Curriculum for Textiles Studies
TEXTILES STUDIES CURRICULUM UNITS – FORM 2

TXT 8.1  One way to sew it up
TXT 8.2  Made by me
TXT 8.3  Material world
TXT 8.4  Threads of our lives
TXT 8.5  Intertwined
TXT 8.6  Closures
**Subject:** TEXTILES STUDIES  
**Unit code and title:** 8.1 ONE WAY TO SEW IT UP  
**Strand 1:** FASHION, DESIGN AND TEXTILES  
**Strand 2:** AIDS TO SEWING

**Unit Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives
The teacher will help the students to:

1. Explore the different types, safe care and use of sewing machines.
2. Identify different types of pressing equipment and demonstrate the ability to make the appropriate selection, use and care of pressing equipment.
3. Design and make a bag for themselves using the Design Brief Approach, namely by: exploring different types of bags to justify the appropriate choice of bag; investigating the choice of fabric, colour scheme and the creative input of embellishing the bag.

### Key Words
- Points to Note

<table>
<thead>
<tr>
<th>Key Terms: sewing machine, steam and dry iron, ironing Board, sleeve board, stitches, decorations, embroidery thread, recycle, tie and dye, appliqué, fashion features, decorative motifs.</th>
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<tbody>
<tr>
<td>The approach to teaching and learning Textiles Studies is based on the development of a creative student. Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation.</td>
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<th>Resources</th>
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</thead>
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<tr>
<td>Sewing machine, interactive whiteboard, PowerPoint presentation, steam iron, dry iron, sleeve board, ironing board, fabric samples, samples of fabric to identify suitable and unsuitable material. Fabrics and decorations can be recycled or reused items from unused garments or household items. Sewing and embroidery thread. Pattern for bag and for the motif or appliqué.</td>
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**New Terms:** Design Brief, Embroidery stitches, colour wheel, primary and secondary colours, appliqué, block printing, tie and dye.

Students are encouraged to identify, select, and demonstrate the safe use and care for sewing machines and pressing equipment. They will also design a bag using the Design brief approach and investigate simple methods of embellishment.

**Resources**
- Poster presentation [http://heritageshoppe.com/heritage/primer/primer.html](http://heritageshoppe.com/heritage/primer/primer.html)
- [http://www.needlenthread.com/videos](http://www.needlenthread.com/videos)
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
</table>
| The teacher will help the students to explore the different types, safe care and use of sewing machines. (3 lessons) | **Starter suggestion:** The students will be introduced to the lesson by a matching game. The teacher will place a set of pictures of different types of sewing machines on the whiteboard and the students will have matching cards with the names. Students will take turns to identify the names of the different types of sewing machines. This activity can also be done using the interactive whiteboard.  
**Main activity:** Using the same flash cards, the students can also label the types of sewing machines they have present in their Textiles lab.  
Using a drag and drop activity on the interactive whiteboard, the students will take turns to label the different parts of the sewing machine by dragging the correct name to the correct part. Alternatively flash cards can be used instead.  
Students are shown videos on the different parts of the sewing machine and how to thread the sewing machine. A class discussion will follow on the safety procedures that need to be taken when using the sewing machine.  
Flash cards showing pictures of the different steps of how to thread the sewing machine are given to the students in groups. The students will put the flash cards in the correct order of threading the sewing machine. Using the sewing machines in class, students can have a go at threading the sewing machine. They can try the different sewing machine models available in class.  
[http://www.youtube.com/watch?v=Xk6HRcCGF0o](http://www.youtube.com/watch?v=Xk6HRcCGF0o)  
[http://www.youtube.com/watch?v=wxH2a5qmKL8&feature=related](http://www.youtube.com/watch?v=wxH2a5qmKL8&feature=related)  
The students will now focus on caring for the sewing machine by a picture story using the interactive whiteboard. Alternatively flashcards can be used. The story will recount a situation where a sewing machine was not taken care of properly. Together with the teacher the students will discuss why it is important to take care of the sewing machine, what would happen if we | The students identify, select and demonstrate the safe care and use of different types of sewing machines whilst demonstrating the use of the sewing machine with confidence. (Level 8)  
The students identify, select and demonstrate the safe care and use of the sewing machine whilst demonstrating the use of the sewing machine in the classroom with some confidence. (Level 7)  
The students name some of the sewing machine parts and demonstrate the safe use and care of the sewing machine with considerable help from the teacher. (Level 6)  
The students name some parts of the sewing machine with constant prompting from the teacher whilst demonstrating how to thread a simple sewing machine with, again, constant prompting and guiding. (Level 5) |
didn’t and which parts need most care.

The students will be shown a video on cleaning the sewing machine. A group work discussion will follow and students can fill in a worksheet with questions related to the video.

http://www.youtube.com/watch?v=j4OJR_Vx35g&feature=related

Students will now observe the teacher demonstrate how to clean the sewing machine using the machines and equipment available in the Textiles Lab at school.

Other possible activities: Students can take turns to practice threading the sewing machine. The teacher can provide the students with scraps of fabric on which the students can practice following simple designs using the sewing machine. This will help them to gain confidence in using the sewing machine especially to students who do not have a machine at home.

Students can work in groups to find information on ways of caring for the sewing machine. Some websites can be given to the students to serve as a guide.

Students can then present their work on a PowerPoint presentation. Each group will make a small 5 minute presentation using the interactive whiteboard or classroom computers on ways of caring for the sewing machine

http://www.ismacs.net/sewing_machine_articles/the_care_of_sewing_machines.html
http://www.threads magazine.com/item/4731/preventive-sewing-machine-maintenance

At the end of the lesson students can play a game which will serve as recapitulation. The students will be grouped into teams and take turns to answer questions. Each correct answer will be filled in on a crossword chart. After all questions have been answered, the crossword can then be hung in
class and serve as key terms for caring of the sewing machine.

Home Activity: Preparing a poster in groups or this activity can be done individually. Students can prepare posters on the different parts of the sewing machine, ways of caring for the sewing machine or different types of sewing machines which can then be hung in the school corridors or notice boards. Alternatively the students can take pictures of the posters which will then be uploaded into a PowerPoint presentation.

| The teacher will help the students to identify different types of pressing equipment and demonstrate the ability to make the appropriate selection, use and care of pressing equipment. (2 lessons) | Starter suggestion: The students will be introduced to the topic with a video on pressing equipment: [http://www.youtube.com/watch?v=5-YEMIYkfgh](http://www.youtube.com/watch?v=5-YEMIYkfgh)  
A class discussion will follow on the different types of pressing equipment, their use, function and care.  
Students will be taken to a prepared area of the room where a display of different pressing equipment will be shown to the students. The teacher will then demonstrate the use of each item to the students.  
Main activity: Students use the classroom computers to find information on different types of irons. Alternatively the teacher can prepare information printed on prepared sheets. Students are to select the correct information for a class debate. Students will be divided into teams and each team will have a different type of iron. Each team must propose the advantages and disadvantages of the type of iron. [http://www.sewing.org/files/guidelines/2_115_pressing_equipment.pdf](http://www.sewing.org/files/guidelines/2_115_pressing_equipment.pdf)  
Other possible activities: The teacher can prepare a quiz using the interactive whiteboard or flashcards on caring for pressing equipment. Students take turns to answer questions correctly. | The students identify, select and describe the difference between different types of pressing equipment whilst demonstrating the use of such equipment with confidence. (Level 8)  
The students identify, select and distinguish between different types of pressing equipment whilst demonstrating the use of such equipment with some confidence. (Level 7)  
The students identify three different types of pressing equipment and demonstrate its correct use with considerable help from the teacher. (Level 6)  
The students match the correct picture of the pressing equipment to its name whilst demonstrating basic use of such equipment with continuous support and guidance from the teacher. (Level 5) |
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<table>
<thead>
<tr>
<th>bags that can be created. Video clips showing bags made from recycled items will illustrate another way of making a bag.</th>
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<td><img src="http://www.youtube.com/watch?v=dj5dVHVIldc&amp;feature=related" alt="Video clips" /></td>
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Main activity: The teacher will introduce the Design Brief approach where a Design Brief is given. A concept map or mind maps is then created where ideas on analysis will be discussed. In pairs students will discuss each analysis questions and come up with an original idea. A representative from each group will report back to the rest of the class.

Magazines are then provided to groups of 3 students where each group will look for pictures of bags suitable for different types of occasions. Each group will create a chart of bags suitable for different occasions e.g. evening bag, sports bag, casual bag etc. Individually each student will then decide upon their choice of bag. Upon their choice of bag, each student will individually draw their bag and point out the fashion features. Students will also decide on the decorations that will be made on their bag.

Other possible activities: Students can be provided with figure templates to draw different designs with suitable bags for different occasions. Each student will show their design to their classmates and all the designs will be placed on a chart.

According to their ability, students will find ways how their bag can be embellished using different techniques.

Home Activity: Students will be encouraged to decide upon their own decorative motifs that can be made onto their own chosen bag using different stitches. Decorative motifs can be hand drawn or downloaded for themselves. They plan the decorative features with very little use of the teacher’s resources. (Level 8)

The students design a bag for themselves. They make a plan of the decorative features making use of the teacher’s resources and getting some help from the teacher. (Level 7)

The students, with the continuous help of the teacher, design a simple bag for themselves. They decorate the bag using only the teachers’ resources. (Level 6)

The students copy a simple bag for themselves using the ones provided by the teacher. The students work an elementary decoration with continuous support from the teacher. (Level 5)
Hand embroidery patterns can be downloaded from:
http://www.needlenthread.com/patterns#patpatterns

The teacher will help the students to design and make a bag for themselves using the Design Brief Approach, namely investigating the choice of fabric, colour scheme and the creative input of embellishing the bag.

