Curriculum development for a basic course in home economics

Jill E. Burnham
CURRICULUM DEVELOPMENT FOR
A BASIC COURSE IN HOME ECONOMICS

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of Master of Arts
In
Education: Vocational Education Option

By
Jill E. Burnham, M.A.
San Bernardino, California
June, 1986

APPROVED BY:
Advisor

Second Reader
TABLE OF CONTENTS

INTRODUCTION ............................................. 1
STATEMENT OF PROBLEM .................................... 2
REVIEW OF LITERATURE ..................................... 4
PROJECT PROCEDURES ....................................... 7
STUDENT SURVEY ............................................ 9
QUESTIONNAIRE ............................................ 14
PROJECT DESCRIPTION ..................................... 17
BIBLIOGRAPHY .............................................. 18
COURSE MATERIALS
 (Basic Home Economics Course) .................... 19
INTRODUCTION

The field of home economics is constantly changing. As our life styles change, our social values are altered, and how our role fits into the family situation is continuously growing and evolving. To effectively teach home economics, a flexible curriculum must be established so it can be adjusted to socio-economic changes. Given a sound basic curriculum in home economics subjects, individual instructors should be able to develop effective instructional delivery systems. Since the Colton Unified School District no longer offers any classes in the home economics field in the junior high, a one semester course offered in the high school should be based upon the basic units of grooming, clothing, and babysitting.

General good grooming practices are a constant and will not vary with changing fads. In order to present a positive image to future employers and all others who students may come in contact with, they must be aware of grooming basics. First impressions are significant and this unit will help students make a positive one.

The major purpose of teaching clothing is to provide the students with the knowledge they need to make their own clothing in a fashionable manner with high standards. Also the psychological values of clothing; self improvement; personal traits and interests; personal security and self-confidence; and the expression of beauty should be covered.
in a basic course because the students should be able to express their own individuality through their own creations. The ability to alter and repair one's own clothes as well as those of the rest of the family should be a necessary element in the basic curriculum.

Babysitting is also an important part of this basic curriculum. Because the number of teenage parents is increasing, as well as the number of cases of child abuse, a unit directed towards general child care is necessary. The length and intensity of this unit should be based on the average needs of the students.

STATEMENT OF THE PROBLEM

The purpose of this project is to devise a course of study that will meet the needs of most of the students in a beginning home economics class.

We live in a very mobile society. Because of this, some of the students enrolled in home economics will have attended junior high in a different school district and may have taken home economics as a seventh-grade requirement; most will have had no previous related experience. These students come from various socio-economic and cultural groups, and their ideas about home economics may be set, vague, or limited. Their motivations for study of the course and the type of projects which may interest them will vary.

The semester starts with a three week unit on groom-
This is an area where most ninth and tenth graders could use some help. Although most students have received some guidance from home on the importance of cleanliness and neatness, they often will pay more attention to the same information if it comes from a different source.

Coordinating a wardrobe is another skill that high school students need to perfect. This unit will include requirements for a small wardrobe - functions, types of garments, number of garments, quality, durability, easy care; coordination of parts of a costume - silhouette, color, texture; varying the use of basic garments; shopping skills - bargains and sales, planned vs. impulse buying, guides for selection; specifications for a limited wardrobe; and an individual clothing inventory.

The bulk of the semester will address the use of the sewing machine, using commercial patterns, and the construction of two garments. By creating an outfit for oneself, the student has the opportunity for self-expression as well as experiencing the feelings of accomplishment. During this unit the methods of alterations and clothing repairs will also be covered.

With all of the attention given to child abuse and neglect, a unit on child care is deemed appropriate for current and future babysitters. This unit will be developed to meet the needs of the majority of the students, depending on their prior experience.
Vocational Education has always had to fight with the "basic" to maintain a place in the curriculum of our secondary schools. At various times it is easier to promote vocational classes to both the public and administration but there is rarely continuous support. Because of this it is often difficult to maintain a strong program that flows from one course to another. Each semester class has to be complete in itself. This is not to say that advanced courses will not be offered in the vocational program, but it does provide for the inevitable down swing of the pendulum when vocational funds are cut and so must be the program.

If we are going to keep vocational education as an active and influential part of our high school curriculum, we must raise its level of credibility. These classes should not simply be entertaining and an easy elective towards graduation, but they should be informative and up to date, whether the information will be used towards obtaining a job skill or not.

Vocational education classes have been widely presented in the past as a dumping ground for the slow learner or a holding tank for the persistently truant student. By developing a workable curriculum that is both modern and informative, we can begin to change the image of vocational education. ¹

According to the San Bernardino Unified School District Home Economics curriculum guide, home economics education is a necessary part of the total education of every student and
should be based on the needs and maturity level of the adolescent learners. It is the philosophy of home economics that "education for home and family living is that part of a total program of education for all ages which provides opportunities for acquiring the understanding, factual knowledge, and the skills and abilities necessary for successful participation in family living." ²

A home economics curriculum is planned to help each student become a responsible contributing member of his family and community, to help him meet his social, physical, and cultural needs, and to help him realize the need for further training in home economics for useful and gainful employment. ³ Home economics is divided into the areas of human development and interpersonal relations; management; related arts; food and nutrition; clothing and textiles; and housing furnishings and equipment. Each of these areas has its own body of knowledge which may be studied separately or in combination with another. ⁴

There currently exists many different home economic curriculums (each school district will generally establish one that meets their students needs), but I have not uncovered one that meets the needs of the Colton Unified School District. Due to vocational budget cuts home economics has been eliminated from the junior high schools. Because of this it is necessary to require the Home Economics I class curriculum for ninth and tenth graders since they would not have acquired any previous home economic class experience. It also means that the information covered in
seventh, eighth, and ninth grade home economic classes must be intertwined with the information needed to be covered in the high school class and yet not underestimate the ability of the students.

It has been determined that the Home Economics I class will include sewing, grooming, and babysitting. Both the Lompoc Unified School District and the Rialto Unified School District offer a basic sewing class that has similar requirements, however they do have a required home economics class in the junior high. I have not found a curriculum that combines the three major areas decided to be covered by this school district. At least eighty percent of the class time is spent on sewing basics, skills, and projects. Sewing is a skill which upon mastery, promotes self-esteem and self satisfaction. It is a valuable skill which can create vocational opportunities.

