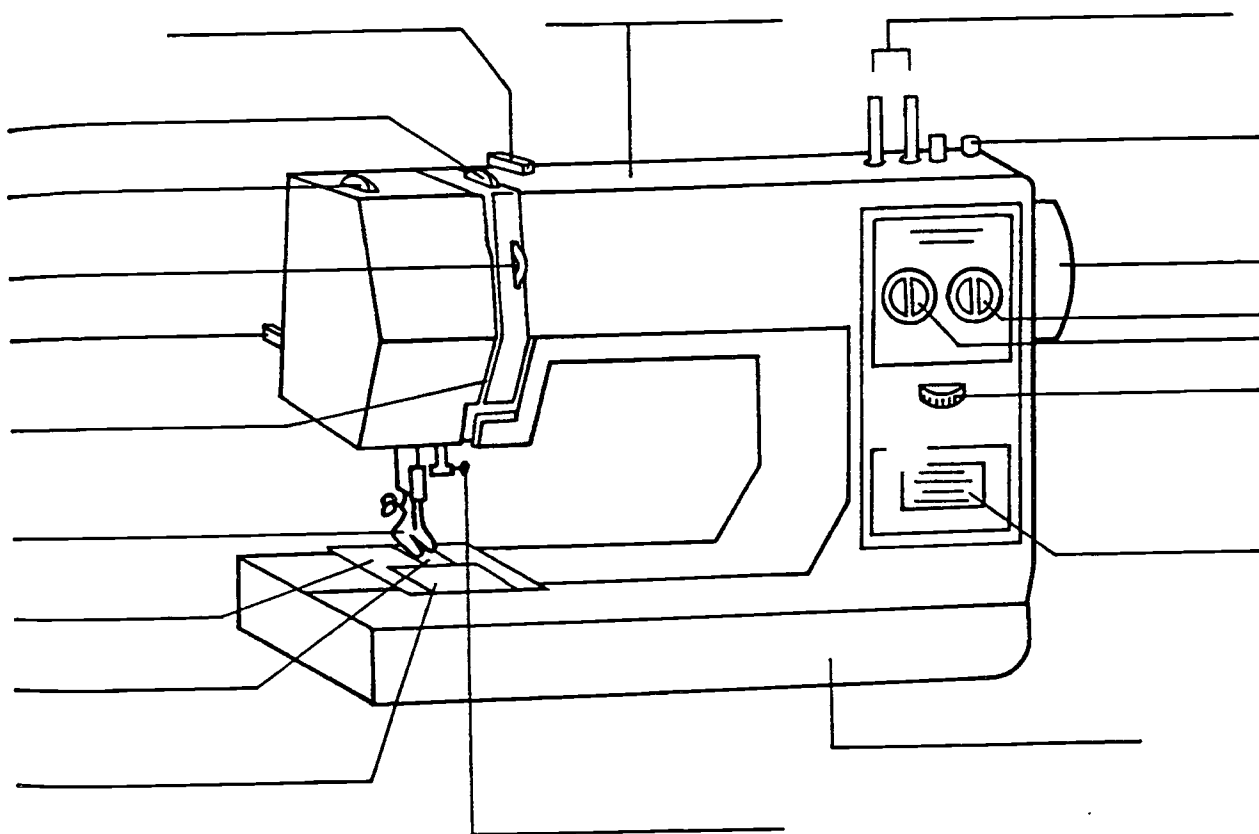


### **\* Pressing Equipment**

- Temperature regulated steam iron or steam presser
- Ironing board

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# Conventional Sewing Machines



## Caring for the Sewing Machine

List the steps in caring for and cleaning a sewing machine in the spaces provided. Refer to the machine manual for directions. Brands of sewing machines may vary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

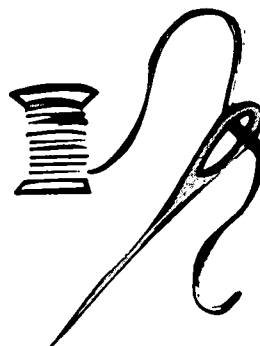
# Simple Repairs

## **Repairing snags**

Grasp the snag from the back with a crochet hook or a special tool (bodkin) and pull it through to the underside of the garment.

## **Mending seams**

Seams can be stitched by hand or machine.



## **Patching holes**

For casual clothing, such as jeans, use iron-on patches. For dressier clothing, cut a piece of fabric from a hem or pocket and place it behind the hole. Turn torn edges under and stitch around the opening with very small, almost invisible hand stitches. Darning is repairing a hole or tear by covering it with small machine stitches or hand stitches.

