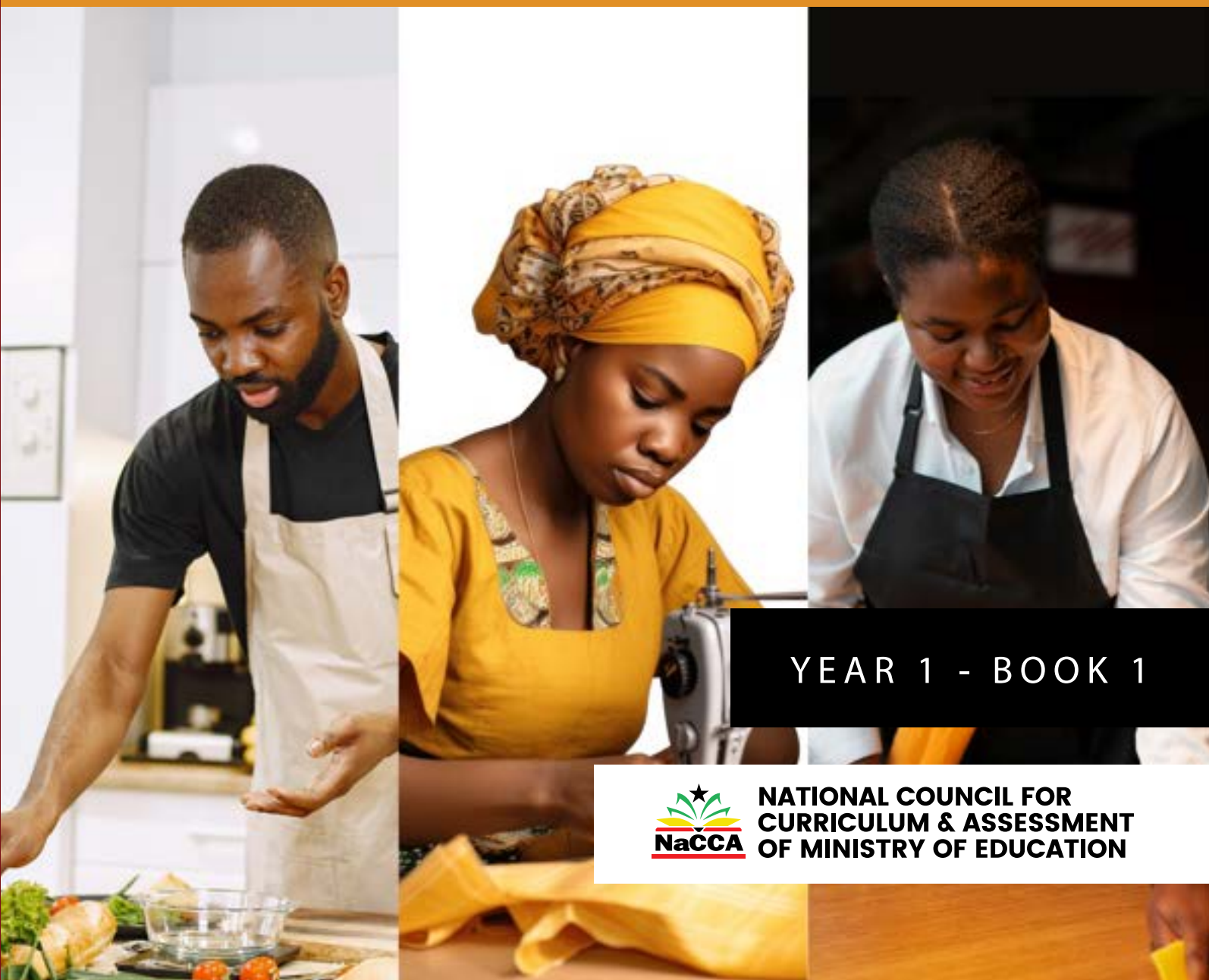




MINISTRY OF EDUCATION

Home Economics

TEACHER MANUAL



YEAR 1 - BOOK 1



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Home Economics

Teacher Manual

Year One - Book One



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

HOME ECONOMICS

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Home Economics covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 12 weeks of Year One, with the remaining 12 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- Foundational Knowledge: Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- Competencies: Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- Character Qualities: Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance

assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Home Economics is:

Philosophy: The next generation of Home Economists will be empowered through observation, curiosity, innovation and exposure to practically related concepts and opportunities that leverage hands-on activities on the creative use and application of scientific principles in food and nutrition, clothing and textiles and management in living in a learner-centered environment to enable them further their education and/or proceed to the world of work.

Vision: A learner equipped with family life management skills and competencies to create clothing, nutritious food, and establish industries that contribute meaningfully to the socio-economic development of Ghana.

ACKNOWLEDGEMENTS

Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

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SCOPE AND SEQUENCE

Home Economics Summary

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1	Management in Living	Management Principles for Quality Living	2	2	6	2	2	7	1	1	2
		Responsible Family Living	2	2	6	2	2	5	1	1	7
2	Clothing and Textiles	Psychosocial Aspect of Clothing	2	2	8	1	1	1	1	1	1
		Textiles in Clothing	1	1	2	1	1	3	1	1	3
		Clothing and Textiles Production Technology	1	1	5	1	1	6	1	1	4
3	Food and Nutrition	Food for Healthy Living	2	2	7	3	3	7	2	2	5
		Food Production Technology	2	2	7	3	3	8	3	3	8
Total			12	12	41	13	13	37	10	10	30

Overall Totals (SHS 1 – 3)

Content Standards	35
Learning Outcomes	35
Learning Indicators	108

SECTION 1: MANAGEMENT PRINCIPLES

Strand: **Management in Living**

Sub-Strand: Management Principles for Quality Living

Learning Outcome:

1. *Application of knowledge and values of Management in Living in their everyday life.*
2. *Application of Management Principles in everyday activities.*

Content Standard:

1. Demonstrate knowledge and understanding of the importance of Management in Living.
2. Demonstrate knowledge, understanding, and application of Management Principles for quality living.

INTRODUCTION AND SUMMARY SECTION

Management in Living as the first strand of the Home Economics Curriculum for Senior high School/ Senior High Technical School (SHS/SHTS), has been divided into two sub-strands namely, Management Principles for quality living and responsible family living. Management Principles for quality living stands as the first section in the Teacher Manual.

Management Principles seek to expose learners to appreciate the pivotal role of Management in Living about sharing and enhancing various aspects of their daily lives. To effectively help learners achieve the full benefits of Management Principles for quality living, learners will be engaged to creatively explore the following thematic areas within the first year; Scope of Management in Living, Importance of Management in Living, Career opportunities of Management in Living, Focus of Management in Living, Characteristics of Management in Living, Motivators of Management in Living as well as the Management processes. Their understanding and application of the knowledge and skills acquired go beyond the confines of family and cooperative living. Applying knowledge and values derived from Management in Living extends into the very essence of their daily lives. Be it organising time, making decisions, or navigating interpersonal relationships, the fundamental tenets of Management in Living guide individual actions and influence the outcomes of personal, family and professional lives.

The weeks covered by the section are:

Week 1: The Scope, Importance and Career Opportunities in Management in Living.

Week 2: The Focus and Characteristics of Management in Living, Management Processes.

Week 3: Motivators and practical application of Management Principles in daily life activities.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines the suggested pedagogies to be used by the teacher, to effectively guide learners to interact in diverse groups and explore the concepts, knowledge, understanding, and the application of skills in Management Principles for quality living. The suggested pedagogies include talk for learning approaches, group work, collaborative learning, problem-based and project-based learning. To effectively do this, the teacher is expected to use related stories, narrations and case studies to support learners' understanding of the concepts. Nevertheless, it is essential for the teacher to

deliberately incorporate Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and differentiation strategies to address the varied learning requirements of all learners, being mindful that learners cannot always all accomplish the same task. Particular attention should be paid to learners with special educational needs, making relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this manual sometimes refers to learners as Approaching Proficiency (AP), Proficient (P), and those working at a High level of Proficiency (HP).

ASSESSMENT SUMMARY

To evaluate learners' knowledge, understanding and skills on the concepts under this section, there is the need for the teacher to use varying assessment strategies to differentiate among the various levels of Depth of Knowledge (DoK) taking into consideration, as outlined in the Home Economics Teacher Manual and Senior high School/ Senior High Technical School/Science Technology Engineering and Mathematics (SHS/SHTS/STEM) Curriculum and Assessment Manual. The assessment activities should be aligned with content standards, learning indicators and pedagogical activities. Examples of assessment tasks have been outlined in the section to serve as a guide to the teacher.

Week 1

Learning Indicators:

1. Describe the Scope of Management in Living.
2. Discuss the Importance of Management in Living.
3. Identify Career Opportunities in Management in Living.

Theme/Focal Area 1: Scope of Management in Living

Key Concepts

Management in Living is the application of management principles/processes in everyday life for efficient use of available resources to achieve goals and meet the needs of individuals, families, and societies. The scope covers two broad areas known as Principles and Practices of Management for Quality Living and Responsible Family Living.

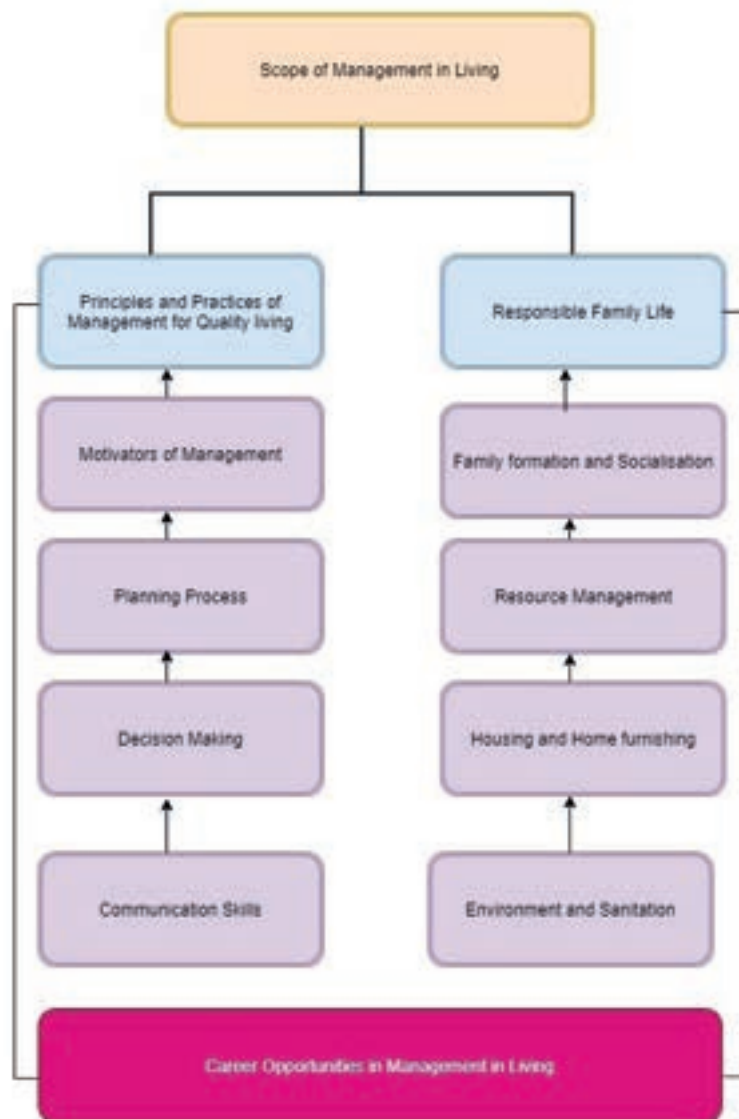


Figure 1: Sample Concept Map on the Scope of Management in Living:

Key Tasks

1. Description of the Meaning of Management in Living.
2. Description of the Scope of Management in Living.
3. Provide Real-life Scenarios and Guide Learners using the Concept Map to relate the Scope to Daily Activities.

