



Republic of Zambia

Ministry of Education

# **FASHION AND FABRICS**

## **TEACHING MODULE**

### **FORM 1**

### **TERM 1**



Developed by the Curriculum Development Centre

Lusaka

2025



Republic of Zambia

Ministry of Education

Directorate of Curriculum Development

# **FASHION AND FABRICS**

## **TEACHING MODULE**

**FORM 1**

**TERM 1**

---

## COPYRIGHT

All rights reserved. No parts of this publication may be reproduced, stored in a retrieval system or transmitted by electronic, mechanical, photocopying, recording or other means, without the prior permission of the Curriculum Development Centre

© Curriculum Development Centre 2025

## AUTHORS

| <b>Name of Author</b> | <b>Position</b>    | <b>Institution From</b>                |
|-----------------------|--------------------|--|
| Bwalya Naomi          | Lecturer           | Mukuba University (MU)                 |
| Kasumba Agness        | Lecturer           | Mufulira College of Education (MUCE)   |
| Mbewe M. Agness       | Lecturer           | Chalimbana University (CU)             |
| Mhango Susan (Dr.)    | Deputy Headteacher | Lubuto Secondary School (Ndola)        |
| Ngwenya Rhoda         | Subject Teacher    | Kanjala Day Secondary School (Chipata) |

## COORDINATOR

Musonda Prisca Silupumbwe

Curriculum Development Centre

## Table of Contents

|   |    |
|---|----|
| <b>Introduction</b> .....   | 7  |
| <b>Preface</b> .....  | 7  |
| <b>ACKNOWLEDGEMENT</b> .....  | 8  |
| <b>1.1 TOPIC: INTRODUCTION TO TEXTILES AND CLOTHING</b> .....                                   | 12 |
| <b>Introduction</b> .....   | 12 |
| <b>1.1.1 Sub-Topic: CONCEPTS IN FASHION AND FABRICS</b> .....                                   | 13 |
| <b>Introduction</b> .....   | 13 |
| <b>Specific Competence: 1.1.1.1 Explore concepts in fashion and fabrics</b> .....               | 13 |
| <b>1.1.2 Sub-Topic: CAREER OPPORTUNITIES</b> .....  | 22 |
| <b>Introduction:</b> .....  | 22 |
| <b>Specific Competence: 1.1.2.1 Explore potential career path in textile and clothing</b> ..... | 22 |
| <b>1.1.3 Sub-Topic: WORK ETHICS</b> .....   | 28 |
| <b>Introduction:</b> .....  | 28 |
| <b>Specific Competence: 1.1.3.1 Practice work ethics in the fashion industry</b> .....          | 28 |
| <b>1.2 TOPIC: FASHION AND FABRICS WORKROOM</b> .....  | 34 |
| <b>Introduction</b> .....   | 34 |
| <b>1.2.1 Sub- Topic: SAFETY</b> .....   | 35 |
| <b>Introduction</b> .....   | 35 |
| <b>Specific Competence: 1.2.1.1 Practice safety rules in the workroom</b> .....                 | 35 |
| <b>1.2.2 Sub- Topic: FIRST AID</b> .....  | 44 |
| <b>Introduction</b> .....   | 44 |
| <b>Specific Competence: 1.2.2.1 Apply first aid</b> .....                                       | 45 |
| <b>1.3 Topic: PERSONAL HYGIENE AND FASHION</b> .....  | 49 |
| <b>Introduction</b> .....   | 49 |
| <b>1.3.1 Sub-topic: GOOD GROOMING</b> .....   | 50 |
| <b>Introduction</b> .....   | 50 |
| <b>1.3.2 Sub-topic: HEALTH HABITS</b> .....   | 56 |
| <b>Introduction</b> .....   | 56 |

|  |           |
|--|-----------|
| <b>Specific Competences: 1.3.2.1 Practice Good Health Habits in the Fashion Industry. ....</b> | <b>56</b> |
| <b>1.4 Topic: CLOTHING.....</b>  | <b>61</b> |
| <b>Introduction.....</b>   | <b>61</b> |
| <b>1.4.1 Sub-Topic: FUNCTIONAL CLOTHING .....</b>  | <b>63</b> |
| <b>Introduction.....</b>   | <b>63</b> |
| <b>Specific Competence: 1.4.1.1 Plan dressing according to function.....</b>                   | <b>63</b> |
| <b>1.4.2 Sub-topic: WARDROBE PLANNING .....</b>  | <b>71</b> |
| <b>Introduction.....</b>   | <b>71</b> |
| <b>Specific Competence: 1.4.2.1 Plan the wardrobe in relation to fashion trends .....</b>      | <b>71</b> |
| <b>1.4.3 Sub-Topic: DRESS CODE AND CULTURE.....</b>  | <b>81</b> |
| <b>Introduction.....</b>   | <b>81</b> |
| <b>Specific Competence: 1.4.3.1 Dress according to specific cultures.....</b>                  | <b>81</b> |
| <b>1.4.4 Sub-Topic: ACCESSORIES .....</b>  | <b>89</b> |
| <b>Specific Competence: 1.4.4.1 Use suitable accessories with an outfit .....</b>              | <b>89</b> |
| <b>1.4.5 Sub-Topic: INNER AND OUTER GARMENTS   Introduction:.....</b>                          | <b>99</b> |

## Preface

This **Competence-Based Fashion and Fabrics Teaching Module** is a comprehensive guide designed to equip teachers with the essential tools and knowledge needed to inspire and nurture the next generation of fashion and textile professionals. As the fashion industry continues to evolve, it is crucial to prepare learners with both theoretical understanding and practical skills that will enable them to thrive in this dynamic field. This module adopts a competence-based approach, ensuring that learners are well-prepared to meet the demands of the industry with creativity, innovation, and technical expertise.

Our primary objective is to bridge the gap between academic knowledge and practical application, providing teachers with a robust curriculum that fosters critical thinking, artistic expression, and problem-solving abilities. The module covers a wide range of topics, from the fundamentals of fabric science and garment construction to contemporary issues such as sustainable fashion and technological advancements in textile production. Each lesson is meticulously crafted to be engaging and interactive, encouraging learners to explore and experiment with various fashion and fabric concepts in real-world scenarios.

Recognising the pivotal role that teachers play in shaping the future of fashion and textiles, this module offers comprehensive resources and support to enhance teaching effectiveness. With a focus on hands-on activities, real-world applications, and culturally relevant content, this module aims to create a meaningful and enjoyable learning experience for both teachers and learners.

Ultimately, our vision is to inspire a generation of fashion and textile professionals who are not only knowledgeable and skilled but also passionate about creating innovative and sustainable solutions in the industry. We hope this module will serve as a valuable resource in your teaching journey, sparking curiosity, fostering artistic growth, and nurturing a deep appreciation for the vibrant world of fashion and fabrics.

Kamoko Joel (Mr.)  
**Permanent Secretary-Educational Services**  
**MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENT

We would like to express our deepest appreciation to all the dedicated Fashion and Fabrics teachers, lecturers from Colleges of Education and Universities, Subject Associations, and Cooperating Partners whose unwavering commitment and invaluable expertise have shaped this module. Your passion for nurturing young minds, your innovative teaching methods, and your tireless efforts to promote healthy eating habits have been instrumental in the development of this comprehensive guide.

We also extend our gratitude to the Zambia Education Enhancement Project (ZEEP) for the financial support and Zambia Educational Publishing House (ZEPH) for the technical support towards the development and finalization of the module.

Finally I wish to also acknowledge the dedication and hard work of the staff at the Curriculum Development Centre (CDC), whose tireless efforts ensured the successful completion of the development process of the module.

Charles Ndakala (Dr.)

Director - Curriculum Development

MINISTRY OF EDUCATION

## Introduction

This **Fashion and Fabrics Competence Based Teaching Module** serves as your introduction to a vibrant and creative field that blends artistry, craftsmanship, and practicality. Fashion is not just about the clothes we wear; it is a form of self-expression and a reflection of cultural identity, historical influences, and social trends.

Throughout this module, the teacher will help learners explore the basics of fashion design and textile science, gaining a deep understanding of different fabrics, their properties, and how they are used to create garments. They will learn about the principles of design, colour theory, and the techniques used in sewing and garment construction. Practical activities and projects will help learners apply what they have learned, allowing them to create their fashion pieces and develop their unique style.



This teaching module integrates cross-cutting issues such as financial education, entrepreneurship, environmental health, and waste management equally.

This module aims to build learners' competence in fashion and fabrics, equipping them with essential skills such as pattern making, fabric selection, and various sewing tools and equipment. They will also gain insight into the history of fashion, the influence of different cultures, and the importance of sustainability in the fashion industry. Understanding these concepts will help them appreciate the broader impact of fashion on society and the environment.

## **PURPOSE OF THE MODULE**

The purpose of the module is to illustrate teaching and learning activities that:

- a) are consistent with teaching and learning in a competence-based curriculum;
- b) show processes that allow the achievement of 21<sup>st</sup> Century Skills such as creativity, collaboration, communication and critical thinking;
- c) demonstrate how fashion and fabrics can be actively taught with the teacher acting as a facilitator of the learning process;
- d) show what activity-based and learner-centred teaching and learning could look like where learners actively learn in small cooperative groups.

## **HOW TO USE THE MODULE**

This module provides a collection of suggested learning activities and teaching strategies designed to enhance learners' scientific competences. These activities emphasise hands-on experiences, such

as manipulating real objects, interacting with nature, and learning through practice. It is crucial to understand that the desired competences and 21st-century skills will not be achieved solely by covering topics but are developed through the way teaching and learning activities are carried out. Learners are expected to acquire general competences as they interact with the material under the guidance of the teacher. These essential competences include analytical thinking, effective communication, collaboration, critical thinking, environmental sustainability, real-world application, problem-solving, and the development of essential scientific skills.










The activities within this module are intended to be integrated into the teacher's existing lesson plans, not to replace them entirely. Teachers are encouraged to adapt these suggested activities to suit their specific class situation, learner abilities, and available resources. The topics and activities presented in this module align with the 2024 Fashion and fabrics Syllabus.

Some topics in the module begin with a "Hook" – an opening statement designed to stimulate learners' curiosity and motivate them to learn. This could be a provocative question, a relevant scenario, or something that encourages learners to think critically. Teachers are encouraged to create the hooks that best provoke their learners' curiosity and motivation. Consider incorporating problem-solving scenarios into your hooks. In this Module, you will also find the “CONTENT TIP”, which is intended to be for the attention of the teacher and NOT the learner, to guide the learning activities.

## MARGIN ICONS

While working through this module, you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity. They have been included to help you to find your way around this module.

A complete icon set is shown below. We suggest that you familiarise yourself with the icons.

|   |   |  |
|---|---|--|
| <br>Assessment | <br>Activity             | <br>Tips          |
| <br>Summary  | <br>Event or situation | <br>Discussion  |
| <br>Avoid    | <br>Reflection         | <br>Assignments |

## 1.1 TOPIC: INTRODUCTION TO TEXTILES AND CLOTHING

### Introduction

The topic “Introduction to Textiles and Clothing” explores the fundamental concepts of textiles, their sources, types, and the role they play in clothing construction. It helps learners understand the importance of textiles in daily life and introduces them to basic terminologies, processes, and the sustainability aspects of the textile industry.

### General Competence(s):

|                               |  |
|-------------------------------|--|
| <b>Analytical Thinking</b>    | <ul style="list-style-type: none"><li>Identify different types of textiles and their sources (natural and synthetic fibres).</li></ul>   |
| <b>Critical Thinking</b>      | <ul style="list-style-type: none"><li>Understand and apply basic processes involved in textile production, such as weaving, knitting, and dyeing.</li></ul>                                      |
| <b>Emotional Intelligence</b> | <ul style="list-style-type: none"><li>Appreciate the role of textiles in clothing and their impact on functionality, comfort, and aesthetics.</li></ul>  |
| <b>Problem Solving</b>        | <ul style="list-style-type: none"><li>Recognize the importance of sustainable practices in the textile and clothing industry.</li><li>Describe key work ethics and professional values</li></ul> |
| <b>Financial Literacy</b>     | <ul style="list-style-type: none"><li>Explore Career Opportunities in the Textile and Clothing Industry</li></ul>  |

### Hook:

Fabric Feel Challenge: Blindfold a learner and give them different fabric samples (e.g., cotton, silk, polyester, wool). Ask them to guess the material based on texture and feel. “*What do you think makes these fabrics feel so different? Where do you think they come from?*”

### Key Terms:

| KEY TERMS               | MEANINGS   |
|-------------------------|--|
| <b>Textile</b>          | A material made by weaving, knitting, or bonding fibre.                              |
| <b>Fabric</b>           | A material made from fibres, yarns or thread by weaving, knitting, or bonding fibre. |
| <b>Fibre</b>            | The basic material used to create textiles, either natural or synthetic.             |
| <b>Natural Fibre</b>    | Fibres sourced from plants, animals, or minerals. (e.g. Cotton, wool)                |
| <b>Synthetic Fibres</b> | Man-made fibres created through chemical processes. (e.g. nylon)                     |
| <b>Weaving</b>          | A process of interlacing thread at right angles to form fabric                       |
| <b>Knitting</b>         | A technique of looping yarn together to create fabric                                |

|                       |   |
|-----------------------|---|
| <b>Dyeing</b>         | The process of adding color to textile  |
| <b>Loom</b>           | Device used for weaving.  |
| <b>Sustainability</b> | Practices ensuring the production of textiles minimizes environmental impact. |

### 1.1.1 Sub-Topic: CONCEPTS IN FASHION AND FABRICS

#### Introduction

This lesson introduces learners to the fundamental concepts of fashion and fabrics. It equips them with knowledge about fabric types, their uses, and the role they play in fashion design. By the end of the lesson, learners should be able to explore the relationship between fabrics and personal style, and understand evolving trends in fashion.

#### Specific Competence: 1.1.1.1 Explore concepts in fashion and fabrics

#### Learning Activities



#### Activity 1: Explaining Basic Concepts in Fashion and Fabrics

#### Learning and Teaching Materials:

- Charts and images of different fashion styles.

#### Technological

1. Use videos to clarify different fashion styles.
  2. Learners to watch videos on a projector.
- Samples of fabrics for tactile demonstration

#### Activity Process:

- Define key terms: **fashion**, fabrics, **fashion terminologies**.
- Illustrate types of fashion styles using examples.
- Use relatable examples to explain fashion styles (e.g., casual, formal, traditional).
- Highlight differences between fashion and fabric concepts.

#### Content Tips

Fashion and fabrics are essential in daily life, influencing the way people dress, express themselves, and protect their bodies. Understanding the basic concepts in fashion and fabrics helps individuals make informed choices when selecting clothes.

## Fashion

Fashion refers to the styles of clothing, accessories, footwear, and even hairstyles that are popular at a particular time. It changes over time due to cultural, social, and technological influences.

### Key Concepts in Fashion:

1. **Trend** – A general direction in which fashion is developing or changing (e.g., oversized clothing, bright colors).
2. **Style** – A person's unique way of dressing or presenting themselves.
3. **Classic Fashion** – Styles that remain in trend for many years (e.g., jeans, little black dress).
4. **Fads** – Fashion styles that become popular quickly but fade away just as fast (e.g., neon clothing, certain sneaker trends).
5. **Haute Couture** – High-end, custom-made designer clothing.

**Example:** Bell-bottom jeans were trendy in the 1970s, but they disappeared for a while before making a comeback.



### Activity 2: Exploring why people wear clothes.

### Learning and Teaching Materials:

- Chart paper, markers, sticky notes, Magazines, printed pictures, projector, Simple costume props (scarves, jackets, hats, sportswear)

#### Technological

Learners to watch videos depicting people in various outfits from different cultures and weather conditions



#### Key Takeaways

- People wear clothes for protection, modesty, identification, decoration, and status.
- Clothing choices are influenced by climate, culture, religion, occasion, occupation, and personal taste.
- Fashion trends and fabric choices change over time due to technology, economic factors, and social influences.

### Activity Process:

1. Ask learners: “Why do people wear clothes?” Write responses on the board.
  - Divide learners into small groups. Each group lists reasons why people wear different types of clothing.
  - Show pictures of people in various outfits from different cultures and weather conditions.
  - Ask learners to explain why they are dressed that way.
  - Assign learners different scenarios (e.g., a wedding, a sports event, cold weather) and let them act out the appropriate clothing choices.
  - Emphasize key reasons such as protection, modesty, identification, decoration, and status.
  - Encourage learners to consider cultural, religious, climatic, and occupational influences.
  - Explain how clothing choices are influenced by climate, occasion, and tradition.
  - Help learners understand functional and social reasons behind clothing.

### Content Tips:

#### Exploring the reasons why people wear clothes.

There are many reasons why people wear clothes, and these reasons go beyond just covering the body. Here are some key reasons:

1. Protection (weather, environment, work hazards)
2. Modesty (cultural and societal norms)
3. Adornment and Fashion (personal style, fashion trends)
4. Cultural and Religious Significance
5. Social Status and Identity
6. Comfort and Practicality/ Functionality (activewear, casual clothing)
7. Psychological and Emotional Reasons



**Activity 3: Demonstrating the ability to choose health clothes. (friendly to the skin, breathability, good conductor of heat, water proof, adornment)**

### Learning and Teaching Materials:

- Fabric samples of cotton, wool, silk, polyester, and nylon.
- Charts or posters displaying fabric properties.

- Small water spray bottles for testing water absorption.
- Scenario cards for group activities.

### **Fashion show on a red carpet**

- Learners' clothing items for analysis and discussion.

### **Activity Process:**

- Engage learners in a discussion about what makes clothing “healthy.” Ask them to share their experiences with different fabrics.
- Teacher to provide learners with different fabric samples (cotton, silk, wool, polyester, nylon, etc.). Let them touch and feel the fabrics while discussing their properties.
- Divide learners into small groups and give them different scenarios (e.g., choosing clothing for hot weather, rainy seasons, or a baby’s skin). Let them present their choices and reasoning.
- Explain which fabrics are best for different weather conditions and skin types. Encourage critical thinking and practical application of fabric knowledge.
- Show the importance of fabric properties in choosing clothing for different conditions. Reinforce learning by applying knowledge to real-life situations.

### **Practical demonstration**

- Teacher to provide learners with water and different fabric types. Let them test how well each fabric absorbs or repels water.
- Ask learners to bring clothing from home and explain why they chose those fabrics. Let them assess whether their choices align with the discussed properties.

### **Content Tips:**

- Highlight fabric properties such as: - comfort, breathability, heat conduction, waterproofing, and aesthetic appeal.

### **Fabrics best for different weather conditions and skin types:**

- **Friendly to the Skin**

Some fabrics can cause irritation, rashes, or allergies, especially for people with sensitive skin. When choosing healthy clothes, it is best to go for soft, natural fabrics that do not cause discomfort.



### **Best Fabrics:**

- **Cotton** – Soft, breathable, and hypoallergenic (less likely to cause allergies).
- **Silk** – Gentle on the skin and prevents irritation.
- **Bamboo fabric** – Soft, antibacterial, and suitable for sensitive skin.

### **Avoid:**

- **Synthetic fabrics like polyester and nylon** – These can cause irritation and sweating.
- **Rough fabrics like wool (for sensitive skin)** – Wool can cause itching in some people. **Example:** If you have sensitive skin, wearing a cotton T-shirt instead of a polyester one can help prevent skin irritation.
- **Breathability**

Breathable fabrics allow air to flow through, preventing excessive sweating and discomfort. Clothes made from breathable materials help regulate body temperature and keep the skin dry.

