



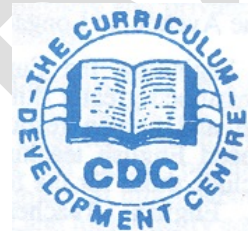
Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

HOME ECONOMICS

FASHION AND FABRICS SYLLABUS

GRADES 10 – 12



Prepared by:
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PREFACE

The review of this Syllabus was necessitated by the need to improve the quality of education at High School Level as stipulated in the national policy document **“Educating Our Future – 1996 and to meet the demands of society at large echoed in various fora”**.

Quality education helps develop a sound knowledge and skills base in learners, that is capable of raising the standard of living for all as well as attain a sustainable national development. The syllabus further addresses issues of national concern such as Entrepreneurship and Hospitality, Environmental Education, Gender and Equity, Health Education and HIV/AIDS, Family Life Education, Human Rights, Democracy, Reproductive Health, Population Education, Entrepreneurship and Vocational Skills, Life and Values Education.

This syllabus also builds on the foundation laid by the Home Economics Junior Secondary School syllabus. It is meant to equip learners with knowledge, skills, positive attitudes and values to enable them easily use the acquired skills in their daily lives and to ease choice of a career both in the formal and informal sector. It has taken into consideration the recommendations from the Curriculum symposium, the indaba and the Vision 2030.

It is hoped that this syllabus will provide the users with a sound knowledge and skills base for further studies in Home Economics related fields and a strong base of positive attitudes and values on which meaningful and effective learning experiences will be developed to help learners establish sustainable entrepreneurial activities for income generation formally or informally.

At the end of the course, the learners are expected to use the acquired knowledge and skills in income generation, an activity that will total up to raising Zambia to a medium income generating nation.

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INTRODUCTION

This Home Economics Syllabus has been reviewed to meet the needs of the family and society as a whole.

The syllabus incorporates the components of Fashion and Fabrics, Food and Nutrition and Home Management and each of the components form an area of specialisation and is an independent syllabus under the subject of home economics. Cross cutting issues and concepts on Environmental Education, Entrepreneurship and Hospitality, Sexually Transmitted Diseases, (STDs), HIV/AIDS, Population and Family Life Education, Reproductive Health, Gender, Human Rights, Substance Abuse and Life Skills have also been included.

To ensure that the Home Economics teacher does not provide only knowledge, the format of this new syllabus explicitly shows the knowledge to be taught under each topic, the skills, and values. Local knowledge and skills are particularly appreciated and they have been integrated. As far as possible, teachers should encourage the pupils to practice the knowledge they gain in class into the community so as to allow the modern Zambian child to take the most and give the most to our developing society.

RATIONALE

Home Economics is an interdisciplinary field of study which endeavours to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society.

The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/AIDS have been included.

Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources.

The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

PREAMBLE

1.1 Fashion and Fabrics is an area which deals with the study of fibres, fabrics and processes in the construction of garment:

The Course

- 1.1.1 Provides a scientific approach to identification of fibres and fabrics as a basis for garment construction;
- 1.1.2 Creates an understanding of the various fibres and fabrics manufactured and their properties and uses;
- 1.1.3 Imparts knowledge and skills of the various clothing needs of the Zambian population;
- 1.1.4 Provides foundation for further studies in fashion and fabrics;
- 1.1.5 Facilitates entry to other professions in the clothing industry;
- 1.1.6 Develops skills for self-reliance;
- 1.1.7 Emphasises the use of locally available fibres and fabrics in the construction of garments

2.0 AIMS

The aims of the syllabus are to develop:

- 2.1 The capacity to identify, analyse and evaluate the principles underlying the choice and use of different fabrics,; styles and colours in the construction of clothing;
- 2.2 Knowledge, interest and skills and positive attitudes and values in designing, constructing caring for clothes and accessories;
- 2.3 An awareness and appreciation of good workmanship related to clothing construction;
- 2.4 Knowledge and skill that enhance the ability to use consumer rights and entrepreneurship;
- 2.5 Creativity and initiative which form a base for further studies, future employment and the enjoyable and profitable use of leisure time;
- 2.6 A spirit of income generation and self-sustainability
- 2.7 The ability to adapt/reconstruct old garments into other items.