## **Replacing fasteners**

Most common fasteners, such as buttons, hooks and eyes, and snaps are available from fabric stores. It may be necessary to repair the fabric under the fastener or restitch worn buttonholes by hand or with a zigzag machine stitch.

# Apparel Project Worksheet

## Pattern Information

Apparel Project \_\_\_\_\_  
 Pattern Number \_\_\_\_\_  
 Pattern Company \_\_\_\_\_  
 Pattern Size \_\_\_\_\_  
 Cost of Pattern \_\_\_\_\_

## Fabric Sample

Please attach a 2-inch square of fabric sample.

## Supplies Needed

Fabric Description: \_\_\_\_\_

Fiber Content of Fabric: \_\_\_\_\_

Recommended Fabric Choices: \_\_\_\_\_

Fabric Width: \_\_\_\_\_

Amount Needed: \_\_\_\_\_

Notions Needed: \_\_\_\_\_

## Project Expenses

Pattern: \$ \_\_\_\_\_

Fabric: fabric cost per yard x number yards needed  
 \$ \_\_\_\_\_ x \_\_\_\_\_ yards = \_\_\_\_\_ \$ \_\_\_\_\_

Notions: \$ \_\_\_\_\_

Total Cost of Project \$ \_\_\_\_\_

# Getting Started

1. Prepare the pattern.
2. Prepare the fabric.
3. Lay out the pattern pieces, and cut the fabric.
4. Mark the fabric.

## Criteria for Evaluating Darts

**Directions:** Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Stitch length is appropriate to the fabric.	5	4	3	2	1
2. Thread matches the apparel fabric.	5	4	3	2	1
3. No creases or well are present on the right side of the dart.	5	4	3	2	1
4. No dimples or bubbles can be seen at the dart point.	5	4	3	2	1
5. Matching darts are identical in size and angle.	5	4	3	2	1

Source: Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B. *Evaluating Apparel Quality*, 2nd ed., p. 50. Copyright 1991 by Fairchild Publications, Inc. Reprinted by Permission of Fairchild Publications, Inc.

## Criteria for Evaluating Collars

**Directions:** Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Collar is interfaced, when necessary, with appropriate interfacing.	5	4	3	2	1
2. Outer edges of the collar are smooth and even with no seam well or holes.	5	4	3	2	1
3. Enclosed seams have been trimmed to reduce bulk.	5	4	3	2	1
4. Size and shape of the collar is consistent from one end to the other, except for intentional design variations.	5	4	3	2	1
5. Collar fits the neck edge to which it is sewn without stretching or gathering.	5	4	3	2	1
6. Collar assumes the proper position on the garment, as intended by the designer.	5	4	3	2	1
7. Placement of the collar is symmetrical on the garment.	5	4	3	2	1
8. All raw edges are carefully concealed during collar application so that they are not visible when the garment is worn.	5	4	3	2	1

Source: Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B. *Evaluating Apparel Quality*, 2nd ed., p. 154. Copyright 1991 by Fairchild Publications, Inc. Reprinted by Permission of Fairchild Publications, Inc.



## Criteria for Evaluating Set-in Sleeves

Directions: Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Plaids, stripes, or directional patterns are matched within the sleeve itself and where the sleeve joins the garment at the sides of the sleeve cap.	5	4	3	2	1
2. Bodice shoulder seams are sewn, finished and pressed before the sleeve is set to avoid conspicuous pulls or puckers at the shoulder area.	5	4	3	2	1
3. Sleeve is accurately matched to the bodice armseye at the following points:					
a. high point of the sleeve to the shoulder line of the bodice	5	4	3	2	1
b. underarm seam of the sleeve to the underarm of the bodice	5	4	3	2	1
c. notches at each side of the sleeve	5	4	3	2	1
4. Ease is evenly distributed with no puckers, pleats, or dimples.	5	4	3	2	1
5. If darts, pleats, or gathers are used to produce a full sleeve cap, these are neatly made, accurately positioned, and consistent with garment styles and fabric used.	5	4	3	2	1
6. Stitching that sets the sleeve into the armseye is smooth around the entire seam with no dips or curves present.	5	4	3	2	1
7. Underarm area (between notches in home sewing) is reinforced.	5	4	3	2	1
8. Underarm area is trimmed to about one-fourth inch to reduce bulk.	5	4	3	2	1
9. Upper portion of the sleeve/armseye seam is appropriate to support the sleeve cap.	5	4	3	2	1
10. Shoulder pads and others findings used to support the upper sleeve cap are compatible with the weight of the fabric.	5	4	3	2	1
11. Right sleeve is designed to fit into the right armseye and the left sleeve into the left armseye for correct fit and hang of the sleeve.	5	4	3	2	1