### **Best Fabrics for Breathability:**

- **Cotton** – Absorbs sweat and keeps the body cool.
- **Linen** – Lightweight and airy, ideal for hot weather.
- **Light wool** – Absorbs moisture and keeps the body warm without overheating.

### **Avoid:**

1. **Plastic-based fabrics like polyester and nylon** – These trap heat and cause excessive sweating. **Example:** A person working in a hot environment should wear a light cotton or linen shirt instead of a nylon one to stay cool.
- **Good Conductor of Heat (Warmth in Cold Weather)**

Clothing should help maintain body temperature depending on the weather. In cold conditions, the body loses heat quickly, so warm clothing is necessary.

### **Best Fabrics for Warmth:**

2. **Wool** – Retains heat and provides insulation.
3. **Fleece** – Soft and traps warmth.
4. **Thermal fabrics** – Specially designed to retain body heat.

### **Avoid:**

1. **Thin cotton fabrics** – These do not provide enough warmth in very cold weather.
2. **Synthetic fabrics like polyester** – These may not trap heat effectively. **Example:** Wearing a wool sweater in winter helps retain body heat better than a thin cotton shirt.

- **Waterproof Properties**

Waterproof clothes help protect the body from rain, snow, and moisture. This is important to prevent illnesses such as colds and flu.

**Best Waterproof Materials:**

1. **Nylon** – Used in raincoats and windbreakers.
2. **Polyester with waterproof coating** – Common in jackets.
3. **Rubberized fabrics** – Used for rain boots and heavy-duty raincoats.

 **Avoid:**

- **Cotton and wool in wet conditions** – These fabrics absorb water and take a long time to dry. **Example:** If you are walking in the rain, wearing a nylon raincoat instead of a cotton hoodie will keep you dry.

- **Adornment (Style and Personal Expression)**

While choosing healthy clothes, it is also important to select clothes that are stylish and make the wearer feel confident.



**Activity 4:** Creating a collage/ mood board presenting different reasons why people wear clothes.

**Learning and Teaching Materials:**

1. Old magazines, newspapers, printed pictures, Fabric scraps, buttons, ribbons (optional)
2. Scissors, glue, colored paper, Cardboard or large sheets of paper, Markers for labelling and decorating

**Activity Process:**

**Project-based task.**

Collecting Materials:

1. Have learners bring old magazines, newspapers, fabric pieces, and coloured paper.
2. Provide scissors, glue, and a large sheet of paper or cardboard for their collage.

**Creating the Mood Board:**

1. Learners will cut out images and fabric samples that represent different reasons for wearing clothes.

2. Arrange and glue the images creatively on the board under appropriate categories.
3. Encourage labelling and short descriptions to explain each category.

#### **Presentation and Reflection:**

1. Each student or group presents their collage to the class, explaining their choices.
2. Discuss the differences in clothing choices based on culture, function, and personal preference.

#### **Content Tips:**

##### **Clothing serves multiple functions beyond aesthetics.**

Clothing serves multiple functions beyond just aesthetics. These include:

1. **Protection:** Shields the body from extreme weather conditions (e.g., cold, heat, rain).
2. **Modesty:** Covers the body according to cultural and social norms.
3. **Identification:** Represents different roles or groups (e.g., school uniforms, work attire).
4. **Expression:** Reflects personality, beliefs, and cultural identity.
5. **Comfort:** Provides ease of movement and suits different activities.

##### **Creativity in how learners present their ideas.**

Learners can express their ideas in various creative ways, such as:

1. **Drawing or Designing:** Sketching different clothing styles.
2. **Role-Playing:** Acting out scenarios where clothing plays an important role.
3. **Storytelling:** Sharing personal experiences or cultural stories related to clothing.
4. **Group Discussions:** Debating on clothing choices and their significance

**Relate the activity to real-life examples** (e.g., why school uniforms are worn, why people wear traditional outfits during ceremonies).

1. **School Uniforms:** Promote discipline, unity, and equality among students.
2. **Traditional Attire:** Worn during ceremonies to honour cultural heritage.

3. **Professional Dress Codes:** Certain jobs require specific clothing for safety and identification (e.g., doctors, police officers).

### How climate influences clothing choices in different regions.

- **Hot Climates:** People wear light, breathable fabrics (e.g., cotton) to stay cool.
- **Cold Climates:** Warm, layered clothing (e.g., wool, jackets) helps retain heat.
- **Rainy Regions:** Waterproof clothing (e.g., raincoats, boots) protects against moisture.
- **Desert Areas:** Loose, long clothing protects against sunburn and sand.

### Expected Standards:

- Concepts in fashion and fabrics explored accordingly.

### Summary:



Fashion, fabrics, fashion terminologies, types of fashion styles (e.g., casual, formal, ethnic).

- Types of fabrics and their properties: natural, synthetic, blended; common weaves like plain, twill, and satin.
- Role of fabrics in fashion design: personal style, creativity, expression, and evolving trends.
- Historical and modern trends in fabric usage, including sustainable and innovative materials.
- Portfolio creation: demonstrating understanding and application of fabric knowledge in fashion design through sketches, descriptions, and fabric samples.

### Assessment Questions:



#### Sample Assessment Questions

#### Multiple-Choice Questions (MCQ)

1. **Which of the following is NOT a type of fabric weave?**  
a) Plain      b) Twill      c) Satin      d) Crochet      **Answer: d)**
2. **Which fabric is made from natural fibres?**  
a) Polyester    b) Rayon    c) Cotton    d) Nylon    **Answer: c)**

3. **What does 'haute couture' mean in fashion?**
  - a) Mass-produced clothing
  - b) Custom-made, high-end fashion
  - c) Traditional clothing styles
  - d) Cheap, ready-to-wear clothes**Answer: b)**
4. School uniforms are an example of clothing used for \_\_\_\_\_.
  - a) Adornment
  - b) Identification
  - c) Comfort
  - d) Protection**Answer: b)**
5. Adornment in clothing means:
  - a) Wearing clothes to protect the body
  - b) Wearing clothes to express beauty and style
  - c) Wearing clothes to keep warm
  - d) Wearing clothes to follow school rules**Answer: b)**

### True or False

1. Firefighters wear special uniforms to protect themselves from heat and flames. **(True)**
2. Adornment is not an important reason for wearing clothes. **(False)**
3. A doctor's white coat is an example of identification clothing. **(True)**

### Matching Quiz

**Instructions:** Match the terms in **Column A** with their correct definitions in **Column B**.

| <b>Column A (Term)</b> | <b>Column B (Definition)</b>                  |
|------------------------|---|
| 1. Satin weave         | a) Soft and breathable natural fibre          |
| 2. Polyester           | b) Shiny fabric weave with a smooth texture   |
| 3. Cotton              | c) A synthetic fibre used in durable clothing |
| 4. Knit fabric         | d) Looped fabric construction that stretches  |
| 5. Wool                | e) Warm, insulating fibre from sheep          |

**Answer Key:** 1 - b    2 - c    3 - a    4 - d    5 - e

### Short Answer

**Instructions:** Write a short response (1-2 sentences) for each question.

- **What is the difference between natural and synthetic fabrics?**  
**Answer:** Natural fabrics come from plants and animals (e.g., cotton, silk, wool), while synthetic fabrics are man-made from chemicals (e.g., polyester, nylon).
- **Name three types of fashion styles and describe one.**  
**Answer:** Casual, formal, streetwear. **Example:** Streetwear includes trendy, comfortable clothing inspired by hip-hop and sportswear.

- **Why is cotton preferred for summer clothing?**  
**Answer:** Cotton is breathable, absorbs sweat, and keeps the body cool in hot weather.
- **How does fabric choice influence the comfort of clothing?**  
**Answer:** Different fabrics have different properties; for example, cotton is soft and breathable, while polyester is lightweight and wrinkle-resistant.

### Group Quiz (Interactive Challenge)

**Instructions:** Work in groups to answer these questions. Discuss with your team and write down your answers.



- **Discuss three properties of wool and explain how they make it suitable for winter clothing.**  
**Answer:** Wool is warm, insulating, and moisture-wicking, making it ideal for keeping the body warm in cold weather.
- **List two advantages and two disadvantages of synthetic fabrics.**  
**Answer:**
  - **Advantages:** Durable, dries quickly
  - **Disadvantages:** Not breathable, can retain odors
- **How have fabric trends evolved over the past 50 years?**  
**Answer:** New synthetic fabrics like polyester and spandex have become popular, sustainable fabrics are gaining attention, and fashion has become more diverse in fabric choices.

## 1.1.2 Sub-Topic: CAREER OPPORTUNITIES

**Introduction:**

Textiles and clothing have played an integral role in human history, evolving from basic coverings to a thriving global industry. Understanding this evolution provides insight into the wide range of career opportunities available today.

**Specific Competence: 1.1.2.1 Explore potential career path in textile and clothing.**

### Learning Activities



**Activity 1: Discussing the History of Textiles and Clothing**

### Learning and Teaching Materials:

- Visual timeline posters, videos, articles on textile history, artifacts (if available).

#### **Technological**

Learners to watch videos depicting the History of Textiles and Clothing in Zambia and the world at large.

### Activity Process:

- Divide the history of textiles into periods: Prehistoric Era, Ancient Civilizations, and the Industrial Revolution.
- Learner’s research and present key developments (e.g., invention of the loom, the role of cotton in ancient trade, impact of the Industrial Revolution).
- Highlight key milestones (e.g., wool weaving in prehistoric times, silk production in Ancient China, mechanized spinning in the Industrial Revolution). Relate historical events to modern practices.

### Content Tips:

#### **History of Textiles and Clothing**

The development of textiles and clothing can be divided into several key periods:

- **The Prehistoric Era**—when early humans fashioned coverings from animal skins and plant fibres;
- **Ancient Civilizations**—when techniques such as spinning, weaving, and dyeing developed in places like Egypt, Mesopotamia, India, and China; and
- **The Industrial Revolution**—when mechanized production (e.g., the spinning jenny, water frame, power loom) transformed textile manufacturing.



#### **Activity 2: Exploring Career Opportunities in the Textile and Clothing Industry**

### Learning and Teaching Materials:

- Career guides,
- Interview videos of professionals.
- Textile samples,

### Activity Process:

- Learners to watch interview videos of different professionals.

## **Technological**

Learners to watch videos of career opportunities in the textile and clothing industry.

- Use real-life case studies to illustrate the daily tasks and required skills for each role.
- Teacher to facilitate a design challenge:
- Learners conceptualize a product and outline its development process.
- Emphasize skills like creativity, technical expertise, trend analysis, and teamwork.

### **Content Tips:**



#### **Career Opportunities in the Textile and Clothing Industry**

The **textile and clothing industry** offers a wide range of career opportunities across various sectors, from design and production to marketing and sustainability. Here's a summarized view of potential career paths:

#### **1. Design and Development**

1. Fashion Designer – Creates clothing, footwear, and accessories.
2. Textile Designer – Designs patterns and fabrics for clothing and furnishings.
3. Technical Designer – Ensures proper fit and function of garments.

#### **2. Production and Manufacturing**

1. Textile Engineer – Works with fabric development and production.
2. Garment Technologist – Improves manufacturing processes and fabric performance.
3. Quality Control Inspector – Ensures products meet industry standards.
4. Production Manager – Oversees manufacturing and supply chain operations.

#### **3. Retail and Merchandising**

1. Fashion Buyer – Selects products for retail stores.
2. Merchandiser – Plans and manages inventory and sales strategies.
3. Retail Manager – Oversees store operations and customer experience.

#### **4. Marketing and Communication**

1. Fashion Marketer – Promotes brands and clothing lines.
2. Visual Merchandiser – Designs store layouts to enhance sales.



3. Social Media Manager – Engages audiences through digital platforms.

## 5. Sustainability and Innovation

1. Sustainable Fashion Specialist – Develops eco-friendly products and processes.
2. Textile Chemist – Creates sustainable dyes and materials.
3. Circular Economy Expert – Focuses on recycling and waste reduction in fashion.

## 6. Entrepreneurship and Freelancing

- Fashion Entrepreneur – Starts a clothing or textile-related business.
- Freelance Designer or Consultant – Offers specialized design and advisory services.

This industry provides dynamic careers across creative, technical, and business fields, with increasing demand for sustainability and innovation.



### Activity 3: Discussing the Economic Importance of the Textile and Clothing Sector

#### Learning and Teaching Materials:

1. Sample of Economic reports (local)- Charts/statistics.
2. Videos of textile factories.

#### Technological

Learners to watch videos of Economic Importance of the Textile and Clothing Sector.

#### Activity Process:



- Discuss the Economic Importance of the Textile and Clothing Sector
- Highlight contributions like job creation, foreign exchange earnings, and poverty reduction.
- Assign learners to research and present one economic benefit of the textile and clothing industry.
- Provide examples from both local and global perspectives (e.g., export of garments from developing countries)
- Discuss challenges (e.g., environmental impacts) and solutions.

#### Content Tips

#### Economic Benefits of the Textile and Clothing Industry

The textile and clothing industry plays a vital role in the economy by creating jobs, generating revenue, and promoting trade. It supports agriculture (cotton farming), manufacturing, and retail sectors. The industry also contributes to foreign exchange earnings through exports and attracts investment.

### Examples of the Textile Industry (Local and Global Perspectives)

- **Local (Zambia):** Zambia has textile companies like Mulungushi Textiles and local businesses that produce fabrics such as chitenge. Cotton farming also supports the industry by providing raw materials.
- **Global:** Countries like China, India, and Bangladesh have strong textile industries, exporting clothing worldwide. The United States and Europe are major markets for textile products.

### Challenges in the Textile Sector

1. High production costs (electricity and labour)
2. Competition from cheaper imported textiles
3. Lack of modern technology and machinery
4. Limited government support and funding
5. Fluctuating cotton prices affecting raw material supply

### Economic Importance of the Textile and Clothing Sector

The textile industry boosts economic growth by creating employment in farming, production, and sales. It also encourages industrial development, increases exports, and contributes to national income. Additionally, it promotes entrepreneurship and small businesses in clothing production and retail.



### Activity 4: Visiting a Local Textile Shop or Workshop

#### Learning and Teaching Materials:

- Observation guides, cameras for documentation, interview templates.

#### Activity Process:

- Field trip or virtual tour.
- Organize a visit to a nearby clothing/textile/crafts workshop, design studio, or textile shop or watch videos

- Learners observe and interview professionals to understand workflows and challenges.

### **Technological**

Watch videos to observe work flows, challenges and benefits faced in the textile industry.

### **Content Tips:**

- Prepare learners with questions beforehand.
- Focus on how different roles contribute to the final product.

### **Expected Standards:**

- Potential career path in textile and clothing created proficiently.

### **Summary:**



- Historical Evolution of Textiles and Clothing:  
**Prehistoric Era**  
**Ancient Civilizations**  
**Industrial Revolution**
- Understanding this evolution helps learners appreciate how traditional techniques influence modern practices and how innovation drives change in the industry.
- Diverse Career Opportunities in the Textile and Clothing Industry

### **Assessment Questions**



#### **Sample Assessment Questions**

1) **Which three broad periods can the history of textiles be divided into?**

- A. The Bronze Age, the Middle Ages, and the Modern Era
- B. The Prehistoric Era, Ancient Civilizations, and the Industrial Revolution
- C. The Stone Age, the Enlightenment, and the Information Age
- D. The Neolithic, the Classical, and the Postmodern Era

**Answer:** B. The Prehistoric Era, Ancient Civilizations, and the Industrial Revolution

2) **How do researchers indirectly estimate when humans began wearing clothes?**

- A. By dating cave paintings that depict draped figures
- B. Through the archaeological discovery of ancient sewing needles
- C. Using genetic analysis of body lice
- D. By analysing the wear on prehistoric animal skins

**Answer:** C. Using genetic analysis of body lice **Explanation:** Researchers have used the fact that the human body louse (which lives only in clothing) diverged from its head louse counterpart. By estimating the mutation rate, they place the introduction of clothing at between 100,000 and 170,000 years ago.

**3. Which of the following two roles falls under creative careers in the textile industry?**

A. Fashion Designer B. Textile Engineer C. Product Developer D. Quality Controller

**Answer:** A. Fashion Designer C. Product Developer

**Explanation:** Creative roles are typically associated with design and artistic vision. Fashion designers and product developers work on creating new styles and concepts, while roles like textile engineers and quality controllers are more technical.

### Short Answer Questions

1. What is one of the main ways that textile exports contribute to a country's economy?

**Answer (Short Answer):**

They generate significant foreign exchange earnings and help boost GDP while supporting broader industrial development. **Explanation:** Export earnings from textiles and apparel often constitute a large share of total exports for countries like India, Bangladesh, and Sri Lanka. This income not only helps balance trade deficits but also stimulates investment in other sectors of the economy.

## 1.1.3 Sub-Topic: WORK ETHICS

### Introduction:

Work ethics are foundational principles that guide behaviour and practices in the fashion industry. Understanding and practicing work ethics ensures professional growth and fosters a positive industry reputation.

**Specific Competence: 1.1.3.1 Practice work ethics in the fashion industry.**

### Learning Activities:



#### Activity 1: Discussing Work Ethics:

### Learning and Teaching Materials

- Case studies of fashion industry scenarios.
- Posters or handouts highlighting key ethical principles.

## Activity Process

- 1 Learners share their thoughts on what work ethics mean and why they are important.
- 2 Use real-life examples to discuss relevance in the fashion industry.
- 3 Define work ethics and Importance (e.g., integrity, teamwork, honesty).
- 4 Relevance to career development in the fashion industry.

## Content Tips:

**Definition:** Work ethics are a set of moral principles and values guiding professional behaviour and decision-making.

### Significance:

- **Industry Standards:** Helps individuals align with organizational goals and expectations.
- **Professional Integrity:** Builds trust among colleagues, clients, and stakeholders.
- **Career Foundation:** Establishes a solid base for long-term success in the competitive fashion industry.

## Key Work Ethics and Professional Values in Fashion Careers

**Punctuality:** Being on time for work, meetings, and deadlines.

**Impact:** Ensures timely completion of projects and builds a reputation for reliability. **E.g.:** Delivering a client's outfit on the agreed date.

**Reliability:** Being dependable and consistent in fulfilling responsibilities.

**Impact:** Strengthens teamwork and ensures project success. **E.g.** Following through on commitments, such as finishing a garment design to specifications.

**Responsibility:** Taking ownership of tasks and actions.

**Impact:** Builds accountability and prevents workplace conflicts. **E.g.** Acknowledging and correcting a mistake in stitching before the final delivery.



## Activity 2: Describing Key Work Ethics and Professional Values:

## Learning and Teaching Materials:

- Multimedia presentations or slides.
- Articles or videos on professional values in the workplace.

### Activity Process:

- Group presentations on key work ethics. Assign small groups to research and present on topics such as punctuality, reliability, responsibility, accountability, and teamwork.

#### **Technological**

Learners to watch videos on professional values in the workplace.

- Define each key ethic.
- Describe Key Work Ethics and Professional Values.
- Examples of how each ethic applies to fashion careers.