3.0 GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles and processes in fashion and fabrics
- Demonstrate an understanding of machine and needlework and fashion and fabrics
- Make articles according to specifications
- Use available knowledge and skills in fashion and fabrics to generate income
- Implement entrepreneurship projects

4.0 ASSESSMENT OBJECTIVES

Pupils should be able to:

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- 4.1 Identify, analyse and evaluate human needs in relation to various fibres and fabrics necessary for the construction of garments;
- 4.2 Demonstrate the correct handling and care of different fabrics;
- 4.3 Sketch, design and make simple patterns for use in garment construction;
- 4.4 Select the appropriate patterns, fabrics, notions, and processes in clothes construction;
- 4.5 Apply the knowledge and skills acquired in the course, in the construction of well-finished garments and accessories, critical thinking;
- 4.6 Describe and explain how to choose, care for and maintain various pieces of equipment;
- 4.7 Explain and demonstrate the use of various pieces of equipment used in clothes construction;
- 4.8 Apply managerial and organizational skills to clothes construction in relation to efficient use of fabrics, time, money, labour and equipment;
- 4.9 Establish and effectively implement entrepreneurship activities
- 4.10 Dye fabrics effectively
- 4.11 Make assorted articles through the processes of sewing, knitting, crocheting sustainable entrepreneurial activities and various craftworks
- 4.12 Explain the effective use of locally available resources in an income-generating scheme;
- 4.13 Explain the use of consumer rights in buying and selling;
- 4.14 State, describe and observe safety precautions in the construction of garments.

5.0 METHODOLOGY

Six periods per week should be allocated, three of which should be consecutive and used for practical lessons. To achieve the stated aims and outcomes the following are necessary:

- 5.1 Teaching through theory and coursework;
- 5.2 Teacher demonstration, followed by pupil practice;
- 5.3 Experimentation with fibre, fabrics and equipment;
- 5.4 Group and individual instruction and supervision;
- 5.5 The appropriate use of learning and teaching aids;
- 5.6 Class discussions;
- 5.7 Individual written assignments;
- 5.8 Community participation and Community projects;
- 5.9 Use and improvisation of facilities and resources in the environment;
- 5.10 Educational tour;
- 5.11 Liaison with other relevant departments;
- 5.12 Project work.

GRADE 10

GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles and processes in fashion and fabrics
- Demonstrate an understanding of machine and needlework in fashion and fabrics

KEY COMPETENCES:

- Demonstrate knowledge of reconstruction procedures of natural and manufactured fibres and description of their characteristics.
- Show basic understanding in safe use of tools and equipment needed to produce textile items
- Demonstrate knowledge and skills in identifying groups of stitches.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FIBRES AND FABRICS	10.1 Fibres	10.1.1 Explain the origin of fibres 10.1.2 Classify fibres 10.1.3 State the uses of fibres and fabrics 10.1.4 Describe the characteristics/properties of fibres 10.1.5 Explain the differences between natural and man-made fibres	<ul style="list-style-type: none"> • Animal, plants and other artificial sources. • Natural and artificial fibres. • Fibres(basic units or hair used to make fabric); fabric (cloth made by weaving, knitting or bonding yarns together) • Characteristics e.g. comfort, care needed, safety, attractiveness, price, durability. • Made from animals or vegetables; factory made: which are regenerated e.g. nylon and synthetic e.g. 	<ul style="list-style-type: none"> • Identification • Classification 	<ul style="list-style-type: none"> • Appreciation • Inquisitiveness • Self awareness • Innovativeness • Critical thinking

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			polyester.		
FIBRES AND FABRICS	10.2 Yarns	10.2.1 Describe yarns. 10.2.2 Classify yarns. 10.2.3 Explain the processes involved in manufacturing fibres into yarns.	<ul style="list-style-type: none"> Yarns: Thick thread, made of cotton wool used to knit or make cloth Classes of yarns e.g. natural and artificial. Fibre / yarn / construction / cloth. 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Appreciation Inquisitiveness Critical thinking
FIBRES AND FABRICS	10.3 Fabric construction	10.3.1 Describe the stages of manufacturing different fabrics. 10.3.2 Describe different types of fabric construction 10.3.3 Identify different fabrics.	<ul style="list-style-type: none"> Stages of : Cotton, Linen, Wool, Silk, Polyester. Fabric construction: Weaving, Knitting and Bonding (felting) Identification of fabrics e.g. cotton, linen, polyester. 	<ul style="list-style-type: none"> Identification Manipulation 	<ul style="list-style-type: none"> Appreciation Inquisitiveness Critical thinking Responsibility
FIBRES AND FABRICS	10.4 Colour in yarns and fabrics	10.4.1 Explain the process of dyeing fabrics. 10.4.2 Identify different types of dyes. 10.4.3 Dye the available cotton fabric.	<ul style="list-style-type: none"> Processes of dyeing fabrics (Brushing and printing) Types of dyes. (Natural and commercial dyes.) Dyeing a cotton fabric 	<ul style="list-style-type: none"> Identification Observation Application Appreciation 	<ul style="list-style-type: none"> Creativity Entrepreneurship Responsibility Safety consciousness Inquisitiveness Resourcefulness

