



MINISTRY OF EDUCATION

CLOTHING AND TEXTILES

for Senior High Schools

TEACHER MANUAL

YEAR THREE



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

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

CLOTHING AND TEXTILES

For Senior High Schools

Teacher Manual

Year Three



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CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

CLOTHING AND TEXTILES TEACHER MANUAL

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Contents

INTRODUCTION	vi
ACKNOWLEDGEMENTS	viii
SECTION 1: EXPLORING CAREER OPPORTUNITIES IN THE CLOTHING AND TEXTILES INDUSTRY	1
STRAND: PSYCHOSOCIAL ASPECT OF CLOTHING	1
Sub-Strand: Understanding Clothing Concepts and Principles of Clothing	1
WEEK 1: CAREER OPPORTUNITIES IN THE CLOTHING AND TEXTILES INDUSTRY I	3
Focal Area: Career Opportunities in Clothing and Textiles	3
WEEK 2: CAREER OPPORTUNITIES IN THE TEXTILES INDUSTRY II	12
Focal Area: Career Opportunities in the Textiles Industry II	12
WEEK 3: PREPARATION FOR CAREERS IN CLOTHING AND TEXTILES	17
Focal Area: Preparation for Careers in the Clothing and Textiles Industry	17
SECTION 2: FASHION PROMOTION, MODELLING AND EVENT PLANNING	29
STRAND: PSYCHOSOCIAL ASPECT OF CLOTHING	29
Sub-strand: Wardrobe Planning and Appearance Management Practices	29
WEEK 4: FASHION PROMOTION AND MODELLING	31
Focal Area: Fashion Promotion and Modelling	31
WEEK 5: FASHION PROMOTION AND EVENT PLANNING	36
Focal Area: Fashion Promotion	36
WEEK 6: PRACTICAL FASHION SHOW ORGANISATION AND MODELLING	41
Focal Area 1: Practical Fashion Show Organisation and Modelling	41
SECTION 3: TEXTILE SCIENCE AND FABRIC FINISHES: RELEVANCE, TYPES AND APPLICATIONS IN CLOTHING CONSTRUCTION	59
STRAND: TEXTILES IN CLOTHING	59
Sub-Strand: Characteristics of Fibres and Fabrics Functionality	59
WEEK 7: TEXTILE SCIENCE AND FABRIC FINISHES	61
Focal Area 1: Textile Science and Fabric Finishes	61

WEEK 8: TYPES OF FABRIC FINISHES AND THEIR CHARACTERISTICS	67
Focal Area: Types of Fabric Finishes and their Characteristics	67
WEEK 9: IMPLICATIONS OF FABRIC FINISHES	74
Focal Area: Implications of Fabric Finishes	74
WEEK 10: TEXTILE SCIENCE: FABRIC FINISHES AND THEIR IMPACT	79
Focal Area: Fabric Finishes and their Impact	79
SECTION 4: PROFESSIONALISM, WORK ETHICS AND EXHIBITION PRACTICES IN THE CLOTHING AND TEXTILES INDUSTRY	91
STRAND: CLOTHING AND TEXTILES PRODUCTION TECHNOLOGY	91
Sub-strand: Clothing Production Processes	91
WEEK 11: PROFESSIONALISM AND WORK ETHIC IN THE CLOTHING AND TEXTILES INDUSTRY	93
Focal Area: Work Ethic	93
WEEK 12: FASHION EXHIBITION AND DISPLAY TECHNIQUES	100
Focal Area: Fashion Exhibition	100
WEEK 13: FASHION EVENT MANAGEMENT AND PRODUCT DISPLAY	109
Focal Area: Fashion Event Management and Product Display	109
SECTION 5: ENTREPRENEURSHIP, MARKETING AND FINANCIAL MANAGEMENT IN SUSTAINABLE CLOTHING PRODUCTION	119
STRAND: CLOTHING AND TEXTILES PRODUCTION AND TECHNOLOGY	119
Sub-strand: Fashion Design and Garment Construction	119
WEEK 14: ENTREPRENEURSHIP IN SUSTAINABLE CLOTHING PRODUCTION	121
Focal Area: Entrepreneurship in Sustainable Clothing Production	121
WEEK 15: PROMOTING THE CLOTHING AND TEXTILES ENTERPRISE	128
Focal Area: Factors to support the Clothing and Textiles Enterprise	128
WEEK 16: FINANCIAL AND RESOURCE MANAGEMENT IN CLOTHING ENTERPRISES	137
Focal Area 1: Financial and Resource Management in Clothing Enterprises	137

Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed the third and final set of curriculum materials to support the implementation of the new Senior High School curriculum.

This Year Three Teacher Manual for Clothing And Textiles covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively support learners in their final year of Senior High School. All the necessary information for the Student Assessment Portal has been included in the Year Three Teacher Manual to simplify the development of weekly learning plans, meaning that teachers have a single reference document.

The Year Three Teacher Manual has two main objectives:

- To support learners to consolidate and deepen their understanding of the content, pedagogy, and assessment across all three years of the new Senior High School curriculum in preparation for the West Africa Senior Secondary Certificate Examination (WASSCE).
- To equip teachers with the tools and resources needed to deliver revision-focused, assessment-led lessons that build on the knowledge learners have acquired from Year One to Year Three.

In this third year, teachers will be supporting learners to prepare for the WASSCE. Each section of the Teacher Manual is therefore structured around the highest Depth of Knowledge (DoK) levels, allowing learners to build progressively on knowledge acquired from Year One to Year Three. For each week, learning tasks and pedagogy are built around the assessment, ensuring that classroom activities directly prepare learners for the demands of the examination. Two sets of sample examination papers are also provided; one administered by Week 12 as a first semester practice examination, and one by Week 20 as a mock examination, to gauge learners' competencies and identify areas requiring remediation.

To further support teachers in delivering Year Three, NaCCA, working with the Ghana Education Service, has developed a subject specific App for each subject.

The Year Three PLC sessions have been revised in response to findings from the 2025 annual evaluation survey. The survey confirmed that teachers have made strong progress in lesson planning, use of varied instructional methods,

ICT integration and modes of assessment. To address the identified gap in explaining concepts clearly using examples familiar to learners, each PLC session now includes a dedicated Content Exploration segment. This ten-minute segment brings the subject group together to work through one challenging problem or concept from the week's Teacher Manual content, not to plan how to teach it, but to ensure that every teacher in the group fully understands it.

The PLC sessions in Year Three also place particular emphasis on connecting the week's content to equivalent topics taught in Years One and Two. Teachers are encouraged to note the recap weeks signposted throughout the Teacher Manual and to use the App to explore how content across all three years links together.

As in previous years, teachers are expected to integrate National Values, Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), and 21st-century skills into their learning activities, assessment tasks, and rubrics and mark schemes. The subject-specific App will support teachers in doing this throughout the year.

Ghana Education Service acknowledges the dedication of the teachers who have implemented the new curriculum across Years One and Two and recognises that Year Three represents both the culmination of that effort and a critical moment for learners. The Year Three Teacher Manual and its accompanying resources have been developed to ensure that every learner, regardless of background, ability, or school context, is fully prepared to demonstrate what they know and can do in the WASSCE and to progress confidently to further studies, the world of work, and adult life.

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SECTION 1: EXPLORING CAREER OPPORTUNITIES IN THE CLOTHING AND TEXTILES INDUSTRY

STRAND: PSYCHOSOCIAL ASPECT OF CLOTHING

Sub-Strand: Understanding Clothing Concepts and Principles of Clothing

Learning Outcome: Employ understanding, principles and skills of clothing production to explore and evaluate entrepreneurial opportunities in the clothing and textiles industry.

Content Standard: *Investigate potential career paths and entrepreneurial ventures within the clothing and textiles industry.*

INTRODUCTION AND SECTION SUMMARY

This section enhances learners' understanding of the career opportunities available within the Clothing and Textiles industry, with a particular emphasis on providing them with the knowledge and skills necessary for employment or self-employment. Key areas of focus will encompass various sectors, including fashion design, garment construction, textile science, merchandising, education and entrepreneurial pursuits. Learners will be guided to identify the diverse career paths available, such as becoming a fashion designer, tailor, textile technologist, garment production supervisor, fashion marketer, quality control officer or home economics teacher. There will also be an emphasis on the academic and technical qualifications required for each position, as well as how these careers contribute to individual livelihoods and national development. The essential competencies expected of learners in this section include the ability to explore and analyse career options, align personal interests and strengths with appropriate career paths and appreciate the significance of clothing and textiles in creating sustainable job opportunities. Lessons will further underscore the importance of creativity, innovation, communication and entrepreneurship for success in this field.

The weeks and indicators covered by the section are:

Week 1: Identify different careers in the clothing and textiles industry.

Week 2: Research into career opportunities in the textile industry.

Week 3: Analyse skills, values and attitudes needed for the career opportunities identified.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section utilises a range of pedagogical exemplars to ensure that lesson delivery is centred around the learner. Some of the pedagogical methods included in this section are Career Exploration Tasks, Role Play and Simulation, Group or Collaborative Learning, Experiential Learning through field trips or guest speaker sessions and Problem-based Learning, among

others. However, it is expected that the teacher will explore and implement other pedagogical exemplars that are suitable for each specific focus area and not restrict themselves to those listed in this section. The teacher is required to ensure active participation of learners with special education needs (SEN) in the delivery of the lesson to promote an inclusive education classroom environment. The teacher is also encouraged to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) into the lesson delivery to enhance interactivity, inclusivity and a learner-centred approach.

ASSESSMENT SUMMARY

The assessment framework for this section ensures that learners are evaluated on both their comprehension of career-related information and their competence in making informed decisions based on their individual strengths and interests. The assessments aim to gauge learners' awareness of various career pathways within the clothing and textiles sector, including necessary qualifications, roles, and entrepreneurial opportunities. They will also measure learners' ability to reflect on their career ambitions, align these with available opportunities, and communicate their insights effectively. The teacher should vary assessment strategies to cater to learners with different levels of Depth of Knowledge (DoK) and diverse experiences. Assessment should be aligned with the learning activities, indicators, and pedagogical exemplars to ensure coherence and meaningful learning. Specific examples of assessment tasks have been provided in this section to assist the teacher.

Indicators	DOK Level	Assessment Strategy and/or Mode
Identify different careers in the clothing and textiles industry.	2	Class work
Research into career opportunities in the textile industry.	3	Research
Analyse skills, values and attitudes needed for the career opportunities identified.	3	Essay

WEEK 1: CAREER OPPORTUNITIES IN THE CLOTHING AND TEXTILES INDUSTRY I

Learning Indicator: Identify different careers in the Clothing and Textiles industry

Focal Area: Career Opportunities in Clothing and Textiles

CAREERS IN CLOTHING AND TEXTILES

A career refers to a profession, occupation or form of employment through which one earns a regular income. It is a progression of work and work-related experiences over a lifetime.

Careers in clothing and textiles span a wide range, including fabric production, garment design, and the retail of finished products such as bags, uniforms, choir robes, suits and hats whether in shops or dressmakers' studios. Employment opportunities exist across every region, from urban centres to remote villages. In Ghana, tailors and seamstresses are commonly found in markets, by the roadside, in homes and in industrial settings. Fabric weavers, dyers and retailers are also widespread. Entry into the textile or clothing sector is possible with the appropriate qualifications or vocational training. Individuals interested in these careers can start their education and training at Junior or Senior High School, Technical or Vocational School or through apprenticeship programmes.

Graduates from technical universities or universities with diplomas or degrees in fashion or clothing and textiles, acquire advanced knowledge and competencies that prepare them for specialist roles with greater responsibilities. However, individuals with lower levels of education may begin in skilled trade roles and typically need more experience before advancing into managerial positions. Furthermore, entrepreneurial success may be more challenging without adequate training.

Some notable careers in clothing and textiles include:

1. Curriculum Developers

Curriculum developers in clothing and textiles design and improve educational content to reflect industry trends and national goals. Their main tasks include planning objectives, selecting content, developing teaching activities and integrating cross-cutting issues. A higher degree in Clothing and Textiles Education or Curriculum Studies is required for the role.



Figure 1: Curriculum Developers

2. Clothing and Textiles Teachers

A clothing and textiles teacher educates students on fabrics, garment construction, fashion, and textile science. This role involves teaching theory and practical skills, assessing learners, and guiding them toward careers in fashion or textile-related fields. Key skills include sewing proficiency, creativity, communication, and organisation. The role requires a diploma or degree in Clothing and Textiles or Fashion Design Education, along with professional teacher training. Career opportunities include teaching at secondary or tertiary levels, curriculum development, vocational training, and educational publishing.



Figure 2: *Clothing and Textiles Teacher*

3. Milliner

A milliner makes hats and decorative hair accessories like headbands, bows and combs. They use items such as ribbons, feathers, beads and flowers to decorate their work. Many milliners learn by training under skilled experts (apprenticeship), although the skill can also be learned at vocational or technical schools and polytechnics. Creativity and neat handiwork are important in this job.



Figure 3: *Milliner*

4. Pattern Maker

Pattern makers play an important role in clothing factories. They turn a designer's sketch into a paper pattern that is used to cut the fabric. All the pieces of clothing come from these patterns, so they must be exact. It takes years of experience to become very good at this. Learning pattern making in Senior High School or technical university helps a lot. This job often requires further studies at university or technical university.

In Ghana, pattern makers are needed in textile and garment production companies such as GTP (Ghana Textiles Printing Company) and Vlisco, as well as in local fashion houses and tailoring workshops. They support the production of both traditional and modern garments such as kaba and slit, school uniforms and ready-to-wear clothing. With the growth of the fashion industry in cities like Accra, skilled pattern makers have increase employment and entrepreneurial opportunities.



Figure 4: *Pattern Maker*

5. Haberdashery Dealer

A haberdasher sells sewing supplies such as buttons, zips, lace, interfacing and other notions used in garment production. Individuals who have completed secondary education can pursue this career. The duties of a haberdashery dealer include selling sewing materials to customers, advising them on suitable items for garment construction and repairs, and managing stock by keeping records and arranging goods neatly in the shop. The skills required for this career include good customer service and communication skills, knowledge of sewing materials and their uses, and basic business and record-keeping skills.



Figure 5: *Haberdashery Dealer*

6. Fashion Illustrator

Although formal training opportunities are limited, many fashion illustrators start as fashion designers. They have deep knowledge of garment construction, fabric properties, and human anatomy. Their illustrations are commissioned by designers, manufacturers, fashion forecasting agencies, consultancy firms, magazines and other media outlets. It involves translating clothing concepts into digital or hand-drawn sketches for apparel brands, designers and magazines.



Figure 6: *Fashion Illustrator*

7. Fashion Journalist/Writer

A fashion journalist or writer has a background in clothing and textiles and a qualification in journalism. They use their knowledge of fashion design and industry practices to report on fashion trends, social issues and garment production through media, helping raise public awareness of fashion-related topics.

In Ghana, fashion journalists report on local fashion events such as Ghana Fashion Week and promote indigenous textiles like kente and Ankara. They work with television stations, radio, newspapers, blogs, and social media platforms to highlight the work of Ghanaian designers and the growth of the fashion industry. With the increasing influence of digital media in cities like Accra, fashion journalists have expanded opportunities to educate the public and shape trends within the local fashion industry.



Figure 7: *Fashion Journalist/Writer*

8. Fashion Designer

A fashion designer is a creative professional who develops new clothing ideas, selects fabrics, sketches design and creates garment samples. They may study at tertiary institutions and train under experienced designers. To succeed, they must be innovative, understand fashion trends and meet customer needs.



Figure 8: *Fashion Designer*

9. Fashion Coordinators

A fashion coordinator plans fashion events and advertising themes to attract customers, often involving schools and community groups. They work with buyers to ensure clothing and accessories across departments match in style and colour. Fashion coordinators usually hold a tertiary qualification in Fashion, Clothing and Textiles, Home Economics or Art, and may also attend specialised fashion or merchandising schools.



Figure 9: *Fashion Coordinators*

10. Weaver

Weavers are employed to make fabric in the textiles industries. In Ghana, it is common to find small scale kente weaving industries in private homes and public places. Weavers are either trained on the job or they go through apprenticeship training.



Figure 10: *Weaver*

11. Textile Merchandising

Strictly speaking this is the marketing or targeting of textiles products to particular customers or to particular sectors of the consumer market. Merchandisers link textiles buyers and sellers of textiles products. A diploma or degree from the Polytechnic or University is an asset but education is not a barrier in this case.



Figure 11: *Textile Merchandising*

Learning Tasks

1. Identify career opportunities in the clothing and textiles industry.
2. Identify skills, qualifications and experiences required for roles within the clothing and textiles industry.
3. Visit a community to identify varied career opportunities available in the clothing and textiles industry and report.

Pedagogical Exemplars

Problem based learning: In mixed ability/gender/cultural groups, brainstorm, brain-write or think-square-share or use various formats, such as written, oral, demonstrations and any format that best suits the learner's needs or disabilities on career opportunities in the clothing and textiles industry.

E.g.

- Dressmaker/tailor
- Launderer
- Embroidery maker
- Entrepreneur
- Tie-dye producer, etc.

Discuss new careers that are emerging in the clothing and textiles industry due to technological advancements.

Group work and Collaborative learning: In groups, use the internet or other available resources to research careers in the clothing and textiles industry. Create a comparison chart that highlights distinct careers in the clothing and textiles industry. Analyse three job postings in the clothing and textiles industry for the skills, qualifications and experiences required for the roles. Groups present their findings to the class for discussion and feedback.

Experiential learning Approaches: In mixed gender/friendship groups, with no discrimination based on disability or cultural orientation, visit a community to identify varied career opportunities available in the clothing and textiles industry and report back to the class on the findings. Learners who are deaf or blind can have learning buddies who will provide them with the needed assistance in engaging with the community.

Key Assessment Level 2: Individual Class Exercise

1. Identify four (4) career opportunities in the Clothing and Textiles industry in Ghana and describe one (1) duty and one (1) required skill for each. (20 marks)
2. In your presentation, use various accessible formats such as PowerPoints and posters, video/ audio recordings with captions etc.

PLC Session 1

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).

3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is individual class exercise. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the exercise (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 2: CAREER OPPORTUNITIES IN THE TEXTILES INDUSTRY II

Learning Indicator: Research into career opportunities in the textile industry

Focal Area: **Career Opportunities in the Textiles Industry II**

1. **Designer and Producer of Clothing/Fashion Accessories** – Designers create items such as hats, hair slides, fascinators, footwear, jewellery and handbags to complement outfits. Training may be acquired through on-the-job experience, short courses or formal education in vocational and technical institutions.
2. **Clothing Technologist** – These professionals oversee all aspects of garment production and stay abreast of technological innovations. Their duties include working with designers, adapting designs for manufacturing, sourcing materials, conducting quality checks and handling customer feedback. A higher qualification in Textiles from a technical university is typically required.
3. **Computer-Aided Design (CAD) Programmer** – This role involves using specialised software to design clothing. Skills required include computer literacy, creativity, and software proficiency. A degree in Art or Fashion Illustration is advantageous, along with proficiency in industry CAD software such as Gerber, Lectra, or CLO3D.

In Ghana, CAD programmers are increasingly needed in modern fashion design studios, garment production companies and emerging fashion-tech businesses. They support designers in creating digital patterns, illustrations and prototypes for both traditional and contemporary garments. They can work in textile and printing companies such as GTP (Ghana Textiles Printing Company), Akosombo Textiles Limited (ATL), and Printex, as well as in fashion houses like Christie Brown and Studio 189. With the growth of digital innovation in cities like Accra, CAD programmers have expanding opportunities in printing firms, design studios, and entrepreneurial ventures within the clothing and textiles industry.



Figure 12: *Computer-Aided Designer (CAD) Programmer*

4. **Cutter:** A cutter uses tools such as scissors, rotary and straight knives to prepare fabrics for sewing. This is a skilled trade often learnt through on-the-job training, and many sewing companies employ cutters.
5. **Textile Chemist:** Textile chemists create new types of fabrics and fabric treatments, such as waterproofing or wrinkle resistance. They work in laboratories and often develop better materials for clothes. This job requires a postgraduate degree (master's or doctorate) in Textile Science.
6. **Textile Engineer**

Textile engineers design better methods for making fabrics. They help make production faster, cheaper, and more efficient without reducing quality. They often work in factories and research centres. A master's or doctorate degree is usually required.



Figure 13: *Textiles Engineers*

Learning Tasks

Read relevant texts, charts, slides, listen/watch audio descriptive videos or surf the internet for career opportunities in the clothing and textiles industry.

1. Visit clothing and textiles industries to ascertain other career opportunities.
2. Discuss the current trends in the clothing and textile industry that influence career opportunities.
3. Compare the requirements for at least two different roles (in addition to those covered in the previous week).

Pedagogical Exemplars

Group work and Collaborative learning

In mixed gender/mixed ability groups, read relevant texts, charts, slides, watch audio descriptive videos or use the internet to research for career opportunities in the clothing and textiles industry.

E.g.

- Clothing technologist
- Computer aided design programmer
- Millinery and accessories producer
- Quality control inspector, etc.

Group work and Collaborative learning: In groups, identify at least three different career pathways within the textile industry. Identify educational qualifications or training programmes that are typically necessary for the careers identified. Compare the requirements for at least two different roles (in addition to those covered in the previous week). Groups to give feedback to the class.

Collaborative and Problem based learning: In groups, discuss the current trends in the clothing and textiles industry that influence career opportunities. Research into how advancements in technology, sustainability practices or consumer preferences are shaping the job market in this field. Learners to present their findings to the class for discussion.

Experiential Learning Approaches: In mixed gender/ability groups, visit clothing and textiles industries to ascertain other career opportunities. Learners who are deaf and blind should have learning assistants or peers who will describe the industrial environment to them based on their needs. For example, deaf learners should have sign language interpreters to describe what goes on at the industry and learners who are blind should be given a description of the industry environment orally.

Key Assessment Level 3: Group Research Work

1. Research how Ghana's clothing and textiles industry has changed and what new jobs have emerged. Interview two people in different textile careers. Compare their skills, income, career paths, and cultural impact. Submit a report with your findings, including four reliable sources, slides and interview recordings. **(20 Marks)**

Note: Learners who are deaf should be accompanied by sign language interpreters in conducting the interview or should be provided with a questionnaire to enable them to gather the required information.

Hint



Assign Group Project to learners and give them reasonable time to complete it. Use the SS App to generate the project as well as the rubric. Learners' projects should be marked immediately and scores entered into the SAP.

PLC Session 2

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

- a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
- a. The key assessment for the week is group research. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the research work (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 3: PREPARATION FOR CAREERS IN CLOTHING AND TEXTILES

Learning Indicator: Analyse skills, values and attitudes needed for the career opportunities identified

Focal Area: Preparation for Careers in the Clothing and Textiles Industry

Basic Requirements for Clothing and Textiles Careers

The clothing and textiles industry is a vibrant and diverse field that offers a wide range of career opportunities. It encompasses various processes and creative aspects, from designing garments to textiles production. To succeed in this industry, individuals must possess a unique blend of skills, values and attitudes. Each career in the clothing and textiles field has different requirements. The skills and qualifications needed to become a sewing machinist are not the same as those needed for a merchandiser. The most important things are:

- Knowledge
- Academic qualifications
- Practical skills
- Relevant work experience

1. Knowledge

Understanding the job well helps you perform it better. For example, a laundry worker who knows about fibre types will handle woollen clothes carefully to avoid shrinking them. Someone without this knowledge might treat wool like cotton and spoil the clothes. Similarly, a wardrobe engineer with the right knowledge will choose the right clothes for the weather, purpose and comfort rather than just following fashion trends.

2. Academic Qualifications

Every role has its own level of education. For example, a dressmaker needs basic training in sewing, while a fashion designer may need a diploma or university degree in Clothing and Textiles. Some roles, like fabric cutting, may only require interest and hands-on training. Here are the common academic levels in clothing and textiles:

a. Proficiency Certificate

This is for those who can pass a practical skills test. It suits tailors or dressmakers who may not read or write well.

b. NVTI Grade II or TVET Level 4 (National Certificate II)

Vocational school students and apprentices obtain this qualification after completing 3-4 years of training under the competency-based training (CBT) system. It corresponds to National Certificate II and reflects advanced practical skills and the ability to work independently in a chosen trade.

c. NVTI Grade I or TVET Level 3 (National Certificate I)

This qualification is obtained before progressing to National Certificate II and corresponds to TVET Level 3. It reflects the ability to perform skilled tasks with some supervision and serves as a foundation for higher certification within the TVET framework.

d. Intermediate Certificate

Taken after NVTI Grade I. It is a one-year course in a technical university.

e. Advanced Diploma

After completing a three-year diploma course. Senior High School graduates or those with Intermediate Certificates can apply.

f. Higher National Diploma (HND)

This is a three-year technical university programme, slightly above the Advanced Diploma level.

g. First Degree

BA, BSc, B.Ed., or B. Tech. degrees in Clothing or Fashion and Textiles from a university or technical university. Good grades in Senior High School are required.

h. Second Degree

Postgraduate degrees like MPhil, MA, MSc, M.Ed. or M.Tech. These allow for specialisation in certain areas of clothing and textiles.

i. Third Degree

PhD (Doctor of Philosophy) in Clothing or Textiles. The higher the qualification, the better the chances of getting top positions in the industry.

3. Skills

Having practical skills is very important. Without them, nothing can be made. Skills can be learned through on-the-job training, apprenticeships or in school. Students are taught how to make fabrics, sew garments and take care of them. These are the skills needed in the industry. Each job requires its own set of skills.

4. Work Experience

The more experience someone has, the better they can perform in the job. A person with years of experience and high-level training in clothing and textiles is better suited for specialised roles. For example, an experienced designer is more confident and skilled than someone just out of school. Ongoing training and regular practice help workers improve and become more efficient.

a. Skills

- i. Cutting:** Ability to accurately cut fabrics using various techniques and tools to minimise waste and ensure precision.
- ii. Joining:** Proficiency in sewing techniques to assemble pieces of fabric, including machine sewing and hand stitching.