### Content Tips:

**Work ethic** refers to a set of moral principles, values, and attitudes that guide a person's approach to work. It includes qualities such as dedication, responsibility, professionalism, and discipline, ensuring that individuals perform their duties with honesty, efficiency, and commitment.

#### **Definitions of Key Ethics in the Fashion Industry**

- **Integrity** – The quality of being honest, fair, and transparent in all professional dealings.
- **Accountability** – Taking responsibility for actions, decisions, and their consequences.
- **Respect** – Recognizing and valuing the rights, opinions, and contributions of others.
- **Sustainability** – Practicing environmentally and socially responsible methods in fashion production and business.
- **Professionalism** – Upholding high standards of behaviour, work ethic, and communication in the workplace.
- **Creativity and Innovation** – Developing new ideas and solutions while maintaining ethical guidelines.
- **Fairness and Equality** – Ensuring equal treatment and opportunities for all individuals in the industry.
- **Confidentiality** – Protecting sensitive business, design, and client information from unauthorized disclosure.

#### **Examples of How Each Ethic Applies to Fashion Careers**

- **Integrity** – Fashion designers ensure originality by avoiding plagiarism and giving credit to sources of inspiration.
- **Accountability** – A fashion brand takes responsibility for defective products by offering refunds or replacements.

- **Respect** – A modelling agency treats all models fairly, regardless of race, gender, or body type.
- **Sustainability** – A clothing company uses eco-friendly materials and ethical labor practices to minimize its environmental impact.
- **Professionalism** – A fashion stylist arrives on time for shoots, meets deadlines, and communicates effectively with clients.
- **Creativity and Innovation** – A textile designer develops a new fabric that is both stylish and biodegradable.
- **Fairness and Equality** – A fashion brand ensures equal pay and opportunities for all employees, from factory workers to executives.
- **Confidentiality** – A fashion PR team keeps new collection details secret until the official launch to maintain exclusivity.



### **Activity 3: Discussing the Impact of a Positive Work Ethic on Career Growth and Industry Reputation:**

#### **Learning and Teaching Materials:**

- Real-world success stories from the fashion industry –

#### **Interview:**

Interview a local successful person from the fashion and clothing industry.

- Infographics on the benefits of work ethics.

#### **Activity Process**

- Class debate or reflective discussion. Encourage learners to debate on how work ethics influence productivity, time management, and reputation.
- Discussing the Impact of a Positive Work Ethic on Career Growth and Industry reputation.

#### **Content Tips:**

#### **Impact of a Positive Work Ethic on Career Growth and Industry reputation**

A positive work ethic is a cornerstone of both individual career advancement and the enhancement of an industry's reputation. It encompasses traits such as reliability, professionalism, dedication, and integrity, all of which significantly influence professional trajectories and organizational perceptions.

## Impact on Career Growth

- Enhanced Productivity and Performance:
- Trust and Reliability:
- Career Advancement Opportunities
- Improve Social status
- Maximising profit

## Impact on Industry Reputation

- Setting Professional Standards
- Attracting Top Talent:
- Building Client Trust
- Maximising profit

In summary, cultivating a positive work ethic is essential for personal career development and plays a pivotal role in shaping and enhancing the reputation of the broader industry.



### Activity 4: Setting up Role-Play Scenarios:

#### Learning and Teaching Materials:

- Scripts for role-play.
- Props and clothing items for realistic enactment (teacher to organise)

#### Activity Process

- Role-playing workplace situations.  
Learners act out scenarios that demonstrate ethical or unethical behaviour in the textile industry, (e.g., meeting deadlines, handling conflicts).



- Discussion the consequences and measures to improve the scenarios depicted in the plays above. Emphasize decision-making and ethical responses.



## Content Tips:

### Scenario Examples:

- **Punctuality Challenge:** A team member consistently arrives late, delaying garment production. Discuss solutions during role-play.
- **Accountability Exercise:** A stylist mistakenly damages an outfit before a photoshoot. Role-play how to address the issue ethically.
- **Teamwork Example:** A group works on a fashion show presentation but faces conflicts about design choices. Practice resolving disagreements collaboratively.

Enhanced understanding of ethical decision-making in real-world situations.

Development of soft skills like communication, problem-solving, and leadership.

## Expected Standards:

- Work ethics in the fashion industry practiced accordingly

## Summary:



1. Importance of Work Ethics in the Fashion Industry
2. The Impact of a Positive Work Ethic on Career Growth and Industry Reputation
  - Increased Productivity:
  - Improved Time Management:
  - Enhanced Reputation:
  - Stronger Professional Relationships:
  - Career Advancement:
3. **Work Ethics:** Fundamental to professional success and personal integrity.
4. **Key Values:** Punctuality, reliability, responsibility, accountability, teamwork, promptness and adaptability.
5. **Positive Impacts:** Improved productivity, enhanced reputation, stronger relationships, and career growth.
6. **Practical Skills:** Learning through role-play prepares learners for real-life challenges in fashion careers.

By mastering these principles, learners are better equipped to thrive in the fashion industry while contributing positively to its reputation and success.

## 1.2 TOPIC: FASHION AND FABRICS WORKROOM

### Introduction

The fashion and fabrics workroom is a space where creativity meets skill. It is designed for making, designing, and learning about clothing and textile-related projects. This chapter highlights the precautionary measures that will help prevent accidents in the fashion and fabrics room during sewing. These measures are therefore, taken to control situations and dangerous actions in and endeavour to prevent injury to people working in and using the workshop. Key areas include personal safety and hygiene, safe working conditions, safety rules and regulations to follow in the work room. Additionally, this chapter will not only highlight on the importance of safety but also equip learners with knowledge and skills on the need for safety and the value for each precaution if these are to have a positive impact in order for them to participate in textile industry safely.

### General Competence(s):

|                                     |   |
|-------------------------------------|---|
| <b>Analytical thinking</b>          | <ul style="list-style-type: none"><li>Identify and describe the key components of a fashion and fabrics workroom.</li></ul>   |
| <b>Critical thinking</b>            | <ul style="list-style-type: none"><li>Demonstrate proper handling of tools and equipment used in the workroom.</li></ul>  |
| <b>Communication</b>                | <ul style="list-style-type: none"><li>Understand basic safety and hygiene rules applicable in the workroom.</li></ul>   |
| <b>Problem solving</b>              | <ul style="list-style-type: none"><li>Develop an appreciation for fashion and fabrics as both a craft and an industry.</li><li>Respond appropriately to emergencies such as burns, cuts, and fainting</li></ul> |
| <b>Environmental Sustainability</b> | <ul style="list-style-type: none"><li>Brainstorm potential hazards and how to prevent accidents.</li></ul>  |

### Hook:

Take a look around you! This room has sewing machines, pairs of scissors, needles, dressmakers' pins and a lot of other sharp objects that if you don't handle them correctly, could easily hurt you. Whatever you do in the fashion and fabrics room, it is important that you observe safety precautions in order to enjoy an accident - free sewing experience.

### Key Terms

| KEY TERMS               | MEANINGS  |
|-------------------------|---|
| <b>Workroom safety</b>  | Practices and regulations that ensure a secure and hazard-free environment. |
| <b>Personal hygiene</b> | Maintenance of cleanliness and grooming to prevent contamination.           |

|                            |  |
|----------------------------|--|
| <b>Protective gear</b>     | Equipment such as gloves, aprons, and safety glasses used to protect individuals from harm.          |
| <b>Ergonomics</b>          | The science of designing a workspace to enhance safety and efficiency.                               |
| <b>Fire safety</b>         | Precautions and measures to prevent and manage fire hazards.   |
| <b>Tool maintenance</b>    | Proper care and storage of workroom tools to ensure longevity and functionality.                     |
| <b>Emergency exits</b>     | Clearly marked pathways for evacuation in case of danger.  |
| <b>Electrical safety</b>   | Proper handling of electrical equipment to prevent hazards.  |
| <b>Safety</b>              | Precaution taken in order to prevent accidents.  |
| <b>Protective measures</b> | Actions taken to reduce the risk of harm to people, property or the environment.                     |
| <b>Protective clothing</b> | Protects the body from external influence like heat, finger pricks, chemical and mechanical hazards. |

## 1.2.1 Sub- Topic: SAFETY

### Introduction

Safety has a lot to do with how you manage yourself, your immediate surrounding, the tools and equipment you use with a view to exclude accidents. This chapter highlights the precautionary measures that would help prevent accidents in the fashion and fabrics workroom during sewing. These measures are therefore taken to control situations and dangerous actions in an endeavor to prevent injury to people working in or using the workshop. Key areas include personal safety and hygiene, safe working conditions and safety rules and regulations to follow in the workroom. Additionally, this chapter will not only highlight on the importance of safety but also equip learners with knowledge and skills on the need for safety and the value of each precaution if these are to have a positive impact in order for them to participate in the textile industry safely.

Safety rules within the classroom prevents accidents and injuries. For example, keeping pathways clear and providing sturdy furniture reduces the risk of falls and other mishaps. This sub topic discusses important key points why learners should be conscious of potential hazards such as loose cords or sharp objects and take appropriate steps to eliminate them.

### Specific Competence: 1.2.1.1 Practice safety rules in the workroom

#### Learning Activities:



**Activity 1:** Discussing safety in the fashion and fabrics room.

#### Learning and Teaching Materials:

- Images of a textiles classroom setup (can be sourced from educational resources or online platforms).
- Essential equipment for demonstration (e.g., sewing machine, iron, scissors).
- Art supplies for poster creation (paper, markers, colour pencils).
- Safety guidelines handout summarizing key points discussed.
- Images of a typical hazardous textiles environment.

### Activity Process



- Discuss the importance of safety in the fashion and fabrics room.
- Brainstorm potential hazards and how to prevent accidents.
- Demonstrate the correct use of essential equipment, such as sewing machines, irons, and cutting tools.
- Highlight specific safety precautions for each piece of equipment.
- Divide students into small groups and provide them with images of a typical textiles classroom setup. Instruct each group to identify and list potential hazards they observe in the images.
- As a class, compile a comprehensive list of safety rules based on the hazards discussed.
- Discuss the rationale behind each rule and its importance in maintaining a safe environment.

### Content Tips

**Safety** is paramount in practical subjects like fashion and textiles, as it ensures the well-being of students and instructors, prevents accidents, and promotes a productive learning environment. Adhering to safety protocols minimizes risks associated with equipment and materials, fostering confidence and proficiency in practical skills.

#### Potential Hazards in Fashion and Textiles:

- **Sewing Machines:** Risk of needle injuries, entanglement, and electrical hazards.
- **Cutting Tools:** Sharp instruments like scissors and rotary cutters can cause cuts if mishandled.
- **Pressing Equipment:** Irons and steamers pose burn risks.
- **Fabric Handling:** Large or heavy fabrics can lead to strain or entanglement.

- **Chemical Exposure:** Dyes and fabric treatments may contain harmful substances.

### **Rules and Their Importance in Maintaining a Safe Environment:**

- **Proper Equipment Use:** Ensures tools are used correctly, reducing the likelihood of accidents.
- **Regular Maintenance:** Keeps equipment in good working condition, preventing malfunctions.
- **Personal Protective Equipment (PPE):** Use of items like thimbles or protective gloves can prevent injuries.
- **Clean Workspace:** A tidy area minimizes tripping hazards and allows for efficient movement.
- **Adequate Training:** Ensures individuals are knowledgeable about equipment and safety procedures.

### **Safety Precautions for Various Equipment:**

#### **Sewing Machines:**

- Ensure proper threading and needle installation.
- Keep fingers away from the needle area during operation.
- Turn off and unplug the machine when not in use or during maintenance.

#### **Cutting Tools:**

- Use sharp tools to ensure clean cuts and reduce the need for excessive force.
- Cut away from the body and keep hands clear of the cutting path.
- Store tools safely when not in use.

#### **Pressing Equipment:**

- Set irons to the appropriate temperature for the fabric.
- Use ironing boards with stable surfaces.
- Be cautious of steam to prevent burns.

#### **Chemical Handling:**

- Use dyes and treatments in well-ventilated areas.
- Wear gloves and protective clothing when handling chemicals.
- Follow manufacturer instructions and safety data sheets.

- By adhering to these safety measures, students can engage in fashion and textiles activities confidently, minimizing risks and creating a secure learning environment.



## Activity 2: Practicing personal safety and hygiene.

### Learning and Teaching Materials:

- Charts showing different types of PPE.
- Diagrams illustrating safe tool use.
- Videos demonstrating proper safety practices in the workroom.
- PPE: aprons, gloves, goggles, and hairnets.
- Tools and equipment: sewing machines, scissors, rotary cutters, and irons.
- Safety guidelines and checklists for the fashion and fabrics room.

### Activity Process

#### Practical Demonstration:

1. Demonstrate the correct use of personal protective equipment (PPE), goggles, apron.
2. Demonstrate hygiene practices (keeping hands and clothing clean, using hair nets or tying hair back).
3. Show how to safely handle needlework tools and equipment.

### Content Tips

Practicing personal safety and hygiene in the needlework room is essential to prevent accidents and maintain a clean working environment. Here are key guidelines to follow:

#### Personal Hygiene:

- **Hand Washing:** Wash your hands thoroughly before starting any needlework to prevent transferring dirt or oils onto fabrics.
- **Hair Management:** Tie back long hair or cover it to prevent it from interfering with your work or contaminating materials.
- **Appropriate Clothing:** Wear clean, comfortable clothing that doesn't have loose sleeves or accessories that could catch on equipment.

#### Safety Practices:

- **Proper Tool Handling:** Use needles, scissors, and other sharp tools carefully. Always pass them handle-first to others and store them securely when not in use.
- **Ergonomic Posture:** Maintain good posture to avoid strain. Ensure your workspace is well-lit and at a comfortable height.
- **Fire Safety:** Keep flammable materials away from heat sources. Be aware of the location of fire extinguishers and first aid kits.
- **Electrical Safety:** Inspect electrical equipment, like sewing machines, for frayed cords or damage before use. Ensure cords are not a tripping hazard.

### Workspace Hygiene:

- **Cleanliness:** Keep your workspace tidy. Clean up spills immediately to prevent accidents and keep surfaces free from dust and debris.
- **Tool Maintenance:** Regularly clean and maintain tools to ensure they function properly and safely.
- **Material Storage:** Store fabrics and materials in a clean, dry place to prevent damage or contamination.

By adhering to these guidelines, you can create a safe and hygienic environment in the needlework room, promoting both safety and the quality of your work



### Activity 3: Using tools and equipment safely

#### Learning and Teaching Materials

- A variety of needlework tools (e.g., needles, pins, scissors, seam rippers, measuring tapes)
- Sewing machine
- Iron and ironing board
- Visual aids (charts or slides) depicting each tool and safety guidelines
- Handouts summarizing safety rules.

#### Activity Process

##### Guided Practice:

- Engage learners in practising proper hygiene and safety procedures, such as wearing aprons and hairnets.
  1. Practice safe tool usage under teacher supervision.

## Content Tips

- Emphasize the correct way to handle and use different tools.
- Emphasize the use of different tools for the intended purpose.



Emphasize safety tips, such as:

1. Handling sharp tools like needles and scissors carefully.
2. Proper posture and ergonomics to prevent strain.
3. Safe operation of the sewing machine, including keeping fingers away from the needle area and turning off the machine when not in use.
4. Iron safety, such as checking for cord damage, unplugging when not in use, and placing it on a heat-resistant stand.



## Activity 4: Project Task:

### Learning and Teaching Materials:

- Chart paper or poster boards
- Markers, coloured pencils, and other art supplies
- A variety of needlework tools (e.g., needles, scissors, thimbles) for demonstration
- Handouts summarizing safety rules
- Access to safety signage examples

### Activity Process

- Assign learners a task to complete a small sewing project while adhering to all safety rules.

### Group Task

- Divide students into small groups.
- Assign each group a specific aspect of needlework safety (e.g., tool handling, workspace organization, personal protective equipment).
- Provide materials for creating a safety guide or poster.
- Encourage groups to incorporate visual elements and clear instructions in their creations.

### Presentation



- Have each group present their safety guide or poster to the class.
- Facilitate a discussion on the key points presented, reinforcing important safety measures.
- Display the completed guides or posters in the needlework room as ongoing references.

### Content Tips:



- Discuss the role of personal protective equipment.

**Hand Protection (Gloves)** – Prevents needle pricks, cuts, and skin irritation from fabrics, dyes, or chemicals.

**Eye Protection (Safety Glasses)** – Shields eyes from flying debris, broken needles, or dust from fabric cutting.

**Thimbles** – Protects fingers from needle punctures while hand-sewing.

**Aprons or Protective Clothing** – Prevents stains, cuts, and exposure to harmful substances (e.g., dyes, adhesives).

**Respiratory Protection (Masks)** – Reduces inhalation of fabric dust, fumes from glues, or dye particles.

**Hearing Protection (Earplugs)** – Minimizes noise impact from industrial sewing machines in large-scale production.

**Proper Footwear (Closed-toe Shoes)** – Protects feet from falling sharp tools like scissors or needles.

- PPE ensures safety, reduces injuries, and enhances comfort while performing needlework.
- Emphasize the importance of proper tool handling, such as using thimbles to protect fingers and storing needles in pin cushions when not in use.
- Highlight the necessity of maintaining a tidy workspace to prevent accidents.



### Activity 5: Assessment and Reflection

### Learning and Teaching Materials

- Safety checklist tailored to needlework activities.
- Reflection prompt sheets.
- Examples of common needlework tools and equipment for demonstration.
- Learning journals or notebooks for students to record their reflections and goals.

## Activity Process



- Discuss the importance of safety in needlework, emphasizing common hazards such as sharp tools, improper handling of equipment, and posture-related issues.
- Highlight the role of self-assessment and reflection in maintaining safety and improving skills.
- Distribute a safety checklist covering key areas such as tool handling, workspace organization, and personal protective measures.
- Have students assess their adherence to these safety protocols during recent needlework activities.

## Content Tips:

- Ensure that safety demonstrations are clear and highlight both correct and incorrect practices.
- Use real-life examples or case studies to illustrate the consequences of neglecting safety protocols.
- Encourage an open and non-judgmental atmosphere during reflections and discussions to promote honest self-assessment.
- Observe and evaluate learners' adherence to safety rules during practical sessions.
- Conduct a class discussion on what they learned about maintaining safety.
- Learners to come up with own safety rules to stick in the classroom.

## Summary:



1. **Why Safety is Important:** Maintaining safety in the fashion and fabrics room prevents injuries, ensures efficient work, and promotes a clean and organized environment.
2. **Key Practices:** Always wear PPE, maintain hygiene, handle tools safely, and follow classroom rules.
3. **Consequences of Neglect:** Failure to follow safety practices can lead to accidents, damaged tools, and a compromised work environment.



## Quick Tips for Learners

1. Always think before acting—assess risks before using tools.
2. Keep your workspace clean and organized.
3. Wear appropriate protective gear and ensure it's in good condition.
4. Report unsafe situations immediately.
5. Practice safety every day to make it a habit

## Assessment questions



## Sample Assessment Questions

### Multiple Choice Questions (MCQs)

- Which of the following is the best way to handle sharp scissors?
  - a) Pass them by the blade.
  - b) Pass them with the handles pointed to the other person. **Answer**
  - c) Leave them open on the table.
  - d) Use them while walking.
- Why should you unplug an iron immediately after use?
  - a) To save electricity.
  - b) To avoid accidental burns. **Answer**
  - c) To prevent the iron from cooling down too quickly.
  - d) To protect the fabric.
- What is the primary purpose of wearing goggles in the fashion room?
  - a) To look professional.
  - b) To protect your eyes from debris or sharp objects. **Answer**
  - c) To improve vision while working.
  - d) To keep your hair in place.
- What is the safest way to cut fabric using scissors?
  - a) Hold the fabric in the air while cutting.
  - b) Place the fabric on a flat surface and cut away from your body. **Answer**
  - c) Cut toward your body for precision.
  - d) Use scissors without checking their sharpness.

