

**CHURCHILL
VOCATIONAL
CENTRE**

**GIRLS
VOCATIONAL
PROGRAM**

CURRICULUM GUIDE

EXPERIMENTAL EDITION

**EDUCATION DIVISION
DEPARTMENT OF
INDIAN AFFAIRS
& NORTHERN DEVELOPMENT
— OTTAWA 1966**

E97.5
C352



FOREWORD

This edition presents the experimental curriculum for the first three years of the Girls' Vocational Program at the Churchill Vocational Center. The curricula for the First and Second Years have evolved from the experiences gained during the two years in which the school has been in operation. The Third Year of the Program will be implemented on an experimental basis commencing September 1966.

This curriculum guide is not to be considered as a finished product, but as a firm foundation for future development. It is my sincere hope that this co-operative endeavour in curriculum development will be a continuing process, and from the combined efforts of many people will evolve a program for the Churchill Vocational Center which will truly satisfy the needs of the pupils in Canada's Eastern Arctic.

I would like to take this opportunity to commend Miss B. Worthington and Mrs. E.A. Ellis for their work in planning and co-ordinating the development of this experimental curriculum guide. The valuable contributions and assistance of Miss B. Bevington, Miss K. Butt and Mrs. J. Seymour, home economics teachers at the Churchill Vocational Center, are also greatly appreciated. I also extend my thanks to Miss B. Misener, Mrs. A. Lambert and Mr. D. West for their suggestions for the Third Year courses. My thanks are also extended to Mr. G.J. Rancier, Mr. R. Ritcey, Miss M.E. McDowell, Mr. R. Graves and Mr. R. Fewster for their helpful advice and comments.

D.W. Simpson,
Chief, Education Division

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INTRODUCTION

The Churchill Vocational Center is designed to provide pre-vocational exploratory courses and specialized training leading to employment for students of the Eastern Arctic and Northern Quebec. To accomplish this aim, an experimental course for the first three years of the Girls' Vocational Program has been developed.

This course has evolved from the experiences gained at the Churchill Vocational Center during the first two years of its operation. Because of the wide diversity in academic and socio-economic background of the pupils and the fact that many of the girls have had little or no opportunity to take home economics in the schools of their remote home settlements, the First Year of the Girls' Vocational Program provides a basic foundation in all areas of home economics. In addition to preparing the pupils for adjustment to the wage based economy, it is hoped that the curriculum will provide an invaluable experience which will assist the girls to become better homemakers and thus improve the standard of living in their future homes. This will, in time, raise the socio-economic status of the north. Twice during the Second Year it is hoped that all pupils will participate in a work experience project designed to acquaint them with the world of work and to introduce them to the areas of girls' occupations. The Third Year of the Program is "work oriented" and is designed to develop specific skills required for wage employment. Throughout the Third Year, an awareness of the skills and attitudes required for successful employment should be stressed by both the academic and vocational teachers.

Although the apparent emphasis in the First Year is placed on home economics, the teacher and pupils should fully understand that the school is primarily vocational and that the basic experiences provided in the First Year are to be articulated with a program of increasing vocational skill development. Therefore, the teacher should assume responsibility for, and take every opportunity of, providing the pupils with learning experiences of a practical nature. Each area of home economics should emphasize the home related skills required for employment. In a Guide such as this it is difficult to set forth all the details of a vocational approach which is required at all times in the three years of this program, but the teacher is urged to present this material in the most practical manner possible.

The experiences gained in the implementation of this experimental course will establish guidelines for the development of the curriculum for the ensuing years. To ensure that this is as meaningful as possible and satisfies the needs of the pupils, the valuable assistance of the northern teachers will be used to the fullest extent. The teachers are requested to write down their suggestions and revisions for improvement in the space provided on the right hand pages in this Guide. The ultimate success of any program depends on the co-operative efforts of many people and the active involvement of the teachers will be essential in the development of a truly effective curriculum.

The Mutually Supportive Units pertaining to the Girls' Vocational Program are attached as an appendix to the vocational curriculum. These units, an integral part of the curriculum of the Churchill Vocational Center, are projects which are conducted by the academic teacher in consultation with the vocational teachers. Each project is planned and designed jointly by the two teachers concerned. It is hoped that each year teachers will develop further projects of a mutually supportive nature so that in a few years the basis of a sound program of vocational education in the real sense of the term will be formed. An important side aspect of this work is the recognition by both academic and vocational teachers of the team approach to meeting total needs of northern young people.

It will be noted that this edition of the curriculum guide does not include the business education course which is available at the school. This course is presently being revised and it is expected that it will be included in future editions of the guide.

**OVERVIEW OF GIRLS' VOCATIONAL PROGRAM
CHURCHILL VOCATIONAL CENTER**

Year	Subjects	Time
First Year	Foods for the Family	22 cycles**
	Clothing Construction	22 cycles
	Personal Appearance and Manners	4 cycles
	Management	6 cycles
	Home Care of the Sick	6 cycles
	Child Care and Babysitting	8 cycles
Second Year	Foods for the Family	22 cycles
	Clothing Construction	22 cycles
	Personal and Family Relationships	2 cycles
	Management	6 cycles
	Home Care of the Sick	4 cycles
	Child Care and Babysitting	8 cycles
	Work Experience Project	4 weeks*
Third Year	Family Meal Preparation	6 weeks*
	Dressmaking	6 weeks*
	Waitress Training and Food Services	12 weeks*
	Ward Aide	12 weeks*
	Beauty Culture and Grooming	1½ hours once a week for 12 weeks

* One-half day, five days each week, is to be spent on areas marked with a *.

** One-quarter day, five days each week, is to be spent on the unmarked areas.

** A "cycle" is based on six days.

FIRST AND SECOND YEARS: FOODS FOR THE FAMILY

OBJECTIVES: To provide the students with the opportunity

1. To develop an understanding of the basic principles of sound nutrition to promote health and happiness of family members.
2. To develop the ability to apply principles of management in planning, preparing, purchasing and serving indigenous and southern foods based on Canada's Food Guide.
3. To develop the ability to plan nutritionally adequate meals.
4. To develop skill in applying basic principles of food preparation.
5. To develop creativity in preparing and serving attractively the indigenous and processed foods available in the north.
6. To develop the ability to select and improvise, use and care for equipment and utensils.
7. To analyze food habits and recognize where change may be indicated or desirable.
8. To develop habits of cleanliness and ideal social living.
9. To gain an understanding of the fundamental skills, attitudes and knowledge required by persons for employment in the food service industry.

Food, a necessity of life, has never been easily procured in the Northwest Territories. The Eskimos survived living on a diet consisting almost exclusively of meat, fish and fat, supplemented only by a minimum of other indigenous foods available in the summer months.

With the impact of modern civilization during the present century and in their present stage of transition, the northern people have adopted a mixture of diets associated with both the old and the new cultures. This mixture must incorporate the best food habits of each culture. For example, refined foods readily purchased at the local store or trading post cannot totally take the place of highly nutritious indigenous foods.

Poor nutrition generally results from multiple causes, of which shortage of certain kinds of foods, low economic status and lack of knowledge are the most important.

Adequate management of food is closely related to successful family living. Through the study of food, with major emphasis on practical meal preparation providing the opportunity for experience in social living and the development of universally applicable nutrition and management principles, students may be better prepared to raise nutritional standards and contribute to successful and happy family living.

FOODS UNITS FOR FIRST AND SECOND YEARS

First Year: Foods for the Family

- I. Nutrition
- II. Management
- III. Meal Planning and Service
- IV. Learning to Cook

- V. Fruit

- VI. Bread, Cereals and Flour
Mixtures
- VII. Eggs
- VIII. Beverages

- IX. Cheese
- X. Vegetables
- XI. Meat and Fish

- XII. Preparing and Serving
Meals for Others

Second Year: Foods for the Family

- I. Nutrition
- II. Analyzing Food Habits
- III. Consumer Management
- IV. Meal Management and Social
Etiquette
- V. Preparing and Serving Meals
for Others
- VI. Bread, Cereals and Flour
Mixtures
- VII. Meat, Poultry and Fish
- VIII. Protein Cookery: Eggs,
Cheese, Milk
- IX. Fruit and Vegetables
- X. Methods of thickening Liquids
- XI. Soups
- OPTIONAL
- XII. Food Preservation:
(freezing recommended)
- XIII. Invalid Cooking
Regional Dishes
Outdoor Cookery
Pressure Cookery
Special Diets

SPECIAL NOTE:

The above units summarize the basic learnings of an introductory foods course. Again, it is stressed that this course must be articulated with the food service industry and in particular with the food course offered in the Third Year. It will be noted that Unit XII, First Year and Unit V, Second Year, are of major importance and the effectiveness and success of these units will depend entirely on the teachers' initiative and ability to provide a realistic learning experience.

Teaching based solely on lecturing methods will not establish good nutrition and food management practices. Learning becomes most meaningful when it is applied in many situations and experiences in planning, practicing and evaluating. The teacher should take every opportunity to see that this course is applicable to the home situation. The best evidence of a foods and nutrition program will be the girl's ability to apply in the home the skills and knowledge she has learned in school.

Although presented in units in this outline, principles of nutrition, management, meal planning and food preparation and service must be integrated into all lessons. Every opportunity should also be provided to enable students to develop habits of proper social living.

This guide does not outline the various food topics in the order in which they are to be presented. It is the teacher's responsibility to study thoroughly the foods unit and then to plan with the pupils a sequence for practical meal preparations. It is suggested that the students prepare and serve at least one complete meal in each cycle.

FIRST AND SECOND YEARS: FOODS FOR THE FAMILY

The need to select projects in keeping with the students' needs and interests cannot be too strongly emphasized. When selecting projects, teachers and pupils should consider:

- a) equipment and utensils available in the home,
- b) availability of time, money and foods in the school,
- c) season of year,
- d) students' experience, ability and needs.

It should be emphasized that such products as fresh eggs, milk, fruit and vegetables, are not easily obtainable in certain areas in the Northwest Territories but a program to broaden the horizon of foods and nutrition for northern residents must include these foods, emphasizing their nutritional value and preparation. This does not minimize the importance of the preparation of indigenous foods and other staple foods which should be of prime importance.

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I NUTRITION

- | | |
|---|---|
| <p>A. Relationship between nutrition and health</p> <p>1. Factors determining health</p> | <p>Consider how food makes a difference in how one looks, feels, and acts.</p> |
| <p>B. Canada's Food Guide</p> | <p>How is C.F.G. used as a basis for meal planning?</p> |
| <p>C. Brief introduction to food nutrients</p> <p>1. Definition of nutrient</p> <p>2. Nutrients and their uses</p> <p>3. Nutritional relationship between land and store food</p> | <p>Nutritional needs for a healthy body can be met on a diet based on Canada's Food Guide.</p> <p>Make a display of canned land foods and store foods, e.g. cans of muktuk and seal, blueberries, cranberries, drawing of seaweed. Attach labels describing food function to cans and packages.</p> |

II MANAGEMENT

- | | |
|---|---|
| <p>A. Personal grooming and behaviour</p> | <p>Standards for grooming and cleanliness. Wear safe clothes in the kitchen.</p> |
| <p>B. Clean and safe work habits in the kitchen</p> | <p>Make a list of safety rules for kitchen. Practise clean and safe work habits in all practical lessons. Orientation to kitchen laboratory.</p> |
| <p>C. Kitchen techniques and procedures</p> <p>1. Choosing and using correct equipment</p> <p>2. Substitute and improvise utensils and equipment</p> <p>3. Storage of equipment</p> | <p>Learn names and use of utensils and equipment as each is used in meal preparations and clean-up procedures.</p> <p>If equipment is not available in the home, students should learn how to improvise or substitute with the resources found in the home.</p> <p>Plan and arrange areas for storage in the home. Plan for easy identification of equipment.</p> <p>Practise housekeeping techniques in the kitchen such as care of floors, painted wood-work, table-tops, food containers, <u>garbage and refuse disposal</u>, refrigerator, freezer, cupboards and silver.</p> |

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Foods for Health

Associated Milk Foundation of Canada: "The Food Chain" and Food Models

Carnation: "Right Eating Keeps you Swinging"
(GO, GROW, GLOW)

National Film Board: "Peppo"

Canada's Food Guide: Food Charts

Nutrients	Use	Where present in Canada's Food Guide
Protein	Build, repair, provide calories	Meat, Milk
Carbohydrate	Provide calories	Cereals and Breads
Vitamins	Protect, regulate, growth promoters	Fruits and Vegetables
Minerals	Build and regulate	Fruits and Vegetables
Fats	Provide calories	Meat, Milk
Water		

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

4. Care of laboratory, utensils and furnishings

Dishwashing techniques.
NOTE: Housekeeping routine should be established in food rooms.

III MEAL PLANNING AND SERVICE

A. Traditional food pattern

Contrast traditional pattern with that in a wage economy e.g. sharing of food

B. Pattern of three meals each day

Briefly consider food patterns in other countries.
Correlate with Social Studies.

1. Time for meals
2. Place for meals
3. Social interaction of family at meal times

C. Steps in meal preparation

Consider advantages in planning meals. Incorporate in all meal preparation lessons.

1. Planning
2. Shopping
3. Preparing
4. Serving
5. Clean-up

D. Factors to consider in menu planning

Consider such factors as number and ages of people in family, health, occupation and activities, likes and dislikes.

1. Nutrition
2. Family
3. Money management

Wise use of money. Pupils should be aware of relative costs of food.

4. Time management

Consider time available and experience of cook.
Practise making adequate pleasing choices by teacher-pupil planning of menus.

E. Table setting, service and etiquette

Practise table setting, service and etiquette in practical lessons.

1. Types of food service

Consider table setting and service and etiquette in different areas of the world.

- a. Local methods
- b. Cafeteria and buffet
- c. Family style

Relate to student residence and Social Studies.

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Filmstrip: "Mealtime Can Be Magic" – Betty Crocker

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

2. Table etiquette
 - a. Courtesy
 - b. Conversation

- F. Basic meal patterns based on Canada's Food Guide

SUGGESTED APPLICATIONS AND EXPERIENCE

Fruit or Fruit Juice
Cereal
Bread
Beverage

BREAKFAST

Main Dish
Bread
Dessert
Beverage

LUNCH

Meat or Alternate
Potato
Vegetable
Dessert
Beverage

DINNER

IV LEARNING TO COOK

- | | |
|--|---|
| A. Recipes and recipe books | See "Foods for Health". |
| B. Measurements and abbreviations | Review fractions. |
| C. Standard measuring utensils | |
| D. Methods of measuring and combining foods. | Relate to methods used in home. Compare standard measure with various utensils found in laboratory. |

V FRUIT

- | | |
|---|--|
| A. Canada's Food Guide | |
| B. Nutrients in relation to health | |
| C. Identification of fruits | Identify fruits. Identify fruits containing Vitamin C. |
| D. Choice of fruits: <ol style="list-style-type: none"> 1. For breakfast: <ul style="list-style-type: none"> Citrus, regulative and un-sweetened | |

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Robin Hood pamphlet: "Use of Recipes"

Foods for Health

Curriculum Foundation Filmstrip: "Fruits"

Anna Maries Workshop Pictures: "Fruits"

S.V.E. Pictures of "Fruit"

Canada Department of Agriculture pamphlet: "Food
Grading in Canada" – publication 1283, 1966

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

2. For lunches and supper

3. Forms

- a. Fresh – raw and cooked
- b. Canned
- c. Frozen
- d. Dried

Testing panel of fresh, frozen, canned and dried fruit or juice (e.g. orange juice). Consider such factors as appearance, cost, flavour and preparation time.

E. Methods of preparing fruit for breakfasts and lunches

1. Appetizer

2. Main dish

3. Dessert

Combine fruits with other foods, for example in desserts, sauces, flour mixtures. Prepare raw fruit, steam, bake, broil and section various forms of fruits.

F. Care and storage

VI BREAD, CEREALS AND FLOUR MIXTURES

A. Canada's Food Guide

B. Nutrients in relation to health

C. Types of breads, cereals and flour mixtures

1. Bread

- a. Toast for breakfast
- b. Sandwiches for lunch

Make plain toast and French toast, etc.
Make plain and fancy sandwiches.

2. Cereals

- a. Uncooked, prepared and instant
- b. Refined and whole grain
- c. Rice

Cook cereals for breakfast using fine and coarse cereals. Serve prepared cereals.

Make rice as a vegetable or as a dessert.

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|---|---|
| <ul style="list-style-type: none"> d. Pastas | <p>Make casseroles using spaghetti, macaroni, etc.
Stress importance of following cooking directions on package.</p> |
| <ul style="list-style-type: none"> 3. Flour mixtures <ul style="list-style-type: none"> a. Methods of combining <ul style="list-style-type: none"> i. Muffin ii. Biscuit iii. Cake b. Ingredients <ul style="list-style-type: none"> i. Flour ii. Leavening agents iii. Fats iv. Sugar v. Liquid vi. Eggs 6. Distinguish between batters and doughs. <ul style="list-style-type: none"> i. Pour batter ii. Drop batter iii. Soft dough iv. Stiff dough | <p>Structure of wheat grain.
Stress accurate measuring and reading of recipes.
Review fractions. Correlate with mathematics.</p> <p>Make muffins.
Make pour and drop biscuits.
Make butter cake using standard recipe.</p> <p>Learn differences between cake, pastry, bread, all purpose, enriched and whole wheat flour. Learn major types of leaveners: baking powder, baking soda, yeast.</p> <p>Variations in proportions of liquid to flour.
Make griddlecakes.
Make muffin variations and quick breads.
Make biscuit variations and quick breads.
Make cookies.</p> |
| <ul style="list-style-type: none"> D. Care and storage | <p>Include freezing of baked products.</p> |

VII EGGS

- A. Canada's Food Guide
- B. Nutrients in relation to health
- C. Choice of eggs
 - 1. Powdered
 - 2. Processed
 - 3. Fresh
 - a. Grades
 - b. Freshness

Use of eggs in home settlement. Mention that :
 3 tbsp. ducks eggs = approx 3 tbsp. chicken egg
 = 1 "egg"
 1 tbsp. egg powder + 3 tbsp. water = 1 "egg"

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Catelli, Habitant Limited pamphlet:
"The Macaroni Story"

General Foods Kitchen pamphlets: "Baking Secrets"
Betty Crocker Filmstrips
Standard Brands Limited pamphlet: "Magic Results
in Baking"

Teacher Reference: Canadian Cookbook, section on
"Flour Mixtures"

Canadian Foundation Filmstrip: "Eggs"
Department of Agriculture pamphlet

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- D. Methods of preparing eggs for breakfast and lunch
1. Egg cookery – soft and hard
 2. Powdered egg in flour mixtures
 3. Omelettes

Explain that "high heat hardens protein".

- E. Storage and care

VIII BEVERAGES

- A. Canada's Food Guide

- B. Nutrients in relation to health

Importance of milk to adolescents.

- C. Choice of beverages for breakfast and lunch

1. Milk

- a. Fresh
- b. Powdered
- c. Canned

Comparative food value of skim and whole milk (powder).

Compare costs of various sized containers.

2. Tea

- a. Types
- b. Content and effect on body

3. Coffee

- a. Types
- b. Content and effect on body

4. Water

- a. Effect on body

Daily requirements.

- D. Methods of preparing and serving beverages for breakfast and lunch

1. Reconstitute powdered and canned milk

Scald milk

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

2. Cocoa and chocolate milk
3. Tea
4. Coffee

E. Care and storage

SUGGESTED APPLICATIONS AND EXPERIENCE

Prepare cocoa using powdered milk.

IX CHEESE

A. Canada's Food Guide

B. Nutrients in relation to health

C. Methods of preparing and serving

1. On a cheese tray
2. Sandwiches and salads
3. Casseroles
4. Cheese sauce

X VEGETABLES

A. Canada's Food Guide

B. Nutrients in relation to health

Grow a vegetable garden.

C. Identification of vegetables

Identify varieties of vegetables

D. Choice of vegetables for lunches and snacks

1. Fresh – raw and cooked
2. Canned
3. Frozen
4. Dried

Emphasis on canned and frozen vegetables and fresh potatoes.

E. Methods of preparing vegetables for lunches and snacks

1. Vegetable plates
2. Salads
3. Casseroles

Prepare all forms of vegetables – fresh, frozen, canned and dried.

F. Storage and care

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

XI MEAT AND FISH

A. Canada's Food Guide

B. Nutrients in relation to health

C. Identification of meat and fish

1. Local
2. Southern

D. Choice of meat and fish for breakfast and lunch

1. Fresh
2. Canned
3. Frozen
4. Dried

E. Methods of cooking meat and fish

1. Use canned meats and fish in food preparation classes
2. Breakfast meats: sausage, bacon
3. Meats in casseroles

Caribou, seal, whale, walrus, polar bear, arctic char, western Arctic – reindeer. Order arctic char from communities further north.

Prepare poultry (fowl) to demonstrate cooking of ducks, etc. in home community.

Discuss "Why do Eskimos eat raw meat".

XII PREPARING AND SERVING MEALS FOR OTHERS

A. In the home

1. Etiquette and manners
2. Responsibilities of hostess and guests
3. Invitation of guests
4. Management and planning

B. In a commercial establishment

Prepare and serve as many meals as possible throughout the entire course.

Compare points of similarities and differences between the two types of food service (A and B). Arrange field trips to local hotels, restaurants, hospital and C.N.I.B. kitchens, etc. Have local proprietors outline requirements for employment in food service industry.

FIRST YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Curriculum Foundation Filmstrip: "Meat"

SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I NUTRITION

Review section on Nutrition, First Year.

A. Brief review of food nutrients and their uses

B. Digestion of food

Process of changing foods into nutrients. Correlate with a science unit on the Human Body.