- iii. Dyeing:** Knowledge of dyeing techniques to add colour to fabrics, understanding of colour theory and the impact of different dyes on various materials.
- iv. Embroidery Making:** Skills in hand and machine embroidery to add decorative elements to clothing, requiring attention to detail and creativity.
- v. Laundering:** Understanding of fabric care and laundering processes to maintain and enhance the longevity of textiles.
- vi. Designing:** Creativity and artistic ability to create original clothing designs, requiring knowledge of current fashion trends, materials and body types.
- vii. Interior Decoration:** Skills in selecting and coordinating textiles for home decor, including curtains, upholstery and accessories, while understanding spatial design.
- viii. Pattern Making:** Ability to create patterns that serve as templates for cutting fabric, involving both manual and computer-aided design (CAD) techniques.
- ix. Fabric Knowledge:** Understanding different types of fabrics and their properties, which influences design, production and marketing strategies.
- x. Technical Skills:** Proficiency in using sewing machines, sergers and other textile tools along with basic computer skills for design software.

b. Values

- i. Sustainability:** Emphasis on eco-friendly practices and sustainable sourcing of materials as well as production processes that minimise environmental impact.
- ii. Quality:** Commitment to producing high-quality products that meet consumer demands and expectations, focusing on craftsmanship and durability.
- iii. Innovation:** Valuing creativity and innovation, encouraging new ideas and approaches to design and production that push industry boundaries.
- iv. Inclusivity:** Recognising the importance of diversity and ensuring that fashion is accessible and respectful to all body types and cultures.
- v. Collaboration:** Understanding the value of teamwork, as many projects require collaboration among designers, manufacturers and other stakeholders.

c. Attitudes

- i. Attention to Detail:** Cultivating a mindset that appreciates meticulousness in all aspects of work, from design to production.
- ii. Adaptability:** Being open to change, especially in a fast-paced environment where trends evolve rapidly and technological advancements reshape the industry.
- iii. Passion for Fashion:** A genuine enthusiasm for clothing and textiles, which drives creativity and innovation.
- iv. Customer-Centric Approach:** Focusing on the needs and preferences of consumers to create products that resonate with the target audience.
- v. Lifelong Learning:** Embracing continuous education and skill development to stay current with industry trends, technologies and techniques.

Learning Tasks

1. Discuss the skills, values and attitudes needed for the career opportunities in clothing and textiles.
2. Visit a clothing and textiles establishment to observe the skills, values and attitudes exhibited at the workplace.
3. Explain how skills, attitudes and values are important in the clothing and textiles industry.
4. Compare two different careers that interest you in terms of the skills, values and attitudes required.
5. Identify three attitudes that are critical for thriving in your chosen career.
6. Create a personal development plan that outlines how you will acquire the necessary skills, values and attitudes for a specific career opportunity.

Pedagogical Exemplars

Collaborative and talk for learning approach

In mixed ability/gender groups, use talking point/sign to discuss the skills, values and attitudes needed for the career opportunities in clothing and textiles and present it in class.

E.g.,

Skills:

- Cutting
- Joining
- Dyeing
- Embroidery making
- Laundering
- Designing
- Interior decoration
- Pattern making, etc.

Values and attitudes

- Have a positive attitude (can-do spirit)
- Present an acceptable appearance
- Respond well to criticism
- Be honest with your employer/client
- Meeting deadlines, etc.

Experiential Learning Approaches

In mixed ability/gender groups, watch audio descriptive videos with captions, charts, pictures depicting skills, values and attitudes needed for varied careers in clothing and textiles.

Visit a clothing and textiles establishment to observe the skills, values and attitudes exhibited at the workplace.

Learners who are deaf and blind should have learning assistants or peers who will describe the industrial environment to them based on their needs. For example, deaf learners should have sign language interpreters to describe what goes on at the industry and learners who are blind should be provided with an oral description of the industry environment.

Present findings using varied modes of presentations.

Collaborative/managing talk for learning approaches: In friendship/mixed ability/gender groups, explain how skills, attitudes and values are important in the clothing and textiles industry. Groupings should be devoid of any form of discrimination with regards to the learner's disability or cultural orientation.

E.g.

- Collectively determine an employee's ability to perform their job effectively
- Allows employees to learn new skills and keep up with evolving industry demands
- Guide employees to make morally sound choices in challenging situations
- A positive attitude leads to greater initiative, creativity and productivity, etc.

Group work and Collaborative learning: In mixed gender/mixed ability groups, role-play or demonstrate some of the skills, values and attitudes needed for career opportunities in the Clothing and Textiles industry. Learner's peer-review other groups presentations.

Project: Learners complete a project to develop their own career plans.

Project outline

1. Compare two different careers that interest you in terms of the skills, values and attitudes required.
2. Identify three attitudes that are critical for thriving in your chosen career.
3. Create a personal development plan that outlines how you will acquire the necessary skills, values and attitudes for a specific career opportunity.

Key Assessment Level 3: Essay

Ama is a recent graduate interested in pursuing a career in the clothing and textiles industry. She aspires to become a fashion designer and eventually start her own clothing line that highlights Ghanaian fabrics and promotes sustainable fashion. To achieve her goal, Ama needs to understand what skills, values, and attitudes are essential for different career paths within this industry, such as a tailor, a fabric technologist, and a fashion entrepreneur.

Question

Analyse and compare the skills, values, and attitudes Ama should develop to succeed in each of these three careers.

1. Which skills are most critical for each role, and why?
2. What core values should Ama embody to excel and contribute positively to the industry?
3. How can her attitudes influence her ability to adapt and innovate in each career?

Support your analysis with examples based on industry requirements and Ama's goal of promoting Ghanaian textiles and sustainable fashion.

PLC Session 3

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
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 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is essay. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the essay (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
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**Note**

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30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 1 REVIEW

The clothing and textiles industry offers rich and varied career paths that cater for both practical and academic strengths. It provides opportunities for individuals to work in areas such as garment construction, fabric production, fashion design, marketing and advanced scientific research. Whether through apprenticeship, technical education or university studies, learners can find a pathway that aligns with their interests and talents.

Success in this field is not only dependent on formal qualifications but also on hands-on skills, work experience and a strong set of values and attitudes such as honesty, adaptability, teamwork and attention to detail. With proper preparation and continuous learning, Clothing and textiles careers can lead to entrepreneurship, innovation and contributions to national economic development.

Additional Reading

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

Teaching Learning Materials

1. Texts on various career opportunities in the clothing and textiles industry.
2. Power point slides on various career opportunities in the clothing and textiles industry.
3. Charts depicting varied careers in the clothing and textiles industry.
4. Audio descriptive videos with captions depicting career opportunities in the clothing and textiles industry.
5. Projectors, computers and smart phones (if possible).
6. Pictures of various careers with description of the images within the clothing and textiles industry.
7. Google search.
8. Flip charts.
9. Cardboard.
10. Sticker notes pads.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 1

Award 1 mark for each identified career opportunity 1x4=4 marks

Award 2 marks for each duty described 2x4=8 marks

Award 2 marks for each required skill described 2x 4=8 marks

Total= 20 marks

Example answers

Career	Duties	Skills
Fashion Designer	1. Researching global and local fashion trends 2. Sketching designs manually and digitally 3. Selecting appropriate fabrics and materials 4. Developing prototypes and samples 5. Overseeing garment production 6. Presenting collections to clients/buyers	1. Creative conceptualisation 2. Proficiency in design software (Illustrator, Photoshop) 3. Pattern-making and draping 4. Knowledge of textiles and fabrics 5. Trend forecasting 6. Cultural awareness (e.g., kente patterns)
Textile Technologist	1. Researching new textile materials 2. Testing fabric durability and colourfastness 3. Developing sustainable textile solutions 4. Improving production processes 5. Quality control in manufacturing 6. Collaborating with designers	1. Textile chemistry knowledge 2. Laboratory testing skills 3. Quality assurance 4. Data analysis 5. Problem-solving 6. Sustainability expertise
Garment Production Manager	1. Planning production schedules 2. Managing workforce and resources 3. Implementing quality control 4. Optimising production processes 5. Ensuring workplace safety 6. Coordinating with designers	1. Operations management 2. Lean manufacturing 3. Quality control 4. Team leadership 5. Problem-solving 6. Budgeting
Fashion Merchandiser	1. Analysing market trends 2. Planning product ranges 3. Pricing strategies 4. Coordinating with retailers 5. Visual merchandising 6. Inventory management	1. Market research 2. Data analysis 3. Retail math 4. Visual presentation 5. Negotiation 6. Trend forecasting

Quality Control Inspector	1. Inspecting raw materials 2. Checking production samples 3. Measuring garment specifications 4. Identifying defects 5. Documenting findings 6. Recommending improvements	1. Attention to detail 2. Measurement expertise 3. Knowledge of quality standards 4. Problem identification 5. Documentation 6. Technical knowledge
Fashion Illustrator	1. Sketching design concepts 2. Creating technical drawings 3. Developing colour palettes 4. Producing digital renderings 5. Collaborating with designers 6. Preparing presentation boards	1. Freehand drawing 2. Digital illustration 3. Colour theory 4. Fashion knowledge 5. Technical drawing 6. Software proficiency
Textile Designer	1. Developing original patterns 2. Creating colourways 3. Preparing design repeats 4. Selecting appropriate dyes 5. Producing sample swatches 6. Adapting designs for production	1. Pattern creation 2. Colour mixing 3. CAD skills 4. Knowledge of printing techniques 5. Material understanding 6. Trend awareness
Fashion Entrepreneur	1. Business planning 2. Product development 3. Marketing strategy 4. Financial management 5. Staff recruitment 6. Customer relations	1. Business acumen 2. Financial literacy 3. Marketing 4. Leadership 5. Creativity 6. Networking

WEEK 2

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Research Quality (Accuracy, depth, sources)	Provides detailed, accurate info with four reliable sources. Example: Explains the use of new materials, technology, and economic impact.	Provides clear information with three sources. Example: Describes textile production methods and emerging jobs.	Provides basic information with two sources. Example: Lists a few industry facts with some gaps.	Provides information from one source.

Interview Completion	Interviews two professionals thoroughly on career paths, skills, income, and cultural impact. Example: Asks about training needed, salary range, and cultural significance.	Interviews two professionals with mostly good questions. Example: Covers career and skills but limited follow-up.	Interviews only one professional with basic questions. Example: Only asks about job role without deeper questions.	Interviews very short or missing key topics. Example: Fails to ask about income or culture.
Career Comparison (Insightfulness, completeness)	Comparison highlights similarities and differences in career paths, skills, income, and cultural impact. Example: Explains how one career requires more technical skills while another has higher earning potential.	Comparison highlights some similarities and differences in career paths, income and cultural impact. Example: Notes similarities in skills but less on income or culture.	Comparison highlights only similarities or differences in career paths, income and cultural impact. Example: Mentions job titles but not detailed differences.	Comparison focuses on only similarities or differences in career paths, or income and or cultural impact. Example: Simply states both are “jobs in textiles.”
Understanding Industry Changes	Clearly explains how the industry evolved and links changes to new careers Example: Shows how rise in eco-friendly fabrics created new jobs.	Explains several industry changes and new job opportunities. Example: Describes growth in local fashion designers or textile recycling.	Mentions changes with little connection to jobs. Example: Talks about changes but no new career links.	Mentions one or no changes. Example: Only says “industry changed” without details.
Presentation of Findings (Clarity, organisation, visuals)	Very well organised, easy to follow, effective visuals. Example: Clear report sections with charts showing interview results.	Well organised with clear sections, helpful visuals. Example: The Report is mostly clear, with some supporting images.	Organised with chronological sections and visual images. Example: The Report is presented chronologically.	The ideas do not flow chronologically and without visuals. Example: The Report is without visual aids.

WEEK 3

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Analysis of Skills	Identifies and compares key skills needed for all three careers. Example: Explains how creativity, precision, and technical knowledge vary by role.	Identifies two skills with clear explanations for each role. Example: Lists relevant skills with basic comparisons.	Identifies two skills for each role but with no reason on how such skills is relevant. Example: Lists skills without explaining importance.	Identifies only one skill with no reason of its relevant.
Understanding of Attitudes (Adaptability, innovation, and mindset)	Thoroughly explains how positive attitudes (e.g., resilience, openness to change) affect success and innovation in each career. Strong link to Ama's adaptability.	Gives a clear explanation of how attitude affects two roles. Good link to Ama's career growth.	Mentions attitude without an explanation.	Mentions an attitude without discussions.
Comparison and Reasoning (Depth of comparison between roles)	Makes strong, thoughtful comparisons between careers using examples. Shows strategic thinking and understanding of differences/similarities.	Makes good comparisons with some specific examples and clear reasoning.	Makes basic comparisons with limited depth or examples.	Little or no comparison. Analysis is superficial or off-topic.
Connection to Sustainability and Ghanaian Textiles (Relevance to local context and Ama's goal)	Strong and clear connection to promoting Ghanaian fabrics and sustainable fashion across all roles. Uses relevant examples.	Makes good connections to at least two roles. Includes some examples.	Basic mention of sustainability or Ghanaian textiles. Minimal explanation.	No clear link to sustainability or Ghanaian textiles.

SECTION 2: FASHION PROMOTION, MODELLING AND EVENT PLANNING

STRAND: PSYCHOSOCIAL ASPECT OF CLOTHING

Sub-strand: Wardrobe Planning and Appearance Management Practices

Learning outcome: Employ various work ethics, attitudes, values in planning modelling and fashion show to promote as marketing strategy in clothing and textile industries.

Content standard: *Demonstrate knowledge, understanding of wardrobe planning and appearance management principles in organising modelling and fashion show to promote clothing and textile industries.*

INTRODUCTION AND SECTION SUMMARY

This section enhances learners' comprehension and practical abilities in the area of fashion promotion and modelling, equipping them to organise and take part in fashion shows as a method of marketing clothing items. It familiarises learners with the objectives and various types of modelling and fashion shows, helping them to understand their significance in elevating designers' profiles, promoting products and influencing consumer decisions. Through engaging and collaborative learning methods, learners investigate the fundamental concepts of fashion event planning, which include venue selection, budgeting, publicity and display arrangements.

Additionally, this section further cultivates learners' understanding of the vital skills, attitudes, and values essential for thriving careers in fashion promotion, event organisation and modelling within the clothing and textiles sector. Learners are actively involved in planning and executing their own fashion shows, modelling garments they have created and reflecting on the professional standards expected in actual fashion presentations. Key competencies developed throughout this section comprise creativity, self-assurance, effective communication, teamwork, attention to detail and ethical behaviour. By the conclusion of this section, learners should be capable of conceptualising, organising and modelling in a fashion show while recognising the significance of professional conduct and sustainable practices within the clothing and fashion industry.

The weeks and the indicators covered by this section are:

Week 4: Explain the purpose of modelling and fashion shows and the basic requirements for modelling.

Week 5: Discuss factors to consider when planning a fashion show.

Week 6: Prepare the fashion show and model self-made garments.

Note: The sections below have links with Year 3 Section 2:

Year 2 Teacher Manual – Section 2**Week 4:** Wardrobe Planning and its Organisation Techniques**Week 5:** Role of Accessories, Hairstyles and Make-up in Enhancing Personal Appearance and Appropriate Dress and Grooming for Different Occasions**Year 1 Teacher Manual – Section 2****Week 4:** Wardrobe Planning and Its Role in Clothing Management and Personal Identity**Week 5:** Good Grooming and factors that promote good grooming**SUMMARY OF PEDAGOGICAL EXEMPLARS**

This section utilises a range of pedagogical exemplars to ensure that lesson delivery is centred on learners and highly engaging. Among the pedagogical exemplars employed are Problem-based Learning, Group or Collaborative Learning, Experiential Learning, Role Play and Structured Talk for Learning. Learners participate in simulations, group discussions, site visits, audio descriptive video (with captions) analyses and practical activities, such as organising and executing a fashion show. These methods aim to nurture creativity, teamwork and the practical application of knowledge. Educators are encouraged to incorporate additional pedagogical strategies suited to their teaching contexts and the needs of their students. Attention to persons with special educational needs (SEN) is crucial as well as the integration of cross-cutting issues such as Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st Century Skills, Core National Values and Information and Communication Technology (ICT) is advised to guarantee inclusivity, interactivity and relevance in lesson delivery.

ASSESSMENT SUMMARY

The assessment framework outlined in this section is designed to evaluate learners across various Depth of Knowledge (DoK) levels. Assessments aim to measure students' abilities to recall essential facts, comprehend and apply concepts, utilise strategic reasoning in planning and decision-making, and engage in extended thinking through the preparation and presentation of fashion events. Key areas of assessment include explaining the purpose and requirements for modelling, identifying critical elements in fashion show planning, evaluating skills and values within the industry, and executing a fashion promotion project. Both theoretical and practical components are assessed through group work, individual assignments, presentations, role plays, and peer assessments. Educators are encouraged to align assessments with the learning indicators and pedagogical strategies to create a cohesive learning experience.

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain the purpose of modelling and fashion shows and the basic requirements for modelling.	4	Group project
Discuss factors to consider when planning a fashion show.	3	Homework
Prepare the fashion show and model self-made garments	MCQ – 3 Essay – 4	Mid-semester Examination

WEEK 4: FASHION PROMOTION AND MODEL- LING

Learning Indicator: Explain the purpose of modelling and fashion shows and the basic requirements for modelling

Focal Area: **Fashion Promotion and Modelling**

Modelling

This is the live presentation of dress design and its suggested use to prospective clients. A model wears a particular garment to show the style features and what accessories it may be worn with and walks around with it for prospective clients to see and make their decisions.

In Ghana, clothing display is not limited to formal runway presentations but also occurs in traditional and cultural settings such as durbars, outdoor ceremonies and festivals like Homowo Festival. During these events, garments such as kente, smocks, kaba and slit are displayed in ways that reflect cultural identity, values and social status. Modelling in these contexts may be less structured than the Western runway style and often involves graceful movement, confidence and appropriate cultural expression. Therefore, modelling skills can be adapted to suit both modern fashion shows and traditional Ghanaian settings.



Figure 14: *Modelling*

Purpose of Modelling

- 1. To enhance designer's image:** It makes the designer popular and enables the public to trace him or her for such products.
- 2. To attract customers:** Modelling and fashion show are forms of entertainment media used to promote so many activities. Modelling and fashion show therefore attract a lot of customers during the occasion. This type of advertisement provides opportunity to entice the customers to like a product and patronise it. As observers gather to see what is being modelled or exhibited, they get interested in the fashion products and buy or order some of the products.
- 3. To encourage multiple sales:** They encourage multiple sales by showing the apparel together with accessories. They therefore show the customers how to wear and accessorise garments within the context of fashion trends or the fashion of the day. Thus, as the garments

are purchased, footwear, belts, bags, jewellery, mufflers and other accessories to match are also purchased.

4. **To attract specific customers:** Products are made for a target group who eventually get attracted to the modelling and fashion show. For example, if the target group is children, children's garments will be produced, and the models will be children. Parents who have children of a specific age and those children will consequently, be the audience for the modelling and fashion show.

Basic Requirements for Modelling

In every activity there are basic rules or guidelines which when followed, ensure success.

Requirements of a model are

1. **Self-confidence:** Modelling is stagecraft or performance before a large audience or crowd. Therefore, it takes the model to be self-confident to prevent anxiety, panic and clumsiness.
2. **Good Posture:** Posture is the way you hold and control your body. As you stand, sit or walk, Posture can help distribute your body weight. A person with good posture looks well proportioned. Graceful walking becomes a habit for a good postured figure. Postures are formed early in life but can be improved to enhance appearance and the way your clothes look on you.
3. **Basic Modelling Skills:** Modelling is simply displaying your clothes by wearing them at home, school, on the street, to church or a party. Your basic modelling skills are your present posture and walking skills learnt from infancy. These basic skills can be improved by learning how to walk upright and with confidence and pride. Practice walking towards a full-length mirror and do the necessary corrections till you are perfect
4. **Pleasant disposition:** It is advisable for you to portray a pleasant disposition on stage by modelling cheerfully. To start, listen to the commentator to know when to get on stage. Walk briskly and pause for a moment as soon as you are in full view of the audience. At this point, smile in a very dignifying way to the audience. Model to every section of the audience in the venue by showing the front, back and sides of the outfit. Move naturally, not too fast nor too slow, making sure you keep eye contact with your audience.

Learning Tasks

1. Brainstorm the meaning of modelling and fashion shows.
2. Discuss the purpose of modelling and fashion shows.
3. Discuss the basic requirements for modelling.
4. Describe the essential roles and responsibilities of models during a fashion show.
5. Discuss how fashion shows serve as a platform for designers to showcase their collections.

Pedagogical Exemplars

Problem based learning: In mixed gender/ability groups, brainstorm the meaning of modelling and fashion shows.

E.g.,

- Modelling is the live presentation of dress designs and the suggested use for presentation.
- A fashion show is a special event that communicates a clothing trend, story, value and quality message to prospective customers and it is also a sales presentation activity which usually advertises the designer, etc.

Group work/collaborative learning: In mixed gender/ability/friendship groups, discuss the purpose of modelling and fashion shows. Groupings should be devoid of any form of discrimination with regards to the learner's disability or cultural orientation. Learners with and without disability should be encouraged to work together.

E.g.,

- To enhance the designer's image.
- To attract customers.
- To encourage multiple sales, etc.

Discuss the basic requirements for modelling:

E.g.,

- Self-confidence
 - Basic modelling
 - Pleasant disposition, etc.
1. Describe the essential roles and responsibilities of models during a fashion show.
 2. Discuss how fashion shows serve as a platform for designers to showcase their collections.
 3. Present group reports for whole class discussion.

Key Assessment Level 4: Group project

1. As a group, analyse four (4) purposes that fashion shows serve in the Ghanaian context. Consider commercial, cultural, educational and artistic purposes. Develop a ranked list of these purposes from most to least important, with justification for your rankings. Then, identify which purposes align most with Ghana's cultural and economic development goals. (16 marks)

PLC Session 4

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

- a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
- a. The key assessment for the week is group project. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the project (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.

- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 5: FASHION PROMOTION AND EVENT PLANNING

Learning Indicator: Discuss factors to consider when planning a fashion show

Focal Area: **Fashion Promotion**

1. Fashion Show

A fashion show is much more than just a runway event; it is a vibrant and dynamic spectacle where designers, renowned fashion houses and emerging brands unveil their latest collections of clothing and accessories to an audience filled with buyers, media professionals and influencers. These events serve many important purposes within the fashion industry, such as:

- a. Launching New Collections:** One of the primary functions of a fashion show is to serve as a grand platform for designers to unveil their new lines or seasonal collections. This is an opportunity for them to showcase not only their creativity and innovative spirit but also their exceptional craftsmanship. The runway becomes a canvas where the latest trends and imaginative designs come to life, drawing the audience into a world of fashion possibilities.
- b. Creating Brand Awareness:** Fashion shows play a crucial role in establishing and enhancing a brand's identity. Through a meticulous presentation of garments, charismatic models and thoughtfully designed staging, brands communicate their unique aesthetic and ethos. This visual storytelling helps to cement a brand's position in the market and captivates the audience's attention, ensuring that the brand remains memorable and relevant.
- c. Influencing Trends:** Additionally, fashion shows are instrumental in shaping the trends that will dominate the upcoming seasons. The carefully curated displays often highlight the latest styles, colours and materials, serving as predictive catalysts that can influence retail strategies and consumer preferences worldwide. What unfolds on the runway often becomes the benchmark for what will be seen in stores and worn by everyday consumers.
- d. Facilitating Networking Opportunities:** These events also provide invaluable networking opportunities for designers and industry professionals. Fashion shows often attract prominent buyers, influential retailers and key media figures who are vital to a designer's success. The connections made during these shows can lead to fruitful partnerships, enhanced sales potential and greater brand visibility, creating a ripple effect throughout the fashion ecosystem.
- e. Artistic Expression:** Beyond commerce, fashion shows can be regarded as a unique form of artistic expression. Designers frequently intertwine fashion with performance art, creative direction and compelling storytelling, transforming the runway into an immersive experience that resonates with the audience on multiple levels. This fusion of art and fashion captivates attendees and invites them to view clothing as not just wearable items but as expressions of identity and creativity.
- f. Cultural Reflection:** Fashion shows are often reflective of broader societal themes, cultural movements and pressing political issues. Designers have the power to use their platforms to comment on or react to the world around them, allowing them to address contemporary challenges or celebrate cultural heritage through their collections. This aspect of fashion can spark meaningful conversations and provoke thought, extending the significance of fashion shows well beyond mere aesthetics.

2. Types of Fashion Show

- a. **Formal Fashion Shows:** Typically follow a structured format and adheres to industry standards. These shows are often hosted in upscale venues, such as ballrooms or theatres and are attended by fashion industry professionals, media and influencers.
- b. **Department Fashion Shows:** Typically takes place within a retail or department store setting and is designed to promote specific brands or collections available in that retail space
- c. **Informal Fashion Shows:** Generally, less structured and more casual compared to formal fashion shows. These shows may take place in various unconventional venues, such as cafes, community centres or outdoor spaces.
- d. **Designer Fashion shows:** Focus specifically on the work of individual designers or fashion brands. These shows are often highly anticipated events that highlight the designer's artistic vision.
- e. **Designer Trunk Show:** This is a small and more personalised fashion event where a designer presents a collection directly to selected customers or buyers. In Ghana, fashion entrepreneurs use trunk shows to showcase new designs to loyal clients, take custom orders and build strong customer relationships, especially for made-to-measure garments.
- f. **Trade Show:** A trade show is a business-oriented fashion event where designers, manufacturers and suppliers display their products to retailers, wholesalers and industry professionals. In the Ghanaian context, it provides opportunities for clothing entrepreneurs to market their products in bulk, connect with shop owners and expand their businesses into larger commercial markets.

Learning Tasks

1. Explain the key factors to consider when choosing a venue for a fashion show and how these factors influence the overall success of the event.
2. Identify the essential components of a budget for a fashion show and how the budget constraints impact the choices made in planning the event.
3. Explain how selecting a theme for a fashion show affect the design, marketing and execution of the event and the factors that should be considered when choosing a theme.
4. Outline the factors to consider to ensure the show appeals to the target audience.

Pedagogical Exemplars

Experiential Learning/Structuring Talk for Learning Approaches

In mixed gender/ability groups, watch audio descriptive videos/pictures/posters or use the internet to research for the types of fashion shows and present reports for class discussion.

E.g.,

- Formal fashion show
- Department fashion show

- Informal fashion show
- Designer fashion show, etc.

Talk for learning Approaches

In mixed gender/ability/friendship groups, use talking points/signs or any format that best suits the needs of the learners to discuss factors to consider when planning a fashion show. Learners with and without disability should be encouraged to work together.