Pedagogical Exemplars**Teacher Activity**

Put learners in mixed-ability groups to brainstorm on the Meaning and Scope of Management in Living. Ask learners to present some aspects of the Scope of Management in Living to the whole class. The teacher should provide a Ghanaian case study on Management in Living. In mixed ability groups, learners should analyse the information provided and give feedback to the class. Guide learners to surf the internet for Open Educational Resources (OERs) where possible and provide learners with the appropriate learning materials in the form of text, pictures, charts, and videos. Throughout the exercise, teachers should provide meaningful feedback to learners regarding their answers.

1. Group Work/Collaborative Learning

Teachers should encourage learners to collaborate and assist one another by exchanging ideas, respecting, and embracing diverse views. Learners approaching proficiency may need more support through direct questioning or instructions. Those who are proficient may be provided with prompt sheets to support the discussion process. Learners orally present some aspects of the Scope of Management in Living to the whole class.

2. Problem-Based Learning

Put learners in mixed-ability or mixed-gender groups and present a case on some Scope of Management in Living within the Ghanaian context. Task learners in their respective groups to analyse the case and write notes on some Scopes of Management in Living. Task learners to orally present their findings to the whole class for discussion. Encourage tolerance of diverse opinions during presentations and discussions. The types of questions asked will reflect the amount of support required or the level of stretch required for individual learners. For example,

- a. *Identify the Scope of Management in Living. Targeted at Learners Approaching Proficiency.*
- b. *Explain the Scope of Management in Living and its importance to family routines. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Analyse a given case study and use the Scope of Management in Living to produce a solution to the problem. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Describe the Scope of Management in Living (orally or written).

DoK Level 2: Explain the Scope of Management in Living and its relevance to daily family routines and responsibilities.

DoK Level 3: Case Description: Mr. & Mrs Adu-Mensah gave their daughter, Abena and son Kojo a sum of 500 and 400 Ghana cedis respectively to buy school provisions. Explain how they can best utilise the given resource?

Theme or Focal Area 2: Importance of Management in Living

Key Concepts

1. **Healthy family relationships:** this refers to the overall well-being and happiness of family members. They provide a sense of belonging, support and security. Here are some key aspects of healthy family relationships honest communication, a supportive environment, conflict resolution, quality time together, trust and respect.
2. **Acquisition of moral values and competencies:** acquiring moral values and competencies is a lifelong journey. It requires dedication, self-reflection, and a genuine commitment to personal growth. It makes the individual become compassionate and positively impacting the lives of others and society.
3. **Optimum use of resources to achieve set goals and standards:** This is a fundamental principle in effective management in personal life, family, business, or any other context. The strategies for achieving this include goal setting, resource identification, resource allocation, prioritization, task delegation, collaboration and communication, waste reduction and risk management.
4. **Good decision-making skills:** These skills are essential for effective management in any context, including personal life, family, social, business, or other organisations. These are some key elements of good decision-making: Information gathering, defining clear objectives identifying alternatives, assessing risks and benefits considering implications and feedback.
5. **Employable skills:** acquiring employable skills is crucial for increasing the chances of finding and maintaining gainful employment. These skills can make the individual a more attractive candidate to potential employers and enhance their career prospects. Here are some steps to help you acquire employable skills: self-assessment, identifying target skills, internships and apprenticeships, networking, volunteering and soft skills development.

Key Tasks

1. Discussions and presentations on the Importance of Management in Living.
2. Discuss the Importance of Management in Living to the individual, family, and society.
3. Surf the Internet and other Sources for further information on the Importance of Management in Living to the individual, family, and society.

Pedagogical Exemplars

Teacher Activity

Provide learners with appropriate learning materials in the form of text and videos. Encourage learners to support, respect and tolerate each other during the discussion. Provide meaningful feedback to learners during and after this exercise.

1. Managing Talk for Learning

Using think-pair-share (where the learners listen, think and share ideas with their peers) explore the importance of Management in Living to the individual and the family. The teacher should use questioning to assess understanding and encourage learners to participate in the discussion. Learners who are not actively participating (AP) are offered direct instructions and modelling. Probe further to let learners draw a link between each point made.

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: List at least three concepts of the importance of Management in Living.

DoK Level 2: Discuss at least two aspects of the importance of Management in Living to the individual, family, and society.

DoK Level 3: Discuss at least two aspects of the Importance of Management and relate them to the Scope of Management in Living.

Theme/Focal Area 3: Career Opportunities in Management in Living

Key Concepts

Career opportunities in Management in Living refers to a person's lifelong journey of employment, professional development, and advancement. The careers will be discussed in social services, industrial-based careers, and professional occupations.

- 1. Social Services:** They are support systems designed to address various social needs and improve the well-being of individuals, families, and communities. E.g., cleaning to provide hygiene services.



Event Planning



Cleaning

Figure 2: Social services (Source: Leonardo Ai Image generator, 2023)

- 2. Industrial-based careers**

They refer to job opportunities and professions that are directly related to the manufacturing, production, and processing of goods and services in various industries. E.g., catering to provide food and its related services.

**catering****entrepreneurship****Figure 3:** *Industrial-based careers*

3. Professional and Paraprofessional Careers

A professional career refers to a person’s pursuit of employment and advancement in a specific field or profession that requires specialised knowledge, skills, and expertise. E.g., teaching and nurturing learners to unearth their potential.

A paraprofessional is an individual who works in a supportive role in educational settings to assist teachers and other educators—childcare services to provide parental care.

**Teaching****Child care****Figure 4:** *Professional and Paraprofessional careers*

Key Tasks

1. Identification of Career Opportunities in Management in Living.
2. List some Stereotypical Career Opportunities in Management in Living.
3. Discuss ways of encouraging individuals to pursue career opportunities based on their interests, skills, and aspirations regardless of the stereotyping within society.

Pedagogical Exemplars

Teacher Activity

Put learners in mixed-ability groups to observe video/slides/pictures/charts on careers in Management in Living. Encourage learners to surf the internet and other sources to explore the various careers and their socio-economic importance. Guide learners in pairs to discuss careers that they observed and stereotyping within careers. Learners who are not actively participating in the discussion should be encouraged using questioning to assess their understanding. Teachers may use open questioning to draw out their individual views. During class discussion, ask probing questions to assess the understanding level of learners.

1. Problem-based Learning

Put learners in mixed-ability groups to discuss careers in Management in Living. Guide learners in pairs to discuss some career opportunities in Management in Living that are being stereotyped within our society and share with the larger class. As part of the class discussions consider ways to encourage individuals to pursue careers based on their interests, skills, and aspirations, regardless of the stereotyping within the society.

2. Talk for Learning Approaches

Give learners five minutes to think individually about some career paths/opportunities in Management in Living. Encourage them to reflect on the diversity of roles and responsibilities within Management in Living. Put learners in mixed-ability and mixed-gender groups and encourage them to discuss or share their ideas with their partners or group members. Invite groups to share their ideas with the whole class. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,

- a. *Identify two careers in Management in Living. Targeted at learners approaching proficiency.*
- b. *Identify two stereotypical careers in Management in Living and suggest ways for individuals to pursue them. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Reflect on the diversity of selected careers, roles and responsibilities and their importance to society. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Identify two stereotypical careers in Management in Living and suggest ways to encourage individuals to pursue such careers.

DoK Level 4: Identify and prepare a well-labelled album of selected careers and present a written report on the following:

- a. List of careers
- b. Description of the careers
- c. Relevance of the careers to society

Week 2

Learning Indicators:

1. *Discuss the Focus of Management in Living*
2. *Discuss the Characteristics of Management in Living*
3. *Discuss Management Processes.*

Theme/Focal Area 1: The Focus of Management

Key Concepts

The focus of management can vary based on the individual, family and society or organisation. Effective and efficient management integrates the focus areas to create a functioning system to achieve its goals, mission, and objectives. The focus areas include:

1. **Identifying needs and wants:** Focusing on identifying and understanding the needs and wants of the individual, family, and society, can help make informed decisions to enhance satisfaction and loyalty as well as achieve sustainable growth and development.
2. **Using available resources judiciously:** This is a crucial focus of management as it directly impacts the efficiency, productivity, and overall success of the individual, family and society or organisation.
3. **Various activities (planning, implementing, and evaluating actions):** Incorporating planning, implementing, and evaluation as ongoing and interconnected activities, families can adapt to changing circumstances, improve performance, and achieve their long-term objectives effectively.
4. **Decision making:** This is a critical function of management that involves analysing information, considering various alternatives, and choosing the best course of action to achieve individual, family, and societal or organisational objectives. Effective decision-making ensures that resources are used efficiently, and risks are managed appropriately.
5. **Communication:** Effective communication is vital for coordination, collaboration, and the achievement of common goals in the family. It fosters a positive family living and work environment that contributes to long-term success and sustainable growth and development.

Key Tasks

1. List the areas within the focus of management.
2. Discuss factors that affect management in our daily life.

Pedagogical Exemplars

Teacher Activity

Put learners in mixed ability and mixed gender groups and ask them to share their views on the focus of management. Encourage learners to discuss situations that will require management in their lives and factors that affect management. Ask learners to orally present their findings to the whole class for discussion. Promote peer tutoring and encourage tolerance of diverse opinions during presentations and discussions.

1. Collaborative Learning/Group Work

Provide learners with appropriate learning materials. They should work in groups to share ideas and discuss situations that will require management in their lives and the factors that affect management. Groups should share their findings with their classmates. Teachers should ask probing questions to assess learners understanding of the concept. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,

- a. *Identify three key areas of the Focus of Management. Targeted at learners approaching proficiency.*
- b. *Explain the meaning of the focus of management and areas in their lives that may require management. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Analyse a given case study to explain the factors that may affect one of the key areas of the focus of management. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: List at least three areas within the focus of management.

DoK Level 2: In pairs/groups explain the meaning of the focus of management and give at least two situations that demand management.

DoK Level 3: Case Description: Mr & Mrs Happy are both employed in professional jobs. At the same time, their three children attend school and participate in extracurricular activities which adds up to their school fees. Produce a written report explaining the factors that might affect resource management (time, and money) in this family.

Theme/Focal Area 2: Characteristics of Management

Key Concepts

Management is a multifaceted discipline that involves planning, organising, directing, and controlling resources to achieve goals effectively and efficiently. Some key characteristics of management include:

1. **Identification of needs/goals:** This process involves understanding the current state of affairs, recognising what is lacking, and defining the desired outcomes to be achieved as an individual, family or society. E.g., feeding, education, clothing, accommodation, health and transportation.
2. **Assessment of resources available:** It involves evaluating and understanding the resources at the disposal of the individual, family and society or a team. E.g., financial, human, technological, and material resources.
3. **Identifying limitations of available resources:** Acknowledging and understanding the constraints posed by resource limitations is essential for making informed decisions and planning strategies that align with the individual, family, and society capabilities. E.g., It promotes the setting of realistic goals and effective allocation of resources.
4. **Ability to anticipate/predict future occurrences:** Anticipating the future involves making educated guesses and projections based on available information and trends. Leaders and managers who possess this characteristic can proactively plan and respond to potential challenges and opportunities. This process includes strategic planning, risk management and adapting to change.