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FIBRES AND FABRICS	10.5 Fabric finishes	10.5.1 Describe different fabric finishes 10.5.2 Identify classes of fabric finishes. 10.5.3 Explain the different types of finishes 10.5.4 Demonstrate finishing	<ul style="list-style-type: none"> The treatment of cloth with chemicals or passed through machines to improve the appearance and texture, prepare it for various uses, increase its strength and weight, add colour or make it water proof. Temporary and permanent. Types of finishes (Bleaching, shrinking, starching...) Block print an article 	<ul style="list-style-type: none"> Identification Observation Analysing Finishing 	<ul style="list-style-type: none"> Productivity Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness
FIBRES AND FABRICS	10.6 Equipment used in needlework	10.6.1 Identify needlework tools equipment and uses. 10.6.2 Outline tools and equipment necessary for crafts. 10.6.3 Draw and label needlework tools and equipment 10.6.4 Care, clean and store tools and equipment.	<ul style="list-style-type: none"> Sewing, marking, measuring and cutting tools. Knitting needles, tape measure, soft wire, darning needle, loom etc. Drawing and labelling a sewing machine. Store in dry : Places, keep small tools in a 	<ul style="list-style-type: none"> Identification Drawing Cleaning Storing. 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.6.5 Carry out simple repairs and servicing/maintenance of tools and equipment for needlework.	lined basket, use the correct size of needle and right type of threads. <ul style="list-style-type: none"> Maintenance/service of tools and equipment. (Oiling sewing machine, Dusting, Tightening loose screws) 		
FIBRES AND FABRICS	10.7 Safety	10.7.1 State the common accidents that occur during the process of garment construction. 10.7.2 Describe the contents of the First Aid box and state their use. 10.7.3 Treat minor injuries.	<ul style="list-style-type: none"> Common accidents during garment construction e.g. Pricking and cuts and Safety rules in garment construction. First Aid box contents e.g. sterile bandages, burn dressing, scissors, cotton wool, safety pins, dettol / savlon etc Treatment of minor injuries e.g. Pricking, cuts and bleeding and emphasize on the awareness of HIV/AIDS through open cuts. 	<ul style="list-style-type: none"> Identification Observation Demonstration 	<ul style="list-style-type: none"> Responsibility Application Assertiveness Safety consciousness Inquisitiveness Resourcefulness Problem solving Awareness
FIBRES AND FABRICS	10.8 Choice, use and care of fabrics	10.8.1 Describe the choice, use and care of different fabrics. 10.8.2 Identify the handling	<ul style="list-style-type: none"> Choice, use and care of fabrics Handling various fabrics 	<ul style="list-style-type: none"> Classification Manipulation Identification 	<ul style="list-style-type: none"> Creativity Responsibility Safety