E.g.,

- Selection of venue
- Relevance to the business
- Cost involved/components of budget
- Target audience
- Selecting a theme
- Marketing/Publicity
- Garments to be modelled, etc.

Key Assessment Level 3: Homework

1. Explore two (2) venues available in your community that could host a fashion show. For each venue, analyse how the venue's physical characteristics could impact the following aspects of a fashion show: **(20 marks)**
 - a. Runway layout possibilities
 - b. Lighting quality and control options
 - c. Audience capacity and viewing angles
 - d. Backstage functionality

PLC Session 5

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.

- b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is homework. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.

- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 6: PRACTICAL FASHION SHOW ORGANISATION AND MODELLING

Learning Indicator: Prepare the fashion show and model self-made garments

Focal Area 1: Practical Fashion Show Organisation and Modelling

1. Steps in Organising a Fashion Show Featuring Self-Made Garments

Organising a successful fashion show demands meticulous planning and seamless coordination among various elements. Below are key steps to ensure the event runs smoothly and achieves its intended goals:

- a. **Choose a Theme and Purpose:** Begin the process by selecting an engaging theme that resonates with the style, culture or inspiration behind your self-made garments. Whether the purpose of the show is to entertain, assess talent, raise awareness or promote a cause, defining this early on will guide your decisions throughout the planning process.
- b. **Plan the Event:** Next, set a date, time and select a venue that complements your theme. Create a comprehensive event plan that details the order of appearance, outlines the programme, and outlines backstage arrangements to ensure an organised flow on show day.
- c. **Prepare the Garments:** Ensure all garments are meticulously finished, cleaned, pressed and properly labelled. Conduct final fittings on the models to achieve a perfect and flattering fit, ensuring that each piece reflects the best of your craftsmanship.
- d. **Select and Train Models:** Carefully choose models who exude confidence and comfort on stage. Provide training that focuses on walking, posing and professionally handling the garments, equipping them with the skills needed to showcase their creations effectively.
- e. **Organise Rehearsals:** Conduct regular rehearsals to refine runway walks, timing, music cues and transitions. This practice will minimise stage errors and help everyone feel prepared and confident on the big day.
- f. **Design Stage and Setup:** Transform the venue to align with your chosen theme by arranging decorations, lighting, music and seating thoughtfully. Ensure that the runway is not only visually appealing but also safe and accessible for all participants.
- g. **Assign Roles and Responsibilities:** Delegate tasks among team members for seamless coordination. Appoint individuals to manage various responsibilities such as dressing room assistants, announcers, ushers and photographers, ensuring that everyone knows their specific roles.
- h. **Promote the Show:** Create excitement around your event by distributing invitations, posters or promotional videos. Utilise diverse channels to reach your target audience, including social media, email newsletters and community bulletin boards.
- i. **Execute the Event:** On the day of the show, oversee every detail to ensure that activities proceed smoothly and on schedule. Your presence and guidance will help keep the energy positive and the show professional.

2. Processes Followed in Designing and Creating Garments for the Fashion Show

Designing and creating garments for a fashion show combines the artistic and technical aspects of fashion. Here's an overview of the typical processes involved:

- a. **Gathering Inspiration:** Seek out sources of inspiration from fashion magazines, nature, cultural influences or contemporary trends. Drawing from a diverse range of ideas will enrich your designs and differentiate your collection.
- b. **Sketching Designs:** Translate your creative vision onto paper by sketching front and back views of each design. Include specific details such as fabric choices, colours and embellishments to bring your ideas to life visually.
- c. **Choosing Fabrics and Materials:** Select fabrics that not only complement your design but also align with the theme and functionality of the garments. Consider factors such as texture, drape and comfort to ensure quality and wearability.
- d. **Taking Measurements and Drafting Patterns:** Accurately measure the model or intended wearer and use those measurements to draft patterns. Taking care in this stage is crucial for achieving garments that fit beautifully.
- e. **Cutting and Sewing:** With your patterns ready, lay them out on your chosen fabric and cut the pieces meticulously. Assemble the garments by sewing them together using appropriate construction techniques that reflect quality craftsmanship.
- f. **Fittings and Adjustments:** Conduct fittings on models, making real-time adjustments to enhance fit and overall appearance. This iterative process is essential for achieving a polished final product.
- g. **Finishing Touches:** Finalise each garment with careful hemming, pressing and adding any necessary fasteners or decorative elements. These finishing touches can elevate the entire piece, showcasing your attention to detail.

3. Essential Skills and Techniques for Modelling Self-Made Garments on the Runway

Successfully modelling garment creations on the runway requires a range of skills and personal presentation techniques. Here are key elements to master:

- a. **Good Posture and Body Control;** Maintain a strong, upright posture while walking gracefully. Keep your arms relaxed and ensure that your posture accentuates the garment, allowing it to take centre stage.
- b. **Confidence and Stage Presence:** Project an aura of calm and confidence as you walk the runway. Align your expressions with the mood of the show, making eye contact with the audience when appropriate to foster a connection.
- c. **Garment Presentation:** Be mindful of how you move to highlight the features of the garment, such as sleeves, necklines, hemlines and embellishments. Your movement should serve to enhance the garment's visual appeal.
- d. **Timing and Movement:** Walk at a steady, confident pace, taking brief pauses at designated points to showcase the garment effectively. Follow the established route to maintain the show's flow.
- e. **Facial Expression and Poise:** Choose facial expressions that reflect the theme of the garment or overall show, whether it is.



Figure 15: *Fashion Show*



Figure 16: *Fashion Show*

Learning Tasks

1. Discuss the steps to take in organising a successful fashion show featuring your self-made garments.
2. Describe the process you followed in designing and creating your garments for the fashion show.
3. Identify the essential skills and techniques you need to present your self-made garments on the runway confidently.
4. Outline varied ways in which you can effectively promote your fashion show to attract an audience.
5. Discuss how you will gather feedback on your garments and presentation after the show.

Pedagogical Exemplars

Experiential Learning Approaches: In mixed gender/ability groups, watch audio descriptive videos with captions /have discussions on fashion shows and modelling sessions.

Problem-Based Learning: Prepare and put on a fashion show and model with self-made garments, accessories and cosmetics.

Note: Set a panel to observe and assess learners during the modelling and fashion show.

Key Assessment – MID-SEMESTER EXAMINATION

Hint



Conduct Mid-semester Examination. It should cover contents taught from Week 1 to 5. Refer to the Table of Specification and Structure of the Paper to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

Table of specification for item construction for section A and B

Week	Focal area	Types of questions	DoK Levels				Total
			1	2	3	4	
1	Career Opportunities in Clothing and Textiles I	MCQs	2	1	–		3
		ESSAY	–	–	–		–
2	Career Opportunities in Clothing and Textiles II	MCQs	1	2	2		5
		ESSAY	–	–	–	1	1
3	Preparation for Careers in Clothing and Textiles	MCQs	–	2	1		3
		ESSAY	–	–	–		
4	Fashion Promotion and Modelling	MCQs	3	1	1		5
		ESSAY					
5	Fashion Promotion and Event Planning	MCQs		2	2		4
		ESSAY				1	1
		Total	6	8	6	2	22

Sample Questions

Time Duration: 30 minutes

Multiple Choice Questions

- Which one of the following professionals works with blueprints to transform clothing designs into producible garments?
 - Fashion illustrator
 - Pattern maker**
 - Fashion coordinator
 - Pattern chemist

2. The main purpose of a runway fashion show is to
 - A. educate designers about sewing techniques
 - B. present new clothing collections to audiences**
 - C. sell fabrics directly to manufacturing companies
 - D. train models for photography assignments.
3. Which physical characteristic is considered most essential for professional runway modelling?
 - A. Athletic muscle definition
 - B. Consistent walking pace**
 - C. Specific eye colour
 - D. Visible tattoos design
4. Which one of the following professionals is responsible for creating fashion illustrations and selecting materials?
 - A. Fashion designer**
 - B. Fashion technician
 - C. Textile grader
 - D. Textile chemist
5. What is the primary role of a fashion model in the clothing industry?
 - A. Direct garment production processes
 - B. Display outfits in shows and photo shoots**
 - C. Handles fashion marketing and logistics
 - D. Supervises sewing and garment finishing
6. Which one of the following is the most reliable source for official job information in the fashion industry?
 - A. Career guide from the labour office**
 - B. Online job search platforms
 - C. Professional networking event
 - D. Self-help book on career development
7. Which research approach is most effective for someone exploring emerging career opportunities in sustainable textiles?
 - A. Exclusively studying historical textile production methods and designs
 - B. Interviewing professionals and analysing industry reports to inform research**
 - C. Only reviewing current job vacancies in traditional fashion houses
 - D. Watching documentaries about famous fashion designers and works

8. Which skill set is **MOST** valuable for a textile conservator working with museum collections?
- A. Fast-paced production techniques and mass manufacturing knowledge
 - B. High-pressure sales techniques, adaptability and consumer psychology
 - C. Knowledge of fabrics, preservation methods, gentle restoration**
 - D. Social media marketing, digital content creation and advertising techniques
9. When planning a college graduate fashion show, which venue consideration is most important?
- A. Historical significance of the building regardless of practical features
 - B. Proximity to the designer's residence for the sake of convenience
 - C. Space configuration, lighting capabilities, and audience capacity**
 - D. Whether the venue has previously hosted other fashion events
10. Which one of the following is an important consideration when selecting models for a fashion show featuring adaptive clothing for people with mobility challenges?
- A. Including diverse models such as those who use mobility aids**
 - B. Only selecting models with extensive runway experience
 - C. Requiring all models to meet traditional height requirements
 - D. Using only tall, slim models regardless of mobility status
11. Which of the following factors should be prioritised when selecting a venue for a fashion event?
- A. Availability of decorative statues outside
 - B. Easy access, lighting and enough space**
 - C. Long distance from garment factories
 - D. Proximity to nearby clothing outlets
12. Which career path in the sustainable textiles industry focuses on designing and developing new textiles products with reduced environmental impact?
- A. Environmental materials researcher**
 - B. Textiles marketing manager
 - C. Textiles recycling coordinator
 - D. Environmental compliance specialist
13. Which values support success in the field of professional modelling?
- A. Being bold and completely independent.
 - B. Having a kind heart and being adaptable**
 - C. Having no interest in team collaboration
 - D. Refusing directions and staying private

14. What skills are essential for someone working as a textile product developer?
- A. Dyeing knowledge, communication and fabric testing**
 - B. Engineering tools, materials and structural calculations
 - C. Fashion trend forecasting, branding and merchandising
 - D. Garment construction and supply chain management
15. A textile entrepreneur wants to launch a business creating custom uniforms for healthcare workers. Which combination of skills, values and personal attributes would contribute most significantly to long-term success?
- A. Artistic creativity alone with minimal business planning or diverse industry research
 - B. Exclusive focus on new ways of maximising profit margins while minimising material quality
 - C. Technical expertise, understanding of healthcare needs, business acumen and adaptability**
 - D. Willingness to copy competitors' designs while minimising original development costs
16. A fashion design student has been invited to present their collection at a prestigious event but has a limited budget of GH¢2500. The collection features innovative textile treatments requiring special lighting to be properly appreciated. Which approach would most effectively address these constraints?
- A. Cancelling participation due to budget constraints without exploring alternatives
 - B. Eliminating lighting considerations to afford elaborate decoration and catering
 - C. Prioritising proper lighting and focusing promotion on industry professionals**
 - D. Using poor quality fabrics to save money while maintaining the full original size
17. A clothing manufacturer is establishing a new sustainable apparel division. They need to hire a team leader for this department. Which candidate would be most appropriate based on the specific skills, values and attributes needed?
- A. Candidate with conventional manufacturing experience who is sceptical of sustainability practices
 - B. Candidate with excellent technical skills, proven leadership ability, sustainability knowledge and innovation mindset**
 - C. Candidate with good social connections but limited technical knowledge about textile production processes
 - D. Candidate with moderate skills who prioritises rapid production over sustainability considerations
18. Which step BEST supports a student aiming to enter sustainable fashion design?
- A. Avoid teamwork and rely on personal style
 - B. Blend fashion with studies in sustainability**
 - C. Focus on non-biodegradable materials in garment construction
 - D. Stick to outdated practices in clothing

19. How can a low-budget fashion show promote innovation and inclusion?

- A. Book only celebrities and serve luxury catering
- B. Include diverse models and use basic designs**
- C. Present full collections with no lighting system
- D. Use one model type to maintain tradition

20. What strategy **BEST** supports starting a school uniform production business?

- A. Design casual wear unrelated to schools
- B. Focus on low cost with poor durability
- C. Provide smart, durable and fitting options**
- D. Use fancy prints that may distract learners

TOTAL: 20 Marks (1 mark per correct answer)

1. **ESSAY: Attempt all questions.**

Time Duration: 1 hour, 30 minutes

Question 1: Analyse four (4) impacts of technology on traditional careers in the clothing and textiles industry in Ghana. Using four specific examples, evaluate how professionals in this field must adapt their skills to remain competitive in today's market. (16 marks)

Question 2

You are planning a fashion show to display traditional Ghanaian textiles to people from other countries. The show must respect Ghanaian culture but also attract international buyers.

Explain how models should present the clothes to achieve both goals.

Then, write a proposal that includes:

- The kind of models you will need
- The sort of training the models should get
- How the show should be presented
- How to respect Ghanaian culture in the show

Make sure your ideas show a good balance between selling the clothes and keeping the culture authentic.

PLC Session 6

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.

- b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is mid-semester examination. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the mid-semester examination (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 2 REVIEW

This section provides learners with a comprehensive understanding of fashion promotion, modelling and event planning. By integrating theory with practice, students are able to analyse the functions of modelling, assess the requirements for successful fashion shows and recognise the values and skills essential for the clothing and textiles sector. The hands-on and collaborative activities offer students the chance to demonstrate their creativity, leadership and communication abilities. Through their involvement in a live fashion show and the investigation of career-related values, students will gain confidence and insight into the practical applications of their classroom knowledge. Educators are encouraged to strengthen these experiences with reflective discussions to reinforce learning outcomes and prepare students for their future careers.

Additional Reading

1. Teaching Syllabus for Clothing and Textiles (2010)
2. Home Economics Curriculum

3. Forster, P. (2014). Clothing and textile. Winmat Publishers Limited: Accra
4. Leonardo Ai Image generator
5. Pinterest.com

Teaching Learning Materials

1. Texts on factors to consider when planning a Modelling and Fashion Show.
2. Power point slides on modelling sessions and fashion show.
3. Charts depicting modelling scenes and fashion show.
4. Audio descriptive videos with captions depicting modelling sessions and fashion show.
5. Projectors, computers and smart phones (if possible).
6. Pictures with appropriate description of modelling and fashion shows.
7. Google search.
8. Flip charts.
9. Cardboard.
10. Sticker notes pads.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 4

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Under- standing of Fashion Shows in Ghana	The group shows deep knowledge of how fashion shows work in Ghana with some specific examples. Examples to look for: Mention of two specific events like Accra Fashion Week or Glitz Africa Fashion Week, references to organisers, audience, planning processes or cultural influences.	The group shows good knowledge about fashion shows in Ghana with some specific examples. Examples to look for: Mentions one event or organiser and shows awareness of Ghanaian fashion trends or cultural elements.	The group shows basic knowledge about fashion shows. Examples to look for: General definition of fashion shows without Ghana-specific examples.	The group shows little knowledge about fashion shows in Ghana. Examples to look for: Vague or inaccurate descriptions; lacks relevant details.

Analysis of Different Purposes	Group thoroughly discusses four purposes of fashion shows in Ghana. Discussion shows deep thinking about how these purposes work in real life. Examples to look for: Purposes such as marketing designers' work, cultural expression, networking, promoting sustainable fashion; includes examples of how these apply (e.g., showcasing kente innovations).	Group discusses three purposes of fashion shows. Shows understanding of how these different purposes apply to Ghana. Examples to look for: Similar to above, but with less depth or fewer links to real-life Ghanaian contexts.	Group discusses two purposes of fashion shows. Examples to look for: Brief points with minimal explanation or application.	Group discusses one purpose of fashion shows. Examples to look for: A single purpose stated without any link to Ghana.
Ranking and Justification	Group creates a clearly ranked list with thoughtful, specific reasons for why each purpose is ranked where it is. Justifications show careful thinking about Ghana's context. Examples to look for: Explains why cultural expression might be ranked highest due to Ghana's traditional heritage or why marketing ranks high for promoting local designers.	Group creates a ranked list with reasonable justifications for most rankings. Reasons show good consideration of Ghana's situation. Examples to look for: Ranking includes some specific but less detailed or inconsistent reasoning.	Group creates a ranking, with general justifications. Examples to look for: Justifications are basic or repetitive; limited local relevance.	Group creates a ranking with weak justifications. Examples to look for: No clear reasons provided; no link to Ghanaian context.
Group Participation and Collaboration	Everyone in the group actively participates. Learners listen to each other, build on ideas and work together to reach conclusions. Discussion is respectful and well-organised. Examples to look for: Equal speaking time, visible teamwork, shared presentation or idea development.	Most learners actively participate. Learners generally listen to each other and work together. Discussion is mostly respectful and organised. Examples to look for: Two or more learners lead, with some contribution from others.	Some learners dominate while others participate little. Some ideas are ignored. Examples to look for: Unequal roles, minimal interaction, signs of disengagement.	Few learners participate. Poor listening or respect for others' ideas. Examples to look for: One or two people working while others are silent; interruptions or off-task behaviour.

WEEK 5 (20 marks)**Award 2 marks for each identified venue 2x2=4**

- 2 marks for comprehensive backstage functionality analysis for each venue 2x2=4
- 2 marks for detailed runway evaluation for each venue 2x2=4
- 2 marks for thorough lighting assessment for each venue 2x2=4
- 2 marks for complete audience capacity and viewing analysis for each venue 2x2=4

Total =20 marks**Model Answer**

Fashion Show Venue Analysis in Ghanaian Towns and Villages or any related venue located in the learner's community.

1. Kumasi Cultural Centre**a. Runway Layout Possibilities**

- 1,200 sqm courtyard allows for traditional Ashanti-style processional runways
- Elevated wooden platforms can showcase Kente weavers at work
- Natural earth terrain suitable for barefoot African model walks
- Space for multiple village artisan displays along runway

b. Lighting Quality and Control Options

- Traditional lantern lighting creates authentic ambiance
- Limited electrical infrastructure requires generator power
- Sunset timing ideal for golden-hour shows
- Fire torch alternatives for dramatic evening effects

c. Audience Capacity and Viewing Angles

- 500 seated on woven mats and benches
- Tiered natural slopes provide good visibility
- Special seating for chiefs and queen mothers

d. Backstage Functionality

- Thatched-roof changing huts
- Local seamstresses available for quick repairs
- Open-air prep areas with natural ventilation

2. Accra International Conference Centre**a. Runway Layout Possibilities**

- Large indoor hall suitable for straight, T-shaped or circular runways
- Smooth flooring supports professional model movement
- Flexible staging allows creative set design and branding

- Suitable for both traditional and contemporary fashion presentations

b. Lighting Quality and Control Options

- Advanced stage lighting systems for spotlighting and colour effects
- Reliable electricity supply for consistent performance
- Provides the possibility of using LED screens and digital backdrops
- Controlled indoor environment for day or night shows

c. Audience Capacity and Viewing Angles

- Large seating capacity with organised arrangements
- Elevated stage ensures clear visibility for all guests
- Suitable for high-profile audiences including media and buyers

d. Backstage Functionality

- Dedicated dressing rooms with mirrors and lighting
- Adequate space for garment preparation and quick changes
- Modern facilities to support smooth event coordination

3. **Tamale Community Sports Stadium**

a. Runway Layout Possibilities

- Vast open-air space for expansive shows
- Can incorporate traditional Dagomba horsemen
- Football field markings may need covering
- Dust control measures required

b. Lighting Quality and Control Options

- Basic stadium floodlights available
- Evening shows best during harmattan season
- Can rig temporary cultural lighting

c. Audience Capacity and Viewing Angles

- 3,000+ capacity with bleacher seating
- Excellent sightlines from all angles
- Community festival atmosphere

d. Backstage Functionality

- Locker rooms convert to dressing areas
- Ample space for large productions
- Local volunteers assist with logistics

4. Volta Lake Floating Stage

- a. Runway Layout Possibilities
 - Unique water-based runway on pontoons
 - Can incorporate fishing boat processions
 - Requires excellent model balance
 - Natural water reflections enhance visuals
- b. Lighting Quality and Control Options
 - Sunset over water provides natural drama
 - Limited power requires solar solutions
 - Canoe-mounted spotlights possible
- c. Audience Capacity and Viewing Angles
 - 200 guests on shore seating
 - Additional viewers in boats
 - 360° viewing from surrounding hills
- d. Backstage Functionality
 - Island-based preparation areas
 - Canoe transport for models
 - Weather-dependent operations

5. Bolgatanga Basket Weavers' Compound

- a. Runway Layout Possibilities
 - Circular layout around central baobab tree
 - Incorporates working weavers' stations
 - Natural laterite surface may need matting
 - Authentic village atmosphere
- b. Lighting Quality and Control Options
 - Traditional bonfire lighting
 - Limited electrical infrastructure
 - Moonlight shows most effective
- c. Audience Capacity and Viewing Angles
 - 150 guests maximum
 - Intimate community gathering
 - Some views partially obstructed by trees
- d. Backstage Functionality

- Family compounds used as prep areas
- Local women assist with styling
- Totally organic backstage experience

WEEK 6 – Mid-semester Examination

Answers for Essay Questions

Question 1

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
1. Identification and Analysis of 4 Technological Impacts	All 4 impacts clearly identified and thoroughly analysed. E.g., Computer-Aided Design (CAD) replacing manual sketching; industrial sewing machines reducing demand for hand sewing; online platforms affecting local tailoring businesses.	3 impacts identified with some depth and relevance. Analysis may be slightly less developed.	2 impacts mentioned but with limited explanation or connection to careers.	1 Impact identified. Little or no explanation provided.
2. Use of Specific Examples	4 strong examples well integrated. E.g., Kente weaving facing competition from machine-printed alternatives; local seamstresses using TikTok or Instagram to market products; adoption of embroidery machines in Kumasi tailoring shops.	3 relevant examples used, but less clearly connected to the analysis.	2 examples; little detail.	1 example given or completely inaccurate example.
3. Evaluation of Skill Adaptation	Strong evaluation with clear, relevant strategies. E.g., Learning to operate industrial equipment, enrolling in digital design training, developing branding and social media skills, attending trade fairs or workshops.	Good evaluation with appropriate suggestions. May lack depth or specificity.	General awareness of the need to adapt but with limited strategies.	Vague or no evaluation; unrealistic or unrelated suggestions.

4. Organisation and Clarity	Clear structure and coherent flow. Technical terms are used correctly.	Clear structure and coherent flow. Technical terms are not used.	Several errors affect clarity and understanding.	Poor structure. Communication is unclear.
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Question 2

Fashion Show Proposal: Showcasing Traditional Ghanaian Textiles to International Buyers
(Total: 20 marks)

1. Model Requirements (4 marks)

To represent Ghanaian culture and appeal to international buyers, models should:

- Be diverse in age, gender, and body type to reflect inclusiveness (1 mark)
- Be confident and professional in stage movement and facial expressions (1 mark)
- Wear traditional Ghanaian textiles such as kente, fugu, and batahari with pride (1 mark)
- Understand the meanings of the textiles they model (1 mark)
- (or any other acceptable answer)

Awarded: 4/4

2. Training Needs (4 marks)

Models will go through a training plan that includes:

- Walking techniques that respect the cultural flow of traditional garments (1 mark)
- Learning about the history, meanings, and uses of the fabrics (1 mark)
- Practicing how to interact with the audience respectfully and professionally (1 mark)
- Coaching on body language, posture, and respectful dressing techniques (1 mark)
- (or any other acceptable answer)

Awarded: 4/4

3. Presentation Approaches (4 marks)

The presentation includes:

- Use of traditional Ghanaian music and drumming to open the show (1 mark)
- Commentary that introduces each textile, its region, and significance (1 mark)
- Visual storytelling, including projected images and brief narrations (1 mark)
- Staging with Ghanaian symbols, baskets, stools, and natural colors to set the tone (1 mark)
- (or any other acceptable answer)

Awarded: 4/4

4. Cultural Considerations (4 marks)

To show respect for Ghanaian culture:

- Sacred cloths like adinkra used for funerals will not be used in the show (1 mark)
- Styles will avoid revealing clothing to respect modesty values (1 mark)
- Elders or cultural leaders will be consulted for advice and approval (1 mark)
- A portion of proceeds or credit will go to local weavers or artisans (1 mark)
- (or any other acceptable answer)

Awarded: 4/4

5. Balance of Culture and Business (4 marks)

The proposal will aim to:

- Show traditional designs with modern tailoring to appeal globally (1 mark)
- Include gift packages or brochures for buyers with textile information (1 mark)
- Highlight the eco-friendly nature of Ghanaian handmade fabrics (1 mark)
- Offer clothing ideas that combine fashion and Ghanaian identity (1 mark)
- (or any other acceptable answer)

Awarded: 4/4

Total Marks Awarded: 20/20

SECTION 3: TEXTILE SCIENCE AND FABRIC FINISHES: RELEVANCE, TYPES AND APPLICATIONS IN CLOTHING CONSTRUCTION

STRAND: **TEXTILES IN CLOTHING**

Sub-Strand: Characteristics of Fibres and Fabrics Functionality

Learning Outcome: Apply knowledge, understanding and skills in fabric finishes to select, use and care for fabrics and clothing.

Content Standard: *Demonstrate knowledge, understanding, principles and skills of fabric finishes to use, care and manage to ensure clothing functionality.*

INTRODUCTION AND SECTION SUMMARY

This section supports learners to explore the characteristics of different fibres and fabrics and their suitability for various clothing applications. The section guides learners to understand the properties of textile fibres, such as durability, absorbency, elasticity and thermal conductivity and how these influence fabric functionalities in clothing and textile products. Learners will also examine how fabric properties affect comfort, maintenance and performance in different environments.

The minimum competencies required of a learner in this section include the ability to explain fabric finishes, types and characteristics, its importance and implications for use. At the introductory part of every focal area, learners are to be exposed to the theoretical aspects of textile characteristics and fabric functionality and be assigned to engage in individual and group practical explorations of the concepts in class or for discussion in the next lesson.

The weeks and indicators covered by this section are:

Week 7: Explain fabric finishes and its relevance in clothing construction.

Week 8: Discuss the types of fabric finishes and characteristics.