## Criteria for Evaluating Waistbands

Directions: Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Garment was not stretched when the waistband was applied.	5	4	3	2	1
2. Application seam is smooth and even.	5	4	3	2	1
3. Waistband is smooth and flat.	5	4	3	2	1
4. Sufficient stiffener or interfacing is used to prevent the waistband from stretching or rolling over on itself.	5	4	3	2	1
5. Facings or faced waistband are constructed of good-quality materials.	5	4	3	2	1
6. Both overlap and underlap are neatly finished.	5	4	3	2	1
7. Width of the waistband is even along its entire circumference.	5	4	3	2	1
8. Belt loops, if used, are identical in construction and size, evenly spaced, and sufficient in number to keep a belt in place. One at the center back is desirable.	5	4	3	2	1
9. Waistline seams and top edges are matched in waistbands seamed at the center back.	5	4	3	2	1
10. Any visible stitching is neatly done in a matching thread color.	5	4	3	2	1

## Criteria for Evaluating Zippered Closures

**Directions:** Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Zipper teeth and tape materials are suitable for the apparel design and fabric.	5	4	3	2	1
2. Zipper length is adequate for ease in wearing the item.	5	4	3	2	1
3. Method of attachment is appropriate to the garment design.	5	4	3	2	1
4. Any visible stitching is neatly done.	5	4	3	2	1
5. Zipper is securely fastened in the garment.	5	4	3	2	1
6. Zipper teeth are concealed adequately by lapped applications.	5	4	3	2	1

## Criteria for Evaluating Seams and Seam Finishes

Directions: Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
<u>Seam Types</u>					
1. Seams should be perfectly even; that is, the stitching should be exactly the same distance from the seam edge for the entire length of the seam.	5	4	3	2	1
2. Seams should be stitched with the correct stitch length.	5	4	3	2	1
3. Seams should be smooth, with no puckers or pulls, and should lie flat.	5	4	3	2	1
4. Type of seam should be in accord with the type of fabric, the position of the seam, and the projected care of the garment.	5	4	3	2	1
5. Seam width should be in accord with the type of seam, seam finish, and garment design.	5	4	3	2	1
6. Seams should be finished according to the requirements of the seam type, fabric, and projected garment care.	5	4	3	2	1
<u>Seam Finishes</u>					
7. Finish selected should prevent the fabric from raveling, rolling, or stretching and should contribute to the overall neatness of the garment.	5	4	3	2	1
8. Finish should not add bulk to the seam.	5	4	3	2	1
9. Finish should be applied securely so that it remains in place during normal wear and care.	5	4	3	2	1
10. Seam finish should be appropriate to the garment fabric, to the garment design, and to the intended use of the garment.	5	4	3	2	1

Source: Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B. *Evaluating Apparel Quality*, 2nd ed., p. 85. Copyright 1991 by Fairchild Publications, Inc. Reprinted by Permission of Fairchild Publications, Inc.

## Criteria for Evaluating Facings

**Directions:** Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Facings lie smoothly with no ripples or puckers.	5	4	3	2	1
2. Facings are secured inconspicuously to the garment to prevent their rolling to the outside. Topstitching, when used, serves as a means of securing the facing.	5	4	3	2	1
3. Free edge of the facing is finished with an appropriate seam finish to prevent raveling.	5	4	3	2	1
4. In garments made of thick, spongy fabric, the facings are cut from a lighter weight but matching fabric.	5	4	3	2	1
5. Facings in transparent or translucent fabrics are very narrow or stop at a design line of the garment.	5	4	3	2	1
6. Facings are understitched.	5	4	3	2	1
7. Most areas that are faces are interfaced as well. Bias facings are the exception and are not interfaced.	5	4	3	2	1