(2 lessons)

Starter suggestion: Students can be grouped into teams and brainstorm for five minutes their own knowledge on how to embellish their own creative bag. If an IWB is available, the timer may be used so as to stimulate students to stay focused on the short task. Students may then upload their own comments on the interactive board and a class discussion will ensue. Alternatively, the comments may be left on hold on the board and students may use the web to find ways of embellishing their bag. Some examples of sites which offer appropriate embellishments using different techniques or appliqués, tie and dye are included:

- http://www.youtube.com/watch?v=7k7bFeSnKKE
- http://www.youtube.com/watch?v=10xeuqO35v4
- http://www.youtube.com/watch?v=HN0aBTr-Hl4
- http://www.youtube.com/watch?v=3wCuAn2iFbA
- http://www.youtube.com/watch?v=2PJnM6MK30U
- http://www.youtube.com/watch?v=bLx7Lu9tkv4
- http://www.youtube.com/watch?v=qH2zO3usLY8
- http://www.youtube.com/watch?v=BHSpLduY99k
- http://www.youtube.com/watch?v=axDBI7IJuJs
- http://www.youtube.com/watch?v=uXvMP2VypEs

The students’ comments may then be discussed to compare and contrast with the past prepared bags. This can be done either by showing the actual bags of students or by showing a PowerPoint with different photos of past bags.

Main activity: The teacher will then discuss the colour wheel that can be chosen for their bag. A video clip explaining the colour wheel can be demonstrated to students.

Students decorate their creative bag using more than one method of embellishment and producing an excellent and interesting result. The students also identify suitable materials for their bag, giving sufficient reasons for their choices. (Level 8)

Students decorate their creative bag, using a chosen method of embellishment and produce a neat, interesting and pleasing result. The students also identify suitable materials for their bag giving some basic reason. (Level 7)

Students decorate their creative bag using a simple method of embellishment and achieve a satisfactory result. The students also identify suitable materials for the bag with the teacher’s help. (Level 6)

Students decorate their bag very simply. The students identify a suitable material with complete guidance from the teacher. (Level 5)
A colour wheel template will then be put on the IWB and at the same time students will be given an empty template to draw the colour wheel in groups of 3 students each. In each group, students will draw the primary colours which will then lead them to the secondary colours. Upon completion of the secondary colours, individually students will choose their chosen colour scheme for the bag. Based on their chosen colour scheme students will be guided on how to choose the appropriate fabric both for the bag and for the embellishment being used. The teacher will distribute an envelope with samples of material for the bag and in groups of 4, students will decide whether the fabric is suitable or unsuitable for the bag or appliquéd. Each group will then report back to the rest of the class their findings.

**Home Activity:** As a follow up activity, students will be asked to get samples of suitable and unsuitable fabric together with price, width, type of material. They will cut out the fabric for their own creative bag.
Subject: TEXTILES STUDIES  
Unit code and title: 8.2 MADE BY ME  
Strand 1: FASHION, DESIGN AND TEXTILES  
Strand 2: AIDS TO SEWING  

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help the students to:
1. Follow the steps for the cutting out of their chosen bag.
2. Undertake the making of the creative input on the bag.
3. Assemble and finish the bag.
4. Discuss and evaluate the outcome of the finished bags.

Key Words
- Points to Note
- Resources

Key Terms: stitches, decorations, embroidery thread, sequins, beads
New Terms: Embroidery stitches, open seams, open seam, cord, hem, topstitching, neatening seams, zig-zag stitch, overlock, eyelets, cord, evaluation.

The approach to teaching and learning Textiles Studies is based on the development of a creative student. Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation.

Students will go through the process of making the bag designed in Unit 1. Different methods of fabric embellishment will also be a main focus for the making of this bag.

Fabric for working stitches, fabrics and threads for bag. Decoration items such as threads, braid, ribbons, beads, sequins, fabric paints, stencils and buttons. Small tools found in the needlework box. Sewing machine and iron.

http://heritageshoppe.com/heritage/primer/primer.html
http://www.needlenthread.com/videos
http://www.textileschool.com/Home.aspx
http://www.ehow.com/how_6521657_design-color-scheme.html
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| The teacher will help the students follow the steps for the cutting out of their chosen bag. (2 lessons) | **Starter suggestion:** The students are given blank paper to design their own bag. They can download a pattern from various sites or make use of the teacher’s copies. This choice is available to cater for individual needs and choices.  
http://pursepatterns.com/free_bag_patterns.html  
Patterns provided by the teacher can help students visualize the different sizes that can be obtained using a photocopier.  
**Main activity:** After watching the demonstration of how to lay out the bag, the students will lay out their own bag with the help of the teacher. Owing to the fact that the students bring different fabrics, provision has to be made for explaining different widths of fabric, where different marking mediums has to be used. After pinning and marking, the students cut around the outline. Seam allowances are marked using tracing wheel and carbon paper. Students will then transfer the chosen design on their bag using tracing paper.  
**Home Activity:** Students are encouraged to get a sample of hessian and some embroidery thread or wool. | The students lay out the pattern in the most economical way taking into account the fabric grain. They mark and cut out the bag and decorations in an accurate and neat way with very little help and guidance from the teacher. (Level 8)  
The students lay out the pattern in the most economical way. They mark and cut out the bag and decorations in a neat way with reasonable support and guidance from the teacher. (Level 7)  
The students lay out the pattern in an economical way. They mark and cut out the bag and decorations in a satisfactory manner but with continuous guidance and support from the teacher. (Level 6)  
With ongoing prompting and help, the students lay out the pattern in an economical way. Also, they mark and cut out the design of a very simple bag. Very elementary decorations are worked out with the continuous help of the teacher. (Level 5) |
| The teacher will help the students to undertake the making of the creative input on the bag. | **Remote preparation:** students will cut A4 size hessian  
Students are encouraged to suggest ways of recycling example buttons, braid etc ...they have at home.  
**Starter suggestion:** The teacher shows worked examples of different | Students decorate their bag creatively, using more than one embroidery stitch and a variety of medium like beads, sequins etc. to produce an excellent and |
embroidery stitches worked on hessian.

A video showing how to work basic embroidery stitches can be demonstrated from the link below:
http://www.youtube.com/watch?v=IOwzJDC5-MA
http://www.5min.com/Video/How-to-Make-Basic-Embroidery-Designs-517018879
http://www.youtube.com/watch?v=dgDzhXrlt6s

Alternatively the teacher can leave on hold the IWB a website with different tutorials of different stitches.
http://heritageshoppe.com/heritage/stitches/stitchmenu.html

Short videos can also be demonstrated about applying an appliqué.
http://www.youtube.com/watch?v=axDBl7jUJs
http://www.youtube.com/watch?v=UXvMP2VypEs

Main activity: Students watch the teacher work embroidery stitches using stranded cotton or wool. Stitches can be started from the simple stitches such as the running stitch as revision, to other complex stitches such as the chain stitch, the twisted chain stitch for higher ability students. Students are encouraged to suggest embroidery stitches that can be used to outline their shapes. They can work the stitches on their hessian in groups of different levels. Students can choose whichever stitches they want. Students can also try other embroidery stitches in groups and then compare results. Simple stitches can also be continued or experimented on at home. Students will then embroider their bag with their chosen stitches.

A video clip of embroidery stitches can be shown from the link below:
http://www.youtube.com/watch?v=i7wiR1-2U0I

Other possible activities: a dictionary of decorative stitches can be found and embroidery thread provided. Students would be encouraged to try different stitches on different backgrounds to visualise and comment on the results obtained.

interesting embellishment. (Level 8)

The students decorate their bag creatively, using more than one embroidery stitch and a couple of other medium like beads sequins etc. to produce a neat, interesting and pleasing embellishment. (Level 7)

The students decorate their bag, using more than one embroidery stitch and one other medium like beads or sequins etc. to produce a satisfactory embellishing result. (Level 6)

The students decorate their bag very simply using basic stitches with great help from the teacher. (Level 5)
<table>
<thead>
<tr>
<th>The teacher will help the students assemble the bag. (2 lessons)</th>
<th>Starter suggestion:</th>
<th>The teacher will help the students finish the bag. (2 lessons)</th>
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<td>The teacher makes reference to the ready made straps of the sample bags available to be able to explain how to cut out the strap of the bag. The teacher will demonstrate how to mark and cut out the strap ensuring that the appropriate length is calculated by the student.</td>
<td>The teacher will help the students finish the bag. (2 lessons)</td>
<td>The students fold and join the strap and attach it to the bag independently and show excellent practical skills. (Level 8)</td>
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<td>Main activity: Each student will mark and cut out the strap of the bag. They will decide about the length and whether they prefer more than one strap. Once the strap(s) are cut out, students will fold the strap, mark the seam allowance and pin. Then they will tack the strap and machine stitch leaving</td>
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<td>Home Activity: Students will continue the work started at school. They will finish the seam and neaten the edges neatly. Students will also pin the hem of the bag.</td>
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If time permits, students can watch a video clip showing how to attach beads and sequins to their decorations.

http://www.youtube.com/watch?v=794UZyOheH8&feature=related
http://www.youtube.com/watch?v=794UZyOheH8
http://www.youtube.com/watch?v=x0sdIT7DW7I

Home Activity: Students will continue to work their embroidery stitches at home.
an opening for turning the strap to the right side.

Once the strap is ready, the teacher will brainstorm ideas on how the strap can be attached neatly onto the bag. Once the brainstorming session is over, the teacher will demonstrate how the strap will be attached neatly on to the bag. Each student will pin their own strap neatly and if time permits, they will tack and machine stitch.