5. Coordinate what is needed at the right time: It involves synchronising various resources, tasks, and activities in a way that ensures they are available and executed when required to achieve individual, family, and societal goals. This process promotes optimal resource utilization, minimising delays, and meeting deadlines.
6. Reconcile differences between needs, wants and the available resources: It involves finding a balance between what is necessary, what is desired, and what can realistically be achieved with the resources at hand. This process includes identifying priorities, assessing available resources, and aligning set goals.

Pedagogical Strategies

Teacher Activity

Put learners in mixed ability and mixed gender groups and ask them to share their ideas and views on the characteristics of management. As part of the group work, allocate roles and duties to group members and regularly rotate them among learners. Ask learners to orally present their findings to the whole class for discussion. Promote peer tutoring and encourage tolerance of diverse opinions during presentations and discussions.

Ask learners in each group to produce a written report outlining the characteristics of management.

1. Collaborative Learning/Group Work

Provide learners with appropriate learning materials. They should work in groups to share ideas and discuss the characteristics of management. Groups should produce a written report to include the following characteristics.

- Assessment of needs available (in meeting goals)
- Identify the limitation of available resources.
- Ability to anticipate/predict future occurrences.
- Coordinate what is needed at the right time.
- Reconcile differences between needs, wants and the available resources.

The report should be used as a basis to share their findings with their classmates. Teachers should ask probing questions to assess learners understanding of the concept. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,

- a. *Identify two characteristics of management. Targeted at learners approaching proficiency.*
- b. *Explain characteristics of management and relate them to everyday living. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Explain the implications of the characteristics of management on daily life activities. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: State at least two characteristics of Management in Living (orally or in written format).

DoK Level 2: Discuss at least three characteristics of Management in Living and relate them to everyday activities (orally or in written format). Discuss the implications of the characteristics of management in daily life situations.

Theme/Focal Area 3: Management Processes

Key Concepts

Management Processes are directed towards the effective use of resources in the achievement of goals. They include Planning, Organising, Controlling and Evaluating.



Figure 5: Management Process

Key Tasks

1. Discuss at least two Management Processes.
2. Identify specific daily activities that apply different Management Processes and share ideas.

Pedagogical Exemplars

Teacher Activity

Put learners in mixed ability groups to observe a video on management processes. Learners should share their ideas and views on two of the management processes and identify specific daily activities that may apply different management processes. Ask learners to orally present their findings to the whole class for discussion. Promote peer tutoring and encourage tolerance of diverse opinions during presentations and discussions.

1. Problem-based Learning

In groups learners should observe a video and share ideas and views on the Management Processes considering the daily activities that may be influenced by these processes. This subject focuses on the effective use of resources to achieve goals. To ensure that learners have understood the concept teachers should guide learners in their discussions of the subject. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,

- a. *Identify two Management Processes. Targeted at learners approaching proficiency.*
- b. *Create a concept map or role playing to explain management processes linked to specific examples. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*

- c. *Building a portfolio to include all the key concepts and how they can be applied to everyday life. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Discuss at least two management processes with specific examples.

DoK Level 2: Create a concept map to illustrate the management process with specific examples.

DoK Level 3:

1. Role-play a daily life situation that depicts Management Processes.
2. Identify a specific daily activity and apply different Management Principles to carry it out and present a report for a class discussion.
3. Build a portfolio using samples of group works and presentations on Management Principles for quality living.

Theme/Focal Area 4: **Discuss Management Processes.**

Key Concepts

Steps and strategies to implement the Management Process include goal setting, Planning Organising, Implementing and Evaluating.

1	Goal setting	Clearly defining the educational goal for instance adjusting personal habits to enhance academic achievement and success in examination.
2	Planning	Develop comprehensive plans and strategies to achieve the educational goals e.g. design a personal study timetable and allocate learning resources
3	Organising	Efficiently organise learning resources, study mates, and study table and chair to support learning, assigning roles and responsibilities, and creating an optimal learning environment.
4	Implementing	Ensure proper allocation and utilisation of resources, such as finances, technology, and learning materials, to facilitate the learning process and maximise outcomes
5	Evaluating	Regularly monitor progress and provide timely feedback to study mates, celebrate successes and address any issues promptly to maintain momentum toward the academic goal

Key Tasks

1. How will you implement management processes in your daily activities to achieve your target goals in various aspects of your life?

Pedagogical Exemplars

Teacher Activity

Put learners in mixed ability/gender/cultural/ethnic groups and ask them to discuss how they can apply the management processes to everyday life activities to achieve their goals. Encourage learners to identify a situation/s and demonstrate how management processes could be used to address it. Learners should produce a group presentation on the situation/s they have identified. The student presentation should show the management processes of planning and organising, implementation and evaluation. Promote peer tutoring and encourage tolerance of diverse opinions during presentations and discussions.

To ensure that learners have understood the concept teachers should guide learners in their discussions of the subject. Learners who are not actively participating (AP) should be offered direct instructions and probing questions to assess their understanding. Learners who exhibit a high level (HP) of understanding should be able to explain the challenges and relate the management processes to individuals and families.

1. Group Work/Project-Based Learning Approaches

Ask learners in mixed gender/cultural/ethnic groups to discuss how they can apply the management processes to everyday life activities to achieve their goals.

Produce a group presentation on the situations they have identified and applied the management processes to. The student presentation should show the management processes of planning and organising, implementation and evaluation about any of the following situations.

- Education
- Feeding
- Cleaning
- Washing
- Dressing
- Household choice
- Studying
- Housing

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Reflection on the group presentations. State at least two ways the groups applied management processes in their daily activities (orally or written).

DoK Level 2:

1. Identify the group that achieved optimum success and give at least three reasons for your choice.
2. Discuss at least two challenges the individuals and families may face in applying the motivators and management processes in their daily activities.

Week 3

Learning Indicator: *Discuss the Characteristics of Management.*

Theme/Focal Area 1: Motivators of Management

Key Concepts



Figure 6: *Motivators of Management*

1. Motivators of Management refer to the factors or elements that inspire and encourage managers to perform their roles effectively to achieve success. These include needs, wants, goals, values, standards and events.
2. Applying Motivators of Management in daily life can help to achieve personal, family and societal goals, improve productivity, and maintain a positive approach.
3. Ways to apply the motivators in daily life:
 - a. Goal Setting: Set clear and achievable goals. Break them down into smaller, manageable tasks and create a plan to accomplish them. This will give a sense of direction and motivation to work towards objectives.
 - b. Recognising Personal Needs: Identify personal needs and desires. Understanding what drives, people and brings them joy will help them to stay motivated and focused on activities that align with their passions.
 - c. Time Management: Manage time effectively by prioritising tasks and eliminating distractions. Setting specific timeframes for completing tasks can create a sense of urgency and keep people on track.
 - d. Positive Reinforcement: Celebrate achievements and milestones, no matter how small. Positive reinforcement can boost confidence and motivation to keep moving forward.
 - e. Seeking Support: Seek support from friends, family, or mentors. Share goals with them and seek their encouragement and feedback. A strong support system can help people stay motivated during challenging times.
 - f. Embracing Challenges: Embrace challenges as growth opportunities rather than viewing them as obstacles. Adopting a proactive and positive attitude toward challenges can boost resilience and determination.

Pedagogical Exemplars

Teacher Activity

Encourage learners to discuss the Motivators of Management and how they influence the family management process. Provide appropriate learning materials to learners such as slides, charts, concept maps, PowerPoint to enable them to review the lesson on characteristics of management and create the connection between the characteristics and motivators of management. Examples of the connections could include identification of goals/goal setting, co-ordinating what is needed at the right time, time management, predicting future requirements. Organise group presentations on the connection between the characteristics and motivators of management.

1. Managing Talk for Learning

Using think-pair-share (where the learners listen, think and share ideas with their peers) explore the motivators of management. Ask learners to exchange their written points with a colleague for observation and make an oral presentation to the class. Probe further to let learners draw a link between each point made.

2. Group Work/Collaborative/Talk for Learning Approaches

Guide learners in pairs/groups to think-pair-share/brainstorm/ brain-write to explore the characteristics of management and how they influence the motivators of management. E.g., Needs, Wants, Goals, Values, Standards and Events.

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Identify three ways to apply the Motivators of Management in daily life orally or written format.

DoK Level 2: In groups identify at least three Motivators of Management and their influence on management practices of any of the following: individuals, families, societies.

DoK Level 3: Reflection on the group presentations.

- a. State at least two ways the group presentations connected the characteristics of management to motivators.
- b. Identify the ways in which the groups applied the management processes in their daily activities
- c. Identify the group that achieved optimum success and give at least three reasons for choices.

Section Review

To sum up, the application of Management Principles for quality living encompasses a broad spectrum of activities. It includes the meaning of Management in Living, the scope of Management in Living, the application of the scope of management in real-life situations, the importance of Management in Living to the individual, family and society and the career opportunities in Management in Living. The focus of management, characteristics, motivators and management process integrate diverse areas to create a functioning system to achieve individual, family and societal goals, mission and objectives. Recognising and consciously applying these principles empower individuals to navigate the complexities of modern living, fostering a sense of order, purpose and achievement in both personal and professional lives to appreciate individual differences and cooperate during group work. Learner-centered pedagogies such as experiential learning, collaborative learning, and use of pictures, videos,

internet resource, were utilised to teach the concepts. With the integration of GESI, SEL and differentiation in the pedagogical and assessment strategies, the emphasis was on the formative assessment and the end goal of providing information about learners' progress in terms of their holistic development. Assessment activities included: presentations, peer-editing critique, oral responses among others. This section will help build learners' confidence and ability to accommodate, be responsible and solicit support from others in managing personal and family situations.

Teaching/Learning Resources: From the Curriculum

- Concept maps on scope importance and career opportunities of Management in Living
- Prepared videos or YouTube videos and PowerPoint slides on the scope importance and career opportunities of Management in Living.
- Texts on the scope importance and career opportunities of Management in Living.
- Prepared stories, and riddles. Slides, narrations, songs, videos or YouTube videos, slides, pictures and Open Educational Resources on the meaning, focus and motivators of management.
- Chart and concept maps and videos of the daily management situations.
- Picture and Open Educational Resources on the various careers in Management in Living about family services, community services, industrial services and professional occupations.
- Projector, Computer and Mobile phone.
- Cardboard paper and sticky notepad.
- Resource persons.

References

- Asare, E., & Kwafoa, M, (2017). *Understanding Management in Living*. (3rd ed.). Kwadwoan Publishing: Accra, Ghana.
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SECTION 2: THE CONCEPT OF CLOTHING

Strand: **Clothing and Textiles**

Sub-Strand: Psychosocial aspect of clothing

Learning Outcome:

1. *Select clothing suitable for various occasions.*
2. *Apply different techniques in caring for and maintaining clothing.*

Content Standard: Demonstrate knowledge and understanding of the concept of clothing, reasons for wearing clothes, care, and maintenance.

INTRODUCTION AND SECTION SUMMARY

Clothing and Textiles as the second strand of the SHS/SHTS/STEM Home Economics Curriculum has been divided into three sub-strands psychosocial aspects of clothing, Textiles in Clothing and clothing and textile production technology. The psychosocial aspect of clothing is the second section of the Home Economics Teacher Manual. The psychosocial aspects of clothing seek to equip learners with in-depth knowledge and skills in clothing selection, care, maintenance, storage, and application of clothing for self-identity and self-expression. To effectively achieve this, the teachers are expected to create the enabling environment for learners to collectively explore the following thematic areas; the concept of clothing, classification of clothing, reasons for wearing clothes, ways/techniques for caring for and maintaining clothing, wardrobe planning as well as good grooming. At the introductory part of every focal area, learners are taught the theoretical aspect of the concepts with further discussion and practical exploration of the concept following in subsequent lessons.