## Criteria for Evaluating Hems and Hem Finishes

Directions: Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Hemline of the garment is parallel to the floor during wear, unless the garment design requires an uneven hemline.	5	4	3	2	1
2. Hem is even in depth.	5	4	3	2	1
3. Hem is flat and smooth, with no pulling, ripples, puckers, or pleats.	5	4	3	2	1
4. Hem is appropriate for the garment fabric and style.	5	4	3	2	1
5. Hem finish is appropriate for the garment fabric and the hem type.	5	4	3	2	1
6. Attachment method is appropriate for the garment fabric and style.	5	4	3	2	1
7. Excess bulk has been eliminated from the hem area.	5	4	3	2	1
8. Topstitched hems should be evenly stitched with appropriate thread and stitch length.	5	4	3	2	1
9. Blind stitching, fusing, and gluing should be inconspicuous on the right side of the garment.	5	4	3	2	1
10. Thread covered edges should be smooth, well-covered, and free from frayed or hanging threads.	5	4	3	2	1
11. Hems at the garment opening should be covered by the facing.	5	4	3	2	1
12. Hems in linings should allow for ease in wearing.	5	4	3	2	1
13. Hems in pleats should be handled to reinforce the pleat crease.	5	4	3	2	1

Source: Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B. *Evaluating Apparel Quality*, 2nd ed., p. 272. Copyright 1991 by Fairchild Publications, Inc. Reprinted by Permission of Fairchild Publications, Inc.

## Criteria for Evaluating Buttonhole Closures

**Directions:** Rate each criteria for evaluation on a scale from 5 to 1, as follows:

- 5 = outstanding
- 4 = good
- 3 = acceptable
- 2 = needs improvement
- 1 = needs much improvement

Please circle the number that applies. If the criteria does not apply, write N/A by each statement.

Criteria	Rating				
1. Buttons are of good material and well made.	5	4	3	2	1
2. Buttons coordinate with the garment design and fabric.	5	4	3	2	1
3. Buttons are spaced correctly for their size and for the location of their use.	5	4	3	2	1
4. Buttons are located at stress points.	5	4	3	2	1
5. Buttons are reinforced according to the requirements of the fabric and location.	5	4	3	2	1
6. Buttons are sewn on securely.	5	4	3	2	1
7. No loose threads hang from the buttons.	5	4	3	2	1
8. Buttons have a shank if the fabric is very thick and spongy.	5	4	3	2	1
9. Buttonholes are the correct type for the garment design and fabric.	5	4	3	2	1
10. Buttons and buttonholes are correctly aligned.	5	4	3	2	1
11. Buttonholes are securely stitched with no fraying or loose threads.	5	4	3	2	1
12. Buttonholes fit the buttons without gaping open or allowing the buttons to come through too easily.	5	4	3	2	1

Source: Stamper, Anita A., Sharp, Sue H., & Donnell, Linda B. *Evaluating Apparel Quality*, 2nd ed., p. 232. Copyright 1991 by Fairchild Publications, Inc. Reprinted by Permission of Fairchild Publications, Inc.

# ***Where Do You Look for Jobs?***

## 1. School Personnel

- counselors
- teachers
- high school or college job placement office



## 2. Network of Family and Friends

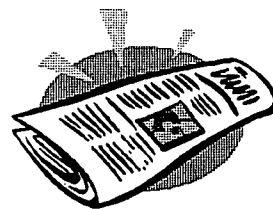
- a list of family and friends who can help you with job leads in the fields where you have interest
- entrepreneurs you know

## 3. Employment Agencies

- people seeking jobs meet with counselor at the employment agency; the counselor contacts various employers
- private employment agencies— operated by people trying to make a profit
- public employment offices — operated by federal or state government with free services; e.g., Texas Workforce Commission

## 4. Newspaper

- “help wanted ads” with information on salary and job responsibilities
- profile of local business community — growing businesses, employment trends, and announcements of promotions



## 5. Government Offices

- city, county, regional, state, or federal levels

## 6. Job Postings by Employers, Professional Organizations, or Trade Publications

- Go to Web sites for big businesses and professional organizations.
- Trade publications may list positions available for employment in specific career concentrations.



# Terminating Employment

There are many reasons to **terminate**, or leave, a job. Sometimes employees have good reasons for leaving a job; however, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When an individual decides to leave a job, he or she should try to leave on good terms with the employer.

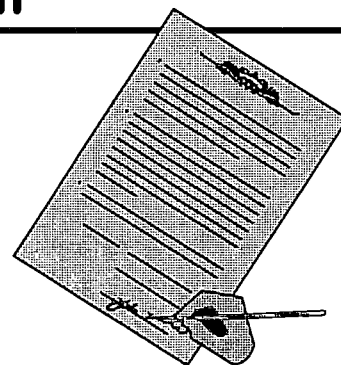
Guidelines for positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) is preferable and should be prepared if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated, if possible.
- It is customary to give at least a two week notice; a four week notice is preferable if paid once a month.
- It is important to keep copies of all correspondence related to employment and termination.

## Writing a Letter of Resignation

Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the employer for his or her help during your employment with the company.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.