**Home Activity:** Students will remove the tacking and press. They will finish the bag by using a fastener.

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<th>The teacher will help the students discuss and evaluate the outcome of the finished bags. (1 lesson)</th>
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<td><strong>Suggestion:</strong> Students will be asked to bring their finished work to class. A class discussion will follow about the general evaluation of the bag. <strong>Main activity:</strong> Each student will then be asked to self evaluate their work. Self evaluation should include aspects such as strengths and weaknesses and suggestions for improvement. An evaluation sheet would be handed out to each student and each will fill in accordingly. Students will also be involved in peer evaluation. Students can be grouped in mixed ability groups. Students can observe their peers’ finished bag and evaluate it. The students can comment on the suitability of bag for different types of occasions and finally all students will share their findings.</td>
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<td>The students fold and join the strap and attach it to the bag showing limited practical skill levels while getting continuous support from the teacher. (Level 6) The students fold and join the strap and attach it to the bag with difficulty and showing very little practical skills in spite of getting continuous support and guidance from the teacher. (Level 5)</td>
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**Starter Suggestion:** The students assess their final product highlighting some strengths and weaknesses, including references to organisation, safety, good use of equipment and overall result, suggesting some aspects of improvement. (Level 8) The students give short evaluative comments on the outcome of the bag by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7) The students give general short comments on the overall outcome of the bag highlighting some basic strength and weaknesses with guidance. (Level 6) With continuous prompting from the teacher, the students identify one or two things that went right or that could be improved in the practical work. (Level 5)
### Objectives
The teacher will help the students to:

1. Identify and classify fibres into natural and synthetics.
2. Identify different fabric construction methods and discuss their use for different textiles.
3. Investigate the fabric properties of popular fabrics through simple tests.
4. Discuss the proper care and simple laundry of fabric, clothes and household articles.
5. Explore the meaning and proper use of care label symbols in detail including washing (washtub), bleaching, drying, dry cleaning and ironing.

### Key Words

|---|

<table>
<thead>
<tr>
<th>New Terms: weaving, knitting, felting, bonding, lace, plastics, skin, crochet</th>
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<th>Points to Note</th>
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The approach to teaching and learning Textiles Studies is based on the development of a creative student. Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation.

This unit enables students to explore the diverse use of textiles around us. They learn about the classification of fibres into natural and synthetics and identify common fibres for each group. They investigate different fabric construction methods and their implications and applications in different textiles. Students investigate different functional and aesthetic properties of different fabrics by conducting simple tests. They develop more awareness about simple laundering of textile items and care labels.

### Resources

- Photo story with various pictures showing the use of textiles, IWB, display of fabric, samples of textiles with different construction methods, flash cards of main fabric construction methods, magazines (textiles), flash cards with pictures of different activities/jobs/occasions, equipment for fabric tests, fabric samples, care labels, flash cards with care label symbols, handouts and worksheets.
  - [http://www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/)
  - [http://www.youtube.com/watch?v=YYWlevX7Kw0](http://www.youtube.com/watch?v=YYWlevX7Kw0)
  - [http://www.youtube.com/watch?v=J9w17vyypT0](http://www.youtube.com/watch?v=J9w17vyypT0)
  - [http://www.dolceta.eu/ireland/Mod4/Post-Primary-Quiz-Care-Labels.html](http://www.dolceta.eu/ireland/Mod4/Post-Primary-Quiz-Care-Labels.html)
**Teaching Objective**
The teacher will help the students to classify fibres into natural and synthetics, including the four natural fibres (wool, cotton, linen and silk) and the common synthetics (polyester, polyamide-nylon and acrylic).
(2 lessons)

<table>
<thead>
<tr>
<th>Examples of teaching experiences and activities</th>
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<tr>
<td><strong>Remote Preparation:</strong> Labelled fabric display, flannel chart with detachable flash cards to build up the classification flowchart in class.</td>
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| **Starter suggestion:** A photo story showing the use of different textiles in our every day life is watched. Students in mixed ability groups would share their feedback on the diversity of fabrics around us and comment on how our life is so dependent on textiles/different fabrics. Students can now be directed to the fabric display and a discussion of the photo story would follow for students to discuss and share their knowledge about the difference between fabrics in terms of origin, production, texture, use and properties.  
A Power Point can be used to explain the concept of a fabric classification system. A clear and well-explained Power Point can be downloaded from: [http://www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/) named ‘Intro to Fibre Classification’ OR a clear and concise PowerPoint can be downloaded from the following website: [http://www.helenhudspith.com/textiles.html](http://www.helenhudspith.com/textiles.html) called ‘Classification’ |
| **Activity:** An empty interactive chart can be presented in class, where a flowchart of the classification is built up using flash cards provided by the teacher. Other students may use the IWB to draw and display the outline of the fabric classification system and write down the main categories.  
**Activity:** Using the IWB, one can create an activity ‘Where do I come from?’: A set of different fabrics/textiles items clearly labelled with the fabric they are made out of, can be presented. Students need to drag and drop the fabrics/textiles to the correct group discussed in the classification, i.e. natural or synthetic.  
An empty worksheet showing only the backbone of the classification system can be distributed to students and they fill in the categories as a recapitulation exercise. Students help themselves to swatches of different fabric and stick on their blank paper creating a poster with different |

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<th>Indicators of Learning outcomes</th>
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<td>Students explain in detail the classification of fibres and the main reasons behind this classification. They can also describe and give reasons for the main properties of the natural and the main synthetic fabrics. They draw and produce a list of natural and synthetic fibres together with accompanying samples of fabric and reference to properties. (Level 8)</td>
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<td>Students explain in brief how natural and synthetic fibres are classified and give the main reason for this classification. They list the main properties of the natural fibres and the main synthetic fabrics. With some guidance from the teacher, they match samples of different fabrics to their name. (Level 7)</td>
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<td>Students understand that fabrics can be classified into two categories, namely natural and man-made (synthetics). They name some common fabrics in everyday use and, with the teacher’s guidance, classify the popular under its appropriate classification heading. (Level 6)</td>
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<tr>
<td>Students recall, with prompting from the teacher, that fabrics can be classified under two main headings, namely natural and man-made. They name some popular fabrics. (Level 5)</td>
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</table>
fabrics. A short brief summary named ‘Fibres can be Natural or Manufactured’, about natural and synthetic fibres together with some general information about fibres can be downloaded from [http://www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/).

**Home Activity:** Students work in pairs on a project about fabrics. They can visit a textiles shop, collect swatches of different fabric and present a poster with different fabrics and their names. Students are encouraged to visit some textiles shops, interview the salespeople about the different fabrics in stock, the popular fabrics amongst customers and the innovative fabrics. They can then creatively present the information as a leaflet, brochure, Power Point presentation, photo story etc.

The teacher will help the students to identify different fabric construction methods including weaving (plain, basket, twill and satin), knitting (weft only), felting, bonding, lace, crochet, plastics and skin. (1 lesson)

**Remote Preparation:** Based on a differentiated pedagogy, a display of fabrics with different construction methods is shown; this includes annotated explanations targeting different ability levels.

**Starter suggestion:** A video showing different steps of the procedure of fabric construction can be used to introduce the topic. [http://www.youtube.com/watch?v=YYWlevX7Kw0](http://www.youtube.com/watch?v=YYWlevX7Kw0)

**Activity:** Guess Who: Students can be grouped in mixed ability and work around the displays. Each group is handed a set of cards with the main fabric construction keywords to be covered during the lesson. Each group examines the fabrics/textiles, discuss the construction method of the different fabrics/textiles (can also refer to annotated explanations for further information) and match the cards. Students share their findings.

**Main activity:** A Power Point can be used to explain briefly the main steps involved in fabric construction.

A worksheet named ‘Revision Fabric Construction’ can be downloaded from [http://www.tes.co.uk/teaching-resources/](http://www.tes.co.uk/teaching-resources/). The first worksheet called ‘Fibres and Fabrics’ includes a familiarisation sheet with the names of the different fabrics together with their method of fabric construction, the

| Students distinguish between different fabric construction methods and giving reasons, apply their properties to different fabric items and clothing. (Level 8) | Students investigate different fabric construction methods and explain in short the properties related with each method. (Level 7) |
| Students identify with sample handling and labelling, some fabric construction methods and suggest their use for some common textiles. (Level 6) | Students name different fabric construction methods with sample handling and labelling, and match them with common textiles with continuous prompting from the teacher. (Level 5) |
advantages and disadvantages of each method and the characteristics resulting from the different methods.

**Activity:** Using the IWB: Drag and Drop: A slide showing different textiles scattered around a set of blank boxes or a table can be presented. Students take turns to come at the IWB, drag and drop different textiles to the group (construction method) which is mostly applicable to the textile item selected. Alternatively, boxes labelled with the name of the fabric construction method can be placed in different stations/areas in the room. Students (working in mixed ability groups) are handed a set of colour coded cards (differentiated), for them to discuss which fabric construction method best applies for the textiles at hand and sort them in the correct box. The colour coded cards allow for differentiation in a pleasing manner; furthermore, it can be used to check the results of the task done by each group. It also facilitates discussion after the task is carried as each group would be able to identify the cards they have worked with.