The weeks covered by the section are:

Week 4: Explain the Concept of Clothing.

Week 5: Apply various Ways/Techniques for Caring for and Maintaining clothing.

Week 6: Plan a Wardrobe.

Week 7: Explain Good Grooming with Dress Sense.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines the suggested pedagogies to be used by the teacher, to effectively guide learners to interact in diverse groups and explore the concepts, knowledge, understanding, and the application of skills in Management Principles for quality living. Some of the pedagogical strategies that could be employed include structured talk for learning and problem-based learning approaches, which consider the use of samples, charts, videos, posters, etc., in clothing selection, care, maintenance, storage and application of clothing for self-identity and self-expression. Another pedagogy could be the use of group work, considering ability, mixed-ability or mixed-gender and friendship groups, to classify the concept of clothing, reasons for wearing clothes, ways/techniques of caring for and maintaining clothing, wardrobe planning as well as good grooming. The teachers are encouraged to incorporate GESI, SEN, SEL, the 21st Century skills, core national values and ICT in the lesson delivery to make it more interactive and learner focused. Differentiation strategies should be used to address the varied learning requirements of all learners, being mindful that all learners cannot always accomplish the same task. Particular attention should be paid to learners with special educational needs, making

relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this manual sometimes refers to learners as Approaching Proficiency (AP), Proficient (P) and those working at a High level of Proficiency (HP).

ASSESSMENT SUMMARY

To evaluate learners' knowledge, understanding and skills on the concepts under this section, there is the need for the teacher to use varying assessment strategies to differentiate among the various levels of Depth of Knowledge (DoK) taking in consideration, as outlined in the Home Economics Teacher Manual and SHS/SHTS/STEM curriculum and Assessment Manual. The assessment activities should be aligned with content standard, learning indicators and pedagogical activities. Examples of assessment tasks have been outlined in the section to serve as a guide to the teacher

Week 4

Learning Indicator:

1. *Explain the Concept of Clothing.*
2. *Classify Clothes Under Various Categories.*
3. *Discuss the Reasons for Wearing Clothes.*

Theme/Focal Area 1: Explain the Concept of Clothing.

Key concepts

Clothing is anything worn or carried on the body to modify the personal appearance.



smock



lady's dress

Figure 6: *Forms of clothes*



hat



hand bag

Figure 7: *Forms of Accessories (Source: Leonardo Ai Image generator)*



Figure 8: *Cosmetics (Source: Leonardo Ai Image generator)*

Key Tasks

1. Surf the internet and other sources for further information on the concept of clothing.
2. Relate clothing to everyday activities.

Pedagogical Exemplars

Teacher Activity

Put learners in groups and ask them to brainstorm the meaning of clothing. Provide learners with learning materials in the form of realia/charts/pictures/videos of different types of clothing. Encourage learners to work in their discussion groups to compare at least different clothing and their uses in tables, charts, and concept maps. Encourage all learners to participate, share and accept each other's views respectfully. Throughout the exercise, teachers should provide meaningful feedback to learners and target learners who may not be actively participating or have low ability in performing simple tasks (AP) and may need support. They may be offered direct instructions or targeted questioning to build confidence. Peer tutoring may also be used by encouraging learners to assist each other.

1. Talk for Learning Approaches

In groups, ask learners to brainstorm the meaning of clothing. Using the responses from brainstorming, summarise the meaning of clothing.

2. Structured Talk for Learning

In discussion groups ask learners to compare different clothing and their uses through using tables, charts and concept maps. They should also describe at least two types of clothing they use.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Explain the concept of clothing giving at least two examples (orally or written)

DoK Level 2: Describe three items of clothing and their importance to the individual and family.

DoK Level 3:

- a. Give specific examples of the main categories of clothing items to be considered in a wardrobe.
- b. Place the following clothing items under their respective groups or categories: *Face powder, panties, shirt, handbag, lipstick, footwear, and body paint.*

Clothes	Cosmetic	Accessories

Theme/Focal Area 2: Classification of clothing according to their uses and functions

Key concepts

1. Clothes

Clothes refer to items worn to cover the body.

Clothes	Examples
Under/Foundation garment	Corsets, panty girdles, panties, brassiers, boxers, singlets, etc.
Inner garment	Shirt, blouses etc. (shirt/blouses becomes an inner garment when a coat is worn over it).
Outer garment	Shirt, blouse, T-shirt, jacket, dress, slit and kaba etc.
Casual/informal	T-shirts, shorts, trousers, blouses, jackets, dresses etc.
Formal/Occasional wear	Suit, Smock, Slit and Kaba, Kaftan, (all these can be worn to some of these event's weddings, dinner, church, mosque, festivals and workplaces etc).

2. Cosmetics

Cosmetic refers to products, procedures, or practices that are designed to enhance or alter a person's appearance, primarily in terms of their physical features and aesthetics.

3. **Accessories** Accessories are items or embellishments that are worn or used to complement an outfit, enhance personal style, or add a finishing touch to one's appearance.

Cosmetics Examples	Accessories Examples
Pomade	Jewellery
Powder	Footwear
Perfume	Carried objects
Body paint	Eyeglasses
Lipstick	Hosiery

Key Tasks

1. Classifications of clothing and their functions
2. Discussion of the importance of the classification of clothing
3. Visit a clothing and textile shop, identify various clothing items and classify them.

Pedagogical Exemplars**Teacher Activity**

Teachers should provide learning materials to encourage learners to carry out research on the various classifications and functions of clothing. This may be internet-based research or research from other sources such as magazines, journals or information from local clothing or textile shops. Assign roles and responsibilities to each learner within the group. Encourage groups to present their work to the whole class using different modes of presentations such as oral presentations, short skits, photographic and written essays. They should also produce a visual display of albums, charts, or posters which is to be exhibited. For learners approaching proficiency (AP) it may be sufficient for learners to complete the presentation as part of a group and ask and answer limited questions with teacher support. High proficiency learners should be able to work independently to create a visual display that could be presented to the class.

The teacher may find that the presentation and visual display could be a combine activity where learners talk through their visual display as part of the presentation activity.

1. Group Work/Collaborative Learning

Learners work in groups to identify and compare the various classifications and functions of clothing. They are to present the information to the whole class using a range of presentation styles such as oral presentations, short skits, photographic and written essays.

Learners are also to create a visual display to demonstrate the classification of clothing items under various categories through producing albums, charts, or posters. The work is to be exhibited for gallery walk and appraisal.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Identify the various classifications of clothing with at least two examples (Orally or Written).

DoK Level 3: Compare the various classifications of clothing and their functions using different modes of presentations.

DoK Level 4: Classify at least three clothing items under various categories. Create a visual display to demonstrate the categories of clothing. This may be in albums, chart or posters. The work is to be exhibited for gallery walk and appraisal.

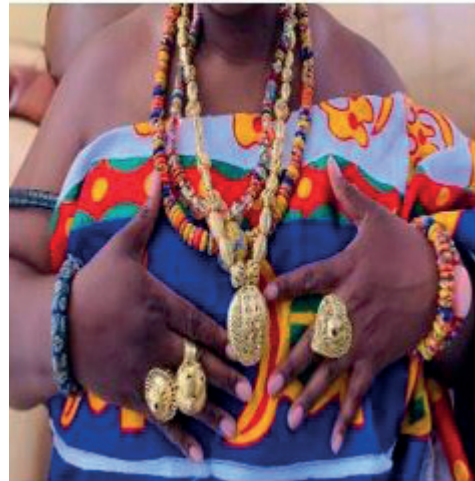
Theme/Focal Area 3: Reasons for Wearing Clothes.

Key Concepts

- 1. Clothes are worn for varied reasons. e.g., protection, adornment, mood expression, belongingness, identification, culture, climate.



sexual lure



adornment

Figure 9: Adornments

Group Identity



Protective clothes





group identity



protective clothing

Figure 10: Belongingness and Protective Clothes

Key Tasks

1. Discuss the reasons for wearing clothes
2. Discuss the implications of wearing clothes for different cultures, backgrounds, age groups, society.

Pedagogical Exemplars

Teacher Activity

Teachers could provide resources such as pictures, realia, items of clothing from different backgrounds and cultures, pictures from magazines and journals, posters, charts for learners to discuss the different reasons for wearing clothes. They should make notes and be prepared to present their observations for class discussion. Teachers should utilise direct probing questions to assess learners understanding of the concept. Encourage peer tutoring by encouraging learners to assist each other.

1. Talk for Learning Approaches/ Structuring Talk for Learning

Learners to work in think/pair/share to observe realia, pictures, charts, and posters to discuss reasons for wearing clothes. Learners will note their comments on the reasons for wearing clothes and clothing from different cultures, backgrounds, ages, on/in sticky notes/A4 sheets/exercise books/jotters and be prepared to participate in a class discussion.

Teachers may use direct probing questions to assess learners understanding. The types of questions asked will reflect the amount of support required or level of stretch required for individual learners. For example,

- a. *Identify four reasons for wearing clothes. Targeted at learners approaching proficiency.*
- b. *Discuss the relationship between clothes and different backgrounds or cultures. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Analyse a given case study and use the information from the class teaching and discussions to provide a solution or explanation. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Write at least four reasons for wearing clothes.

DoK Level 3: Discuss at least two reasons for wearing clothes in relation to different cultures and climate zones.

DoK Level 4: Case study - Akosua, a fashion designer, is hosting a focus group with a diverse group of people to gather insights on the reasons why they wear clothes. The participants come from various backgrounds, cultures, and age groups. What information would help Akosua to understand the diverse motivations behind their clothing choices?

Week 5

Learning Indicator: *Analyse various ways/techniques for caring for and maintaining clothing*

Theme/Focal Area 1: Ways/techniques for Caring for and Maintaining Clothing.

Key Concepts

1. Caring for and maintaining clothing properly can extend their lifespan, keep them looking their best, and save money in the long run. Ways and techniques for effective clothing care include reading care labels, sorting, drying and stain removal. Other steps, processes and practical activities include washing, ironing, mending and correct storage.



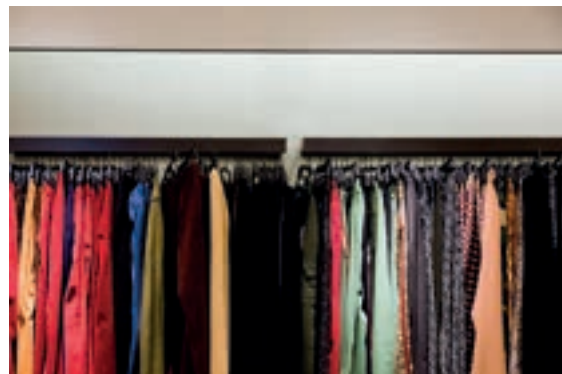
washing



ironing



mending



storage

Figure 11: *Techniques for Caring and Maintaining Clothes (Source: Pinterest.com)*

2. Care and Maintenance of the Wardrobe

Caring for and maintaining the wardrobe is essential to ensure the clothes remain in good condition, last longer, and continue to look their best. Proper care and maintenance of the wardrobe includes, buying carefully with quality in mind, washing and ironing carefully following garment laundering instructions, rotating clothes taking care with cosmetics and knowing how to remove stains.

3. Proper Storage

Storing clothes well will increase their lifespan. Use good-quality hangers to prevent stretching and distortion of clothing. Fold or hang clothes according to their fabric and structure. Delicate fabrics may be better folded, while structured items like blazers should be hung. Use garment bags for special occasion dresses, suits, and delicate items to protect them from dust and damage.

Key Tasks

1. Analyse various ways/techniques for caring and maintaining clothing.
2. Research various ways/techniques of caring for and maintaining clothing in real-life situations.