---

1"Vocational Education That Works", *Fortune* Sept.19, 1985


PROJECT PROCEDURES

There are many different items to consider when setting up a curriculum. The students come from a variety of backgrounds. Unless they attended a different school district during their junior high grades, they have no previous home economic class experience. They also come from a variety of socio-economic and cultural groups. Because of all these differences, interests will lie in various directions. Student interest surveys were conducted in the junior high school and in the ninth and tenth grades to determine what the students and their parents are interested in. A copy of the survey used follows this section.

The classroom resources will also dictate what and how much information can be covered. Four schools were visited to look at their facilities to see how the physical set-up influenced their curriculum. The sewing room at Bloomington High School, where the course will be delivered, is equipped with fifteen sewing machines, one iron, and a limited number of storage trays for sewing projects. Because of these limitations the class should be limited to not more than 20 students. The type of projects required must be realistic, and based upon student's abilities, interests, and the physical limitations of the room.

The survey (on page 9) was used to help determine what the students wanted and how much activity could be provided with the existing facilities. (Curriculums from other school districts were reviewed for additional information.)
Because the curriculum being developed was to incorporate information from both a junior and senior high school program, it was necessary to review curriculums from both levels. A chart was set up to record the different information covered in the various curriculums. This way it was possible to compare what areas were stressed most often by other districts and to evaluate how they fit into the situation at Bloomington High School.

The final criteria used to set up the new curriculum was to interview other home economic teachers. These teachers worked in districts that offered home economics in the junior and senior high schools, but several had experience at both levels so they were able to relate to all ages. This first hand information was invaluable in determining how practical all of the theories and objectives really were.
STUDENT SURVEY
SURVEY OF STUDENTS
REGARDING THE IMPORTANCE OF CONSUMER EDUCATION

Check one: Male _____ Female_____ 

Answer the following: Your Age_____ Grade Level_____ 

Number of children in your family including yourself_____ 

Your plans after high school______________________________

Some things that are taught or could be taught in high school are more important than others. Most adults face many of the problems listed below when they leave school and have families of their own. Please read each one carefully and then check the category which indicates how important you consider that specific area.

After doing this number 1 to 10 in order of importance the areas you feel need to be strongly emphasized.

<table>
<thead>
<tr>
<th></th>
<th>Important</th>
<th>Of Some Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training for a specific job skill (if so what field)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Learning how to present yourself in a job interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How to go about getting into a college or junior college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Where to go to get other types of job training such as trade schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How to make better use of your leisure and working time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How to spend money wisely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Dealing with salesman, preventing them from persuading you to buy things you really don't need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>Of Some Value</td>
<td>Of No Value</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>8.</td>
<td>Understanding the use of credit and buying on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>What does it cost to buy and operate a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>How to live within your income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>How to improve your personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>How to improve your grooming to make you a more attractive person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>How to get along with your family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>What to look for in a marriage partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Adjusting to the problems and responsibilities of marriage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Adjusting to the problems and responsibilities of being single</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The cost involved in supporting a family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Human reproduction (pregnancy and childbirth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Legal aspect of abortion, who can qualify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Reality of rape, protection and prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Growing awareness of homosexuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Coping with divorce</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>Of Some Value</td>
<td>Of No Value</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>23.</td>
<td>Sexual relationships before and after marriage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Understanding the problems and responsibilities of being a parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>How to take care of babies and young children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Understanding the behavior patterns of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Planning meals your family will like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Preparing good meals in a limited amount of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>How to shop wisely in order to prepare appetizing and nutritious low cost meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>What foods to eat to develop a healthy balanced diet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Where to go to receive medical care in your community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Coping with death</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Terminal illness (knowledge that a friend or relative is dying)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Problems of the retired and elderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Knowing what to look for when buying or renting a home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>How to make a home attractive and comfortable at a minimum cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>Of Some Value</td>
<td>Of No Value</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>37. Learning how to keep a house clean and orderly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. How to buy furniture and accessories for a home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. How to buy good clothing at a reasonable cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. How to care for clothing to get the most wear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Learning to sew for yourself and your family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. How to make minor repairs around the home</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ARE YOU PRESENTLY ENROLLED OR HAVE YOU IN THE PAST TAKEN HOME ECONOMIC CLASSES?**

No_____ Fr. - Soph. year_____ Jr. year_____ Sr. year __________

If your answer is no, why? What would encourage you to take these classes? ________________________________
DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE

PLEASE RETURN THIS QUESTIONNAIRE BY ____________________________

INSTRUCTIONS FOR MARKING YOUR ANSWERS:

A. In the blank in front of the question, write the letter of the most nearly correct answer or answers

B. If questions do not apply to you, leave them blank.

EXAMPLE:

_____ 1. Which high school does your child/children attend?
   a. Colton
   b. Bloomington
   c. Slover Mountain
   d. Other ____________________

QUESTIONS:

_____ 1. Marital status
   a. Single
   b. Married
   c. Divorced
   d. Widowed

_____ 2. What is your present position? You may indicate more than one answer.
   a. Unemployed
   b. Homemaker
   c. Student
   d. Employed

_____ 3. Were you born in this school district?
   a. Yes
   b. No

_____ 4. How many persons living in your home?
   a. 2
   b. 3
   c. 4
   d. 5
   e. 6 or more

_____ 5. Do you live in or near:
   a. Colton
   b. Bloomington
   c. Grand Terrace

_____ 6. What language is spoken at home?
   a. English
   b. Spanish
   c. Asian
   d. Other ____________
7. Do you live in a:
   a. House
   b. Apartment
   c. Mobile Home
   d. Condominium
PROJECT DESCRIPTION

For a course to be effective and to fit into the scheme of an entire department it must have a well structured curriculum. This written tool will serve as a guideline to direct the staff on what information is to be forwarded on to the students while still allowing some flexibility on how it is to be presented to the students.

This curriculum has been developed to be used for a basic home economics course offered to ninth and tenth grader. It can stand alone as one complete course offered in the department or it may be used as a prerequisite for more advanced classes. The necessary information to be covered has been outlined to use as a quick review and guideline. The content of the outline was determined through surveys, interviews, and visitations.