<table>
<thead>
<tr>
<th>To list different fabric properties which meet human needs and material factors including: stretch, easy care, absorption, heat resistance, abrasion resistance, crease resistance, fire resistance and sunlight resistance. (2 lessons)</th>
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<tr>
<td><strong>Starter Suggestion:</strong> Students are grouped and a set of magazines (which need to be carefully and specifically chosen to include textiles items) can be distributed to each group to discuss specific information which is listed on the description/details given about different textiles. A presentation is then carried out, where students come out, display the pictures of textiles items and speak about any information/details which is given about the textiles items. Each member of the group writes down the details discussed on the IWB/whiteboard, forming a web diagram with different fabric characteristics/properties.</td>
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<td><strong>Main activity:</strong> Posters showing the name of the fabric property together with relevant pictures that provide a clue about the fabric property are used in class to introduce different fabric properties. Students reflect on the poster; then they are encouraged to share feedback on the fabric property shown and together form the correct meaning of each fabric property. A flash card with the meaning of the fabric property is then presented (interactive chart). Alternatively, a rub and reveal activity can be organized on the IWB: Slides with the main titles of the fabric properties</td>
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Students explain the different fabric properties and, giving reasons, match these to specific needs and uses of activities, jobs and occasions. (Level 8)
Students discuss the different fabric properties and suggest these to identified requirements and textiles items. (Level 7)
Students list and identify basic fabric properties and, with guidance from the teacher, match these to the basic needs of some everyday common activities. (Level 6)
Students name a few fabric properties with prompting from the teacher. (Level 5)
together with a set of pictures are displayed, for students to think about important characteristics of the fabrics in the picture. Pictures are then rubbed to reveal the definition of the fabric property.

A worksheet that gives a brief summary of the fabric property is distributed. The worksheet can be planned with 8 boxes, one for each fabric property. During the explanation, students write down the name, meaning and the need (example of textiles) for each fabric property from the slides shown and the explanation given. This can also be organized in groups as a follow up to help recapitulate the task given.

Other possible activities:

**Relay race:** Students are organized in mixed ability groups and a relay race is organized in an open space, preferably the yard. Students are handed a set of cards showing different occupations, occasions and activities (differentiated and colour coded: basic: activities; moderate: activities and occasions; high ability: mixture of occupations, occasions and activities) and they play the game having to sort the cards at hand in the correct ‘fabric property’ box at the end.

**Indoor option:** Boxes filled with different textiles (eg: occupations, activities, occasions) can be placed in different stations in the room. Students work in groups, rotate around each station and choose eg: three cards from each box. They discuss the purpose of the clothing in question and then come up with suggestions on the important fabric properties that could relate to these clothing items.

**Case studies:** Students are exposed to a case study focussing on the different occupations/activities/occasion; these in turn call for different fabric properties. Together, students discuss the important fabric characteristics which they think would meet the needs of the clothing for the particular situation presented. The same exercise can be done using the IWB, where students circle or colour-code pictures for different fabric properties.
To investigate the fabric properties of various fabrics through simple tests.

(2 lessons)

**Starter suggestion:** A quick overview of fabric properties is carried out in class. A game such as snakes and ladders can be used, where students are grouped in two teams or more and play the game. Differentiated questions asked are related to fabric properties, where students are faced with situations where they need to identify and explain the best fabric property that is required of a particular clothing item.

**Main activity:** With teacher’s guidance, the students conduct the following tests: abrasion resistance and colour fastness, using different types of fabrics, both natural and synthetic. Results are recorded onto experiment sheets provided.

Students observe safety precautions and conduct different fabric tests under the teacher’s supervision. They comment and assess in detail the nature of the results obtained from the different results carried out. (Level 8)

Students conduct with the constant supervision and guidance of the teacher, fabric tests using different types of natural and synthetic fabrics. They discuss briefly the results of each test. (Level 7)

Students carry out together with the teacher, two fabric tests and record in simple form, the main result of each test. (Level 6)

Students fill in a simple sheet that matches the results obtained with the test carried out when carrying out the two fabric tests together with the teacher. (Level 5)

To identify the proper care and simple laundry of fabric, clothes and household articles.

(1 lesson)

**Main activity:** A cartoon related with laundry can be used to explain the steps that are followed when washing clothes. A set of clipart pictures scattered around the laundry cartoon can be carefully chosen to trigger students to come up with key points to keep in mind when preparing for laundry.

A web-diagram worksheet displaying the ‘laundry’ cartoon with empty boxes can be distributed and students draw pictures or write down the points built up during the explanation.

A display including detergents, stain removal products, soap, basin with water, a poster with care labels can be set up in class to discuss with students the different things needed for laundry. An experiment that identifies the ultimate need for water to wash clothes can be shown to students. This can be related to the fabric property ‘absorption’. The

Students explain in detail and give reasons for the different care and laundry of different textiles. (Level 8)

Students explain and discuss in short the care and laundry of common textile items. (Level 7)

Students identify the general care of common textile items with guidance from the teacher. (Level 6)

Students outline the obvious care given to common textile items with prompting from the teacher. (Level 5)
following book contains a step-by-step guide for the test referred to:


In order to relate to the following objective on ‘care labelling’, a task sheet can be downloaded from the website below and used to focus on one important aspect of care and laundry of fabric. This would help students to get a clear idea of the use and purpose of care labels.

http://www.helenhudspith.com/textiles.html  : Task: ‘What is it made from? Students examine and understand the details found on a typical care label.

To explore the meaning and proper use of care label symbols in detail including washing (washtub), bleaching, drying, dry cleaning and ironing.

(1 lesson)

| Remote preparation: Students are encouraged to look for different care labels of old, unused, worn out clothing and bring them to class to share; Students are also asked to bring over to class one piece of light clothing. | Students define, explain and interpret in detail, giving reasons, for the different care label symbols. (Level 8) |
| Remote preparation: Students are encouraged to look for different care labels of old, unused, worn out clothing and bring them to class to share; Students are also asked to bring over to class one piece of light clothing. | Students identify and interpret in short the meaning of different care labels. (Level 7) |
| Students work in pairs, examining the different information found on the label/s and writing main keywords or drawing symbols on the white board/IWB, forming a web diagram of the key information found on labels. Using students’ work, a discussion about the purpose and information found on care labels can lead. | Students match the most common care label symbols with their meaning with guidance from the teacher. (Level 6) |
| An interactive Power Point about the different information found on the care labels named ‘care label code test yourself’ can be downloaded from http://www.tes.co.uk/teaching-resources/ to use for the explanation. It also presents an interactive matching activity at the end. | Students recall and draw the symbols of some common care labels with continuous guidance and prompting from the teacher. (Level 5) |
| A set of flash cards of all the care label symbols to be discussed and learnt during the lessons can be prepared. Some care labels from clothing indicating different care labels will also be needed. A worksheet with the... |...
care label symbols is handed out to students. Flash cards and care labels are scattered in different stations around the room. Students work in pairs or small groups rotating around the stations, examining the care labels and writing down the correct meanings under each symbol using the real care labels. Students can also refer to the clothing brought over to or used from class, to see if they can find any matching symbols with those on the worksheets.

A matching game like dominos or snap can also be done, where students match the symbols to their definitions.

**Activity:** Students design different clothing and care labels: An activity sheet called ‘made from’ can be downloaded from http://www.tes.co.uk/teaching-resources/. Students design a piece of clothing

**Activity:** Students can work on an identified brief/situation and they design a care label for a particular use. E.g.: drawing a care label that would be suitable for common garments such as a casual dress, a pair of shorts.

**Using the IWB:** A drag and drop activity can be planned to match the symbols with the correct meanings. A table can also be planned with the headings of the different categories of the care labels (bleaching, ironing, washing, drying, bleaching, dry cleaning) and students drag and drop the care label symbols scattered around the table, to the correct group.

**H.W. task:** Students are given different worksheets matching their different levels of ability or a worksheet which includes differentiated tasks can be used. Example: Task A: students cut, match and stick care label symbols and their correct definition, creating simple brief notes about the lesson. Task B: Three worksheets called ‘Care Labels 3′/4′/5′ can be downloaded from http://www.tes.co.uk/teaching-resources/. Task C: students cut and stick real care labels and write the meaning of the different symbols. Students are encouraged to make every effort to answer as much as they can.