## *Improving Your Communication Skills*

<b>Positive Communication is reflected in</b>	<b>Negative Communication is reflected in</b>
<ul style="list-style-type: none"><li>❖ good posture</li><li>❖ a pat on the back</li><li>❖ pleasant greetings</li><li>❖ a smile</li><li>❖ eye contact</li><li>❖ a nod</li><li>❖ pleasant facial expressions</li><li>❖ quiet voices</li><li>❖ relaxed atmosphere</li><li>❖ patient responses</li><li>❖ praise</li><li>❖ a caring attitude</li></ul>	<ul style="list-style-type: none"><li>❖ stiff, tense, or uptight posture</li><li>❖ an angry look</li><li>❖ no eye contact</li><li>❖ rolling eyes</li><li>❖ tense facial expressions</li><li>❖ loud voices</li><li>❖ tense atmosphere</li><li>❖ criticism</li><li>❖ little or no praise</li><li>❖ a feeling of distance</li></ul>

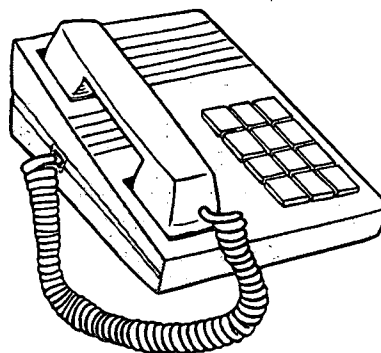
# Effective Telephone Skills

**Communication** is the process of exchanging messages, information, or ideas. Effective verbal communication requires skills in speaking and listening. To be a good listener, one must concentrate on what is being said at all times. A good listener does not become distracted and never interrupts the speaker. Speaking skills involve using standard grammar, speaking clearly, and conveying a friendly tone or voice. Although verbal and nonverbal communication skills may be utilized independently, they are also utilized simultaneously in an integrated fashion.

## Using the Telephone

In the workplace, an important channel of verbal communication is the telephone. Guidelines for using the telephone include the following:

- ◆ **Improve voice quality.**
  - Display alertness.
  - Be expressive.
  - Talk naturally.
  - Use a pleasant tone of voice.
  - Reflect friendliness.
  - Speak clearly and distinctly.
- ◆ **Be courteous.**
  - Offer a polite greeting
  - Offer to be of service to the caller.
  - Use good listening skills.
  - Apologize when necessary (for error or delays).
  - Acknowledge the caller's comments.
- ◆ **Improve outgoing calls.**
  - Write down the telephone number being called and dial correctly.
  - Identify yourself promptly.
  - Clearly state the purpose of the call.
  - Close the call politely.
- ◆ **Communicate effectively when answering the telephone for others.**
  - Answer promptly.
  - Identify yourself and the company.
  - Offer to assist the caller if the person called is unavailable.
  - Write down the name and telephone number of the caller and take a message.
- ◆ **Handle complaints effectively.**
  - Listen attentively and with understanding.
  - Avoid blaming problems on others.
  - Take accurate notes.
  - Maintain control and poise.
  - Take needed action.
  - Remain calm and courteous.



Adapted from *Six Tips for Friendly and Effective Telephoning*, Southwestern Bell Telephone System.

# People, People, People!

Life is full of interdependent relationships with others that take coordination, patience, and effective communication skills. Individuals who are successful in getting along well with other people are said to have good human-relations skills. Human-relations skills are also referred to as interpersonal skills. Human-relations skills or “people” skills include the following:

- acknowledging the worth of others
- communication skills
- courtesy and manners
- dependability
- encouraging others
- leadership and teamwork
- positive attitude
- respecting difference of opinion
- self-control
- the art of conversation
- trustworthiness
- understanding

Mastering these skills will be beneficial to you in all areas of your life and result in improved family, peer, and workplace relationships. Effective human relations skills enable you to respond confidently and proactively in a variety of situations and with capacity for sustaining effective and productive interactions between and among others. Remember, it’s all about people, people, people!



# The Art of Conversation

## First, the Basics

People make people successful — it's as simple as that. If you want to be successful, you need to meet as many people as you can and develop contacts everywhere. When you get out into the real world, you will find that there are advantages to having a broad base of contacts.

But how do you go about making contacts? It all starts with a simple conversation. You can start a conversation with anyone — regardless of their age, race, gender, or professional position — by asking simple questions to learn about the other person's interests. Ask a question, listen to the answer, and get an idea for your next question based on the answer. The key is to keep your questions simple, and always listen to what the other person is saying. Here are some sample questions for starting a conversation:

- What is your name?
- How are you?
- Where are you from?
- How long have you lived here?
- Where do you work?
- What do you do?
- Do you like your job?
- What are your hobbies?