This one semester course is designed to include a three week unit on grooming, which should not only include the basics, but also incorporate the current styles to be relevant and interesting to the students. Eighty percent of the class is spent on sewing skills. These include use of a home style machine, reading commercial patterns, constructing two wearable garments, and applying practical repair and alteration techniques. The final unit to be covered in this class is on babysitting. The length of this unit will be determined by student need and interest. Included in the "Course Materials" section are the course objectives, various worksheets, and an evaluation form to be used for the sewing projects.
BIBLIOGRAPHY


Draper, Bailey. Steps in Clothing Skills, Bennett.


Ladies Home Journal, August, 1984

Morton, The Arts of Costume and Personal Appearance.


Senior High Home Economics Instructional Guide, Los Angeles City Schools, Division of Instructional Services, 1967.


# BASIC HOME ECONOMICS

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-course Survey of Demographic Information</td>
<td>1</td>
</tr>
<tr>
<td>Overall Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Outline of Course Contents</td>
<td>3</td>
</tr>
<tr>
<td>Grooming</td>
<td>5</td>
</tr>
<tr>
<td>Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Materials</td>
<td>5</td>
</tr>
<tr>
<td>Worksheets</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>14</td>
</tr>
<tr>
<td>Wardrobe Planning</td>
<td>17</td>
</tr>
<tr>
<td>Objectives</td>
<td>17</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>17</td>
</tr>
<tr>
<td>Worksheets</td>
<td>18</td>
</tr>
<tr>
<td>Sewing</td>
<td>23</td>
</tr>
<tr>
<td>Objectives</td>
<td>23</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>29</td>
</tr>
<tr>
<td>Worksheets</td>
<td>30</td>
</tr>
<tr>
<td>Evaluations</td>
<td>43</td>
</tr>
<tr>
<td>Babysitting</td>
<td>46</td>
</tr>
<tr>
<td>Objectives</td>
<td>46</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>46</td>
</tr>
<tr>
<td>Case Studies</td>
<td>47</td>
</tr>
</tbody>
</table>
COURSE MATERIALS

BASIC HOME ECONOMICS COURSE
PRE-COURSE SURVEY OF DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What language(s) is commonly spoken in your home?</td>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>Other</td>
</tr>
<tr>
<td>3. How many children in your family including yourself?</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>6 +</td>
</tr>
<tr>
<td>4. Does your mother work outside the home?</td>
<td>No</td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>5. After I finish high school I plan to:</td>
<td>Go to College or Trade School</td>
<td>Go To Work</td>
</tr>
<tr>
<td></td>
<td>Get Married</td>
<td>Join Armed Forces</td>
</tr>
<tr>
<td>I help at home by:</td>
<td>Regularly</td>
<td>Occassionally</td>
</tr>
<tr>
<td>6. Cleaning the house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cleaning my room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Preparing meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Caring for younger Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Doing the dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Making some clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Assisting with the laundry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Ironing and pressing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Yard work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Washing the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Home repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Do you have a job outside the home?</td>
<td>No</td>
<td>1-5 hours per week</td>
</tr>
<tr>
<td>19. Have you taken home economics classes in high school?</td>
<td>No</td>
<td>Fr.-Soph. Year</td>
</tr>
</tbody>
</table>
OVERALL COURSE DESCRIPTION

Home Economics I is a one semester course available to ninth and tenth graders. A general grooming unit starts off the class and precedes wardrobe planning. The students will next study the operation of the sewing machine and the use of commercial patterns. Construction of two garments will be required and the semester will be wrapped up with a short unit on babysitting.

GOALS

GROOMING - The student will become more aware of his appearance and will be able to choose which hair styles and colors of make-up are best for them. Cleanliness will be stressed with each student becoming aware of how appearance and first impressions effect how others see us.

SEWING - Students will perform basic sewing tasks by hand and machine, and will develop skill sufficient to construct a quality and fashionable garment. While strengthening their sewing skills, it is hoped that the student will also find it a pleasurable experience so that they will continue to sew once the class is finished.

BABYSITTING - Students will demonstrate an awareness of the needs of small children and will perfect techniques in dealing with the special problems youngsters can present.
OUTLINE OF COURSE CONTENT

I. GENERAL GROOMING
   A. Face
      1. Prevention and treatment of acne
      2. Applying make-up properly
   B. Hair
      1. Clean and healthy habits
      2. Styles appropriate to face shapes
   C. Teeth and Gums
   D. Body Care - Overall Cleanliness
   E. Posture
   F. Hands - Proper way to manicure

II. WARDROBE PLANNING
   A. Inventory of what presently have
   B. Choosing colors best for you
   C. Choosing styles best for figure type
   D. Coordinating new items with present
   E. Accessories

III. USE OF THE SEWING MACHINE
   A. Identifying basic machine parts
   B. Threading the machine
   C. Practice control
   D. Sample seams

IV. USING A PATTERN
   A. Pattern envelope
   B. Guide sheet
   C. Reading pattern symbols
   D. Taking body measurements
E. Selecting pattern size

V. FABRIC PREPARATION
   A. Pre-shrinking
   B. Straightening grain line

VI. SEWING TECHNIQUES TAUGHT
   A. Correct pinning and cutting
   B. Stay stitching
   C. Directional stitching
   D. Matching seams
   E. Pressing as you sew
   F. Sewing on buttons
   G. Applying a facing
   H. Applying a collar
   I. Stitching of darts
   J. Setting in sleeves
   K. Applying a zipper
   L. Making machine buttonholes

VII. CONSTRUCTION PROJECTS
   A. A blouse, shirt, or dress
   B. Skirt or pants
   C. Boutique type projects may be added for extra credit as time permits

VIII. BABYSITTING

   Basic Textbook: Draper, Bailey, Steps in Clothing Skills, Bennett

   Periodicals: Seventeen, McCall's, Sewing Book
               Mademoiselle, Singer Co., "How To" Booklets
               Butterick Pattern Book
               Simplicity Pattern Book
               McCall's Pattern Book
               Coed (room set)
               Bishop, Clothing Construction
               Simplicity, Sewing Book
OBJECTIVE - By the time a student reaches the ninth or tenth grade their bodies have gone through many of the physical changes that occur in puberty. However, the mental and emotional maturing often lag behind. It is our goal in this unit to make the students more aware of their total image and to stress the importance of cleanliness, neatness and appropriate styles of hair and make-up for the individual. This unit is broadly designed to incorporate males in the class.