### Fill-in-the-Blanks

- Always store \_\_\_\_\_ safely after use to avoid injuries. (**needlework tools and equipment**)
- Wearing \_\_\_\_\_ prevents your hair from contaminating fabric or getting caught in machines. (**hair net and cap, bands**)
- \_\_\_\_\_ should always be placed on their stand or stored safely after use. (**an iron**)
- Before using a sewing machine, you should \_\_\_\_\_ to ensure it is safe to operate. (**check**)

### Matching (Pairing Items)

Match the tools with the correct safety rule:

- |                  |   |
|------------------|---|
| • Scissors       | a) Keep fingers away from the needle while in use.      |
| • Sewing Machine | b) Lock the blade when not in use.                      |
| • Iron           | c) Pass with the handle pointed toward the other person |
| • Rotary Cutter  | d) Store on the stand immediately after use.            |

**Answer: 1- c 2- a 3- d 4- b**

### Practical Questions

- **Scenario:** You notice that your friend is leaving fabric scraps on the floor after cutting. What should you do, and why?
- Demonstrate the correct way to wear an apron and tie back long hair in preparation for work in the fashion and fabrics room.
- Explain the steps you would take to safely use and store a rotary cutter after completing your task.

## 1.2.2 Sub- Topic: FIRST AID

### Introduction

First Aid is the first help given to a casualty at the scene of an accident before medical experts arrive. This sub-topic highlights the importance of first aid, qualities of the First Aider, first aid box and its content, dealing with accidents and emergencies and how to treat certain injuries whenever they occur.

## Key Terms

| KEY TERMS  | MEANINGS   |
|--|--|
| <b>First Aid</b>                                   | The immediate care given to someone who is injured or ill before professional medical help arrives.    |
| <b>First Aider</b>                                 | A person who gives first aid to an injured person before medical experts attend to the injured person. |
| <b>Casualty</b>                                    | A person who is injured or sick and needs immediate first aid.   |
| <b>First aid kit</b>                               | A container that contains essential medical supplies to treat common injuries and medical emergencies. |
| <b>Emergency Response</b>                          | The actions taken to manage a sudden injury or health crisis.  |
| <b>First Aid Kit</b>                               | A collection of medical supplies used to treat minor injuries.   |
| <b>CPR<br/>(Cardiopulmonary<br/>Resuscitation)</b> | A procedure performed to revive an unconscious person who is not breathing.                            |
| <b>Burns</b>                                       | Injuries caused by exposure to dry heat, chemicals, or electricity.                                    |
| <b>Scald</b>                                       | Injuries caused by exposure to moist heat or steam   |
| <b>Cuts and Wounds</b>                             | Injuries where the skin is broken due to sharp objects.  |
| <b>Fainting</b>                                    | Temporary loss of consciousness due to low blood supply to the brain.                                  |
| <b>Fractures</b>                                   | Broken or cracked bones that require immediate stabilization.  |
| <b>Shock</b>                                       | A medical emergency caused by insufficient blood flow to the organs.                                   |
| <b>Antiseptic</b>                                  | Substance that that helps to prevent infections (arrests germs).                                       |
| <b>Disinfection</b>                                | Substance that kills bacteria.   |

## Specific Competence: 1.2.2.1 Apply first aid

### Learning Activities:



#### Activity 1: Discussing First Aid

### Learning and Teaching Materials

- First aid kit (complete set)
- Charts or posters on emergency procedures
- Fire extinguisher demonstration model (if available)
- Bandages, antiseptics, and other first aid supplies
- Worksheets for assessment.

## Activity Process

- Discuss the importance of first aid.
- Identify the characteristics of a first aider.

### Scenario Exploration:

- Analyse potential accidents and emergencies in the Fashion and Fabrics room.

### Role-Playing:

- Practice using the first aid kit to manage injuries (e.g., applying antiseptic, dressing wounds, using bandages).

### Emergency Procedure Drill:

- Locate fire exits, fire extinguishers, and emergency equipment within the room.

#### Technological

Learners to watch videos on emergency procedure drills.

### Project Task:

- Create a checklist for a complete and accessible first aid kit.

## Content Tips

- Emphasize real-life examples to illustrate the importance of first aid.
- Incorporate visual aids such as posters or videos to demonstrate procedures.
- Break down complex processes into simple, clear steps for better understanding.
- Diagrams showing fire exit locations



### Discussing First Aid:

- **Importance of First Aid:**
  - 1) Provides immediate care before professional help arrives.
  - 2) Helps prevent further injury or complications.
  - 3) Increases chances of recovery in emergencies.
- **Characteristics of a Good First Aider:**
  - 1) Calm and composed under pressure.

- 2) Knowledgeable about basic first aid procedures.
- 3) Communicative and empathetic.

### **Dealing with Accidents and Emergencies:**

- **First Aid in the Fashion and Fabrics Room:**
  - Ensure first aid kits are easily accessible and well-stocked.
  - Maintain clear pathways to avoid tripping hazards.
- **Emergency Procedures:**
  - Know the location of fire exits, extinguishers, and emergency equipment.
  - Practice evacuation drills regularly.

### **Applying First Aid:**

- Follow standard procedures:
- Clean the wound with antiseptic.
- Dress the wound securely.
- Use bandages to protect and stabilize the injury.

### **Expected Standards**

- First Aid applied appropriately.

### **Summary:**



- Importance of First Aid:
- Characteristics of a Good First Aider

### **Dealing with Accidents and Emergencies:**

- First Aid in the Fashion and Fabrics Room:
- Emergency Procedures
- Know the location of fire exits, extinguishers, and emergency equipment.
- Practice evacuation

## Applying First Aid:

- Follow standard procedures
- **First Aid:** Immediate care given to an injured person.
- **Antiseptic:** Substance used to prevent infection in wounds.
- **Bandage:** Material used to cover and protect a wound.
- **Emergency Procedures:** Steps to follow during urgent situations.
- **Fire Exit:** Designated route for safe evacuation during a fire.



### General tips

- Ensure all learners understand the location and use of emergency equipment.
- Encourage active participation during role-playing activities.
- Regularly update and inspect the first aid kit for expired or missing items.
- Reinforce the importance of safety in practical environments.

## Assessment Questions:

### Sample Questions

**Multiple Choice Questions:** Test learners' understanding of first aid concepts, such as identifying the correct steps to take in specific scenarios.

- 1) What is the first step in treating a bleeding wound?
  - a) Apply a bandage immediately
  - b) Wash hands and wear gloves
  - c) Apply antiseptic
  - d) Call for help
- 2) Which of the following is a characteristic of a good first aider?
  - a) Impatient
  - b) Calm under pressure
  - c) Avoids communication
  - d) Panics easily

**Fill-in-the-Blanks:** Reinforce key terminology

- The purpose of an antiseptic is to \_\_\_ a wound
- First aid helps to \_\_\_\_\_ complications and speeds up recovery.



- The \_\_\_\_\_ is used to protect a wound from further injury.

**Scenario-Based Questions:** Present hypothetical situations and ask learners to outline the appropriate first aid procedures.

- You find a learner who has fainted in class. Outline the steps you would take to assist them.
- A classmate cuts their hand while working on a project. Describe the first aid procedure you would follow.

**Matching Exercises:** Match first aid tools to their correct uses (e.g., bandages to wound stabilization).

Match:

Antiseptic - \_\_\_\_\_

Bandage - \_\_\_\_\_

Fire extinguisher - \_\_\_\_\_

### 1.3 Topic: PERSONAL HYGIENE AND FASHION

#### Introduction

Personal hygiene and fashion are two critical aspects of daily life that play an essential role in shaping one’s self-esteem, social interactions, and overall well-being. Personal hygiene ensures physical cleanliness and health, while fashion allows for the expression of individuality and creativity. Together, they create a powerful combination of inner confidence and external appeal.

#### General Competence(s):

|                                  |   |
|----------------------------------|---|
| <b>Problem solving</b>           | <ul style="list-style-type: none"> <li>• <b>Maintain physical and mental health.</b></li> <li>• <b>Analyse key health habits</b></li> </ul>   |
| <b>Collaboration</b>             | <ul style="list-style-type: none"> <li>• Enhance Social Interactions and building self-confidence.</li> </ul>   |
| <b>Communication</b>             | <ul style="list-style-type: none"> <li>• Express Individuality Through Fashion and Cultivating Professionalism.</li> <li>• Demonstrate proper posture techniques</li> </ul>                                       |
| <b>Emotional intelligence</b>    | <ul style="list-style-type: none"> <li>• Foster Respect and Consideration for Others.</li> <li>• Adapt to Changing Environments and Staying informed about modern hygiene products and fashion trends.</li> </ul> |
| <b>Creativity and Innovation</b> | <ul style="list-style-type: none"> <li>• Developing a Routine for Consistency and Learning wardrobe management, including organizing clothing and maintaining cleanliness.</li> </ul>                             |

## Hook:

Imagine walking into a room and commanding attention, not just because of what you're wearing, but because of how well you've cared for yourself. From fresh breath and clean nails to a well-coordinated outfit. These small efforts can transform how you feel and how others perceive you.

## Key Terms

| KEY TERMS               | MEANINGS   |
|-------------------------|--|
| <b>Personal Hygiene</b> | Practices to maintain cleanliness and health, such as bathing, oral care, and grooming.                    |
| <b>Fashion</b>          | The art and practice of designing and wearing clothing and accessories that reflect style and personality. |
| <b>Grooming</b>         | The act of maintaining personal appearance, including hair, skin, and nails.                               |
| <b>Style</b>            | A unique way of expressing oneself through clothing and accessories.                                       |
| <b>Confidence</b>       | A sense of self-assurance that reflects positively in both appearance and demeanour.                       |
| <b>Self-expression</b>  | Using clothing and fashion to communicate personality and individuality.                                   |
| <b>Presentation</b>     | The way one appears and carries themselves, combining both hygiene and fashion.                            |
| <b>Wardrobe</b>         | A collection of clothing and accessories owned by an individual.   |
| <b>Cleanliness</b>      | The state of being clean and free from dirt or germs.  |
| <b>First Impression</b> | The initial perception someone forms based on another's appearance and behaviours.                         |

## 1.3.1 Sub-topic: GOOD GROOMING

### Introduction

Good grooming refers to the practice of maintaining a clean and neat appearance through regular body care activities like bathing, washing hands, brushing teeth, combing hair, trimming nails and wearing clean cloths. Essentially taking care of your overall physical presentation project a positive image and prevent the spread of germs. This chapter will highlight the key in maintaining good grooming standards boosts confidence, promotes positive self-image essential for overall well-being.

**Specific Competence: 1.3.1.1 Practice good personal hygiene in the fashion industry.**

## Learning Activities



**Activity 1:** Discussing the importance of personal hygiene in the fashion industry:  
(Reputation, First impression, Health and safety, Confidence boost, Customer trust)

### Learning and Teaching Materials:

- Pictures of well-groomed vs. poorly groomed individuals
- Hygiene products (soap, sanitizer, deodorant, toothbrush)
- Chart listing hygiene tips for fashion professionals

### Process activity:

- Explain the concept of personal hygiene.
- Discuss why personal hygiene is important in the fashion industry.
- Identify key aspects of hygiene related to reputation, first impressions, health and safety, confidence, and customer trust.
- Demonstrate good hygiene practices.

### Content Tips:



Discuss the five key aspects of hygiene in the fashion industry:

- **Reputation** – Good hygiene maintains professionalism and credibility.
- **First Impression** – Cleanliness creates a positive impact on clients and employers.
- **Health and Safety** – Poor hygiene can spread germs and infections, which is crucial in environments like tailoring and retail.
- **Confidence Boost** – Feeling fresh and clean enhances self-esteem.
- **Customer Trust** – Customers feel more comfortable buying from well-groomed professionals.
- Positive body image boosts confidence.
- Physical well-being enhances stamina, reduces stress, and improves mental health.

- **Good Hygiene Practices.**

**Pair Work Activity:** In groups, students discuss and list ways they can maintain hygiene in their daily routine and in a fashion-related career.

**Practical Demonstration:** Show proper ways to maintain hygiene, such as hand washing, oral care, and clean clothing.



## **Activity 2: Analysing Key Health Habits**

### **Learning and Teaching Materials:**

- Charts illustrating a healthy diet.
- Worksheets for tracking personal health habits.

### **Activity Process:**

#### **Group work**

- Assign learners in groups and ask them to identify and analyse daily habits that contribute to health and grooming.
- Have each group present their findings to the class.
- Discussing key health habits

### **Content Tips:**

#### **Key Health Habits in the Fashion Industry**

Maintaining good health habits is essential for professionals in the fashion industry to ensure they remain energetic, presentable, and productive. Here are some key health habits:

#### **Personal Hygiene**

- **Bathing Daily** – Keeps the body fresh and free from odour.
- **Oral Hygiene** – Brushing and flossing teeth prevents bad breath and dental problems.
- **Handwashing** – Reduces the spread of germs, especially when handling fabrics and clothes.
- **Grooming** – Keeping nails, hair, and skin clean improves appearance and professionalism.

#### **Proper Nutrition**

- Eating a balanced diet with fruits, vegetables, proteins, and carbohydrates ensures good health.

- Drinking plenty of water keeps the body hydrated and the skin glowing.
- Avoiding excessive junk food and sugary drinks prevents fatigue and weight-related issues.

### **Physical Fitness**

- Regular exercise improves posture and overall body fitness.
- Stretching and light workouts help prevent body strain, especially for tailors and fashion designers who sit for long hours.

### **Mental Well-being**

- Managing stress through relaxation, meditation, or hobbies helps maintain focus and creativity.
- Getting enough sleep (7–9 hours) prevents fatigue and improves productivity.
- Avoiding drugs and excessive alcohol ensures a clear mind and healthy lifestyle.

### **Clean Environment**

- Keeping workspaces clean and organized promotes efficiency.
- Washing and maintaining clean clothes ensures a professional appearance.
- Proper storage of fabrics and tools prevents contamination and damage.



### **Activity 3: Practicing Good Posture**

#### **Learning and Teaching Materials:**

- Posture guides or diagrams.
- Mirrors for real-time posture correction exercises.
- Charts or posters showing correct and incorrect posture.
- Videos or PowerPoint slides explaining posture.
- Chairs for sitting posture practice.
- Peer feedback worksheets.

#### **Activity Process**

- Discussing good grooming.
- Demonstrate proper posture techniques for walking, sitting, standing, and sleeping.
- Conduct role-play scenarios where learners correct each other's posture.
- Use real-life examples (e.g., sitting in class, using a phone, carrying a bag)

- Discuss the effects of poor posture (e.g., back pain, fatigue, joint problems).
- Allow students to reflect on how they can improve their posture daily.
- Quick quiz or role-play where students demonstrate proper and improper posture.

## Content Tips:



Discussing grooming.

Good grooming refers to maintaining personal hygiene and a neat appearance through regular care of your body, hair, skin, and clothing. It's an essential part of self-care and can contribute to confidence, social acceptance, and overall health. Here's what good grooming typically involves:

### Personal Hygiene

- **Bathing:** Regular showers or baths to keep your body clean and fresh.
- **Oral care:** Brushing teeth twice daily, flossing, and using mouthwash to maintain oral health and fresh breath.
- **Deodorant:** Using deodorant or antiperspirant to manage body odour.
- **Nail care:** Keeping nails trimmed, clean, and free from dirt.

### Hair Care

- **Cleanliness:** Washing hair regularly based on your hair type.
- **Styling:** Keeping your hair well-groomed, whether short or styled.
- **Trimming:** Managing facial hair (for men) or maintaining eyebrows and other hair removal routines.

### Skin Care

- **Moisturizing:** Applying lotion or moisturizer to keep skin hydrated.
- **Sun protection:** Using sunscreen to protect against UV damage.
- **Cleansing:** Washing your face to remove dirt and oils.

### Dress and Presentation

- **Clean clothes:** Wearing freshly laundered, wrinkle-free clothing.
- **Fit:** Ensuring your clothes fit properly and suit your body type.
- **Appropriateness:** Dressing for the occasion, whether casual, formal, or professional.

## Overall Presentation

- **Posture:** Standing and sitting with confidence and poise.
- **Accessories:** Keeping accessories like jewellery, glasses, or shoes clean and appropriate.

**Fragrance:** Using a light, pleasant perfume or cologne (without overdoing it).

Good grooming habits show respect for yourself and others. They can enhance how you're perceived socially or professionally, and they play a vital role in maintaining good health.

- Posture affects appearance, confidence, and long-term physical health.

## Demonstration and Practice:

- **Sitting Posture:**
  - Keep feet flat on the floor.
  - Keep the back straight and shoulders relaxed.
  - Avoid slouching or leaning forward excessively.

**Activity:** - Students sit on chairs and correct their posture based on teacher feedback.

- **Standing Posture:**
  - Keep feet shoulder-width apart.
  - Keep the back straight and shoulders back.
  - Distribute weight evenly on both feet.

**Activity:** Students stand in front of mirrors or work in pairs to check and correct each other's posture.

- **Walking Posture:**
  - Head up, looking forward.
  - Shoulders relaxed, arms swinging naturally.
  - Walk with a straight spine.

**Activity:** Students walk across the classroom while being observed for proper posture.

## Expected Standards:

- **Good personal hygiene practiced appropriately.**

## Summary:

- Personal hygiene and grooming enhance self-image, physical well-being, and mental health.
- Maintaining a positive body image is crucial in the fashion industry.
- Good health habits, including stress management, nutrition, hydration, and sleep, are essential.
- Proper posture is key to projecting confidence and preventing long-term physical issues.

### 1.3.2 Sub-Topic: HEALTH HABITS

#### Introduction

The fashion industry often places significant demands on individuals, requiring them to maintain a strong physical and mental state to perform effectively. Adopting good health habits not only enhances personal well-being but also supports a positive body image and fosters confidence, essential for success in this competitive field.

#### Specific Competences: 1.3.2.1 Practice Good Health Habits in the Fashion Industry.

#### Learning Activities



**Activity 1:** Discussing the importance of maintaining good health in the fashion industry

#### Learning and Teaching Materials:

- Articles or videos on body positivity in fashion.
- Charts or infographics showing the effects of good health habits on mental and physical well-being.

#### Activity Process:

##### Group Discussion

- Divide learners into small groups to discuss the importance of maintaining good health in the fashion industry.
- Assign sub-topics like positive body image, enhancing physical well-being, boosting stamina, mental health, and reducing stress.
- Discussing the importance of maintaining good health in the fashion industry

#### Content Tips:



Discussing the importance of maintaining good health in the fashion industry



- Maintaining good health in the fashion industry is crucial due to the industry's demanding nature, high-pressure environment, and emphasis on physical appearance.