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>qualities of various fabrics.</p> <p>10.8.3 Describe notions.</p>	<p>(care labels)</p> <ul style="list-style-type: none"> Notions: the collective term for a variety of small objects or accessories e.g. thread, buttons, bias tape, lining material etc. 		<p>consciousness</p> <ul style="list-style-type: none"> Application Inquisitiveness Resourcefulness
FIBRES AND FABRICS	10.9 Purchasing and budgeting	<p>10.9.1 State the guidelines for budgeting</p> <p>10.9.2 Explain the importance of comparing prices.</p> <p>10.9.3 Compare prices and calculate sales and profits</p> <p>10.9.4 Approximate amounts for making garments</p>	<ul style="list-style-type: none"> Guidelines for budgeting Importance of comparing prices Comparisons of prices and calculation of sales and profits Approximating quantities, prices, sales and profits. 	<ul style="list-style-type: none"> Identification Computation 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving Assertiveness Thriftiness
FIBRES AND FABRICS	10.10 Patterns	<p>10.10.1 Describe body measurements.</p> <p>10.10.2 Take figure measurements correctly.</p> <p>10.10.3 Explain commercial and home paper patterns.</p>	<ul style="list-style-type: none"> Being familiar with own figure and know its measurements and peculiarities. E.g. Bodice, Sleeve, Skirt etc Commercial paper patterns are the ones that are factory made while homemade can be made either at home using 	<ul style="list-style-type: none"> Tracing Measuring Cutting Manipulation Accuracy 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving Assertiveness Thriftiness

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>10.10.4 Describe the methods of transferring pattern markings.</p> <p>10.10.5 Make simple pattern adaptations.</p> <p>10.10.6 Prepare paper patterns and fabrics for cutting out a garment.</p> <p>10.10.7 Cut out garments according to instructions.</p>	<p>newspapers.</p> <ul style="list-style-type: none"> • Tailor's taking, notches, darts, place on straight grain. • Figure problems e.g. <ul style="list-style-type: none"> - Designing patterns, - Cutting simple patterns, - Alterations and adaptations. • Layout of pattern pieces on the fabric. • Cutting out garments e.g. child's dress. 		
FIBRES AND FABRICS	10.11 Stitches	<p>10.11.1 Describe groups of permanent stitches.</p> <p>10.11.2 Describe temporary stitches</p> <p>10.11.3 Work out temporary and permanent stitches.</p>	<ul style="list-style-type: none"> • E.g. <ul style="list-style-type: none"> - Joining stitches, - Neatening stitches, - Decorative/embroidery stitches. • Temporary stitches e.g. <ul style="list-style-type: none"> - Tacking stitch - Tailor tacking • Working out stitches 	<ul style="list-style-type: none"> • Identification • Sewing • Manipulation • Observation 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FIBRES AND FABRICS	10. 12 Entrepreneurship	10.12.1 Identify types of businesses in fashions and fabrics. 10.12.2 Outline a simplified business plan. 10.12.3 Carry out a possible business projects	<ul style="list-style-type: none"> • Setting up a tailoring shop, tailoring school etc • Simple business plans and projects (<i>project proposals</i>). • Possible business projects (such as making of simple articles showing the taught stitches). 	<ul style="list-style-type: none"> • Identification • Labelling • Advertising • Marketing 	<ul style="list-style-type: none"> • Creativity • Application • Responsibility • Team work • Inquisitiveness • Resourcefulness • Problem solving • Entrepreneurship

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GRADE 11

GENERAL OUTCOMES

- Demonstrate the correct handling and care of different fabrics.
- Explain and demonstrate the use of various pieces of equipment used in clothes construction

KEY COMPETENCES:

- Demonstrate basic skills in identifying different processes in textiles construction.
- Show knowledge in describing fashion and textile – related occupation and career.
- Demonstrate various ways to recycle clothing and textiles.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PROCESSES	11.1 Seams and edge finishes	11.1.1 Identify types of seams 11.1.2 Explain rules for working out seams. 11.1.3 Work out seams. 11.1.4 Identify methods of neatening edges 11.1.5 Work out methods of neatening edges.	<ul style="list-style-type: none"> • e.g. <ul style="list-style-type: none"> - Flat seam - Ridged seams. - Flannel seams. • Rules for working out seams. • Work out a French seam. • Methods of neatening edges. • Sew blanket stitches on an article. 	<ul style="list-style-type: none"> • Identification • Application • Sewing 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving • Awareness
PROCESSES	11.2. Yokes	11.2.1 Describe types of yokes. 11.2.2 Work out yokes according to	<ul style="list-style-type: none"> • Types of yokes e.g. front yoke and back yoke etc. 	<ul style="list-style-type: none"> • Identification • Demonstration • Sewing 	<ul style="list-style-type: none"> • Application • Responsibility • Safety consciousness