CASE STUDIES

1. Dennis has grown six inches in the past two years. He is very shy recently and has dropped out of several activities at school. Besides that, he is having trouble with his family.

What do you think is his problem? What should his family do about it? What should his teachers do to help him? Should his friends do something? Do you think he should "just try to get over it" on his own? Should everyone just let him alone?

2. Sara buys every type of shampoo she sees, hears, or reads about. She especially likes the one that claims to "make men notice you."
Why do you think she is so interested in shampoo? Would you guess she buys many other grooming products too? What types? Is her approach wise? Why/Why not?

3. It is a tough thing to say, but Sam has B.O. He really does...wherever he goes, his body odor goes too. Everybody knows about it except Sam.

If you were his friend, what would you do? Tell him directly, hint around or ignore the problem? What should his teachers do?

4. "I'm sorry, Bill. I just can't keep you on as a part-time repairman in the shop. You are a great worker but several customers have called to say they are frightened when you make deliveries. I guess they don't understand the "teen scene" and I know you don't want to cut your hair or shave off that classic beard...but I just cannot ruin my business"

How do you thing Bill will react? Will he conform to the standards of the customers? Should he? Is the boss right in letting him go? Are the customers wrong? What do you think is a good solution to the problem?

5. This summer Gretchen plans to have plastic surgery to have her nose made 1/8" shorter. It is expensive surgery and painful.

Do you think it is worth her effort? Why/whynot?
6. Carol dyed her hair bright red and now studying all the other hair color products that can help her get rid of it. What advise would you give her about coloring hair? Was she smart to dye it in the first place, if she wasn't sure she would like it? What could she have done to "try out" a color before making it permanent? What do you think is her next best move? Why?
GROOMING

PURPOSE: To develop better grooming habits.

DIRECTIONS: Choose one or more of the following activities and complete it.

1. Make a chart of your grooming habits. List items you do daily and weekly. Keep track of your own habits for a week to see if you follow the general guidelines.

2. Not all hairstyles can be worn by everyone. Draw the basic face shapes, then glue pictures from magazines that will look best on each face shape around it.

3. Dirty, broken nails can spoil the looks of an entire outfit. Give yourself a complete manicure and see how it improves your entire appearance.

4. Arrange to have a speaker come into the classroom to demonstrate how to properly apply make-up and how to choose the colors that are right for you.
5. List several good posture habits. Demonstrate three exercises that will help improve your posture.

6. Write a short story or poem about a time when you did not feel at ease because you were not well groomed or not appropriately dressed.
COSMETICS YOU CAN MAKE

For your skin:
Use only externally.

MINERAL WATER SPRAY
Fill an atomizer with mineral water keep it in fridge. Great cooler (French girls have been using it for years) over your clean face, it also sets makeup.

SKIN FRESHENER
¼ Cup witch hazel
¼ Cup mineral water
⅛ teaspoon powdered alum
Mix, shake, and bottle. Mildly astringent a cooling, brisk, toning facial for oily skin.

YEAST MASK
Mix powdered brewer's yeast with mineral water into a semi-stiff paste. Put into a jar. Smooth on as a masque; let firm, then wash off. Especially good for oily skin.

AVOCADO-SALT SMOOTHIE
Satiny smooth skin is what you get when you follow this recipe made of half a peeled avocado mixed with half a cup of table salt. Stand in shower and rub mixture over all of you. Rub in with a good deal of friction. Dry rough skin will slough off in a miraculous way. Especially off feet, knees, elbows. Shower off.

FOOT LOOSE
Rub quarter-lemon sections over clean bare feet for several minutes. Feels like "walking in wet grass".

GOOD-ENOUGH-TO-MASQUE
Blend together one half of the meat of an avocado and papaya. Apply masque to a clean face; leave on twenty minutes. Remove with washcloth and warm water.

BANANA MASQUE
2 bananas, peeled
½ Cup mineral water
Blend ingredients; put into jar. Apply to clean face, leave on for 20 minutes, then rinse. Especially good for sun-parched skin.

APPLE CIDER
Vinegar (an acetic acid) is a beneficial beautifier on its own. (It used to be grandmother's recipe for sunburn). Blend 2 tablespoons of vinegar with 1/3 cup strawberries, apply to face with cotton pad, rinse off with warm water--for a beautiful natural blush.
HONEY FACIAL
Tie your hair back and cleanse your face. Pour some honey into a dish, and dip fingertips into the honey. Pat it all over your face and neck with brisk little taps...it'll be "tacky" to the touch. Rinse off thoroughly with warm water.

APPLE FRESHENER
1 ounce apple cider vinegar
2 ounces witch hazel
2 ounces alcohol
Shake together in a bottle. Apply on clean skin with cotton pad. Especially good for troubled skin.

LEMON-OATMEAL FACIAL MASK
Mix together the juice of 1 lemon and the white of 1 egg. Add dry oatmeal gradually till you have a thin paste. Apply to face, avoiding areas around the eyes. Let dry (about 10 minutes), then rinse off with clear, warm water.

FOR HAIR:
LEMON RINSE
Strained juice of 2 lemons
1 quart warm water
Mix and pour repeatedly through just-shampooed hair for sun-streaky look. Follow with a clear water rinse. If possible brush dry in sunshine.

VINEGAR RINSE
¼ Cup white vinegar
1 quart warm water
Pour through freshly washed hair; rinse with clear water. Watch the highlights.
ACROSS
1. Organs that help the body get rid of waste products such as oil or perspiration.
2. A creamy substance used to clean teeth, may contain a fluoride compound.
5. Liquid used to rinse mouth and keep breath fresh smelling.
6. It's on your head and needs regular shampooing.
8. A process of caring for cuticles and nails.
11. A general name to describe your outer facial skin.
13. Substance which helps prevent underarm or other body odor.
15. A slippery body liquid which helps keep skin smooth and hair shiny, comes through pores.
17. Eating a good selection of vitamins, minerals, protein and carbohydrate foods to maintain good health. (Two words)
19. A method of cleaning your whole body by standing under a stream of water. Requires soap.
20. A doctor who specializes in the care of teeth and gums. You should see him twice a year.