Here's why prioritizing health is essential for professionals in fashion:

- **Physical Well-being and Endurance** - Fashion professionals, including designers, models, photographers, and stylists, often work long hours, travel frequently, and handle physically demanding tasks. A strong, healthy body ensures they can endure these challenges without burnout.
- **Mental Health and Stress Management** - The fashion industry is fast-paced and competitive, leading to high levels of stress. Proper self-care, including adequate sleep, mindfulness, and mental health support, helps in maintaining emotional stability and preventing anxiety or depression.
- **Balanced Nutrition and Energy Levels** - Models and industry professionals must maintain healthy diets to sustain their energy levels. Instead of extreme dieting, balanced nutrition supports long-term health, glowing skin, and overall vitality.
- **Fitness and Body Positivity** - While physical fitness is essential, the industry is gradually shifting towards body diversity and self-acceptance. A sustainable fitness routine helps maintain strength and confidence rather than promoting unhealthy body standards.
- **Skin and Hair Care** - With frequent exposure to makeup, hairstyling products, and changing weather conditions, models and designers must prioritize skincare and haircare to prevent long-term damage.
- **Avoiding Substance Abuse** - The pressures of the fashion industry have sometimes led professionals to rely on unhealthy coping mechanisms, such as smoking or substance abuse. Promoting healthier alternatives, like exercise and therapy, helps maintain overall well-being.
- **Work-Life Balance** - The demanding nature of the industry can make it difficult to find personal time. Setting boundaries, taking breaks, and engaging in hobbies outside of work contribute to a healthier and more sustainable career.
- **Positive Industry Influence** - As role models, fashion professionals have the power to influence trends in health and wellness. Promoting a balanced lifestyle over extreme measures helps shift industry standards toward a healthier and more inclusive direction.

By prioritizing both physical and mental health, professionals in the fashion industry can not only enhance their careers but also set a positive example for future generations.

- Highlight how physical and mental well-being impacts confidence and overall performance.
- Encourage learners to reflect on real-life examples or scenarios from the fashion industry.



**Activity 2:** Analysing the key health habits that contribute to physical

### Learning and Teaching Materials:

- Handouts on healthy eating and hydration.
- Worksheets for creating personal health plans

### Activity Process

- Conduct a brainstorming session to list health habits like managing stress, eating healthily, staying hydrated, and getting adequate sleep.
- Have learners create a personal health habits plan.
- Analysing the key health habits that contribute to physical and mental well being.

### Content Tips:



- Discuss the impact of hydration, nutrition and sleep on every level and skin health.  
Hydration, nutrition, and sleep play essential roles in maintaining high energy levels and healthy skin. Here's how each factor contributes:

### Hydration

- **Energy Levels:** Dehydration can cause fatigue, brain fog, and reduced physical performance. Water helps transport nutrients and oxygen to cells, keeping energy levels stable.
- **Skin Health:** Proper hydration maintains skin elasticity, reduces dryness, and helps flush out toxins, reducing breakouts and irritation. It also minimizes fine lines and promotes a natural glow.

### Nutrition

- **Energy Levels:** A balanced diet rich in whole foods, proteins, healthy fats, and complex carbohydrates provides sustained energy. Deficiencies in vitamins like B12, iron, and magnesium can lead to fatigue.

- **Skin Health:** Antioxidants (vitamins C, E, and A), healthy fats (omega-3s), and collagen-supporting foods promote skin elasticity, reduce inflammation, and slow aging. Processed foods and sugar can cause breakouts and dull skin.

## Sleep

- **Energy Levels:** Sleep is crucial for muscle recovery, cognitive function, and hormone regulation. Poor sleep can lead to exhaustion, mood swings, and sluggish metabolism.
- **Skin Health:** During deep sleep, the body repairs skin cells, increases collagen production, and reduces inflammation. Lack of sleep can cause dullness, dark circles, and premature aging.



### Key Takeaways

- Drink enough water (8+ cups/day) for optimal energy and skin hydration.
- Eat nutrient-dense foods to fuel your body and promote a radiant complexion.
- Prioritize 7-9 hours of quality sleep for overall well-being.
- Include tips for stress management, such as mindfulness exercises or physical activity.



### Activity 3: Practicing Good Posture

#### Learning and Teaching Materials:

- Visual aids showing correct and incorrect postures.
- Mirrors for self-assessment.

#### Activity Process

- Demonstrate proper techniques for walking, standing, sitting, and sleeping posture.
- Allow learners to practice and correct posture in pairs or small groups.
- Emphasize the role of good posture in preventing injuries and enhancing confidence.
- Provide feedback to learners during practice sessions

#### Content Tips:

#### Expected Standards:

- Good health habits practiced accordingly.

## Summary:



- Maintaining good health is vital for success in the fashion industry, as it enhances physical stamina, mental well-being, and confidence.
- Key health habits include managing stress, eating a balanced diet, staying hydrated, and getting adequate rest.
- Practicing good posture is essential for preventing injuries and exuding confidence in professional and personal settings.

## Assessment Questions:



### Sample Assessment Questions

#### Multiple Choice Questions

- 1. Which of the following is a benefit of maintaining good health in the fashion industry?**  
A. Reduced mental health                      B. Improved physical stamina  
C. Increased stress levels                      D. Poor body image                      **Answer: B**
- 2. What is one way to manage stress effectively?**  
A. Skipping meals                      B. Regular exercise and mindfulness practices  
C. Sleeping less than 4 hours                      D. Overworking yourself                      **Answer: B**
- 3. Why is staying hydrated important for those in the fashion industry?**  
A. It improves focus and energy levels                      B. It slows down metabolism.  
C. It enhances poor posture.                      D. It decreases skin quality.                      **Answer: A**
- 4. What is the recommended number of hours of sleep for optimal physical and mental health?**  
A. 3–4 hours                      B. 6–8 hours  
C. 10–12 hours                      D. 4–5 hours                      **Answer: B**

#### True or False

- 1. Maintaining a positive body image is essential for confidence in the fashion industry.**  
**Answer: True**

2. Skipping meals is a healthy habit for managing a busy schedule in the fashion industry.  
**Answer:** False
3. Stress can negatively affect both physical and mental well-being.  
**Answer:** True

**Fill in the Blanks**

1. \_\_\_\_\_ and \_\_\_\_\_ are two key health habits that reduce stress and boost mental health.  
**Answer:** Exercise, mindfulness
2. Staying \_\_\_\_\_ improves energy levels, skin health, and overall well-being.  
**Answer:** hydrated

**Short answer questions.**

1. Why is physical and mental health important in the fashion industry?  
**Answer:** Physical and mental health are important as they enhance stamina, reduce stress, boost confidence, and improve overall performance.
2. List three ways to manage stress effectively.  
**Answer:** Mindfulness practices, regular exercise, and engaging in relaxing activities like yoga or meditation.
3. How does good posture benefit individuals in the fashion industry?  
**Answer:** Good posture prevents injuries, improves physical appearance, and enhances confidence in professional and personal settings.

**Matching Questions**

Match the health habits with their benefits:

| <b>Health habit</b>        | <b>Benefit</b>                                     |
|----------------------------|--|
| 1. Eating a balanced diet  | A. Reduces back pain and enhances confidence       |
| 2. Managing stress         | B. Boosts energy and skin health                   |
| 3. Staying hydrated        | C. Enhances focus and physical performance         |
| 4. Practicing good posture | D. Improves mental clarity and reduces anxiety     |
| 5. Getting enough sleep    | E. Restores energy and promotes overall well-being |

**Answers:** 1- B    2-D    3-C    4-A    5-E

**1.4 Topic: CLOTHING**

**Introduction**

Clothing is an essential part of our daily lives. It protects us from weather conditions, reflects our culture, personality, and lifestyle. Different types of clothing are worn depending on the occasion,

climate, and traditions. Understanding clothing helps us communicate ideas about fashion, identity, and cultural expression.

This unit will introduce learners to the basic concepts of clothing, types of garments, their functions, and help them explore different clothing items, materials, and cultural significance.

### General Competence(s):

|                          |   |
|--------------------------|---|
| <b>Problem solving</b>   | <ul style="list-style-type: none"> <li>Recognize and name various types of clothing.</li> </ul>   |
| <b>Critical thinking</b> | <ul style="list-style-type: none"> <li>Understand the purposes and uses of clothing.</li> <li>Use clothing to convey a professional or personal image.</li> </ul> |
| <b>Communication</b>     | <ol style="list-style-type: none"> <li>Discuss clothing preferences and cultural differences.</li> </ol>  |

### Hook:

Ask learners: "What is your favourite piece of clothing, and why do you like it? Imagine a world where everyone wore the same outfit every day—how would it feel?" This will engage their curiosity and open a discussion about the significance of clothing in expressing individuality.

### Key Terms

| KEY TERMS                   | MEANINGS   |
|-----------------------------|--|
| <b>Clothing</b>             | Items we wear to cover our bodies (e.g., garments, fabrics, accessories, tattoos).                                   |
| <b>Clothes</b>              | Items worn on the body to cover or adorn oneself, e.g. tops, dresses, trousers, underwear, footwear, accessories etc |
| <b>Cloths</b>               | Refers to piece of fabric used for various purposes, e.g. cleaning, hygiene, decorating                              |
| <b>Garment</b>              | Another word for clothing item (e.g., a coat or jacket).   |
| <b>Fabric</b>               | Material used to make clothes (e.g., cotton, wool, silk).  |
| <b>Seasonal Clothing</b>    | Clothes worn during specific weather (e.g., winter jackets, summer dresses).   |
| <b>Formal Wear</b>          | Clothes for special occasions (e.g., suits, gowns).  |
| <b>Casual Wear</b>          | Everyday comfortable clothing (e.g., T-shirts, jeans).   |
| <b>Accessories</b>          | Items worn to complement clothing (e.g., hats, scarves, jewellery).  |
| <b>Traditional Clothing</b> | Clothing that represents a specific culture or heritage (e.g., kimono, sari).  |
| <b>Uniform</b>              | Specific clothing worn for work, school, or special purposes.  |
| <b>Fashion</b>              | The style or trend of clothing popular at a particular time.   |

## 1.4.1 Sub-Topic: FUNCTIONAL CLOTHING

### Introduction

Functional clothing refers to garments designed with specific purposes beyond just aesthetics and style. These clothes are made to provide comfort, protection, and performance for different activities or environments. Examples include sportswear, medical wear, protective clothing, and weather-resistant outfits.

The materials used in functional clothing are often advanced, featuring properties such as moisture-wicking, breathability, water resistance, and thermal insulation. These garments are commonly used by athletes, medical professionals, outdoor adventurers, and workers in hazardous conditions.

Generally, functional clothing plays a crucial role in enhancing performance, safety, and convenience in everyday life.

### Hook

"Have you ever worn something that was uncomfortable because it wasn't designed for the weather or activity you were doing?" "What type of clothing do you think is best for running in the cold or for a job that involves physical work?"

Bring actual items for learners to see and touch, e.g. running shoes, a winter coat, a helmet, or safety boots etc and briefly explain how each piece of clothing serves a specific function (e.g., the coat protects from cold, the helmet keeps you safe, running shoes support your feet during exercise...).

Explain that everyone wears functional clothing every day without always thinking about it. For example, a learner wears a hoodie to stay warm in the chilly morning, or an office worker wears formal attire for a professional setting. Emphasize that functional clothing is all around them and that understanding it helps them make better clothing choices.

### Specific Competence: 1.4.1.1 Plan dressing according to function.

#### Learning Activities



**Activity 1: Discussing the concept of clothing and its importance in daily life.**

#### Learning and Teaching Materials:

Pictures, short video clips, or real examples of diverse clothing items.

#### Activity Process:

- Interactive discussion or brainstorming session.

#### Technological

Let learners watch video clips of diverse clothing items showing importance in daily life.

- Define clothing and its purposes: protection, comfort, style.
- Explain how clothing is essential in daily life (e.g., for work, weather, modesty).

### Concept Tips:

Functional clothing refers to garments that are designed with specific purposes in mind, beyond just aesthetic appeal. These clothes are intended to enhance the wearer's comfort, performance, and protection based on particular activities or environmental conditions. The primary goal of functional clothing is to provide benefits such as comfort, durability, safety, and support while also catering to the needs of the wearer.

### Characteristics of Functional Clothing:

- **Protection:** Clothes that protect the body from environmental factors like cold, heat, rain, or UV rays. **Example:** Winter jackets with insulation to protect from cold temperatures, or sunscreen-infused clothing that provides UV protection.
- **Comfort:** Clothing designed to allow ease of movement and maintain comfort during various activities. **Example:** Activewear, such as leggings or athletic shirts made from moisture-wicking fabric that keeps sweat away from the skin, keeping the body cool and comfortable during exercise.
- **Durability:** Clothes designed to withstand wear and tear from specific environments or tasks. **Example:** Workwear like overalls or heavy-duty boots made for construction or outdoor jobs.
- **Performance:** Specialized clothing for sports or physical activities that supports the body's performance. **Example:** Compression garments that support muscles and improve circulation during athletic activities.
- **Adaptability:** Garments that can adjust to varying weather or conditions, often through layering or removable components. **Example:** Jackets with removable hoods or zippered vents for breathability in changing temperatures.

### How clothing is essential in daily life

- **Protection:** Shields the body from harsh weather conditions (cold, heat, rain) and environmental hazards.
- **Modesty:** Covers the body according to cultural and social norms.
- **Comfort:** Provides ease of movement and suits different activities and climates.
- **Self-Expression:** Reflects personal style, identity, and emotions.
- **Social and Cultural Significance:** Represents traditions, professions, and status.
- **Hygiene:** Helps maintain cleanliness by preventing direct contact with dirt and germs.
- **Confidence Boost:** Wearing appropriate and well-fitted clothes can enhance self-esteem.



- **Functionality:** Specialized clothing serves various purposes, such as sportswear, work uniforms, and safety gear.



## **Activity 2: Describing different types of clothing and their purposes.**

### **Learning and Teaching Materials:**

- Examples of fabric swatches, catalogues, or images.

### **Activity Process:**

- Presentation, group discussions, or a guided activity.

#### **Video Presentation**

Record a video explaining the clothing types.

Include real-life examples or clips of people wearing them.

- Discuss everyday clothing, seasonal clothing, formal attire, sportswear, etc.
- Highlight how clothing is designed for specific needs (e.g., warmth, flexibility).
- Describing different types of clothing and their purposes.

### **Content Tips:**

#### **Types of Clothing and Their Purposes**

- **Casual Wear** – Everyday clothing for comfort and relaxation (e.g., jeans, t-shirts, sneakers).
- **Formal Wear** – Elegant attire for special occasions (e.g., suits, gowns, dress shoes).
- **Business Attire** – Professional clothing for work settings (e.g., blazers, dress shirts, trousers).
- **Athletic Wear** – Designed for physical activity and comfort (e.g., leggings, sports jerseys, running shoes).
- **Outerwear** – Protective clothing for weather conditions (e.g., coats, jackets, raincoats).
- **Sleepwear** – Comfortable clothing for sleeping (e.g., pyjamas, nightgowns, robes).
- **Traditional/Cultural Wear** – Represents heritage and customs (e.g., kimono, sari, kilt).
- **Workwear/Uniforms** – Specific attire for jobs and safety (e.g., scrubs, overalls, firefighter suits).
- **Swimwear** – Designed for water activities (e.g., swimsuits, trunks, wetsuits).
- **Undergarments** – Worn beneath clothing for support and hygiene (e.g., bras, boxers, slips).



## Discussing Types of Clothing

### 1. Everyday Clothing (Casual Wear)

- Comfortable and practical for daily activities. Examples: T-shirts, jeans, hoodies, leggings, sneakers

### 2. Seasonal Clothing

- **Summer:** Shorts, tank tops, sundresses, sandals
- **Winter:** Coats, sweaters, boots, gloves
- **Spring/Fall:** Light jackets, long sleeves, sneakers

### 3. Formal Attire

- Worn for professional or special occasions
- **Men:** Suits, dress shirts, ties, dress shoes
- **Women:** Dresses, gowns, blouses with skirts or dress pants, heels

### 4. Sportswear (Athletic Wear)

- Designed for physical activity and comfort. Examples: Sweatpants, leggings, gym shorts, moisture-wicking shirts, sneakers



## Activity 3: Exploring how clothing relates to culture, identity, and environment.

### Learning and Teaching Materials:

- Photos or videos of traditional clothing worldwide, cultural artifacts.

### Activity Process:

#### Clothing and Culture

- Discuss how clothing reflects cultural traditions, values, and beliefs.
- Show videos of - (e.g., Musisi in Zambia, kimono in Japan, Maasai Shuka in Kenya, kilts in Scotland).
- Ask students if their own clothing choices reflect their cultural background in any way.

#### Clothing and Identity

- Explore how clothing can express personal and group identity (e.g., uniforms, religious attire, fashion subcultures like punk or hip-hop).
- Discuss how people use clothing to make statements about themselves (e.g., gender identity, social status, profession).

Activity: Have students describe their outfit for the day and what it represents about them.

### Clothing and Environment

- Explain how geography and climate influence clothing (e.g., fur coats in cold regions, light cotton clothing in hot climates).
- Discuss how sustainable and ethical fashion is responding to environmental concerns.

Activity: using videos show different fabric types (e.g., wool, cotton, synthetic) and discuss their impact on the environment.

- How clothing reflects culture.

### Content Tips:



#### Discussing how clothing reflects culture.

- Traditional clothing represents a community's history, customs, and beliefs.
- It is often worn during ceremonies, festivals, and religious events.
- Designs, colors, and patterns may have symbolic meanings (e.g., red for good luck in Chinese culture).
- Clothing styles are influenced by cultural norms, modesty, and social roles.  
Examples: Kimono (Japan), Sari (India), Kente cloth (Ghana), Kilts (Scotland).



**Activity 4:** Explaining the basic components of clothing (upper body components, lower body components, additional body components)

### Learning and Teaching Materials:

- Physical clothing examples or labelled diagrams.

### Activity Process:

- Demonstration or sorting activity upper body components, lower body components, additional body components.

Show a diagram of the human body and explain its major parts,  
Define **Upper Body Components** (e.g., head, arms, chest), **Lower Body Components** (e.g., legs, feet), and **Additional Components** (e.g., hair, nails).

- Identify and categorize clothing into functional components.
- Explain how combinations work for function (e.g., layering for warmth).

### Content Tips:

- **Upper Body Components** (e.g., head, arms, chest), **Lower Body Components** (e.g., legs, feet), and **Additional Components** (e.g., hair, nails).

**Categorize clothing into functional components.**

### Functional Components of Clothing

- **Upper Body Clothing: Tops:** T-shirts, blouses, shirts **Outerwear:** Jackets, coats, sweaters, **Undergarments:** Bras, undershirts
- **Lower Body Clothing: Bottoms:** Pants, skirts, shorts, **Legwear:** Leggings, tights **Undergarments-** Underwear, long johns
- **Full Body Clothing: Dresses:** Casual, formal, gowns, **Suits:** Business suits, jumpsuits, **Uniforms:** Overalls, coveralls
- **Footwear: Shoes:** Sneakers, formal shoes, sandals, **Boots:** Hiking boots, rain boots, **Specialty:** Athletic shoes, dance shoes
- **Accessories: Headgear:** Hats, caps, scarves, **Handwear:** Gloves, mittens, **Belts and Suspenders:** Functional support
- **Protective Clothing: Weather Protection:** Raincoats, windbreakers, **Safety Gear:** Helmets, high-visibility vests, **Health-related:** Masks, compression garments
- **Seasonal Clothing: Winter Wear:** Coats, thermal layers, **Summer Wear:** Light fabrics, UV protection



**Activity 5:** Sorting various items of clothing into categories and justifying their choices.

### Learning and Teaching Materials:

- Clothing samples, charts, or flashcards.