C. Determination of an individual's food requirement

1. Canada's Food Guide

2. Calorie requirement

Compare heights and weights with chart to determine approximate daily intake of calories. "Eating to control weight". Factors influencing calorie requirement. Calorie content in average serving portion of most common foods. (Correlate with Mathematics - fractions.)

3. Brief introduction to malnutrition

List causes of malnutrition.

II ANALYZING FOOD HABITS

A. Factors influencing choice of food

1. Home influences

2. Societal influences

3. Individual personal experience with food

Consider: family and tradition, economic level of family, available kitchen and cooking equipment, parents' likes and dislikes.

Consider: friends, menus in student residence, types of food available.

Consider: individual's experiences with foods, likes and dislikes, knowledge of nutrition and health.

B. Analysis of own food habits

1. Food patterns in local northern communities

Northwest Territories Food Habits Survey.

2. Suggestions and methods for improvement

Consider ways in which students could assist in improving food habits. How may each pupil assume responsibility for her own food habits? Plan ways in which this may be carried over into home communities, e.g. putting milk and egg powder in bannock, using duck eggs.

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Filmstrip: "Your Body and You" S.V.E.
Children's Press T435-18

SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

III CONSUMER MANAGEMENT

Refer to Management Unit.

A. Budgeting for food

1. Proportion of total family budget for food
2. Ways to stretch the food dollar

Food, clothing and shelter needs. Operating, advancement and savings. Consider such factors as family income, family food likes and dislikes, number and ages of family members, available storage space, prices and quality (grades) of food, meal patterns and nutrition, available time and equipment. See Foods for Health for additional methods of stretching the food dollar.

3. Factors affecting price of foods

NOTE: This section may be added if time permits.

- a. Supply and demand

Suggest correlating with Social Studies.
Briefly explain that in general the greater the supply the lower the price and the greater the demand the higher the price.

- b. Production: costs and difficulty

Processing and packaging add to cost of food.

- c. Weather and season

Suggested assignment: To plan and cost menus from foods listed in the Winnipeg newspapers and compare costs of those of local store.

- d. Transportation

- e. Types of stores

- f. Advertising

B. Grades and brands

1. Types and quantity as related to food groups in Canada's Food Guide
2. Grocery orders and market lists
3. Types of payment in stores

It is suggested that this be taught as the class prepares foods from the different food groups.

Apply in meal preparation lessons.

Consider advantages and disadvantages of various types of payment. Courtesy in the store.

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

Filmstrip: "The Food Store" Encyclopedia
Britannica

SECOND YEAR: FOODS FOR THE FAMILY

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
IV MEAL MANAGEMENT AND SOCIAL ETIQUETTE	Continual stress must be placed on practising good housekeeping habits.
A. Management in the kitchen	Refer to Management Unit.
1. Personal grooming and behaviour	Review and set suitable standards for grooming and cleanliness.
2. Kitchen techniques and Procedures	Work efficiently: correct use of equipment, accurate measurements, etc.
a. Care of equipment and appliances	Establish classroom routine. Understand that proper care and storage of kitchen equipment is part of good management. Compare and cost cleaning supplies. Practise housekeeping techniques: dish-washing, garbage disposal, care of kitchen surfaces, etc.
b. Care related to characteristics, e.g. plastic, wood	Housekeeping routine to ensure safe and sanitary surroundings.
c. Housekeeping routine for kitchen at home: daily, weekly	Traffic lanes. Evaluation of standards of safety.
3. Safety habits in the kitchen	
4. Sanitary procedures in the kitchen	
B. Meal planning and service	Review section on Meal Planning and Service, First Year.
1. Steps in meal preparation	
2. Factors to consider in menu planning	
3. Time and energy management: work simplification	Planning work sequence and methods, improving methods of working, following and evaluating time schedules. Work simplification: eliminate, combine re-arrange, simplify.
4. Table setting, service and etiquette	Aesthetic values – make simple table decorations. Buffet service on counter at home. Table appointments. Emphasize dinners and suppers.
a. Types of family food service and settings for lunches, suppers or dinners, and teas	
b. Manners at mealtime and table etiquette	
5. Basic meal patterns based on Canada's Food Guide	
a. Dinner and supper patterns and menus for the family	

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

SECOND YEAR: FOODS FOR THE FAMILY

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
<p>V PREPARING AND SERVING MEALS FOR OTHERS</p>	<p>Refer to Section XII, First Year Foods. Review and expand the practical work as outlined with further emphasis on preparing and serving meals for others. In so far as possible duplicate working conditions encountered in a commercial establishment.</p>
<p>VI BREAD, CEREALS AND FLOUR MIXTURES FOR DINNERS OR SUPPERS</p>	<p>NOTE: This section, approximately three cycles in length, should emphasize the development of skills and techniques in baking. The major principles involved in preparing flour mixtures should also be stressed. Many of the products may be frozen for future use in meal preparation classes. Develop standards for products.</p>
<p>A. Canada's Food Guide</p>	
<p>B. Nutrients in relation to health</p>	
<p>C. Flour mixtures: method of combining</p> <ol style="list-style-type: none"> 1. Review muffin, biscuit and standard cake methods 2. Yeast bread: standard yeast bread method <ol style="list-style-type: none"> a. Sponge method b. Straight dough method c. Kneading, rising and shaping 3. Pastry <ol style="list-style-type: none"> a. Conventional method 	<p>Stress accurate reading of recipes and measurements.</p> <p>Review batters and doughs. Causes of failures. Cakes without shortening. Batter puddings. Cookies. Quick breads. Students should be given the opportunity to practise making bread and rolls in order to develop competence in baking. Sandwiches for lunch, supper and teas.</p> <p>Teacher should demonstrate paste method of mixing, cold water method, hot water method, oil method and mixes for making pastry. Make a single crust pie and double crust pie. Various pie fillings- fruit, cream, meringue, chiffon.</p> <p>Experiment with homemade products and commercial mixes. Students should practise and become proficient in at least <u>one</u> method.</p>
<p>D. Ingredients</p>	<p>Review ingredients. Emphasize yeast and its storage, types of flour.</p>

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

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SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

E. Cereals

1. As meat extenders
2. As vegetable
3. As a dessert (e.g. pie, cake pudding)

F. Care and storage

VII MEAT POULTRY AND FISH FOR DINNERS OR SUPPERS

A. Canada's Food Guide

B. Nutrition in relation to health

C. Identification of meat and fish

1. Local
2. Southern

D. Choice of meat, fish and poultry for dinner and lunch

1. Fresh
2. Canned
3. Frozen
4. Dried

E. Methods of cooking

1. Principles of protein cookery
2. Cooking methods for tough and tender cuts of meat
3. Preparation for and methods of cooking poultry
4. Preparation for and methods of cooking fish
5. Gravy

SUGGESTED APPLICATIONS AND EXPERIENCE

Review cereals.

Use in supper casserole dishes.

Make graham wafer pie crust and crumb puddings.

Review meat and fish.

Review and expand types learned in First Year.

Grading and cuts of meat. Inexpensive cuts of meat – reasons for low cost, nutritive value. Tests for freshness.

Muscle, bone and fat. Amounts of meat, poultry and fish to buy for family servings.

Method for searing meat.

Use of meat tenderizer

Cooking meat outdoors other than by boiling, e.g. barbecuing, roasting on spit, "mud-bake".

Sauces for fish.

SECOND YEAR: FOODS FOR THE FAMILY

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SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

6. Carving and serving

SUGGESTED APPLICATIONS AND EXPERIENCES

Cleaning, scaling and boning fish. Compare meat and fish regarding food value, structure, cost and flavour. Bake, boil, pan-fry, stew, pot roast, simmer, pressure cook, fish loaf and patties, burgers, casseroles and salads.

F. Care and storage

VIII PROTEIN COOKERY: EGGS, CHEESE, MILK FOR DINNERS OR SUPPERS

A. Canada's Food Guide

B. Nutrients in relation to health

C. Choice of eggs, milk and cheese

1. Powdered
2. Processed
3. Fresh
4. Canned

Cheese – a meat alternate.

D. Methods of preparation for dinners or suppers

1. Reconstitution
2. Cooking temperatures for protein: principles in cooking
3. Effect of acid – curdling and its prevention
4. Thickening of liquids and binding of solids due to coagulation of protein
5. Eggs as leavening agents, coating agents, emulsifiers

Cleaning protein dishes.

Ways in which milk is used in cookery: cream soup, milk gravies, white sauce, custard, cornstarch puddings, ice cream, egg desserts. Casseroles – white sauce base. Cheese welsh rarebit, souffle, fondue, macaroni and cheese.

IX FRUITS AND VEGETABLES FOR DINNERS OR SUPPERS

A. Canada's Food Guide

Review Fruits and Vegetables, First Year

SECOND YEAR: FOODS FOR THE FAMILY

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SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

B. Nutrients in relation to health.

C. Identification of fruits and vegetables

D. Choice of fruits and vegetables

1. In menu planning for dinner or supper

- a. Strong and mild flavours
- b. Texture and shape
- c. Colour

2. Forms

- a. Fresh
- b. Canned
- c. Frozen
- d. Dried

3. Methods of preparation

- a. As appetizers
- b. As main dish
- c. As desserts
- d. Retention of food value

4. Salads

- a. Kinds: green, main dish, fruit, jellied
- b. Salad dressings: French, mayonnaise, boiled
- c. Characteristics of a good salad
- d. Accompaniments

E. Care and storage

SUGGESTED APPLICATIONS AND EXPERIENCE

Consider ways of encouraging family to eat vegetables. Rose hip berries: excellent source of Vitamin C. Nutritive value of vegetable water. Review and expand types learned in First Year.

Prepare and serve as wide a selection of vegetables as possible. Use of aluminum foil in outdoor cooking. Boil, bake, steam, pressure cook vegetables. Cream. Casseroles. Stews. Scalloped vegetables. Prevention of discoloration of fruit. Addition of dried fruits to baked products.

Clean crisp greens, cold, colourful, dry, garnish, etc.

SECOND YEAR: FOODS FOR THE FAMILY

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SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

X METHODS OF THICKENING LIQUIDS

- A. Principles for adding flour, corn-starch, eggs and gelatine to liquid

Apply principles of separating starch grains with cold liquids, sugar and melted fat in such products as white sauce and custards. Make milk and egg puddings, (rice and tapioca) filling for pie, sauces for puddings, salad dressing (boiled).

XI SOUPS FOR DINNERS OR SUPPERS

- A. Nutrients in relation to health
 B. Types: stock and cream
 C. Soup accompaniments
 D. Method of serving
 E. Etiquette for eating
 F. Dehydrated and canned soups

As soup may be the main dish of many meals in the north, ingredients should be chosen to supply large amounts of protein, carbohydrate, minerals, vitamins. Plan soups to include left-over foods such as meat and vegetables. Addition of lentils. Method of extending and improving flavour of canned and dehydrated soup. Comparison of costs.

XII FOOD PRESERVATION (Optional Topic)

It is recommended that freezing be taught.

- A. Why foods spoil
 1. Spoilage agents
 2. Enzymes
- B. Methods of preventing growth of micro-organisms
 1. Drying
 2. Freezing and cold storage
 3. Canning
 4. Salting
 5. Pickling (vinegar and spices)
 6. Exclusion of air (vacuum pack)
 7. By use of sugar

Types of food spoilage.

Briefly consider how these factors prevent growth of micro-organisms.

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

SECOND YEAR: FOODS FOR THE FAMILY

CONTENT

C. Home methods of preservation

1. Considerations in planning for home preservation
2. Canning: hot water bath method
3. Freezing
 - a. Types of foods
 - b. Length of storage
 - c. Preparation
4. Jam and jellies
5. Relishes and pickles

XIII INVALID COOKING

(Optional)

A. Diets

1. Liquid
2. Soft
3. Regular

B. Care of patients' dishes

XIV ADDITIONAL OPTIONAL TOPICS

Regional Dishes

Outdoor Cooking

Pressure Cooking

Special Diets

SUGGESTED APPLICATIONS AND EXPERIENCE

Consider such factors as the amount the family may use in one year, the amount of storage space required, the equipment needed.

Correlate with Home Care of the Sick Unit

SECOND YEAR: FOODS FOR THE FAMILY

REFERENCES AND TEACHING AIDS

COMMENTS

SUGGESTED REFERENCES FOODS FOR THE FAMILY

BOOKS

- Baxter, Laura and others Our Food Lippincott (McClelland and Stewart) \$4.00
- British Columbia, Department of Education Foods and Home Management \$0.95
- Campion, Margaret, B. Carson and M.C. Ramee Planning and Preparing Meals McGraw-Hill \$3.75
- Crocker, Betty Betty Crocker's New Picture Cook Book McGraw-Hill \$6.00
- Greer, Carlotta C. and Ellen P. Gibbs Your Home and You Macmillan of Canada \$4.95
- Hiltz, Mary C. Nutrition (an elementary text) Macmillan of Canada \$2.25
- Hinshaw, Alice The True Book of Your Body and You Children's Press \$3.25
- Lewis, Dora S. and others Family Meals and Hospitality Collier-Macmillan \$6.25
- McDermott, Irene E. and others Food for Better Living Lippincott (McClelland and Stewart) \$6.75
- Oerke, Bess V. Mealtime Bennett (Copp Clark) \$6.25
- Pattison, Mattie and others Teaching Nutrition Iowa State College Press \$6.25
- Pollard, L. Belle Experiences with Food Ginn \$5.50
- Robertson, Elizabeth C. Nutrition for Today McClelland and Stewart \$3.25
- Wattie, Helen and Elinor Donaldson Canadian Cook Book Ryerson \$4.95
- White, Ruth Bennet You and Your Food Prentice-Hall \$6.70

SOURCES FOR PAMPHLETS

- Associated Milk Foundation of Canada, 86 Isabella Street, Toronto 5, Ontario
 Milk Foundation Food Models
 Facts and Figures About Foods
 Posters: Meal Patterns, The Food Chain, Milk Builds Bones
- Campbell Soup Company, Home Economics Department, New Toronto, Ontario
 Modern Meal Planning with Convenient Foods
- Canada. Department of Agriculture
 Eggs
 Meats, How to Buy, How to Cook
 Home Canning of Fruits and Vegetables
- Canada. Department of Fisheries
 Canadian Fish Cook Book (\$1 Queen's Printer)
 Let's Serve Canned Salmon

SUGGESTED REFERENCES FOODS FOR THE FAMILY

Canada. Department of National Health and Welfare

Good Food, Good Health (with syllabics)
 How to Plan Meals for Your Family
 Healthful Eating
 Canada Food Guides (with syllabics)
 Is Your Drinking Water Safe?

Carnation Company Limited, Toronto Right Eating Keeps you Swingin'

Food and Agriculture Organization of United Nations
 Teaching Better Nutrition (Queen's Printer \$1.50)

Martha Logan, Swift Canadian Company Limited, Toronto 9, Ontario
 Meat Handibook

Standard Brands Limited for Fleishmann's Yeast, 550 Sherbrooke Street, Montreal, P.Q.
 When you Bake with Yeast: charts, booklets, posters

Robin Hood Flour Mills Limited, P.O. Box 8505, Montreal, P.Q.
 Art of Table Setting

University of Alaska Co-operative Extension Service, College, Alaska
 Winning Ways with Reindeer, Caribou, Moose

FILMSTRIPS

Permanent Loan: Food, National Film Board
 Food For Us. Curriculum
 The Food Store. Encyclopedia Britannica
 Good Food. We Learn English Part 7. National Film Board
 Keeping Food from Spoiling. Popular Science
 Kinds of Food. Encyclopedia Britannica
 You and Your Foods. National Film Board
 Your Body and You. Children's Press

Temporary Loan: Canning Step by Step. National Film Board
 Consumer Problems in Nutrition. Popular Science
 Daily "D" (Vitamin D). National Film Board
 Cookery, Domestic Science Series. Hulton Press Production
 Food and People. FAO
 Health -- Your Food and Digestion. Jam Handy
 Loaf of Bread. National Film Board
 Safe Drinking Water. Crawley Films
 The Essentials of Diet. Popular Science
 What do You Know About Food? Society of Visual Education



FIRST AND SECOND YEARS: CLOTHING CONSTRUCTION

OBJECTIVES: To provide the students with the opportunity

1. To develop the basic skills and techniques required in dressmaking.
2. To explore the area of industrial sewing and assembly line techniques, and to develop the skills required for industrial clothing production and the operation of a power sewing machine.
3. To discover the employment possibilities in the clothing field and explore this as a possible vocational choice.
4. To develop skills in repairing garments to a level of competence sufficient for obtaining gainful employment in this area.
5. To develop ability to choose, construct and fit garments of good design for desired purposes.
6. To gain and apply knowledge related to the nature and properties of common fibers and fabrics on today's market.
7. To develop an understanding of the application of the principles of time and motion studies for dressmaking techniques and management and mass production techniques and management.
8. To gain and apply knowledge related to the economics of clothing, including the development of discrimination in the selection and purchasing of ready-made garments.
9. To recognize and develop work habits and personal traits that will contribute to successful employment in the clothing industry.
10. To develop the ability to manage time, money and energy.
11. To develop pride in good workmanship which leads to self-confidence.

SUGGESTED TIME ALLOTMENTS:

First Year: 80 minutes per day for approximately 22 (6-day) cycles.

Second Year: 80 minutes per day for approximately 22 (6-day) cycles.

CLOTHING UNITS

FIRST YEAR: CLOTHING CONSTRUCTION	SECOND YEAR: CLOTHING CONSTRUCTION	THIRD YEAR: DRESSMAKING
I Wardrobe Planning and Selection	I Economics of Clothing: Consumer Buying	I Consumer Education
II Textile Study: Selection of Cotton for Projects	II Textiles (consumer approach)	II Grooming and Personal Appearance
III Selection, Use and Care of Handsewing, Pressing and Marking Equipment	III Selection of Patterns and Fabrics	III Textiles
IV Care and Use of Sewing Machine	IV Fabric Preparation, Cutting and Marking	IV Fitting and Garment Alteration
V Torn Cotton Projects: Apron, Laundry Bag, Teatowel	V Construction Management and Techniques	V Construction Techniques
VI Selection of Patterns	VI Care of Woolen Garments	VI Job Orientation
VII Alteration of Commercial Patterns	VII Garment Repair and Elementary Alterations	
VIII Preparation and Cutting of Fabrics	VIII Knitting	
IX Construction Management	IX Industrial Sewing: Assembly Line Techniques	
X Construction Techniques	X Merchandising	
XI Care of Clothing		
XII Garment Repair		
XIII Knitting and Duffle Projects		
XIV Industrial Sewing: Assembly Line Techniques		

Throughout this guide, the study of clothing has been related to the areas of consumer education; textiles; wardrobe planning, selection, purchase and alteration; construction techniques and the care and use of sewing equipment. These areas should be fully integrated and oriented to practical projects throughout the clothing program.

SUGGESTED CLOTHING PROJECTS OR EQUIVALENTS

FIRST YEAR: CLOTHING CONSTRUCTION	SECOND YEAR: CLOTHING CONSTRUCTION	THIRD YEAR: DRESSMAKING
<p>I Introductory Projects: Potholder, Pincushion or Needlecase</p> <p>II Torn Cotton Projects: Teatowel, Laundry Bag, Apron with Bib Top</p> <p>III Projects Made with Commercial Pattern: Blouse Skirt or Jumper Pyjamas or Night-Gown (flannelette) Two Piece Denim Outfit or Flannelette Shirt</p> <p>IV Repair of Garments</p> <p>V Simple Knitting Project</p> <p>VI Articles Produced by Assembly Line Techniques</p> <p>VII Duffle Project, e.g. Slippers, Mitts or Liners</p>	<p>I Introductory and Review Project: Baby's Layette</p> <p>II Cotton Corduroy Housecoat</p> <p>III Cotton Shirtwaist Dress with Set-in Sleeves</p> <p>IV Wool Skirt: Fully Lined, Slim</p> <p>V Classic Blouse or Child's Garment of Synthetic Fabric (Not sheer)</p> <p>VI Slacks</p> <p>VII Repair and Basic Alteration Projects</p> <p>VIII Knitting Project</p> <p>IX Articles Produced by Assembly Line Techniques</p>	<p>I Wool Dress or Suit</p> <p>II Boy's Slacks or Pyjamas</p> <p>III Parka (only if students are not able to construct a parka)</p>

NOTES:

1. The objective of the clothing project is not merely to provide an article for use, but rather to provide a learning experience whereby the pupil may apply the knowledge and practise the skills and techniques which are peculiar to the particular needs of the student. It cannot be too strongly emphasized that students learn by doing. Students should be made aware that the knowledge, principles and techniques acquired in relation to the construction of the garment are applicable to many other garments. For example, learning experiences in the construction of a seam on a cotton dress apply to the construction of a seam on a duffle parka.
2. The list of projects given for each year is the suggested number and types of projects to be completed by each student. A teacher is encouraged to suggest changes in the list of projects if articles of more practical use and still maintaining the variety of operations in construction can be found.
3. Depending on the experience and ability of the students, ample opportunity should be provided to enable them to develop skill, knowledge and understanding in the areas of garment making, repair dressmaking and assembly line techniques sufficient for obtaining gainfull employment in the clothing industry.