Pedagogical Exemplars**Teacher Activity**

Ask learners to think-pair-share the various ways/techniques of caring for and maintaining clothing taking into consideration their cultural background. Learners should conduct research with members of their community on how they care for and maintain their clothing. Information should be noted, teachers to provide resources such as sticky notes/A4 sheet/exercise books/jotters. Engage learners in small mixed groups to demonstrate various ways/techniques of caring for and maintaining clothing in real-life situations to analyse the merits and demerits of the different ways/techniques.

1. Talk for Learning

Learners to work in pairs to think-pair-share the various ways/techniques of caring for and maintaining clothing according to their cultural background (write ideas using sticky notes/A4 sheet/exercise books/jotters). Encourage learners to share personal experiences and community research on how to care for clothes.

2. Group Work/Collaborative Learning

Guide learners in mixed ability/gender groups to analyse the merits and demerits of the various ways/techniques for caring for and maintaining clothing and present in class using charts/pictures /power point presentation/concept maps.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Discuss at least three ways/techniques for caring for and maintaining clothing.

DoK Level 3: Analyse various ways/techniques people in the community use to care for and maintain their clothing and outline their merits and demerits.

DoK Level 4: Conduct research to interview at least two people in your community on how they care for and maintain their clothing. Encourage groups to present their findings using different models including demonstration.

Week 6

Learning Indicators:

1. *Discuss wardrobe planning.*
2. *Plan a wardrobe.*

Theme/Focal Area 1: **Discuss Wardrobe Planning.**

Key Concepts

1. The concept of wardrobe
A wardrobe is a collection of clothes, accessories and cosmetics.
2. Factors to Consider when Planning a Wardrobe
Wardrobe planning is the process of selecting clothes, accessories and cosmetics that are in style, and good in design as well as appropriate for present and future use of individuals, families, and societies. Planning a wardrobe involves careful consideration of the individual, the family style, lifestyle, and practical needs. The factors to consider when planning a wardrobe include personal style, lifestyle and activities, climate and season, fit and comfort what is in the existing wardrobe, and available money.

Key Tasks

1. Discussion of wardrobe planning.
2. Review different types of storage habits according to the wardrobes that the clothes are being stored in among individuals and families.

Pedagogical strategies

Teacher Activity

Engage learners to write about what they know and what they want to know about planning a wardrobe. Remind learners at the end of the lesson to complete the KWL with what they have learnt. They should use their knowledge of and share information from their own communities to discuss and share ideas with the class. Encourage learners to discuss the values of responsibility and self-esteem in wardrobe planning.

1. Managing Talk for Learning Approaches

Engage learners to write about what they know and what they want to know about planning a wardrobe (KWL approach).

2. Group Work

Learners work in mixed gender/ability/cultural groups to use pyramid discussion/mingling to explore the reasons for planning a wardrobe. Invite the groups to present their findings to the larger class for feedback.

Key Assessment

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2:

- a. Explain the concept of wardrobe planning (orally or written).
- b. Discuss at least three reasons for planning a wardrobe.
- c. Discuss how to care for and maintain a wardrobe.

DoK Level 3: Prepare a well-labelled album on different types of wardrobes using resources available in the community.

Theme/Focal Area 2: Wardrobe Planning

Key Concepts

1. Steps to basic wardrobe planning

The key steps to basic wardrobe planning are to identify your wardrobe needs, build your core wardrobe, review your wardrobe, optimise and filter out unwanted items.

2. Wardrobe designing tips – layout

Calculate the numbers/types of clothes, prioritise space for dresses or longer hanging clothes, fold knits and sweaters to avoid damage to the clothing, consider seasonal storage when designing create a noticeable divide for a shared closet, design the layout with extra shoe storage in mind.

3. Plan a wardrobe

Organise and sort: group articles of clothing that go together – tops, dresses, pants, etc.

Define your style and assess your lifestyle: go down memory lane check out some old photos and compare them with the ones recently taken. Try to evaluate which look you are most comfortable with and consider the type of events you go to.

Decluttering is key: evaluate whether you still need items that you have had for a long time.

Invest carefully: Think of what you need do not buy items just because they are trendy or on sale.



closet



planned wardrobe

Figure 12: *Forms of wardrobe (Source: Pinterest)*

Tasks

1. Carry out research on wardrobe planning.
2. Basic steps of wardrobe planning.
3. Wardrobe design tips – layout.
4. Demonstration of how to plan a wardrobe.

Pedagogical Strategies

Teacher Activity

Teacher to assign selected groups for whom learners must plan a wardrobe. This could be family members, selected groups in society e.g. students, football team, actors, dancers, nurses. Teachers should provide a range of resource materials for learners to research the wardrobe requirements of specific groups, this may be through the internet, videos magazines, journals. Learners will plan the wardrobe and prepare a presentation to feedback to the whole class Encourage the class to critique presentations, providing constructive feedback. In their groups learners should role play wardrobe planning using appropriate clothes items and share their personal feedback with the class. The teachers should ask probing questions to assess learners understanding of the concepts and provide constructive feedback of the process.

1. Collaborative Learning/Talk for Learning Approaches

Learners work in pairs/groups to describe how to select and arrange clothing when planning a wardrobe for a specific group of individuals. Research the requirements for that specific group, this may be through the internet, videos magazines, journals and provide guidelines for planning their wardrobe. Present their findings to the whole class. The types of questions asked will reflect the amount of support required or level of stretch for individual learners. For example,

- a. *Identify the basic steps in planning a wardrobe. Targeted at learners approaching proficiency.*
- b. *Identify guidelines for planning a wardrobe for a selected group of people. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Discuss the overall benefits of planning a wardrobe. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

2. Experiential Learning Approaches

Invite groups to role-play how a wardrobe is planned, using appropriate clothing items. Encourage learners to share their personal experience with the class.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Identify at least two guidelines for planning a wardrobe for the following:

- a. Individuals
- b. Family
- c. Selected groups in the society (e.g., students, football team, Actors, dancers and nurses)

DoK Level 2: Discuss at least three reasons for planning your wardrobe (Orally or written).

DoK Level 3: Project: Plan a wardrobe for specific individuals and write a report on the activities to be presented using different presentation modes.

Week 7

Learning Indicators: Explain Good Grooming to Dress Sense

Theme/Focal Area 1: The Concept of Good Grooming

Key Concepts

1. Good Grooming means having a pleasing appearance and conduct or having poise. It is merely taking care of yourself and your body. Personal grooming/personal hygiene includes dental care, skin care, hair care, nail care and care of your clothing.
2. The Importance of Good Grooming is to build self-confidence, gives vitality and attracts social approval

Key Task

1. Panel discussion on Good Grooming
2. Role-playing to model aspects of Good Grooming to dress sense.

Pedagogical Strategies

Teacher Activity

Encourage learners in pairs to review the concept of good grooming. Organise a whole class/panel/group discussion to encourage learners to share ideas on what Good Grooming entails. Emphasize the need to dress appropriately to enhance self-image. Encourage learners to tolerate and respect each other's view. Organise a modelling session for learners to role play Good Grooming using appropriate costumes.

1. Managing Talk for Learning/Collaborative Learning Approaches:

Encourage learners in pairs to brainstorm/brain-write the concept of good grooming. Conduct a whole class/panel/group discussion to encourage learners to share ideas on what Good Grooming entails. The types of questions asked will reflect the amount of support required or level of stretch for individual learners. For example,

- a. *Identify what is meant by Good Grooming. Targeted at learners approaching proficiency.*
- b. *Describe the importance of Good Grooming. Targeted at learners who are proficient and have a clear understanding and ability to perform tasks.*
- c. *Discuss the importance of Good Grooming in relation to dress sense. Targeted at those working at a high level of understanding where they are encouraged to justify their responses.*

Key Assessment strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Explain the Concept of Good Grooming.

DoK Level 2: Explain how Good Grooming can be applied to promote dress sense among individuals.

DoK Level 3: Discuss at least three reasons why Good Grooming is important to dress sense.

DoK Level 4: Practical work: Organise a modelling session for learners on Good Grooming using appropriate costumes.

Section Review

In summary, this section supports learners to appreciate the type of clothes available and the reasons for wearing them to enhance decency in dressing, self-confidence in the use of clothes to enhance personal appearance and creating a friendly environment for protection, adornment, mood expression, belongingness, and identification. The section equally highlights the techniques for caring for and maintaining clothing, knowledge of the concept of wardrobe planning, factors to consider when planning a wardrobe, steps to basic wardrobe planning, wardrobe planning and care and maintenance of a wardrobe. The section ends with the knowledge of the concept of Good Grooming concerning dress sense and the importance of good grooming. The combination of the theoretical knowledge with practical skills will empower learners to appreciate, preserve and contribute to the growth and development of the textile and clothing industry in Ghana.

Additional Reading/Teaching Learning Materials

- Realia of different categories of clothing
- Videos on classification of clothing, care and maintenance of clothing, wardrobe planning and good grooming
- Computer, Projector, camera and Smart phones (if possible)
- Pictures and charts of clothing, classification and reasons for wearing clothes
- Textbooks,
- Google search
- Flip charts
- Cardboard
- Sticker notes pads

References

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2. Teaching Syllabus for Clothing and Textiles (2010)
3. Forster, P. (2014). *Clothing and textile*. Winmat Publishers Limited: Accra
4. Leonardo Ai Image generator
5. Pinterest.com

SECTION 3: THE CONCEPT OF FOODS AND NUTRITION

Strand: **Foods and Nutrition.**

Sub-Strand: Food for Healthy Living.

Learning Outcome: *Use the knowledge of Foods and Nutrition to select and use food appropriately for Healthy Living.*

Content Standard: Demonstrate Knowledge and Understanding of Foods and Nutrition for Healthy Living.

INTRODUCTION AND SECTION SUMMARY

Foods and Nutrition as the third strand of the SHS/SHTS/STEM Home Economics Curriculum, has been divided into two sub-strands namely; Food for Healthy Living and Food Production Technology. The section begins with Food for Healthy Living, which seeks to equip learners with knowledge, understanding and skills related to nutrition, diet and overall well-being of the individual, family and society at large. Recognising the crucial role of a balanced diet in the physical and mental development of learners, the section endeavours to promote lifelong habits that contribute to a healthy and fulfilling life. The basic competencies required of the learners include the classification of Food Commodities under the various food groups, food habits/lifestyle and their implications on the nutritional status of individuals, families and societies, the concept of Food Spoilage and storage, causes of Food Spoilage and demonstration on storage of Food Commodities.

The weeks covered by the section are:

Week 8: Basic Concepts in Food and Nutrition, Classification of Food and Habits/ Lifestyles and their implications on the Nutritional Status of individuals, families, and societies.

Week 9: Factors that influence Food Habits/ Lifestyles and their implications on the Nutritional Status of individuals, families, and societies.

Week 10: The Concept of Food Spoilage, Causes of Food Spoilage and Demonstration of Food Storage.

Week 11: Practical Work on Food Storage.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher should use varied pedagogical strategies relevant to the lesson to make it more learner focused. The use of group work (considering ability, mixed-ability, mixed-gender, mixed-cultural and friendship groupings), structured talk for learning and problem-based learning approaches, which consider the use of samples, charts, videos, posters, etc, on Food for Healthy Living could be adopted. The learner is required to understand the Concept of Food for Healthy Living. The adoption of experiential learning approaches, where students are assigned to watch videos, role-play and do projects and present their findings in class, could also be considered. The teacher should also incorporate GESI(Gender Equality and Social Inclusion), SEN(Special Educational Needs), SEL(Social and Emotional Learning), 21st Century skills, Core National Values and ICT(Information, Communication and Technology) in the lesson delivery and differentiation strategies to address the varied learning requirements of all learners, being mindful that learners cannot always accomplish the same task. Particular attention should be paid to learners with special educational needs, making

relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this manual sometimes refers to learners as Approaching Proficiency (AP), Proficient (P) and those working at a High level of Proficiency (HP).