An online quiz http://www.dolceta.eu/ireland/Mod4/Post-Primary-Quiz-
Care-Labels.html can be given as a H.W. task or as a revision activity in class provided there is internet access.
Subject: Textiles Studies  
Unit code and title: 8.4 THREADS OF OUR LIVES  
Strand 1: FASHION, DESIGN AND TEXTILES  
Strand 2: AIDS TO SEWING  
Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives  
The teacher will help the students to:  
1. Explore and investigate the main stages and processes from fibre to fabric.  
2. Investigate the structure and the main properties of a woven fabric and explore the different characteristics and types of weaves.  
3. Investigate the structure of knitting as a fabric construction and the resulting properties.  
4. Discover felting and bonding as non-wovens and other main non-wovens such as lace, crochet, plastics and skins.  
5. Describe and argue the main fabric properties of the different fabric construction methods.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to Note</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Key Terms</strong>: fibres, weft, warp, selvedge, fabric properties</td>
<td>The approach to teaching and learning Textiles Studies is based on the development of a creative student. Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation. Throughout this unit, students explore and investigate different fabric construction methods and their resulting fabric properties. Students compare and contrast the various properties of different fabric construction methods and list their uses.</td>
<td>Woven fabrics, natural fibres (fleece of sheep, silk cocoons, cotton plant), pictures of staple fibres and continuous filaments, cotton wool, different yarns, loom, pictures of types of weaves, squared paper and card/paper for weaving samples, knitted fabrics, hand-knitting tools, pictures of knitted items, non-woven fabrics, worksheets, chart. <a href="http://www.youtube.com/watch?v=WY_hq6aCbDA&amp;feature=related">http://www.youtube.com/watch?v=WY_hq6aCbDA&amp;feature=related</a> <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=12358">http://www.uen.org/Lessonplan/preview.cgi?LPid=12358</a> <a href="https://courses.cit.cornell.edu/cuttingedge/sourcing_matl/10sourcing.html">https://courses.cit.cornell.edu/cuttingedge/sourcing_matl/10sourcing.html</a> <a href="http://www.bbc.co.uk/schools/gcsebite-size/design/textiles/fabricsrev1.shtml">http://www.bbc.co.uk/schools/gcsebite-size/design/textiles/fabricsrev1.shtml</a></td>
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<td><strong>New Terms</strong>: staple fibres, continuous filaments, yarns, spinning, S-twist, Z-twist, ply-yarn, fabric construction methods, weaving, knitting, non-woven fabric, felting, bonding, lace, crochet, plastics, skins, loom, plain weave, twill weave, basket/hopsack weave, satin weave, loom, ladders, weft knitting, warp knitting</td>
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<tr>
<td>Teaching Objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
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| The teacher will help the students to explore and investigate the main stages and processes from fibre to fabric. (2 lessons) | **Starter suggestion:** The students are invited to take a look at pieces of woven fabrics. Their task is to identify what a fabric is made of. A discussion is encouraged to help students elicit the factors that make up the composition of a fabric. They are also helped to identify the common traits and the main differences that contribute to the different fabric constructions. They are asked to unravel yarns from the fabric. They will find out that the fabric is made up of yarns; it can be woven or knitted to form a fabric. The students are then asked to untwist a yarn, to find out that the yarn is made up of tiny fibres. They will realise that the steps for making a fabric is: Fibres $\rightarrow$ Yarns $\rightarrow$ Fabric. [http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/fibresrev1.shtml)  
**Main activity:** To explain further what fibres are, samples of fleece of sheep, silk cocoons and cotton fibres can be shown. These can help students to understand the difference between staple fibres and continuous filaments. Pictures can also be shown. The following website can help students to understand what fibres are: [http://www.youtube.com/watch?v=1cltRLAOmhA](http://www.youtube.com/watch?v=1cltRLAOmhA)  
From this video-clip the students will find out that fibres are twisted together to form a yarn. Students are asked why a yarn is needed in order to make a fabric. They will find out that a fabric made from yarns will last longer. The teacher explains that twisting fibres together to form a yarn is called spinning. The link below shows various methods how spinning is done. [http://www.youtube.com/watch?v=H9kw0lxACHg](http://www.youtube.com/watch?v=H9kw0lxACHg)  
Afterwards, students will share their views on what they have just learnt. Students will be given a piece of cotton wool, twist the fibres together and make their own yarn. They will then try to find out if their yarn is an S-twist (spun clockwise) or a Z-twist (spun anti-clockwise). The students will | **Students define and explain in detail the main stages and processes involved, namely from fibre to yarn and to fabric. They show confidence and competence in making the correct choice of each from a wide variety of samples. (Level 8)**  
**Students define and describe briefly the main stages and processes involved, namely from fibre to yarn and to fabric. They identify suitable samples from a limited selection of fabrics available. (Level 7)**  
**Students outline the main stages and processes involved, namely from fibre to yarn and to fabric. With the teacher’s support, they match samples provided. (Level 6)**  
**With the teacher’s continuous prompting and support, students match samples provided with the main stages involved, namely from fibre to yarn and to fabric. (Level 5)** |
investigate different pieces of yarns to see if they are an S-twist or a Z-twist. The term ply yarn will be explained with the help of pictures and samples of ply yarns. The following website can be shown to further enhance the knowledge on yarns:

http://www.youtube.com/watch?v=BBU0Y2YjzI0&feature=related

Students will then find out that yarns are made into fabrics by various fabric construction methods. These will be covered in more detail in the following lessons.

Other possible activities: As a preparation for the forthcoming lessons, students are encouraged to look on the internet or refer to books to find out how yarns are made into fabrics. Their work can be presented in class at the beginning of the following lesson. This will be an introduction to the fabric construction methods.

| The teacher will help the students to investigate the structure and the main properties of a woven fabric and explore the different characteristics and types of weaves. (2 lessons) | **Starter suggestion:** A quick revision on ‘fibres’ and ‘yarns’ is recommended. Students could be given the opportunity to share and present what they have found from the internet and books on same topic. They will conclude that to turn yarns into fabric, a structure has to be produced. The teacher could give the students the opportunity to handle a range of different pieces of fabric which are made from various fabric construction methods and this would help them to observe and comment on the differences in their structure. The students would be helped to reach the conclusion that there are basically three main types of fabric construction methods: weaving, knitting and non-wovens (referred to as well as felting and bonding). The first fabric construction method to be tackled is the weaving one.

**Main activity:** A good sized sample of a plain weave fabric will be shown. The terms weft, warp and selvedge are explained in detail. The students can also be given a piece of hessian fabric to make their observation as regards the warp, the weft and the grain of fabric. They will unravel the warp and the weft to observe the structure of a woven fabric closely. The teacher can show the students a sample of a small loom (craft loom) to give them an idea how a woven fabric is produced. The following websites shows how a

| Students draw, name and explain in detail the structure of a woven fabric and that of different types of weaves as well as their respective characteristics. They experiment and creatively produce neat samples of such weaves. (Level 8) Students draw, name and explain in short the structure of a woven fabric and that of common types of weaves as well as identify some obvious characteristics. They work samples of some weaves getting some help from the teacher. (Level 7) Students draw, name and match the structure of a woven fabric and identify some common weaves by name. With the teacher’s guidance, they draw and make an attempt at weaving with paper and |
loom works and the materials it produces:

http://www.youtube.com/watch?v=5n3i0g5rnV8&feature=related
http://www.youtube.com/watch?v=T1euH5LMyDg

Students will learn that there are different types of weaves, and the most common ones are the: plain weave, basket/hopsack weave, twill weave and satin weave. Students will be given pieces of fabrics and even pictures of different types of weaves. After giving them adequate time to comment on the different fabric weaves (highlighting reference to design, appearance, effect of texture and colour and textile strength), students are guided to draw the four types of weaves on squared paper. They will then weave with card/paper three types of weaves. The plain weave and the twill weave should be included. The other weave is to be chosen. These should be mounted in their portfolio.

Students will identify the properties of a woven fabric: it may be strong and stiff (especially the twill weave which is a very strong weave), and it frays.

Other possible activities: If there is time available, students can be given the opportunity to assemble and operate the craft loom. They can also bring samples of fabrics of different types of weaves. They can also mount a wall chart depicting different weaves.

http://www.handsoncrafts.org/003-02.htm
http://crochetcrafts.com/sewing/wovenfabrics.html
http://www.egport.com/resource/types-of-weaves/

The teacher will help the students to investigate the structure of knitting as a fabric

Starter suggestion: Students can be given a piece of a knitted fabric and their task is to identify the differences which they can observe between a knitted fabric and a woven fabric. During a group work session, they will

Students explain the difference in the structure of weft and warp knitting and list in detail their properties and uses.
### Construction and the Resulting Properties

(2 lessons)

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<tr>
<th>Construction and the Resulting Properties</th>
<th>Main Activity: Students can be shown the basic tools required for hand knitting. The following website shows students the basics of hand knitting. <a href="http://www.youtube.com/watch?v=3uw-nUvGrBY">http://www.youtube.com/watch?v=3uw-nUvGrBY</a> The teacher helps the students understand that there are two types of knitting, weft knitting and warp knitting. This can be done with the help of pictures and samples which can be looked at with a magnifying glass. At this stage, the students are only expected to know about weft knitting but the difference between the two can be highlighted. A brainstorming activity is to be done on the different uses of knitting in textile items. The link below shows the uses of knitting in textile items and brings out the difference between weft knitting and warp knitting and their uses. <a href="http://www.youtube.com/watch?v=7gHokb3lh_A">http://www.youtube.com/watch?v=7gHokb3lh_A</a> Students will then make a list of the properties of a knitted fabric. They will find out that a knitted fabric is warm to wear, soft, and stretchy. They will also identify that a knitted fabric does not fray but it ladders. Other Possible Activities: A demonstration session can be done to show students how to hand knit. Knitting a small sample will help students get a better insight into what knitting is all about. Students can also be asked to find pictures of knitted items. <a href="http://www.teonline.com/knowledge-centre/industrial-knitting-process.html">http://www.teonline.com/knowledge-centre/industrial-knitting-process.html</a></th>
</tr>
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<td>The teacher will help the students to discover felting and bonding as non-wovens and other main non-wovens such as lace, crochet, plastics and skins. (1 lesson)</td>
<td>Starter Suggestion: The students will be given different samples of non-woven fabrics. They are encouraged to find out how these differ from other fabric construction methods. With help, they would be able to reach the conclusion that non-woven fabrics are made directly from fibres. That is, the yarn stage is skipped altogether. The following link shows a method how non-woven fabrics are made. <a href="http://www.youtube.com/watch?v=COehZJnjpM">http://www.youtube.com/watch?v=COehZJnjpM</a></td>
</tr>
</tbody>
</table>
**Main activity:** When the students understand how non-woven fabrics are constructed, they will find out that felting and bonding are two types of non-woven fabrics. Samples of felting and bonding can be fixed in their file. The following link shows how to make felt fabric by hand. It can be shown to help students understand more the idea of felting. They can also have a try at making a small swatch of felted fabric by hand.

http://www.youtube.com/watch?v=qjW7PSXAwk

The main properties and uses of this fabric construction are discussed. Furthermore, students are encouraged to look for pictures and samples that focus on the non-woven fabrics.

Other fabric construction methods such as lace, crochet, plastics and skins are to be mentioned and a sample of each can be shown. Of special mention and reference, the Maltese lace (bizzilla), which is a textile of such a culturally rich national heritage standing, should be highlighted. Students are also encouraged to find more about this. At the same time, every effort is to be made to inculcate in students appreciation of this craft. They are also encouraged to grab every opportunity that comes their way to learn lace-making.