FIRST YEAR: CLOTHING CONSTRUCTION

SUGGESTED PROJECTS FOR FIRST YEAR

1. Introductory projects: potholder, pincushion or needlecase
2. Torn cotton projects: teatowel, laundry bag, apron with bib top
3. Projects made with commercial pattern:
 - blouse
 - skirt or jumper
 - pyjamas or nightgown (flannelette)
 - two piece denim outfit or flannelette shirt
4. Repair of garments
5. Simple knitting project
6. Articles produced by assembly line techniques, e.g. dishtowels, aprons, boy's shop coats
7. Duffle project, e.g. slippers, mitts or liners

MINIMUM ACHIEVEMENTS IN ADDITION TO FIRST YEAR PROJECTS

1. Selection, use and care of hand sewing and ironing equipment
2. Operation and care of hand and electric sewing machines
3. Selection and preparation of cotton fabrics for projects and identification of selvedge, warp, woof (weft)
4. Selection and use of commercial pattern and its alterations to fit individual
5. Construction techniques: cutting, marking, basting (hand, pin, and machine), hemming, overcasting, overhanding, slipstitching, two embroidery stitches, machine stitching, plain seam and finish, felled and lapped seams, enclosed seams, understitching, attachment of fasteners and buttons, stay-stitching, darts, tucks, gathers, zipper, hems, facings, collar, patch pockets, set-in sleeves, waistband
6. Daily and weekly care of clothing; mending, patching and darning
7. Knitting: basic knitting techniques

SUGGESTED TIME ALLOTMENT

80 minutes per day for approximately 22 (6-day) cycles.

FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I WARDROBE PLANNING AND SELECTION

A. Effects of physical and socio-cultural environment on choice of clothing

Briefly consider types of clothing worn in different parts of the world.

B. Choosing and selecting clothes

Stress careful planning and thoughtful selection. It is suggested that this section be taught at the beginning of each project. Consider such characteristics as age, figure, personality of individual.

1. Choose and select clothes appropriate for the occasion

2. Choose and select clothes suitable for the individual

C. Elements of design in relation to figure types

Correlate with unit on Personal Appearance.

1. Colour

Role of optical illusions.

a. Introduction to colour wheel and schemes

Use colour swatches to analyze effect of colour on individual.

b. Properties of colour: hue, value and intensity

Effects of colour on size.

c. Basic wardrobe colours and colour schemes

2. Line

Recognize effect of line in dress design; dominant lines

a. Effect of vertical and horizontal lines

Necklines

3. Texture

a. Bulky and fine

b. Shiny and dull

4. Design

a. Size of fabric design

b. Combination of designs and colours in wearing apparel

FIRST YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
D. Money management	
1. Money available for clothes: budget	Girl's share of family clothing budget.
2. Garment cost and value	Compare costs of garments made in class and ready-mades. Labels and hang tags.
3. Factors affecting price of ready-made garments	Fiber content, size range, construction, fit and influence of high style.
4. Methods of purchasing clothing	Impulse buying
a. Cash	
b. Charge accounts	
c. Money orders	
II TEXTILE STUDY: Selection of cotton for projects	Incorporate this section with practical work.
A. Nomenclature used in study of textiles	Define fiber, yarn, textile, fabric. Stress consumer approach to buying e.g. reading of labels
B. Natural fibers with emphasis on cotton	Introduce briefly the four natural fibers: cotton, wool, silk and linen.
1. Production of cotton	<u>Outline only</u> main steps in production and manufacturing process.
2. Manufacture of cotton yarns and cloth	
3. Basic weaves: plain, twill, satin	Effect of weave on durability of fabric. Terms: loom, warp, weft, spinning, weaving, grain, selvedge, bias. Relate finishes to those fabrics which students may use in clothing construction, e.g. mercerize, sanforize, crease resistant. Dyeing – yarn and piece (unravel threads). Colour fastness.
4. Special finishes on cotton	Recognize several varieties of cotton, e.g. broadcloth, gingham, denim, corduroy, flannelette, etc.
5. Varieties of cotton available	
a. Special terminology and labelling pertaining to those fabrics which students may choose	
b. Approximate cost range	
C. Synthetics and blends	

FIRST YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

COMMENTS

1. Textbook: *Textbook of Clothing Construction*, by [Author Name], McGraw-Hill, 1965.

2. *Practical Clothing Construction*, by [Author Name], McGraw-Hill, 1965.

3. *Principles of Clothing Construction*, by [Author Name], McGraw-Hill, 1965.

4. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

1. This book is a good reference for the student.

2. This book is a good reference for the student.

3. This book is a good reference for the student.

4. This book is a good reference for the student.

5. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

6. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

7. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

8. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

5. This book is a good reference for the student.

6. This book is a good reference for the student.

7. This book is a good reference for the student.

8. This book is a good reference for the student.

9. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

10. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

11. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

12. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

9. This book is a good reference for the student.

10. This book is a good reference for the student.

11. This book is a good reference for the student.

12. This book is a good reference for the student.

13. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

14. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

15. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

16. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

13. This book is a good reference for the student.

14. This book is a good reference for the student.

15. This book is a good reference for the student.

16. This book is a good reference for the student.

17. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

18. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

19. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

20. *Practical Dressmaking*, by [Author Name], McGraw-Hill, 1965.

17. This book is a good reference for the student.

18. This book is a good reference for the student.

19. This book is a good reference for the student.

20. This book is a good reference for the student.

FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

1. History (brief) of man-made and synthetic fibers
2. Reasons for blending fibers

- D. Choose cotton for projects
1. Firmness, durability
 2. Colour
 3. Texture, weave, pattern
 4. Personal suitability
 5. Width
 6. Price
 7. Estimation of amount of fabric

Consider reasons why particular fabric was chosen for class projects. Select appropriate cotton for project. Eliminate stripes, plaids, checks and one-way designs for first projects because of difficulty in matching pattern.

III SELECTION, USE AND CARE OF HAND SEWING, PRESSING AND MARKING EQUIPMENT

- A. Hand sewing equipment
1. Workbox: organization and storage
- B. Pressing equipment
1. Dry, steam, "sad" irons
 2. Ironing board
 3. Pressing aids (mitts, cloths, sleeve board)
 4. Method for pressing
- C. Hand sewing techniques and skills
1. Use of needles and thimble
 2. Pinning
 3. Basting: uneven, even, edge basting
 4. Overhanding
 5. Slipstitching

Stress management and organization of sewing supplies and equipment. Necessary articles for hand sewing: box, dressmaker pins, needles, scissors, tape measure, gauge, thread, bobbin, thimble. Select storage space or tote drawer. Plan for daily care of equipment and room.

Understand importance of good pressing techniques in sewing process. Practise general ironing and pressing during all stages of construction.

Suggested Projects:

Needle case and pincushion or potholder. Stress good organization and careful management of time, material and energy. Practise hand sewing techniques. Samples of at least 4" X 3" are to be made showing each new sewing technique as it is learned. Pre-test to determine girl's ability and experience with needle and thread in cotton and native materials. Stress importance of accurate measuring.

FIRST YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
IV CARE AND USE OF SEWING MACHINE	Practise good safety habits when operating the machine. Use seam guide.
A. Names and functions of principal parts	Recognize a good stitch. Emphasize good posture when sewing at the machine.
B. Winding bobbin	Stress care of sewing machine; oiling, lubrication, adjustment of tension.
C. Threading bobbin and head	
D. Guiding material: straight and curved stitching	<u>Suggested Projects:</u> Gingham apron and laundry bag.
E. Removal of material from the machine	
F. Tension and replacement of needle	
G. Oiling	
V TORN COTTON PROJECTS: Apron, laundry bag and teatowel	
A. Suitable fabric for pattern	Teacher should demonstrate all new construction techniques. Develop work sheets and plan for evaluation at different stages in construction process.
B. Estimation of amount of fabric	Consider use and cost of article.
C. Preparation of fabric	
D. Cutting techniques	
E. Construction techniques	
F. Embroidery	
G. Pressing	
VI SELECTION OF PATTERN	
A. Choice of pattern	Pattern to suit individual and fabric and to incorporate construction techniques.
B. How to take correct measurements	Allow for ease.

FIRST YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

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FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

C. Size of pattern to buy	Study chart of body measurements and check figure measurements with pattern.
D. Commercial patterns	
E. Information on pattern envelope and guide sheet	
F. Pattern markings	
G. Notions required	Make up a shopping list of all items required for project. Itemize costs.
VII ALTERATION OF COMMERCIAL PATTERNS	
A. Alterations required in blouse	Alter patterns to fit individual. Students should know how to make basic alterations in blouse: length of front and back, width of back and front, length of sleeve, width of shoulder, position of bust dart.
B. Alterations required in shirt	Basic alterations required in skirt: length, waist, hip.
VIII PREPARATION AND CUTTING OF FABRICS	
A. Straightening	Meaning of "truing".
B. Shrinking	Pre-shrinking cotton.
C. Grainline: lengthwise, crosswise, bias	Stress importance of grainline. Grain perfection - tearing and pulling thread.
D. Laying out pattern on fabric	Have students follow lay-out guide in order to develop self-initiative in sewing.
1. Use of lay-out guide	
2. Folding fabric	
3. Pinning	
E. Cutting and marking	Cut and pin with grain. Use and care of cutting equipment. Use tailor's tacks, tailor's tracing wheel and carbon, tailor's chalk. Mark center fronts and back.
1. Shears and scissors	
2. Cutting techniques	
3. Marking	
a. Methods	
b. Marks to transfer	

FIRST YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

IX CONSTRUCTION MANAGEMENT

A. In order to become an efficient worker, one must learn how to work with concentrated effort to make maximum use of available time, equipment, supplies, etc.

Management is involved in the choice of pattern, notions, equipment and the procedures to be followed.

B. Steps in management for clothing projects

Analyze cost of course projects. Plan spending for year.

Plan sequence and work schedules. Follow plan and evaluate.

1. Set goals: purpose of project
2. Analyze resources: knowledge required for project
3. Making decisions: choice of pattern, fabric notions, equipment and procedures for projects
4. Organizing procedures: plan, sequence, work schedule.
5. Application and evaluation: follow work schedule, evaluate and adjust plan

Suggested Procedures:

1. Purchases - pattern, fabric, notions.
2. Preparation - pattern adjustment, fabric preparation.
3. Lay-out - cutting.
4. Marking and reinforcing.
5. Construction techniques.
6. Assembly.
7. Fit.
8. Final construction and finish.

X CONSTRUCTION TECHNIQUES

NOTE TO TEACHER:

Stress organization and careful management of time, material and energy.

The construction techniques listed in this section are the minimum essentials to be learned in the First Year. The techniques incorporated in each project should be arranged in sequence. The teacher should be certain that all techniques are covered by pupil-teacher planning of projects.

A. Stay-stitching

Stitch with grain.

B. Basting

Unit method of construction suggested.

1. Even and uneven
2. Pin
3. Machine

FIRST YEAR: CLOTHING CONSTRUCTION

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FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
C. Darts and tucks	Sharp points securely fastened. Stress pressing of darts.
D. Seams and seam finishes	Samples of at least 4" x 3" should be made to illustrate each new sewing technique.
1. Plain seam and finishes	Sew 5/8" seam and finish by: <ol style="list-style-type: none"> 1. Selvedge edge snipped at angle; 2. Pinked; 3. Pinked and stitched; 4. Overcast; 5. Turned and stitched.
2. Flat felled seam	
3. Lapped seam	
E. Enclosed seams	Reduce bulkiness in seams. Use on collar, neck facing, etc.
F. Understitching	
G. Facings and interfacings	
1. Types of facings	
a. Bias: cutting and joining	
b. Shaped	
2. Interfacing	
a. Purpose	
b. Application	
H. Collar	
I. Set-in sleeves	Emphasize importance of good workmanship to achieve "professional look" (no gathers, well pressed and finished)
J. Gathers or pleats	
1. Machine gathering	
K. Waistband	
1. Interfacing and facing	
2. Application	
L. Fasteners	
1. Zipper application	Side set and center set zipper plackets.

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FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
<ul style="list-style-type: none"> 2. Buttonholes: machine and worked 3. Sewing on buttons 4. Domes, hooks and eyes 5. Belt and belt loops 	<ul style="list-style-type: none"> Use buttonhole attachment. Buttonhole stitch
M. Pocket: patch	
N. Hems	
<ul style="list-style-type: none"> 1. Types 2. Stitches 	<ul style="list-style-type: none"> Eliminate fullness. Hemming: vertical hemming, slip stitching and catch stitching. (invisible)
O. Fitting	
<ul style="list-style-type: none"> 1. Characteristics of well fitted garment 2. General appearance 	<ul style="list-style-type: none"> Check grainline, seam lines and darts.
P. Pressing	
Q. Evaluation of garment	<ul style="list-style-type: none"> Evaluate finished garment by standards set in class discussion.
XI CARE OF CLOTHING	
A. Care of garments constructed in class	<ul style="list-style-type: none"> Correlate with Unit on Personal Appearance.
B. Daily, weekly and seasonal care of clothing	
<ul style="list-style-type: none"> 1. Spot and stain removal 2. Washing undergarments 3. Pressing, e.g. dress, skirt, slacks 4. Cleaning shoes 5. Washing duffle liners and slippers 6. Closet and drawer storage 	<ul style="list-style-type: none"> Wash and iron each garment made in clothing classes. Understand importance of care and cleanliness of garment for longer wear. Plan for storage of clothes in the home and student residence.
XII GARMENT REPAIR	
A. Vocational opportunities in this area	<ul style="list-style-type: none"> NOTE: This unit will be continued in Second Year. Relate to vocational areas: e.g. laundry and drycleaning firms, fitter in department store, student residence and private homes.

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FIRST YEAR: CLOTHING CONSTRUCTION

CONTENT

- B. Repairing garments
1. Replacing zippers and other fasteners
 2. Patching
 3. Darning
 4. Mending
 5. Altering hems

XIII KNITTING

- A. Supplies for knitting
- B. Knitting techniques
1. Casting on and off stitches
 2. Increasing and decreasing stitches
 3. Plain and purl knitting
 4. Stitches: garter, stocking, ribbing, moss and basket
- C. Duffle project, e.g. liners, mitts, slippers
1. Materials
 2. Cutting
 3. Stitching
 4. Finishing

XIV INDUSTRIAL SEWING: Assembly line techniques

- A. Mass production methods
1. Progressive bundle system
 2. Piece work system
 3. Line production system

SUGGESTED APPLICATIONS AND EXPERIENCE

Suggestion: Repair some of the garments of students in the residence.

Choose knitting needles and wool suitable for simple knitting project.

Practise knitting sample pieces. Knit useful small articles such as baby clothes, winter hat, slippers and scarf following knitting instructions.

See clothing section in "Practical Programs in Homemaking and Related Activities". Embroidery stitches. Students may work on this project in student residence.

NOTE: This section is intended to provide the student with the opportunity to understand assembly line techniques and mass production methods. The section is continued in Second Year.

Pupil and teacher study various types of production methods. Decide system to be used in class.

FIRST YEAR: CLOTHING CONSTRUCTION

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FIRST YEAR: CLOTHING CONSTRUCTION**CONTENT****SUGGESTED APPLICATIONS AND EXPERIENCE****B. Projects**

1. Decide on suitable projects based on student and school needs
2. Set up equipment in room for assembly line production of clothing

It is suggested that students develop a certain amount of skill and speed in the production of the school and school system's need for such items as:

1. Dish towels
2. Aprons
3. Boy's shop coats
4. Covers for equipment in machine shops

C. General principles of time and motion study

1. Make every movement accomplish as much as possible without wasting effort
2. Use of sequence - movement should be a pattern of curved line motions rather than straight lines
3. Use of both hands - begin and finish at same time
4. Preposition tools and materials
5. Adjust work heights where possible

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION**SUGGESTED PROJECTS (OR EQUIVALENTS) FOR SECOND YEAR**

1. Introductory and review project: baby's layette
2. Cotton corduroy housecoat
3. Cotton shirtwaist dress with set-in sleeves
4. Wool skirt: fully lined, slim
5. Classic blouse or child's garment of synthetic fabric (not sheer)
6. Slacks
7. Repair and basic alteration projects
8. Knitting project
9. Articles produced by assembly line techniques e.g. uniforms for girls taking Food courses, standard size garments for students in residence

SUGGESTED TIME ALLOTMENT

80 minutes per day for approximately 22 (6-day) cycles.

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I ECONOMICS OF CLOTHING:

Consumer Buying

A. Wardrobe planning

1. Review Section I, Wardrobe Planning and Selection, First Year
2. Basic wardrobe
 - a. Core wardrobe
 - b. Additional items

Figure analysis. Choice of line and design.

Define basic wardrobe and set up criteria for its selection, e.g. plan as a unit, consider basic colour, economy, inter-changeable accessories, etc. Use of clothing inventory: knowing what you have as a basis for future needs and using the plan for future buying.

B. Planning a clothing budget

1. Clothing allotment
2. Stretching clothing dollar

What factors should be considered when planning a clothing budget? Saving money for clothes-banking. Ways to stretch clothing dollar, e.g. plan ahead, repair and alter present wardrobe, sew own clothes, co-ordinate colour scheme.

C. Standards to consider for wise selection of clothing

1. General points for all ready-mades; recognition of quality
2. Special points to consider when buying:

coats	lingerie
dresses	hose
sweaters	gloves
3. Fabrics

Consider style, fit and quality, workmanship and cost. Examine construction of garment, e.g. on grain, stripes and plaids match, suitable stitch for fabric, ample seams and hems, etc.

Apply knowledge of fiber characteristics with respect to serviceability of fiber, weave and finish.

D. Labels and hang tags

1. Information
2. Catalogue description

Compare information given on labels: fiber content, performance, name of manufacturer. Check newspaper advertisements.

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

II TEXTILES

A. Natural fibers

1. Cotton
2. Wool
 - a. Production and manufacture (brief)
 - b. Characteristics
 - c. Names of common wool fabrics
3. Silk
 - a. Production and manufacture (brief)
 - b. Characteristics
4. Linen
 - a. Production and manufacture (brief)
 - b. Characteristics

Review section on Textiles in First Year. Stress performance, characteristics and serviceability of fibers, e.g. draping quality, strength, weight, warmth. Understand that fabric performance is determined by fiber, construction, finishes and care.

Recognize woolens, gabardines, tweeds, etc.

B. Synthetic and man-made fibers: characteristics, use and care

1. Man-made
 - a. Rayon
 - b. Acetate
 - c. Vicara
2. Synthetics

a. Nylon	d. Acrilan
b. Dacron	e. Terylene
c. Orlon	f. Fiberglass

Students should have a general background of synthetic and man-made fibers in order that they may intelligently choose fabrics for garment construction. Make students aware of the ever-changing nature of synthetic fabric production and the importance of reading labels, hang tags and keeping them available for reference as required.

C. Finishes: purpose, method of application (brief) and care of following:

1. Mercerization
2. Calendering
3. Crease and crush resistant

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CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

4. Sizing and dressing
5. Embossing
6. Napping
7. Resin finishes
8. Controlled shrinkage e.g. sanforize
9. Water repellent
10. Wash and wear
11. Permanent press

D. Weaves

1. Review basic weaves
2. Introduce figured weaves: dobby, jacquard, embroidered

III SELECTION OF PATTERNS AND FABRICS

A. Patterns

1. Review size to buy
2. Review choice of pattern: style in relation to self and suited to fabric
3. Review chart of body measurements
4. Review pattern alterations
 - a. Bodice: large and small bust, lengthen and shorten
 - b. Skirt: large abdomen and large seat, width of hips, lengthen and shorten
 - c. Slacks: shorten and lengthen crotch depth and leg length, width at hips and waist

Review section on Patterns in First Year.

"Cutting-to-fit". Record alterations for future use in pattern selection.

B. Fabrics

1. Selection of fabrics for projects

Refer to previous section on Textiles. Relate to principles of design and colour. If fabrics have already been purchased by teacher, consider reasons for choosing the fabrics.

SECOND YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- a. Cotton and wool
- b. Synthetic and man-made
- c. Lining
- d. Interfacing and facing
2. Choose fabric suitable to pattern and to individual
3. Choose at least one fabric which requires matching
4. Amounts and costs of fabrics

IV FABRIC PREPARATION, CUTTING AND MARKING

- A. Review section on Preparation and Cutting of Fabrics, First Year
- B. Straightening fabric
- C. Shrinking wool fabrics
- D. Grainline
- E. Use of lay-out guide
- F. Marking: marks and methods
- G. Special problems in cutting: matching and napped fabrics

V CLOTHING MANAGEMENT AND CONSTRUCTION

- A. Review section on Construction Management, First Year, and apply to all Second Year projects
- B. Fitting
 1. Key grainlines

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|---|---|
| <ul style="list-style-type: none"> 2. Trying on a garment for fit 3. Altering for common figure problems 4. Characteristics of well fitted garments | <p>See <u>Bishop Method of Clothing Construction and Fashion Sewing by the Bishop Method</u></p> |
| <p>C. Pressing</p> <ul style="list-style-type: none"> 1. Use press mitts, seam board, pounding block and point presser 2. Shrinking 3. Directional pressing 4. Pressing techniques for synthetic and wool fabrics | <p>Emphasize techniques for pressing of wool. Stress <u>pressing at each stage of construction.</u></p> |
| <p>D. Selection, use and care of equipment</p> <ul style="list-style-type: none"> 1. Review hand sewing equipment <ul style="list-style-type: none"> a. Types of needles and threads 2. Review sewing machine <ul style="list-style-type: none"> a. Maintenance | <p>Students should learn how to fix the most commonly occurring problems with machine.</p> |
| <p>E. Review section on Construction Techniques, First Year</p> <ul style="list-style-type: none"> 1. Stress grain, stay-stitching, darts, unit method of construction | <p>Stitching synthetic and wool fabrics - test samples.</p> |
| <p>F. Seam and seam finishes</p> <ul style="list-style-type: none"> 1. For synthetics 2. French seams | |
| <p>G. Lining</p> <ul style="list-style-type: none"> 1. Free lining for skirt 2. Length | <p>Sew lining into waistband and around zipper.</p> |

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- 3. Treatment at pleat
 - H. Placket
 - 1. Continuous bound
 - 2. Side set zipper
 - 3. Center set zipper
 - I. Variations in collars: shape and application
 - J. Buttonholes
 - 1. Bound buttonholes
 - 2. Self-covered buttons
 - K. Variations in cuffs: shape and application
 - L. Pockets: slot
 - M. Facings and interfacings: apply bias as a binding, single and double fold
 - N. Set-in sleeves
 - O. Gathers or pleats
 - 1. At waist
 - 2. Pleat at hem of skirt
 - P. Waistline
 - 1. Waistline seam and finish
 - 2. Waistbands
 - a. Interfacing and facing
 - b. Application
 - Q. Hems
 - 1. Types: straight and circular or gored
 - 2. Stitches
- Use seam binding or tailor's hem on wool garments.
(Invisible) Eliminate fullness

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

VI CARE OF WOOLLEN GARMENTS

- A. Cleaning
1. Dry cleaning versus washing
 2. Spot removal
 3. Brushing

Washing of woollens: shrinkage being caused by temperature change.
Demonstrate removal of grease spots. Cleaning of parka.