DOWN
1. All the processes involved in keeping your body clean and healthy. (Two words)
3. Substance used to dissolve body dirt and oils during cleaning.
4. Do this to keep hair clean and healthy.
7. Skin disease often associated with young people.
8. Used to keep teeth well scrubbed.
10. Small sac at the root of any strand of hair.
12. Another name for tooth decay.
14. Tiny specks of dry skin in hair. Special shampoos help eliminate it. Proper brushing is also helpful.
18. Should be manicured weekly.
DIRECTIONS: The names of 40 different beauty aids can be found among these letters. The names sometimes read forward, other times backward, up, down or even diagonally. Circle each name as you discover it.
Grooming Quiz

True or False

_____ 1. Snacks between meals ruin your appetite.

_____ 2. Underweight people should eat snacks.

_____ 3. Overweight people should not eat snacks.

_____ 4. Snack foods are expensive.

_____ 5. One extra snack per day can add 10 pounds in a year.

_____ 6. High carbohydrate snacks are good for athletes.

_____ 7. Snacks can prevent cavities.

_____ 8. Whole wheat bread and white bread have the same snack value.

_____ 9. Bath oils are used only to perfume the bath water.

_____ 10. There is little difference between regular soaps and medicated ones.

_____ 11. Everybody perspires.

_____ 12. If you take a bath or shower everyday, you don't need a deodorant.

_____ 13. You don't always know when you offend others with perspiration odors.

_____ 14. A good cleansing agent for many types of young facial skin is mild soap and water.

_____ 15. A good way to select a fragrance is to notice one you like on a friend and get the same one.

_____ 16. It's expensive to keep clothes clean.

_____ 17. If nail enamel becomes chipped, remove it even if you don't have time to replace it.

_____ 18. Rollers come in pretty colors, so it's all right to wear them in public.

_____ 19. The purpose of using a hair conditioner after you shampoo is to make hair smoother and more manageable.
20. As skin heals, a new layer is formed over the inflamed area.
21. Diet has a definite effect on the condition of the skin.
22. Proper washing removes flakey skin.
23. Washing with soap always dries the skin.
24. You don't need a washcloth to properly wash your face.
25. I can skip washing my face at night.
26. There is no way to get rid of pimples.
27. To be effective, a medicated soap has to be harsh.
28. Blackheads are caused by excess skin oils.
29. Your overall appearance can effect how people react to you.

Multiple Choice
30. Normal hair should be shampooed:
   a. Everyday
   b. Every two weeks
   c. Every week
   d. As often as necessary
31. If your hair is hard to manage:
   a. Use more hair spray
   b. Select hair products that will control it
   c. Cut it short
32. The reason teeth should be brushed after eating is:
   a. It's more convenient
   b. To remove food particles that could lead to decay
   c. So as not to spoil the taste of food
33. The first thing in putting on make-up for a date is:
   a. Make-up your eyes
   b. Cleanse your face of old make-up
   c. Add powder
34. The best way to apply perfume is to:
   a. Apply it to pulse spots
   b. Put some on your hankerchief
   c. Put it on your dress
35. The reason to exercise is:
   a. To keep your body attractive
   b. To keep your body flexible and strong
   c. To feel good about yourself
   d. All of the above
WARDROBE PLANNING

OBJECTIVE - In order for a student to plan an adequate, practical, and attractive wardrobe they must have a general knowledge of color coordination, how to mix styles, and what styles look the best on their particular shape and figure style. In this unit each student prepares a wardrobe plan by determining what they presently have to work with; what look they want to achieve; and finally, what clothing and accessory items they need to accomplish this look.

Included in the wardrobe charts is a "discard or recycle" sheet. Learning practical applications of alteration techniques and restyling or updating a present garment is not only budget wise, but also makes a creative and interest building introduction to the sewing unit.

MATERIALS NEEDED

- Magazines - current
- Combs and brushes
- Soap and towels
- Nail files
- Nail polish
- Guest speaker - Cosmetologist
- Guest speaker - Modeling Instructor
- Grooming films from county
WARDROBE PLANNING

PURPOSE: To be able to put together a more coordinated and practical and balanced wardrobe.

DIRECTIONS: Choose one or more of the following activities and complete it.

1. Take an inventory of your wardrobe. List items that need repair; what can be remade or updated; what you no longer want; and the clothes you can (and will) wear.

2. Consider your present wardrobe (check your inventory). What clothing items do you need to complete your wardrobe? Consider colors and coordinating styles so new items will go with the old.

3. When buying readymade clothes it is important to check the overall construction of the garment. Remember, a big price tag does not guarantee quality! List seven items you should check for.

4. Collect fabric swatches of different textures, and choose styles from a pattern book which would be appropriate for each of these fabrics.

5. Accessories can make an outfit "work" or make it look terrible. Choose a picture of an outfit from a magazine, then choose pictures of several different accessories that could be used with it.
### BASIC GARMENTS (Dresses, skirts, pants blouses, sweaters, uniforms, other)

**ACTIVITIES** List your own specific activities under each activity that applies to you.

<table>
<thead>
<tr>
<th>BASIC GARMENTS REQUIRED</th>
<th>Describe items briefly. Such as dressy or casual</th>
</tr>
</thead>
</table>

#### School (Regular classes, band, home economics, gym, other.)

#### Jobs (Baby-sitting, fast-food helper, sales clerk, other.)

#### Special Events (Parties, dates, church, clubs, prom, graduation, other.)

#### Sports or Hobbies (Tennis, biking, cooking, other.)

#### At Home (Homework, chores, TV, other.)

#### Other Activities

Now, list the different types of garments you filled in under **BASIC GARMENTS REQUIRED**. Estimate the number of each you need. Example: Dressy blouses - 3; casual jeans - 4; uniforms - 2.
**WARDROBE ADDITIONS PLAN**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>When Item Needed</th>
<th>Approx. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Outerwear &amp; Outerwear Acc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Dresses &amp; Suites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Tops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Bottoms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Special Sportswear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Sleepwear &amp; Loungewear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII. Underwear &amp; VIII. Hosiery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX. Footwear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X. Additional Accessories</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Item | Why I Dislike It | Discard or Recycle  
(If you answer recycle, briefly describe how and when you will recycle.) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WARDROBE REQUIREMENTS CHART

PART B ADDITIONAL CLOTHING ITEMS

**CATEGORIES** List the items you require under each category below. Describe briefly. Estimate the number of each you need. Place the number after each item.