Week 9: Analyse the implications of the finishes to each fabric use.

Week 10: Research into fabric finishes and produce a report.

Note: The sections below have links with Year 1 & 2 Section 3:

Year 2 Teacher Manual – Section 3

Week 6: The concept of fabric and fibre combinations in fabric construction

Week 7: Characteristics of blended and mixed fabrics and test of fabric composition and functionality

Year 1 Teacher Manual- Section 3**Week 6:** Classification and Testing of Textile Fibres**Week 7:** Investigate the absorbency, durability and elasticity of different fabric types**SUMMARY OF PEDAGOGICAL EXEMPLARS**

The section targets learner-cantered lesson delivery under each focal area. To do this, the teacher is expected to explore and apply other pedagogical exemplars suitable for each focal area and not limit themselves to those mentioned in the section. Some of the pedagogical exemplars that could be employed include problem-based learning, collaborative learning, experiential learning, structured talk for learning and group discussions. Additionally, hands-on experiments to test fabric properties, fabric identification exercises, case studies on fabric performance, textile care demonstrations and project-based learning on fabric selection for different purposes can be incorporated to enhance learners' practical understanding and analytical skills.

The teacher should provide the support required to persons with special educational needs (SEN). The teacher is also encouraged to incorporate Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st-Century Skills, Core National Values and ICT in lesson delivery. This approach will make learning more interactive, inclusive and application-based, ensuring that learners can effectively understand fibre and fabric characteristics and their functionality in clothing and textiles.

ASSESSMENT SUMMARY

There is the need for the teacher to assess learners' knowledge, understanding and skills on the concepts under this section. To effectively do this, the teacher should use varying assessment strategies to unearth learners' Depth of Knowledge (DoK), as outlined in this manual and the SHS/SHTS/STEM Curriculum. It is equally important to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create a synergy between them.

Teachers are to make choices that will ensure a good mix of high and low levels of assessment to accommodate the diverse needs of learners. Assessment strategies may include fabric identification tests, hands-on experiments to analyse fabric properties, presentations on fibre classifications, role-playing activities on textile care practices, research projects on fabric functionality in different environments, peer assessments and self-evaluations. As a guide, specific examples of assessment tasks have been outlined in the section to assist the teacher.

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain fabric finishes and its relevance in clothing construction.	3	Peer Assessment
Discuss the types of fabric finishes and characteristics.	3	Group Discussion
Analyse the implications of the finishes to each fabric use.	3	Poster
Research into fabric finishes and produce a report.	3	Group Project

WEEK 7: TEXTILE SCIENCE AND FABRIC FINISHES

Learning Indicators: Explain fabric finishes and its relevance in clothing construction

Focal Area 1: Textile Science and Fabric Finishes

Fabric Finishes

Fabrics have certain qualities based on the type of fibres they are made from. However, these qualities are not always the same as those of the original fibres. To improve the look, feel or performance of fabrics, manufacturers often treat them with special processes. These treatments are called finishes. This section explains the different types of fabric finishes and why they are important.

Why Fabrics Are Finished

Finishes can be applied to fibres, yarns or most commonly to fabrics—either before or after they are made. The main aim is to improve their appearance, texture (how they feel) or how well they perform. There are three main reasons for finishing fabrics:

1. Basic or Routine Finishes

These are necessary treatments used to prepare fabrics in their natural state.

E.g.,

- a. **Singeing** – burning off loose fibres to make the fabric smooth.
- b. **Mercerisation** – treating cotton with chemicals to make it stronger and shinier.
- c. **Calendaring** – pressing fabric through rollers to make it smooth.
- d. **Carbonising** – removing impurities from wool.
- e. **Sizing** – adding substances to yarns to make weaving easier.

2. Aesthetic Finishes

These improve the look or design of the fabric.

E.g.,

- a. **Seersucker** – puckered texture.
- b. **Embossed or Plissé** – raised patterns on fabric.
- c. **Permanent pleats or glaze** – folds or shiny finishes that stay even after washing.

3. Functional Finishes

These improve how the fabric performs during use.

E.g.,

- a. **Flame resistant** – protects from catching fire.
- b. **Wrinkle resistant** – prevents creasing.
- c. **Soil release** – helps remove stains easily.

d. Waterproof – keeps water out.

e. Shrinkage control – reduces the amount a fabric shrinks after washing.

In fabric finishing, another related term is **shrinkage resistance**, which refers to the ability of a fabric to resist shrinking completely. These concepts are closely related and will be explained in detail in the next lesson.

How Long Finishes Last

Fabric finishes can last for different amounts of time. They are grouped as:

1. **Permanent Finish:** Stays for the life of the fabric.

E.g., Mercerisation

2. **Durable Finish:** Lasts a long time but not forever.

E.g., Wrinkle resistance

3. **Temporary Finish:** Comes off after washing or dry cleaning.

E.g., Calendaring

4. **Renewable Finish:** Needs to be re-applied after each wash or dry clean.

E.g., Stiffening with starch on linen or ramie fabrics

Note: Fabrics that have not received any finish are called grey goods or greige fabrics.

Learning Tasks

1. Explain fabric finishes and how they differ from the primary properties of the fabric.
2. Describe at least five different types of fabric finishes.
3. Explain how fabric finishes enhance the performance characteristics of clothing.
4. Explain how the choice of fabric finishes influence the environmental impact of clothing.
5. Discuss potential eco-friendly alternatives to traditional fabric finishes.
6. Choose a specific garment and analyse the fabric finishes that would be most relevant for its construction.

Pedagogical Exemplars

Problem based learning: In pairs/mixed ability groups/ mixed gender groups, read relevant texts, charts, slides, pictures, videos or use the internet to research for fabric finishes, the purpose of a finish and the classification of the finishes.

E.g.,

Finishes is treatment given to the textile products to change their undesirable characteristics and make their products acceptable to consumers.

The purpose of a finish may be:

- Basic
- Aesthetic
- Functional, etc.

Finishes can be classified by their durability as follows:

- Permanent finish
- Durable finish
- Temporary finish
- Renewable finish, etc.

In plenary, share findings for whole class discussion.

Group work/Collaborative learning: In pairs/mixed ability groups/ mixed gender groups, research and explain five fabric finishes with specific examples. Include how these finishes differ from the primary properties of the fabric and how the finish enhances the performance of the fabric.

Learners present their findings to the class for discussion.

Experiential learning: In a group, choose a specific garment and analyse the fabric finishes that would be most relevant for its construction.

Group work/Collaborative learning: With a partner or in a group, explain how the choice of fabric finishes influences the environmental impact of clothing.

Research and discuss potential eco-friendly alternatives to traditional fabric finishes.

Learners present their findings to the class for discussion.

Key Assessment Level 3: Peer Assessment

Instructions (Learners Group Task – 2 to 3 members per group)

1.
 - a. Select one type of garment commonly worn in Ghana.
 - b. Analyse and present the following
 - i. Identify at least three relevant fabric finishes for your selected garment.
 - One Basic Finish
 - One Aesthetic Finish
 - One Functional Finish
 - ii. Explain
 - Why each finish is suitable for the Ghanaian climate, culture or usage.
 - How the durability of the finish (permanent, durable, temporary, renewable) affects the cost, maintenance and life of the garment.

- iii. Identify at least one environmental risk of using each finish.
- iv. Recommend one eco-friendly alternative to reduce environmental harm for each finish.

2. Presentation Format:

Choose any one creative format to present your group's work to the class:

- i. Illustrated poster (hand-drawn or digital)
- ii. Slide presentation (6–8 slides)
- iii. Short drama/skit explaining your choices
- iv. Live oral presentation with garment/fabric samples (if available)

Total - 20marks

PLC Session 7

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is peer assessment. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the assessment (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e–3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a–1b, 1e–1g, 2c, 2e, 2f, 3c–3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).

9. Remember to

- a. transfer your chats into your learning planner template.
- b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
- c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 8: TYPES OF FABRIC FINISHES AND THEIR CHARACTERISTICS

Learning Indicators: Discuss the types of fabric finishes and characteristics

Focal Area: Types of Fabric Finishes and their Characteristics

Types of Fabric Finishes

1. Beetling

A mechanical process used mostly on cotton and linen to flatten the threads and give the fabric a shiny look.

2. Calendaring

Similar to ironing. The fabric is passed through heavy rollers to make it smooth and flat. Special machines give different types of calendared finishes.



Figure 17: *Calendaring*

3. Mercerisation

A chemical treatment where fabrics like cotton, linen, ramie, or rayon are soaked in a strong alkaline solution (like caustic soda). This makes the fabric:

- a. Stronger
- b. Shinier
- c. More absorbent
- d. Less likely to shrink

Further Explanation of Fabric Finishes

Fabric finishes are special treatments applied to textiles to improve their appearance, feel or performance. These finishes can be either aesthetic (for beauty), functional (for practical purposes) or basic (part of standard fabric production). Below are various types of finishes:

- i. **Singeing:** Singeing is a process where the fabric is quickly passed over a flame or heated surface to burn off any loose or fuzzy fibres sticking out from the surface of woven fabrics. This gives the fabric a much smoother and cleaner finish, which is especially useful before further processing like dyeing or printing.
- ii. **Sizing:** In this process, a substance such as starch, resin or gel is applied to the surface of the fabric to make it stiffer and more resistant to abrasion (wear and tear). Sizing is especially important for strengthening warp yarns before they are woven into fabric, making the weaving process smoother and more efficient.
- iii. **Bleaching:** Bleaching involves treating yarns or fabrics with chemical agents to remove natural colour and impurities, making them white. This is often done to prepare the fabric for dyeing or printing so that colours appear brighter and more consistent.
- iv. **Carbonising:** This finish is specifically used for wool. The fabric is treated with acids to remove plant-based impurities such as seeds and leaves. Carbonising ensures the wool is clean and ready for spinning or dyeing, improving its final appearance and performance.

Functional Finishes – Improve how the fabric performs

- i. **Abrasion-Resistant Finish:** This treatment strengthens the fabric so that it can better resist damage caused by friction or rubbing. It is commonly applied to areas of garments that experience frequent wear, such as linings, pocket facings and collars.
- ii. **Absorbent Finish:** Some fabrics naturally resist moisture, which may cause discomfort when worn. An absorbent finish is used to increase how much water or sweat the fabric can take in. This improves the comfort of the wearer, especially in warm or humid climates.
- iii. **Antiseptic Finish:** Fabrics given this finish are treated with chemicals that either prevent or kill bacteria. This is particularly important for medical textiles such as hospital bedsheets, uniforms and bandages to help prevent the spread of infection.
- iv. **Shape Retention Finish:** This type of finish helps garments keep their shape and prevents them from wrinkling easily. It includes crease-resistance and permanent press finishes that reduce the need for ironing and maintain a tidy appearance.
- v. **Shrinkage Control:** Shrinkage control finishes are applied to reduce the tension in fabrics, making them less likely to shrink when washed or worn. This helps the fabric to maintain its original size and fit over time.
- vi. **Shrinkage Resistance:** Unlike shrinkage control, which minimises shrinkage, shrinkage resistance finishes prevent the fabric from shrinking at all. The fabric keeps its original dimensions even after several washes or dry-cleanings.
- vii. **Soil-Release Finish:** This is a special chemical treatment applied to fabric surfaces that allows dirt and stains to be easily washed away. It is particularly useful for garments that need to stay clean and bright, such as school uniforms or workwear.
- viii. **Surface Coating:** A plastic or metallic layer is added to the top (face) of the fabric to give it extra strength or a special appearance. Surface coatings are often used for decorative or protective purposes.
- ix. **Napping:** In this process, the fabric surface is brushed so that tiny fibre ends rise to the surface. This creates a soft, fuzzy texture commonly seen in blankets, carpets or winter clothing.



Figure 18: *Napped fabric*

- **Mildew Control:** This finish stops the growth of mould or mildew, especially on fabrics made from plant fibres like cotton and linen. It helps prevent bad smells, stains and fabric damage in humid environments.
- **Flame-Resistant Finish:** This important safety finish makes fabric less likely to catch fire or spread flames. It is used in uniforms for firefighters, children’s sleepwear and furnishings like curtains and upholstery.

Aesthetic Finishes Improve fabric appearance

- **Embossing:** Embossing is a decorative process where heated and engraved rollers press a pattern onto the fabric surface. This creates a raised design that can mimic textured fabrics like crepe or seersucker. In Ghana, the “Ahenfie” print by Printex is a good example of an embossed fabric.



Figure 19: *Embossed Fabric*

- **Durable Press:** This finish helps the fabric maintain a smooth, flat look without creases during wearing, washing or storage. It is ideal for people who prefer clothing that doesn’t need ironing.

- **Antistatic Finish:** This finish prevents the build-up of static electricity on fabrics, especially those made from synthetic or protein fibres. It reduces clinging, crackling
- sounds, and tiny shocks caused by static charge.



NOTE

Some fabric finishes do not fall strictly under one category, as they can improve both the appearance and performance of fabrics. For example, **weighting** is used mostly on silk and involves adding metallic salts to increase the fabric's weight. This makes the silk feel heavier and more luxurious (aesthetic effect) and also enhances its ability to absorb dye and behave differently during use (performance effect). This shows that certain finishes can serve both aesthetic and functional purposes.

Learning Tasks

1. Explain the different types of fabric finishes such as mechanical, chemical and thermal finishes.
2. Describe how specific fabric finishes, like water-repellent or wrinkle-resistant treatments, enhance the functionality of fabrics used in outdoor clothing versus office wear.
3. Discuss how the various fabric finishes affect the sustainability of textiles.
4. Choose at least two fabric finishes and analyse their environmental impact during production and after the products' lifecycle.
5. Explain how consumers distinguish between different finishes when shopping for fabrics and the questions they should ask to ensure they understand the characteristics of the fabric they are purchasing.
6. Identify fabric finishes that would be chosen for a new line of eco-friendly activewear.

Pedagogical Exemplars

Collaborative/managing talk for learning approaches

In mixed ability/gender groups, discuss the types of fabric finishes.

E.g.,

- Embossing
- Glazing
- Shrinkage control
- Surface shining, etc.

Group work

In mixed ability/gender groups, use audio descriptive videos/pictures/realia of finished fabrics/ use the internet to research for emerging fabric finishes.

Groups should be devoid of any form of segregation due to the learner's disability but rather encourage peers with and without disabilities to form the group and support each other especially learners who are blind, deaf or have a learning disability.

Present report to class for discussion.

Key Assessment Level 3: Group Discussion

Prepare a 5-minute presentation on one specific fabric finish commonly used in Ghana's textile industry. Your presentation must include:

- A clear explanation of what the finish is and how it is applied to fabric.
- Physical samples of fabrics with and without this finish for comparison.
- An analysis of how this finish affects the fabric's properties and performance.
- State three examples of garment types where this finish is important in Ghana.

Total (20 marks)

PLC Session 8

45 minutes

Planning & Reviewing the Learning Plan

- Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
- Use your subject specific app to explore the content before planning. Ask the app to
 - explain the week's concepts in a practical way that will make it easier for learners to understand
 - identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
- Use your subject specific app to plan your lesson. Ask the app to
 - suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is group discussion. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussion (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 9: IMPLICATIONS OF FABRIC FINISHES

Learning Indicators: Analyse the implications of the finishes to each fabric use

Focal Area: **Implications of Fabric Finishes**

Fabric finishes play a pivotal role in the overall performance, aesthetics and practicality of garments. They can greatly affect how fabric can be used, cut, sewn, cared for and more. Here are some implications of fabric finishes on various aspects:

1. Use

Implications

- a. Aesthetic Appeal:** Fabric finishes can enhance texture, sheen and hand-feel, impacting how a garment is perceived and used. For instance, a silk finish may be used for evening attire to provide luxury, while a brushed finish might be favoured for casual or cozy garments.
- b. Performance Characteristics:** Finishes like waterproofing, flame retardant or stain resistance affect where and when fabrics can be effectively used. For example, treated fabrics might be preferred for outdoor activities, while breathable finishes are more suitable for athletic wear.
- c. Comfort and Functionality:** Certain finishes can improve the comfort of the fabric against the skin, such as softening agents or moisture-wicking treatments. This affects the choice of fabric for specific end uses, like activewear or undergarments.

2. Cutting

Implications

- a. Fabric Stability:** Some finishes can alter the stability of the fabric during cutting. Stiffening agents can make the fabric less flexible, requiring special handling or preparation to avoid distortion.
- b. Fraying and Edge Treatment:** Finishes like serging or heat-sealing edges can reduce fraying during the cutting process, which is crucial for woven fabrics. A fabric without such finishes may require more careful cutting and treatment to ensure clean edges.
- c. Pattern Compatibility:** Different finishes may change the weight and drape of the fabric, affecting how patterns lay against the fabric. Heavier finishes may require adjustments in pattern size or style to ensure proper fit and drape.

3. Sewing

Implications

- a. Needle Selection:** The finish affects the type of needle required for sewing. For example, thicker finishes may require a heavy-duty needle, while delicate finishes like silk may need a finer needle to avoid damaging the fabric.
- b. Thread Compatibility:** Certain finishes can impact the sewing thread selection; for instance, a moisture wicking finish may require specific types of threads to maintain performance and durability.

- c. **Seam Types and Techniques:** The type of finish can dictate the seam method used. Fabrics that fray easily may require flat-felled or French seams, while more stable finishes can use standard seam techniques. Additionally, finishes can affect how the fabric behaves under sewing pressure, necessitating adjustments in tension and stitch length.

4. Care of Clothing

Implications

- a. **Washing and Drying Methods:** Different finishes require specific care practices. For example, water-repellent finishes may need to be reactivated with heat, while delicate finishes like lace may be best cared for through hand washing or dry cleaning.
- b. **Durability and Longevity:** Finishes that provide protection against stains, shrinkage or fading can significantly extend the garment's life. Garments without these protective finishes may require more frequent replacement or special care to maintain their appearance and functionality.
- c. **Environmental Impact:** The care of garments can also impact the environment, particularly with finishes that require chemical treatments. For instance, fabrics that need special cleaning processes may lead to more significant water and energy consumption, raising sustainability concerns.

Learning Tasks

1. Choose two different fabric types and examine how specific finishes affect their performance and use in different applications.
2. Research a particular finish commonly used in fabric production.
3. Discuss the environmental implications of fabric finishes, considering their production, application and potential impact on the lifecycle of the fabric.
4. Analyse how the application of finishes like anti-static, stain-resistant or moisture-wicking affects consumer perceptions and experiences with fabrics in everyday products.
5. Investigate how the finish of a fabric affects its care instructions and longevity.
6. Discuss how the use of specific fabric finishes might influence cultural practices or fashion trends.

Pedagogical Exemplars

Problem based learning

In mixed gender/ability groups, discuss the implications of fabric finishes on the following:

- Use
- Cutting
- Sewing
- Care and longevity of clothing
- Environmental implications

- Consumer perceptions, etc.

Group work and Collaborative learning: In mixed gender/ability groups:

- Choose two different fabric types and examine how their finishes affect their performance and use in different applications.
- Discuss how the use of specific fabric finishes might influence cultural practices or fashion trends.
- Groups to present a report for whole class discussion. Groups should be devoid of any form of segregation due to the learner's disability but rather encourage peers with and without disabilities to form the group and support each other especially learners who are blind, deaf or have a learning disability.

Key Assessment Level 3: Poster Design and Presentation

Question

1. Create a **poster** that explains the implications of **fabric finishes** on the following four areas of garment production and use:
 - a. Use of fabric
 - b. Cutting of fabric
 - c. Sewing processes
 - d. Care and maintenance of finished garments

For each area, include:

- At least **three specific examples** of how fabric finishes influence that stage (e.g., waterproofing for outdoor wear, softening for comfort).
- An analysis of how these finishes affect garment performance, cost, ease of use or environmental impact.
- Three **recommendations** for choosing finishes that are practical and sustainable in the Ghanaian context.

Poster Requirements

- Use clear headings and visuals (drawings, images, fabric swatches or diagrams) to illustrate your points.
- Information must be clear, accurate and reflect thoughtful analysis of how fabric finishes impact different stages of garment production.
- Include examples relevant to Ghanaian clothing (e.g., school uniforms, kente garments, church or ceremonial wear, casual home clothes, etc.).

PLC Session 9

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.

2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is poster. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the poster presentation (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

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30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 10: TEXTILE SCIENCE: FABRIC FINISHES AND THEIR IMPACT

Learning Indicator: Research into fabric finishes and produce a report

Focal Area: Fabric Finishes and their Impact

Impacts of Fabric Treatments on Fabrics, Individual and the Environment

The treatments and finishes applied to fabrics can significantly influence not only the materials themselves but also the individuals who use them and the environment in which we live. Understanding these impacts both positive and negative can guide consumers and manufacturers toward more sustainable practices.

1. Impact on Fabric

Positive Impacts

- a. **Colour Retention:** Treatments such as dye fixation and UV resistance help fabrics maintain their original colours over time, even with repeated washing or exposure to sunlight. This enhances the longevity and aesthetic appeal of garments.
- b. **Stain Resistance:** Finishes that provide stain resistance can prevent the absorption of spills, thus maintaining the look of fabrics longer and potentially reducing the need for harsh cleaning chemicals that might harm the environment.
- c. **Easy-care Properties:** Coated fabrics can be easier to wash and dry, leading to less energy usage in laundering, which is a positive factor for consumers looking to conserve resources.

Negative Impacts

- a. **Environmental Release:** The leaching of chemicals used in fabric treatments during washing can contribute to microplastic and contaminant pollution in our water systems. This can disrupt aquatic ecosystems and affect drinking water quality.
- b. **Allergenic Reaction Over Time:** Over time, certain finishes may release substances that can lead to sensitisation or enhanced allergic reactions, impacting the health of regular wearers.

2. Impact on Individuals

Positive Impacts

- a. **Thermal Regulation:** Specialised fabric treatments such as phase change materials can enhance thermal regulation, keeping individuals comfortable across varying temperatures. This is especially beneficial in activewear and sports apparel.
- b. **Enhanced Performance in Professional Settings:** For workers in demanding environments, fabrics treated for high-performance functionalities can improve safety and productivity, such as moisture-wicking wear for outdoor labourers or breathable fabrics for healthcare professionals.

Negative Impacts

- a. **Environmental Temperature Sensitivity:** Some chemically treated fabrics can cause discomfort under extreme weather conditions due to their artificial properties, leading to overheating or excessive chill.
- b. **Reduced Repairability:** Fabrics treated with complex finishes may not respond well to traditional repairing techniques, making it more challenging to extend the life of garments through mending.

3. Impact on the Environment

Positive Impacts

- a. **Innovative Technologies:** Advancements in nanotechnology for fabric treatments can lead to enhanced functionalities while using less harmful substances. These technologies can optimise resource use and minimise harmful by-products.
- b. **Closed-Loop Systems:** Some manufacturers are adopting closed-loop systems that recycle water and chemicals used in fabric treatments, reducing environmental impact and resource depletion.

Negative Impacts

- a. **Greenwashing Concerns:** The textile industry sometimes markets treatments as eco-friendly without substantial proof, leading to consumer confusion and potential harm to the credibility of genuinely sustainable practices.
- b. **Landfill Contributions:** Fabrics treated with persistent chemicals may not break down in landfills, further contributing to the growing issue of textile waste in landfills worldwide raising questions about long-term sustainability.
- c. **Biodiversity Loss:** The cultivation of fibres tied to certain fabric treatments (like cotton) often requires large-scale agricultural practices that can lead to habitat destruction and decreased biodiversity.

Learning Tasks

1. Identify the different types of fabric finishes available in the textile industry.
2. Provide a detailed description of at least five distinct finishes and their applications in garment making or home furnishings.
3. Explain how the various fabric finishes affect the properties of the fabric, such as durability, comfort and appearance.
4. Explain how the development of fabric finishes has evolved over time.
5. Research the environmental impact of fabric finishes.
6. Design a small experiment to test the performance of two different fabric finishes.

Pedagogical Exemplars

Experiential learning

- In mixed gender/ability groups, visit haberdashery/fabric shops and take videos/ pictures/ samples of different fabric finishes.
- During the visit, identify five different types of fabric finishes available in the textile industry.
- Provide a detailed description of each finish and their applications in garment making or home furnishings.
- Explain how each fabric finish affects the properties of the fabric, such as durability, comfort and appearance.

Group work and Collaborative learning

- Explain how the development of fabric finishes has evolved over time.
- Research the environmental impact of fabric finishes.
- Groups produce reports and present for whole class discussions and appraisal.

Experiential learning

Design a small experiment to test the performance of two different fabric finishes

Key Assessment Level 3: Group Project

Task

Your group has been asked to explore how Ghana's textile industry can become more environmentally friendly. Investigate how fabrics are currently finished in Ghana and suggest new, eco-friendly ways that could be used instead.

Your Project Should Include

1. Description of how three (3) common fabric finishes in Ghana affect the environment (e.g., water pollution, chemical waste, energy use).
2. Find and describe three (3) eco-friendly fabric finishing methods used in other countries (e.g., enzyme finishes, plant-based treatments, low-water dyeing).
3. An explanation of how these three (3) methods could work in Ghana by answering:
 - Are the materials or tools available locally?
 - Are they affordable for local producers?
 - Will people need special training?
 - Would they work well in Ghana's climate and factories?
 - Will Ghanaian consumers like the results?
4. Three (3) things that textile companies in Ghana should care about when choosing eco-friendly fabric finishes (e.g., water safety, cost, local jobs).
5. Include at least one of the following in your research:
 - Visit or observe a local textile facility and note how finishes are done.

- Interview someone who works in textiles or environmental safety.
- Research an example of a Ghanaian company already trying to be eco-friendly.

Alternative Activity (For Schools Without Access to Textile Facilities)

If your school or community does not have a nearby textile facility, your group should choose at least one of the following instead:

- Conduct a structured interview with a local tailor, dressmaker, weaver, fabric seller or teacher in Clothing and Textiles to find out how fabrics are treated, finished or prepared for use.
- Watch a teacher-approved video, virtual factory tour or documentary on textile finishing and write notes on the finishing methods observed.
- Visit a local sewing shop or fabric market and observe how fabrics are pressed, stiffened, decorated or prepared for sale and use.
- Use textbooks, class notes or trusted online sources to research how fabric finishes are done in Ghana and compare them with eco-friendly methods used in other countries.