- B. Protection against perspiration

Consider use and care of armshields. Discuss use of deodorants and anti-perspirants.

VII GARMENT REPAIR AND ELEMENTARY ALTERATIONS

- A. Repairing garments
1. Invisible mending
 2. Replacing zippers and other fasteners
 3. Turning collars and cuffs
 4. Patching
 5. Darning
 6. Relining

NOTE: Students should be given the opportunity to gain a reasonable degree of skill in this area if they would like to continue this type of work as a vocation.

Suggestion: Repair some of the garments of students in the residence. Investigate vocational opportunities in this area.

- B. Elementary alterations on ready-made garments
1. At waistline
 2. Side seams (zipper)
 3. Hems
 4. Sleeve length

Suggestions: Alter and fit own garment - skirt or dress.
Make basic alteration on a ready-made garment belonging to another person.

VIII KNITTING PROJECT

Suggestions: socks
mitts
gloves
baby's bonnet
and booties

IX POWER MACHINE SEWING

- A. Identification of machine parts

It is suggested that students spend approximately one month on Units IX and X, Power Machine Sewing and Industrial Clothing Production.
Students should be able to identify the major parts and describe their function.

SECOND YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Machine head and stand table 2. Tension - discs, springs 3. Presser foot and bar 4. Hand and knee lift 5. Pan 6. Treadle and brake 7. Balance wheel 8. Bobbin winder 9. Bobbin and bobbin case 10. Plates - front cover throat and back cover 11. Stitch length regulator | |
| <p>B. Operation</p> | |
| <ol style="list-style-type: none"> 1. Threading 2. Use knee and hand lift 3. Use brake 4. Backstitching | <p>Thread top and bobbin case and wind bobbin. Machine sewing skills: accuracy, speed, use of short cuts. Methods using knee lift.</p> |
| <p>C. Care of machine</p> | |
| <ol style="list-style-type: none"> 1. Cleaning 2. Oiling 3. Adjustments <ol style="list-style-type: none"> a. Stitch length b. Tension c. Knee lift | <p>Oil holes, wicks, reservoirs. Kind of oil to be used.</p> |
| <p>D. Basic single needle skills</p> | |
| <ol style="list-style-type: none"> 1. Stitching a straight line 2. Stitching ovals 3. Stitching curves and circles 4. Turning square corners 5. Backstitching 6. Machine darning | <p>Students should practice skills on paper, then on some of the flat sewing required by the school.</p> |
| <p>E. Machine needles and thread</p> | |
| <ol style="list-style-type: none"> 1. Needles <ol style="list-style-type: none"> a. Class b. Variety c. Size d. Size of different points | <p>Correlation of thread, needle, throat plate, feed dogs.</p> |

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

2. Thread
 - a. Kinds
 - b. Size in relation to fabric, needle and needle hole

Kinds: cotton, twist, cord, mercerized, nylon, oiled, glace, waxed, silk.

F. Special feet and attachments

1. Cording foot
2. Zipper foot
3. Hemming foot
4. Binding attachment
5. Cloth guides
6. Compensating foot

X INDUSTRIAL SEWING:

Assembly Line Techniques

A. Review Industrial Sewing Assembly Line Techniques, First Year

B. Physiological factors affecting efficiency

1. Pattern of work rates: slow beginning, increasing rate, levelling off, decline of rate.
2. Need for short breaks to prevent decline of rate
3. Tired workers: accident prone (sick workers)

C. Job analysis: time and motion studies

1. Purpose: to find ways of doing more work with same amount of effort, not to make worker put out more effort.

It is suggested that students work out a time sheet so that they may appreciate garment production on an assembly line basis. Consider and analyze such factors as value of finished article, materials used, hours of labour, value of labour per hour.

SECOND YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

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SECOND YEAR: CLOTHING CONSTRUCTION

CONTENT

2. Place to start
 - a. Jobs involving greatest cost
 - b. Jobs producing poorest quality of work
 - c. Jobs with most accident hazard

3. Procedure
 - a. Record distances travelled, directions moved, time consumed
 - b. Use of flow charts and flow diagrams

4. Results
 - a. Increased production
 - b. Improved work quality
 - c. Less waste
 - d. Lower costs
 - e. Safer work conditions
 - f. Better satisfied employees

- D. Clothing production project
 1. To develop skill and speed
 2. To carry out job analysis
 3. Design of patterns for mass production
 - a. Design suitable for fast sewing
 - b. Little pinning and basting necessary

SUGGESTED APPLICATIONS AND EXPERIENCE

- SHOW: O - Operation
 T - Transportation, any movement from place to place
 I - Inspection - studying written instructions
 S - Storage - where something remains during the job
 D - Delay - any waiting period

Teacher and student plan projects which will meet needs of students and school system.

Suggested projects:

1. Uniforms for girls taking Food Preparation courses or waitressing.
2. Standard size garments for students in residence - blouse, pyjamas.

SECOND YEAR: CLOTHING CONSTRUCTION

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SECOND YEAR: CLOTHING CONSTRUCTION**CONTENT****SUGGESTED APPLICATIONS AND EXPERIENCE****X MERCHANDISING**

- A. Employee-employer relationships
- B. Employee-customer relationships
- C. Employee-employee relationships
- D. Serving customers
- E. Arranging displays
- F. Use of cash register
- G. Stock control methods

Suggested application: field trips to local business establishments, correlation with Work Experience Project.

SECOND YEAR: CLOTHING CONSTRUCTION

REFERENCES AND TEACHING AIDS

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SUGGESTED REFERENCE MATERIAL FOR "CLOTHING"

BOOKS

- Bane, Allyne Creative Sewing McGraw-Hill \$7.50
- Bishop, Edna B. and Marjorie S. Arch The Bishop Method of Clothing Construction Lippincott
(McClelland and Stewart) \$5.25
- Carson, Bryta How You Look and Dress McGraw-Hill \$6.00
- Goldstein, Harriet and Vetta Art in Everyday Life Collier-Macmillan \$9.00
- Iowa Home Economics Association Unit Method of Sewing Iowa State College Press \$2.75
- Lewis, Dora S. and others Clothing Construction and Wardrobe Planning Collier-Macmillan \$5.75
- Nighbert, Esther The True Book of Cloth Children's Press \$3.25
- Oerke, Bess V. Dress Bennett (Copp Clark) \$6.25
- Pollard, L. Belle Experiences with Clothing Ginn \$5.50
- Potter, Maurice D. and Bernard P. Corban Fiber to Fabric McGraw-Hill \$6
- Tanous, Helen N. Sewing is Easy Random House \$2.50
- Teacher's Textbook of Machine Sewing Singer Sewing Machine Company, Singer Building,
149 Broadway, New York 6, N.Y. (no charge)
- Wilson, Violet I. Sew a Fine Seam McGraw-Hill \$6.00

SOURCES FOR PAMPHLETS, CHARTS

- Advance Pattern Company, 1407 Broadway, New York 18
Basic Sewing Steps \$0.25
- Butterick Company, 161 Avenue of the Americas, New York 13
- Canadian Spool Cotton Company, 421 Pie IX Boulevard, Montreal, P.Q.
Stitch in Time
- J. and P. Coats (Canada) Limited, Box 519, Montreal, P.Q.
Embroidery Stitches and Sewing Secrets \$0.05
- McCalls Pattern Educational Service, 230 Park Avenue, New York 17
- Patons and Baldwin Limited, Toronto 10, Ontario Easy Lessons in Knitting
- Simplicity Pattern Company, 120 Mack Avenue, Scarboro, Ontario
- Singer Sewing Company, 126 Sparks Street, Ottawa, Ontario

SUGGESTED REFERENCE MATERIAL FOR "CLOTHING"

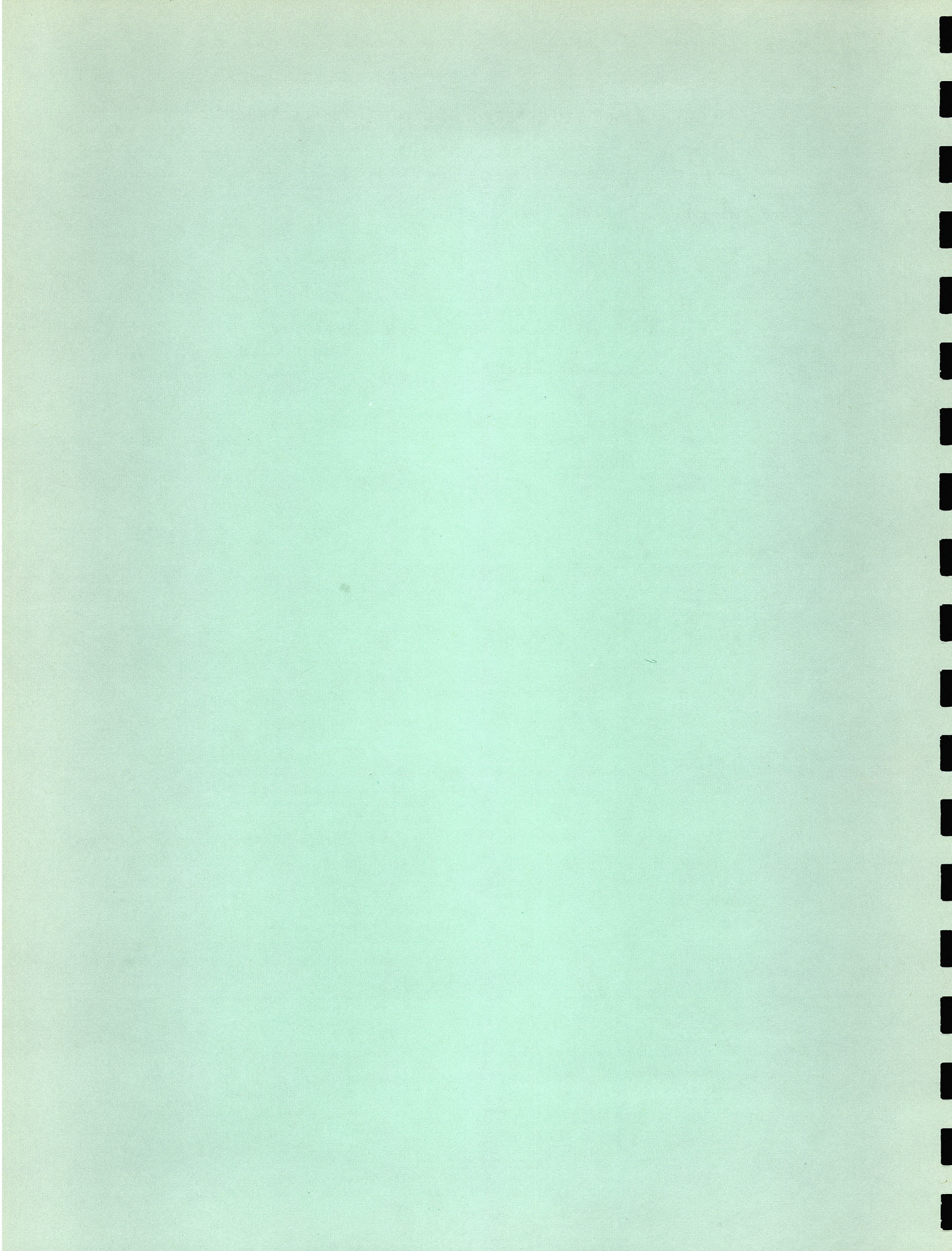
Vogue Pattern Company, 200 Madison Avenue, New York 16

Wool Bureau, Inc., 16, West 46th Street, New York 36

FILMSTRIPS

Permanent Loan: Easy Sewing Filmstrips. McCall's
A Tale of Two Seams. Singer Sewing Machine Company

Temporary Loan: Cotton. Young America Films



Related Units

1. Personal Appearance and Manners (First Year).....	95
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3. Home Care of the Sick (First and Second Year).....	123
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FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

OBJECTIVES: To provide students with the opportunity

1. To develop an appreciation of the importance of having a well groomed appearance.
2. To understand the relationship of cleanliness and good health to attractive personal appearance.
3. To develop the ability to select becoming and appropriate clothes.
4. To develop an understanding of the role of manners in today's society and an understanding of what constitutes socially acceptable behaviour.

SUGGESTED TIME ALLOTMENTS:

80 minutes per day for approximately 4 (6-day) cycles.

It is difficult for girls to learn how to be attractively groomed in one lesson or in one block of lessons. They must be provided with a continuing learning and doing experience in this area. Although this unit has been outlined for a four-cycle period in First Year, it is suggested that the content of the unit be stressed and correlated throughout the entire home economics course. Much of it will require daily repetition.

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
I CLEANLINESS	
A. Importance of cleanliness	Bathing and washing routine in student residence. Family bath in home community; consider such factors as sufficient water, privacy, time.
B. Bathing	Stress importance of soap and water.
C. Deodorants	Wash undergarments. Types of commercial deodorants - make homemade deodorant.
D. Clean clothes	Discuss characteristics of an attractive and well groomed girl.
	NOTE: For practical application, it is suggested that this unit be correlated with the Clothing Unit by presenting a fashion show or similar activity at the end of the year. A junior modelling club could be formed in the school.
II GOOD GROOMING	
A. Hair grooming: delousing, shampooing, styling	Shampoo, comb, brush and pin-curl hair. Clean brush and comb. Consider hair arrangements for different shaped faces.
B. Care of skin: blemishes 1. Structure of skin	Stress importance of washing face daily. Creams or lotions for varying types of weather. Effect of diet on skin.
C. Care of teeth 1. How to make dental appointments	Effect of hard candy and sweet drinks on teeth. Cleaning teeth. Care of toothbrush. Regular dental checks.
D. Care of hands and nails	Practise manicures. Consider ways to stop nail biting.
E. Appropriate clothes for school	Assist girls in planning a routine for keeping clothes clean and in good repair. Importance of adequate clothing for cold weather. Improve the appearance of garments which girls bring to class. (Correlate with Clothing Unit.)
F. Appropriate make-up (use of perfume)	Demonstrate and practise using make-up in moderation.
G. Grooming center for girls' rooms in residence	List essentials for grooming. Make a box or bag in which to keep articles. Plan where grooming articles may be kept in room of student residence.

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

REFERENCES AND TEACHING AIDS

COMMENTS

Kit: "Natural Wonder Kit'n Kaboodle"
by Revlon

Pamphlets: Simplicity Pattern Company,
Educational Division,
"It's Fun to be a Model"

Associated Milk Foundation of Canada:
"As Others See Me"

Scott Paper Company, Chester
Pennsylvania: "Off to a Beautiful Start"

Stephenson, M. and Ruth Millet:
"Good Manners, The Magic Key",
McKnight and McKnight Bloomington,
Illinois

Films: "From Girl to Woman"
"From Boy to Man", (May be obtained
on loan from Education Division)

John H. Breck Inc., Springfield,
Mass.: "The Story of Beautiful Hair"

Chatelaine Beauty Clinic,
481 University Avenue,
Toronto 2, Ontario: "Hairdo Makeover" (25¢)

Toni Company: "Hair Beauty on a Budget"

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
III POSTURE	
A. Importance of good posture	Practice good posture in all home economics classes. Arrange bulletin board – “Posture Pointers”.
B. Reasons for poor posture	
C. Practice walking, standing and sitting properly	
IV GOOD HEALTH	
A. Food	Invite local nurse to give talk on relation of health to appearance.
B. Rest	Importance of sleep.
C. Exercise	Understand that health is an important basis for a healthy, happy girl.
V FIGURE ANALYSIS	
A. Weight and height charts	Identify various figure types, i.e. misses, sub-teens for pattern selection.
B. Figure types	
VI MANNERS AND ETIQUETTE	
A. Variations in etiquette in different areas of the world	Consider how habits and customs affect our behaviour. Customs usually develop as a result of necessity, e.g. communal living, care of aged, etc.
B. Importance of etiquette and manners	
1. Reflection of society's customs and values	
2. Consideration for others	Sincere interest in others.
3. Ease in social activities	Ability to set others at ease.
C. Manners and etiquette for various occasions	Teachers and students should expand this section to meet the needs of the students.
1. Table manners	Babysitting arrangements.
2. Telephone etiquette	
3. In groups, in corridors and classes	

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: PERSONAL APPEARANCE AND MANNERS

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

4. Behaviour expected in student residence
5. Politeness to peers and adults
6. Expression of appreciation
7. Behaviour expected on dates
8. Letter writing
9. Introductions
10. Conversational manners

Need to share in residence, e.g. bathrooms, drawers and cupboard.

SUGGESTED REFERENCES FOR "PERSONAL APPEARANCE"

BOOKS

Allen, Betty and Mitchell P. Briggs Mind Your Manners Lippincott \$5.25

Beery, Mary Manners Made Easy McGraw-Hill \$4.30

Giles, Nell Susan Be Smooth Charles T. Branford \$4.25

Stephenson, M. and Ruth Millet Good Manners, the Magic Key McKnight (booklet)

SOURCES FOR PAMPHLETS

Associated Milk Foundation of Canada, 86 Isabella Street, Toronto 5, Ontario As Others See Me

Toni, 1550 Cote de Liesse, Montreal 9, P.Q. Beauty on a Budget

FILMSTRIPS

Temporary Loan: Grooming for Girls, Your Grooming. Young America Films

(Rather out of date, principles sound)

Grooming for Girls. Your Face. Young America Films

From Boy to Man

From Girl to Woman

FIRST AND SECOND YEARS: MANAGEMENT

Management is to be considered basic to all areas of home economics. In this unit an attempt has been made to outline separately the principles of management, however, it is intended that these principles will be integrated in all areas of the home economics program. For example, how to use and care for equipment and furnishing should be practised each day.

Management may be interpreted as a complex process involving goal-setting, planning, organizing, controlling and evaluating the use of resources to get what is considered worthwhile. It is directed toward change, toward continually improved methods and results. The ability to manage requires critical thinking, creative application of knowledge, skill in decision making and favourable attitudes to problem solving.

OBJECTIVES: To provide the students with the opportunity

1. To develop appreciation and understanding of the values of personal and home management as related to former and possible future homemaking.
2. To develop and consider certain goals and values in relation to the individual's philosophy of life and possible changes in the role of northern residents.
3. To become aware of the management required in a home so that a well-ordered home may make a satisfactory background for happy family life.
4. To develop the ability to recognize and make careful use of human and material resources in the home.
5. To develop ability in using techniques of management in solving problems of food, housing, clothing and child development in the home.
6. To develop good habits of safety and sanitation .
7. To make wise choices which contribute toward independence and maturity.
8. To make good use of available money and to plan, expedite, and evaluate a budget for personal and family income.
9. To develop an appreciation of the necessity for the wise use of time.

FIRST AND SECOND YEARS: MANAGEMENT

SUGGESTED TIME ALLOTMENT AND AREAS OF EMPHASIS

	FIRST YEAR	SECOND YEAR
<u>Emphasis</u>	Introduction to general principles of management. Management of room in student residence; laundry.	General principles of management. Home management and care; housing and furnishings.
<u>Time</u> (6-day cycles), 80 Minutes per day	Approximately 6 cycles	Approximately 5 cycles

As in the other related units, it is the responsibility of the teacher to decide the order in which the topics should be taught and also the detail which should be developed for each topic.

It is suggested that Unit III "Management of Own Room and Orientation to Student Residence" be taught at the beginning of the First Year. The teacher should become thoroughly familiar with the school and residence orientation procedure in order that she may make the most valuable contribution to this program.

FIRST YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I MANAGEMENT IN HOME MAKING ACTIVITIES

A. Making and using a plan

Teacher-pupil decide upon project.

Set objectives of project and plan ways of reaching objectives. Make flexible work and time plans for clothing and food projects.

B. Organizing work areas and equipment effectively

Organize equipment and supplies in kitchen. Keep work areas clean and tidy.

1. Principles of good storage and arrangement

Place equipment and supplies at point of first use; equipment and supplies used together should be placed near each other, etc.

C. Establishing and practising good habits and routines

Establish routines for housekeeping and care of equipment and room. Understand reasons for routine. Habits of safety, cleanliness, orderliness and time.

D. Understanding and making use of available resources

Recognize and use most efficient equipment for job. Substitution of equipment. Plan and use time in clothing and food classes to advantage in order to complete projects. Plan for co-operative work in groups in food preparation classes.

E. Using acceptable standards for evaluation

Pupils-teacher develop standards for judging performance and product. Pupil-teacher evaluation.

II MANAGEMENT IN DAILY LIVING

A. Deciding what is worth having

NOTE: This unit may be taught in both First and Second Years.

Possibilities for choice. Making choices and being aware of goals or values. Teen-agers choice of recreation, of friends and of purchases which contribute toward developing independence and maturity.

B. Resources or tools in management

Balancing resources and goals.