ASSESSMENT SUMMARY

The teacher is expected to use varied assessment strategies and tasks to assess learners' levels of achievement in relation to the Depth of Knowledge (DoK). It is equally noteworthy to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create linkages between the learning indicators, the pedagogical exemplars, and the assessment strategies. Specific examples of assessment tasks have been outlined in this section to serve as a guide to the teacher.

Week 8

Learning Indicators:

1. *Explain Basic Concepts in Food and Nutrition.*
2. *Classify Food Commodities under the various Food Groups.*
3. *Discuss Food Habits/ Lifestyles and their implications on the Nutritional Status of individuals, families, and societies*

Theme/Focal Area 1: **Basic concepts in Food and Nutrition include:**

Key Concepts

The Basic Concepts in Food and Nutrition include, food, nutrients, nutrition, digestion.

S/N	Basic Concepts in Food and Nutrition	Meaning
1	Food	Anything solid or liquid, raw or cooked, which when taken into the body promotes growth, provides heat and energy and regulates body processes.
2	Nutrients	The chemical substance that provides nourishment essential for the maintenance of life and growth.
3	Nutrition	The study of food, nutrients and how food intake affects the body processes such as growth development and metabolism.
4	Digestion	It is the process of breaking down food into substances the body can use for energy tissue growth and repair

Key Tasks

1. Explain the basic concepts in Food and Nutrition.
2. Explain how to apply the basic concepts of Food and Nutrition in your daily activities.

Pedagogical Exemplars

Teacher Activity

Learners will work in groups to research the basic concepts of Food and Nutrition and how these concepts can be applied in daily activities to meet the nutritional needs of individuals, families, and society. Teachers should encourage learners to use a range of resources including the internet and other sources of information. Learners should be encouraged to make notes of their findings to present them to the whole class for discussion using different presentation modes. In small groups, learners should be assigned roles and responsibilities to produce a role-play to demonstrate how knowledge of the basic concepts of nutrition can affect their food habits/lifestyle. Teachers should use probing and direct questions to ascertain individual learners understanding of the concept.

1. Group Work and Collaborative Learning Approaches

Learners will work in mixed-ability groups to discuss the application of basic concepts of Food and Nutrition in real-life situations to meet the nutritional needs of individuals, families and society. They will research using the internet and other sources the basic concepts of Food and Nutrition and discuss how they will apply the concepts in their daily activities. In groups learners will undertake a role-play to outline how knowledge of the basic concepts of nutrition can affect their food habits/lifestyle.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: In pairs, explain the following basic concepts in Food and Nutrition orally or in written format:

- a. Food
- b. Nutrients
- c. Nutrition
- d. Digestion
- e. Malnutrition

DoK Level 3: Explain at least three ways the basic concepts of Food and Nutrition can be applied in real-life situations to meet the nutritional needs of individuals, families and society.

DoK Level 4: In groups organise a role-play on how one's knowledge of the basic concepts of nutrition can affect their food habits/lifestyle.

Theme/Focal Area 2: Food Commodities

Key Concepts

Food Commodities refer to Basic Agricultural Products or Raw Materials that are traded and used as Essential Ingredients in the Production of Food and Beverages. It can be classified under the following Six Ghanaian Food Groups. The Table Below shows the Six Ghanaian Food groups with examples

S/N	Food Group	Examples
1	Animal and Animal Product	Meat, fish, milk and eggs
2	Beans, Nuts and Oily Seeds	Beans, groundnut and neri
3	Cereals and Grains	Maize, millet and rice
4	Starchy Roots And Plantain	Cassava, plantain and yam
5	Fats and Oils	Shea-butter, palm oil, coconut oil
6	Fruits and Vegetable	Cocoyam leaves, pamkin leaves and tomatoes

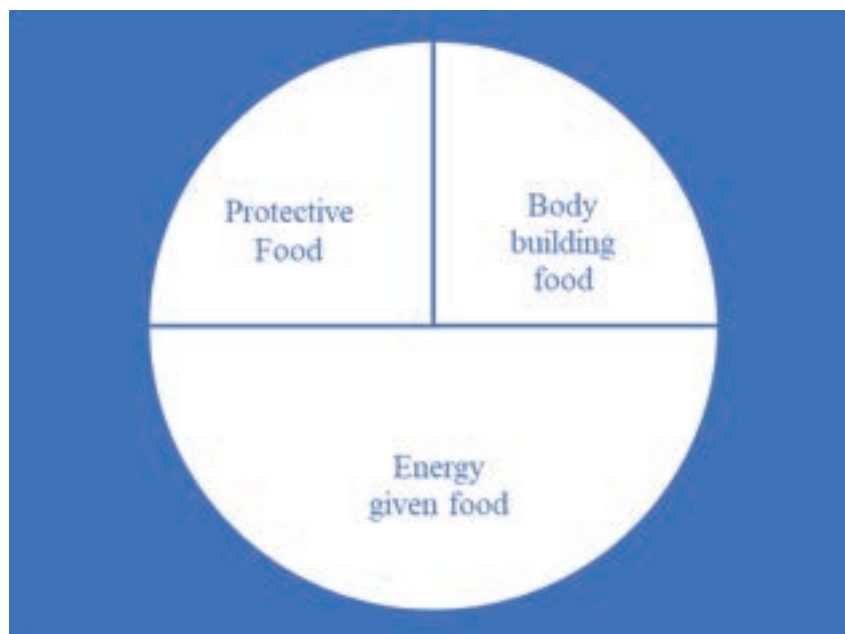


Figure 13: *Classification of Food*

Key Tasks

1. Research Information on Food Commodities and write a report explaining the use, nutritive value, effects of heat on nutrients and the importance of Food Commodities.
2. Produce a Labelled Chart/Diagram of the Six Food Groups for a gallery walk.
3. Discuss Convenience Foods and present a report in class.

Pedagogical Exemplars

Teacher Activity

Teachers should review the subject of Food Commodities and Classification into three functional groups learnt in JHS (Junior High School). In groups, instruct learners to classify Food Commodities under the various food groups and to discuss the uses, nutritive value, importance, and effects of heat on the nutritional content of a given food commodity. They should include convenience foods as part of this discussion (presentation/talking points/panel discussion). Learners should also produce a labelled chart/diagram of the six food groups for a gallery walk. Teachers should provide learners with suitable resources to complete this task.

Provide constructive feedback to learners during and after the exercise. Promote peer tutoring by encouraging learners to assist each other.

There are a range of tasks within this section and learners who are not actively participating (AP) may need additional guidance in the form of direct instructions, modelling, targeted questions, and provision of information sources. Learners who exhibit clear understanding and the ability to perform tasks independently (P) and (HP) should rise to the challenge of researching, analysing information and producing charts/diagrams, projects and presentations.

1. Collaborative Learning/Group Work Approaches

Learners should review the explanation of Food Commodities and classification into the three functional groups learnt in JHS. In groups learners should discuss the uses, nutritive value, importance, and effects of heat on the nutritional content of a given food commodity. They

should also include convenience foods as part of the discussion (presentation/talking points/panel discussion).

2. Experiential Learning

Ask learners in small groups to classify Food Commodities under the various food groups and to produce a labelled chart/diagram of the six food groups for a gallery walk.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: In pairs/groups (gender/friendship, cultural) explain the concept of Food Commodities and food classification for class presentation and peer assessment.

DoK Level 3

1. List at least two groups of food you like and justify the reasons for your choice.
2. Describe at least one of the following functional food groups with specific examples.
 - a. Protective food.
 - b. Energy giving food.
 - c. Body-building food.
3. Classify at least five Food Commodities under each of the six Ghanaian food groups using concept maps, charts, tables.

DoK Level 4: Project, in pairs/groups (friendship/random), visit the local market/supermarket in your community list some Food Commodities found in the market and group them according to their characteristics using different presentations.

- a. Type of food commodity
- b. Uses of the food commodity
- c. Nutritive value of the food commodity
- d. Importance of the food commodity
- e. Effects of heat on the nutrients during cooking.

Theme/Focal Area 3: Food habits/lifestyle**Key Concepts**

Food habits/Lifestyle is a typical way of life of an individual, group or culture, which reflects their attitudes and values.

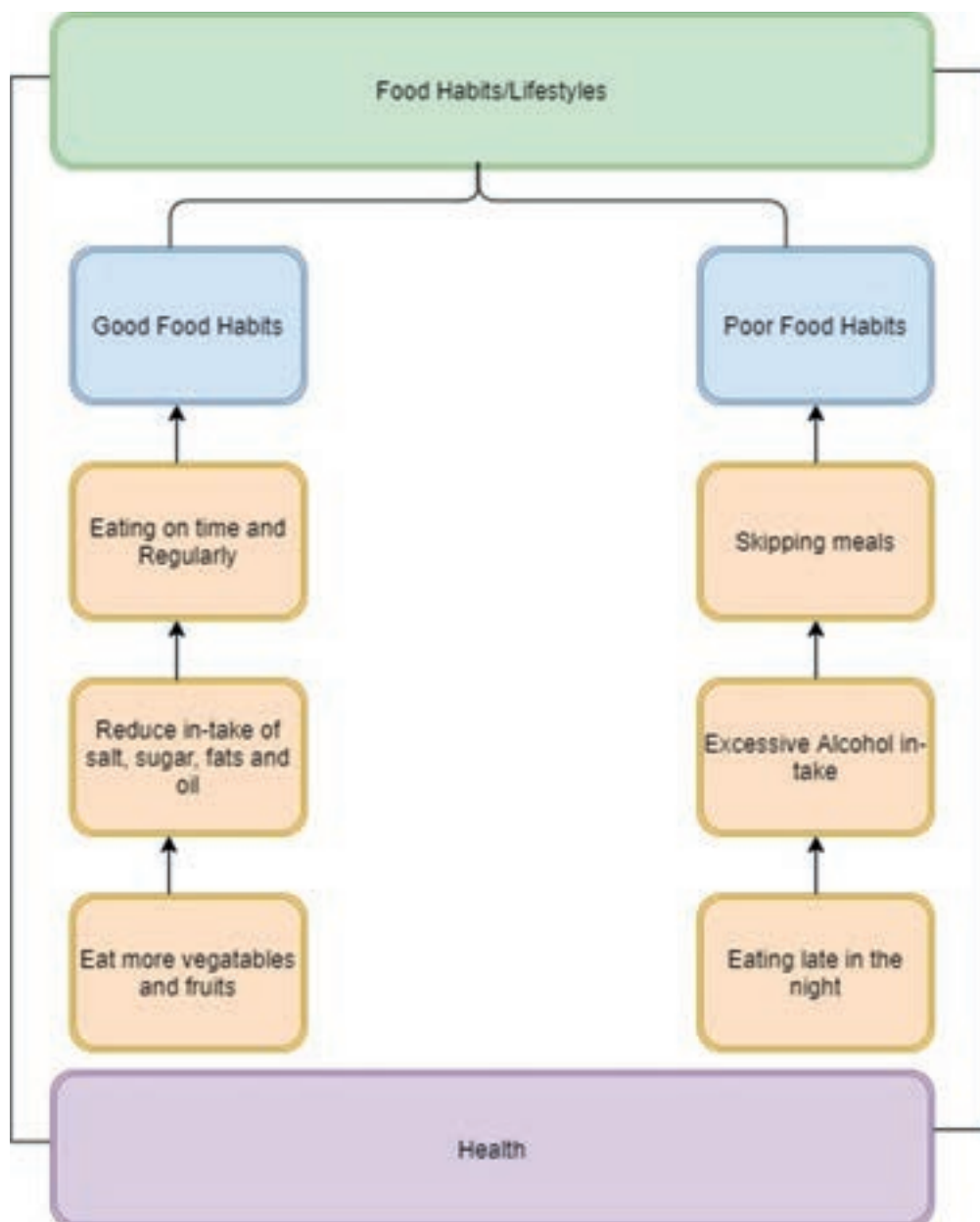


Figure 14: *Food habits/lifestyle*

Key Task

1. Investigate and report on the implication of Food Habits/Lifestyle on the Nutritional Status of individuals, families, and society.
2. Group Project: Research Food Habits/Lifestyles and the factors that influence them of at least three people of different ages and socio-cultural backgrounds.