20 marks

PLC Session 10

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is group project. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the project (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 3 REVIEW

The unit on fabric finishes bridges the gap between textiles science and practical clothing construction. It enables learners to appreciate the transformative effects of finishes on textiles and how these influence comfort, aesthetics and functionality. By applying knowledge gained from collaborative discussions and real-life examples, learners become more competent in making informed decisions regarding textile use in various contexts. The progressive structure from understanding basic concepts to critically analysing implications prepares learners for further exploration in textiles management, fashion design and sustainable clothing production.

Additional Reading/Teaching Learning Materials

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

Teaching Learning Materials

1. Audio descriptive videos with captions on fabric finishes.
2. Pictures with appropriate description of fabric finishes.
3. Charts depicting fabric finishes.
4. Slides on fabric finishes.
5. Texts on fabric finishes.
6. Computer, projector and smart phones (if possible).
7. Realia/Samples of different fabric finishes.
8. Camera.
9. Cardboard.
10. Sticker notes pads.

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 7

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
1. Identification of Fabric Finishes (Basic, Aesthetic, Functional)	Identifies three appropriate finishes with correct classification and relevance, e.g., singeing, carbonising, mercerisation, or sizing (basic); seersucker, embossing, or permanent pleats (aesthetic); flame resistant or soil release (functional).	Identifies three finishes but with slight confusion between types or less relevance to the garment.	Identifies two correct finishes or selects three with weak or incorrect classification.	Identifies only one finish or includes irrelevant/inappropriate finishes.
2. Justification of Suitability for Ghanaian Market	Clearly explains how each finish is suitable for Ghanaian users. E.g., flame resistant finish for factory workers; soil release for school uniforms due to dusty surroundings; embossing for party wear due to cultural appreciation of texture.	Gives mostly clear relevance to Ghanaian weather or lifestyle with one or two detail gaps.	Mentions general suitability, e.g., durability or comfort, without connecting to climate or culture.	Offers vague or incorrect reasoning with no clear cultural or environmental link.
3. Durability Impact Explanation	Thorough explanation of how finishes affect durability and cost. E.g., mercerisation improves fibre strength and sheen; permanent pleats reduce need for ironing; soil release reduces frequent washing.	Explains how certain finishes extend garment life or reduce maintenance, but with less elaboration.	Gives a general idea that finishes can improve durability without specific examples.	Explanation is missing, incorrect or unconnected to durability, cost or maintenance.

4. Environmental Impact of Selected Finishes	Accurately explains three negative impacts. E.g., carbonising releases harmful residues; chemical runoff from flame-resistant finishes pollutes water bodies; synthetic-based soil release finishes are non-biodegradable.	Mentions two risks like pollution or chemical use, but lacks depth or specificity.	Mentions one environmental harm in vague terms without clearly linking to fabric finishes.	No concern mentioned or environmental impact is inaccurately presented.
5. Eco-Friendly Alternatives	Proposes three clear alternatives such as natural dyes, enzyme-based finishes, aloe-vera softeners or steam setting instead of chemicals.	Suggests two alternatives that benefit the environment but with general explanations.	Suggests one alternative or two with unclear eco-friendly benefit.	No alternatives given or suggestions are inappropriate (e.g., plastic coatings).
6. Presentation Format & Delivery	Highly creative presentation such as fabric sample boards, illustrated posters or slides showing finish types and effects. Smooth, confident group delivery with equal participation.	Good visual aids and effort in delivery. Most members actively participate.	Some visuals used, but explanations or group coordination is limited.	Presentation lacks clarity or creativity. Little to no group engagement.

WEEK 8

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
1. Explanation of the Finish and Its Application	Provides a clear and accurate definition of fabric finish, and thoroughly explains the application method using appropriate industry terms, with reference to the Ghanaian textile context. E.g., "Mercerisation is a chemical finish that strengthens cotton	Provides a correct definition and explains the application process with relevant terms. Includes some Ghanaian relevance. E.g., "Water-repellent finishes make fabric suitable for rainwear used in Ghana's wet seasons."	Provides a basic definition and gives a general explanation of the application process. E.g., "Fabric finishes help improve the fabric, such as making it stronger or better-looking."	Definition is unclear or inaccurate, with weak or no explanation of the application. E.g., "Fabric finish is how the cloth is designed or sewn."

	and adds lustre. In Ghana, it enhances the appearance of wax prints before dyeing.”			
2. Physical Samples for Comparison	Presents well-labelled and neatly mounted samples of treated and untreated fabrics, with clear visual contrast and explanation. E.g., starched vs. unstarched cotton, dyed vs. undyed calico.	Provides labelled samples showing the finish, with a reasonably clear comparison. E.g., water-repellent kente cloth and untreated kente side by side.	Provides samples, but labelling or comparison is not clear. E.g., flame-retardant cotton sample is included but not compared properly with a plain one.	Few or no samples presented; samples are unlabelled or not explained. E.g., presents one sample without indicating its finish status.
3. Effect on Fabric Properties and Performance	Clearly analyses how the finish changes properties such as durability, breathability, water resistance, or aesthetic appeal, with examples relevant to Ghana. E.g., “Stain-resistant finishes protect school uniforms from dirt, making them easier to maintain in dusty regions.”	Describes effects of the finish with relevant fabric properties and some contextual examples. E.g., “Crease-resistant finishes keep office wear neat throughout the day.”	Mentions changes but lacks clarity or examples. E.g., “The fabric becomes stronger or better.”	Effects are vague or not explained. E.g., “The fabric changes.”
4. Examples of Garment Types	Accurately identifies three Ghanaian garment types where the finish is important, with clear explanations. E.g., “Raincoats for rainy season, nurse uniforms for stain resistance, overalls for farm work due to water-repellent finishes.”	States two suitable garment types and explains why the finish is used. E.g., “Uniforms, coats and sportswear need strong fabrics with finishes.”	Mentions one garment with limited explanation. E.g., “School uniforms, dresses and trousers use finishes.”	Examples are not appropriate or clearly explained. E.g., “Shirt and skirt.”

5. Organisation and Delivery	Presentation is well-organised, confident, and engaging, with logical flow and proper time management. E.g., clearly introduces the topic, shows and explains samples, maintains eye contact, and concludes effectively.	Presentation is organised and delivered confidently. Ideas flow fairly well with some effective use of time and visuals. E.g., follows a sequence and shows samples with brief explanations.	Presentation is somewhat organised but lacks confidence or smooth flow. E.g., speaker reads from notes and forgets to explain samples fully.	Presentation is disorganised, rushed or unclear. E.g., speaker reads throughout without explaining, shows no visuals or runs out of time.
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WEEK 9

Criteria	Excellent (4 marks)	Very Good (3 marks)	Good (2 marks)	Needs Improvement (1 mark)
Understanding of Fabric Finishes and Their Uses	Shows deep understanding of fabric finishes and their purposes. Accurately explains how 3 finishes enhance garments like school uniforms, kaba/slit, or sportswear. E.g., brushing for softness in baby clothes, waterproofing in raincoats, flame resistance in factory uniforms.	Shows clear understanding of at least 2 finishes and gives good examples (e.g., softening agents for comfort, shine finish for ceremonial wear). Most examples are relevant to Ghanaian needs.	Shows limited understanding with 1 general example (e.g., “makes it shiny,” or “used for sportswear”). Explanation may lack depth or accuracy.	Shows very little understanding. Examples may be unrelated or incorrect. May confuse finishes with fabric types (e.g., calling “cotton” a finish).
Implications for Cutting and Sewing	Accurately explains how these 3 finishes like stiffening, heat sealing or anti-fray affect cutting. Includes examples: “Stiffened fabric for uniforms needs sharp scissors,” or “fray-prone woven fabric requires overlocking.” Relates these to real tailoring situations.	Gives 2 relevant points. E.g., “A silk-finished fabric must be handled gently” or “edges sealed by heat reduce fraying.” Some awareness of real cutting/ sewing needs.	States basic facts like “some fabrics are hard to sew” or “thick fabrics need stronger needles.” Gives 1 or no example. Limited sewing insight.	No clear explanation of sewing or cutting impact. Uses unrelated or vague terms (e.g., “cut normally”).

Care and Environmental Impact	Thoroughly explains 3 care needs (e.g., “Softened fabrics must be washed gently,” “Waterproof fabrics must be heat-treated after drying”). Links care to finish type and provides 3 specific eco-risks (e.g., chemical runoff from stain-resistant coatings). Suggests eco-friendly finishes like natural dye or beeswax coating.	Gives 2 good points about care (e.g., “some fabrics fade faster” or “should not be ironed”). Identifies two environmental impact and one eco-alternative.	Mentions basic care idea (“wash with hands”) and gives general or incomplete info on eco-issues. Suggests simple ideas like “use natural fabric.”	No mention of care or makes inaccurate statements (e.g., “all fabrics can be washed the same way”). No mention of environment.
Recommendations for Ghanaian Context	Gives 3 strong suggestions such as: “Use moisture-wicking finish for market sellers working in the sun,” “Use soft finish for children’s school uniforms,” or “Functional finish to reduce ironing for busy mothers.” Contextualised and practical.	Gives 2 good suggestions that suit Ghana’s climate or people’s needs. E.g., “Use finish that makes fabric last longer for funeral clothes.”	Suggests something basic like “make it pretty” or “add finish for comfort,” but doesn’t link to specific use or people.	Gives unclear suggestion. May mention a finish with no reason or connection to Ghana.
Poster Design and Communication	Poster is well-organised with clear headings, correct spelling, neat visuals (photos, fabric swatches or drawings). All info is clearly presented and easy to follow.	Mostly organised with minor errors. Visuals support the information. Headings used. A few unclear areas.	Some attempt at organisation. May be messy. Few visuals or visuals unrelated.	Poorly presented. No headings or structure. Hard to read. Visuals missing or confusing.

WEEK 10

Criteria	Excellent (4 marks)	Very Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Environmental Impact of Current Practices	Clearly explains 3 current fabric finishes and gives strong examples of their environmental impact in Ghana.	Explains 2 current fabric finishes and gives relevant examples of environmental impact in Ghana.	Explains 1 fabric finishes with limited environmental details for Ghana.	Gives little or no explanation of finishes or environmental impact for Ghana.
Eco-Friendly Alternatives	Describes 3 eco-friendly methods with clear examples from other countries.	Describes 2 eco-friendly methods with general examples from other countries.	Describes 1 eco-friendly method from other countries without much detail.	Lists or vaguely describes 1 eco-friendly method from other countries.
Feasibility Analysis	Clearly explains how 3 methods can work in Ghana using all 5 factors (cost, tools, training, climate, consumer appeal).	Explains 2 methods with 3–4 of the required factors.	Explains 1 method with 1–2 relevant factors.	Provides little or unclear explanation of how methods would work in Ghana.
Sustainability Priorities	Suggests 3 well-explained priorities that are realistic and Ghana-focused (e.g., water safety, local jobs).	Suggests 2 priorities with some explanation related to Ghana.	Suggests 1 basic priority with little detail.	Gives unclear or unrelated priorities.
Presentation and Collaboration	Project is well-organised, creative and clearly presented. All group members contributed.	Project is well-presented with good teamwork.	Project is basic with some teamwork shown.	Project is incomplete, disorganised, or shows little teamwork.

SECTION 4: PROFESSIONALISM, WORK ETHICS AND EXHIBITION PRACTICES IN THE CLOTHING AND TEXTILES INDUSTRY

STRAND: CLOTHING AND TEXTILES PRODUCTION TECHNOLOGY

Sub-strand: Clothing Production Processes

Learning Outcome: Apply practical business skills to plan, launch and sustain clothing and textiles enterprises.

Content Standard: *Demonstrate knowledge, understanding of how to apply practical business skills to plan, launch and sustain clothing and textiles enterprises.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the essential professional behaviours and practices required in the clothing and textiles industry, with a strong emphasis on work ethics, exhibition planning and product display. It will build learners' understanding of how integrity, punctuality, honesty and effective communication contribute to a successful clothing enterprise. Learners will explore how good work ethics improve productivity, efficiency, income and customer satisfaction. They will also learn to plan and organise fashion exhibitions, understand display techniques and develop practical skills in managing clothing-related events.

The minimum competencies expected in this section include the ability to demonstrate professionalism and ethical conduct in garment production, plan and manage fashion exhibitions and apply knowledge of effective product display. At the beginning of each focal area, learners will be introduced to key concepts and participate in both individual and collaborative tasks to analyse real-life industry scenarios. These activities will enable learners to internalise ethical principles and apply practical exhibition skills.

The weeks and indicators covered by the section are:

Week 11: Discuss work ethics in clothing and textiles industry.

Week 12: Explain the concept, exhibition in clothing and textiles production.

Week 13: Plan and mount exhibition for finished clothing and textiles products.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section targets learner-centred lesson delivery under each focal area. To achieve this, teachers are encouraged to go beyond traditional teaching methods and adopt varied pedagogical strategies that actively engage learners. Suggested approaches include collaborative learning, problem-based learning, experiential learning, structured talk for learning and group discussions.

For instance, learners may work in mixed-ability or gender-balanced groups to explore themes such as work ethics and exhibition planning.

Teachers can enhance learning by using realia and multimedia resources such as videos, posters and physical samples to stimulate discussions on types of exhibitions and display techniques. Experiential learning methods, including simulation of fashion exhibitions and the application of display principles in real or mock events, offer hands-on experiences that strengthen understanding.

Reflective journaling and report writing enable learners to assess their work ethics and reflect on workplace dilemmas. Scenario-based learning and role play provide opportunities to explore client relations and ethical decision-making in professional settings.

To make lessons inclusive and responsive, teachers should provide the necessary support or make reasonable accommodation for learners with special educational needs (SEN). Teachers should also integrate Gender Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), 21st-Century Skills, Core National Values and ICT tools. This comprehensive approach ensures that teaching is interactive, inclusive, practical and aligned with industry standards.

ASSESSMENT SUMMARY

There is the need for the teacher to assess learners' knowledge, understanding, and skills on the concepts under this section. To effectively do this, the teacher should use varying assessment strategies to unearth learners' Depth of Knowledge (DoK), as outlined in this manual and the SHS/SHTS/STEM Curriculum. It is equally important to align the assessment activities with the learning indicators as well as the pedagogical exemplars, to create a synergy between them.

Teachers are to make choices that will ensure a good mix of high and low levels of assessment to accommodate the diverse abilities of learners. Assessment strategies may include group presentations, case study discussions on ethical dilemmas, video analyses of exhibition set-ups, reflective writing on work ethics, peer and self-assessments and practical tasks such as planning and mounting real or simulated exhibitions. Tasks may also involve explaining concepts such as steps in exhibition planning (DoK 2), analysing scenarios (DoK 3), and carrying out project-based exhibitions (DoK 4). As a guide, specific examples of assessment tasks have been outlined in the section to assist the teacher.

Indicators	DOK Level	Assessment Strategy and/or Mode
Discuss work ethics in Clothing and Textiles industry.	3	Case Study
Explain the concept, exhibition in clothing and textiles production.	3	Practice Paper 1
Plan and mount exhibition for finished Clothing and Textiles products.	4	Display and Exhibition

WEEK 11: PROFESSIONALISM AND WORK ETHIC IN THE CLOTHING AND TEXTILES INDUSTRY

Learning Indicators: Discuss work ethics in Clothing and Textiles industry

Focal Area: **Work Ethic**

Introduction

People who produce clothing and textiles often have an agreement with their customers. Both sides must respect this agreement. This section explains the rules and behaviours expected in the clothing and textiles industry.

Work ethics in clothing and textiles are the values and expected behaviours that guide how work should be done. These include the rules, attitudes and habits that help workers do their jobs well, meet deadlines, satisfy clients and succeed in their careers. Even though not all companies write down rules, each business usually has its own way of working. Things like reporting to work on time, following work schedules, finishing orders on time and treating clients well are all part of work ethics.

Many times, tailors and dressmakers do not meet their clients' expectations either by delaying delivery or by not producing high-quality garments. When this happens, customers become disappointed and may not return.

To avoid this, producers should always:

- a. Be honest about when the work will be ready
- b. Give realistic delivery dates
- c. Plan their time well using a timetable
- d. Record client appointments and delivery dates

For example, if a bride asks a dressmaker to sew her wedding dress, but the dress is not ready by the wedding day, it becomes useless. The client may even take legal action against the dressmaker. To succeed in this field, one must be passionate about clothing and willing to work hard. The fashion industry is highly competitive and deadlines are tight.

- i. **Dishonesty** is also a problem. Some producers take too much fabric or charge unfair prices. If a client finds out, they may stop doing business with that person.
- ii. **Poor communication with clients** is another issue. Some workers do not admit their mistakes and argue with customers. However, **customer satisfaction is a priority; handling complaints respectfully and professionally builds long-term business relationships.** Keeping clients happy means they will keep coming back, which leads to more jobs and more money.
- iii. **Lack of quality** is also common. Some people accept sewing jobs even though they do not have the right skills. They may end up spoiling expensive fabrics. This harms the reputation of the industry.

To avoid failure in clothing and textiles work, workers must avoid:

- Poor time management.
- Negative attitudes.
- Weak communication skills.
- Dishonesty.

1. The Benefits of Good Work Ethic

Practising good work ethics brings many benefits in clothing and textiles. These include:

a. Higher Productivity

Good work habits lead to satisfied clients. Happy clients return and recommend the business to others. This brings in more work and money.

In this industry, fashion changes quickly. So, items must be produced on time before the trend passes. Good planning prevents last-minute rush and poor-quality products.

b. Better Work Efficiency

Working with a clear plan and a tidy environment helps workers stay focused and efficient. Also, good relationships between workers, managers, suppliers, and clients help the business grow. When workers are treated well and feel respected, they work better.

c. Self-Satisfaction

Doing quality work brings pride and happiness. When clients are pleased, the worker feels successful and more motivated.

d. Increased Income

Satisfied clients pay for their orders and tell others, which increases income and brings in new clients.

e. Strong Relationships

Good work ethics helps workers, managers and clients to understand one another better. This improves communication and builds trust. Everyone works together smoothly and the final products are of better quality and fairly priced.

2. Tips for Good Work Ethic in Clothing and Textiles

Developing good work ethics is essential for anyone working in the clothing and textiles industry. These simple but important habits will help build a strong professional image and lead to success in your career.

a. Be Punctual and Regular

Always arrive at work on time and attend regularly. Being punctual shows that you are reliable and take your job seriously. Plan your journey in advance, allowing extra time for any unexpected delays such as traffic or bad weather.

b. Follow the Work Schedule

Stick to the set times for breaks and meals. Do not take longer than allowed. If you genuinely need more time for example, for a personal emergency speak to your supervisor or client and find a way to make up for the lost time.

c. Build Trust

Earn the trust of your employer or clients by doing your work properly and meeting deadlines. Use fabrics, threads and other materials wisely to avoid waste. Consistent, responsible behaviour makes you dependable and respected.

d. Follow Instructions

Carry out tasks exactly as your supervisor or client explains. If you have a suggestion to improve the process, discuss it respectfully with them before making any changes. This shows both initiative and respect.

e. Be Honest

Never take materials that do not belong to you and avoid overcharging clients. Be truthful about your skills and limitations. If you make a mistake, admit it and try to fix it. Also, give credit to others when they do well.

f. Accept Feedback

Don't be upset when you receive corrections or suggestions. Use them as an opportunity to learn and improve your performance. Feedback helps you grow into a better professional.

g. Stay Positive

Approach your work with a cheerful and open attitude. Instead of seeing problems as burdens, view them as challenges you can overcome. A positive mindset makes you more motivated and focused.

h. Be Friendly and Cooperative

Treat your co-workers, employers and clients with respect and kindness. Be polite, listen to others and offer help when needed. A cooperative team creates a peaceful and productive workplace.

i. Look Presentable

Dress neatly and maintain good personal hygiene. A clean and tidy appearance not only makes you feel confident but also shows clients that you care about your work and understand the importance of appearance in the fashion and textiles industry.

Learning Tasks

1. Explain work ethics and why they are particularly important in the clothing and textiles industry.
2. Identify a notable case study of a company in the clothing and textiles industry that exemplifies strong work ethics.

3. Discuss the role of fair labour practices in promoting work ethics within the clothing and textiles industry.
4. Explain how sustainability relates to work ethics in the clothing and textiles industry.
5. Discuss how varying cultural perspectives on work ethics impact international business relationships.

Pedagogical Exemplars

Collaborative/managing talk for learning approaches

In friendship/mixed ability/gender groups, use talking point strategies/sign to discuss work ethics in the clothing and textiles industry.

E.g.: The moral principles or code of conduct that guide operations in the field of work.

Group work

In mixed gender/ability/friendship groups, discuss the benefits of work ethics in the clothing and textiles industry using videos depicting work ethics in the clothing and textiles industry. Note, forming of friendship groups should not be stereotypic.

E.g.,

- Increased productivity
- Work efficiency
- Self-satisfaction, etc.

Discuss points for good work ethics and present report for class discussions.

E.g.,

- Be pleasant and corporative.
- Earn trust.
- Go to work regularly and arrive on time, etc.

Key Assessment Level 3: Case Study

Scenario 1

Afia, a dressmaker in Accra, is losing customers because clothes are often delivered late, prices are unclear and complaints are poorly handled. Her apprentice, Kofi, believes the real issue is poor work ethics and suggests they improve honesty, time management and customer service.

Task

As a team of business ethics consultants, analyse this case and write a report or prepare an oral presentation to advise Afia's business on how to improve work ethics and restore customer trust.

Your case study analysis should include:

1. An explanation of four examples of poor work ethics shown in Afia's business. (8 marks)
2. A discussion on how each of these behaviours has negatively affected the business, staff morale and customer relationships. (8 marks)

3. A recommendation of four specific work ethics improvements that Afia and her team can adopt. Include an example of how each improvement can be adopted. (8 marks)

Total – 24 marks

Scenario 2

Loin Cloth & Ashes, a clothing brand based in Accra, has gained recognition for its unique designs and high-quality garments. The business started small but grew steadily through creativity, continuous learning and strong commitment to good work ethics. The brand is known for delivering orders on time, setting clear and fair prices, and handling customer complaints politely and professionally. It also keeps proper records, plans work carefully and maintains high standards in garment production while promoting its work through social media to attract clients.

Task

As a team of business ethics consultants, analyse this case and write a report or prepare an oral presentation to explain the good work ethic practices that have contributed to the success of the business and how they can be applied by other clothing entrepreneurs.

Your case study analysis should include:

1. An explanation of four examples of good work ethics demonstrated by the business. (8 marks)
2. A discussion on how each of these practices has positively affected the business growth, staff motivation and customer relationships. (8 marks)
3. A recommendation of four ways other clothing entrepreneurs can adopt these good work ethical practices in their own businesses. Include an example of how each can be applied. (8 marks)

Total – 24 marks

PLC Session 11

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is case study. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the case study (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 12: FASHION EXHIBITION AND DISPLAY TECHNIQUES

Learning Indicators: Explain the concept, exhibition in clothing and textiles production

Focal Area: **Fashion Exhibition**

An exhibition is a public display of goods (like clothes, tools or fabrics) to attract buyers and show what your business can offer.

1. **Types of Exhibitions**

- a. **General Exhibition** – Includes all kinds of products (like at a fair or bazaar).
- b. **Specialised Exhibition** – Focuses on specific items like sewing tools, clothes or fabrics. These can be organised at school, district or national level.

2. **How to Plan a Clothing and Textiles Exhibition**

- a. Find sponsors to support the event.
- b. Get a suitable venue.
- c. Send invitation letters to guests.
- d. Set up tables, stands, and decorations.
- e. Rent a sound system or music equipment.

Important Things to Consider

- a. **Type of Exhibition** – Is it general or specialised? Who is the target audience?
- b. **What to Exhibit** – Choose items that match the theme and interests of your visitors.
- c. **Where to Exhibit** – The place should be clean, spacious, easy to find, have good lighting, toilets and water.
- d. **Costs** – Plan your budget. Include expenses for items, decorations, space rent, music, electricity and refreshments.
- e. **Publicity** – Use posters, radio, TV, flyers and social media to spread the word.
- f. **Number of Visitors** – Know how many people to expect so you can prepare well.
- g. **Duration** – Decide how many days it will last and the daily opening and closing times.
- h. **Layout and Space** – Arrange displays neatly with enough room to walk around. Make sure items are easy to see.
- i. **Display Arrangement** – Don't overcrowd. Keep it tidy and attractive.
- j. **Security** – Have people watch over the displays and possibly get help from security personnel.
- k. **Theme of the Exhibition** – Choose a clear theme that guides the type of products to show and how to organise the event.

Learning Tasks

1. Explain the key elements that should be included to effectively showcase the production process when organising an exhibition of clothing and textiles.
2. Discuss the importance of sustainability in the exhibition of clothing and textiles.
3. Explain how textile production reflects cultural identity and how this can be effectively communicated in an exhibition.

Pedagogical Exemplars

Talk for learning Approaches

In mixed gender/ability/friendship groups, think-pair-share the meaning of exhibition and its purpose.

E.g.,

Exhibition is the display of products to make viewers aware of goods available and attract prospective clients to buy. The purpose of exhibition include:

- To attract customers.
- To exhibit creativity.
- To educate the public, etc.

Group work

In mixed gender/ability groups, use videos/pictures/posters/realia to discuss the types of exhibitions.

E.g.,

- General exhibition
- Specialised exhibition, etc.

Experiential Learning

In mixed ability/gender groups, discuss factors to consider when planning an exhibition.

E.g.,

- Type of exhibition
- Where to exhibit
- What to exhibit
- Cost involved in publicity, etc.

Key Assessment: Practice Paper 1

Hint



Conduct Practice Paper 1. It should cover the contents taught from Year 1 to 3. Refer to the Table of Specification and Structure of the Paper at the end of this section to guide you. Learners' papers should be marked immediately and scores entered into the SAP.

Note: Some topics assessed in this Practice Paper are drawn from Year 1 and Year 2 content. Teachers are advised to refer to the Year 1 and Year 2 Teacher Manuals for detailed coverage of these topics.

GUIDELINES AND TABLE OF SPECIFICATION FOR ADMINISTERING PRACTICE PAPER 1

1. This exam will consist of three forms:
 - i. Multiple choice questions
 - ii. Essay type questions
 - iii. Practical examination
2. Duration of the exams should be four hours, 30 minutes
 - 1 hour for answering 40 multiple choice questions
 - i. 1 hour for answering three Essay type questions
 - ii. 2 hours, 30 minutes for practical examination
3. Clear instructions should be given on the question paper to aid learners to answer given questions accurately.
4. Learners will answer 40 multiple choice questions for 40 marks (Section A).
5. Learners will answer three out of six Essay type questions. Each question carries 20 marks (Section B).
6. Learners will answer one compulsory practical question and it will carry 50 marks.
7. Resources needed: question papers, answer sheets, pens, pencils, etc.