1. Time

2. Money and material things

FIRST YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: MANAGEMENT

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
3. Energy	
4. Abilities	
5. Others, e.g. friends, health, cultural heritage	
C. Time management	
1. Influences on use of time	Recognize that individuals use time differently. Record day's activities. Evaluate. Stress proper use of time in relation to essential family tasks – children to school on time, meals on time.
a. Family and friends	
b. Family program	
c. Demand of school work	
d. Family chores	
e. Recreation	
2. Budgeting time	Apply to personal and family time management.
a. For mandatory activities: the job, overtime work, sleep, and time saving techniques	Plan time and activities of homemaker's day as if girl were the wife or mother of a family. Stress the importance and responsibilities of a job and the necessity for time management to accomplish objectives.
b. For leisure activities	Consider meaning and value of leisure time activities and its relation to total time management. Make and evaluate a survey of facilities available in community for leisure time activities. Selection of leisure time activities – to earn, to spend, to improve, to re-create, to aid community.
D. Money management	
1. Personal money management	Teach in relation to the girls' allowance or by presenting a case situation. Why save and how to save. Plan clothing or entertainment expenses for a limited time using a given amount of money.
a. Plan for spending	
b. Plan for saving	
c. Record past and current expenditures	Decide what is wanted and needed most; values and satisfactions.
2. Family money management	
a. Family income	N.B.: No <u>one</u> method for managing the family money should be prescribed; the topic should be presented on a general level.

FIRST YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

b. Family expenditures: food, clothing, shelter and miscellaneous	Relate to family expenditures in areas in the North- west Territories. Stress meal preparation on limited budgets. How to make a dollar stretch (budgeting wants vs needs). Pros and cons of credit – when and how to use it and when not to use it.
c. Budgeting: needs, desires, compromise	Present a case situation involving a typical family and make: 1. Sample family budget for north, 2. Sample family budget for south, 3. Sample personal budget.
3. Methods of purchasing goods for the family a. Catalogue b. Cash c. Credit	See Mutually Supportive Unit “Business Letters – ordering goods, returning goods, etc.
III MANAGEMENT OF YOUR ROOM AND ORIENTATION TO STUDENT RESI- DENCE	<u>It is suggested that this section be taught at the be- ginning of First Year.</u>
A. Student residence 1. Need for co-operation, sharing, respect of others’ property and privacy 2. Behaviour expected in student residence 3. Bathing and washing proce- dures 4. Washing personal garments. 5. Writing to parents 6. Planning own use of leisure time	General rules and regulations. Bath and showers. Care of washrooms. Operation of washing machines. Reading, visiting friends, etc.
B. Your room 1. Caring for room a. Bedmaking and changing beds b. Dusting c. Sweeping or mopping or polishing floors d. General neatness	Schedules for cleaning Putting things away and everything in its place.

FIRST YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- e. Polishing furniture
- f. Cleaning windows and walls

- 2. Dressing and grooming
 - a. Storage areas
 - b. Grooming supplies

Arrangement and orderliness. A box or bag in which to store grooming articles may be made in class.

- 3. Attractiveness and making the room a "home"
 - a. Fundamentals of design
 - b. Arrangement of furniture
 - c. Accessories and decorations

Principles of design and colour may be taught in this connection.

Wall decorations: arrangements and use of colour, wall hangings, photographs, etc. Attractive room accessories may be made in class.

- 4. Safety precautions

IV LAUNDRY MANAGEMENT FOR THE HOME

- A. The laundry center or area
 - 1. Equipment
 - 2. Storage for supplies
 - 3. Space to work

Wash family laundry and articles in home economics room, e.g. teatowels and aprons. Relate equipment to that which may be found in girls' home.

- B. Water
 - 1. Adequate supply
 - 2. Hardness

Consider problem of shortage of water in some northern communities.

Plan most convenient time for doing family wash.

- C. Washing products
 - 1. Detergent
 - 2. Soap
 - 3. Bleach
 - 4. Others, e.g. fabric softeners, bluing, fabric brighteners

- D. How to launder
 - 1. Preparation
 - 2. Stain removal
 - 3. Soaking
 - 4. Washing

Washing directions on labels of ready-made clothes.

FIRST YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

Maytag Encyclopedia of Home Laundry,
Popular Library, Newton, Iowa 50¢

Sources for obtaining pamphlets on home laundering:

1. American Home Laundry Manufacturer's Association, 20 North Wacker Drive, Chicago, Illinois 60606
2. Home Service Department, Whirlpool Corporation, Sales Promotion Building, Benton Harbour, Michigan
3. Lever Brothers, 390 Park Avenue, New York, N.Y.
4. Purex Corporation Limited, 30 East 40th Street, New York 10016, N.Y.
5. Home Service Center, Calgon Corporation, Box 1346, Pittsburg 15230, Pennsylvania
6. Home Service Department, Procter and Gamble, Department H-2, Box 296, Cincinnati 1, Ohio

FIRST YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- 5. Starching
- 6. Drying
- 7. Ironing and folding
- 8. Storing

E. Stain removal

Methods for removing common stains, e.g. blood, tea, coffee, lipstick.

SECOND YEAR: MANAGEMENT

OBJECTIVES: To provide the students with the opportunity

1. To apply principles of management in such a way that they may be appreciated and applied in individual activities and in an employment field.
2. To become acquainted with materials and equipment in the home and with knowledge of their selection and care.
3. To develop skill in making and keeping the home clean, orderly and attractive and to understand the importance of efficient housekeeping in the home.
4. To gain knowledge and appreciation of safety practices in the home.
5. To gain an understanding of the expenses of the home and the need for co-operation in the economic efficiency of home operation.

SECOND YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I HOUSING FOR THE FAMILY

- | | |
|--|---|
| A. Variety of houses in the Northwest Territories | Eskimo Housing Project. Request models of houses from Adult Education Section, Education Division. |
| B. A comfortable adequate home | Develop standards for adequate home such as privacy, comfort, convenience, cleanliness, sanitation, heating and ventilation. Needs and activities, e.g. sleeping and resting, dressing and grooming, leisure and entertaining, etc. |
| C. Making and keeping a room useful and attractive | |
| 1. Furniture arrangement | Make simple and quickly completed sketches to illustrate convenient arrangement of furniture in home. |
| 2. Appearance | Plan simple inexpensive ways to improve appearance of furniture, e.g. painting and repairing. |
| 3. Inexpensive ways to make a room attractive and functional | A home project may be planned to make an inexpensive article such as covered wastepaper basket, dressing table made from orange crate, cushions, hanger cover, pyjama bag. |
| 4. Colour | Consider effect of colours in a room. |

II CARE OF HOME

- | | |
|---|--|
| A. Importance of housekeeping in a home | Develop standards for cleanliness in home. Discuss the amount of time which should be given to housekeeping: things to be done everyday, weekly, monthly, etc. |
| B. Kinds of cleaning agents and utensils | |
| C. Care of kitchen equipment: sinks, stoves, garbage disposal, refrigerator, etc. | Care for kitchen equipment in foods room. |
| D. Care of surfaces: woodwork surface, mirrors, metal, glass, linoleum, upholstered furniture | Apply to cleaning in girl's own home. |

SECOND YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

Fitzsimmons, Cleo and Nell White
Management for You Lippincott Company,
New York, 1964

Gilbreth L., O.M. Thomas and E. Clymer
Management in the Home (revised edition)
Dodd, Mead and Company, New York, 1964

Lewis, Dora S. Housing and Home Management
Collier-Macmillan

Qaujivaallirutissat Welfare Division,
Department of Indian Affairs and Northern Develop-
ment, Ottawa

Filmstrips: National Film Board

All Kinds of Houses
Safety in the Home
We Learn English, Part V Health.
(Clean Homes)

SECOND YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

E. Cupboards: storage and cleaning

Organize and maintain cleanliness and orderliness of cupboards in foods and clothing room. Relate to storage areas in the homes. Improvise storage areas for one-room home.

F. Cleaning floors and rugs

G. Dusting

H. Daily care of beds

I. Daily care of bathroom

J. Care of yard or surroundings

K. Time and motion studies in cleaning

III SAFETY IN THE HOME

A. Safety rules for the kitchen

Develop safety rules for the kitchen at home and at school.

B. Observe safety practices in areas of home

Consider safety practices in:

1. Washing area
2. Cooking area
3. Sleeping area
4. Stairway
5. Bathroom
6. Sewing area
7. Storage area

C. Precautions against fire

Check homes for fire hazards.

1. At school and in residence
2. Inside home
3. Outside home
4. Special seasons of year

IV SANITATION IN THE HOME

A. Garbage and refuse disposal

Stress adequate and sanitary procedure for removal of garbage and refuse in the school, home and in the community.

1. Winter and summer

SECOND YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

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SECOND YEAR: MANAGEMENT

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- B. Water supply
 - 1. Winter and summer

Plan and carry out method to obtain adequate water in the home for drinking, cooking and cleaning purposes.

- C. Cleaning supplies

Use commercial cleaning agents.
Improvise cleaning agents from resources in the home.
List basic supplies for cleaning the home.

SECOND YEAR: MANAGEMENT

REFERENCES AND TEACHING AIDS

COMMENTS

SUGGESTED REFERENCES FOR "MANAGEMENT"

BOOKS

Fitzsimmons, Cleo and Nell White Management for You Lippincott

Gilbreth, L., O.M. Thomas and E. Clymer Management in the Home (revised edition) Dodd, Mead and Company

Lewis, Dora S. Housing and Home Management Collier-Macmillan \$5.75

Morton, Ruth The Home and Its Furnishings McGraw-Hill \$7.00

Peet, Louise J. Young Homemakers' Equipment Guide Iowa State University \$4.00

SOURCES FOR PAMPHLETS

Canada Department of National Health and Welfare
Keep Them Safe

Good Housekeeping Institute, Bulletin Service, 57th Street and 8th Avenue, New York 19, N.Y.

Household Finance Corporation

Money Management Booklets: Your Budget, Your Food Dollar, Your Clothing Dollar, Your Shelter Dollar, Your Home Furnishings Dollar, Your Shopping Dollar, Your Equipment Dollar - 15¢ each or 12 booklets in library carton for \$1.50 from Household Finance Corporation, 85 Bloor Street East, Toronto 5, Ontario

Mind Your Money Leaflets: When You Spend, When You Shop, When You Use Credit. Money Management Institute of Household Finance Corporation.

"Money Management Filmstrip", Household Finance Corporation

FILMSTRIPS

Permanent Loan: All Kinds of Houses. National Film Board
Safety in the Home. National Film Board
We Learn English, Part V Health. (Clean Homes) N.F.B.

Temporary Loan: Well Run Home is a Blessing. UNESCO

FIRST AND SECOND YEARS: HOME CARE OF THE SICK

OBJECTIVES: To provide the students with the opportunity

1. To develop an awareness of responsibilities when there is illness in the family.
2. To gain skills in procedures to assist in the home care of the sick and in common emergencies.
3. To develop skill in planning, preparing and serving food for the sick and convalescent.
4. To develop an understanding of infectious diseases and available protection to provide immunization.
5. To discover possible employment opportunities as a member of a health team.

SUGGESTED TIME ALLOTMENTS

First Year: Approximately 6 (6-day) cycles, 80 minutes per day.

Second Year: Approximately 4 (6-day) cycles, 80 minutes per day.

Learning to care for the sick in the home is a most important aspect of a girl's education in the Northwest Territories where, in general, complete medical facilities are available only in more densely populated communities.

The experiences planned in this unit will enable the adolescent to feel more secure in the ability to be a worthwhile and dependable family member when common illness or accident occurs.

It is intended that emphasis be placed on home nursing in the First and Second Years. In the Third Year, students will explore the vocation of a ward aide in the hospital. It is recommended that the teacher consult with the Instructor in the hospital regarding the courses in the First and Second Years in order that articulation may be provided and to ensure that the Instructor in the hospital is knowledgeable of the areas covered in the school program.

This unit for the First and Second Years contains many topics. It is the responsibility of the teacher to decide the order in which the topics should be taught and also the detail which should be developed for each topic. In order to develop a curriculum which meets the specific needs of the girls, the teacher is asked to assist by making careful notes under each of the topics listed.

FIRST AND SECOND YEARS: HOME CARE OF THE SICK

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I CHARACTERISTICS OF A GOOD NURSE

- A. Immaculate in appearance
- B. Quiet manner
- C. Follows orders exactly
- D. Self reliant and dependable
- E. Knows how to care for patient

Develop a list of the characteristics of a good nurse. Discuss responsibilities of caring for the sick in the family. Students interested in nursing and related areas investigate career possibilities. Invite public health nurse to class. Nomenclature: hospitals, clinics, first aid, nursing stations, etc.

II GENERAL CARE OF PATIENT

- A. Making a bed patient comfortable
 - 1. Place in home: quiet, ventilated, clean, warm
 - 2. Comfortable bed
- B. Following doctor's or nurse's orders
- C. Taking temperature and pulse
- D. Giving a bed bath
- E. Making a bed: changing sheets
- F. Care of patient who feels nauseous
- G. Giving medicine
- H. Keeping patient happy
- I. Evening and morning procedure

Describe characteristics of a healthy person in contrast to those apparent during illness. Consider where patient will be most comfortable in home. Stress clean clothes and bedding. Improvise such items as back rests and bed table from cardboard cartons.

Make a schedule for a bed-patient showing time for each procedure.

Practice changing sheets with patient in the bed.

III USE OF ESKIMO FAMILY MEDICAL PACK

Consult with Public Health Nurse, R.C.M.P., etc.

IV FOOD FOR THE SICK AND CONVALESCENT

- A. Diets for the sick and convalescent

Boil water for cooking and drinking if necessary. Plan day's menus for sick person and child.

FIRST AND SECOND YEARS: HOME CARE OF THE SICK

REFERENCES AND TEACHING AIDS

COMMENTS

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PROPOSED TIME ALLOCATION

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FIRST AND SECOND YEARS: HOME CARE OF THE SICK

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

B. Preparing sick tray

Prepare simple, attractive and convenient tray for sick person. Follow doctor's instructions for feeding patient.

C. Serving food to a patient

V MEETING EMERGENCIES

A. Household emergencies

Consult public health nurse. Know how to remove foreign body from eye, ear and throat. Know how to stop nose bleed. Treatment for burns. Stress need for fast action.

1. Eye
2. Ear
3. Nose
4. Poisons
5. Burns

B. Wounds

Each girl should know where to obtain a reliable first aid book, or each girl may compile a booklet for reference for meeting emergencies such as gun-shot wounds, dog bites, embedded fish hooks. Practice applying dressings and bandages.

1. Control of bleeding
2. Prevention of infection
3. Dressings and bandages

C. Fractures

Practice techniques: slings, splints, emergency splints, carrying procedures, stretchers.

1. General principles of first aid for fracture
2. First aid treatment for common fracture

D. Frostbite

Stress warming person very slowly.

1. Whiteness and numbness
2. Gradual warming by body heat

E. Artificial respiration

Procedures for child and adult.

1. Mouth-to-mouth resuscitation

VI COMMUNICABLE DISEASES

A. Causes of diseases

B. Isolation of the patient

Consider ways to prevent communicable diseases. Review common communicable diseases that have

1. Separate room or screen

FIRST AND SECOND YEARS: HOME CARE OF THE SICK

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST AND SECOND YEARS: HOME CARE OF THE SICK

REFERENCES AND TEACHING AIDS

COMMENTS

SUGGESTED REFERENCES FOR HOME CARE OF THE SICK

BOOKS

Home Nursing Manual Canadian Red Cross, Alberta Division, 1504 - 1 Street, S.E. Calgary, Alberta 35¢

Junior Home Nursing St. John's Ambulance, 110 Street and Jasper Avenue, Edmonton Alberta 25¢

Riehl, Carmella Luise Family Nursing Charles A. Bennett (Copp Clark) \$7.50

SOURCES FOR PAMPHLETS

Associated Milk Foundation of Canada, 86 Isabella Street, Toronto Ontario Seven Steps to Health

Canada. Department of National Health and Welfare

Some Ways to Prevent Sickness

Tuberculosis can be Cured

Eskimo Family Medical Pack (obtain from nurse or R.C.M.P.)

FILMSTRIPS

Permanent Loan: An Eskimo In Hospital. National Film Board

Temporary Loan: Health is a Crown. UNESCO
Keeping Well. Young America Films

FILM

Permanent Loan: Health for America Series. Walt Disney Films
(on Permanent Loan to Public Health Nurses)

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

OBJECTIVES: To provide the students with the opportunity

1. To understand the responsibilities and duties of baby-sitters.
2. To develop interest in and liking for young children.
3. To develop some ability to care for and guide young children in everyday living.
4. To gain a knowledge of the daily food, care and clothing required by the infant.
5. To recognize some of the basic needs of children through knowledge of their growth and development.
6. To develop some knowledge of behaviour expected of the pre-school child.
7. To develop insight into her own behaviour through the study of younger children.
8. To realize the importance of setting a good example to children.

SUGGESTED TIME ALLOTMENTS

First Year: Approximately 8 (6-day) cycles, 80 minutes per day.

Second Year: Approximately 6-8 (6-day) cycles, 80 minutes per day.

The emphasis in this Unit, particularly for the First Year Program, should be placed on baby-sitting. While the girls are attending the Churchill Vocational Center many of them will baby-sit. The teacher and the students should be aware of school policy regarding baby-sitting, e.g. how arrangements are made with families, when students may baby-sit, remuneration for baby-sitting, etc.

The topics outlined are resource units intended to help reach the objectives. While it is intended that the emphasis be on baby-sitting, the order in which the topics are to be taught is left to the discretion of the teacher.

Some contact with young children should be provided at an early stage in this Unit, for example, young children may be invited to a simple party in connection with foods classes or a mother may bring her baby to class to demonstrate bathing techniques. Learning experiences should include "doing" activities which are as applicable as possible to the student's own situation.

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
I BABY-SITTING	
A. Responsibilities of a reliable baby-sitter	Develop a guide sheet or booklet for baby-sitting. Consider some problems of baby-sitting. Make a baby-sitter's kit – stories, games, pictures, toys.
B. Arrangements with employer	Know whom to contact in case of emergency, fire or sickness.
C. Developing an interest in children	
D. Protecting and keeping children safe: at home, at play, on outings	Safety practices for baby-sitters.
E. Routine care of child	
F. Behaviour problems which may arise when caring for a child	Temper tantrums, disobedience, shyness, etc.
II HELPING CHILDREN LEARN THROUGH PLAY	
A. Play space in home and outside	Understand that "play is a child's work". Clean safe place in home for child to play. Make toys and play materials from resources in home. Standards for selection of children's toys.
B. Play materials	
C. Safe toys	
D. Games, music, stories	
E. Care of toys	
III CONTRIBUTION TO SIBLING DEVELOPMENT	
A. Helping mother with care of brothers and sisters	Discuss question: "Why should girls and boys help care for younger children in the home?" Suggest ways to help mother at home.
B. Influence of older children	Help small children learn by setting a good example.
C. Recognition of some reasons for children's behaviour	Understand that attitudes toward children affect their behaviour.

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

CONTENT

D. Helping child learn desirable health habits

IV THE INFANT

A. Feeding

1. Breast-feeding
2. Feeding times
3. Vitamins and water
4. Adding solid foods

B. Clothing

1. Layette
2. Bedclothes
3. Care of baby's clothing

C. Daily Care

1. Physical security
2. Bathing
3. Sleeping
4. Toilet training
5. Exercise

V GROWTH AND DEVELOPMENT OF PRE-SCHOOL CHILD

A. Normal pattern of growth

1. Emotional, social, mental and physical development
2. Characteristics of children at different ages
3. Behaviour patterns

B. Guidance and discipline

1. Social needs

SUGGESTED APPLICATIONS AND EXPERIENCE

A child develops confidence by learning to do things for himself.

Consult local public health nurse. Advantages of breast-feeding. Formulas. Stress cleanliness. Feed and burp baby. Baby's diet at one year.

Suitable clothes for baby's layette in the north. Correlate with Clothing Unit. Students may knit woollen baby articles at home or in school. Practice diapering a baby or doll. Care of diapers. Estimate costs of layettes.

Consider place in home where baby may be safely and warmly kept. Bath baby. Encourage habits of cleanliness. Stress danger of thin plastic bags. Adapting adult equipment for needs of child. Prevention of accidents.

Through films, observations and readings, pupils learn normal pattern of growth and behaviour with its variations, similarities and differences in childhood in different cultures. Different cultural expectations for child.

Affection, acceptance, achievement. Understand what to expect of children at various ages in order to guide them.

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

REFERENCES AND TEACHING AIDS

COMMENTS

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|--|--|
| <ul style="list-style-type: none"> 2. Educating experiences 3. Socialization of child | <p>Understand that procedures used with children must be appropriate to their age. Discuss statement: "Discipline is to help the child direct himself toward good social behaviour". Value of being consistent. Books, toys. Role models.</p> |
| <p>C. Diet and nutrition</p> <ul style="list-style-type: none"> 1. Introducing new foods 2. Self-feeding of small children | <p>How can we help a small child establish good eating habits?
Discuss some eating difficulties found with children and possible reasons for their problems. Good meal-time techniques result in fewer eating problems to children.</p> |
| <p>D. Clothing and dress</p> <ul style="list-style-type: none"> 1. Freedom of movement 2. Washability and durability 3. Winter and summer clothes 4. Shoes and boots | <p>Display children's clothes suitable for indoors and outdoors. Consider ways to re-make simple garments from adult or older children's clothing. As a cluminating project, plan and give a party for young children. Serve light refreshments.</p> |
| <p>E. The sick child</p> <ul style="list-style-type: none"> 1. Early signs of illness 2. Home care of sick child 3. Hospitalized child | <p>In the Northwest Territories, Churchill and in the south.</p> |

FIRST AND SECOND YEARS: CHILD CARE AND BABY-SITTING

REFERENCES AND TEACHING AIDS

COMMENTS

SUGGESTED REFERENCE MATERIAL FOR CHILD CARE AND BABY-SITTING

BOOKS

Canada. Department of National Health and Welfare
Up the Years from One to Six
Canadian Mother and Child

Lowndes, Marion Manual For Baby-Sitters Little, Brown \$4.25

Shuey, Rebeka M. and others Learning About Children Lippincott (McClelland and Stewart) \$5.50

Spock, Benjamin Baby and Child Care (revised edition) Pocket Books of Canada 50¢

Unwin, Eileen Child Care Macmillan of Canada \$1.10

SOURCES FOR PAMPHLETS

Canada. Department of National Health and Welfare
The Pre-Schooler
Baby's First Year
Each Year too Many Babies are Sick with Colds

Gerber Products Company, Freemont, Michigan
Infant Nutrition
Sitting Safely

Heinz Baby Foods, Leamington, Ontario
Your Baby's Diet

University of Alaska Co-operative Extension Service, College, Alaska
Toys for Pre-School Child

FILMSTRIPS

Temporary Loan: Caring for Your Baby. National Film Board

Permanent Loan: Child Care Series. Popular Science
Getting Acquainted
Keeping Children Happy
Keeping Children Safe
Special Daytime Problems
Infant Care Series. Popular Science
Bathing the Baby
Feeding the Baby
Selecting Children's Toys

FILMS

Temporary Loan: Terrible Twos and Trusting Threes. N.F.B.
Frustrating Fours and Fascinating Fives. N.F.B.
From Sociable Six to Noisy Nine, N.F.B.
Mother and Her Child. Part I and II. N.F.B.