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outerwear (Coats, jackets, rainwear, gloves, hat. other.)</td>
<td></td>
</tr>
<tr>
<td>Sleepwear and Loungewear (Pajamas, nightgowns, robes, slippers. other.)</td>
<td></td>
</tr>
<tr>
<td>Underwear (Bras, slips, panties, other.)</td>
<td></td>
</tr>
<tr>
<td>Footwear (Shoes, boots, other.)</td>
<td></td>
</tr>
<tr>
<td>Hosiery (Panty hose, knee socks, other.)</td>
<td></td>
</tr>
<tr>
<td>Additional Accessories (Belts, scarves, jewelry, handbags, other.)</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVE - The student will become aware of and skilled in a variety of hand and machine sewing techniques. These will be combined to produce a wearable garment.

Use of the sewing machine - A beginning sewer needs a great deal of practice to master the control of the sewing machine. To provide practice for sewing a straight line, turning sharp corners, and sewing around curves, the students will sew on paper patterns with an unthreaded machine. Each of these four patterns is to be enlarged to fit an 8½" x 11" sheet of paper.

In order to successfully operate a sewing machine it is necessary to know how a machine is threaded and the name of the main parts. The students will demonstrate an understanding of the terms and threading procedures by performing for the teacher. The study guide of the machine used in the Colton district is shown.
Needle position control knob
Zig-Zag adjusting knob
Winding device
Selector lever for utility or ornamental stitches
Tension indicator
Thread tension
Take-up lever
Winder pre-tension
Tension regulator
Hand wheel release
Drop-feed control
Stitch length control
Buttonhole device
Needle clamp
Needle plate
Presser foot
Thread regulator
Free arm cover plate
Hinged cover
Base plate
Light cover
Lamp switch
Project construction - Two projects are required to be made during this one semester course. The projects will be of the students choice but must demonstrate a knowledge of how the following techniques are accomplished; correct pinning and cutting; stay stitching; directional stitching; matching seams; pressing as you sew; sewing on buttons; applying a facing; stiching darts; setting in sleeves; applying a zipper; and making buttonholes.

Safety - In any vocational classroom safety is a major factor never to be taken lightly or overlooked. Students will be given a list of the major safety rules to be followed in this class and will be evaluated daily to determine if they are being following

MATERIALS NEEDED

Straight pins
Scissors
Tape measure
Hand sewing needles
Two patterns
Materials suitable for each pattern
Thread to match fabric
Interfacing if needed
Notions needed - zippers
   buttons
   fasteners
   trims
LEARNING TO USE THE SEWING MACHINE

PURPOSE: To become more comfortable and more adept at using the sewing machine.

DIRECTIONS: Choose one or more of the following activities and complete the assignment.

1. Find all the parts of the sewing machine and label the ones used in threading the machine.

2. Stitch on the practice sheets without threading the machine. The needle will puncture the paper and indicate how accurate you are sewing.

3. Practice threading the bobbin. Can you wind the bobbin for your machine? Practice winding the bobbin.

4. Work with a partner and time each other on how fast you can thread the upper part of the sewing machine and the bobbin.

5. Use a 6" x 12" piece of material and sew samples of three sizes of straight seams, zigzag stitches, and a machine blind hem. Make sure both your upper and lower tension is correct.
To complete a garment in a quality manner, the student needs to develop a few hand sewing skills. These will be demonstrated on an 18" strip of material that will be evaluated by the teacher.

FLOATING (HEMMING) STITCH - This is a slanting stitch which shows on the wrong side but not on the right. It is stronger than the slip-stitch. Pick up one thread of the outer garment fabric and then bring the thread through the folded edge of the hem.
EVEN BASTING - This stitch is used where there will be some strain on the seam. Make even stitches, about \( \frac{1}{2} \) inch long, on both sides of the fabric.

UNEVEN BASTING - This stitch is used for marking and pleating or as a guideline for stitching. Take a \( \frac{1}{2} \) inch stitch on the upper side of the fabric, and a 1/8 inch stitch on the under side.
RUNNING STITCH - This is the simplest type of hand stitch. It is used for gathering, quilting, and mending. Pass needle in and out of the fabric several times and then pull the needle and thread through the cloth. The stitches should be even and small.

BLIND (HEMMING) STITCH - This is done in much the same manner as the floating stitch. The main difference is that you take the stitch straight up and down instead of at an angle and the stitch is much smaller.
Using a Pattern - Students come in all different shapes and sizes. In order for them to make a garment that fits correctly they must be able to start with a pattern that is the correct size. To aid the students in deciding which pattern size is correct for them, they will fill out the measurement form and compare their measurements with the size chart found in the back of the pattern books.

The pattern envelope contains a great deal of information needed to buy the correct supplies before sewing can begin. The student will show a grasp of this information by choosing the correct materials for his project.

All major pattern companies are uniform in their use of pattern symbols. Without a knowledge of what these symbols mean, it would be almost impossible to construct a high quality garment. Before any sewing process starts the student will be able to identify the symbols used on commercial patterns and explain their purpose.

The guide sheet found in the pattern envelope explains how a sewing project is to be put together. By reading and following these directions the student will demonstrate an understanding of how to use the guide sheet.

Fabric preparation - Before a pattern can be pinned on and cut out of the material, the fabric must be prepared. This includes pre-shrinking if a washable fabric is being used, and straightening the fabric so that it has a true grain line. Students will demonstrate knowledge of straightening the fabric by doing so on their own material.
USING A PATTERN

PURPOSE: To develop the necessary skills to help produce a quality sewing garment.

DIRECTIONS: Choose one or more of the following activities and complete it.

1. Find the section in the pattern book where "simple" or "easy" styles are shown. How many of the patterns are for tops? Why are they labeled "simple" or "easy"?

2. With a partner, use a tape measure and a measurement chart and take each other's measurements. Use these figures to determine which size is correct for you.

3. Using a pattern diagram, label the symbols and explain why each is important.

4. Cut out "mini" pattern pieces from the printed sheet of paper. Pin the pieces on a given piece of fabric following pattern symbols and grain line.

5. The pattern envelope is an important tool not to be overlooked by the home sewer. Using the chart provided, use your own pattern envelope and determine how much fabric you will need along with the notions called for in your view.
SEWING DIRECTIONS

READ directions for View you are making before beginning to sew.