### Activity Process:

#### Visual Aids

- Consider using a chart, infographic, or slides to make the categories and justifications visually clear.

### **Hands-on sorting task or group activity.**

- Categorize into everyday wear, formal wear, seasonal wear, etc.

Emphasize reasoning behind classifications (e.g., fabric type, design, usage).

### **Content Tips:**

#### **Presenting the Categories**

- **Category 1: Type of Clothing**
  - Tops, bottoms, dresses, outerwear, footwear, accessories, etc.
  - Justify: Explain how these categories are based on function and structure.
  - Example: "Tops include items like shirts and blouses, which cover the upper body and are generally paired with bottoms like pants or skirts."
- **Category 2: Occasion**
  - Casual, formal, semi-formal, activewear, etc.
  - Justify: Explain why certain clothes are appropriate for different events.
  - Example: "Formal wear, like suits or dresses, is reserved for events like weddings or business meetings, while casual wear is for everyday comfort."
- **Category 3: Seasons**
  - Winter, summer, spring, fall.
  - Justify: This category reflects practicality based on weather conditions.
  - Example: "Winter coats are made from thick materials to keep warm, whereas summer shorts and tank tops are light to stay cool."
- **Category 4: Fabric/Material**
  - Cotton, wool, leather, synthetic, etc.
  - Justify: Discuss how fabric influences comfort, durability, and style.
  - Example: "Cotton is breathable and soft, making it great for summer, while wool is thick and insulating, perfect for colder months."

### **Expected Standards:**

- Dressing planned according to function

## Summary:



Clothing serves various functional purposes such as protection, style, and identity.

- Different types of clothing suit specific occasions, seasons, and cultures.
- Understanding clothing components helps in making suitable dressing choices.

## Assessment Questions:



### Sample Assessment Questions

#### Multiple Choice Questions (MCQs)

1. Which clothing item is best suited for a formal job interview?  
a) T-shirt and jeans   b) Suit and tie   c) Tracksuit   d) Shorts and a tank top   **Answer: b)**
2. Which fabric is ideal for winter clothing?  
a) Cotton   b) Wool   c) Silk   d) Nylon   **Answer: b)**
3. What type of clothing is most appropriate for outdoor sports?  
a) Tight-fitting clothes made of silk   b) Loose, breathable clothes made of moisture-wicking fabric   c) Heavy wool clothing   d) Formal wear  
**Answer: b) Loose, breathable clothes made of moisture-wicking fabric**

#### True/False Questions

1. Example 1: Clothing designed for rainy seasons often uses waterproof materials.  
**Answer: True**
2. Example 3: Layering clothing can help in maintaining body temperature during cold weather.  
**Answer: True**

#### Fill-in-the-Blank Questions

1. Clothing that protects against extreme cold is often made from \_\_\_\_\_ materials.  
**Answer: insulating**
2. Clothing choices are influenced by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ factors.  
**Answer: cultural, environmental, functional**

#### 1. Short Answer Questions

- Explain how seasonal clothing differs between summer and winter.  
**Sample Answer:** Seasonal clothing for summer is typically made from lightweight,

breathable fabrics like cotton, designed to keep the body cool. Winter clothing, on the other hand, uses insulating materials like wool or down to retain warmth and protect against cold temperatures.

- Describe one way culture influences clothing choices.

**Sample Answer:** Culture influences clothing choices by incorporating traditional patterns, styles, and materials specific to a region, such as kimonos in Japan or saris in India, which reflect cultural identity and heritage.

- What are three key factors to consider when choosing clothing for a formal event?

**Sample Answer:** The factors to consider include the dress code (formal or semi-formal), the venue (indoor or outdoor), and the weather conditions.

### 1. Scenario-Based Question

- You are attending a wedding in the summer. Suggest an outfit that is functional, comfortable, and formal. Justify your choice.

**Sample Answer:** A light-coloured, breathable linen suit with a dress shirt and formal shoes is appropriate for a summer wedding. The fabric ensures comfort in the heat, and the suit maintains a formal appearance suitable for the occasion.

## 1.4.2 Sub-topic: WARDROBE PLANNING

### Introduction

Wardrobe planning is an essential skill that enables individuals to make thoughtful clothing choices that suit their lifestyle, needs, and current fashion trends. This process involves evaluating personal preferences, practicality, and fashion knowledge to build a versatile wardrobe.

Specific Competence: 1.4.2.1 Plan the wardrobe in relation to fashion trends

### Learning Activities



#### Activity 1: Discussing Wardrobe Planning

### Learning and Teaching Materials:

- Presentation slides on wardrobe planning
- Visual examples of different wardrobe types

### Technological

Learners to watch videos showing - casual, formal, business, athleisure and wardrobe types as in storage solutions, like walk-in closets, armoires, or freestanding wardrobes

- Real-life clothing samples for comparison

### Activity Process:

Conduct a class discussion or group brainstorming session.

- Define wardrobe planning.
- Discuss the goals of wardrobe planning (e.g., creating a functional and stylish wardrobe).
- Identify factors to consider when buying clothes for a wardrobe, such as budget, personal style, and lifestyle needs.
- Explore the advantages and disadvantages of buying ready-made clothes versus making your own.

### Content Tips:

#### Wardrobe Planning:

- The process of selecting and organizing clothing to create a versatile, functional, and stylish wardrobe.
- Focuses on balancing style, functionality, and practicality based on individual needs.

#### Goals of Wardrobe Planning:

- **Maximize Versatility:** Ensure clothes can be mixed and matched for various occasions.
- **Reflect Personal Style:** Choose pieces that express individuality while remaining practical.
- **Quality over Quantity:** Invest in high-quality, timeless pieces rather than fast fashion.
- **Minimize Waste:** Build a wardrobe that minimizes impulse buys and ensures longevity.
- **Ease of Maintenance:** Select clothes that are easy to care for and maintain over time.
- **Adaptability to Changing Seasons:** Have clothes suitable for all seasons, with layers and versatile pieces.

#### Factors to Consider When Buying Clothes:

- **Body Shape:** Clothes that flatter your body type.
- **Lifestyle:** Ensure clothes fit your daily activities (work, casual, formal).
- **Budget:** Shop within your financial limits, balancing cost and quality.



- **Fabric and Material:** Choose breathable, durable, and easy-care fabrics.
- **Color Palette:** Select colors that complement each other and your skin tone.
- **Occasions:** Consider the types of events you attend (work, casual, special events).
- **Fit and Comfort:** Make sure the clothes fit well and feel comfortable to wear.
- **Sustainability:** opt for eco-friendly and ethical brands where possible.
- **Timelessness:** Choose classic styles that won't go out of fashion quickly.
- **Wardrobe Gaps:** Identify any missing essential items to create a complete wardrobe.

**Comparison of buying ready-made clothes versus making your own:**

| <b>Factor</b>         | <b>Buying Ready-Made Clothes</b>                          | <b>Making Your Own Clothes</b>   |
|-----------------------|---|--|
| <b>Time</b>           | Quick and convenient.                                     | Time-consuming, requires effort and patience.                                      |
| <b>Cost</b>           | Can be affordable, especially with sales or fast fashion. | Can be more expensive, especially for high-quality fabrics.                        |
| <b>Customization</b>  | Limited options for personal customization.               | Fully customizable to your size, style, and preferences.                           |
| <b>Quality</b>        | Varies widely, often lower in mass-produced clothing.     | Higher control over fabric choice and stitching quality.                           |
| <b>Fit</b>            | Pre-determined sizing may not always fit well.            | Tailored to your exact measurements for a perfect fit.                             |
| <b>Variety</b>        | Wide range of styles, trends, and options available.      | Limited to your skills and available materials.                                    |
| <b>Skill Required</b> | No skill required.  | Requires sewing skills, pattern reading, and crafting abilities.                   |
| <b>Maintenance</b>    | Generally easier to care for, with guidance on labels.    | May require more care or special maintenance depending on fabric and construction. |

| Factor              | Buying Ready-Made Clothes                                       | Making Your Own Clothes  |
|---------------------|---|--|
| Sustainability      | Can be less eco-friendly, depending on the brand and materials. | More sustainable if using eco-friendly fabrics and reducing waste. |
| Personal Expression | Limited to available designs.                                   | High level of personal expression and creativity.                  |
| Emotional Value     | Less personal connection to the items.                          | Sense of accomplishment and attachment to handmade clothes.        |



## Activity 2: Analysing Factors to Consider in Wardrobe Planning

### Learning and Teaching Materials:

- Worksheets with wardrobe planning scenarios
- Charts outlining factors in wardrobe planning
- Videos showing fashion trends for different occasions and seasons

### Activity Process:

Use a case study or scenario-based activity where learners evaluate wardrobe needs for specific situations.

### Interactive Activity

- Analysing Factors to Consider in Wardrobe Planning
- **Wardrobe Assessment:** Ask students to take a moment to analyse their current wardrobe using the factors you've discussed (e.g., do they have enough versatile pieces for different occasions?).
- **Create a Wardrobe Plan:** Have them list items they feel they need to add or remove based on what they've learned. This could also be done as a group activity or small project.
- Summarize the importance of strategic wardrobe planning.
- Give them actionable steps: "Start by reviewing what you already own, identify gaps, and begin building your wardrobe with versatile and quality pieces."

### Content Tips:

### Factors to consider in wardrobe planning include:

- Occasion (formal, casual, workwear, etc.)
- Season (climate and weather)
- Age and lifestyle
- Cost and budget constraints
- Style preferences and figure type

Encourage learners to link these factors to their own experiences or hypothetical situations.



### Activity 3: Explaining Benefits of Planning Wardrobes

#### Learning and Teaching Materials:

- Posters or infographics summarizing benefits
- Examples of planned versus unplanned wardrobes

#### Activity Process:

- Interactive discussion or learner presentations on benefits of planning a wardrobe.

#### Demonstrate Wardrobe Planning in Action:

- Use visuals to show a **before and after** of an unorganized closet vs. a planned, organized closet. Let learners write down observations.
- Show how to plan outfits for the week ahead by laying out clothes, accessories, and shoes in advance, saving precious time in the morning.

#### Practical Presentation:

A practical presentation should offer easy-to-follow steps, tips, and actions that can be implemented in their own lives.

- Explaining Benefits of Planning Wardrobes.

#### Content Tips:

##### Benefits include:

- Saving time and money by avoiding impulsive purchases.
- Improving wardrobe management (ensuring versatility and reducing clutter).
- Building confidence by having suitable attire for various occasions.

#### Step-by-Step Guide for Planning:

- Provide actionable steps to make wardrobe planning feel achievable. For example:
- **Start by Decluttering:** Remove items you don't wear, don't fit, or don't like. This clears up space and makes it easier to see what you have.
- **Sort by Category:** Organize your clothes into categories (casual, work, formal). This makes it easier to find what you need for specific occasions.
- **Create Outfits in Advance:** Instead of figuring out what to wear each day, create outfit combinations using what you already have in your wardrobe.
- **Invest in Versatile Pieces:** Choose pieces that can be dressed up or down, so you can mix and match easily.
- **Store Seasonally:** Store out-of-season clothes to keep your current wardrobe fresh and accessible.



#### Activity 4: Selecting Clothes in Relation to Fashion Trends

##### Learning and Teaching Materials:

- Fashion magazines, trend reports, or online resources
- Clothing samples showcasing timeless and trendy pieces

##### Activity Process:

Practical demonstration or fashion trend analysis.

- Discuss how fashion trends influence wardrobe planning.
- Teach learners how to balance timeless pieces with trendy items.
- Show examples of how to incorporate current trends into a personal wardrobe.
- Selecting Clothes in Relation to Fashion Trends
- Selecting Clothes in Relation to Fashion Trends in Zambia

##### Content Tips:



#### How Fashion Trends Influence Wardrobe Planning

- **Seasonal Adjustments:** Trends reflect seasonal shifts, dictating what items to invest in for the upcoming months.
- **Inspiration for New Purchases:** Trends often inspire people to refresh their wardrobe with items reflecting the current style.
- **Adaptation to Lifestyle:** Trends influence how people dress for various activities, like work or leisure, adjusting accordingly.

### **How to Balance Timeless Pieces with Trendy Items**

- **Invest in Classics:** Timeless pieces (e.g., blazers, white shirts, jeans) form the backbone of a wardrobe.
- **Mix and Match:** Pair trendy items with classic pieces to keep the wardrobe modern without losing its longevity.
- **Quality Over Quantity:** Invest in a few trendy pieces that are well-made and versatile.
- **Adapt Trends to Personal Style:** Choose trends that resonate with your personal aesthetic to maintain a unique look.

### **Examples of Incorporating Current Trends into a Personal Wardrobe**

- **Layering:** Add trendy layering pieces like oversized sweaters over classic shirts.
- **Footwear:** Pair statement shoes (like chunky sneakers or boots) with classic denim or dresses.
- **Color and Prints:** Incorporate trending colors or prints in accessories like scarves or bags to update an outfit.
- **Outerwear:** Invest in trendy outerwear styles like puffer jackets while keeping base layers neutral.

### **Factors to Consider When Selecting Clothes in Relation to Fashion Trends**

1. **Relevance of the Trend:**
  - Choose trends that align with personal style and lifestyle.
  - Example: Athleisure might suit a sporty person but not someone needing formal wear daily.
2. **Durability vs. Fast Fashion:**
  - Emphasize investing in timeless pieces instead of fleeting trends.
  - Example: A classic blazer vs. a trendy print that may go out of style.

### 3. **Cost:**

- Avoid overspending on high-end trends.
- Examples: Look for affordable alternatives or wait for sales.

### 4. **Occasion Suitability:**

- Ensure trendy pieces fit the purpose.
- Example: A flashy evening gown may not suit daily use.

### 5. **Cultural and Social Appropriateness:**

- Be mindful of cultural norms and dress codes when following trends.

When selecting clothes in relation to fashion trends, it's helpful to consider several factors to ensure you stay stylish while also expressing your personal taste. Here are some key points to keep in mind:

1. **Understand Current Trends:** Follow fashion blogs, magazines, and social media influencers to understand the latest styles. Runway shows and street style photos can give you insights into the trends that are gaining traction.
2. **Know Your Personal Style:** While trends can be fun to explore, it's important to stay true to your own aesthetic. Incorporating trendy pieces into your wardrobe in a way that aligns with your preferences will make you feel more comfortable and confident.
3. **Prioritize Timeless Pieces:** While it's great to experiment with trends, classic, versatile pieces (like a tailored blazer, white shirt, or good pair of jeans) are always in style and can be paired with trendier items.
4. **Quality Over Quantity:** Rather than buying every trend, focus on a few key pieces made of high-quality fabrics that will last for years.
5. **Fit and Comfort:** Even the most fashionable clothes are not worth wearing if they don't fit properly or feel uncomfortable. Pay attention to cuts and sizes that flatter your body shape.
6. **Adapt Trends to Your Lifestyle:** Not all trends will be suitable for every occasion or lifestyle. Choose trends that make sense for your daily routine, whether that's casual wear, office attire, or evening looks.
7. **Color and Fabric Choices:** Fashion trends also affect color palettes and fabric choices. Experiment with new colors or textures while ensuring they complement your complexion and are seasonally appropriate.

8. **Mix Trends with Basics:** Balance trendy items with your staple wardrobe pieces to avoid feeling too overdone. A trendy jacket can be paired with jeans and a basic t-shirt for a chic, balanced look.

### Selecting Clothes in Relation to Fashion Trends in Zambia

In Zambia, like in many parts of the world, fashion trends are influenced by a mix of global fashion movements and local culture. The country's climate, cultural values, and the fusion of modern and traditional styles all play a role in shaping the fashion choices of Zambians. Here are some points to consider when selecting clothes in relation to fashion trends in Zambia:

- Climate Considerations:
- Cultural Influences:
- Local Fashion Scene:
- Incorporating Global Trends:
- Event and Occasion Specific Trends:
- Accessories and Footwear:
- Shopping Trends:
- Seasonal Trends:

### Expected Standards

- Wardrobe planned in relation to fashion trends accordingly.

### Summary:



- Definition and goals of wardrobe planning.
- Factors to consider when building a wardrobe.
- Benefits of thoughtful wardrobe planning.
- The importance of integrating fashion trends.
- The advantages and disadvantages of buying ready-made clothes versus own made.

### Assessment Questions:



#### Sample Assessment Questions

#### Multiple-Choice Questions

1. What is the main goal of wardrobe planning?
  - A. To buy the most expensive clothes
  - B. To create a functional and versatile wardrobe

- C. To follow all fashion trends blindly
- D. To discard old clothes regularly

*(Answer: B)*

2. Which of the following is NOT a factor to consider when planning a wardrobe?
- A. Occasion
  - B. Personal preferences
  - C. Food habits
  - D. Budget

*(Answer: C)*

3. What is the main purpose of wardrobe planning?
- A. To follow all the latest fashion trends
  - B. To make quick fashion decisions based on mood
  - C. To ensure a functional, versatile, and stylish wardrobe
  - D. To only buy clothes that are trendy

*(Correct answer: C)*

### Fill-in-the-Blank Questions

1. Planning a wardrobe helps to \_\_\_\_\_ time and money. *(save)*
2. The choice of clothes for different seasons is an example of \_\_\_\_\_ in wardrobe planning. *(seasonal selection)*
3. Planning a wardrobe, you should consider the \_\_\_\_\_ to ensure your clothing suits different types of events. *(occasion)*
4. A wardrobe that includes a variety of pieces that can be mixed and matched is known as a \_\_\_\_\_ wardrobe. *(versatile)*

### Short answer questions

1. **What are three benefits of planning a wardrobe in advance?**  
*(Answer: Saves time, saves money, improves wardrobe management.)*
2. **Explain why it is important to consider your body type when selecting clothes for your wardrobe.**  
*(Answer: Different body types suit different styles of clothing. Selecting clothes that fit and flatter your figure boosts confidence and comfort.)*
3. **Describe how considering the season affects wardrobe planning.**  
*(Answer: Seasonal planning ensures you have appropriate clothing for different weather conditions, like coats for winter and light fabrics for summer.)*

### Scenario-Based Questions

- Assess learners' ability to apply their knowledge to practical situations.



- **Scenario:** Sarah is a college learner who has a limited budget and needs clothes for class, a part-time job, and social events. She needs to plan her wardrobe. Which factors should Sarah prioritize when selecting her clothes?  
(Correct answer: Occasion, cost, style preferences, and versatility.)
- **Scenario:** Mark is a professional who works in a corporate office but also enjoys hiking on weekends. What should he consider when planning his wardrobe for both occasions?  
(Correct answer: Occasion, season, style preferences, and versatility. He needs business attire for work and casual wear for hiking.)