Table of Specification for item construction for Section A, B and C (MOCK 1)

SN	Sub-Strand	Learning Indicators	Type of Question	DoK Levels				Total
				1	2	3	4	
1	Understand- ing Concepts and Principles of Clothing	Explain the concept of clothing.	MCQs	1	1			2
			ESSAY			1		1
2		Analyse information on care labels.	MCQs			1		1
			ESSAY					
3		Analyse how different clothing styles enhance or balance various figure types.	MCQs		1	1		2
			ESSAY					
4		Recommend appropriate clothing choices for different figure types to achieve a flattering appearance.	MCQs	1	1	1		3
			ESSAY					
5		Analyse skills, values and attitudes needed for the career opportunities identified.	MCQs	1		1		2
			ESSAY					
6		Research into career oppor- tunities in the textile industry.	MCQs	1	1			2
			ESSAY					

7	Wardrobe Planning and Appearance Management Practices	Explain good grooming in relation to dress sense.	MCQs	1	1			2
			ESSAY			1		1
8		Demonstrate wardrobe organisation techniques.	MCQs	1		1		2
			ESSAY					
9		Discuss factors to consider when planning a fashion show.	MCQs		1	1		2
			ESSAY					
10	Characteristics of Fibres and Fabrics Functionality	Classify fibres into natural and synthetic categories and describe their key characteristics.	MCQs		1			1
			ESSAY					
11		Explain the concept of fabric and their uses in clothing construction.	MCQs		1			1
			ESSAY			1		1
12		Discuss the types of fabric finishes and characteristics.	MCQs	1	1			2
			ESSAY					
13		Analyse the implications of the finishes to each fabric use.	MCQs		1	1		2
			ESSAY					

14	Fibres And Fabrics in Clothing Construction	Investigate the absorbency, durability and elasticity of different fabric types through simple experiments.	MCQs	1		1		2
			ESSAY					
15		Make samples of garment features.	MCQs			1		1
			ESSAY					
16		Describe how different fabric construction techniques affect garment production.	MCQs		1			1
			ESSAY			1		1
17		Describe various fabric construction techniques in clothing.	MCQs			1		1
			ESSAY					
18	Clothing Construction Processes	Classify sewing tools into measuring, cutting, marking and stitching tools.	MCQs	1	1			2
			ESSAY					
19		Identify common sewing notions and describe their uses in garment construction.	MCQs		1			1
			ESSAY					
20		Identify and describe different types of seams used in garment construction.	MCQs		1			1
			ESSAY					
21		Describe different types of seams used in garment construction.	MCQs		1			1
			ESSAY			1		1

22	Fashion Design and Garment Construction Technology	Identify and explain different techniques of arranging fullness: Gathers, pleats, darts and shirring.	MCQs	1				1
			ESSAY					
23		Evaluate the durability and aesthetic appeal of different fasteners in garment design.	MCQs			1		1
			ESSAY					
24		Discuss the environmental impact of fast fashion and propose ways to promote sustainable clothing production within the community.	MCQs	1	1			2
			ESSAY			1		1
25	Fashion Design and Garment Construction Technology	Sketch various garment designs using basic design elements and principles. Demonstrate the ability to construct basic garments using hand and machine sewing techniques.	MCQs	1		1		2
			ESSAY PRACTICAL				1	1
			TOTAL	12 30%	16 40%	12/6/1 30%		47

PLC Session 12

45 minutes
Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to

- a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
- a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
- a. The key assessment for the week is practice paper 1. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
 - d. highlight the most common errors made at each step (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 13: FASHION EVENT MANAGEMENT AND PRODUCT DISPLAY

Learning Indicator: Plan and mount exhibition for finished Clothing and Textiles products

Focal Area: Fashion Event Management and Product Display

Points to consider when mounting an exhibition

1. **Colour Palette:** Arrange the items so that the colours complement one another. If contrasting colours are to be displayed together, ensure they are positioned in a balanced manner to create a visually pleasing effect.
2. **Adequate Lighting and Ventilation:** Lighting and ventilation are crucial components for the successful organisation of exhibitions. Sufficient lighting allows viewers to appreciate the exhibits fully, so ensure that the lighting is adequate for clear visibility. Decorative lights may be employed to enhance the exhibits' appearance. A combination of artificial and natural light can also be effective. Additionally, it is important to ensure good ventilation to promote air circulation within the space, providing comfort for attendees as they take their time to view the items. Adequate ventilation can be achieved through ample windows, fans and air conditioning units where feasible.
3. **Dimensions and Placement of Exhibits:** There are no strict limitations on the size, weight and height of the displays, as long as they can be securely mounted. However, make sure that items are not positioned too high for viewers to see. Ensure that observers have a pleasant experience as they walk around to view the exhibits.
4. **Decoration:** Embellish the space with natural and artificial flowers, balloons, ribbons and fabrics. However, be careful not to let the decorations overpower the exhibits.
5. **Centre of Attraction/Entertainment:** Establish a focal point such as a guest artist, video presentation, fashion show, dance band, cultural display, refreshment area, puppet show or children's corner to encourage visitors to stay longer.
6. **Background Music:** Incorporate background music or musical interludes to bring energy and interest to the exhibition.
7. **Creating a Dedicated Display Area for Your Products:** In addition to hosting exhibitions as major events, it is important to have a dedicated space or display area within your establishment. This allows visitors to easily learn about and engage with the products or services you offer.



Figure 20: *Clothing and Textiles Exhibits*



Figure 21: *Clothing and Textiles Exhibits*



Figure 22: *Clothing and Textiles Exhibits*

Learning Task

Plan and mount clothing and textiles exhibits, applying the elements and principles of design.

Pedagogical Exemplars**Problem-Based Learning**

In pairs (mixed gender/mixed ability), plan and mount clothing and textiles exhibits, applying the elements and principles of design.

1. Discuss factors to consider when planning your exhibition. For example:
 - Arrangement of articles/artefacts on stands
 - Interior decorations complementing room arrangements
 - Provision of effective lighting and ventilation, etc.
2. Create a detailed floor plan for your exhibition showing product arrangement, lighting, display stands and visitor flow patterns.
3. Select three finished clothing items, create professional display cards, design display methods and prepare brief presentations explaining each piece.
4. Mount your exhibition for you classmates to view and provide feedback.

Learners take a gallery walk to observe mounted exhibits and appraise each other's work. Conduct a full class discussion to allow learners to feedback and reflect on their work.

The teacher should support learners with mobility challenges by ensuring easy access in moving about the classroom, appropriate seating, and assistance during the gallery walk or movement-based activities.

NOTE: Respect individual differences and divergent views as you exhibit the products.

Key Assessment Level 4: Display and Exhibition

- a. Imagine or research two fashion exhibition setups, one that followed all the recommended guidelines and one that did not.

Explain how each setup affected:

- i. Audience engagement (how people got involved).
 - ii. Visibility of displays (how well the items were seen).
 - iii. Overall success (how successful the whole event was).
- b. Suggest four (4) ways to make future fashion exhibitions better, using 4 examples and clear reasons to support your ideas. **(20 marks)**

PLC Session 13**45 minutes****Planning & Reviewing the Learning Plan**

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app
 - a. The key assessment for the week is display and exhibition. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the display and exhibition (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?

- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 4 REVIEW

This section underscores the vital role of ethics and professionalism in sustaining and growing a successful career in Clothing and Textiles. Ethical failures such as dishonesty, missed deadlines and poor-quality work can destroy customer trust and business reputations. On the other hand, professionals who follow ethical principles by being honest, meeting deadlines, managing time well, communicating clearly and maintaining personal presentation can enjoy repeat business, build stronger networks and earn more income. Adopting good work ethics is not only a personal responsibility but also a step toward elevating industry standards and ensuring long-term success. The section also provide in-depth knowledge regarding how to plan and mount finished articles or artefacts which have been prepared in the course and outlined the importance of exhibitions in the clothing and textiles industry.

Additional Reading

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

Teaching Learning Materials

1. Videos/posters/pictures on the Types of Exhibitions
2. Projectors
3. Mobile phones and Computers (if possible)
4. Public address system
5. Table linen
6. Flowers
7. Ribbons
8. Balloons
9. Tapes
10. Clothing and textiles products as exhibit to show.
11. Tables
12. Self-made garments
13. Accessories
14. Make-up
15. Slides depicting exhibition of Clothing and Textiles Exhibits
16. Google search.

17. Flip charts.
18. Cardboard.
19. Sticker notes pads.

MARKING SCHEMES FOR KEY ASSESSMENTS

WEEK 11

1. Four examples of poor work ethics in Afia's business

(8 marks – 2 marks each)

For example:

a. Late Delivery of Orders

Afia consistently fails to meet agreed timelines, indicating poor planning and lack of respect for client deadlines.

b. Unclear Pricing Structure

Prices are not communicated transparently. Clients may feel overcharged or misled when the final cost differs from what was expected.

c. Poor Complaint Handling

Afia does not receive feedback professionally, ignores client dissatisfaction and fails to resolve issues politely and effectively.

d. Lack of Accountability

Afia does not take responsibility for mistakes or delays, which shows dishonesty and lack of integrity.

2. How each of these behaviours has negatively affected the business, staff morale and customer relationships

(8 marks – 2 marks each)

For example:

a. Late Deliveries

- Business: Leads to loss of clients and missed business opportunities.
- Staff Morale: Creates a stressful environment due to last-minute rush.
- Customer Relationships: Damages trust and professional image.

b. Unclear Pricing

- Business: Affects financial planning and causes client disputes.
- Staff Morale: Employees are uncomfortable dealing with unhappy clients.
- Customer Relationships: Clients feel cheated and are unlikely to return.

c. Poor Complaint Handling

- Business: Results in negative word-of-mouth and reputation damage.
- Staff Morale: Lowers team motivation when complaints are not resolved fairly.
- Customer Relationships: Clients feel unheard and disrespected.

d. Lack of Accountability

- Business: Mistakes go uncorrected, leading to quality issues and inefficiency.
- Staff Morale: Employees lose confidence in management.
- Customer Relationships: Clients perceive the business as untrustworthy.

3. Four specific work ethics improvements that Afia and her team can adopt

(8 marks – 2 mark each)

For example:

a. Implement a Time Management System

Use a sewing calendar, deadline tracker or order log to monitor tasks and delivery schedules.

b. Practice Transparent Pricing

Display pricing clearly for different services and provide written estimates for all jobs.

c. Create a Customer Feedback Log

Maintain a record of client complaints, follow up with solutions, and use feedback to improve services.

d. Hold Regular Team Meetings

Discuss order progress, challenges, and responsibilities so everyone is on the same page.

e. Develop a Code of Conduct for all workers to understand expected behaviors.**f. Offer Customer Service Training** to improve communication and listening skills.**g. Introduce a Reward System** for staff who demonstrate strong work ethics.

Total – 24 marks

WEEK 12 – Practice Paper 1**WEEK 13**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Audience Engagement Analysis	Clear, detailed comparison of how audience responds in each setup; e.g., “Guided tours and music at the well-organised setup kept visitors involved; the disorganised one lacked direction, causing boredom.”	Reasonable comparison; e.g. “The organised setup attracted more people because of better activities.”	Some basic comparison; e.g. “People liked the neat one more.”	Little or no explanation of audience reaction.
Visibility of Displays	Thorough explanation of layout and lighting; e.g., “Garments in the well-lit setup were easy to see; in the other, dim lights and crowded displays blocked visibility.”	General explanation; e.g. “People could see better in the organised one because it was brighter.”	Simple or vague comment; e.g. “The first one looked nicer.”	No mention of visibility or vague /inaccurate response.
Overall Success of Event	Strong evaluation with clear indicators; e.g. “The well-planned event received good feedback and media attention; the disorganised one had low turnout and complaints.”	Fair analysis; e.g. “The neat exhibition was more successful because more people came.”	Some success measures mentioned without support; e.g. “It was good.”	No real discussion of success; vague or off-topic.
Recommendations for Improvement	4 or more specific, realistic and creative suggestions; e.g., “Use themed lighting, schedule stage walks, label displays clearly, provide visitor feedback forms.”	3 relevant suggestions; e.g., “Add music, arrange items neatly, provide guides.”	2 general suggestions; e.g., “Make it nice. Add more things.”	Unclear, unrealistic, or unrelated suggestion.

Use of Examples & Reasoning	4 Strong, thoughtful examples and logical links to arguments; e.g. "The setup near the entrance drew attention due to strategic placement and colour coordination."	3 Good examples, mostly relevant and explained; e.g. "It looked better because the clothes were spaced out."	2 examples, with limited explanation; e.g. "People looked at the clothes more."	1 example or reason; with unsupported statement.
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SECTION 5: ENTREPRENEURSHIP, MARKETING AND FINANCIAL MANAGEMENT IN SUSTAINABLE CLOTHING PRODUCTION

STRAND: CLOTHING AND TEXTILES PRODUCTION AND TECHNOLOGY

Sub-strand: Fashion Design and Garment Construction

Learning Outcome: Acquire and apply entrepreneurial and practical business strategies for establishing and managing clothing and textiles enterprises.

Content Standard: *Demonstrate the ability to employ entrepreneurial and practical business strategies for establishing and managing clothing and textiles enterprises.*

INTRODUCTION AND SECTION SUMMARY

This section introduces the concept of entrepreneurship within the context of sustainable clothing production. It explains key terms such as entrepreneur, entrepreneurship and enterprise and explores the opportunities and challenges associated with starting and running a clothing-related business. Learners will understand the essential qualities of a successful entrepreneur, the requirements for setting up a clothing and textiles business and the relevance of entrepreneurship in creating jobs, fostering creativity and supporting the national economy. The section also highlights the importance of using sustainable approaches and legal registration in building resilient enterprises.

The weeks and indicators covered by the section are:

Week 14: Explain the concept of entrepreneurship in sustainable clothing production.

Week 15: Discuss factors that promote a successful clothing and textiles enterprise.

Week 16: Establishing and managing a clothing and textiles enterprise.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section promotes learner-centred teaching through diverse strategies tailored to each focal area. Teachers are encouraged to use approaches such as problem-based learning, collaborative and experiential learning, group discussions and structured talk. Practical methods like business start-up simulations, case studies, reflective journaling and role-plays help learners develop entrepreneurial skills. Learners work in groups to explore the concepts of entrepreneurship, its benefits and challenges and the essential traits and resources required to start a clothing and textiles business. Real-life Ghanaian examples are used to make learning relevant and practical. The integration of Gender Equality and Social Inclusion (GESI), Special Educational Needs (SEN), Social and Emotional Learning (SEL), 21st-Century Skills, Core National Values and

ICT further enriches the learning experience. This inclusive and interactive approach equips learners with critical thinking, creativity and practical skills necessary for applying entrepreneurship principles in real-world clothing and textiles contexts.

ASSESSMENT SUMMARY

Teachers are encouraged to assess learners' knowledge, understanding, and skills using varied strategies that reflect the Depth of Knowledge (DoK) framework, as outlined in the SHS/SHTS/STEM Curriculum. Assessment tasks should align with learning indicators and pedagogical exemplars to ensure cohesion and enhance learning outcomes. A balanced mix of lower and higher order thinking tasks is essential to cater for learners with diverse abilities. Suggested assessments include defining key entrepreneurial terms, identifying traits and start-up needs in the clothing and textiles sector and explaining the benefits and challenges of entrepreneurship. Learners can further develop their reasoning by analysing case studies, comparing entrepreneurial options and linking traits to business success. Higher level tasks may involve designing business plans and evaluating real or hypothetical enterprises for sustainability, innovation and economic impact. These strategies promote critical thinking, practical understanding and readiness for self-employment in the clothing and textiles industry.

Indicators	DOK Level	Assessment Strategy and/or Mode
Explain the concept of entrepreneurship in sustainable clothing production.	3	Homework
Discuss factors that promote a successful clothing and textiles enterprise	3	Individual Project
Establishing and managing a Clothing and Textiles enterprise	4	Group Discussion

WEEK 14: ENTREPRENEURSHIP IN SUSTAINABLE CLOTHING PRODUCTION

Learning Indicator: Explain the concept of entrepreneurship in sustainable clothing production

Focal Area: **Entrepreneurship in Sustainable Clothing Production**

1. Understanding Entrepreneur, Entrepreneurship and Enterprise

a. Who is an entrepreneur?

An entrepreneur is someone who starts and runs a business. People who sew clothes, sell fabrics or produce textiles are all entrepreneurs. In Ghana, successful fashion entrepreneurs such as **Bridget Awuah**, **Pistis Ghana** and **Duaba Serwa** have built strong businesses by using their skills, creativity and innovation to meet the needs of customers both locally and internationally.

b. What is entrepreneurship?

Entrepreneurship is the act of setting up and running a business. It involves using your own ideas and efforts to take risks, find resources (such as land, labour, money and knowledge) and create products or services to solve problems or meet people's needs. For example, fashion designers in Ghana identify customer preferences and produce unique garments that reflect culture, modern trends and personal identity.

c. What is an enterprise?

An enterprise is a privately owned business in a particular field. In Ghana, many laundry services, tailoring shops, fashion houses and textile companies are privately owned, they are examples of enterprises. Well-known fashion enterprises such as **Pistis Ghana** and brands created by designers like **Duaba Serwa** show how small businesses can grow into recognised brands. These businesses play a big role in the country's economy by creating jobs, promoting local fabrics and supporting cultural identity. A small business is usually owned and managed by one person or a small group of people.

2. Pros and Cons of Being an Entrepreneur

a. Advantages (Benefits) of Being an Entrepreneur

i. You are in charge of the business

You make all the important decisions and are responsible for running the business. You do not have to share profits with anyone, and you can act quickly without waiting for others.

ii. You make your own rules and policies

You decide what happens in the business. You set the rules and policies and make sure they are followed by your workers. You can also ask reliable and knowledgeable staff to help with some decisions.

iii. You are free to be creative

In your own business, you are free to try new ideas and designs. Being creative helps your business stand out and meet customers' needs better. If you have the right materials and support, your creativity can help the business grow.

iv. You have control over your time

You can manage your working hours based on the workload. If there are many orders, you may start work early and close late. On quiet days, you can start late or close early without needing permission.

b. Disadvantages (Challenges) of Being an Entrepreneur**i. You take on all the risk and responsibilities**

As the owner, you face all the business risks and challenges alone. You must be strong and find ways to solve any problems that arise.

ii. You are responsible for any wrong decisions

If a decision leads to problems or doesn't work out, you'll be held accountable. Since you're the one making most of the key choices, any errors or bad decisions fall under your responsibility.

2. Characteristics of an Entrepreneur**General Qualities****a. Hardworking**

A business can only grow if the person running it is willing to work hard. Entrepreneurs must always look for ways to keep their products of high quality, update their styles to match current fashion and make sure customers are happy with what they offer.

b. Looks for Opportunities

A good entrepreneur always keeps an eye out for chances to improve the business. They quickly take advantage of any opportunity that can help them gain more customers and make more profit. For instance, a T-shirt business would do better by working with well-known organisations rather than small political groups with little demand.

c. Willing to Take Risks

Entrepreneurs take risks by investing time, money and effort into the business. These risks can either lead to profit or loss. However, careful planning and good execution of those plans can increase the chance of making a profit and keeping the business running.

d. Searches for Information

Getting the right information is very important when starting and growing a business. Before starting a business, it is wise to speak with experienced people or find helpful ideas from the internet. This helps the entrepreneur to make better plans and avoid mistakes.

e. Independent Thinker

The success or failure of the business mostly depends on the entrepreneur. This means they should be able to make decisions on their own and not rely too much on others. They must take full responsibility for the results of their actions.

f. Confident in Themselves

Self-confidence helps entrepreneurs to stay focused. While getting advice from others is useful, being confident allows them to take strong decisions that can help the business grow faster.

3. What You Need to Start a Clothing and Textiles Business**a. Knowledge and Skills**

You must understand clothing and textiles well and be trained in making garments or accessories.

b. Business and Management Skills

You should be ready to take risks and have skills in planning, organising, leading and managing your business.

c. Premises and Equipment

You need a place to work, tools, workers, and money. You can start from home, a kiosk or a small shop and expand later. Start small if necessary.

d. Business Registration

Register your business with bodies like the Registrar General's Department, GRA and SSNIT. This protects your business, builds your reputation and helps you follow the law.

Learning Tasks

- 1.** Explain entrepreneur, entrepreneurship and enterprise.
- 2.** Explain entrepreneurship in relation to sustainable clothing and how these differ from conventional fashion businesses.
- 3.** Discuss merits and demerits of being an entrepreneur.
- 4.** Analyse a successful sustainable clothing brand's business model, explaining their sustainability practices and entrepreneurial strategies.
- 5.** Design a sustainable clothing product that solves an environmental or social problem and create a business pitch for it.

Pedagogical Exemplars

Problem-based learning: In mixed gender/ability groups, think-pair -share the meaning of entrepreneur, entrepreneurship and enterprise.

E.g.,

- An entrepreneur is someone who sets up and manages a business.
- Entrepreneurship is a business set up in a specific area of work, which is run privately.
- Enterprise is a business set up in a specific area of work, which is run privately.

Discuss the principles of entrepreneurship in relation to sustainable clothing. With your group come up with three ways these differ from a conventional fashion business.

Group work/collaborative learning approaches: In mixed gender/ability groups, read relevant texts, chats, slides, videos or surf the internet for merits and demerits of being an entrepreneur and requirements for clothing and textiles enterprises.

E.g.,

Merits of being an entrepreneur:

- Independence and control
- Financial potential
- Creativity and innovation
- Flexibility
- Legacy building, etc.

Demerits of being an entrepreneur;

- Financial risk
- Workload and stress
- Uncertainty
- Limited benefits
- Competition and Pressure, etc.

Group work/collaborative learning approaches: In mixed gender/ability groups select a sustainable clothing brand.

In your group use the internet to research about the brand. Answer the following questions:

- What is their business model?
- What are their sustainability practices?
- What entrepreneurial strategies do they use?

Present you findings to the class for discussion.

Group project

Your group is tasked to design a sustainable clothing product that solves an environmental or social problem and create a business pitch for it.

To do this your group will need to:

- **Research and Identify a Problem**
 - Investigate current environmental or social issues related to the fashion industry (e.g., textile waste, labour exploitation, water pollution).
 - Choose a specific problem your product will address.
- **Brainstorm Product Ideas**
 - Generate creative solutions that are sustainable and practical.
 - Consider materials, production methods, and product features.

- **Design the Clothing Item**

- Create sketches or prototypes of your product.
- Choose eco-friendly, recycled, or biodegradable fabrics.
- Ensure the design aligns with your sustainability goals.

- **Prepare the Business Pitch**

- Summarise the problem, your solution, product design and sustainability benefits.
- Make your pitch clear, engaging, and persuasive.

- **Present your pitch to your class.**

- Use slides, visuals, mock-ups, or videos to support your pitch.

Key Assessment Level 3: Homework

1. Explain the concept of entrepreneurship in sustainable clothing production.
2. In your response, describe three characteristics of an entrepreneur and analyse how these contribute to building a successful and environmentally responsible clothing business in Ghana.
 - Define entrepreneurship and an entrepreneur in your own words.
 - Describe three characteristics of a successful entrepreneur.
 - Explain three ways these characteristics support sustainable clothing practices such as recycling, using local materials or reducing waste.
 - Provide two examples relevant to the Ghanaian context to support your explanation.

Total = 20 marks

PLC Session 14

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)

- c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is homework. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the homework (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through a similar problem individually for 3–4 minutes
 - c. the group then works through the problem together step by step
 - d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).
 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
 - b. After the enactment, ask for structured feedback from the group

- i. was the concept explained in a way that a learner with no prior knowledge could follow?
- ii. were the examples grounded in contexts familiar to Ghanaian learners?
- iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 15: PROMOTING THE CLOTHING AND TEXTILES ENTERPRISE

Learning Indicator: Discuss factors that promote a successful clothing and textiles enterprise

Focal Area: Factors to support the Clothing and Textiles Enterprise

1. Factors That Support the Success of a Clothing and Textiles Business

Several key elements contribute to building and sustaining a successful enterprise in the Clothing and Textiles field. These include:

a. Hard Work and Commitment

Entrepreneurs must be willing to work diligently, respond swiftly to changes and follow through with their plans. Meeting customer deadlines and fulfilling promises enhances reputation and encourages loyalty.

b. Availability of Start-up Capital

Starting capital is the money required to begin operations. It can come from personal savings, family support, loans or grants. A good strategy is to start small and expand over time as the business gains stability.

c. Tools, Equipment and Premises

Reliable sewing machines, cutting tools, mannequins, clean and well-lit spaces are essential. The workplace should be safe, well-ventilated and organised for maximum productivity.

d. Costing and Pricing Techniques

Accurate costing ensures the business does not run at a loss. It includes direct costs (materials, labour) and indirect costs (rent, electricity). Profit margins should be fair and competitive. Proper pricing encourages customer trust and consistent demand.

e. Marketing and Promotion

Promoting the products through various channels helps reach more customers. This includes advertising through newspapers, radio, television, social media, posters or participating in fairs and exhibitions. Good packaging can also add value and attract buyers.

f. Adopting Positive Work Habits

Keeping to working hours, being punctual, respectful and consistent in-service delivery builds customer satisfaction. A pleasant attitude and professional conduct influence customer retention and staff cooperation.

g. Producing High-quality Goods

Customers expect well-made, durable and aesthetically pleasing products. High-quality output enhances the business's image, leads to referrals and opens doors to bigger opportunities.

h. Honesty and Dependability

Trust is the foundation of any business relationship. Always be transparent in pricing, meet deadlines and maintain consistent quality. This builds customer confidence and leads to repeat business.

Local and Emerging Ways of Establishing and Managing a Clothing and Textiles Enterprise**Local (Traditional) Ways****1. Home-Based Production (Cottage Industry)**

Many small clothing businesses begin from home using basic sewing equipment. This type of enterprise, often referred to as a cottage industry, makes it easier for individuals or families to produce garments with low start-up costs. Entrepreneurs often rely on manual labour and traditional techniques, using sewing machines, hand stitching and pressing irons. It allows flexibility, personal involvement in production and reduces the need for renting workspaces.