STUDY the drawings carefully.

right side wrong side inter-facing

of fabric of fabric facing

SEW exactly on seam lines indicated on pattern. To make seam:

PIN two pieces of fabric, Right Sides Together matching notches and seams lines. BASTE, if desired, by hand or machine.

FIT garment before stitching major seams.

STITCH in direction of arrows. Use 5/8" (1.5 cm) seam allowance unless otherwise indicated.

PRESS seams open unless otherwise noted.

SEWING TERMS

GRADE: Cut seam allowances to graduated widths and interfacing close to stitching.

CLIP: A cut in seam allowance extending from outer edge to line of stitching. Allows a curve to lie flat and a corner to turn.

UNDERSTITCHING: Row of matching stitching thru facing and seam allowances close to seam line. Prevents facing from rolling to outside.

INVISIBLE STITCH: Used for hemming. Turn hem back. Pick up a thread of garment; then pick up a thread of hem diagonally above.

SEAM: The result of joining fabric edges or parts of garment together.

SEAMLINE: Line where stitching is placed to make a seam.

SEAM ALLOWANCE: Fabric between seamline and cut edge. Patterns allow a 5/8 inch seam allowance unless indicated otherwise.

EASE: When one seamline is longer than the other, fullness is evenly distributed by crowding fabric threads together without gathers or puckers.


GATHERS: One or two rows of hand or machine stitching drawn up to even fullness.
USING THE PATTERN ENVELOPE

The pattern envelope is more than a handy "wrapper" for pattern pieces and guide sheet. You may use it to visualize accurately the completed garment and determine the ease and method of construction. Study the envelope carefully and check to see that it is marked with the correct figure type and size before leaving the pattern counter. Patterns are not returnable for exchange or refund.

The fashion illustration and back view sketches indicate design details, construction lines and silhouette. The design description calls attention to special features and construction details. The line of copy measuring the width at the lower edge of the garment will help you determine the fullness or slimness of the style.

Check the diagram of pattern pieces to gauge the ease of sewing. Fewer pieces generally mean a simpler sewing task. Each piece is identified so you may see how they are put together. Dotted lines indicated cutting lines for an alternate view.

The fashion illustration indicates suitable fabrics. Plaids, stripes, checks or diagonals are usually shown if appropriate. Check the list of suggested fabrics on the envelope back. If you wish to try another fabric, be sure it is comparable to those listed in body, weight and texture.

The pattern envelope is also a handy shopping list. Purchase your fabric and shaping materials according to pattern size, fabric width and design view. Refer to the list of notions for thread, fasteners, trimmings, etc. Buy everything you need at the same time to prevent needless delays while sewing.
NAME ________________________________ DATE ______________________

A. Bust ___ in. Measure around fullest part
B. Waist ___ in. Natural waist line
C. Hips ___ in. Measure 7" below waist or fullest part
D. Back waist length ___ in. From nape of neck to waist line
E. Shoulder width:
   ___ in. Seam to seam across back at nape of neck
   ___ in. Seam to seam 4" below neck line
F. Front waist length ___ in. Nape of neck to waist over bust
   Bust length ___ in. Nape of neck to tip of bust
   Under arm length ___ in. From pit of arm to waist line
G. Sleeve length ___ in. Shoulder to wrist
   ___ in. Shoulder to elbow
   ___ in. Elbow to wrist
H. Sleeve width ___ in. Around upper arm
   ___ in. Around lower arm
   ___ in. Around wrist
I. Full length ___ in. From nape of neck to floor in back
   ___ in. From floor to hem line

REMEMBER - Patterns allow for "ease" over body measurements to permit you to move freely in a garment. Bust ease is 3 to 4 inches, depending on the style. Hip ease is generally 2½ inches. Waistline allows about ⅛ inch for ease. Back waist length ease is about 3/8 inch.
Symbols and Instructions that guide your cutting and sewing:

- Arrows show cutting and stitching direction
- 5/3" seam allowance
- Pattern number, size, piece
- Dot for adjusting sleeve ease
- Center lines
- Outside margins
- Cutting line (solid outside line)
- Seam line (broken inside line)
- Straight grain-of-fabric line
- Dart outlines
- Location for buttonholes, pockets, etc.
- Fold lines
- Alteration lines
- Top-of-sleeve mark
- Dots for adjusting sleeve ease
- Notch
- Place-on-fabric fold mark
SAFETY IN SEWING

** Failure to follow any one of these safety rules will result in your receiving an "F" in the lab for the day.

1. Put pins and needles in a pincushion -- never in your mouth, on your clothes, or on the tables and chairs.
2. Keep sharp objects out of your lap.
3. Pass sharp objects, such as scissors and shears, to others with the handle first.
4. Store scissors and other sharp objects in holders or in other secure places.
5. Keep blades of shears and scissors closed when they are not in use.
6. When pressing, keep your hands away from the steam.
7. Keep your fingers away from the path of the sewing machine needle.
8. Use care not to touch the hot light bulb on the sewing machine.
9. Use slow speed on an electric sewing machine while you are learning to operate it.
10. Disconnect the cord from the wall outlet before disconnecting it at the machine.
11. Disconnect the cord by holding on to the plug. Do not pull the wires of the cord to disconnect.
12. Keep the drawers of the sewing machine closed to avoid bumping into them.
13. Avoid putting excessive weight or pressure on the leaf of the sewing machine.
14. Test the operation of the machine on scrap material before you begin sewing your project.
15. Consult the instructor immediately for any faulty operation of the machine. DO NOT try to fix it yourself.
PROJECT INFORMATION

Use one sheet for each garment

1. Pattern company and number ____________________________

2. Your figure type and size from back of pattern__________

3. Garment to made__________________________View__________

4. Is the pattern suitable to your sewing ability?__________

5. Is the fabric suitable to the pattern?_________________

6. Name of fabric (cotton, polyester/cotton, etc.)________

7. Width of fabric_____________________________________


9. Is fabric pre-shrunk?__________ What percentage of shrinkage?__________________________

10. Pressing care_____________________________________

COST OF GARMENT

(This section must be completed for the grade to be recorded)

A. Price of fabric/yard $______x no. of yards______=______

B. Cost of pattern__________________________

C. Cost of notions: Thread__________ Elastic ____________

                               Zipper__________ Trim__________
                               Buttons__________ Interfacing________