Pedagogical Exemplars

Teacher Activity

Engage learners to use the KWL approach to brain-write and share what they know and what they want to know about the factors that influence food habits and lifestyles. Teachers should ensure that they make the links between poor food habits/lifestyle and health particularly in relation to the following diseases: Kwashiorkor, Marasmus, Rickets, Scurvy, Night blindness, Obesity. Encourage learners to share ideas with others and engage learners in their groups to research different sources on food habits/lifestyles and the links with health and nutrition amongst individuals, family, and society in their community.

Group projects should be focused on at least **three** people of different ages and socio-cultural backgrounds and the teacher should provide case studies/ scenarios on which the learners base their research and projects. Provide constructive feedback and support to learners during and after the exercise.

There are a range of tasks within this section and learners who are not actively participating (AP) may need additional guidance in the form of direct instructions, modelling, targeted questions, and provision of information sources. Learners who exhibit clear understanding and the ability to perform tasks independently (P) and (HP) should rise to the challenge of researching, analysing information and producing charts/diagrams, projects and presentations.

1. Talk for Learning Approaches

Learners will use the KWL approach to brain-write and share what they know and what they want to know about the factors that influence food habits and lifestyles among individuals, family, and society in their community. They will use a range of sources e.g. videos, internet and other sources to undertake the research and produce a report on their findings to present to the class as a group.

2. Experiential Learning/Project-Based Learning Approaches

Group Project: Learners work in groups to research food habits/lifestyles and the factors that influence them of at least **three** people of different ages and socio-cultural backgrounds. They will produce a project which may include pictures and images to be presented to the class for appraisal.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Describe the concepts of food habits and lifestyle providing specific examples to support your explanation.

DoK Level 3: Discuss at least three food habits/ lifestyles and their implications on the nutritional status on individuals, families, societies.

DoK Level 4:

- a. Suggest at least two different foods that can be used to correct the following diseases: Kwashiorkor, Marasmus, Rickets, Scurvy, Night blindness, Obesity.
- b. List three factors that influence an individual's food habits/lifestyle.
- c. Use pictures or images to depict common food habits and lifestyles observed in your community.

Week 9

Learning Indicators:

1. *Discuss food habits/lifestyles and their implications on the nutritional status of individuals, families, and societies.*
2. *Analyse factors the influence food habits/ lifestyles.*

Theme/Focal Area 1: Implications of Food Habits/Lifestyles

Key Concepts

1. Discuss the positive implications of good food habits/lifestyles such as good health, long life good and healthy socialisation, reduced financial burden, improved interpersonal relations.
2. Discuss the negative implications of good food habits/lifestyles such as health issues e.g., diabetes, heart attack, overweight/obesity and financial burdens.

Key Task

1. Interview people of different cultural backgrounds to find out their food habits/lifestyles and discuss interventions to support the following groups
 - Diabetes
 - Heart attack
 - Overweight/obesity
 - Financial

Pedagogical Exemplars

Teacher Activity

Learners should be supported in undertaking research within their communities. It may be helpful for teachers to work with the learners to provide a standard questionnaire that they can use to interview people of different cultural backgrounds on their food habits and lifestyles. Learners should be supported in analysing the responses from these questionnaires and producing reports with suggestion /interventions to support health issues for specific groups.

There are a range of tasks within this section and learners who are not actively participating (AP) may need additional guidance in the form of direct instructions, modelling, targeted questions, and provision support with information gathering from the community and analysing the results in order to produce a report. Learners who exhibit clear understanding and the ability to perform tasks independently (P) and (HP) should rise to the challenge of information gathering, analysing information and producing reports to present to the class.

1. Group Work and Collaborative Learning Approaches

In an all-inclusive class discussion, invite learners in their mixed ability/gender/cultural groups to produce questionnaires and undertake research within their communities. They should produce reports on proposed interventions for specific groups and present their project findings on food habits and lifestyles and their implications on the following:

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2: Discuss at least three food habits/ lifestyles and their implications on the nutritional status of one of the following, individual, families, societies.

DoK Level 4: In groups, produce questionnaires and interview people of different cultural backgrounds to find out their food habits/lifestyle. Write a report on the positive and negative implications of their food habits/lifestyle on their health and present it in class for peer appraisal.

Theme/Focal Area 2: Factors that influence food habits/lifestyles.

Key concepts

The factors that influence people’s food habits/lifestyles include geographical location, culture/ethnicity, technology, religion, education, income, health status.

Key Task

1. Investigate the factors that influence people’s food habits/lifestyles such as geographical location, culture/ethnicity, technology, religion, education, income, health status.

Pedagogical Exemplar

Teacher Activity

Learners are asked to research the influence of the specific factors listed in this theme/focal area. Once they have completed their research they should analyse the results in their groups, possibly using pyramid discussion or methods to encourage learners to share ideas with each other. In group discussions take the opportunity to question any misconceptions that they may have about these food habits/lifestyles. Ask groups to present findings for a whole class discussion using different forms of presentation.

Group Work/Collaborative Learning Approaches

Learners will work in mixed ability/gender/cultural/friendship groups to investigate the factors that influence people’s food habits/lifestyles such as geographical location, culture/ethnicity, technology, religion, education, income, health status. groups should analyse the results of their research into factors that influence food habits/lifestyle through various methods such as the use of pyramid discussion. Learners will present their findings for a whole class discussion using different forms of presentation.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 3: explain with specific examples of how any of the following factors influence food habits/lifestyle: geographical location, culture/ethnicity, technology, religion, education.

Week 10

Learning Indicators:

1. Explain the concept of Food Spoilage and Food Storage.
2. Discuss the causes of Food Spoilage.

Theme/Focal Area 1: Concept of Food Spoilage and Food Storage

Key Concepts

Food Spoilage

This is the state in which food has gone bad and is usually dangerous to eat.

Food Storage

This is the act of keeping food at appropriate temperatures, conditions, and places to avoid spoilage and prolong its shelf life until it is ready for consumption. It is important to store food correctly to prolong the life span of food, ensure food security, preserve quality and nutritional value to save money and prevent foodborne illness.

Non-Perishable and Perishable Food Products should be stored in different ways.

Non-Perishable foods	Storage
Dry beans	In sack
Flour	In tight-fitting containers
Maize	In sacks or containers
Rice	In sacks or containers
Onion	In basket

Perishable foods	Storage
Meat	Fridge/freezer
Fish	Fridge/freezer
Vegetables	Fridge
Yam	Bury in soil
Cassava	On airy racks and barns

Key Tasks

1. Explain the concepts of Food Spoilage and Food Storage
2. Describe how to store Perishable and non-Perishable food

Pedagogical Exemplars

Teacher Activity

As a class activity, Review the Concept of Food Spoilage and Food Storage learnt in JHS Career Technology. Provide resources such as pictures/realia/videos, to prompt discussion about ways to store both Perishable and Non-Perishable Foods appropriately. Encourage learners to share their experiences on how various foods are stored in their homes. Based on the experiences shared in the discussion, explain the term Food Storage. Ask questions to ascertain understanding of the concept and reinforce learning. Learners are encouraged to research other ways that people store food in the community and present their findings as a project using a range of presentation techniques (pictures, drawings, role play).

Some learners who are approaching proficiency (AP) may need additional guidance in the form of direct instructions, questions, and support with information gathering from the community. They may be encouraged to do this research using targeted questions produced in class with support provided to analyse the results and produce a report. Learners who exhibit clear understanding and the ability to perform tasks independently (P) and (HP) should rise to the challenge Of Information Gathering, Analysing Information, and Producing Reports to present to the class.

1. Structured Talk for Learning

With the aid of pictures/realia/videos, discuss how to store both Perishable and Non-Perishable Foods appropriately. Discuss how food is stored in learners' own homes.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2:

1. Explain the Concepts of Food Spoilage, Food Storage, the importance of Food Storage.
2. Describe how to store Perishable and Non-Perishable Foods in the Home.

DoK Level 4: Project, find out other ways people store food in the community and present findings.

Theme/Focal Area 2: Causes of Food Spoilage.

Key Concepts

The main types and causes of Food Spoilage

- Mechanical Spoilage - Bruises/Cuts/ Fall
- Physical Spoilage - Dust, Oxidation, Pest Damage
- Microbial Spoilage – Action of Micro-Organism
- Chemical Spoilage -Enzyme Action

Key Task

1. Review the causes of Food Spoilage in different Food Commodities and how it can be prevented.

Pedagogical Exemplars

Teacher Activity

As a class activity, review the Causes of Spoilage and how it can be prevented i.e. appropriate storage for the commodities. Learners may be encouraged to undertake project-based research to investigate local/modern ways people store Food Commodities in the community. This can either be submitted as a report or as a class discussion.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 1: Give examples of two causes of Food Spoilage and how to prevent them.

DoK Level 3: Project Work: Investigate local/modern ways people store Food Commodities in the community and discuss as a group or write a report for appraisal. of Knowledge and understanding of the concept of Food Spoilage and Food Storage.

Week 11

Learning Indicators: *Demonstrate how to store various Food Commodities.*

Theme/Focal Area 1: Demonstrate how to store Food Commodities.

Key Concepts

Storing Food Commodities properly is crucial to maintaining their quality, safety, and shelf life. The general guidelines for storing dry goods, canned foods, Perishables, or frozen items are as follows: These steps and guidelines will help ensure that the food stays fresh and safe for consumption:

- **Inspect and Sort:** Before storing, check for damaged packaging, signs of pests, or expiration dates. Discard any compromised items.
- **Sort items by type and date of purchase** to facilitate easy access and use.
- **Choose the Right Storage Area:** Select a cool, dry, and well-ventilated storage area away from direct sunlight, heat sources, and humidity.
- **Consider using a pantry, cupboard, basement, or dedicated storage room.**
- **Use Appropriate Containers:** Transfer dry goods like grains, flour, and sugar into airtight containers to prevent moisture, pests, and contamination.
- **Use clear containers for easy visibility** and label them with the contents and date of storage.
- **Follow the First-In, First-Out (FIFO) Rule:** Arrange items in a way that allows you to use the oldest items first. This prevents items from expiring before they're used.
- **Maintain Proper Temperature:** Keep Perishable Foods like fruits, vegetables, dairy, and meat in the refrigerator at temperatures below 40°F (4°C) to slow bacterial growth. Freezers should be set to 0°F (-18°C) or lower for storing frozen foods.
- **Prevent Cross-Contamination:** Store raw meat, poultry, and seafood on lower shelves or in separate containers to prevent drips and contamination of other foods.



Figure 15: *Fish in freezer*



Figure 16: *Onions in basket*



Figure 17: *Cereals in airtight containers*

Key Tasks

1. Discuss Guidelines for Storing Foods such as fish, onion, mango, banana, beans, rice.
2. Identify the challenges individuals, families, and society face in storing food appropriately.
3. Practical activities to demonstrate storing Food Commodities.