In addition, the differences between hand-made lace and machine lace can be discussed. Hand-made lace is considered as very valuable and expensive while machine lace is produced by machines at a cheaper price. The following websites provide useful information on the Maltese lace:

http://drawwiet.webs.com/artiggianat.htm
http://www.flickr.com/photos/bfenech/398674785/
http://www.ozmalta.page4.me/86.html
http://www.youtube.com/watch?v=YWGAA4yIW88&feature=results_main&playnext=1&list=PLD4D9317241A07DB8

**Other possible activities:** A visit to a craft village can be organised where students can see items made from various fabric construction methods (only if there is time available). Students can find samples and pictures of various non-woven fabrics.
non-woven fabrics and list their uses.

| The teacher will help the students to describe and argue the main fabric properties of the different fabric construction methods. (2 lessons) | Starter suggestion: A quick revision of the fabric construction methods is done. A recall activity can be done to help students identify the different types of properties found in different types of fabric construction. At this stage, students should gain a satisfactory insight that any type of fabric construction contributes to giving a fabric certain characteristics. These properties would be in addition to the properties of the nature of the fibres used.

Main activity: By investigating fabrics of different fabric construction methods and of various thicknesses, students find out that fabric construction methods influence the appearance, properties and performance of the fabric. In group work, students write down the fabric construction method of each fabric and identify which properties are obtained from each fabric construction method. They can suggest garments or textile items made from those fabrics. Names of fabrics made from various fabric construction methods can be mentioned (eg. Drill is made from twill weave, Chiffon from plain weave, and satin from satin weave).

Other possible activities: As part of a revision worksheet, pictures of various garments and textile items can be given to students, and they have to state which fabric construction method is used for each garment or textile item and which properties are achieved. At the end of this unit, they can make a chart on the different fabric construction methods, including their properties and uses. These charts will be hung in class.

http://sourcing.indiamart.com/apparel/apparel-industry/knitted-garments-information/knitting-vs-weaving/
http://www.linux.bideford.devon.sch.uk/blogs/textiles/wp-content/uploads/2011/10/Fabric-construction-methods.pdf | Students compare and contrast the various properties obtained from the different fabric construction methods, and, giving reasons, they match these to their specific uses in textiles items. (Level 8)
Students argue in brief the properties obtained from the different fabric construction methods and match them to their main specific uses in textiles items. (Level 7)
Students list the common properties of fabric construction methods and, with the teacher’s continuous support and guidance, match these to their common uses in textiles. (Level 6)
Students name the properties of different fabric construction methods and match them to specific uses in textiles items with continuous prompting from the teacher. (Level 5)
Subject: Textile Studies
Unit code and title: 8.5 INTERTWINED
Strand 1: Fashion, Design and textiles

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will help the students to:
1. Explore and plan an item focusing on the creative use of common weaves and yarns.
2. Create a card board weaving loom and work their chosen item using different colours, weaves and yarns.
3. Finish and evaluate their own work and exchange constructive critique of each other’s work.
4. Create three fashion drawings and a mood board.

Key Words
Plain and Twill weave, Basket weave, woven material, weft, warp. Grain of fabric, selvedge. Weaving loom, Different yarns and textures, interfacing, Vilene, bondaweb, re-cycled material etc.

Points to Note
The approach to teaching and learning Textiles Studies is based on the development of a creative student.

Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation.

This unit gets the students involved in the making of a card loom, a creative woven item as well as in the designing of fashion drawings and a mood board.

Resources
Needlework box. Small and large sewing tools – sewing machines, irons, ironing board etc.
Woven material. Different yarns with different textures, ribbons, strips of re-cycled material etc.
Pictures of woven creative textile items. Bodkin, large blunt needle or safety pin, Interactive white board. Internet PowerPoint Presentations.
Templates of 8 ½ heads of a human figure. Fashion magazines and pictures.
http://www.youtube.com/watch?v=YAGOPq7xBBA8&feature=related
http://www.youtube.com/watch?v=TAXDntZC22k&feature=related
http://www.youtube.com/watch?v=xCRWn4P50fs
http://www.youtube.com/watch?v=O0KxAcXG0g
<table>
<thead>
<tr>
<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
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| The teacher will help the students to explore and plan an item focusing on the creative use of common weaves and yarns. (2 lessons) | **Starter suggestion:** A PowerPoint Presentation showcasing various creative weaving items (cushions, pockets, book marks etc.) is shown to inspire the students to generate ideas for their weaving projects.  

The teacher can show work of past students if available. The students are encouraged to search on the internet and magazines for ideas to inspire them for a creative woven item.  

The students’ ideas may be presented on a cardboard paper. Students can attach diagrams, samples of ribbons and fabrics as well as drawings.  

**Main activity:** The students are encouraged to discuss the creativity of using weaves especially when using different colours, textures of yarn and type of weaves.  

Video clips of different weaving items are shown to the students to further help their inspiration.  

http://www.youtube.com/watch?v=-ByYj5G4-Hc&feature=fwrel  

http://www.youtube.com/watch?v=NR=1&feature=endscreen&v=nkZQt mrlKBm  

http://www.youtube.com/watch?v=cqjhvOuKLR8&feature=related  

If time permits, students can also access the following website to get more ideas of weaving projects.  

http://www.artistshelpingchildren.org/weavinghowtoweavecraftsforkids.html  

Working partners, preferably in pairs of same ability students, are formed to discuss how the items can be done using various weaves and yarns. Eventually, they will decide, together with the teacher’s guidance, which item to make. Their decision is ultimately based on their individual ability in | The students identify, name and explain in some detail the composition of different types of weaves; work out, mostly independently, the necessary planning stages to produce an interesting and original weaving item. (Level 8)  

The students identify, name and state in short the composition of the different common types of weaves; work out, with regular guidance from the teacher, the planning stages to produce an interesting and somehow original weaving item. (Level 7)  

The students identify, name and illustrate two popular weaves, namely the plain and basket weave; plan the making of a simple woven item following the teacher’s continuous guidance and support. (Level 6)  

The students match wording and drawing of the plain weave and the basket weave; copy a simple pattern provided by the teacher to make the woven item. (Level 5) |
order to ensure success in its making. In this manner, students will feel confident why it is wiser for them to attempt doing one type of item than another. At the same time, it remains equally important to highlight throughout the importance of creativity and originality no matter what the choice is.

The teacher makes every effort to instil environmental awareness by pushing forward the three ‘R’s philosophy; hence, suggesting the use of recycled material and yarns.

The students are encouraged to make a drawing of the item chosen using different weaves and yarns to make it creative and original. It is suggested that checked paper is used as it can help better the planning of the chosen item.

**Activity:** the teacher will demonstrate how to make the pattern of different items chosen by the students in class. The students can copy or better still create the pattern and then move on to embellish the original item by the inclusion of a weaving design or motif.

| The teacher will help the students to create a cardboard weaving loom and work their chosen item using different colours, weaves and yarns. (4 lessons) | **Starter suggestion:** The teacher will demonstrate how to prepare a cardboard loom for weaving. The following website can also be helpful as it gives clear instructions how to create a cardboard loom. [http://www.youtube.com/watch?v=xCRWn4P50fs](http://www.youtube.com/watch?v=xCRWn4P50fs)

Students are helped to make a cardboard loom for making pockets and weaving motifs to be fixed on cushions or pockets. The size and spacing of threads can vary according to the individual item chosen. [http://www.youtube.com/watch?v=JRFWG5T2BKc](http://www.youtube.com/watch?v=JRFWG5T2BKc)

Put on show a display of different materials that can be used. This would encourage discussion. | Almost independently, the students create a cardboard loom and work their planned woven item in a neat and most creative manner. They show competence in explaining and giving reasons for all the processes involved in the making of the cardboard loom and the woven item. (Level 8)

With some help from the teacher, the students create a cardboard loom and work their woven item in a satisfactory and creative manner. They show
Ask students to show/point out the warp, the weft, the grain of fabric and the selvedge on a prepared fabric, or diagram and ask students to name the different types of weaves as to revise work covered in previous lessons. The students are encouraged to feel the texture of each material and point out the difference created by the different thicknesses and textures of threads and other sources used.

A discussion can follow on the appropriate choice and quality of material and/or yarns to un-ravel and weave again. For example, the open plain weave material is more practical to use.

**Main activity:** The teacher will demonstrate how to pin the pattern according to grain of fabric. Mark seam allowance according to item chosen. Cut the material and neaten.

The following site will help to give an idea how to make an envelope cushion. This can be decorated by fixing a woven motif on the front.

http://www.youtube.com/watch?v=FhZnHhbCN-Q

**Method one:** - the students can work a woven motif and fix to the cushion or pocket.

**Method two:** - the students can unravel threads where the weaving can be applied. A variety of ribbons and strips of re-cycled material can be woven through the weft and warp of material to create an original design.

**Starter suggestion:** Video clips showing different weaves to help and revise the weaving methods in previous lessons are shown and discussed with the students.

http://www.youtube.com/watch?v=-ByYj5G4-Hc&feature=relmfu
http://www.youtube.com/watch?v=G3G1_KgbzA&feature=related
http://www.youtube.com/watch?v=LbtKnvc_9No&feature=related

competence in explaining briefly the processes involved in the making of the cardboard loom and the woven item. (Level 7)

With constant guidance from the teacher, the students make up a simple cardboard loom and work a simple woven item. They write a short paragraph on the work involved. (Level 6)

With continuous prompting and hands-on support from the teacher, the students make a simple cardboard item and work a straightforward, simple woven item. They illustrate in a simple way the main stages involved. (Level 5)
Main activity: The teacher will demonstrate how to do the plain weave, twill weave, satin or hopsack with different yarns, ribbons and strings. It is recommended to use recycled material for demonstration to validate how many creative and original patterns can be created with recycled materials.

Emphasis is made by the teacher of the different interlacing of the weft and the warp threads that need to be made each time a different choice of weave is worked out.