TOTAL = ________________

TOTAL: A = _______  B = _______  C = _______

$________________ Total Cost of Garment
<table>
<thead>
<tr>
<th>Garment Evaluation Sheet</th>
<th>Student's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Garment</strong></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>1. Choice of fabric for pattern</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2. Difficulty of fabric or pattern</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>3. Hand stitching (neatly done; stitches not showing)</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>4. Machine stitching (backstitching; threads clipped; basting stitches removed; even gathers)</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>5. Darts or gathers (correct location; gradual taper of darts; even distribution of gathers)</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>6. Appearance of zipper</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>7. Appearance of waistband</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>8. Appearance of fasteners (hook and eye; snaps; buttons and buttonholes)</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>9. Appearance of seams and seam finishes</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>10. Appearance and stability of hem</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>11. Appearance of collar</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>12. Appearance of sleeve</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>13. Appearance of facing</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>14. Appearance of trim</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>15. Pressing done correctly and neatly</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>16. Overall appearance of garment</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>17. Total</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

Comments:

\*1 = low \hspace{1cm} 5 = high
Home Economics I Sewing Quiz

Watching - Fill in the missing word from the list on the bottom.

1. A list of fabrics suitable for the pattern is found on the ______.

2. ______ may be overlapped when placing the pattern on the fabric.

3. When cutting a right and a left side of a pattern from a singular thickness, ______ the pattern for the second cut.

4. Usually, the ______ the number of pattern pieces, the easier and quicker the garment is to make.

5. To make sure the pattern is on the straight of grain, place grainline arrowheads at equal distance from the ______.

   reverse  
   envelope back  
   margins  
   pattern pieces  
   fabric  
   arrow  
   selvage  
   fewer  
   more

True or False

6. Pin all pattern pieces in place before cutting a single piece.

7. Notches can tell you if it is part of the front or back of a garment.

8. If a pattern piece is used more then once, the number of pieces to be cut is printed on it.

9. If no view number is given on the pattern piece it means that the pattern piece is not used for any view.

10. A standard seam allowance is 5/8 of an inch wide and is marked by the farthest line to the right on the throat plate.

Short Answer

11. To determine the amount of fabric needed for your garment you must know:

   a. __________________________
12. Name three things that the guide sheet tells you:
   a. 
   b. 
   c. 

13. Why should you circle the cutting layout and the cutting notes?
   
14. What is the difference between the symbol for LAY ON THE FOLD OF FABRIC and the STRAIGHT OF GRAIN?
   
15. The "nap of the fabric" refers to 
   
Problem

Mary is ready to cut out the dress on the left. Can you help her with her layout so she doesn't make a mistake? Point out 5 errors she has made on her pattern layout

Dress has 7 pieces
A, B, C, D, F, G, L

1. 
2. 
3. 
4. 
5.
<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
BABYSITTING

OBJECTIVE - To produce more conscientious babysitters. Many students of this age are already actively involved in babysitting as a means to earn extra money. This short unit will be set up as a review of the general care of young children and safety factors to be considered in a strange home. Many students comprehend this information best if given an example of a situation and then react to it. An evaluation of the case studies that follow will be evaluated by the teacher to determine if the students have grasped the information.

MATERIALS NEEDED

Magazines
Case studies
Story books
Films from county
BABYSITTING

PURPOSE: To become a responsible babysitter and to learn to have fun while you do it.

DIRECTIONS: Choose one or more of the following activities and complete it.

1. Keeping children happy and busy while parents are away can be a real challenge. Make up an outdoor game that can be played with a 6-9 year old that uses a ball.

2. Story telling is always fun but the same story can get boring after awhile. Put together a book with each page divided in three sections. The first page will have three story beginnings, the last page will have three story endings, and you will make up three pages (with three sections each) of story middles. This way many different stories may be told from one book.

3. Children always like to build. Collect your own blocks. (e.g. thread spools, plastic bottle tops, popsicle sticks) to take with you when you babysit. Remember, never leave a small child alone with these items!

4. Fill in the "Babysitters Information Sheet" for as many families as you regularly babysit for. Write in as much information as you can.
5. Children love to pretend. To expand their imaginations, put together two or three hand puppets with interesting faces and/or clothes and help the children make up a skit with the puppets.
BABYSITTING CASE STUDIES

1. When six-year old Mike, without warning, was told to come in and get ready for dinner, he refused to do so, saying he wasn't hungry. When the sitter angrily went out and insisted that he come in, a scene resulted in which Mike screamed and yelled and tried to resist by hitting and kicking the sitter.

How should the sitter handle this situation?
What can the sitter do to avoid this situation from happening again?

2. Five-year old Jean was busily making sandcakes in the sandbox when Danny, her six and one-half year old brother came and smashed them. Jean hit Danny with her shovel; Danny hit her back with his fist. A battle followed.

What do you think the sitter should do under the circumstances?

3. John, age five, and three of his friends were playing with the tinker toy set on the front porch. After a brief scuffle over who was to get a certain block, John started screaming, kicking, and throwing the blocks all over.

What should the sitter do to correct this situation?
4. At eight o'clock the sitter suddenly said to David, Cindy, and Jeff, who were playing a game of Old Maid, "All right kids, put your game away immediately and get ready for bed." The children argued and refused, saying they never go to bed before nine.

What could the sitter do to avoid this situation the next time she sits with these children?

5. At ten-thirty, three-year old Judy awoke and began to cry. When the sitter went to the room to comfort the child, she began to scream "I want my mommy, I want my mommy."

How should the sitter handle a child in this situation?

6. Two-three old children were playing the backyard. Janet was pushing the doll carriage when Dorothy approached and tried to take it away from her. They began to fight.

How can this situation be handled satisfactorily?

7. Steven was put to bed at the time stated by his parents. Ten minutes later he entered the living room saying he wanted a drink of water. The sitter gave him a drink and put him back to bed. Ten minutes later he came into the living room saying he had to go to the bathroom.
The sitter allowed him to go and then returned him to his bed again. Ten minutes later he sheepishly approached the living room again with no explanation.

What should the sitter do?

8. Five-year old Mark was told by the sitter to put his toys away before he went outside to play. His answer was, "No, I won't."

What could the sitter do to avoid an invitation to defiance.