These questions are just to get you started. Add a few of your own “starter” questions to the list. You can practice on your friends first to get a feel for how easy conversations can be. Then move on to your parents' friends and your friends' parents. Soon you should begin to feel comfortable enough to talk to anyone anytime.

Try to ask questions that will help you discover what the other person likes. When you find a subject of interest to the other person, focus your next five questions on that subject. For example, if you're talking to someone who likes to travel, you might ask:

- What is your favorite place to travel?
- When did you go there last?
- Are there seasonal patterns for the best times to travel there?
- How long were you there?
- Why is it your favorite place?

The idea is to get people talking about what they like to do. Everyone likes to talk about themselves, so the easiest way to start a conversation is to ask people about themselves.

## Following Through

At the end of the conversation, ask the person you're talking to for his or her work address and, if possible, work phone number. Stay in touch with all of your new contacts and begin building a relationship. Send thank you notes for their advice, help, generosity, hospitality, etc.

The more people you meet, the more you will learn and the more interesting you will become. The more interesting you are, the easier it will be to meet people. And as you already know, more contacts contribute to your success!

# Looking at the Pros and Cons

## Working for Someone Else

***PROS***

***CONS***

## Owning My Own Business

***PROS***

***CONS***

## Will Your Career Choice Meet Your Needs?

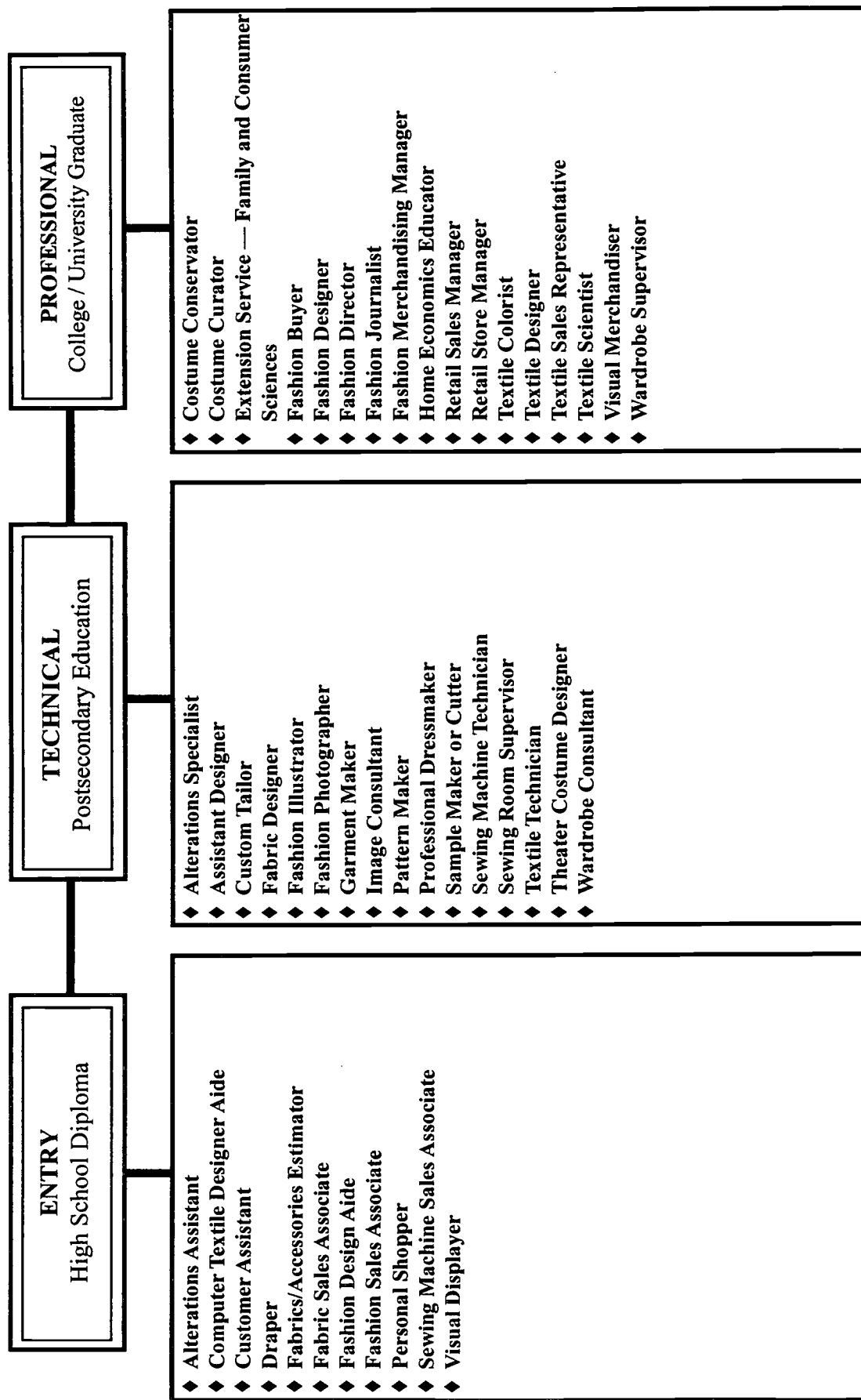
**Instructions:** Select a career or entrepreneurial opportunity related to the apparel industry that interests you. Consider how your choice will or will not meet the five needs in Abraham Maslow's Hierarchy of Needs listed below. Be prepared to write about or speak about your findings.