2. Apprenticeship System

One of the oldest and most effective local methods of skill acquisition in the clothing industry is through apprenticeship. Young people learn under experienced tailors or dressmakers by observing, assisting and practising garment construction techniques. This system helps transfer skills, supports the operations of the master tailor and often results in the apprentice eventually setting up their own business.

3. Open-Space Market Operations

Some clothing and textile enterprises operate in open spaces such as roadside stalls, market booths and lorry parks. These setups help entrepreneurs reach large numbers of potential customers, especially in busy towns. Selling finished garments directly to customers allows for immediate feedback and adjustments and it also supports informal trade and local economies.

4. Use of Indigenous Materials

Local enterprises often make use of native fabrics like batik, tie-and-dye, kente and other handwoven textiles. These materials not only reflect the cultural identity of the area but also promote the local textile industry. Using indigenous materials adds uniqueness to products and supports local artisans and fabric producers.

5. Manual Record Keeping

Traditional businesses usually maintain handwritten records for managing sales, customer orders, fabric stock and expenses. Though simple, this method ensures that basic records are kept for daily operations and helps the entrepreneur keep track of business performance and customer preferences.

Emerging (Modern) Ways**1. Digital Fashion Platforms**

Modern entrepreneurs in the clothing industry now promote and sell their products online. Platforms such as Instagram, Facebook, WhatsApp and websites allow designers to display their garments to a wider audience. This method reduces the need for a physical shop, increases visibility and provides real-time interaction with customers.

2. Computer-Aided Design (CAD)

CAD software is used to design clothing patterns and test how garments will look and fit before physical production begins. This technology increases accuracy, saves time and reduces waste. It also enables designers to make adjustments quickly and share digital versions of their designs with clients and production teams.

3. Eco-Friendly and Sustainable Practices

In response to environmental concerns, many clothing businesses now focus on sustainability. This includes using organic or recycled fabrics, natural dyes and adopting eco-friendly production methods. These practices help reduce waste, limit pollution and meet the growing demand for ethical fashion products.

4. Mobile Payment and Digital Record Keeping

Emerging businesses use mobile money services like MTN Mobile Money or digital apps to manage payments, track sales and monitor stock. These tools improve financial accuracy, make it easier to keep daily records and protect transactions from theft or loss.

5. Formal Registration and Branding

Successful emerging entrepreneurs register their businesses with recognised institutions like the Registrar General's Department. They also create strong brand identities using professional names, logos, labels and packaging. This makes their products stand out, builds customer trust and opens access to business support services like loans and grants.

Traditional and Digital Marketing Strategies in Clothing and Textiles Enterprises

Marketing is an essential tool for promoting products and services, attracting customers and increasing sales. In the clothing and textiles industry, both traditional and digital marketing strategies are used to reach customers. Below are ten key points that discuss both types of strategies, their roles and their impact.

1. Face-to-Face Promotion vs. Online Engagement

Traditional marketing relies heavily on in-person interaction, such as speaking to customers in the market, offering samples or distributing flyers. This builds trust and allows for immediate feedback. In contrast, digital marketing uses online platforms like social media and email to engage with customers. This allows businesses to reach larger audiences quickly, even beyond their local area.

2. Print Advertising vs. Social Media Advertising

Traditional methods include placing ads in newspapers, fashion magazines or printing posters and banners. These are visible to people within the locality. Digital marketing uses platforms like Facebook, Instagram and Google Ads to create targeted advertisements based on the customer's age, location or interests, making it more precise and cost-effective.

3. Word of Mouth vs. Online Reviews and Influencers

In traditional settings, businesses grow through word of mouth customers telling others about their good experiences. In digital marketing, reviews, customer ratings and influencer endorsements perform a similar role, often reaching thousands of potential buyers online.

4. **Market Stalls and Exhibitions vs. E-commerce Platforms**

Selling products in local markets, trade shows or exhibitions is a traditional way of attracting attention. Digital marketing includes the use of e-commerce platforms like Jumia, Etsy or personal websites where customers can browse and purchase products online at any time.

5. **Handwritten Posters vs. Graphic Design Tools**

Traditional marketers often rely on hand-drawn or printed posters to promote clothing sales. Digital strategies use design software like Canva or Photoshop to create visually attractive banners and graphics that can be shared online instantly.

6. **Radio and TV Advertising vs. YouTube and TikTok Marketing**

Radio jingles and TV commercials are common traditional media used to promote fashion lines or special events. Today, many businesses create promotional videos and fashion reels on YouTube and TikTok, which often go viral and reach a global audience.

7. **Business Cards and Flyers vs. Email Marketing and Newsletters**

Traditional marketers hand out flyers or business cards at events or in shops. In digital marketing, businesses build email lists and send professional newsletters to keep customers updated on new arrivals, discounts or events.

8. **Limited Reach vs. Global Reach**

Traditional methods usually reach a local or regional audience, depending on the location of the business. Digital marketing has the potential to reach national and even international markets, giving small businesses a chance to compete globally.

9. **Delayed Feedback vs. Real-Time Feedback**

With traditional strategies, it may take days or weeks to understand customer reactions or sales results. Digital platforms provide real-time data such as likes, shares, comments and sales statistics, which helps businesses make quick decisions.

10. **Higher Cost vs. Cost-Effectiveness**

Traditional marketing, especially print and TV advertising, can be expensive and difficult to change once printed. Digital marketing is generally more affordable and flexible. For example, social media ads can be adjusted or stopped at any time depending on performance.

Importance of Managing Financial Practices to Enhance Sustainability in a Clothing Business

Effective financial management is a key factor in sustaining any business, especially in the clothing and textiles industry. Sustainability means the ability to keep the business running successfully over time while remaining environmentally and socially responsible. To achieve this, financial activities must be carefully managed and monitored. This includes the accurate tracking of income, expenses, customer transactions and overall business performance. Maintaining proper records supports effective budgeting, informed decision-making and long-term growth, thereby ensuring that the business remains stable, competitive and sustainable.

1. Ensures Proper Budgeting and Resource Allocation

Good financial management helps the business owner prepare realistic budgets and allocate funds wisely. This means the money is used for important areas like buying fabric, maintaining sewing equipment, paying staff and investing in marketing. Budgeting prevents overspending and keeps the business focused on its goals.

2. Encourages Long-Term Planning

Sustainable businesses must think beyond daily operations. Financial management allows the owner to save for future growth, such as opening new branches, purchasing advanced machines, or training staff. This long-term thinking helps the business adapt to changes and remain competitive.

3. Helps in Tracking Income and Expenses

Proper record-keeping of sales and purchases allows the business to know how much money is coming in and going out. This helps identify profitable areas, reduce unnecessary spending and prevent losses. Tracking finances gives a clear picture of how the business is performing.

4. Supports Access to Loans and Grants

When a clothing business keeps accurate financial records, it becomes easier to access funding from banks, NGOs or government programmes. Lenders and grant providers often require proof of good financial practices before offering support.

5. Promotes Sustainable Pricing

Sound financial management helps determine fair prices that cover production costs and still provide profit. This ensures the business remains competitive while still meeting customer expectations. Proper pricing strategies reduce waste and support business survival.

6. Prevents Debt and Financial Stress

Without proper control, a business may borrow more than it can repay or spend more than it earns. Managing finances wisely helps avoid excessive debt, late payments and pressure from suppliers or creditors. This keeps the business financially healthy and stable.

7. Enables Investment in Sustainable Materials and Processes

Clothing businesses that manage their finances well can afford to invest in eco-friendly fabrics, energy-saving machines or recycling initiatives. These actions improve the business's environmental responsibility and attract environmentally conscious customers.

8. Improves Decision Making

Reliable financial data helps the owner make informed decisions. For example, deciding whether to introduce a new product line, increase production or expand to a new market becomes easier when the financial situation is clearly understood.

9. Builds Trust with Stakeholders

Customers, suppliers, investors and employees are more likely to trust and support a business that shows financial discipline and transparency. This trust contributes to long-term partnerships and business sustainability.

10. Increases Profitability and Business Growth

Ultimately, managing finances efficiently leads to increased profits. Profits can then be reinvested to expand the business, upgrade equipment, train workers or launch new collections. This continuous cycle of growth is key to business sustainability.

Note: Refer to Week 16 for a detailed discussion of financial management and reinvestment strategies.

Requirements for Setting Up a Clothing and Textiles Business

To successfully establish a business in the clothing and textiles sector, certain conditions must be met:

1. Relevant Knowledge and Skills

The business owner must have solid technical knowledge in garment construction, fabric selection, pattern making and finishing. These are often gained through formal training or an apprenticeship.

2. Entrepreneurial and Managerial Skills

Beyond technical ability, the entrepreneur should be confident, willing to take risks and capable of organising and leading the business. Skills in communication, negotiation and decision-making are essential.

3. Physical Resources

These include a suitable location for the business, sewing machines, cutting tables, measuring tools and sometimes hired labour. It's advisable to begin operations from home or a small rental space and expand gradually.

4. Legal Registration

Registering the business with appropriate bodies such as the Registrar General's Department, Ghana Revenue Authority (GRA), and Social Security and National Insurance Trust (SSNIT) is important. Registration legalises operations, enhances business credibility and ensures access to government support programmes.

Learning Tasks

1. Research local and emerging ways of establishing and managing a Clothing and Textiles enterprise.
2. Discuss the factors that promote the success of clothing and textiles enterprises.
3. Examine how understanding target customers affects business success.
4. Describe the difference between traditional and digital marketing strategies.
5. Discuss the importance of managing financial practices with regards to the long-term sustainability of a business.

Pedagogical Exemplars

Talk for Learning/Collaborative Approaches: In friendship groups, engage in a talking point/sign to discuss the factors needed to establish and promote the success of clothing and textiles enterprises.

E.g.,

- Hard work and commitment
- Equipment and space
- Costing and pricing
- Start-up capital, etc.

Experiential Learning Approaches: In mixed gender/ability groups, watch videos/ use the internet to research for local and emerging ways of establishing and managing a Clothing and Textiles industry.

Groups present reports for whole class discussion.

Key Assessment Level 3: Project (Individual)

1. Discuss four (4) key things that help a clothing and textiles business succeed in Ghana. For each one, explain how it helps the business grow, makes customers happy and keeps the business running well for a long time. Give examples from Ghanaian context to support your answer.

PLC Session 15

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- The key assessment for the week is project (individual). Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the project (NTS 3k-3q).

10 minutes

Content Exploration

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- all teachers in the group work through a similar problem individually for 3–4 minutes
- the group then works through the problem together step by step
- highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).



Note

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes

Enactment

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- After the enactment, ask for structured feedback from the group
 - was the concept explained in a way that a learner with no prior knowledge could follow?
 - were the examples grounded in contexts familiar to Ghanaian learners?
 - did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).
8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

WEEK 16: FINANCIAL AND RESOURCE MANAGEMENT IN CLOTHING ENTERPRISES

Learning Indicators: Establishing and managing a clothing and textiles enterprise

Focal Area 1: Financial and Resource Management in Clothing Enterprises

Financial Management in Clothing Enterprises

Financial management is essential for running a successful clothing and textiles business because it ensures that resources are used efficiently and sustainably. It involves planning, organising, controlling and monitoring financial activities like budgeting, spending and forecasting. Good financial management helps businesses make informed decisions, avoid overspending and allocate funds where they are needed most. This not only keeps operations running smoothly but also supports long-term growth.

Additionally, strong financial management helps businesses stay profitable and compliant with tax and regulatory requirements. It enables owners to track performance, manage risks and attract investors by demonstrating financial stability. Without proper financial control, even businesses with great products or services can fail due to cash flow problems, debt mismanagement or poor investment choices.

Importance of Financial Management in a Clothing and Textiles Enterprise

1. Helps in Planning and Budgeting

Financial management enables business owners to plan ahead and prepare realistic budgets. It ensures that enough money is available for purchasing raw materials, paying workers and meeting other operating costs. With proper budgeting, the business can avoid waste and use resources effectively.

2. Guides Decision Making

Well-managed financial records provide useful information that supports smart business decisions. For example, knowing the cost of producing a garment can help determine the right selling price, while sales records can guide what types of clothing to produce more often.

3. Tracks Income and Expenses

Financial management helps to monitor money coming in from sales and money going out for expenses such as rent, fabrics and wages. This tracking prevents financial mismanagement and allows the owner to understand whether the business is making a profit or a loss.

4. Encourages Profitability

By managing costs, avoiding unnecessary expenses and pricing products correctly, the enterprise can increase its profits. Financial management ensures that profits are not just earned but also sustained for the long term.

5. Supports Growth and Expansion

Good financial practices allow businesses to save and reinvest profits into expansion. For instance, a profitable tailoring shop may open another branch, buy more advanced sewing machines or train additional staff.

6. Improves Access to Funding

Clothing enterprises with proper financial records and clear profit margins are more likely to secure loans or grants from banks and support organisations. Financial transparency gives lenders confidence in the business.

7. Enhances Inventory Management

Financial records help in tracking how much fabric and other materials are used over time. This makes it easier to control inventory, reduce waste and avoid over-purchasing or stockouts.

8. Promotes Accountability

When finances are managed properly, every amount spent or received is recorded. This creates transparency and helps prevent fraud, theft or misuse of business funds, especially in businesses with multiple workers or partners.

9. Prepares for Emergencies and Risks

Effective financial management includes saving for unexpected situations such as machine breakdowns, low sales seasons or increases in fabric prices. These savings can help the business survive difficult times.

10. Builds Business Credibility and Trust

Suppliers, customers, investors, and employees trust businesses that manage their finances well. This trust can lead to better supplier terms, loyal customers, committed staff and future investment opportunities.

Sources of Capital or Business Funding

Businesses can explore several options to raise funds. These include:

- a. Personal savings
- b. Loans from banks or microfinance institutions
- c. Credit arrangements with suppliers
- d. Hire purchase agreements for equipment
- e. Reinvestment of profits
- f. Support from NGOs or donor agencies
- g. Family and friends
- h. Government loan schemes and grants
- i. Business development services and incubators

Resource Management

Resource management refers to the effective planning, allocation and control of all resources such as time, materials, tools, labour, space and money used in the production and management of garments. In clothing and textiles enterprises, good resource management ensures efficiency, quality, sustainability and profitability.

Importance of Resource Management in Clothing and Textiles

Below are key reasons why managing resources is important in this field:

1. Ensures Efficient Use of Materials

Proper resource management helps to minimise fabric waste by ensuring accurate measurements, efficient pattern layout and careful cutting. This saves money and makes production more sustainable.

2. Reduces Production Costs

When resources like electricity, fabric, thread and labour are used wisely, the cost of producing garments goes down. This allows the business to offer competitive prices and maximise profits.

3. Improves Product Quality

Using the right tools, equipment and materials in an organised and timely way results in better-quality garments. Good resource management ensures that workers have what they need to maintain high standards in sewing, finishing and packaging.

4. Increases Productivity

Managing time, labour and workflow properly leads to faster and smoother production. Workers are more productive when the work environment is organised and resources are readily available.

5. Supports Meeting Deadlines

In the clothing industry, especially with customer orders or seasonal products, timely delivery is crucial. Managing resources such as time and labour effectively ensures that garments are produced and delivered on schedule.

6. Minimises Waste and Environmental Impact

Resource management encourages recycling, reusing and efficient use of fabrics and accessories. This not only cuts down on waste but also supports environmentally friendly production practices.

7. Promotes Sustainability

By using materials responsibly and reducing overconsumption, the business contributes to long-term sustainability. Sustainable use of resources helps preserve the environment and supports ethical fashion practices.

8. Enhances Financial Control

Managing resources wisely helps to control spending and reduces unnecessary purchases. It also helps track how resources are being used, which improves budgeting and financial planning.

9. Improves Customer Satisfaction

When resources are well-managed, garments are produced with good quality and delivered on time. This leads to happy customers, repeat business and a strong reputation.

10. Facilitates Business Growth and Expansion

Efficient resource management frees up resources: time, money and materials that can be invested in expanding the business. For example, savings from reduced waste can be used to buy new machines or train staff.

Reasons why time management is important:

- i. **Increased Productivity:** Effective time management allows individuals to accomplish more tasks in a shorter period. By prioritising activities and focusing on high-impact tasks, one can enhance productivity and achieve better results.
- ii. **Stress Reduction:** Poor time management often leads to stress and anxiety due to looming deadlines and unfinished tasks. By managing time effectively, individuals can reduce stress levels, leading to improved overall well-being and mental health.
- iii. **Better Decision-Making:** When individuals allocate time wisely, they can gather information, weigh options and make informed decisions without the pressure of time constraints. This leads to better outcomes in both personal and professional settings.
- iv. **Improved Work-Life Balance:** Effective time management enables individuals to allocate time for work and leisure activities. This balance is essential for maintaining health, relationships and overall satisfaction in life.
- v. **Goal Achievement:** Time management helps in setting clear goals and deadlines. By breaking down larger goals into manageable tasks and scheduling them, individuals are more likely to achieve their objectives.
- vi. **Enhanced Focus and Discipline:** Managing time requires discipline and focus, which are skills that can be developed over time. By practicing good time management, individuals can stay on task and avoid distractions.
- vii. **More Opportunities for Advancement:** In professional settings, those who demonstrate good time management skills are often seen as more reliable and capable. This can lead to promotions, raises and new opportunities.
- viii. **Self-Discipline and Personal Growth:** Time management fosters self-discipline as individuals learn to prioritise their actions based on goals and values. This personal growth contributes to improved self-esteem and confidence.
- ix. **Better Resource Management:** Time is a finite resource. By managing it wisely, individuals can make better use of other resources, such as money and energy, leading to more effective overall resource management.
- x. **Preparation for the Future:** Good time management habits can have lasting effects, preparing individuals to handle future responsibilities and challenges more effectively. This proactive approach can enhance long-term success in various aspects of life.

Setting Goals

Setting clear and specific goals is a vital part of effective resource management in any clothing and textiles enterprise. Goals help to guide decision-making, improve productivity and ensure that all resources such as materials, time, labour, equipment and finances are used efficiently.

Why Setting Goals is Important in Resource Management

Below are key reasons why having certain well-defined goals is important in resource management:

1. Provides Direction and Focus

Setting goals helps a business or team stay focused on what needs to be achieved. Whether it is reducing fabric waste, increasing garment output or improving delivery times, goals provide a roadmap for how resources should be allocated and managed to achieve desired results.

2. Helps in Prioritising Resource Use

In any production setting, resources are limited. Specific goals allow managers or workers to identify the most important tasks and allocate materials, time and labour accordingly. For example, if the goal is to meet a large customer order, more labour and working time may be focused on that task.

3. Improves Efficiency

Goals help eliminate confusion or disorganisation. When everyone understands what the target is, resources can be coordinated more effectively, leading to less waste, fewer delays and improved output quality. This makes operations more efficient and cost-effective.

4. Enables Monitoring and Evaluation

Having specific goals allows the business to measure progress. It becomes easier to assess whether resources are being used wisely and whether adjustments are needed. For instance, if the goal was to reduce fabric waste by 20%, records can be reviewed to determine success and identify gaps.

5. Supports Accountability

Clear goals make it possible to assign responsibilities and track who is managing what resources. This builds accountability among workers or team members and ensures that tasks are completed as planned. If targets are not met, it is easier to identify the cause and make improvements.

6. Enhances Decision-Making

In resource management, there are always decisions to be made about what to buy, how much to use and when to act. Specific goals make decision-making faster and more focused because the objectives are already clear. This helps prevent unnecessary expenses and poor planning.

7. Encourages Teamwork and Coordination

When goals are communicated to the entire team, it encourages collaboration. Workers, supervisors and managers are more likely to work together and manage resources effectively when they know what they are working towards.

8. Boosts Motivation and Productivity

Working toward a goal gives a sense of purpose and achievement. When workers see that their efforts help the business reach a target such as meeting a customer deadline or increasing garment quality they become more motivated to manage resources well.

9. Supports Long-Term Planning

Goal setting is not only for short-term tasks. Long-term goals such as expanding production, reducing carbon footprint or investing in technology help in planning how resources should be saved or used over time. This supports sustainable business growth.

10. Leads to Better Customer Satisfaction

When goals are set around delivering quality garments on time and managing materials responsibly, the end result is often improved customer satisfaction. Customers receive well-made products, delivered when expected, which builds trust and loyalty.

NOTE: Goals must be SMART: Ensure your goals are Specific, Measurable, Achievable, Relevant and Time-bound. This clarity helps prioritise and focus efforts.

Planning

Planning is one of the most critical steps in financial resource management, especially in a clothing and textiles enterprise. It involves setting financial goals, creating budgets, forecasting income and expenses and deciding how funds will be used effectively. Without proper planning, businesses risk overspending, mismanaging income or running out of capital.

Why Planning is Important in Financial Resource Management

Below are key reasons why planning is important in managing financial resources:

1. Helps in Budgeting and Cost Control

Planning allows the business to prepare a detailed budget that outlines expected income and expenses. This helps prevent unnecessary spending and ensures that funds are directed toward important areas like raw materials, wages, equipment maintenance and marketing.

2. Guides Business Decisions

With a financial plan in place, entrepreneurs can make informed decisions. For instance, knowing how much money is available helps in deciding whether to buy new sewing machines, hire more staff or expand production.

3. Prevents Shortages and Cash Flow Problems

Proper financial planning ensures that money is available when needed. It helps avoid cash shortages that could delay production, lead to unpaid bills or affect workers' salaries. This is essential for keeping the business running smoothly.

4. Supports Business Growth and Expansion

When finances are well-planned, profits can be saved or reinvested to grow the business. A good financial plan allows the owner to set goals for expansion, such as opening a new workshop, purchasing better tools or reaching new markets.

5. Improves Financial Discipline and Accountability

Planning encourages business owners and employees to stick to the budget and avoid reckless spending. It sets clear expectations for how money should be used and makes it easier to track whether financial goals are being met.

6. Prepares for Risks and Emergencies

A well-thought-out financial plan includes saving for unexpected events such as machine breakdowns, rising fabric prices or low sales seasons. This preparation protects the business from being caught off-guard and helps maintain stability.

7. Builds Confidence with Investors and Lenders

Businesses that demonstrate proper financial planning are more likely to gain the trust of banks, investors or support agencies. These institutions want to see that the business is serious and capable of using money responsibly before offering loans or grants.

8. Measures Business Performance

By comparing financial plans with actual results, a business can see how well it is performing. This helps in identifying what is working and what needs improvement in terms of sales, pricing or cost control.

9. Encourages Goal Setting and Focus

Financial planning helps the business set clear short-term and long-term goals, such as increasing profit, reducing debt or upgrading tools. These goals give the business direction and help everyone stay focused on what matters.

10. Ensures Long-Term Sustainability

Good financial planning balances daily operations with future needs. It helps manage resources in a way that keeps the business stable, profitable and capable of adapting to changes in the market or economy.

Suggested Methods of Planning

- a. **Daily and Weekly Planners:** Use planners or digital tools to outline tasks for the day or week, providing a visual representation of what needs to be completed.
- b. **Time Blocking:** Allocating specific time slots for different activities helps maintain focus and discipline.
- c. **Delegation:** Identify tasks that others can do for you. Delegating helps you reduce your workload and focus on higher-priority tasks.
- d. **Limiting Distractions:** Identify and minimise interruptions, such as turning off notifications, setting specific times to check emails or creating a quiet workspace.
- e. **Using Technology:** Utilise productivity apps and tools to keep track of tasks, deadlines and projects. Tools like Trello, Asana or Google Calendar can help streamline the management process.
- f. **Review and Reflect:** At the end of a day or week, reflect on what was accomplished and what could be improved. Adjust your strategies accordingly to enhance efficiency moving forward.
- g. **Time Awareness:** Track how you spend your time for a week to identify patterns, wasted time or areas for improvement. Adjust accordingly based on findings.
- h. **Work-Life Balance:** Ensure you allocate time for personal activities, breaks and relaxation to avoid burnout and maintain productivity in the long run.

Record keeping

Record keeping is important in a clothing and textiles business because it helps entrepreneurs and businesses track inventory, monitor sales, manage expenses and ensure smooth day-to-day operations. This includes:

- a. **Inventory Records:** Inventory records keep a detailed account of the items that a business has available for sale or for use in production processes.
- b. **Transaction Records:** These documents record the specifics of all financial transactions undertaken by the business.
- c. **Tax Records:** These records are crucial for reporting and abiding by tax regulations.
- d. **Accounting Records:** These are comprehensive records that capture all financial transactions of a business
- e. **Cash/Credit Sales Records:** These are documents that detail sales transactions, which can either involve immediate payment (cash sales) or deferred payment (credit sales).
- f. **Tracking Income and Expenses:** Keeping accurate financial records helps track sales revenue, operating costs and profit margins.
- g. **Budgeting and Forecasting:** Historical financial data enables better budgeting and forecasting, allowing for smarter allocation of resources.
- h. **Stock Management:** Detailed records of inventory help prevent overstocking or stockouts. **This enables businesses** to reorder popular items on time and identify slow-moving products.
- i. **Cost Analysis:** Understanding the cost of goods sold (COGS) can help determine optimal pricing and profitability.
- j. **Legal Obligations:** Businesses are required to keep certain records for tax reporting and compliance with local regulations.
- k. **Audit Preparedness:** In case of an audit, organised records can demonstrate compliance and reduce the risk of penalties.
- l. **Analysing Sales Trends:** Regular record-keeping allows for the analysis of sales trends over time, providing insight into what products, sizes and styles perform best.
- m. **Identifying Market Opportunities:** By observing customer preferences and changing market trends, businesses can adapt their product lines accordingly.
- n. **Tracking Customer Data:** Effective record-keeping helps **entrepreneurs** maintain customer information, including purchase history and preferences, which can inform marketing strategies.
- o. **Improving Customer Service:** Accurate records enable **businesses** personalised service and targeted marketing, enhancing customer satisfaction and loyalty.
- p. **Vendor Relationships:** Keeping records of supplier contracts, costs and performance metrics enables **entrepreneurs** to improve negotiation and management of vendor relationships.
- q. **Production Oversight:** Maintaining production records allows businesses to track timelines, reduce waste and improve overall efficiency.
- r. **Informed Choices:** Access to comprehensive data enables entrepreneurs to make better strategic decisions regarding expansion, product launches and marketing campaigns.

- s. **Risk Management:** Identifying patterns through records helps **businesses** anticipate potential risks and develop contingency plans.
- t. **Performance Monitoring:** Long-term records enable businesses to evaluate their performance, sustainability practices and overall growth trajectory.
- u. **Adaptability:** A solid record-keeping system can make it easier to pivot or adapt to changing market conditions and consumer behaviours.