### True or False Questions

- Making your own clothes always costs more than buying ready-made clothes. (**False**)
- Wardrobe planning is only for people who follow fashion trends. (**False**)
- A wardrobe plan helps you reduce the number of items in your wardrobe by making intentional purchases. (**True**)

### Matching Questions

| Factors       | Descriptions  |
|---------------|---|
| • Occasion    | A. Ensures clothing is appropriate for specific events. |
| • Cost        | B. Helps you stay within budget.                        |
| • Figure type | C. Considers body shape to select flattering outfits.   |

Correct Matches: 1-A, 2-B, 3-C

## 1.4.3 Sub-Topic: DRESS CODE AND CULTURE

### Introduction

Understanding dress codes and cultural clothing is essential for fostering respect, appreciation of diversity, and self-confidence. This lesson introduces learners to the importance of clothing in different cultural contexts, the impact of dress codes in various settings, and how clothing choices can influence self-esteem and body image.

### Specific Competence: 1.4.3.1 Dress according to specific cultures.

#### Learning Activities



#### Activity 1: Analysing Dress Codes Across Different Cultures

#### Learning and Teaching Materials:

- Visual aids (photos, videos of cultural attire).
- Charts or tables comparing dress codes in different cultures and settings.

## Activity Process:

- Discuss the importance of dress codes in different settings (formal, casual, business casual, traditional).
- Examine clothing from diverse cultures using images, videos, or real-life examples.

### Technological

Learners to watch videos of clothing from diverse cultures and write own observations.

- Group discussions or research on how cultural attire reflects identity and values.
- Highlight the significance of traditional clothing (e.g., kimonos in Japan, dashikis in Africa, sarees in India).
- Explain why dress codes vary in formal and casual settings.

## Content Tips:



### Importance of dress codes in different settings

- Formal, Casual, Business Casual, Traditional).

### Cultural Attire and Identity:

- Clothing reflects a person's cultural background, heritage, and traditions.
- Attire often symbolizes shared values, community, and pride in one's identity.
- It can convey social roles, family connections, or regional affiliations.

### Significance of Traditional Clothing:

- Represents historical customs and cultural heritage.
- Offers a sense of belonging and strengthens cultural continuity.
- Serves as a form of cultural expression, showcasing uniqueness and individuality.
- Plays a role in celebrations, rituals, and ceremonies (e.g., weddings, festivals).

### Dress Codes in Formal and Casual Settings:

- Formal dress codes are associated with respect, professionalism, and maintaining hierarchy.
- Casual attire allows for self-expression and comfort, often prioritizing ease and personal style.
- Dress codes can vary depending on the event, workplace, or social setting.

- Cultural norms and societal expectations influence both formal and casual dressing choices.



## Activity 2: Discussing How Clothing Affects Self-Esteem and Body Image

### Learning and Teaching Materials:

- Inspiring videos or articles about self-esteem and fashion.
- Reflection worksheets for learners to write about their personal experiences.

### Activity Process:

- Facilitate class discussions on how clothing choices reflect self-expression and confidence.
- Share stories or case studies illustrating the impact of body positivity and fashion on self-esteem.
- Use reflective activities where learners describe an outfit that makes them feel confident.
- Emphasize the role of self-expression in clothing.
- Introduce concepts of body positivity and inclusivity.
- Reflection work sheet on how clothing affects self-esteem and body image.

### Content Tips:

#### Definition of Dress Code:

- A set of guidelines or rules about what types of clothing are appropriate in specific situations, environments, or settings. (**Formal**: Suits, dresses, ties; **Casual**: Jeans, t-shirts, sneakers; **Business Casual**: Blazers, khakis, collared shirts.)

#### Definition of Culture:

- The shared customs, traditions, values, and behaviours of a particular group of people. Clothing is an important aspect of culture, reflecting identity, tradition, and beliefs. E.g. Traditional clothing: Sarees (India), Dashikis (Africa), Kilts (Scotland). Cultural influences: Embroidery, colors, and patterns unique to a culture.

#### Analysing Dress Codes Across Different Cultures

#### Why Dress Codes Matter:

- **Social Settings**: Dress codes convey respect, professionalism, or casualness.
- **Cultural Contexts**: Traditional clothing often signifies pride, heritage, and cultural values.

### **Examples of Settings:**

- **Formal:** Weddings, official meetings.
- **Casual:** Family outings, social gatherings.
- **Traditional:** Cultural festivals, ceremonies.

### **Examples of Cultural Attire:**

- **Asia:** Kimono (Japan), Cheongsam (China), Hanbok (Korea).
- **Africa:** Ankara, Dashiki, Kente cloth.
- **Europe:** Lederhosen (Germany), Flamenco dresses (Spain).
- **Middle East:** Abayas, Thobes.

### **How Clothing Impacts Self-Esteem:**

- **Boosts Confidence:** Wearing clothes that fit well or suit the occasion can make one feel empowered.
- **Self-Expression:** Personal style allows individuals to communicate their personality and mood.

### **Body Positivity and Inclusivity:**

- Encouraging acceptance of all body types through inclusive clothing.
- The importance of wearing what makes one feel comfortable, rather than conforming to societal pressures.

### **Link Between Clothing and Mood:**

- Bright colors and comfortable fabrics can elevate mood.
- Tight or uncomfortable clothing may negatively affect confidence.



## **Reflection Worksheet: How Clothing Affects Self-Esteem and Body Image**

### **1. Personal Perceptions and Emotions**

- How do I feel when I wear my favourite outfit?
- Does dressing up make me feel more confident? Why or why not?

- Are there certain clothes that make me feel uncomfortable or insecure?

## **2. Social Influences**

- How does society influence my clothing choices?
- Do I feel pressure to follow fashion trends?
- Have I ever changed my style to fit in with a certain group?

## **3. Body Image and Clothing**

- Do my clothing choices reflect how I feel about my body?
- Have I ever avoided certain clothes because of body image concerns?
- Does wearing certain styles make me more self-conscious?

## **4. The Role of Media**

- How do advertisements and social media impact my view of fashion and beauty?
- Do I compare my clothing and appearance to influencers or celebrities?
- Have media trends ever made me feel better or worse about my body?

## **5. Confidence and Self-Expression**

- Does my clothing reflect my personality and identity?
- Do I dress for myself or for others?
- How can I use fashion to boost my confidence and self-esteem?

## **6. Moving Forward**

- What changes can I make to my wardrobe to feel more comfortable and confident?
- How can I focus more on self-acceptance rather than external opinions?
- What strategies can I use to embrace my unique style and body shape?



### **Activity 3: Performing a Fashion Parade Depicting Different Cultures**

#### **Learning and Teaching Materials:**

- Teacher and learners to organise Props and outfits for the fashion parade.

#### **Technological**

- Background music or cultural songs to enhance the atmosphere.

### **Cultural Show**

Organize learners into groups to represent different cultures. Showcasing Cultural performance from different provinces.

- Teacher to guide learners to research, design, or wear traditional clothing during cultural show
- Host a fashion parade where each group presents their cultural attire and explains its significance.
- Encourage creativity and inclusivity in presenting diverse cultures.
- Focus on respectful representation.

### **Content Tips:**

The significance of different cultures lies in their ability to shape identity, influence societal norms, and enrich our collective understanding of the world. Here are some key aspects of why culture is so important:

**Identity Formation:** Culture helps individuals understand who they are and where they come from. It influences values, beliefs, customs, language, and social behaviours, forming the foundation of personal and group identity.

**Preservation of History:** Cultures preserve the traditions, practices, art, music, and stories of past generations, keeping them alive for future ones. Through these traditions, we learn about history, challenges, triumphs, and the diversity of human experiences.

**Social Cohesion:** Shared cultural values and practices create bonds between people within communities, fostering a sense of belonging and unity. This cohesion is crucial for creating strong, functioning societies.

**Economic Contribution:** Different cultures contribute to economic activities through industries like tourism, food, fashion, and art. These diverse cultural expressions also fuel creativity and innovation across sectors.

**Global Understanding:** Exposure to different cultures encourages empathy, respect, and understanding. In a globalized world, knowing about various cultures helps build connections, bridges gaps, and reduces prejudice.

**Artistic and Intellectual Diversity:** Culture is a key driver of creativity. Whether through music, literature, visual arts, or philosophical thought, different cultures offer unique contributions that expand our intellectual and artistic horizons.

**Cultural Adaptability and Evolution:** Cultures are not static; they evolve over time, incorporating new influences while maintaining core values. This adaptability is essential for survival and growth in a rapidly changing world.

### Expected Standards:

- Dressed according to specific culture accordingly.

### Summary:



- Importance of dress codes in formal, casual, and cultural settings.
- Influence of clothing on self-esteem, confidence, and self-expression.
- Appreciation of diversity through traditional clothing.

### Assessment Questions:



#### Sample Assessment Questions

#### Multiple-Choice Questions

1. **What is a dress code?**
  - a) A set of rules about what to eat.
  - b) A set of rules about appropriate clothing in certain settings. **Answer**
  - c) A tradition followed by specific cultures.
  - d) A guide for choosing colors for your outfits.
2. **Which of the following is an example of formal dress code?**
  - a) Jeans and a t-shirt.
  - b) A suit and tie. **Answer**
  - c) Shorts and a tank top.
  - d) Pyjamas.
3. **What does cultural attire typically reflect?**
  - a) Personal preferences only.
  - b) Cultural identity and values **Answer.**
  - c) The weather.
  - d) The fashion trends of the year.
4. **Which of the following is a traditional clothing item worn in Japan?**
  - a) Kilt.
  - b) Kimono. **Answer**
  - c) Dashiki.

d) Cheongsam.

**5. Which setting typically calls for business casual dress code?**

- a) A formal wedding.
- b) A job interview.
- c) A casual family picnic.
- d) An office meeting. **Answer**

**True or False**

1. Dress codes are only important in formal settings. **False.** (Dress codes are important in both formal and casual settings.)
2. Traditional clothing reflects the values and history of a culture. **True.**
3. In all cultures, people are expected to wear the same clothing for formal events. **False.** (Different cultures have different dress codes for formal events.)
4. Casual dress codes allow for more freedom in clothing choices. (**True**).
5. Cultural attire is only worn during festivals or special ceremonies. (**False** - Cultural attire can also be worn in everyday life or for important cultural activities.)

**Fill in the Blank**

- In a formal dress code, people are expected to wear clothing like \_\_\_\_\_ and \_\_\_\_\_. (**suits, dresses**)
- The traditional attire worn by many African cultures, such as the Dashiki, often features \_\_\_\_\_ and \_\_\_\_\_ patterns. (**Colourful, geometric.**)
- Body image can be positively influenced by wearing clothing that makes you feel \_\_\_\_\_. (**Confident.**)
- The \_\_\_\_\_ dress code allows for a more relaxed and comfortable style, such as jeans and t-shirts. (**casual**).
- Clothing is an important form of \_\_\_\_\_ because it allows individuals to express their identity and personality. (**self-expression**)

**Quiz 3: Short-Answer Questions**

- **How does wearing clothes that make you feel comfortable improve your self-esteem?**  
**Answer:** Wearing clothes that fit well and make you feel comfortable can improve self-esteem by boosting confidence and reducing the stress of worrying about appearance.



- **Explain why cultural attire can play an important role in self-esteem.**  
**Answer:** Cultural attire can help people feel proud of their heritage, reinforcing a positive sense of identity and belonging, which boosts self-esteem.
- **Give an example of how clothing can express a person's personality.**  
**Answer:** A person who loves art might wear colourful, creative, or unique outfits to express their artistic personality. Someone passionate about sports might wear athletic gear to show their interests.
- **Why is it important for schools or workplaces to have dress codes?**  
**Answer:** Dress codes are important for promoting professionalism, inclusivity, and a respectful environment where everyone can feel comfortable and focused.

#### 1.4.4 Sub-Topic: ACCESSORIES

##### Introduction:

Teaching accessories is important because accessories play a significant role in personal presentation, cultural expression, functionality and its valuables which include: enhances Personal Grooming and Style, promotes self-expression and creativity, encourages cultural appreciation, teach decision-making skills, instils proper care and responsibility and develops entrepreneurial skills.

##### Specific Competence: 1.4.4.1 Use suitable accessories with an outfit

##### Learning Activities



##### Activity 1: Discussing Accessories

##### Learning and Teaching Materials:

- Sample accessories for display.
- Images or catalogues of accessories.
- Videos demonstrating how accessories are used.

##### Activity Process:

- Group discussion or brainstorming about different types of accessories (scarfs, hats, bracelets, necklaces, earrings, belts, etc.).

- Teacher to display different accessories. Learners to group them according to their function, purpose, or the area of fashion they belong to.
- Learners bring and showcase accessories they own or know.
- Definition of accessories.
- Examples of common accessories and their purposes (e.g., functional, decorative).

### Content Tips:



- **Definition:**  
Accessories are additional items worn or carried to complement an outfit. They can be functional, decorative, or both, enhancing appearance and reflecting personal style.
- **Examples of Accessories and Their Purpose:**
  - **Scarfs:** Provide warmth, add colour, or enhance the style of an outfit.
  - **Hats:** Protect from the sun, keep warm, or serve as a fashion statement.
  - **Bracelets and Necklaces:** Add elegance, reflect cultural or personal identity, and enhance the outfit's aesthetic.
  - **Belts:** Secure clothing (functional) and accentuate the waistline (decorative).
  - **Earrings:** Frame the face and add sparkle or colour to a look.
  - **Bags:** Provide storage (functional) and complete a stylish ensemble (decorative).
  - **Watches:** Track time (functional) and enhance the overall look.



### Activity 2: Explaining Factors That Influence the Choice of Accessories

#### Learning and Teaching Materials:

- Colour wheels for demonstrating coordination.
- Outfits and accessories for matching activities.

#### Activity Process:

- Teacher-led explanation with visual examples.
- Use role-playing or styling games (e.g., matching accessories to specific outfits).
- Explaining Factors That Influence the Choice of Accessories.

## Content Tips:



### **Factors That Influence the Choice of Accessories**

**Personal Style and Preferences** – Individual taste, fashion sense, and personality impact accessory choices.

**Occasion and Event** – Formal events require elegant accessories, while casual settings allow for relaxed and trendy options.

**Outfit Coordination** – Accessories should complement the colors, patterns, and style of the clothing.

**Trends and Fashion Influence** – Current fashion trends and celebrity styles can influence choices.

**Functionality and Practicality** – Some accessories serve a purpose (e.g., watches, sunglasses, handbags).

**Budget and Affordability** – The cost of accessories plays a role in selection based on financial capability.

**Cultural and Religious Beliefs** – Some cultures and religions dictate the type of accessories worn.

**Material and Quality** – The durability and material (gold, silver, leather, etc.) affect the decision.

**Brand and Designer Influence** – Luxury brands and designer accessories attract those seeking status symbols.

**Body Type and Proportion** – Accessories should complement body shape, face shape, and height.

**Season and Weather** – Weather conditions affect accessory choices (e.g., scarves in winter, sunglasses in summer).

**Sentimental Value** – Some accessories hold emotional significance (e.g., gifts, heirlooms).

**Occupation and Professional Setting** – Workplace dress codes may influence accessory choices.

**Versatility and Multi-Use** – People prefer accessories that can be worn on different occasions.

## Teacher-led explanation with visual examples

### 1. Occasion

The event or situation determines the type of accessories worn.

- **Formal Events:** Elegant accessories like pearl necklaces, diamond earrings, and metallic clutch bags.
- **Casual Outings:** Simple and fun accessories like beaded bracelets, crossbody bags, and sneakers.
- **Workplace/Professional:** Minimalist and sophisticated choices like stud earrings, watches, and structured handbags.

✦ *Example:* A woman attending a wedding might wear chandelier earrings, while for work, she might opt for a simple pendant necklace.

### 2. Outfit and Color Coordination

Accessories should complement the colors, patterns, and style of the outfit.

- **Matching Colors:** Accessories can match or contrast with the outfit.
- **Patterns and Textures:** If the outfit is bold, minimal accessories work best, while simple outfits can be enhanced with statement pieces.

✦ *Example:* A red dress paired with gold jewellery enhances elegance, whereas a floral dress might pair well with subtle pearl studs.

### 3. Personal Style and Preferences

Different people have unique tastes when it comes to accessories.

- **Minimalist:** Simple, delicate pieces like thin bracelets or stud earrings.
- **Bohemian:** Layered jewellery, feather earrings, and handmade accessories.
- **Trendy/Fashion-forward:** Bold statement pieces like oversized sunglasses or chunky necklaces.


✦ *Example:* Someone who loves vintage fashion may prefer antique brooches, while a trendy fashionista might go for oversized hoop earrings.

### 4. Comfort and Practicality

Accessories should be comfortable to wear and suit the wearer's daily activities.

- **Lightweight Accessories:** Preferred for long-wear and daily use.


- **Functionality:** A backpack over a clutch for a student or a smartwatch for an active person.

 *Example:* A teacher might prefer flat shoes and a crossbody bag for practicality over high heels and a clutch.

## 5. Cultural and Religious Beliefs

Cultural traditions and religious beliefs influence accessory choices.


- **Traditional Jewellery:** Some cultures emphasize gold jewellery for special occasions.
- **Religious Symbols:** Cross pendants, hijabs, or turbans may be worn as expressions of faith.

 *Example:* In Indian culture, brides often wear elaborate gold jewellery while in some religions, modest accessories are encouraged.

## 6. Weather and Season

The climate affects accessory choices to ensure comfort.


- **Summer:** Sunglasses, hats, and light scarves.
- **Winter:** Woolen scarves, gloves, and boots.

 *Example:* A wide-brimmed hat is ideal for summer, while a knitted scarf is better suited for winter.

## 7. Budget and Brand Preference

The cost of accessories impacts choices based on affordability and brand loyalty.

- **Luxury Accessories:** Designer handbags, gold jewellery and branded watches.
- **Affordable Fashion:** Costume jewellery and budget-friendly brands.

 *Example:* A student may choose affordable earrings from a retail store, while a business professional might invest in a Rolex watch.



### Activity 3: Caring for Accessories

#### Learning and Teaching Materials:

- Care guidelines for different types of accessories.
- Cleaning tools/products (e.g., polishing cloth, detergent).

## Activity Process:

- Demonstration of cleaning, storage, and handling techniques for different accessories.
- Discussion on how to extend the life of accessories.

### Practical Demonstration

- Cleaning accessories made from varying materials (e.g., metal, leather, fabric).
- Proper storage practices to avoid damage.
- Handling fragile or delicate accessories.

## Content Tips:



### Cleaning, Storage, and Handling Techniques for Different Accessories

#### Cleaning Techniques

- Use appropriate cleaning solutions for each material (e.g., jewellery cleaner for metals, mild soap for leather).
- Wipe accessories with a soft, lint-free cloth after use to remove dirt and oils.
- Avoid harsh chemicals, especially on delicate or plated items.
- Deep clean occasionally using specialized tools (e.g., soft brushes for intricate jewellery, suede erasers for suede items).

#### Storage Practices to Avoid Damage

- Store items in designated compartments or pouches to prevent scratches and tangles.
- Use anti-tarnish strips for metal accessories like silver jewellery.
- Keep accessories in a cool, dry place away from direct sunlight to prevent fading and warping.
- Hang belts, scarves, and necklaces to avoid creases and knots.
- Use dust bags for handbags and shoes to protect them from dust and moisture.

#### Handling Fragile or Delicate Accessories

- Handle with clean, dry hands to prevent transferring oils and dirt.
- Avoid dropping or bending delicate items like sunglasses or pearl jewellery.
- Put on accessories last to prevent exposure to makeup, perfumes, or lotions.
- Fasten clasps, zippers, or closures when not in use to maintain shape and structure.