My chosen career or entrepreneurial opportunity: \_\_\_\_\_

Maslow's Hierarchy of Needs	How my chosen career or entrepreneurial opportunity meets the needs	How my chosen career or entrepreneurial opportunity does not meet the needs
Basic survival (food, clothing, shelter, etc.)		
Safety and Security		
Love and Belonging		
Self-esteem and Respect		
Becoming the best I can be		

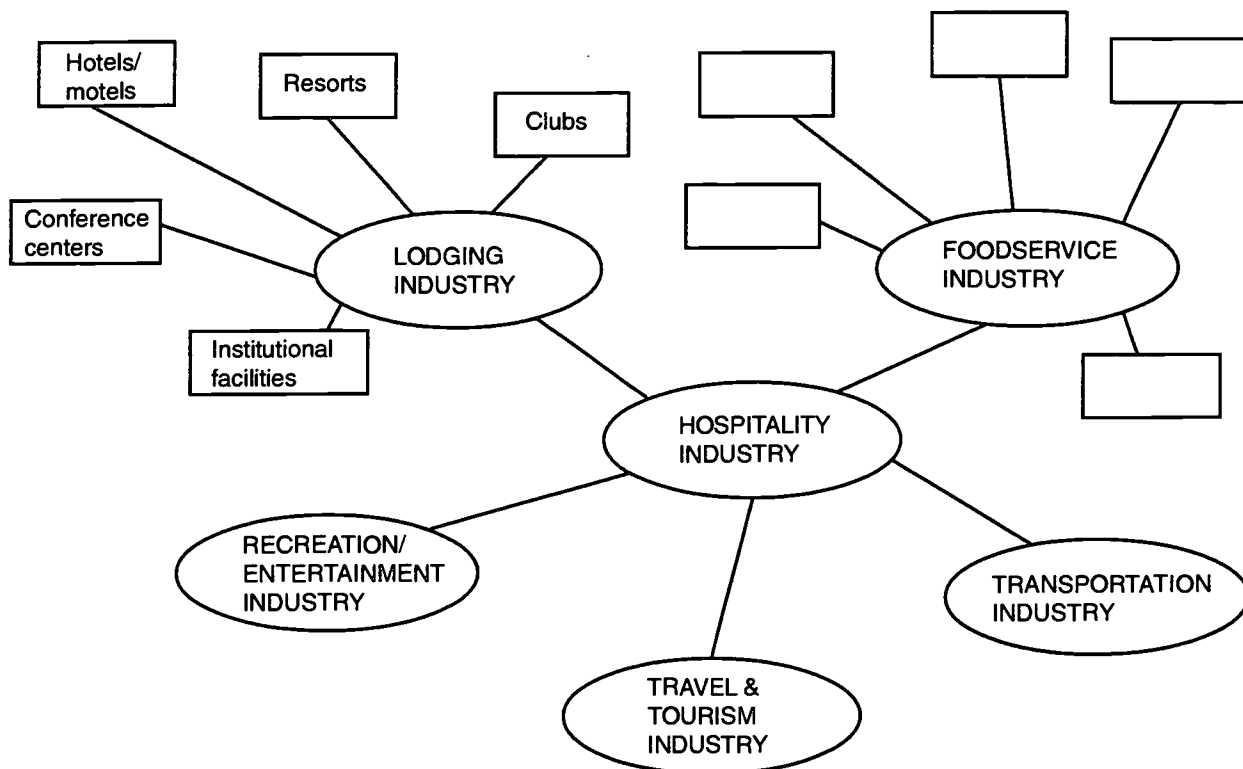
# Career Concentration: Textiles and Apparel