Sample Record Templates for Clothing and Textiles Enterprises (With Formulas)

- Daily Sales and Expenses Log
- Formula:

$$\text{Sales} = \text{Quantity} \times \text{Unit Price}$$

$$\text{Balance} = \text{Sales} - \text{Expenses}$$

Date	Item/Service	Quantity	Unit Price (GHS)	Sales (GHS)	Expenses (GHS)	Balance (GHS)

- Daily Sales Record
- Formula:

$$\text{Total} = \text{Quantity} \times \text{Unit Price}$$

Date	Invoice No.	Item Name	Quantity	Unit Price (GHS)	Total (GHS)	Payment Method	Remarks

- Weekly Summary Record
- Formula:

$$\text{Profit/Loss} = \text{Total Sales} - \text{Total Expenses}$$

Week	Total Sales (GHS)	Total Expenses (GHS)	Profit/Loss (GHS)

Importance of Record Keeping in a Clothing and Textiles Enterprise

1. Tracks Financial Transactions Accurately

Record keeping ensures that all income and expenditure are properly documented. This helps in maintaining transparency and in understanding the financial health of the business.

2. Monitors Inventory and Supplies

Keeping accurate records of fabrics, accessories and finished garments helps prevent shortages and over-purchasing. It ensures that stock levels are balanced according to demand.

3. Supports Informed Decision-Making

Reliable records provide data that can guide critical business decisions, such as adjusting prices, introducing new products or changing suppliers.

4. Assists in Budget Preparation and Control

With well-kept records, entrepreneurs can create realistic budgets, monitor how money is spent and avoid unnecessary expenses. This helps in maintaining financial stability.

5. Improves Customer Service

Records of customer orders, preferences and past purchases enable businesses to offer personalised services, build stronger customer relationships and improve satisfaction.

6. Simplifies Tax Reporting and Compliance

Maintaining proper financial records helps in calculating and paying the right amount of taxes. It also provides proof in case of any legal or financial audits.

7. Prepares the Business for Audits and Inspections

In the event of financial reviews or government inspections, up-to-date records serve as evidence of proper business conduct, protecting the enterprise from penalties or misunderstandings.

8. Evaluates Business Performance and Growth

Analysing past records helps determine whether the business is progressing, stagnating, or declining. Entrepreneurs can then take necessary actions to improve performance.

9. Supports Applications for Loans and Grants

Financial institutions often require proof of consistent record keeping before approving loans or grants. Proper records increase the likelihood of accessing financial support.

10. Helps Prevent Theft and Loss

By regularly updating and reviewing stock and sales records, businesses can detect missing items, unauthorised transactions or internal theft and take corrective measures quickly.

Learning Tasks

1. Identify sources of funding for clothing and textiles businesses.
2. Discuss the importance and techniques of time management.
3. Surf the internet for importance of record keeping and types of records.
4. Research into how one can establish and manage a clothing and textiles enterprise.
5. Develop a business plan for establishing a clothing and textiles enterprise.

Pedagogical Exemplars

Talk for learning Approaches

In mixed gender/ability/friendship groups, identify sources of funding for businesses, and the importance and techniques of time management.

E.g.

- Sources of funding:
- Personal savings
- Loans and overdrafts
- NGO financing
- Special Government loans, etc

Importance of time management:

- It reduces stress
- It helps to achieve a target
- It helps to meet deadlines, etc.

Techniques of time management:

- Use time planners
- Use diaries
- Delegate duties where possible, etc.

Collaborative learning Approach:

In mixed gender/ability groups, read relevant texts, chats, slides, videos or use the internet to research for importance of record keeping and types of records.

E.g.

Importance of record keeping:

- It shows how much has been received and spent
- It removes guesswork
- It shows whether the business is doing well or not, etc.

Types of records

- Inventory
- Transactions
- Tax
- Accounting
- Cash/credit sales, etc.

Experiential Learning Approaches

In mixed gender/ability groups, visit a local enterprise to research into how one can establish and manage a clothing and textiles enterprise. Deaf learners should be accompanied by peers who can assist them with sign language interpretation.

Groups present findings for whole class discussion and appraisal.

Problem based learning: In mixed ability/gender/cultural groups, brainstorm, brain-write or think-square-share to identify ways to establish and manage a successful business.

E.g. Establish

- Choose a product or service that meets a market need or solves a problem.
- Outline your goals, target market, marketing strategy, operations, and financial projections.
- Choose a business name and complete any legal registrations or licenses required.
- Determine how much capital you need and explore funding options like savings, loans, or investors.
- Arrange your workspace, hire staff if needed, and establish systems for sales, inventory, and customer service.

Manage

- Keep proper accounts
- Evaluating performance
- Constant stock-taking, etc.

Note: This activity can be used as an alternative to the visit to a local enterprise should this not be an option.

Group Work

In mixed gender/ability groups, develop a business plan for a given clothing and textiles business. Your plan should outline your vision, mission, business structure, start-up capital requirements and location considerations.

Present your plan for feedback.

Key Assessment Level 4: Group Discussion

Clothing and textiles enterprises must apply advanced financial and resource management strategies to achieve sustainability and long-term success. Using examples from real or imagined clothing businesses, develop a comprehensive essay in which you:

1. Evaluate four (4) different sources of capital for establishing a clothing business, explaining their advantages and potential risks.
2. Analyse the importance of time management and planning in improving productivity and ensuring effective use of business resources.
3. Assess how effective record-keeping systems support decision-making, customer satisfaction and long-term sustainability.
4. Propose practical strategies for integrating financial planning, resource allocation and goal setting in a clothing and textiles business to ensure its growth and resilience.

Support your essay with well-reasoned arguments, four (4) detailed examples and a clear connection between financial/resource practices and enterprise sustainability. (24 marks)

PLC Session 16 & 17

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous year/session/week, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand
 - b. identify two or three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners. (NTS 3a, 3g and 3m).
3. Use your subject specific app to plan your lesson. Ask the app to
 - a. suggest the most effective method for teaching the week's concepts to learners with diverse backgrounds.
 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q)
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).



Note

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Plan the week's key assessment with your app

- a. The key assessment for the week is group discussion. Chat with your app to plan this assessment, indicating what you and your learners will do before, during and after the discussions (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then

- a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
- b. all teachers in the group work through a similar problem individually for 3–4 minutes
- c. the group then works through the problem together step by step
- d. highlight the most common errors made at each step and discuss (NTS 1c, 1e, 2c, 2e, 3e-3j).

**Note**

- This part is not just about 'How do I teach this?' but how do I teach it for learners to understand?
- If the group still shares the same content gap, use the app: ask it to solve the problem step by step and explain the reasoning behind each step.
- Problems/ideas discussed should be sourced from the Teacher Manual content, not invented separately. This keeps the content exploration directly connected to what teachers will deliver.

30 minutes**Enactment**

6. Enact a teaching activity based on your learning plan (NTS 1a-1b, 1e-1g, 2c, 2e, 2f, 3c-3j and 3o).

- a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
- b. After the enactment, ask for structured feedback from the group
 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
 - ii. were the examples grounded in contexts familiar to Ghanaian learners?
 - iii. did any misconceptions surface and if so, how were they addressed?

5 minutes**Reflection**

7. Reflect and share your views on the session. One thing that worked well, what did not work well and what you will do differently. (NTS 1a, 1b).

8. Identify a critical friend to observe and provide feedback on your lesson in relation to the PLC Session conducted (NTS 1f, 1g).
9. Remember to
 - a. transfer your chats into your learning planner template.
 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

Hint



Conduct Practice Paper 2 by Week 18. It should cover contents taught from Year 1 to 3. Refer to the Table of Specification and Structure of the Paper at the end of this section. Learners' papers should be marked immediately and scores entered into the SAP.

GUIDELINES AND TABLE OF SPECIFICATION FOR ADMINISTERING PRACTICE PAPER 2

- a. This exam will consist of three forms:
 - i. Multiple choice questions
 - ii. Essay type questions
 - iii. Practical examination
- b. Duration of the exams should be four hours, 30 minutes
 - i. 1 hour for answering 40 multiple choice questions
 - ii. 1 hour for answering three Essay type questions
 - iii. 2 hours, 30 minutes for practical examination
- c. Clear instructions should be given on the question paper to aid learners to answer given questions accurately.
- d. Learners will answer 40 multiple choice questions for 40 marks (Section A).
- e. Learners will answer three out of six Essay type questions. Each question carries 20 marks (Section B).
- f. Learners will answer one compulsory practical question and it will carry 50 marks.
- g. Resources needed: question papers, answer sheets, pens, pencils, fabric, a pair of scissors, etc.

Table of Specification for item construction for Section A, B and C (MOCK 2)

SN	Sub-Strand	Learning Indicators	Types of ques-tions	DoK Levels				Total
				1	2	3	4	
1.	UNDER-STANDING CONCEPTS AND PRIN-CIPLES OF CLOTHING	Classify clothes under various categories.	MCQs		1			1
2			ESSAY					
		Discuss reasons for wearing clothes.	MCQs	1				1
ESSAY								
3		Describe different figure types. Take body measurements and apply them in selecting suitable clothing for different figure types.	MCQs		1	1		2
			ESSAY					
4		Explain how design principles affect the appearance of different body shapes. Recommend appropriate clothing choices for different figure types to achieve a flattering appearance.	MCQs			1		1
			ESSAY			1		1
5		Identify different careers in the Clothing and Textiles industry.	MCQs	1		1		2
			ESSAY					
6		Analyse how different clothing styles enhance or balance various figure types.	MCQs	1				1
			ESSAY					
7	WARDROBE PLANNING AND AP-PEARANCE MAN-AGEMENT PRACTICES	Discuss wardrobe planning and its importance in clothing management.	MCQs					
			ESSAY			1		1
8		Examine the factors that promote good grooming	MCQs	1				1
			ESSAY					

9		Analyse different types of wardrobes and their suitability for various occasions. Demonstrate wardrobe organisation techniques.	MCQs			1		1
			ESSAY					
10		Assess the role of accessories, hairstyles and make-up in enhancing personal appearance. Demonstrate appropriate dress and grooming for different occasions.	MCQs	1				1
			ESSAY					
11		Explain the purpose of modelling and fashion shows and the basic requirements for modelling.	MCQs		1			1
			ESSAY					
12	CHARACTERISTICS OF FIBRES AND FABRICS FUNCTIONALITY	Classify fibres into natural and synthetic categories and describe their characteristics.	MCQs					
			ESSAY				1	1
13		Explain how the properties of fibres influence the selection of fabrics for specific purposes.	MCQs		1			1
			ESSAY					
14		Investigate the absorbency, durability and elasticity of different fabric types through simple experiments.	MCQs		1			1
			ESSAY					
15		Use practical testing techniques to describe the characteristics of blended and mixed fabrics.	MCQs		1			1
			ESSAY					
16		Analyse the implications of the finishes to each fabric use.	MCQs		1			1
			ESSAY					

17	FIBRES AND FABRICS IN CLOTHING CONSTRUCTION	Compare types of fabrics construction techniques and their suitability for various clothing purposes.	MCQs	1				1
			ESSAY					
18		Describe how different fabric construction techniques affect garment production. Investigate how different fabric construction techniques influence cutting, stitching and their impact on garment production	MCQs		1			1
			ESSAY			1		1
19		Demonstrate appropriate care and maintenance practices for garments made from various fabric constructions.	MCQs			1		1
			ESSAY					
20	CLOTHING CONSTRUCTION PROCESSES	Classify sewing tools into measuring, cutting, marking and stitching tools Demonstrate appropriate handling and maintenance of sewing tools and equipment	MCQs		1			1
ESSAY								
21		Identify common sewing notions and describe their uses in garment construction. Demonstrate different types of basic stitches used in clothing construction.	MCQs			1		1
			ESSAY					
		Identify different types of seams used in garment construction.	MCQs		1			1
			ESSAY					
	Apply suitable edge finishes to prevent fabric fraying.	MCQs			1		1	
		ESSAY						

22		Discuss garment features and their functions in garment construction.	MCQs	1		1		2	
			ESSAY						
23		Describe different ways of renovating and remodelling articles.	MCQs		1			1	
			ESSAY						
24		Explain the concept, exhibition in clothing and textiles production.	MCQs						
			ESSAY			1		1	
25		Plan and mount exhibition for finished Clothing and Textiles products.	MCQs		1			1	
			ESSAY						
26		FASHION DESIGN AND GARMENT CONSTRUCTION TECHNOLOGY	Identify and explain different techniques of arranging fullness: Gathers, pleats, darts and shirring.	MCQs	1				1
				ESSAY					
27	Explain the types of garment openings and their uses in garment design and construction.		MCQs			1		1	
			ESSAY						
28	Identify different types of fasteners and their applications in garment construction.		MCQs		1			1	
			ESSAY						
29	Demonstrate techniques for attaching fasteners securely and neatly.		MCQs	1				1	
			ESSAY						
30	Evaluating the Durability and Aesthetic Appeal of Fasteners in Garment Design.		MCQs			1		1	
			ESSAY						
31	Practice free hand pattern cutting techniques on fabric, exploring methods for shape manipulation and fabric optimisation.		MCQs	1	1			2	
			ESSAY						
			PRACTICAL				1	1	

32		Describe garment construction processes.	MCQs			1		1
			ESSAY					
33		Experiment with creative fabric craft techniques to add unique design elements to garments.	MCQs	1				1
			ESSAY					
34		Develop and implement sustainable garment packaging solutions using recycled or biodegradable materials.	MCQs		1			1
			ESSAY					
35		Explain the concept of entrepreneurship in sustainable clothing production.	MCQs	1				1
			ESSAY		1			1
36		Establishing and managing a Clothing and Textiles enterprise	MCQs					
			ESSAY					
			TOTAL	12 (30%)	16 (40%)	12 \ 6 \ 1 (30%)		47

PLC Session 18

45 minutes

Planning & Reviewing the Learning Plan

1. Begin the session by recapping lessons from the previous session, focusing on how learning was applied.
2. Use your subject specific app to explore the content before planning. Ask the app to
 - a. explain the week's concepts in a practical way that will make it easier for learners to understand.
 - b. identify three common misconceptions learners may have on the week's content and how to address them using contexts familiar to Ghanaian learners (NTS 3a, 3g and 3m).
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 - b. suggest learning activities, differentiation and essential questions based on the method of teaching (NTS 3a-3q).
 - c. review your prepared learning plan and address any challenging issues you may have identified in your subject area (NTS 3a-3c).

**Note**

- Take note of the recap topics linked to Years 1 and 2 while preparing for your lesson.
- Refer to the Values Learning Community Handbook and link the values for the week in your lesson to ensure that learners are applying what they learn.

4. Use your app to plan and administer the mode of assessment for the Student Assessment Portal (SAP)
 - a. The key assessment for the week is practice paper 2. Chat with your app to plan this assessment by reviewing or developing the assessment items/tasks and marking schemes/rubrics for the practice paper (NTS 3k-3q).

10 minutes**Content Exploration**

5. As a subject group, select one problem or topic/idea/term in the week's content that is challenging (not a routine procedural question, but one that requires conceptual understanding) and then
 - a. use the app, ask it to solve the problem step by step and explain the reasoning behind each step (you may be assisted by a teacher who is strong in the content area)
 - b. all teachers in the group work through the problem individually for 3–4 minutes
 - c. the group then works through it together the problem, step by step
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 - a. Colleagues observe with specific attention to clarity of concept explanation, use of familiar Ghanaian examples and how misconceptions are handled if they arise.
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 - i. was the concept explained in a way that a learner with no prior knowledge could follow?
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 - b. read your Teacher Manual and related Learner Material in preparation for the next session. Take note of the recap weeks, which are linked to Years 1 and 2 (NTS 3a).
 - c. integrate National Values, GESI, SEL, and 21st century skills into your learning activities, assessment tasks, and rubrics/mark schemes.

SECTION 5 REVIEW

This section explores the key principles and practices of establishing a sustainable clothing and textiles business. It introduces entrepreneurship concepts, using examples like tailors, fabric sellers and laundry services in Ghana. Learners examine the benefits and challenges of entrepreneurship, as well as essential personal traits like hard work, risk-taking and self-confidence.

The unit outlines business start-up requirements, including technical skills, business knowledge and legal registration. Emphasis is placed on starting small and growing gradually. Week 14 covers the concept of entrepreneurship in sustainable clothing production, while Week 15 focuses on promoting the clothing and textiles industry through traditional and digital marketing strategies as well as local and emerging ways of establishing and managing a clothing and textiles industry. Week 16 shifts the focus to financial and resource management, explaining funding sources such as savings, loans and government schemes while stressing the importance of time management. Throughout the weeks, learners engage in interactive tasks like group discussions and online research, deepening their understanding of entrepreneurship in the clothing and textiles industry.

Additional Reading

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

Teaching Learning Materials

1. Videos on how to establish and maintain a Clothing and Textiles enterprise
2. Projectors

3. Mobile phones
 4. Computers
 5. Videos/posters/pictures on the types of Clothing and Textiles enterprise
 6. Slides on establishing enterprises
 7. Pictures of the various types of Clothing and Textiles enterprises
 8. Charts depicting varied types of Clothing and Textiles enterprises
 9. Camera
 10. Flip chart
 11. Google search.
 12. Cardboard.
 13. Sticker notes pads.
- N.B (Provide realia (real clothes/textiles) for learners who are blind to feel the texture)

MARKING SCHEMES FOR THE KEY ASSESSMENTS

WEEK 14

Model Answer

Definition of Entrepreneurship and Entrepreneur

Entrepreneurship is the process of creating, organising and running a business by using new ideas, resources and skills to provide useful goods or services.

An entrepreneur is someone who takes the lead in starting a business, takes financial and personal risks and works hard to make the business succeed.

Characteristics of a Successful Entrepreneur include

1. Creativity

A successful entrepreneur thinks outside the box and finds innovative ways to design products, solve problems, or improve business operations.

2. Willingness to Take Risks

They are brave enough to invest their time, money, and effort into a new business idea, even if the outcome is uncertain.

3. Hardworking

They are dedicated and put in the time and effort needed to ensure the business grows and stays successful.

4. Opportunity-Seeking

They are always looking for new chances to grow the business or reach new customers, such as identifying gaps in the market for eco-friendly clothing.

5. Independent Thinking

They are able to make their own decisions and are confident in following their vision, even if others do not agree.

6. Confidence

Self-confidence helps entrepreneurs to stay motivated and take bold steps to improve their business, even when faced with challenges.

7. Good Information Seeking

They gather useful knowledge from different sources like the internet, experienced people, and books to make wise business decisions.

How These Characteristics Support Sustainable Clothing Practices. Examples include

- Creativity allows entrepreneurs to design eco-friendly clothing using recycled fabrics, natural dyes, or waste materials. For example, turning old jeans into bags or using fabric scraps to make patchwork clothing helps reduce waste.
- Willingness to take risks enables them to try new sustainable methods, such as using organic cotton, solar-powered sewing machines, or eco-friendly packaging. These ideas may cost more or be unfamiliar at first, but they help protect the environment.
- Hard work ensures that entrepreneurs maintain high standards in their products and processes, such as sorting waste properly, managing fabric use carefully, and training staff in sustainable methods.
- Opportunity-seeking leads them to identify market trends like the demand for sustainable fashion, helping them create eco-friendly products that meet customer needs.
- Independent thinking allows entrepreneurs to stay committed to sustainability, even when fast fashion or cheap alternatives seem more profitable in the short term.
- Confidence motivates them to promote green business practices, educate customers, and build a strong brand based on environmental responsibility.
- Information seeking helps them stay updated on new sustainable technologies, materials, and global fashion trends, allowing them to improve their practices and remain competitive.

Examples in the Ghanaian Context

- In Accra, entrepreneurs working with upcycled clothing from Kantamanto Market are using creativity and hard work to transform second-hand garments into fashionable, high-quality products.
- Batik and tie-dye makers in places like Cape Coast and Kumasi use natural dyes and handmade techniques, combining tradition with sustainability.
- In Tamale and Bolgatanga, smock producers and basket weavers use local materials and traditional methods, creating products that are both eco-friendly and culturally significant.
- Some entrepreneurs have begun to offer made to order clothing, reducing waste by producing only what customers need, rather than mass-producing unsold stock.

Marking Scheme (Total: 20 marks)

1. Definition of Entrepreneurship and Entrepreneur – 4 marks

- Clear and accurate definition of entrepreneurship – 2 marks
- Clear and accurate definition of entrepreneur – 2 marks

2. Description of three Characteristics of a Successful Entrepreneur – 6 marks

- Identification and explanation of three relevant characteristics – 2 marks each (e.g., creativity, risk-taking, hardworking, confidence, etc.)

Note: If more than three are provided, award marks for the best three.

3. Explanation of three ways these Characteristics Support Sustainable Clothing Practices – 6 marks

- Clear and logical connection between each characteristic and sustainable practices – 2 marks each (e.g., how creativity helps reduce waste, how confidence supports eco-friendly decision-making, etc.)

4. Two Relevant Examples from the Ghanaian Context – 4 marks

- At least two well-explained and relevant examples showing how entrepreneurs in Ghana apply these characteristics in sustainable clothing production – 2 marks each (e.g., Kantamanto upcycling, local batik/tie-dye, smock producers, etc.)

WEEK 15 (Total: 20 marks)**1. Identification of Four Key Factors – 4 marks**

- Clearly identifies **four important factors** that help a clothing and textiles business succeed in Ghana – 1 mark each

(Examples of factors: Hard work and commitment, Availability of start-up capital, Marketing and promotion, Producing high-quality goods, Honesty and dependability, Tools and equipment, Positive work habits, Legal registration)

2. Explanation of How Each Factor Supports Business Growth – 4 marks

- For each factor, explains **how it helps the business grow** – 1 mark per factor
(e.g., hard work increases output and reputation, capital allows investment in materials and expansion, marketing attracts more customers, quality products increase sales)

3. Explanation of How Each Factor Enhances Customer Satisfaction – 4 marks

- For each factor, explains **how it makes customers happy** – 1 mark per factor
(e.g., reliable service meets deadlines, fair pricing builds trust, good marketing helps customers find products easily, quality goods meet expectations)

4. Explanation of How Each Factor Ensures Long-Term Sustainability – 4 marks

- For each factor, explains **how it keeps the business running well over time** – 1 mark per factor
(e.g., consistent quality encourages repeat business, proper tools improve efficiency and durability, good work habits reduce mistakes and waste, legal registration protects business rights and access to support)

5. Examples from Ghanaian Context – 4 marks

- Provides **two relevant Ghanaian examples** related to the factors mentioned – 2 marks each

Examples to consider

- Kantamanto Market traders who demonstrate hard work and commitment by recycling and upcycling used clothes to meet customer demand and promote sustainability.
- Local batik and tie-dye producers in Volta Region, who use high-quality, locally sourced fabrics and traditional methods, building strong customer loyalty.
- Entrepreneurs using social media platforms like Facebook and Instagram to market and promote their clothing brands, increasing customer reach and boosting sales.
- Tailoring shops in Accra and Kumasi that are legally registered, giving customers confidence and access to government support programmes.
- Start-ups benefiting from Ghana's National Board for Small Scale Industries (NBSSI) providing start-up capital and training, helping businesses grow sustainably.
- Textile companies in Tema investing in modern tools and equipment to improve productivity and maintain quality standards.
- Clothing businesses adopting positive work habits and punctuality, such as meeting customer deadlines during busy seasons like festivals and weddings.
- Ghanaian entrepreneurs collaborating with fashion events like Accra Fashion Week, using these platforms for effective marketing and brand promotion.

Total: 20 marks

WEEK 16

Criteria	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
1. Evaluation of Sources of Capital.	Evaluates 4 funding sources such as microfinance loans, reinvested profits, credit from suppliers; explains their suitability, advantages (e.g., low interest) and risks (e.g., repayment pressure); e.g., a start-up using family support and reinvested profit.	Covers 3 sources with some details on benefits and limitations; examples are provided, e.g., using personal savings and small loans from friends.	Discusses 2 sources but lacks depth; e.g., only mentions loans without explaining risks or uses.	Mentions sources vaguely or inaccurately; no examples or explanation of how they affect business.

2. Analysis of Time Management and Planning.	Explains techniques like time-blocking or delegation; clearly links to outcomes like meeting production deadlines or balancing customer orders; e.g., planning fabric cutting in the morning and finishing in the afternoon to increase output.	Shows understanding of planning tools and gives 2 benefits; e.g., using a weekly planner to track orders.	Mentions time management but lacks specific tools or direct link to business efficiency.	Shows unclear or minimal understanding of how time planning affects resource use or performance.
3. Assessment of Record-Keeping Practices.	Thoroughly describes inventory, sales and tax records and their roles in budgeting, forecasting or customer service; e.g., using past sales data to reorder fast-selling fabric colours.	Explains 2 record types and their value; e.g., keeping receipts to prepare for tax filing.	Lists 1 record type but doesn't clearly explain its purpose or give business example.	Gives vague or inaccurate information about record-keeping or fails to connect it to business management.
4. Integration and Proposal of Practical Strategies.	Proposes clear, realistic strategies that blend funding, planning and record-keeping; e.g., using profits to invest in eco-friendly fabric, creating SMART goals for production, and tracking sales using Excel.	Proposes useful strategies but may not link all elements or explain how they work together.	Suggestions are general; may include isolated practices without full integration.	Strategies are unclear, impractical or irrelevant to financial/resource management.
5. Use of Examples and Logical Reasoning.	4 Strong, clear examples throughout, e.g., comparing a business that keeps stock records to one that doesn't; arguments are well-reasoned.	3 relevant examples used, supporting main points; minor gaps in explanation.	2 simple examples given; logic may be weak or inconsistent.	1 example used; points are unsupported or confusing.

6. Structure, Clarity and Organisation.	Essay is logically structured with smooth transitions; introduction and conclusion are clear and purposeful.	Mostly well-structured with clear paragraphing; minor lapses in clarity.	Ideas are somewhat organised but lack flow or coherence in parts.	Ideas are jumbled or difficult to follow; no clear introduction or structure.
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Links

<https://ghana.for91days.com/wp-content/uploads/sites/32/2019/04/08-Ashanti-Names-DSC03005.jpg>

<blob:https://web.whatsapp.com/e71b77cf-314e-4a7c-9ecd-e78bc1f85212>

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