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		instruction.			<ul style="list-style-type: none"> Resourcefulness Problem solving
PROCESSES	11.3. Crossway strips	11.3.1 Describe a crossway strips and bias binding. 11.3.2 Identify uses of crossway strips and bias binding. 11.3.3 Cut and join crossway strips.	<ul style="list-style-type: none"> Pieces of fabric cut diagonally. Neatening edges, decorating, finishing of collars etc. Measuring, cutting and joining. 	<ul style="list-style-type: none"> Identification Cutting Joining 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving
PROCESSES	11.4 Openings and fastenings	11.4.1 Describe openings 11.4.2 Work out openings. 11.4.3 Identify fastenings. 11.4.4 Work out fastenings	<ul style="list-style-type: none"> Continuous warp bound faced, hemmed and over lapping openings. Workout articles showing each opening. Button and button hole, press studs, zip, Velcro etc Workout an article showing a Velcro. 	<ul style="list-style-type: none"> Identification Sewing Observation 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving
PROCESSES	11.5 Collars and neckline	11.5.1 Identify types of collars. 11.5.2 Work out different collars 11.5.3 Identify neckline finishes. 11.5.4 Work out neckline finishes	<ul style="list-style-type: none"> Types of collars e.g. flat, rolled or standing. Workout collars on articles. Binding, narrow hem, shaped facing. V-neckline, round, scoop, square, sweetheart or boat. 	<ul style="list-style-type: none"> Identification Sewing Observation 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness Inquisitiveness Resourcefulness Problem solving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PROCESSES	11.6 Sleeves	11.6.1 Identify types of sleeves. 11.6.2 Describe the type of sleeve attached to different articles. 11.6.3 Set in sleeves.	<ul style="list-style-type: none"> • Puff, bishop, fitted, bell, kimono, raglan etc. • E.g. children's dresses, uniforms. • Set in sleeves in a blouse. 	<ul style="list-style-type: none"> • Identification • Observation • Sewing 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving
PROCESSES	11.7 Waistline finishes	11.7.1 Identify waist line finishes 11.7.2 Finish waistlines appropriately	<ul style="list-style-type: none"> • Waist band, an elasticated fold down casing, applied, casing. • Finish a waistline of a skirt. 	<ul style="list-style-type: none"> • Identification • Manipulation • Observation • Sewing 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness
PROCESSES	11.8 Controlling/ Reducing fullness	11.8.1 Identify methods of controlling /reducing fullness. 11.8.2 Explain reasons for controlling/ Reducing fullness.	<ul style="list-style-type: none"> • Darts, gathers, smocking etc. • Reduce or increase the bulkiness of a fabric in a garment. 	<ul style="list-style-type: none"> • Identification • Manipulation • Observation • Sewing 	<ul style="list-style-type: none"> • Inquisitiveness • Resourcefulness • Problem solving
PROCESSES	11.9 Hems and hem edges	11.9.1 Describe types of hems and hem/ edge finishes. 11.9.2 Work out hem edge finishes.	<ul style="list-style-type: none"> • Narrow, false, single turning and flared hem finishes. • Workout a false hem. 	<ul style="list-style-type: none"> • Identification • Sewing • Manipulation • Observation 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness
	11.10 Pockets	11.10.1 Describe types of pockets. 11.10.2 Work out an article with a pocket.	<ul style="list-style-type: none"> • Patch pockets, inside pockets and seam pockets. • Work out a hip pocket. 	<ul style="list-style-type: none"> • Identification • Manipulation • Observation • Sewing 	<ul style="list-style-type: none"> • Responsibility • Resourcefulness • Safety consciousness • Problem solving
PROCESSES	11.11.1	11.11.1 Search for a suitable	<ul style="list-style-type: none"> • Search for a suitable 	<ul style="list-style-type: none"> • Identification 	<ul style="list-style-type: none"> • Creativity

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Entrepreneurship	<p>market for made items</p> <p>11.11.2 Cost products and services accordingly.</p> <p>11.11.3 Identify projects for income generation fashion and fabrics.</p> <p>11.11.4 Outline tips on packaging and labelling products for sale.</p>	<p>market for made items</p> <ul style="list-style-type: none"> • Costing products and services. • Projects for income generation in fashion and fabrics, e.g. children's dresses, skirts, skirts, bags etc. 	<ul style="list-style-type: none"> • Marketing • Costing • Advertising 	<ul style="list-style-type: none"> • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving • Entrepreneurship • Quality work. • Empowerment • Curiosity