The students are guided to decide which weave, yarns and colours to choose that would best meet the requirements of the chosen item. The students are encouraged to carry on working on the making of their woven item. Some students may need further assistance to carry on with their work at home to finish it off.

The students are encouraged to discuss and write the steps followed during the making of their weaving project. Lower ability students can be given a handout where they will have to match the steps they followed.

Following a demonstration by the teacher and further individual direction as required, the students will remove their woven item from loom. Vilene or bondaweb is adhesed at the back if essential. As homework, students will have to carry on with the weaving project to finish it off.

Other possible activities: The students are encouraged to take photos as they move on with the execution/making up of their project. The photos can later be used to build a photo story. The students’ photo stories can later be used as recapitulation and revision of the steps used during the making up of the weaving project.

Starter suggestion: The teacher will encourage the students to reflect on the progress of their work. If needed, further support is given to the ones who

Students assess their performance during the making and the result obtained of the
their own work and exchange constructive critique of each other’s work. (1 lesson)

still need to finish their work. Students who are ready from their work are encouraged to help others.

The following sites help to give a good idea of how to sew and finish the item.

http://www.youtube.com/watch?v=mvNRbqWggWgeature=related
http://www.youtube.com/watch?v=YsjWUihvFE
http://www.youtube.com/watch?v=vH-UHwnvAjc

With the teacher’s guidance, students will reflect on their project to evaluate their individual strengths and weaknesses during the making of their project and their finished product. They will also be encouraged to suggest some area of improvement. The teacher will also guide the students to do not only constructive critic on their own work and experiences but also of their class-mates.

A hand out with evaluation questions can be prepared and given to students to discuss and answer. Alternatively, the questions can also be shown on the interactive whiteboard as a constant referral as they are writing and discussing.

**Other possible activities:** The students will be encouraged and helped to create a display / exhibition in school of their work. Photos of the students’ work can also be uploaded on a PowerPoint presentation and displayed on the school’s website.

final product highlighting some strengths and weaknesses, including references to the effectiveness of colour scheme, weaving pattern, yarn texture, creativity and neatness suggesting some aspects of improvement.

(Level 8)

Students give clear but short evaluative comments on their performance during the making and final outcome of the product, highlighting some strengths and weaknesses, including brief references to the effectiveness of colour scheme, weaving pattern, yarn texture, creativity and identifying one area of improvement when asked. (Level 7)

Students fill in a guided evaluation sheet which include the choice of relevant short statements on the overall outcome of the product and which highlight some basic strengths and weaknesses with guidance from the teacher. (Level 6)

Students identify two things that went right or could be better of the final result of the product, with prompting from the teacher. (Level 5)

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The teacher will help the students to create three fashion drawings and a mood board.

**Starter suggestion:** Video clips and magazines of current fashion trends are shown to the students. A lively discussion on what is fashionable will follow.

The students produce an interesting mood board and design creative and impressive fashion drawings. They
### (2 lessons)

The teacher may ask:
1. What is fashionable this season?
2. Which are the colours that stand out this season?
3. Which are the striking style features that are currently in fashionable? Etc.

Students can use the computers to access different fashion houses websites (example: House of Versace and House of Chanel) to generate the discussion.

http://www.youtube.com/watch?v=jBq7BxC5ErQ  
http://www.youtube.com/watch?v=HoHO7aM1ITs&feature=related

Students will collect pictures of current fashion and create a mood board. This can be done either individually or in groups of either same ability or mixed ability.

http://www.youtube.com/watch?v=7AwD2csij-Fg&feature=results_main&playnext=1&list=PL6BBA07431DB580FD  
http://www.youtube.com/watch?v=ni-F4xJc2tA&feature=related

**Main activity**: The eight and a half heads of the human figure is explained. The students can have a go at drawing the eight and a half heads figure by dividing an A4 paper in eight and a half sections and using block shapes to build the human body.

To help the students gain further insight on the subject, a normal figure template can be shown and the students will outline and comment on the observed differences. (For example: longer legs and neck)

The theme chosen is discussed (Example: sea, spring, earth, Egyptian, etc.) and students are to research on the theme, making reference to magazines and the relevant websites on the internet.

Give templates to students, they can trace or copy to make fashion drawings.

highlight and explain in some detail the different facets contributing to the world of fashion. (level 8)

The students produce an interesting mood board and design interesting fashion drawings with regular guidance from the teacher. They explain briefly the main facets contributing to the world of fashion. (level 7)

With continuous guidance and hands-on support from the teacher, the students produce a simple mood board and sketch simple fashion drawings from resources provided by the teacher. They write a short paragraph on fashion in general. (level 6)

With on going prompting and hands-on support from the teacher, the students produce a very simple mood board and copy-sketch simple fashion drawings from the teacher’s own resources. They outline some basic drawings and label some matching words which somehow relate to fashion in general. (Level 5)
Using the IWB, the teacher, together with the students’ participation, can demonstrate how to develop these figure designs according to the choice of a specific theme.

An activity of dressing up using the IWB can be planned and prepared.
http://www.youtube.com/watch?v=IPHrAJ99PCE
http://www.youtube.com/watch?v=n7eGg040HRM
http://www.youtube.com/watch?v=BBf-SjPkBCA
http://www.youtube.com/watch?v=pbaw-WfMrS0&feature=related
http://www.fashion-era.com/elegant_fashion_templates.htm
http://apps.facebook.com/fashiondesignergame/?ref=ts#_=

The students will have to design and produce a minimum of three designs for their portfolio.

Other possible activities: The students are encouraged to display their work on the school notice boards as well as in their Textiles Studies Department. These can also be put up on the school’s website. In fact, students can be encouraged to carry on working in this direction and further enhance the development of such design work in their portfolio.
Subject: TEXTILES STUDIES
Unit code and title: 8.6 CLOSURES
Strand 2: AIDS TO SEWING
Strand 3: THE ROLE OF THE CONSUMER

Objectives
The teacher will help students to:
1. Identify and comment on popular methods of fastening.
2. Attach a zip fastener using one simple method.
3. Discover what influences the consumer in relation to textiles.
4. Explore the main consumer rights and obligations in relation to textiles.

Points to Note
The approach to teaching and learning Textiles Studies is based on the development of a creative student. Students work on an identified brief, creating a plan to fit the brief and implementing the brief while being constantly aware of health and safety rules. Through hands on experiences and with ongoing investigation and modification, students are encouraged to find solutions and improve their work through evaluation.

Students are encouraged to develop skills on the basic methods of fastening and discover what influences the consumer in relation to textiles.

Key Words
- fasteners, zippers, consumer awareness, media influences.
- hooks and eyes, buttons, shank button, snaps, zipper, invisible zipper, conventional zipper, dual separating zipper, centred zip, lapped zip, separating zip, hook and loop, toggle fastenings, grommets, Velcro, clasps, poppers, cuff clips, rights and obligations,

Resources
- A selection of clothes with different types of fasteners, fasteners including: different types of buttons, snaps, hooks and eyes, hook and loop, toggle fastenings, grommets, Velcro, clasps, poppers, cuff clips. Flashcards with pictures of different types of fasteners. Different types of zippers including: conventional zipper, invisible zipper and dual separating zipper, Power Point, Interactive whiteboard, flash cards, sewing machine, magazine adverts, TV adverts.
- www.dolceta.eu
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<th>Teaching Objective</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
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| The teacher will help the students to identify and comment on popular methods of fastening. (2 lessons) | **Starter suggestion:** Students will be introduced to the lesson by taking a look at a selection of different clothes. Students will be asked to identify and comment on the different types of fasteners that are used to: put on and take off clothes as well as for decoration purposes.  
**Main activity:** Students are grouped into teams and each team will have time to look up pictures of different types of fasteners. Specific websites can be remotely prepared by the teacher to help guide the students. The pictures can then be put up on the interactive whiteboard or shown on the classroom computers. Alternatively, this activity can be given as homework during the previous lesson and the students can come prepared with the pictures.  
Still in groups, students will then find information on the use of the different types of fasteners they previously found pictures of. The teacher will put up a set of different pictures displaying different types of fasteners using the interactive whiteboard. Flash cards can also be used. The students will get back to the whole group by discussing together with the teacher what are the advantages and disadvantages of using such fasteners.  
http://aces.nmsu.edu/pubs/_c/C-232.pdf  
The teacher can demonstrate to the students how to attach simple fasteners. Students can have a go at trying out these methods during the lesson and carry on with the task at home.  
In addition to this activity, videos can also be shown of how to attach fasteners. These will help to better guide the students.  
http://www.youtube.com/watch?v=7466OI_0QF4  
http://www.youtube.com/watch?v=-32aRfZHk0g  
http://www.youtube.com/watch?v=aJIM-clymTwo&feature=relmfu | The students identify, name, draw and describe different types of fasteners, whilst discussing their use in clothes. (Level 8)  
The students identify, name and draw four different types of fasteners and mention their use in clothes. (Level 7)  
The students mention and identify three different types of fasteners with some help from the teacher. (Level 6)  
The students name two different types of fasteners with prompting from the teacher. (Level 5) |
**Other possible activities:** Students will be grouped and each group will receive a situation in which they will take the role of fashion designers who will be designing clothes for particular situations and specific occasions for example: children, sports, office wear etc... The students are to select the most appropriate fastener for the situation and explain why they opted for their particular choice. They can comment on why it is the most appropriate, what are the advantages of using such fastener and other fasteners which can be used instead. Students can also sketch their design using given figure templates.

**Home Activity:** Using a given worksheet, students will find samples of different fasteners which will then be attached to their worksheet. The worksheet will serve as a glossary for the students of the different types of fasteners available.

Students can also work in groups to do a shop survey of different types of fasteners available in the local market. Their findings can be presented in a mini class presentation.