## How to Extend the Life of Accessories

- Rotate usage to prevent excessive wear on any one item.
- Repair minor damages promptly (e.g., re-glue loose stones, polish tarnished metal).
- Use protective sprays or coatings on leather, suede, and fabric accessories.
- Store seasonal items properly when not in use (e.g., moisture absorbers in storage boxes).
- Follow manufacturer care instructions for best maintenance practices.



### Activity 4: Making Accessories (Practical Activity)

#### Learning and Teaching Materials:

- Crafting tools (e.g., pliers, scissors, glue).
- Materials (e.g., beads, thread, fabric scraps).
- Examples of DIY (Do It Yourself) accessories.

#### Activity Process:

- Hands-on project where learners design and create simple accessories (e.g., bracelets, necklaces, or hairpins).
- Provide a step-by-step guide.

#### Content Tips:

- Learners create an accessory as part of a class project.
- Introduction to basic accessory-making tools and materials.
- Techniques for creating simple designs.
- Encouraging creativity and originality.

#### Cleaning:

##### Fabric Accessories (e.g., scarfs):

- Wash according to the fabric type (hand wash or machine wash).
- Use mild detergents for delicate fabrics.

##### Metal Accessories (e.g., bracelets, necklaces):

- Polish with a soft cloth to remove tarnish.

Avoid exposing to water or harsh chemicals.

### **Leather Accessories (e.g., belts, bags):**

- Wipe with a damp cloth and apply leather conditioner.
- Keep away from excessive heat or moisture.

### **Storage:**

- Store accessories in a cool, dry place.
- Use separate compartments or pouches to prevent tangling or scratching.
- Hang scarfs and belts on hooks or organizers.

### **Handling:**

- Avoid dropping or mishandling fragile accessories (e.g., glass beads or delicate watches).
- Take off accessories before activities that could damage them (e.g., swimming, cooking).

### **Expected Standards:**

- **Suitable accessories used with outfits accordingly.**

### **Summary:**



- Types of accessories and their uses.
- Factors influencing accessory choices.
- Proper care and handling of accessories.
- Basic steps in making accessories.
- Care for Accessories

### **Assignment:**



#### **Assignment Title: "The Role of Accessories in Fashion"**

#### **Part 1: Research and Definition (Written Section) [10 Marks]**

1. Define fashion accessories and explain their importance in styling.
2. List and describe five different types of accessories (e.g., jewellery, bags, scarves, hats, belts, shoes).
3. Explain how accessories can change the look of an outfit.

#### **Part 2: Creative Section (Choose One) [10 Marks]**



### Option 1: Collage/ Mood Board

- Create a collage of various accessories that complement different outfits (casual, formal, cultural, etc.).
- Label each accessory and describe why it was chosen.

### Option 3: Sketch and Design

- Sketch or design a unique fashion accessory (jewellery, handbag, scarf, etc.).
- Explain its inspiration, materials, and how it enhances an outfit.

### Part 3: Practical Application [5 Marks]

- Select an outfit from your wardrobe and pair it with suitable accessories.
- Take a picture OR write a short description of how the accessories enhance the outfit.

### Assessment Criteria:

- Research and Explanation (10 Marks) – Accuracy and depth of understanding.
- Creativity and Presentation (10 Marks) – Neatness, originality, and effort in the creative section.
- Practical Application (5 Marks) – Thoughtfulness in choosing accessories.

Total: 25 Marks

Submission Date: [Insert Date]

### Assessment Question:



### Sample Assessment Questions

#### Multiple-Choice Questions (MCQs)

1. **What is the main purpose of wearing a scarf?**
  - a) To keep your clothes warm
  - b) To add colour and enhance the outfit (**Answer**)
  - c) To increase the weight of the outfit
  - d) To store personal items
2. **Which accessory would you typically wear with formal attire?**
  - a) Large sunglasses
  - b) A chunky necklace
  - c) A leather belt (**Answer**)
  - d) A baseball cap

3. **When choosing accessories, what should you consider about the outfit?**
  - a) The weather forecast
  - b) The colour and texture of the clothing (**Answer**)
  - c) How much the accessories cost
  - d) The colour of your shoes
4. **Which of the following is an example of a functional accessory?**
  - a) A bracelet
  - b) A handbag (**Answer**)
  - c) A pair of earrings
  - d) A necklace

### **True/False Questions**

1. A belt can be used to both secure your pants and enhance your outfit. **True**
2. It is best to wear very large and colourful accessories with highly detailed outfits. **False** (Large and colourful accessories typically work well with simpler outfits.)
3. A hat can be used to protect from the sun or to complement a casual outfit. **True**
4. It's fine to store jewellery in a damp place as long as it's in a box. **False** (Jewellery should be stored in a dry place to prevent damage.)

### **Fill in the Blanks**

1. A \_\_\_\_\_ is an accessory often used to add elegance or to hold back hair.  
Answer: **hair-pin**
2. To clean leather accessories, you should use a \_\_\_\_\_ cloth and apply \_\_\_\_\_ conditioner to keep it soft.  
Answer: **damp, leather**
3. When choosing accessories, one important factor to consider is the \_\_\_\_\_ of the outfit, such as whether it's formal or casual.  
Answer: **style**
4. \_\_\_\_\_ are commonly worn with formal outfits, and they add a touch of sophistication.  
Answer: **Necklaces or earrings**

### **Short Answer Questions**

1. **List two factors to consider when choosing accessories for an outfit.**  
**Answer:** The outfit's colour, pattern, and style; the occasion or event.
2. **Explain why it is important to clean and store accessories properly.**  
**Answer:** Proper cleaning and storage prevent damage, ensure the longevity of the accessory, and keep them in good condition for future use.

3. **How should a delicate necklace be stored to avoid damage?**

**Answer:** It should be stored in a small pouch or separate compartment to prevent tangling or scratching.

**Matching Questions**

Match the accessory with its correct use or purpose.

**Column A**

- 1. Scarf
- 2. Hat
- 3. Bracelet
- 4. Watch

**Column B**

- A. To protect from the sun
- B. To add colour and warmth
- C. To keep track of time
- D. To enhance the outfit

**Answer:**

1 – B    2 – A    3 - D    4 - C

**Scenario-Based Question**

- 1. You have been invited to a formal dinner party. You want to choose the right accessories to complement your dress. What accessories would you consider wearing, and why?

**Answer:** *I would consider wearing a small, elegant necklace, stud earrings, and a delicate bracelet. These accessories are subtle and sophisticated, which complements the formal nature of the event. I would also avoid overly flashy or large accessories, as they may overpower the outfit.*

**Sub-1.4.5 Topic: INNER AND OUTER GARMENTS**

**Introduction:**

**Inner Garments:** These are clothes worn next to the skin, underneath outer garments. They provide comfort, hygiene, support, and shape to the body. Examples include underwear, camisoles, slips, bras, and undershirts.

**Outer Garments:** These are clothes worn on top of inner garments and are visible. They serve aesthetic, protective, and functional purposes. Examples include dresses, trousers, shirts, jackets, and coats.

**Specific Competence: 1.4.5.1 Demonstrate appropriate use of inner and outer garments.**

**Learning Activities:**



**Activity 1: Classifying Garments:**

### Learning and Teaching Materials:

- Garment samples, pictures, flashcards, classification charts.

### Activity Process:

- Group learners to sort provided garment pictures or samples into inner and outer garments.
- Encourage discussions on why each garment fits into a specific category.
- Classify garments.

### Content Tips:



#### Classification of Garments

#### Inner Garments:

- Upper body innerwear (e.g., undershirts, bras).
- Lower body innerwear (e.g., briefs, boxers).
- Sleeping innerwear (e.g., pyjamas, nightdresses).

#### Outer Garments:

- Protective outerwear (e.g., raincoats, jackets).
- Fashion outerwear (e.g., dresses, jeans).
- Foundation clothes (e.g., slips, camisoles).



#### Activity 2: Evaluating Factors Influencing Choice of Inner and Outer Garments:

### Learning And Teaching Materials:

Visual aids (e.g., charts with weather or cultural contexts), case study worksheets.

### Activity Process:

- Class discussions on scenarios where different garments are chosen (e.g., professional settings, casual outings).

#### Role Play

- Role-playing activities where learners dress for various events or weather conditions.

#### Technological

- Learners to analyse peoples' characters/moods from a video depicting people dressed in varying outfits (e.g., professional settings, casual outings).

## Content Tips:

### Points to consider when choosing:

#### Inner Garments:

- Comfort, activity level, personal preference, cultural/social norms.

#### Outer Garments:

- Weather, cultural/social identity, professional requirements, personal style.



### Activity 3: Laundering Inner and Outer Garments:

## Learning and Teaching Materials:

- Laundry items (detergents, washing machine access, irons), garment labels.

## Activity Process:

### Practical Demonstration

- Demonstrate correct washing, drying, and ironing techniques for different garment types.
- Analyse garment care symbols on clothing labels.

#### Tips during laundering

- Separate inner and outer garments based on colour and fabric type.
- Use appropriate detergents and temperature settings.

## Content Tips:



### Differentiating Inner and Outer Garments

#### Definition:

- **Inner Garments:** Clothing worn beneath outer garments, in direct contact with the skin, primarily for hygiene, comfort, and modesty.
- **Outer Garments:** Clothing worn as the visible layer over inner garments, primarily for protection, style, and cultural or social expression.

#### Examples:

| Category | Examples |
|----------|----------|
|----------|----------|

|                                     |                  |
|-------------------------------------|------------------|
| <b>Inner Garments - Upper Body:</b> | Undershirts, bra |
|-------------------------------------|------------------|

- Lower Body: Briefs, boxers, tights
- Sleeping Innerwear: Pyjamas, nightgowns |

**Outer Garments** - Protective: Raincoats, jackets, overalls  
- Fashion: Dresses, jeans, skirts  
- Foundation: Slips, camisoles |



### **Points to Highlight:**

1. Inner garments are typically hidden, while outer garments are visible.
2. Inner garments are designed for functionality and hygiene, while outer garments often serve aesthetic and social purposes.

### **Factors Influencing Choice of Garments**

#### **Factors Affecting Inner Garments:**

- **Comfort:** Garments should be made from soft, breathable materials.
- **Activity Level:** Sportswear inner garments (e.g., sports bras) are designed for active movement.
- **Personal Preference:** Individuals choose styles, colours, and fabrics they feel good wearing.
- **Cultural/Social Norms:** Preferences can vary based on cultural expectations or traditions.

#### **Factors Affecting Outer Garments:**

- **Weather:** Clothing choices depend on climate (e.g., warm coats for cold weather).
- **Cultural/Social Identity:** Traditional attire may be worn for specific ceremonies or events.
- **Professional Requirements:** Uniforms or formal attire may be necessary for work or official functions.
- **Personal Style:** Reflects an individual's personality or fashion sense.



### **Tips in Laundering Inner and Outer Garments**

#### **Inner Garments:**

- **Sort by Type and colour:** Wash similar fabrics together and separate whites from coloured garments.

- **Use Gentle Detergents:** To avoid skin irritation and maintain fabric quality.
- **Hand Wash Delicate Items:** Such as bras or lingerie, to prevent damage.
- **Drying:** Air-dry whenever possible to avoid shrinking or stretching.

### Outer Garments:

- **Check Care Labels:** Follow specific instructions for temperature and washing method.
- **Separate Fabrics:** Wool, denim, and other materials may need special treatment.
- **Pre-Treat Stains:** Use stain removers for spots before washing.
- **Ironing:** Press garments carefully to maintain their appearance.

### Summary:



- Differentiate between inner and outer garments.
- Discuss factors affecting garment choices.
- Practice proper laundering of garments.

### Assessment Questions:



#### Sample Assessment questions

#### Matching Quiz

Match the garment to its correct category:

| Garment  | Category |
|----------|----------|
| T-shirt  |          |
| Pyjamas  |          |
| Jacket   |          |
| Briefs   |          |
| Raincoat |          |
| Bra      |          |
| Slips    |          |

#### Answer Key:

1. **Inner Garments:** T-shirt, Pyjamas, Briefs, Bra, Slips
2. **Outer Garments:** Jacket, Raincoat, Jeans

## Multiple Choice Quiz (Factors Influencing Garment Choice)

**Instructions:** Choose the correct answer for each question.

1. Which factor is most important when choosing inner garments?
  - a) Weather
  - b) Comfort (**Answer**):
  - c) Professional requirements
  - d) Social identity
2. What factor influences the choice of outer garments the most in cold weather?
  - a) colour preferences
  - b) Fashion trends
  - c) Weather (**Answer**):
  - d) Personal style
3. Which of the following is a reason for wearing a raincoat?
  - a) To express personal style
  - b) For protection from the rain (**Answer**):
  - c) For cultural reasons
  - d) As a fashion statement

## True or False Quiz

**Instructions:** Read each statement and decide whether it is true or false.

1. Inner garments should always be washed with outer garments. **False** (It's best to separate them based on fabric and colour.)
2. Delicate items like bras should be machine washed with the rest of the cloth. **False** (Hand washing is recommended for delicate items.)
3. Garments should always be ironed after washing, regardless of the fabric. **False** (Some fabrics, such as wool or delicate materials, may require air drying or no ironing.)
4. Using gentle detergent is recommended for washing inner garments to avoid skin irritation. **True**

## 4. Fill in the Blank Quiz (Factors for Garment Choice)

Fill in the blanks with the correct answer.

3. The most important factor when selecting inner garments is \_\_\_\_\_ (**Comfort**).
4. Garments for outdoor activities need to be selected based on \_\_\_\_\_ (**Weather**).
5. \_\_\_\_\_ can affect the outer garments we choose for formal occasions. (**Cultural or social identity**)



6. When laundering delicate garments like underwear, it's best to \_\_\_\_\_ (*Hand wash*).

### Short Answer Quiz (Real-Life Scenarios)

Answer the following questions.

4. You have an outdoor event on a cold day. What type of outer garments should you wear?  
*Answer: A warm jacket or coat, gloves, and a scarf to protect from the cold.*

5. You are going to a formal work meeting. What kind of inner and outer garments would you wear?

*Answer: Inner garments such as a comfortable bra and undershirt; outer garments like a suit, dress shirt, and formal shoes.*

6. How would you care for a delicate dress that you plan to wear to a special occasion?

*Answer: Hand wash it or use a delicate cycle on the washing machine, air dry, and iron on a low heat if necessary.*



### Activity 3: Using inner and outer garments appropriately

#### Learning and Teaching Materials:

- **Charts/Posters:** Show types of inner and outer garments.
- **Real Clothing Samples:** Bring actual garments like vests, socks, and jackets.
- **Flashcards:** Use labelled pictures for matching exercises.
- **Videos/Pictures:** Show proper and improper dressing for different occasions.
- **Worksheets:** Give students exercises on choosing appropriate garments.

#### Activity Process:

##### Brainstorming Question:

- Ask: *What do you wear underneath your uniform? Why?* Let students give their opinions and introduce the topic.

##### Matching Game

- Prepare **flashcards** with different types of clothing. One set of cards has **inner garments** (e.g., underwear, bra, vest). Another set has **outer garments** (e.g., uniform, T-shirt, trousers). Students match the correct inner and outer garments for different situations.

##### Dress Me Right

- Display pictures (or real clothes). Call students one by one and describe a scenario (e.g., going to school, playing football, attending a wedding). They pick the right combination of **inner and outer garments** and explain their choices.

### Group Discussion

- Divide students into small groups. Give each group a scenario (e.g., hot day, rainy day, school event). They discuss and list appropriate **inner and outer garments** for the situation. Groups present their answers to the class.

### Content Tips:

#### Definition of Inner and Outer Garments

- **Inner garments:** Worn directly on the skin (e.g., underwear, bra, vest, socks).
- **Outer garments:** Worn over inner garments (e.g., shirt, dress, jacket, trousers).

#### Importance of Wearing Appropriate Inner and Outer Garments

- **Hygiene:** Helps absorb sweat, prevents body odour and infections.
- **Comfort:** Proper innerwear improves ease of movement and confidence.
- **Modesty and Social Appropriateness:** Ensures proper dressing for different occasions.
- **Weather Protection:** Layering garments for warmth in cold weather.

#### Choosing the Right Garments for Different Occasions

- **School:** Clean uniform, properly fitting undergarments.
- **Sports:** Breathable sportswear, sweat-absorbing undergarments.
- **Cold weather:** Layering with warm clothing (e.g., thermal innerwear, jackets).
- **Formal occasions:** Well-ironed, clean, and decent clothing.

### Summary:



Inner and outer garments serve different purposes in clothing.

- **Inner garments** are worn close to the skin for comfort, hygiene, and support. Examples include underwear, undershirts, and slippers. They help absorb sweat, prevent chafing, and improve the fit of outerwear.
- **Outer garments** are the visible layers of clothing that provide protection, style, and modesty. Examples include jackets, dresses, and shirts. They help shield the body from weather conditions and reflect cultural or personal style.

- Choosing the right fabric for inner garments is essential for comfort and skin health, while selecting appropriate outer garments depends on factors like climate, occasion, and personal preference.
- Proper hygiene and maintenance of both inner and outer garments ensure cleanliness and durability. Cultural and religious beliefs may also influence clothing choices.
- Understanding how to use inner and outer garments properly helps in dressing appropriately for different situations, ensuring comfort, protection, and confidence.

### Expected Standards:

Inner and outer garments used appropriately.

### Assessment Questions:



#### Sample Assessment Questions

**1) What is the purpose of wearing inner garments?**

**Answer:** Inner garments provide comfort, hygiene, and support. They help absorb sweat, prevent chafing, and enhance the fit of outerwear.

**2) Name three types of inner garments and their uses.**

**Answer:**

**Undershirt** – Helps absorb sweat and provides an extra layer under outer clothing.

**Underwear (briefs/boxers/panties)** – Maintains hygiene and provides support.

**Slip or camisole** – Worn under dresses for comfort and to prevent transparency.

**3) What are outer garments? Give two examples.**

**Answer:** Outer garments are clothing items worn on the outside, visible to others. Examples include jackets and dresses.

**4) Why should we choose the right fabric for inner garments?**

**Answer:** The right fabric ensures comfort, breathability, and prevents skin irritation. Cotton is commonly used because it absorbs sweat and keeps the skin cool.

**5) How do outer garments protect us?**

**Answer:** Outer garments protect us from weather conditions (e.g., coats in winter, raincoats in rain) and provide modesty, style, and professionalism.

**6) What is layering in clothing, and why is it important?**

**Answer:** Layering involves wearing multiple clothing pieces (e.g., inner garments, shirts, and jackets) for warmth, style, and adaptability to different temperatures.

**7) What factors should be considered when selecting outer garments?**

**Answer:** Factors include weather conditions, occasion, comfort, fabric, and personal style.

**8) Why is it important to keep both inner and outer garments clean?**

**Answer:** Clean garments maintain hygiene, prevent odors and skin infections, and keep you looking neat and presentable.

**9) How do cultural and religious beliefs influence the use of inner and outer garments?**

**Answer:** Some cultures and religions have dress codes that dictate modesty, specific fabric types, or traditional garments, such as hijabs, saris, or robes.

**10) What is the difference between formal and casual outer garments?**

**Answer:** Formal outer garments, such as suits and blazers, are worn for business or special events, while casual outer garments, like T-shirts and jeans, are used for everyday wear.