SECOND YEAR: PERSONAL AND FAMILY RELATIONSHIPS

OBJECTIVES: To provide the student with the opportunity

1. To develop an understanding of herself as a teen-ager.
2. To develop an understanding of her relationships with the family and ways in which she can contribute to the happiness of the family.
3. To develop social awareness, self-respect and self-confidence.

SUGGESTED TIME ALLOTMENT

Approximately 2 (6-day) cycles, 80 minutes per day.

SECOND YEAR: PERSONAL AND FAMILY RELATIONSHIPS

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I YOU AS A PERSON (Recognition of self)

A. Universality of families

Who am I? Why isn't everyone like me?

B. Uniqueness of individuals and families

1. Reasons for differences in individuals

Consider such factors as race or ethnic groups, colouring, bone structure, capacity to learn, nervous system, temperament.

2. Environmental factors influencing the individual

Consider such factors as composition of family, emotional climate of home, economic conditions of family, school opportunities and experiences.

3. Sources of values and attitudes affecting individuals

Family, peers, role models, religion, education.

4. Personal factors influencing the individual

Individual motivation, alertness to existing opportunities, physical characteristics.

5. Basic similarities in all individuals

Requirements for food, water, rest, etc. Basic needs: affection, acceptance and achievement.

II YOU AS A MEMBER OF THE FAMILY (Relationship with the family)

A. What my family does for me

Provision for physical and emotional needs.

B. How values, attitudes and tastes change in family living.

Consider: personal growth and development, environment and experience, influence of significant persons, economic factors.

C. Technological and societal changes affecting family

Changes in family from kinship production unit to nuclear consumption unit; from present to future orientation; routinizing and regulating of daily life; role of women in home, etc.

1. Early major factors of change, i.e. whalers, traders, missionaries, R.C.M.P., and Federal Government

2. Wage employment and money economy

D. Contributing to the happiness of the home

Assuming responsibilities, being cheerful, interested in family activities.

SECOND YEAR: PERSONAL AND FAMILY RELATIONSHIPS

REFERENCES AND TEACHING AIDS

COMMENTS

SECOND YEAR: PERSONAL AND FAMILY RELATIONSHIPS

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
E. Economic conditions of family	How economics affect standards, budget and goals of individual in family.
F. Variety and differences in family composition	
1. Role of teen-ager in family	Communication with parents while away at school, e.g. writing, money.
2. Contribution of teenager toward solution of family problems	
III YOU AS A MEMBER OF THE COMMUNITY (<u>Relationship to the community</u>)	
A. Community influences	What can I do to make my community a better place in which to live. Why should I bother?
1. Friendships with people	
2. Types of community services	
3. People as nurses, teachers, store clerks, etc.	
B. Teen-agers' contributions to the community	Care of homes, use of leisure time, etc.
C. Employer-employee relationship	Work orientation and responsibility as related to family living. Role of the wage-earner in the family.
IV SOCIAL DEVELOPMENT	
A. Social acceptance	Courtesy and consideration shown to others. Increased responsibility, control of own conduct, and solution of own problems. Acceptable behaviour in public.
B. Influenced by emotional physical and mental growth	

SECOND YEAR: PERSONAL AND FAMILY RELATIONSHIPS

REFERENCES AND TEACHING AIDS

COMMENTS

SECOND YEAR: WORK EXPERIENCE PROJECT

OBJECTIVES: To enable the PUPIL to

1. Attain an understanding of employers' requirements.
2. Learn to work competently in a home by putting into practice theory taught in the classroom.
3. Realize the importance of developing good work habits, of being punctual, well-groomed and pleasant.
4. Become aware of the importance of sanitation and cleanliness.
5. Learn to work co-operatively, and to realize the importance of good relationships.
6. Develop the ability to plan ahead and to organize work effectively.
7. Develop a pride in good workmanship, which leads to self-confidence and an appreciation of aesthetic values.

To enable the SCHOOL to

1. Assess the effectiveness of classroom teaching.
2. Become aware of weaknesses in the school program and/or areas that require further emphasis.

To enable the COMMUNITY to

1. Participate in the development of an effective program related to the needs of the community and future community members.

This resource unit has been developed as a guide for implementing a work experience project advocating an involvement of the skills and talents of many people in the teaching-learning process for wage employment.

The development of major guidelines for this project will require continued co-operation and effort on the part of all those involved in curriculum development. It is hoped that these suggestions may form the base from which a truly effective work experience project may evolve.

TIME ALLOTMENT

It is suggested that girls in the Second Year spend approximately 4 weeks gaining work experience in the local community. For the 4-week period, the students would take academic work half-time and work experience half-time each day. The first 2 weeks of the work experience project could be undertaken in early December or January, depending on the timing of school examinations. The second period of work experience, some of which may be in stores or commercial enterprises, may be held near the end of the school term for 2 weeks.

SECOND YEAR: WORK EXPERIENCE PROJECT

ORGANIZATION: Co-ordination of Effort

A great deal of organization and pre-planning on the part of the home economics teachers and the principal is required to ensure the success of any work experience project. Ideally its aims and methods must be fully understood not only by the students and entire teaching staff, but also by leading members of the community.

The role of good public relations in this endeavour cannot be too strongly emphasized, in order that the objectives of the project may be understood by all concerned, and a co-ordinated and concerted effort made to attain the objectives.

As beginning steps in the process of informing the community about the work experience project, the teachers may consider the following

- A. Explain the project to the Northern Affairs Regional Administrator in Churchill with the assistance of the principal and Regional Superintendent of Schools.
- B. Discuss the project at a school staff meeting.
- C. Send letters to the "employers" participating in the project.
- D. Hold a simple coffee or tea party in the foods room for the "employers", at which time the project may be fully explained and questions answered.
- E. Prepare instructions to "employers" for the work experience project.

An example of the type of instructions for the "employers" is shown on the following page.

SECOND YEAR: WORK EXPERIENCE PROJECT

WORK EXPERIENCE PROJECT – INSTRUCTIONS TO “EMPLOYERS”

1. Please keep in mind that this is a training project, and the pupil will benefit according to your own participation and instruction.
2. Establish a friendly rapport at the beginning and try at all times to keep the general atmosphere pleasant and conducive to learning.
3. Remember that many of the pupils come from homes lacking modern appliances and material comforts and their background of knowledge in the maintenance and care of a modern home or place of business may be extremely limited.
4. Explain each task clearly, according to the way you wish it to be performed. Do not take it for granted that the student knows how to perform any given task.
5. Insist that each job be done correctly and remember that it is up to you to set the standards.
6. Make up a work schedule for the week, keeping in mind the amount of instruction that may be required. Attached is a list of the types of jobs that the girls may be expected to do. Be sure the girls are provided with a variety of work experiences.
7. Try to remain objective in your evaluation, and do not let your personal feelings influence your rating of the pupil.
8. Insist on punctuality and do not allow the pupil to “dawdle”. This is an important aspect of their training.
9. Reward good work with praise. You will find that the girls respond well to kindness and sincerity.

SELECTION OF “EMPLOYERS” AND WORK EXPERIENCE LOCATIONS

The employment resources of the community will have to be fully analyzed and the co-operation of the employers sought. The Selection and Placement Officer at Churchill may provide valuable assistance to the teachers in making arrangements for employment.

WORK EXPERIENCE IN THE HOME

To provide an example of the kinds of learning experiences which are possible in the home, the material on the following pages is given.

SECOND YEAR: WORK EXPERIENCE PROJECT

LEARNING EXPERIENCES IN THE HOME

1. Help with the weekly washing.
2. Folding, dampening and ironing clothes.
3. Clean washer, sinks, drier, ironing board, irons, etc.
4. Baby's wash – towards end of week, students do the wash by themselves.
5. Monday – bake a pie, or cake, cookies, muffins, etc. This should acquaint the girls with the equipment in your kitchen.
6. General clean-up.
7. Clean sinks, fridge, counters, stove, ovens, bread box, garbage cans, cupboards, silverware, etc.
8. Wash and polish kitchen floor.
9. Help plan weekly menu.
10. Shopping errands – if possible send girls shopping for needed supplies with money to purchase them. (They should follow instructions and return quickly without spending too much time up town.)
11. Help prepare noon-day meal or supper.
12. Plan and prepare mid-day meal from left-overs without assistance.
13. Towards end of week – plan, prepare and serve a complete luncheon or supper. Be sure the meal is completed on time so the students may return to their school duties as necessary.
14. General baking, e.g. cookies, muffins, cup cakes, pastry, bread, pancakes, tea biscuits, etc. Please supervise closely.
15. General care of dining room furniture, floors, dusting and polishing.
16. Vacuuming – must be taught how to operate the vacuum.
17. Mirrors – cleaning.
18. Bed making.
19. Clean and tidy bedrooms.
20. Cleaning of bathroom – floors, sinks, bathtub, etc.
21. Infant care
 - a) general child care
 - b) bath baby – demonstration
 - c) infant nutrition – explain reasons for feeding oranges, strained carrots, etc. Help to prepare baby's formula, reasons for sterilizing and pasteurization – general cleanliness
 - d) discipline – reasons for – girls must learn to be firm and say "no" to children.

SECOND YEAR: WORK EXPERIENCE PROJECT

22. Mending – general family mending such as repairing hems, buttonholes, hemming dish towels, etc. This will require supervision.
23. Sewing – might do some sewing of an infant's garment.
24. Polishing shoes.
25. Wool wash.

GROUPING AND SCHEDULING OF STUDENTS

Among the factors to be considered is the number of students in a given location at one time.

It will have to be decided whether the girls will remain in one place of "employment" for the work period or if they will change employment situations.

SUPERVISION AND EVALUATION

Supervision of the students by the teachers will be required while the project is in effect. For example the teachers must plan to visit the places where the students are employed. The visits may be brief, but contact with the school must be maintained throughout the project.

To assist in developing methods whereby this project may be evaluated, the following material is suggested:

SECOND YEAR: WORK EXPERIENCE PROJECT

WORK EXPERIENCE EVALUATION

(To be completed by the employer and returned to the Home Economics Department)

- 1. Name of Pupil:.....
- 2. Date of Duty: FromTo
- 3. Place of Duty:.....
- 4. Punctuality: Rating.....
- 5. Grooming and Appearance: Rating.....
- 6. Attitude: Rating.....
- 7. Responsibility: Rating.....
- 8. Efficiency: Rating.....

9. Work Accomplished: Daily
Rating

(List briefly duties performed each day)

.....

MONDAY

.....

TUESDAY

.....

WEDNESDAY

.....

THURSDAY

.....

FRIDAY

.....

10. Comments:

11. General Rating:..... Signature

Rating: H - Excellent C - Fair
 A - Above Average D - Poor
 B - Average E - Failure

GENERAL REFERENCES FOR FIRST AND SECOND YEARS

- Arny, Clara B. Evaluation in Home Economics Appleton-Century Crofts (Saunders) \$5.00
- Barclay, Marion S. and Frances Champion Teen Guide to Homemaking McGraw Hill \$7.00
- Clayton, Nanalee Young Living Bennett (Copp Clark) \$5.00
- Duvall, Evelyn M. Family Living Macmillan of Canada \$4.00
- Fitzsimmons, Cleo and Nell White Management for You Lippincott (McClelland and Stewart) \$6.00
- Greer, Carlotta C. and Ellen P. Gibbs Your Home and You Macmillan of Canada \$4.95
- Hall, Olive and Beatrice Paolucci Teaching Home Economics Wiley (General Publishing Co.)
- Laitem, Helen H. and Frances S. Miller Experiences in Homemaking Ginn \$5.10
- Lewis, Dora S. and others Tomorrow's Homemaker Collier-Macmillan \$5.75
- McDermott, Irene E. and Florence W. Nicholas Homemaking for Teen-agers 2v. Bennett (Copp Clark)
Book 1 \$6 Book 2 \$7.00
- Toronto Home Economics Teachers Homemakers of Tomorrow Longmans \$2.75
- Wallace, Inez and Bernice McCullar Building Your Home Life Lippincott (McClelland and Stewart) \$6.50

TEACHER'S MAGAZINES

- Canadian Home Economics Journal, 280 Williams Avenue, Winnipeg 2, Manitoba Published quarterly.
Free to C.H.E.A. members, \$1.50 per year for non-members
- Practical Forecast For Home Economics, 902 Sylvan Ave., Englewood Cliffs, N.J. 07632 \$5 per year.
- What's New in Home Economics, 305 East 45th Street, New York 17, \$7.00 per year

THIRD YEAR: FAMILY MEAL PREPARATION COURSE

TIME ALLOTMENT

½ day x 4 days per week for six weeks

EMPHASIS

It is intended that emphasis in the Third Year Foods course be placed on money management and consumer education, preparing and serving meals.

In order to achieve this emphasis, it is suggested that class organization be as follows:

Tuesday: Planning and deciding on menu. Preparing shopping list. Allocating money for shopping.

Wednesday: Shopping for food at store.

Thursday: Preparing and serving meal.

Friday: Use of left-overs: preparation and service.

Tuesday: Evaluation and accounting. Planning and deciding menu. Preparing shopping list. Allocating money for shopping.

Wednesday: Shopping for food at store. Continue cycle.

(Note: No Meal Preparation classes will be offered on Mondays due to Beauty Culture and Grooming and Clothing courses.)

PROJECTS

During the six-week period, six meals may be made following the organization suggested above.

It is suggested that the six meals include:
three low cost meals,
two medium cost meals,
one high cost meal.

Through the wise use and management of money and by gaining an understanding of consumer education, students may plan and prepare six meals which vary in cost. Other factors in meal planning such as taste and flavour, nutritive value and attractive appearance should be equally emphasized for the low, medium and high cost meals.

The students assisted by the teacher (teacher-pupil planning) should develop meal patterns and decide on menus. It is through this total experience of deciding on menus, planning, preparing shopping lists and shopping, preparing and serving meals, using left-overs, and evaluating and accounting, that students may competently and adequately prepare and serve family meals. An approach which emphasizes only the preparation of single foods and individual cooking techniques, while providing initial learning experiences in foods, cannot as realistically assist the pupils to prepare and serve meals in the family setting.

THIRD YEAR: FAMILY MEAL PREPARATION COURSE

While it is intended that the STUDENTS plan and decide menus, the following are given as suggestions to assist and guide the teacher as to the type of meals generally expected at this level.

Low Cost Meal Suggestions

1. Casserole with meat extender (spaghetti, rice, macaroni)
Vegetable
Biscuit or Bannock
Jellied Fruit Salad
2. Roasted Caribou or Baked Fish
Potatoes (dehydrated)
Vegetable
Pudding (rice, raisins and milk powder)
3. Weiners and Homemade Beans
Homemade Bread
Salad
Dried Fruit

Medium Cost Meal Suggestions

1. Canned Luncheon Meat (Prem)
Frozen French Fries
Stewed Tomatoes (canned)
Cottage Pudding
2. Liver and Onions
Mashed Potatoes
Canned Peas
Baker's Bread
Blueberry Pie

High Cost Meal Suggestions

1. Tomato Juice
Broiled Steak or Roast Beef
Baked Potatoes
Fresh Boiled Vegetables
Frozen Dessert (Ice Cream)
Angel Food Cake

PLEASE NOTE

The teacher may encounter difficulties in implementing the type of organization described for the Third Year Foods program in this first year of its presentation. It is hoped, however, that the pupils and teacher will endeavour to progress to this objective and experiment with this type of organization. As has already been stated, if the pupils are to learn to prepare and serve meals they must be provided with the opportunity to practice the entire sequence of meal preparation.

In order that a continuing curriculum which will meet the specific needs of the students may be developed, the teacher is asked to assist by making careful notes under each of the topics listed. Please forward the pages of comments to the Education Division each time after the course outline has been covered. Comments may also include additional topics or suggestions which the teacher feels may be desirable for the foods program for the Fourth Year students.

GENERAL TOPICS – FOURTH YEAR FOODS PROGRAM

- I Meal planning: choosing menu, making shopping list, estimating cost of meal.
- II Shopping
- III Meal preparation and service
- IV Use of left-overs: preparation and service
- V Evaluation and accounting

THIRD YEAR: DRESSMAKING

TIME ALLOTMENT

½ day x 5 days per week for six weeks.

EMPHASIS

The emphasis for the Third Year Dressmaking Course is to be placed on the construction of garments and on job orientation. The related information outlined in Units I, II, and III is to be reviewed briefly as required by the class.

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I CONSUMER EDUCATION

A. Planning the wardrobe

1. The well dressed girl

- a. A satisfactory wardrobe is planned to meet personal values, dictates of society and individual needs
- b. Core wardrobe and basic garments with accessories
- c. Dress for various occasions

2. Review and expand principles of design and colour harmonies as applicable to the individual

B. Applying management in order to obtain best use of resources

1. Inventory: basis for future needs
2. Use a plan for future buying
3. Know how to buy particular garments for personal values, age and role, and ease of care

Review briefly sections in First and Second Year on Wardrobe Planning.

Plan hypothetical wardrobe for girl travelling to south and living in a city. Hypothetical clothing budgets considering quality, suitability, fit and cost of ready-made coats, suits, dresses, shoes.

Review catalogue buying. Plan selection and purchase of clothing; ways of obtaining and keeping up a wardrobe; building on a basic colour; building on a basic ensemble; expense of impulse buying.

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

4. Know the quality suitable for purpose and getting value from resources expended.

Set standards for evaluating clothing: consider style, durability, workmanship, fit, appearance and service.

C. Manufacturing, shopping and business practices affect consumers' choice of fabric and ready-mades

1. Use information available
2. Price of ready-mades is affected by method of manufacture and construction
3. Factors affecting suitability and serviceability of textiles in clothing
 - a. Fiber content
 - b. Fabric construction
 - c. Finishes – dyeing, physical and chemical
 - d. Garment construction
 - e. Garment findings and trim

Labelling, advertising, catalogue description, clerks. Influence of high style, signs of quality and performance, construction and fit.

II GROOMING AND PERSONAL APPEARANCE

- A. Effect of personal appearance on social and business relationships
- B. Effect on personal appearance of health practices, cleanliness, nutrition, exercise, sleep, rest and posture
- C. Effect of grooming practices on personal appearance: skin and hair care and problems
- D. Figure analysis
 1. Figure types

Analyze for "improvement of figure", i.e. characteristics to minimize and emphasize.

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

2. Shape and proportion
3. Colouring
4. Becoming line and design

III TEXTILES

- A. Review characteristics of natural, man-made and synthetic fibers and fabrics
- B. Summarize and review identification of textile fibers
- C. Consumer education
 1. Labelling
 2. "New" fabrics, e.g. bonded, laminated, stretch
 3. Costing of garments constructed in class and comparison with ready-mades

Refer to sections in First and Second Year.

IV FITTING AND GARMENT ALTERATION

- A. Importance of knowing how clothes should fit
 1. Appearance of a "perfect fitting garment"
 - a. Ease
 - b. Line
 - c. Grain
 - d. Set
 - e. Balance
 2. A perfect fit
 - a. Skirt
 - b. Bodice
 - c. Slacks
- B. Alteration and fitting of ready-made garments

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

1. Basic alterations – review unit on Garment Repair and Elementary Alterations, Second Year
2. Develop skill in altering ready-made garments

SUGGESTED APPLICATIONS AND EXPERIENCE

The degree to which skill may be developed in altering clothes will depend on the student's sewing experience and ability. See Fashion Sewing by the Bishop Method.

V CONSTRUCTION TECHNIQUES

- A. Standards for garments: aim for high standards throughout entire construction process
- B. Selection of supplies and equipment for Projects 1 and 2
 1. Sewing equipment
 2. Marking equipment
 3. Pressing equipment
 4. Notions (findings) e.g. thread, zipper, seam binding, belting or gross grain ribbon for waistband, buttons, bias tape
- C. Selection and preparation of fabrics and pattern selection
 1. Wool
 - a. Quality and price
 - b. Suitable for pattern and individual
 - c. Pre-shrinking
 - d. Straightening
 2. Linings
 - a. Pre-shrunk
 - b. Straightening

Projects:

1. Wool dress or suit
2. Boy's slacks (denim) or pyjamas
3. Parka (only if girls are not able to construct a parka)

Such standards may be set as: good pressing (no imprints), straight edges, grain perfection, perfect and smooth fit throughout, lining loose- not pulled. Strive for great accuracy and precision of fitting and finishing and fine, delicate handwork.

Thoroughly review pressing equipment and techniques.