Pedagogical Exemplars

Teacher Activity

Review storage guidelines with the whole class. Teachers may reinforce teaching by inviting learners to watch a demonstration/video on how to store Food Commodities. In mixed groups, teachers assign roles to group members, learners will discuss the basic guidelines for storing food and the challenges faced by individuals, families, and society in storing food appropriately. Learners may share their experiences of Food Storage from their own home and community as part of these discussions. Each group should produce a group presentation based on their discussions and shared experiences.

In their groups, using a range of food samples, learners will simulate or demonstrate how to store Food Commodities. Engage learning to develop some guidelines for hands-on activities to promote teamwork and collaboration.

This practical task will require teachers to provide a range of resources including food samples, appropriate storage containers, materials for labelling food to be stored and where possible access to storage areas and/or fridges/freezers. Teachers may need to provide practical guidance and demonstrations for this activity. Encourage learners to ask questions and provide feedback on each group's work. Learners will also be encouraged to undertake a project to investigate local/modern ways people store Food Commodities in the community and produce a report.

1. Group Work/Collaborative Learning Approaches

In groups mixed gender/ability/cultural discuss the basic guidelines for storing food and challenges faced by individuals, families, and society in storing food appropriately. Each group will prepare a presentation on guidelines for storing food.

2. Practical Learning Approaches

Store various Food Commodities appropriately either through simulation or a practical demonstration.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 4:

1. In groups produce a presentation showing three basic guidelines for storing food
2. Practical skills: Demonstrate how to store Food Commodities appropriately.
3. Produce a report on the challenges faced by individuals, families, and society in storing food appropriately.

Section 2 Review

The Food for Healthy Living section in the Year 1 curriculum addresses the unique cultural context of Ghana, emphasising traditional dietary practices, while incorporating contemporary nutritional guidelines that combines the theoretical knowledge with practical skills on Basic Concepts of Foods and Nutrition, Food Commodities and their Classification, Basic Food Nutrients and their Functions in the body to enhance Healthy Growth and Development. Food habits/lifestyle that influence the choice of food, food preparation, meal service and mealtimes among individuals, families and societies. The positive and negative food habits and their implications to the nutritional status of individuals, families, and society. The learner will be well informed to talk and share ideas confidently among their peers and assess the factors that influence the personal and family food habits/lifestyle practices. The interactive and innovative approaches, as well as assessment strategies prescribed will equip learners with the relevant skills of making informed dietary choices, promoting a lifelong commitment to health and well-being. Core skills of making informed food and dietary choices. Ability to confidently explain and share ideas on basic concepts of Foods and Nutrition, select and use Food Commodities effectively and demonstrate respect for individual and cultural differences in the utilization of food.

Additional Reading/Teaching Learning Materials

- Flip charts, charts/pictures/posters on basic Foods and Nutrition Concepts, classification
- Videos on food habits and their implications as well as Food Storage
- Sticky notes, realia of food, internet,
- Smart phones (if possible), video, cameras, computers, projectors, etc
- Charts/pictures/posters on Food Storage

References

1. Adigo, E. C., & Maddah, C, K. (2011). *Foods and Nutrition*. Kwadwoan Publishing: Accra
2. Ministry of Education (2010). *Teaching Syllabus for Management in Living*. Press, Accra.

SECTION 4: THE CONCEPT OF TEXTILES

Strand: **Textile in Clothing**

Sub-Strand: Fibres

Learning Outcome:

1. *Apply knowledge, Understanding of Fibres and Skills in the Construction of Clothing Items.*

Content Standard:

1. Demonstrate scientific knowledge, understanding of fibres in clothing.

INTRODUCTION AND SECTION SUMMARY SECTION

This section of the teacher manual covers Textiles in Clothing, which is the second sub-strand of Clothing and Textiles. The section guides learners to understand the role and significance of textiles in the realm of clothing. Under this section, learners are expected to demonstrate knowledge and understanding on the Concept of Fibres and classification of fibres according to sources and their characteristics. To do this, learners are to be exposed to the theoretical aspect of the concepts and be assigned to do individual and group practical exploration of the concepts of fibre in relation to selection, care and maintenance and storage of clothing as discussed under psychosocial aspect of clothing in section two. To make the lesson presentation learner centred, the section outlines interactive pedagogical, assessment and differentiated strategies that encourage the teacher to incorporate the generic learning techniques such as the application of GESI strategies (mixed gender and ability groupings, etc.), 21st Century skills (collaborative learning skills, communication skills and practical learning sessions, critical thinking and problem-solving skills, etc.) and the application of ICT skills (e.g. use of videos, slides and online search results) during lesson presentations.

The week covered by the section is:

Week 12: Explain the Concept of Fibres

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher is expected to explore some pedagogical strategies and not limited to those mentioned in this section, to make the lesson learner centred. Some of the pedagogical strategies that could be employed include, but not limited to the use of structured talk for learning or problem-based learning approaches, which consider the use of samples, charts, videos, posters, etc., on fibres, to discuss the characteristics of fibres. Another pedagogy could be the use of group work considering mixed-ability or mixed-gender and friendship groups to classify fibres according to sources as in natural and man-made fibres. The third pedagogy could be the adoption of experiential learning approach, which put students in groups to do projects and present their findings in class. The teacher is encouraged to incorporate GESI, SEN, SEL, the 21st Century skills, Core National Values and ICT in the lesson delivery and differentiation strategies to address the varied learning requirements of all learners, being mindful that learners cannot always all accomplish the same task. Particular attention should be paid to learners with special educational needs, making relevant accommodations to ensure their full participation in all activities. To support teachers with their approach to differentiation, this manual sometimes refers to learners as Approaching Proficiency (AP), Proficient (P) and those working at a High level of Proficiency (HP).

ASSESSMENT SUMMARY

As necessary as it is to assess learners' knowledge, understanding and skills on the concepts under this section, there is the need for the teacher to use varying assessment strategies to differentiate among the various learners' levels of Depth of Knowledge (DoK), as outlined in the Home Economics Teacher Manual and SHS/SHTS/STEM curriculum. Examples of assessment tasks have been outlined in the section to serve as a guide to the teacher.

Week 12

Learning Indicators:

1. Explain the Concept of Fibres.
2. Classify Fibres according to Sources.

Theme/Focal Area 1: The Concept of Fibres

Key Concepts

Fibre is any substance natural or manufactured, which is fine and flexible and can be processed into fabric.

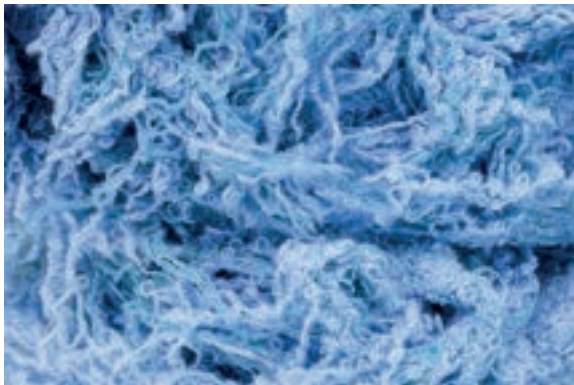


Silk



Cotton

Figure 18: Natural Fibres



Polyester



Nylon

Figure 19: Man-made fibres

Key Tasks

1. Explanation of the Concept Fibres.
2. Study of the environment to identify materials that could be used as fibres in textile production.

Pedagogical Exemplars

Teacher Activity

Provide sample fibres (realia, pictures and/or videos) for learners to observe. In groups ask them to discuss the Concept of Fibres and the Nature of Man-Made and Natural Fibres. In their groups encourage discussion of the nature of fibres used in yarn production. Encourage learners to participate in the discussion by asking questions. Use probing questions to assess understanding among learners and provide feedback and direct instructions/ guidance if required.

1. Group work/Collaborative Learning Approaches

Learners will work in mixed ability/gender groups to observe sample fibres (realia, pictures and/or videos) and explain the Concept of Fibres. They will work in their groups to discuss the nature of fibres used in yarn production. These discussions may take place orally or in written format.

2. Structuring Talk for Learning /Experiential Learning Approaches

Learners will work in in mixed ability/gender groups to classify sample fibres according to their nature. They will produce short reports to be presented to the class using different modes of presentation.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2:

- a. Explain the Concept of Fibre in your own words and give at least two examples.
- b. Describe the Nature of Natural and Man-Made Fibre in your own words and give at least two examples.
- c. In the table below, match the following fibres with their respective sources.

Fibre	Source
Polyester	Animal
Cotton	Mineral
Glass	Plant
Silk	Synthetic

Theme/Focal Area 2: Classification of Fibres according to Sources

Key Concepts

Natural sources: Refer to Plant and Animal-Based Materials that are used to produce Fabrics and Textiles for Clothing.

Man-made sources: Refer to manufactured fibres using chemical processes.

Examples of Natural Sources and Man- Made Sources are listed in the table below

Natural Sources	Man-made Sources
Animal	Regenerated
Plant	Synthetic
Mineral	Inorganic

How to test for fibre composition **include** Visual/touch/feelings, burning test, chemical test etc.

Key Tasks

1. Classify fibres using tables, charts, concept maps, and albums.
2. Discuss fibres and their characteristics.
3. Conduct tests to determine the characteristics of fibres.

Pedagogical Exemplars

Teacher Activity

Key content for this section requires learners to classify fibres and discuss the characteristics of fibres including a practical activity of conducting tests to determine their characteristics.

Teachers should provide a range of learning resources to support these activities, such as samples/charts/videos/posters on fibres.

Working in pairs or groups learners should be able to classify Natural and Man-Made Fibres according to their sources. After completion of each task learners should make notes and present their findings in a whole class setting

1. Group Work/Collaborative Learning Approaches

Learners work in mixed ability groups they will surf the internet and other sources for further on the classification and characteristics of fibres.

Learners will classify fibres according to sources: natural and man-made fibres.

With the aid of samples/charts/videos/posters on fibres, learners will discuss the characteristics of fibres. And produce reports on the classification and characteristics to be presented to the class.

2. Experiential Learning/Group Work

Learners will work in pairs/groups to conduct tests on the characteristics of fibres and produce reports using different presentation modes.

Key Assessment Strategies

The teacher should focus on formative assessments choosing from the following exemplars or create their own formative assessment activities.

DoK Level 2:

- a. Tabulate the following fibres: Cotton, nylon, polyester and silk.
- b. Make a specimen album on fibres in relation to the various classifications: Natural and Man-made.

DoK Level 4: Practical: Conduct an experiment to differentiate fibres. Present a report on the experiment and the results and present in class.

Section 4 Review

In summary, the Textiles in Clothing section in the first-year Home Economics Curriculum aims to equip learners with a holistic understanding of the role textiles play in shaping Ghana's Clothing Traditions. The combination of the theoretical knowledge with practical skills in the Classification of Fibres according to their sources and characteristics, learners will be empowered to appreciate, select and preserve materials for clothing construction being mindful of their fibre composition and sources to contribute to the growth and development of the Textile and Clothing Industry in Ghana.

Additional Reading/Teaching Learning Materials

1. Flip charts on Fibre Classification
2. Pictures of fibres
3. Sticky notes
4. Realia of fibres, candles, source of light
5. Cameras and Computers, Surf internet for fibres, Smart phones (if possible)

References

1. Forster, P. (2014). *Clothing and textile*. Winmat Publishers Limited: Accra.
2. Ministry of Education (2010). *Teaching Syllabus for Management in Living*. Press, Accra.