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GRADE 12

General Outcomes:

- Make articles according to specifications
- Use available knowledge, local resources and skills to generate income
- Implement entrepreneurship project

Key competences

- Demonstrate basic skills in creating textile items incorporating the elements and principles of design.
- Show basic skills in making traditional handcraft.
- Demonstrate basic skills in analysing career opportunities and prerequisites related to the design, production and marketing of fashion and textiles.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PROCESSES	12.1 Personal and child's outfit construction	12.1.1 Describe garment construction 12.1.2 Follow the processes used in assembling garments under construction.	<ul style="list-style-type: none"> • Processes followed in designing and making of garments. • E.g. designing, pattern laying, cutting etc. 	<ul style="list-style-type: none"> • Identification • Observation 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving • Application
PROCESSES	12.2 Pressing and ironing	12.2.1 Explain the importance of pressing at all stages in garment construction. 12.2.2 Press according to	<ul style="list-style-type: none"> • So that stitching is helped. • Press the article during 	<ul style="list-style-type: none"> • Pressing • Ironing • Observation • Manipulation 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		correct procedure	the processing procedure.		<ul style="list-style-type: none"> • Problem solving
PROCESSES	12.3. Care of clothes	12.3.1 Describe the care, repair and maintenance of clothes. 12.3.2 Repair, maintain and store clothes correctly. 12.3.3 Describe care labels.	<ul style="list-style-type: none"> • E.g. mending, patching and darning, dry cleaning etc. • Work a print patch on a dress. • A small piece of cloth in a piece of clothing that tells you how to wash it. 	<ul style="list-style-type: none"> • Identification • Storing clothes correctly 	<ul style="list-style-type: none"> • Creativity • Responsibility • Care • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving
PROCESSES	12.4. Household crafts	12.4.1 Identify types of crafts. 12.4.2 Make assorted handcrafts. 12.4.3 Make traditional handcrafts:	<ul style="list-style-type: none"> • E.g. Appliqué, patch work, rugs from scrap, knitted articles etc. • Make a rug doll. • Weave a summer hat. 	<ul style="list-style-type: none"> • Identification • Observation • Manipulation • Weaving • Sewing 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving
PROCESSES	12. 5. Consumer protection	12.5.1 Explain consumer rights. 12.5.2 Identify organisations that protect consumers.	<ul style="list-style-type: none"> • Consumer rights, in knowing, care labelling, weighing, measuring • E.g. Ministry of Commerce, Trade and Industry. - Competition And Consumer 	<ul style="list-style-type: none"> • Identification • Observation • Analysis 	<ul style="list-style-type: none"> • Creativity • Responsibility • Safety consciousness • Inquisitiveness • Resourcefulness • Problem solving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			Protection Agency (CCPA), - Zambia Bureau of Standards (ZABS) and - Consumer associations.		
PROCESSES	12. 6. Wardrobe planning	12.6.1 Explain what is involved in wardrobe planning 12.6.2 Identify elements of wardrobe planning	<ul style="list-style-type: none"> You have to review activities and clothing needs. E.g. knowing what is best for your figure, consider the colour of your skin. 	<ul style="list-style-type: none"> Planning Observation Identification Grooming 	<ul style="list-style-type: none"> Creativity Responsibility Safety consciousness
		12.6.3 Select clothes to fit the wearer 12.6.4 Rules for good grooming.	<ul style="list-style-type: none"> Selection of clothes to fit wearer, consider. <ul style="list-style-type: none"> Age, style, occasion, tradition. Suitable fabrics climatic conditions. Colour and colour combination. Accessories, sleep, exercise, balance diet, good personal hygiene, proper care of the skin, eyes, hair, pedicure (care of toe nails), manicure (care of 		<ul style="list-style-type: none"> Inquisitiveness Resourcefulness Problem solving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			finger nails) etc.		
Entrepreneurship	12.10 Entrepreneurship as a career.	12.10.1 Form small entrepreneurship groups for small scale businesses	<ul style="list-style-type: none"> • Business ventures found in the community e.g. Crafts, Sewing of different articles, manicure, pedicure etc. 	<ul style="list-style-type: none"> • Marketing • Advertising • Costing • Record keeping 	<ul style="list-style-type: none"> • Creativity • Resourcefulness • Accountability • Team work

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SCHEME ASSESSMENT

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