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

3. Denim
 - a. Quality and price
 - b. Suitable for pattern and individual
 - c. Straightening
 4. Patterns
 - a. Suitable for learning techniques
 - b. Style and size suitable for individual
 - c. Review line, colour and design
- D. Cutting and marking
1. Follow lay-out guide on instruction sheet
 2. Accurately check grainlines
 3. Mark using tailor's tacks, chalk marking on wrong side of garment, basting marking
- E. Skirt construction
1. Lining the skirt
 2. Fitting the skirt
 3. Treatment for pleat
 4. Zipper insertion
 5. Waistband construction
 6. Hem finishes
- F. Jacket or bodice construction
1. Preparation for first, second and final fittings
 2. Marking and attaching interfacing
 3. Bound buttonholes
 4. Shoulder and side seams
 5. Collar
 6. Facings
 7. Set-in sleeves

Relate to figure types and elements of design.

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- 8. Lining
- 9. Buttons
- 10. Hemming
- 11. Waistline seam

- G. Boy's slacks construction
 - 1. Back unit
 - a. Crease line
 - b. Hem
 - c. Crotch seam
 - d. Back pocket
 - e. Facings
 - 2. Front unit
 - a. Creases and cuffs
 - b. Crotch seam
 - c. Fly: facing and zipper
 - d. Facing
 - e. Side pockets
 - 3. Band unit
 - a. Straps
 - b. Interfacing
 - c. Application to slacks
 - 4. Cuff unit

- H. Parka construction
 - 1. Selection of supplies and fabrics
 - a. Grenfall and duffle
 - i. Quality and costs
 - ii. Amounts
 - b. Furs
 - i. Types
 - ii. Costs and amount required
 - c. Sewing equipment

Fashion Sewing by the Bishop Method

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- d. Notions e.g. bias tape, zipper
- 2. Cutting and marking
 - a. Cutting – to fit: measurements
 - b. Preparation of paper patterns
 - c. Cutting and marking

It is recommended that an Eskimo lady from the community be hired on a contract basis to teach the students how to cut parkas to fit individuals.

- 3. Construction: general steps
 - a. Flat seam sleeve to front and back of parka around armhole
 - b. Join front to back at shoulder seams
 - c. Sew underarm seams and sleeve seams
 - d. Darts or seams on hood
 - e. Attach hood to back matching center backs
 - f. Finish sleeves and lower edge of parka
 - g. Zipper insertion
 - h. Lining: cutting, construction, attaching
 - i. Fur trim

Apply embroidery to front and back pieces of parka. Apply rickrack and trim. Edge stitch from right side.

Flat felled seam.

NOTE: This will be the only experience the students will have in working with fur. Techniques for sewing with fur should therefore be stressed

- Cutting and matching
- Joining two pieces
- Taping fur edges
- Attaching fur to garment

VI JOB ORIENTATION

- A. Review and summarize employment opportunities in field of dress-making

Emphasis is to be placed on speed of garment construction.

- B. Employee responsibilities

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: DRESSMAKING

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

1. Personal preparation for the job
2. Positive attitude toward the job
3. Working for continuous periods of time under varying conditions
4. Recognizing mistakes and taking responsibility for them
5. Responsibilities to employer

THIRD YEAR: DRESSMAKING

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

TIME ALLOTMENT

½ day x 5 days per week for 12 weeks. (6 weeks in CNIB kitchens and/or cafeterias in mornings and 6 weeks in the afternoons.)

EMPHASIS

The emphasis in this 6-week training course is to be on preparation for employment. The development of good work habits – reliability, responsibility and desirable attitudes towards work, is to be stressed throughout the course. The instructor should insist that the students be well-groomed at all times and should adhere to high standards of performance both in the practical work and in the written assignments. It is anticipated that some students will proceed to employment on completion of their Third Year, and the course material as presented should, therefore, parallel as closely as possible the demands of wage employment.

The instructor should ensure that the students are kept busy in a learning situation during the work portions of the course, and assist them in making wise use of their time. He should also aid them in making an honest appraisal of their own strengths and weaknesses, and indicate where improvement may be desirable.

EVALUATION

Close liaison should be maintained with the Principal of the Churchill Vocational School throughout the Course. It is suggested that both practical and written work be evaluated at least twice during the six-week period, and the school advised of the progress of the students.

The method of evaluation chosen should be arrived at through discussion between the school and the CNIB Food Services authorities, but an estimation of the students' attitude and growth in both work habits and social habits may be of value.

This may be done as shown on the following page.

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

Growth in Work Habits and Social Habits	1st 6 weeks	2nd 6 weeks
<u>Work Habits</u>		
Completion of Assignments _____		
Quality of Homework Assignments _____		
Pays Attention in Class _____		
Contributes to Class Discussion _____		
Punctuality _____		
Performance on Kitchen Duty _____		
Performance on Cafeteria Service _____		
Performance as a Waitress _____		
<u>Social Habits</u>		
Is Courteous and Respectful _____		
Responds to Direction _____		
Assumes Responsibility _____		
Shows Desirable Initiative _____		
General Conduct _____		
Appearance _____		

These could be scored by letter rating as follows:

A – Excellent B – Good C – Fair D – Needs Improving

SPECIAL NOTE

This course is experimental in nature and was based on a general outline forwarded to this office by Mr. David West, Manager of the CNIB Food Services at Churchill.

The order of teaching the various topics and the practical work can vary according to the needs of the individuals and the availability of the practice material, but careful notes should be kept by the instructor throughout the course, and suggestions for additions or revision to the course material should be forwarded to this office through the school principal each time after the course has been presented.

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
I WAITRESS TRAINING	Instruction given in Dining Room or Dining Areas.
A. Personal appearance	
1. Body cleanliness. Use of deodorants	Reinforcing classroom instruction by emphasizing desirable appearance from point of view of meeting the public.
2. Clean skin	
3. Moderate make-up	Eating places judged first on cleanliness and appearance of staff. Use of grooming kit.
4. Good posture	
5. Hair neat and clean. Hair net	
6. Teeth and breath	
7. Hands and nails. Use of nail polish	
8. Feet: care of tired feet	
9. Uniforms	Uniforms should be worn with pride and must always be neat, clean and fresh. (Mention care of shoes, stockings, dress, headband, aprons, use of jewelry.)
10. Charm and personality	Stress importance of cheerful, courteous manners to employer, other employees and to customers. If honesty, loyalty, courtesy and teamwork become an integral part of the organization effective (1) between employer and employee (2) between employees themselves (3) between employees and customers, then staff efficiency cannot help but be established as a natural consequence.
B. Duties and designations of dining room staff	Instruction given in dining area.
1. In a cafeteria	
a. Preparing cafeteria counter for serving	<ul style="list-style-type: none"> -Put serving trays in place -Fill the silverware boxes -Be sure all glass shelves and metal surfaces are clean and shining -Arrange supply tables and shelves -Fill steam tables with water -Warm (or chill), dishes as required

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|---|--|
| | -Be sure clean potholders are available |
| | -Have a clean damp cloth for wiping spills |
| | -Assemble serving utensils |
| | -Check menu boards |
| | -Prepare coffee |
| | -Place food in steam table, etc. |
| b. Checking salad counter | |
| c. Checking dessert counter | |
| d. Serving food | |
| | -Know sizes of servings |
| | -Arrange food attractively |
| | -Wipe up spills |
| | -Work quickly |
| e. Keeping serving counters
supplied | |
| f. Methods of clearing and cleaning
serving counter | |
| g. Greeting the customer | |
| h. Taking the order | |
| i. Correct method of carrying trays | |
| j. Clearing tables | |
| k. Stacking dishes, silver and
glasses for washing | |
| l. Wiping tables, chairs, etc. | |
| m. Cleaning and refilling condiment
containers and service stand | |
| 2. In a hotel or restaurant | |
| a. Greeting the guest and seating
the guest | |
| b. Presenting the menu | |
| c. Taking and writing out the order | |
| d. Placing the order | |
| e. Timing the order | |
| f. Picking up the order | |
| g. Loading and carrying a tray | |

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- h. Serving the guest
 - i. Proper side
 - ii. Serving water
 - iii. Serving bread and butter
 - iv. Handling glasses
 - v. Making and serving tea
 - vi. Changing tablecloth during service
- i. Removing dishes
- j. Presenting check
- k. Taking care of side work and after-service duties

C. Setting tables for various types of service

1. Semi-cafeteria
2. Table service
3. French service
4. Sequence of service for breakfast, luncheons and dinners

D. Use and care of a service stand

E. Glossary of Cooking terms

F. Additional duties of waitress

1. Providing tourist information
2. Attitude to guests

II FOOD SERVICES

Instruction given in kitchen.

A. Designation and duties of kitchen staff in single and multiple dining facilities

B. Operating with hand tools

Use and care of knives, etc.

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

REFERENCES AND TRACHING AIDS

COMMENTS

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

C. Use and care of power equipment

Electric mixers, electric cookers.

D. Use and care of ranges, grills and fryers

E. Storage of food under refrigeration

F. Butchery

G. Bulk preparation of foods

Quantity cooking.

H. Commercial menu planning

1. Soups

2. Meat and fish

3. Vegetables

4. Salads

5. Desserts

6. Bread and pastry

7. Beverages

THIRD YEAR: WAITRESS TRAINING AND FOOD SERVICES COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WARD AIDE COURSE

TIME ALLOTMENT

½ day x 5 days per week for 12 weeks. (6 weeks at the hospital in the mornings and 6 weeks in the afternoons.)

EMPHASIS

In this portion of the Third Year Program emphasis is to be placed on training for employment. It is hoped that the students will become thoroughly familiar with the hospital routine, but even more important is for them to become aware of the demand for reliance and responsibility as a prerequisite for any type of employment. This applies not only to their ward work, but also in the preparation and completion of homework assignments.

The instructor should assist the students to prepare daily work plans and aid them in an honest appraisal of themselves, their strengths and their weaknesses, and indicate where improvement may be desirable.

The order of teaching the various topics, and the clinical practice, can vary according to the needs of the individual and the availability of the practice materials, but continuous attention should be placed on improving the communication skills of the students by insisting on the proper pronunciation of words, correct reading and interpretation of signs in the wards throughout the hospital, and by the encouragement of high standards of work in the written assignments.

EVALUATION

Close liaison should be maintained with the Principal of the Churchill Vocational School throughout the Course. It is suggested that both practical and written work be evaluated at least twice during the six-week period, and the school advised of the progress of the students.

The method of evaluation chosen should be arrived at through discussions between the school and the hospital authorities, but an estimation of the students' attitude and growth in both work habits and social habits may be of value.

This may be done as shown on the following page.

THIRD YEAR: WARD AIDE COURSE

Growth in Work Habits and Social Habits	1st 6 weeks	2nd 6 weeks
<u>Work Habits</u>		
Completion of Assignments _____		
Quality of Homework Assignments _____		
Pays Attention in Class _____		
Contributes to Class Discussion _____		
Performance on Wards _____		
<u>Social Habits</u>		
Is Courteous and Respectful _____		
Responds to Direction _____		
Assumes Responsibility _____		
Shows Desirable Initiative _____		
General Conduct _____		
Appearance _____		

These could be scored by letter rating as follows:

A – Excellent B – Good C – Fair D – Needs Improving

SPECIAL NOTE

Careful notes should be kept by the instructor throughout the presentation of this experimental course, and suggestions for additions or revisions to the course material should be forwarded to this office through the school principal each time after the course has been presented.

THIRD YEAR: WARD AIDE COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

I INTRODUCTION

A. Brief history of nursing

1. Women's attention to sick person
2. Care of sick up to 12th century
3. Organized care as started in 19th century
4. Beginning of nursing in Canada 15th-20th centuries
5. Extension to northern Canada
6. Current health aims and problems

Outline from beginning of human race, work of deaconesses; development of nursing linked with wars and religion; evolution of the uniform.

B. Physical layout of hospital

Show floor plan with all areas marked. Tour all areas and briefly outline purpose of each and who works there. Stress relationship of each area to nursing personnel and probable duties of ward aides in that area.

C. Hospital routine

Outline as given in Ward Manual - stress procedures. Churchill Hospital patients' meal times, change-of-duty hours, public visiting hours, doctors ward visits, use of telephone, assisting public, etc.

D. Nursing Handbook

Use of handbook (each student to have one). Outline of, and reasons for, rules and regulations. Help to all for co-operative working.

E. Personal hygiene (This is to be stressed throughout the entire course.)

Bathing, care of hair, hands, feet, teeth, breath, use of deodorants. Presenting a pleasing appearance at all times. Responsibility of health worker to maintain own good health, by practising such things as good eating and sleeping habits, regular rest periods, fresh air and exercise.

THIRD YEAR: WARD AIDE COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WARD AIDE COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

II PRACTICAL WORK

A. Admitting patient

1. Meeting and talking to patient
2. Accompanying patient to unit
3. Receiving instructions from nurse
4. Helping patient to bed
5. Care of clothing and personal belongings
6. Giving assistance in carrying out admission orders
7. Acting as interpreters

Learn ways to put patient at ease; pleasant and cheerful attitude, talking to them, etc. Observe patient.

Make patient feel welcome.

Understand that nurse is in charge and must be treated with respect.

Make patient feel comfortable.

Fold clothing properly, store in designated place.

Emphasize that aide must do only what is permissible.

Make patient feel at ease.

B. Making a bed

1. Linen required and method
2. Changing a closed bed ready for a patient
3. Soiled and isolated linen
4. Changing a bed with patient in it

Include bed adjustments - students should become proficient in all aspects of bed-making.

C. Bathing a patient (bed and tub baths)

1. Reasons for each and method, assembling equipment
2. Observation of patient-privacy
3. After-care of equipment, tub
4. Reporting to the nurse any findings relevant to health of patient
5. Check temperature of room before bathing patient

Stress should be placed on development of efficiency, keeping in mind the comfort and well-being of the patient.

THIRD YEAR: WARD AIDE COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WARD AIDE COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

- | | |
|---|---|
| <ul style="list-style-type: none"> 6. Precautions to take to prevent patient becoming chilled 7. Alkaline bath, sitz bath, foot bath, arm soak, temperature sponge (under careful supervision) | <p>Be alert to condition of patient at all times.</p> |
| <ul style="list-style-type: none"> D. Bedpans and urinals <ul style="list-style-type: none"> 1. Giving and removing 2. Measuring and noticing urine and feces 3. Importance of observation 4. Cleaning pans after use | <p>What to observe.
Importance of sanitation and sterilization</p> |
| <ul style="list-style-type: none"> E. Feeding a patient <ul style="list-style-type: none"> 1. Types of regular diets <ul style="list-style-type: none"> a. Fluid b. Soft c. Light d. Full 2. Importance of meal time, promptness, checking of trays 3. Being at bedside during meal 4. Reporting when meals not eaten or patients vomit 5. Giving a drink of milk or water 6. Attractiveness of meals 7. Explanation of why different patients require different diets 8. Importance of not giving patient any other food in addition to what is ordered | <p>Consider general nutrition requirements and reasons for variations in types and quantities of foods.</p> <p>Keeping hot foods hot and cold foods cold.</p> <p>Feeding of patients unable to help themselves.
How and what to report</p> <p>Method of helping the patients drink.</p> <p>Special diet patients.</p> |
| <ul style="list-style-type: none"> F. Preparing evening lunch | <p>Serve at least two evening lunches. Stress importance of following instructions for patients on special diets. Time of serving important.</p> |

THIRD YEAR: WARD AIDE COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WARD AIDE COURSE

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
G. Care of equipment - enamelware, glassware, plastic, rubber, metal	Again stress importance of cleanliness and sanitation. Students should learn these skills by practising them daily.
1. Place for cleaning substances and liquids used, disinfecting	
2. Methods of cleaning	
3. Stress cleaning after each use	
H. Care of linen room, service room, treatment room - various details in each	
I. Daily care and cleaning of patients' room	A knowledge of cleaning equipment.
J. Discharging a patient	
1. Getting and checking clothes	
2. Accompanying patient to discharge desk	
3. Saying goodbye to a "guest"	
K. Cleaning unit after discharge of a patient	
L. Bed sores	Prevention, care, aids in prevention. Importance of cleanliness.
M. Helping with care of body after death	Instil idea of respect and some knowledge of legal aspects.
N. Helping with <u>certain</u> laboratory specimens	Work done under direction of Registered Nurse. How and when to collect - importance of care.
O. Afternoon and evening care	
1. For bed patients	
2. For "up" patients	Stress variations often called for and need for the aide to think and reason certain things. Washing face and hands, "remaking" bed.
P. Professional conduct	The aide and personal conduct, ethical principles such as honesty, dependability, courtesy and tact. Stress importance of not discussing patients' illnesses or problems with "outsiders".

THIRD YEAR: WARD AIDE COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: WARD AIDE COURSE

CONTENT

SUGGESTED APPLICATIONS AND EXPERIENCE

Q. Pediatric care

Outline to the pupils where a career in hospital work may lead, and the qualifications required for each job.

Care and feeding of babies and young children. How to recognize illness in babies and very young children. Simple games to entertain bedridden children. Taking temperature and pulse.

R. What to do in an emergency

1. What is an emergency
2. Who to call in case of emergency
3. What to do until help arrives

First aid to the injured
Bandaging (simple)
Preparing and changing dressings

S. Taking temperature, pulse respiration

Giving of medications in a home situation (not hospital).

T. Preparation of hot water bottle, use of air cushion

III EVALUATION AND REVIEW

THIRD YEAR: BEAUTY CULTURE AND GROOMING COURSE

TIME ALLOTMENT

Suggested minimum is 1½ hours once a week for 12 weeks; although this may vary slightly according to the lesson taught. The instructor should be allowed 4 hours weekly which includes laboratory preparation and clean-up time.

EMPHASIS

The emphasis should be placed primarily on developing the skills which assist the student to present an attractive personal appearance when applying for and/or working on a job. Secondly, the course should provide an introduction to the study of cosmetology and serve as a screening course for students who feel they may like to pursue a career in this field.

EVALUATION

Close liaison should be maintained with the Principal (and the home economics teachers) throughout the course. Both practical and written work should be evaluated, but improved personal appearance may prove to be the best criteria for judging the students' progress and the success of the course.

SPECIAL NOTE

This course is exploratory in nature and was based on an outline prepared by Mrs. A. Lambert who will offer the course for the first time on an experimental basis. The order of teaching the various topics and the practical work can vary according to the needs of the individuals and the availability of the practice material. Careful notes should be kept by the instructor throughout the course, and suggestions for additions or revision to the course material should be forwarded to this office through the school principal each time after the course has been presented.

THIRD YEAR: BEAUTY CULTURE AND GROOMING COURSE

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
I INTRODUCTION TO BEAUTY	
A. Brief outline of history of beauty culture	
B. Development of cosmetology as a skill trade	
C. Importance of sanitation	
II SKIN CARE AND MAKE-UP	
A. The skin	Consider cleanliness. Brief outline of disorders of skin and scalp. Personal hygiene.
B. Purpose of cosmetics	Consider face shape, colouring and personality.
C. Applying make-up	<ol style="list-style-type: none"> 1. Foundation 2. Powder 3. Lipstick 4. Eye make-up
D. Removing make-up	
E. Care of hands and feet	
1. Hands	Use of lotion – manicure
2. Feet	Relief for tired feet – pedicure
III HAIR CARE	
A. Hair anatomy	Parts and properties of hair.
B. Shampoos and rinses	For normal, dry, oily, bleached or damaged hair
C. Hair shaping	Tips and techniques on cutting
	<ol style="list-style-type: none"> 1. Thinning hair 2. Tapering hair
D. Hair styling	Parts Pincurl Shaping and finger waving Setting with rollers (all types) Complete hair style
E. Sterilization and care of instruments	Stress sanitation - Scalp disorders - Massage
IV PERMANENT WAVING	
	<u>Demonstration only</u>
A. Preparing for a permanent	The shampoo Shaping and tapering hair Thinning hair

THIRD YEAR: BEAUTY CULTURE AND GROOMING COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

THIRD YEAR: BEAUTY CULTURE AND GROOMING COURSE

CONTENT	SUGGESTED APPLICATIONS AND EXPERIENCE
B. Selection of correct equipment	Type of hair will determine the choice of equipment and lotions
C. Giving the permanent	Winding Applying lotion Processing Neutralizing Causes of failure
V HAIR COLOURING	
A. Types of hair colouring	
1. Temporary	Colour shampoos
2. Semi-permanent	Colour used with peroxide
B. Tinting	Preparations Patch test Applying tint
C. Bleaching (discussion only)	Retouching bleached hair Bleaching virgin hair Retouching Frosting, tipping and streaking Hazards
VI JOB ORIENTATION	
A. As an employee	The interview Behaviour on the job Selling cosmetics Career advantages and disadvantages
B. As an employer	Beauty shop management Care of equipment and supplies

THIRD YEAR: BEAUTY CULTURE AND GROOMING COURSE

REFERENCES AND TEACHING AIDS

COMMENTS

In addition to commercial posters and instructional aids, the following text may be of assistance

The Beautician, by Florence Grant, publisher
McGraw-Hill Company of Canada Limited

(Miss Grant is a teacher at the Yorkdale Vocational School in Toronto, Ontario.)

SUGGESTIONS AND NOTES FOR FOURTH YEAR

SUGGESTIONS AND NOTES FOR FOURTH YEAR

MUTUALLY SUPPORTIVE UNITS

This Appendix contains the Mutually Supportive Units applicable to the Girls' Vocational Program. The Units have been developed by teachers on the staff of the Churchill Vocational Center. As further units are developed and present units revised, it is hoped that a nucleus will be formed for an effective mutually supportive academic-vocational program.