## Examples of Home Economics Career Opportunities





# Web Diagram



# GUIDELINES FOR A CLASSROOM DEBATE

## *Discussion, Disagreement, and Debate: What's the difference?*

### **Discussion:**

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

### **Disagreement:**

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

### **Debate:**

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

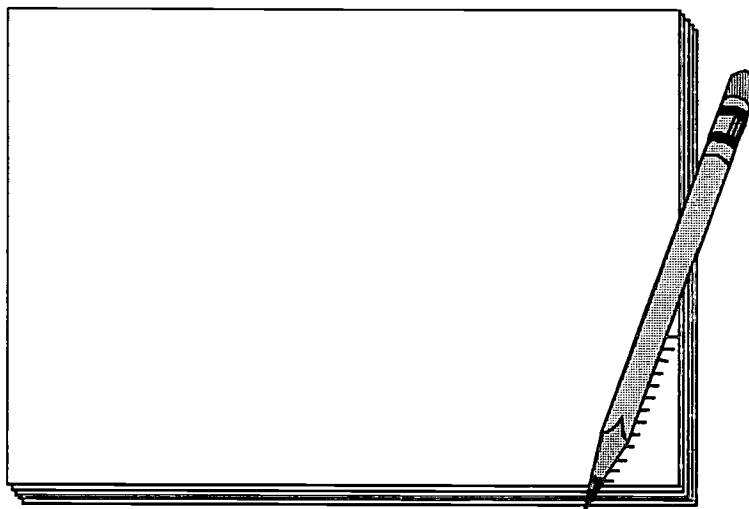
## *Preparing and Conducting a Classroom Debate:*

1. **Select a topic.**
2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.
3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.
4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.
5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.
6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.
9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

# "Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



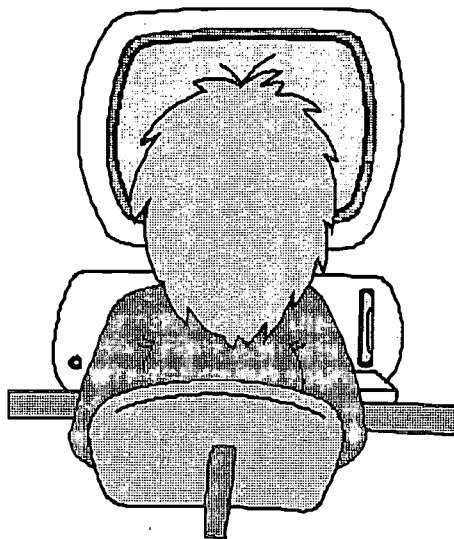
## Internet Terminology

<b>AUP</b>	<i>Acceptable Use Policy</i> ; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
<b>Bookmarks</b>	a list on your computer of your favorite Web pages
<b>Browser</b>	a special software program used to navigate the World Wide Web
<b>Download</b>	to copy information from another computer (Note: Upload means to send information to another computer.)
<b>E-mail</b>	Electronic mail; exchange of messages with people around the world over the Internet
<b>FAQ</b>	<i>Frequently Asked Questions</i> ; files containing common questions asked and their answers
<b>Home Page</b>	the first page you see when you start your Web browser
<b>HTML</b>	<i>Hypertext Markup Language</i> ; programming language used for creating Web pages
<b>Hypertext</b>	text on a Web page that contains links to other Web pages
<b>Internet</b>	the global computer network that connects millions of computers
<b>ISP</b>	<i>Internet Service Provider</i> ; a company that provides access to the Internet through a phone line
<b>Netiquette</b>	rules of conduct for Internet users
<b>URL</b>	<i>Uniform Resource Locator</i> ; the address used to locate a specific Web page
<b>Web Page</b>	a document stored on a computer that contains information and possibly graphics, sound, and even movies
<b>Web Site</b>	a university, government agency, or company that stores Web pages that you can view
<b>WWW</b>	World Wide Web; an Internet system that offers vast amounts of information

# Netiquette

*Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:*

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [ :) ] to show you are kidding.



# Activity Assessment

## Activity:

Criteria	3	2	1
<b>Depth and breadth of research</b>	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
<b>Application of knowledge</b>	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
<b>Written/Oral communication</b>	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
<b>Creativity</b>	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

**Self-Reflection:** On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: FCS EA, Central Washington University, 400 E 8th Avenue, Ellensburg, WA 98926.



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