**Starter suggestion:** The students will be introduced to the lesson by watching a small clip on different types of zip fasteners available. In groups students will comment on the use of these types of zippers, their functionality in clothes as well as illustrating the differences between each type of zipper; commenting both on the final look of the garment as well as practicality.

[http://www.youtube.com/watch?v=QN8dkMsw7Ss&feature=related](http://www.youtube.com/watch?v=QN8dkMsw7Ss&feature=related)

Students are taken to another part of the room where they will take a look at the different types of zippers they have just learnt about. A class discussion will follow. The students will be guided by the teacher’s challenging questions.

**Main activity:** The teacher will demonstrate to the students one simple way of attaching a zipper. The video How to sew a zipper is shown to recapitulate what the teacher demonstrated.

| The teacher will help the students to attach a zip fastener using one simple method. | **Starter suggestion:** The students will be introduced to the lesson by watching a small clip on different types of zip fasteners available. In groups students will comment on the use of these types of zippers, their functionality in clothes as well as illustrating the differences between each type of zipper; commenting both on the final look of the garment as well as practicality. [http://www.youtube.com/watch?v=QN8dkMsw7Ss&feature=related](http://www.youtube.com/watch?v=QN8dkMsw7Ss&feature=related) Students are taken to another part of the room where they will take a look at the different types of zippers they have just learnt about. A class discussion will follow. The students will be guided by the teacher’s challenging questions. **Main activity:** The teacher will demonstrate to the students one simple way of attaching a zipper. The video How to sew a zipper is shown to recapitulate what the teacher demonstrated. | The students distinguish between different types of zip fasteners whilst stating their use; and attach a centred and a lapped zip fastener in a competent manner. (Level 8) The students state the use of zip fasteners and attach a centred zip fastener satisfactorily and with some guidance from the teacher. (Level 7) The students comment on the use of a zip fastener and attach a centred zip fastener quite satisfactorily and with the continuous support and guidance of the teacher. (Level 6) The students attach a zip fastener |
http://www.youtube.com/watch?v=RuNilGesRCE&feature=related

The teacher can stick flashcards on the board illustrating the main steps involved in sewing a centred zipper. These flashcards will serve as a guide and reference for the students whilst they are attaching their zipper.

The students will use their prepared fabric and zipper or material can be provided by the teacher. Students will start their remote preparation for attaching a zipper. They will take turns to use the sewing machine. Peer to peer teaching can be used especially for lower ability students.

If time permits students can attach zipper to a small project including a scissors pocket, small bag, mp4 music player pocket etc...

Students who finish early can have a go at attaching a lapped zipper. The teacher can have ready prepared flash cards showing the steps for attaching this type of zipper.

**Other possible activities:** Different pictures of the steps for attaching a zipper may be shown jumbled up on the interactive whiteboard. The students will put the pictures in the correct order.

| The teacher will help the students to discover what influences the consumer in relation to textiles. (2 lessons) | **Starter suggestion:** The students are shown different adverts of textile products on the interactive whiteboard. A mixture of magazine adverts as well as television adverts can be used.

The adverts are used to generate a discussion on what influences the consumer in relation to textile products. The students are asked questions to get them to think about: adverts, media and peer pressure.

**Main activity:** Students work in groups to analyse carefully different adverts and identify techniques used to attract customers to buy certain textile products such as clothes and accessories. Students will make a list and present their findings to the rest of the class.

Students are shown a video which highlights the different techniques used showing limited practical skills and with constant help from the teacher. (Level 5) | The students illustrate and describe in detail the main factors which influence consumers in relation to textiles and discuss the effects that these factors can have on consumers. (Level 8)

The students identify and describe the main factors which influence consumers in relation to textiles and mention some ways in which these factors might influence consumers to buy. (Level 7)

The students state some factors which may influence consumers in relation to textiles. (Level 6) |
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<th><strong>Starter suggestion:</strong> Students are introduced to the topic by a set of situations of consumer issues related to textiles. The situations can be presented as a set of pictures in a photo story or alternatively using flash cards. The teacher will ask questions to get the students to think about what are the rights and obligations of consumers when they buy textile products. Students can be grouped and each group will discuss one of the situations shown previously.</th>
<th>The teacher will help the students to explore the main consumer rights and obligations in relation to textiles. (2 lessons)</th>
<th>textiles and consider briefly how they can affect consumers with continuous guidance from the teacher. (Level 6) The students suggest a couple of factors which may influence consumers when buying textiles with prompting from the teacher (Level 5)</th>
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<tr>
<td>The teacher will explain that apart from rights there are also obligations which are as equally important. Students are divided into groups and each group will have to come up with a set of obligations that consumers have. Students present their work to the rest of the class. The students can access the Malta Competition and Consumer Affairs Division website for more information.</td>
<td><strong>Main activity:</strong> Students are shown the online PowerPoint: 8 consumer rights from the Dolceta website. A class discussion will follow on why these rights are important and how they protect consumers.</td>
<td>The students distinguish and describe the difference between consumer rights and obligations whilst applying them in situations related to textiles by giving practical examples. (Level 8) The students distinguish the difference between consumer rights and obligations and, with the teacher’s guidance, apply them in situations related to textiles by giving one example. (Level 7) The students name two consumer rights and two consumer obligations in relation to textiles with considerable guidance and help from the teacher (Level 6) The students recall with help from the teacher one consumer right and one consumer obligation. (Level 5)</td>
</tr>
</tbody>
</table>
The students will work in groups and use the information they have just found to produce a leaflet using the school computers about consumer rights and obligations related to textiles. These leaflets can then be hung in the school’s corridors to raise awareness.

Other possible activities: Students are grouped into pairs and each pair will be given a particular situation related to textiles which requires some form of redress. Students will have time to come up with a way of redressing the situation. They will then use role-play to act out the situation and practice their consumer rights and obligations.
Digital Technology Enhanced Learning – Textiles Studies eLearning Entitlement

TXS 8.1 One way to sew it up

1. The video [http://www.youtube.com/watch?v=O7N4XalV6ms&feature=related](http://www.youtube.com/watch?v=O7N4XalV6ms&feature=related) can be used in class to help students learn how to take care of your machine as well as some very helpful tips to correct common sewing mistakes.
2. Students can be asked to gather information on the types of Pressing Irons [http://eocedeno.hubpages.com/hub/Press-Irons](http://eocedeno.hubpages.com/hub/Press-Irons) and present them as a presentation (powerpoint or prezi).
3. General information and some History of the home pressing iron can be found at [http://en.wikipedia.org/wiki/Clothes_iron](http://en.wikipedia.org/wiki/Clothes_iron). This could be the basis of research to be carried out by students.

TXS 8.2 Made by Me

1. [http://www.starsue.net/game/Bag_Designer.html](http://www.starsue.net/game/Bag_Designer.html) is a game where students can use their creativity and design a bag before creating a real one. Students can choose the shape, colour, and pattern and put some decorations to their bag.
2. [http://www.hotgamesforgirls.com/creative-handbag-design.html](http://www.hotgamesforgirls.com/creative-handbag-design.html) is a game where students can also design bags.
3. [http://www.youtube.com/watch?v=_JC38RxMdb0](http://www.youtube.com/watch?v=_JC38RxMdb0) is a video on how to use the zig-zag stitch as an overlocking stitch.

TXS 8.3 Material World

1. [http://www.youtube.com/watch?v=fuuPDOnTbz4](http://www.youtube.com/watch?v=fuuPDOnTbz4) is a good video portraying the difference between natural vs synthetic fibres and textiles, which can be used as an introduction in class or as a follow up to the topic.
2. [http://www.tampabay.com/specials/2009/interactives/product-symbols/](http://www.tampabay.com/specials/2009/interactives/product-symbols/) is a quiz game which asks students to match clothing care symbols with their correct description. It offers two different levels, after which of which the correct answers are displayed.

TXS 8.4 Threads of our lives

1. The following are activities which provide immediate feedback upon completion, accompanied by a short revision of the topic Fibres & Fabrics: [http://www.bbc.co.uk/schools/gcsebitzes/design/textiles/](http://www.bbc.co.uk/schools/gcsebitzes/design/textiles/) and [http://www.agame.com/game/teddy-textile.html](http://www.agame.com/game/teddy-textile.html)
TXS 8.5 Intertwined

1. [http://www.cleo.net.uk/followtheyarn/games/mathgame.html](http://www.cleo.net.uk/followtheyarn/games/mathgame.html) is a virtual weaving loom which allows students to experiment with different weaving patterns and colours.
2. Students can be asked to take photos of items created and write a small article to describe what resources were used and how the item was done. This can then be placed online (blog or website) for other students to comment about.
3. [http://www.gamesgames.com/game/Makeover-Designer.html](http://www.gamesgames.com/game/Makeover-Designer.html) allows students to design clothes, which they can use to dress up a virtual character.
4. [http://www.fashionplaytes.com/design-studio#axzz27f5FaCzc](http://www.fashionplaytes.com/design-studio#axzz27f5FaCzc) allows students to design clothes that they can then order.

TXS 8.6 Closures

1. Students can be asked to produce video tutorials outlining the different types of fasteners and how they could be sewn on different types of clothing. These tutorials can then be uploaded via common webquest for other students to learn from.
2. [http://www.youtube.com/watch?v=JyG9pGlpsKs](http://www.youtube.com/watch?v=JyG9pGlpsKs) is a YouTube link that offers a visual demonstration of how to attach a zip fastener in a competent and professional manner.
3. Students can be asked to prepare a video or presentation on factors which may influence consumers in relation to textiles and discuss the effects that these factors can have on consumers. Students can make use of microphone and camera to include a vox pop with various people as part of the footage for the final product.