<u>Mutually Supportive Units</u>	<u>Page</u>
Research Techniques	200
Business Letters	205
Matter and Structure	207
Materials for Better Living	209
Foods; Clothing and Textiles; Habits and Customs	213
Measuring and Cost Accounting	215

MUTUALLY SUPPORTIVE UNIT: RESEARCH TECHNIQUES

SUBJECTS

Language Arts and all Vocational Subjects

INTRODUCTION

From experience it has been found that on the occasions when students are requested to conduct their own research on a specific topic, they take the easy way out (as do most children until taught the correct procedures) and copy passages indiscriminately from library reference books. There is very little constructive thought brought into play and the whole thing ends up as a writing or copying exercise. This unit was set up to encourage the students to use selective reasoning and to teach them to compare and weigh against each other, the various opinions they find in reference books.

AIMS

1. To develop better reading habits by skimming articles and reading for specific information.
2. To make the students aware of the many services which a library performs.
3. To give the students an insight into some of the professions and trades which they themselves may enter as a result of their vocational training.

PROCEDURE

Preliminary Work

1. Choosing the correct books and materials. What is a reference book? Different kind of reference materials. (See Note 1)
2. Practice in looking up information. (See Note 2)
 - a. Alphabetical order
 - b. Using tables of contents
 - c. Using an index
 - d. Finding key words
3. Using the information we find. (See Note 4)
 - a. Note making
 - b. Organizing the notes into a report
 - c. Difference between a report and a story (See Note 3)

TEACHER'S PRE-UNIT PREPARATION

1. First of all, in conjunction with the shop/home economics teachers, select various topics which correlate with the work being conducted in home economics and shop classes, e.g. nursing, cooking, sewing, welding and carpentry.

MUTUALLY SUPPORTIVE UNIT: RESEARCH TECHNIQUES

2. Write the subject topic on the top of a stiff card.
3. Spend a few hours in the library going through the various reference books which provide information on the selected topics. As you do this, note down questions on the card which the students will have to answer. In this way, they will be encouraged to select specific information rather than just copy it down at random.

Types of questions:

a. Detail questions.

When was Florence Nightingale born?
This gives practice in scanning.

b. Thought provoking questions.

What do you think the qualities were that Florence Nightingale possessed that enabled her to become such a respected nurse?

The students have to consider the facts and come to a conclusion or opinion of their own.

c. Questions of comparison.

Which article gave you the best information? Why? Do you agree with the last paragraph? If not, why not?

The students should not be content with using only one book of reference. Some of the authors may be biased or favour one of two or three differing opinions. The students should be able to recognize this and weigh one opinion against another.

4. Collect various addresses of sources from which the children can obtain outside information on the topic in question. (teachers, publishing companies, industry, employment agencies, people in the community)

See Free and Inexpensive Learning Materials
published by George Peabody,
College for Teachers,
Nashville 5, Tennessee.

Write this information on the back of the card.

5. Make enough cards for a class of 20. Keep them on file and distribute one to each individual child as needed. Cards can be duplicated for use with different classes. Girls can work on home economics topics and the boys on shop topics.

Examples of questions and information contained on cards for Secretary, Welding, Nursing, Dressmaking and Sewing.

SECRETARY

Front

1. List some of the duties of a good secretary.
2. What sort of person would make a good secretary?
3. What special skills would you need?
4. How would you train to become a secretary?

MUTUALLY SUPPORTIVE UNIT: RESEARCH TECHNIQUES

- 5. Name some of the machines/equipment that you might learn how to use.
- 6. From the information you have collected, write an essay entitled BEING A SECRETARY.

Back

Visit and talk to

- 1. Mr./Mrs./Miss (school secretary)
- 2. Miss/Mrs (commercial teacher)

Write to

New York Life Insurance Company,
 51 Madison Avenue,
 Department 2J,
 New York 10, N.Y.

WELDING

Front

- 1. What does the term WELDING mean?
- 2. Name two most common types of welding.
- 3. Explain the differences in the two methods.
- 4. State the values of a flux.
- 5. What is a spot welding?
- 6. How are alloy steels welded?
- 7. Name some important things which are welded.

Back

See Mr. (metals teacher)

Write to

Boston University School and College Relations,
 705 Commonwealth Avenue,
 Boston 15, Massachusetts.

New York Life Insurance Company,
 51 Madison Avenue,
 Department 2J,
 New York 10, N.Y.

Careers in Industry,
 New York State School of Industry
 and Labour Relations,
 Cornell University,
 Ithaca, New York.

MUTUALLY SUPPORTIVE UNIT: RESEARCH TECHNIQUES

NURSING

Front

1. Who was Florence Nightingale?
2. List some of the tasks a nurse is required to perform.
3. Why do nurses wear a uniform?
4. How is a nurse trained?
5. What sort of person would a good nurse need to be?
6. From the information you have collected, write an essay on NURSING AS A CAREER.

Back

Write to

Four Futures,
U.S. Department of Defense,
Washington 25, D.C.

National League for Nursing,
Committee on Careers,
2 Park Avenue,
New York 16, N.Y.

DRESSMAKING (References: World Book, Comptons Encyclopedia and others)

Front

1. What are some of the results of the mass production of clothing?
2. In which cities are the most garment factories found?
3. List some of the jobs available for young people in the garment industry.
4. What are some of the main differences in techniques between mass production of garments and custom dressmaking?
5. Many countries have developed different styles and types of dress. Choose one country and write an essay on DRESS IN . (Limit the essay to a certain period.)
6. What are some things an individual should consider when choosing a style or pattern for a dress?
7. When and by whom was the first commercial pattern made?

SEWING

1. Who is the inventor of the sewing machine?
2. Before the invention of the sewing machine, how were clothes sewn?
3. What is the difference between overhanding and overcasting stitches?
4. List some ways in which edges of garments may be finished.
5. List some of the attachments for the sewing machine and explain their purpose.

MUTUALLY SUPPORTIVE UNIT: RESEARCH TECHNIQUESBack

Write to

Singer Sewing Machine Company,
Educational Department,
149 Broadway,
New York, N.Y.

McCalls Pattern Educational Service,
230 Park Avenue,
New York 17, N.Y.

See Home Economics Teachers.

NOTES AND COMMENTS:

1. This lesson should be taken in the library in order that the students can become acquainted and familiar with the materials they will be using, e.g. encyclopedias, pamphlets, magazines, newspapers, dictionaries.

Show how professions and trades have their own specialized reference materials. Teachers' reference books can be used as an example.

2. Have a dictionary week when all aspects of dictionary work can be covered. There are excellent dictionaries and workbooks in school.
3. Use cuttings from newspapers and stories from magazines to bring out the difference.
4. While on this unit, it is suggested that students be introduced to the word 'copyright' and its meaning explained. Examples of stories, poems, plays, etc. protected by the laws of copyright, can be shown in class. Through discussion the students can be led to see that putting their name to someone else's work is in fact 'stealing' – stealing words not property. The teacher would not be marking their work but someone else's. Eventually they can arrive at two rules for making their notes look like their own personal contribution.
 - a. Look up new and difficult words in a dictionary. Wherever possible substitute a simple word that they themselves understand. Make a note of the difficult word.
 - b. Re-write in their own style of English so that the student feels that he is expressing himself and not someone else.

Using this approach, the students arrive at their own decisions and conclusions rather than being simply instructed by the teacher.

MUTUALLY SPORTIVE UNIT: BUSINESS LETTERS

SUBJECTS

Language Arts and Home Economics

Prepared initially by Mrs. T. Muench, Mrs. J. Seymour and Miss K. Butt.

PURPOSE

To teach the students to use written English skills in one aspect of homemaking.

PUPILS

All the students except the lowest group – D, which is at a Grade II – III English level.

TIME

At least 4 half periods, possibly 5. That is 4 or 5, 35-minute sessions.

OBJECTIVES

1. To enable the students to write brief, accurate and courteous business letters for the following purposes:
 - a. To order merchandise as listed in a catalogue, from a store, from a company, etc.
 - b. To return goods which are not suitable for use.
 - c. To order required merchandise that is not listed in a catalogue by writing to the personal shopper.

PROCEDURE

Subject material is taught in class and students study the form and content of each letter, then write at least one of each of the above types of letters.

First, the students must understand the purpose of each letter to be written. A list of uses for business letters, made by the class, may help to arouse interest at the beginning of the unit. Second, a review of the parts of a business letter, including correct punctuation is necessary. Third, a few samples of business letters will be shown or read to the class to illustrate the brevity and content of such letters. Some of these letters are found in the students' English books. Fourth, if there is any suitable work in the students' English books on business letters, it will be studied and assigned. Fifth, the students will each write a letter for the following reasons:

1. To order goods;
2. To return goods;
3. To a personal shopper.

MUTUALLY SUPPORTIVE UNIT: BUSINESS LETTERS

OUTLINE OF SUBJECT

1. Parts and form of a business letter
 - a. Block form
 - b. Six parts – heading, inside address, greeting, body, closing signature
 - c. Keep a copy of business letters
2. Letter to order goods
 - a. One item from a catalogue
 - b. A list of items, including number, colour, price, etc., and the symbol @.
3. Letter to return goods or a letter of claim referring to article of merchandise and stating the reason for the refund or exchange.
4. Letter to a personal shopper describing item required, along with the necessary information on it.

VOCABULARY TO BE TAUGHT

1. Parts of a business letter – 6 names
2. Colon
3. Enclose or enclosed
4. C.O.D.
5. Cheque
6. Money order
7. Refund
8. Exchange
9. Accurate
10. Brief
11. Courteous

MUTUALLY SPORTIVE UNIT: MATTER AND STRUCTURE

SUBJECTS

Science, Foods and Welding

AIM

1. A realization that matter breaks down into component elements.
2. Component elements build up into matter.

OUTLINE

I. MATTER

A. Definition

1. Elements

- a. Compounds – chemical action to form something else
– chemically sound
- b. Alloys (mixtures)

II. PHYSICAL FORMS OF MATTER

- A. Solid) Differentiation of the three physical properties
)
- B. Liquid) of each-colour, hardness, smell, etc.
)
- C. Gas) Use of elements chart

III. CHANGES OF STATE OF THE THREE FORMS OF MATTER

A. Agents Causing Change

1. Heat – melting points
2. Cold – freezing
3. Pressure – compression, contraction, expansion

B. Changes from One Form to Another

	<u>Foods</u>	<u>Metals</u>
1. Solid to liquid	– Fat melted – Ice to water – Wax to liquid	– Filler – s. solder - 1. solder
2. Solid to gas		– Flux on welding rod – (gas escapes)
3. Liquid to solid	– Fat to solid – Water to ice – Wax hardened – Unset gelatin to set gelatin	– Filler (freezing) – Any welding example

MUTUALLY SUPPORTIVE UNIT: MATTER AND STRUCTURE

- 4. Liquid to gas - Water to water vapour
- evaporation
- 5. Gas to solid - Water vapour to
 - frost
 - ice
 (frig.)
- 6. Gas to liquid - steam to liquid
 - condensation (lids)

- Burning acetylene
- carbon

C. Combinations of the Three Forms

- 1. Solid and liquid - Flour and water
 (solution)
- Meat and water
 (mixture)
- 2. Solid and gas
- 3. Solid and solid - Flour and sugar
- Meat and salt
- 4. Liquid and liquid - milk and water
- Tea and cream
- (solutions)
- Fat and tomato juice
- (emulsification process
 of changing a mixture
 to a solution)
- e.g. flour - egg yolk
- 5. Gas and gas
 (composition of air)
- 6. Liquid and gas - Custard (liquid and
 air)
- Beating
- 7. Solid - Leavening agents
 - a. Mechanical
 - flour + milk
 - + gases (heating,
 creaming, sifting)
 - b. Heat
 - steam
 - c. Chemical
 - CO₂ - yeast
 - baking soda
 - + acid + liquid

- Soldering (liquid)
+ metal
- Alloys
- Zinc + copper = brass
- Tin + copper = bronze
- Iron + Carbon = steel
- Tin + lead = solder
- Alloys
- Oxy-acetylene welding
(temperature)
- Low pressure propane
+ air to burn

MUTUALLY SPORTIVE UNIT: MATERIALS FOR BETTER LIVING**SUBJECTS**

Science and Vocational Subjects

PROCEDURE

An ideal opportunity to arrange visits to the shop, particularly the carpentry and metal work sections.

What materials do we use in houses?

– wood, metals, stone, glass, cloth materials, etc.

I. WOOD

A. From forest to lumber yard

B. Kinds of wood – softwoods, hardwoods, plywood

C. Qualities and disadvantages of various types of wood

Mr. Gibson was involved in building a small hut at the time of the visit. Next year he will be building a house, so this will offer an ideal opportunity to see the carpenter at work.

Resource Materials

Science Activities – Grade VII
Abitibi Pulp and Paper Company
Lumber yard in Churchill
Films and filmstrips – see catalogue

II. METALS

A. Types

1. Copper
2. Steel
3. Nickel
4. Alloys
5. Aluminum

B. Refining of the Metals

1. Uses
2. Advantages and disadvantages

Mr. Provins is only too willing to show parties around his shop. He has samples of all the metals covered.

MUTUALLY SUPPORTIVE UNIT: MATERIALS FOR BETTER LIVING

Resource Materials

Shop teachers
 Mining Companies – Flin Flon, Thompson, Steep Rock, etc.
 Films and filmstrips from the shops
 Metal samples in school

III. STONE

A. Three Main Classes

1. Igneous – formed from fire
2. Sedimentary – formed by water
3. Metamorphic – changed rock

B. Types

1. Granite
 - made up of quartz, mica, feldspar
 - uses – for chimneys and foundations
2. Limestone
 - softer than granite. Test for limestone – vinegar – bubbles appear
 - uses – bridges, monuments, large stone buildings
3. Sandstone
 - gritty in texture
 - uses – beautiful colours, soft and easy to cut and shape
4. Gypsum
 - soft
 - uses – stucco, plaster, wallboard, rock lath, plaster of Paris, cement. Too soft for building houses.
5. Marble
 - like limestone. Too expensive to be used for building houses.
6. Slate
 - uses – blackboards, roofs. Can be broken into thin even sheets.

IV. GLASS

Made from sand, so really obtained from the earth's crust.

Clean white sand mixed with small amounts of soda and limestone, and then melted. Molten glass is cooled between rollers to make sheets.

Glass blowing machine used to shape bowls, bottles.

When used for windows, sometimes double sheet (thermopan). This leaves layer of dry air between panes – good insulation.

MUTUALLY SUPPORTIVE UNIT: MATERIALS FOR BETTER LIVING

V. MATERIALS

A. Skins

- introduction - what are the advantages of skins?
- Which races of people use them? Different skins. Students can contribute a great deal to this section.

B. Natural Fibres

1. Wool

Contains millions of air spaces which insulate and prevent escape of body heat. Look at wool under a microscope - layers of overlapping scales like fish scales. When spun, these scales catch on each other and enclose small air pockets. Test wool by burning it - contains protein.

Processing of Wool

Write to: Newell Textile Sales Company,
40 East 34th Street,
New York 16, N.Y. (Display folder)
(Samples)

Fortsmann Woolen Company,
Passaic,
New Jersey. (Facts about wool)

Wool Bureau Incorporated,
16 West 46th Street,
New York 36, N.Y. (Is it Wool?)
(Let's Sew with Wool)
(The Story of Wool)

2. Silk - Int. Silk Association, 185 Madison Avenue, New York 16

Uses - advantages - disadvantages.
From silkworms' cocoons - machinery used in the process - very expensive. Always been looking for a substitute for silk.

3. Cotton

From boll to material. Follow the steps in the processing.

Write to: Louisiana State Department
of Agriculture,
541 St. Ann Street,
New Orleans 16. (Brief Discussion of History
of Cotton and its Harvesting)
(Facts About Cotton)
(Exhibit card - samples)

MUTUALLY SUPPORTIVE UNIT: MATERIALS FOR BETTER LIVING

New York Cotton Exchange,
60 Beaver Street,
New York 4, N.Y. (Cotton and Cotton Futures)
(Tells What Cotton is and
How it is Grown and Processed)

Cotton Information Materials,
National Cotton Council of America,
P.O. Box 9905,
Memphis 12, Tennessee. (Cotton Quiz)
(Cotton and You)
(History of Cotton)
(Story of Cotton)

Bibb Manufacturing Company,
P.O. Box 37,
Macon, Georgia. (Story of Cotton)

Cluett, Peabody and Company,
10 East 40th Street,
New York, N.Y. (Free booklets and samples
and maps)

4. Flax – Irish Linen Guild, 1270 Avenue of Americas, N.Y. 20

How linen is made.
Uses – handkerchiefs, towels, table cloths, dresses
Advantages – absorbs moisture but dries quickly
– light for summer wear
– remains white though old

C. Synthetic Fibres – Films and filmstrips – see catalogues in school.

1. Rayon
2. Nylon
3. Orlon
4. Lanital
5. Terylene

MUTUALLY SUPPORTIVE UNIT: FOOD; CLOTHING AND TEXTILES; HABITS AND CUSTOMS

SUBJECTS

Social Studies and Home Economics

Prepared initially by Mrs. J. Seymour, Miss K. Butt and Mr. W.G. Duckitt, 1965.

PROJECT

A plan to correlate social studies and home economics to be carried out in the social studies program.

TIME

Three weeks. Six classes involved.

OBJECTIVE

The objective is not so much a specific job to be accomplished such as the learning of facts, but rather that of helping students to become more perceptive and receptive of new ideas and conditions; to expand his knowledge of himself and others, of his own culture and other cultures, that he might have some idea of the road ahead and the means of travelling it.

Through individual and class assignments, the pupil will find things out for himself and solve his own problems according to his ability.

PROCEDURE

Each student will make a booklet, including write-ups, drawings, charts, and pictures from magazines. The project will be carried out in such a way that the student will work at his own level of understanding and rate of speed while the teacher assists and directs. Slower students will be encouraged to work together and the quicker ones to lend some assistance. Students will work from encyclopedias and each will have a well-illustrated book from the series LIFE IN OTHER LANDS - LIFE IN EUROPE; Fideler Company, Grand Rapids, Michigan. Samples of tinned foods, clothes, and visual aids such as filmstrips and slides will be used, as well as several films.

There will be three main parts to the booklet; namely, FOOD, CLOTHING AND TEXTILES, HABITS AND CUSTOMS.

OUTLINE

The first week will deal largely with food. Some concepts and ideas to be developed are:

There are raw foods (plants and animals) and processed foods.

Different foods come from different countries.

Farming and agriculture depend on many factors: climate, soil, available water, equipment, money, labour, etc.

Man has many ways of collecting food and preserving it.

Many people in the world have not enough to eat.

The importance of export and import.

**MUTUALLY SUPPORTIVE UNIT: FOOD; CLOTHING
AND TEXTILES; HABITS AND CUSTOMS**

Meat may be a luxury in the future.

Cleanliness and sanitation as regards preparation and disposal of food.

There are many ways of buying food.

The second week will include textiles (materials) and some points to be brought out are:

There are many kinds of raw materials.

Different clothes are made from different raw materials.

Skins of animals and their use as clothing as regards past, present and future.

The importance of textiles and clothing and manufacturing.

Recognition of different types of material and its use.

Changes of season affect what we wear.

Clothes that are practical in one country are impractical in another.

Catalogue buying.

Clean clothing as an aid to good health and appearance.

The value of home-made clothes.

Fashion and its importance (to the teen-agers).

The third week will deal with habits and customs and will establish the following insights:

Many races of people contribute to the welfare of mankind.

What may seem strange to one person is the "everyday thing" for someone else.

Each person is entitled to his own ideas and opinions.

Laws are made to protect the group.

The world is "shrinking" and we must think in terms of a world community.

Habits, customs and climate determine to a great extent what we eat and what we wear, and how we do it.

We can strive to be like others but we should not try to make others like ourselves.

Our ideas about "good manners" depend upon our habits and customs.

The development of good work habits.

How customs change.

The importance of being a human being rather than just being Eskimo, Indian or a "whiteman".

MUTUALLY SUPPORTIVE UNIT: MEASURING AND COST ACCOUNTING**SUBJECTS**

Mathematics and Clothing

Prepared by Miss Kay Butt and Mr. G. Dutchession.

PROJECT

Correlation of clothing and mathematics to be carried out in the mathematics program.

TIME

Six lessons. Seven classes involved.

OBJECTIVES

1. A better understanding of measuring in inches, yards and fractions of a yard.
2. Converting inches to yards and inches, to yards and fractions of a yard, and visa versa.
3. Calculating the total cost of making a garment.
4. Keeping a personal cash account.
5. Catalogue ordering.
6. Put what they have learned into practical use in the clothing department.

OUTLINE**Lesson I**

1. Review the "inch" – note fractional parts.
2. Have pupils measuring lines in inches and fractional parts of an inch ($\frac{1}{8}$, $\frac{1}{4}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{3}{4}$, $\frac{7}{8}$).
3. Have pupils draw lines of various lengths.

Lesson II

1. Review Lesson I.
2. Review the "foot" and "yard" – note number of inches in each.
3. Converting inches to yards and inches, and to yards and fractions of a yard and visa versa.
4. Questions related to step 3.

MUTUALLY SUPPORTIVE UNIT: MEASURING AND COST ACCOUNTINGLesson III (Calculating total cost of making a garment)

1. Review.
2. Calculating cost of fabric (yards and fraction of yard @ ? per yard).
3. Calculating cost of lining (yards and fraction of yard @ ? per yard).
4. Cost of all other notions used (buttons, thread, zipper, etc.)
5. Total cost of garment.
6. Questions related to the above.

Lesson IV

1. Review.
2. Subtraction and addition of measurements in inches and fraction of an inch.

e.g. (a) Difference between pattern measurement and pupil's measurement (use of l.c.d., borrowing, reducing).

(b) Material used (add inches of material used and convert inches to yards) – use of l.c.d., reducing.

Lesson V (Catalogue ordering and personal cash accounts)

1. Review.
2. Using catalogues have pupils calculate the cost of an order using item, unit cost, total, and total cost of order.
3. Have pupils make a personal cash account (receipts, expenses, and balance).

Lesson VI

1. General review of the unit.

