Unit 3: Sewing Lab Safety Copied from: Clothing 1, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

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Unit Overview

It is the personal responsibility of each student to practice safety in the sewing lab at all times. Safety is an ongoing practice in both home and commercial fashion sewing work areas. Many fashion workplace accidents can be prevented. Hazards must be identified and preventive measures established to avoid accidents and injuries. Basic first aid knowledge to handle emergencies and procedures will be reviewed and implemented.

NJSLS

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training

	practice.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Exit Skills

Student will be able to:

- actively participate in class discussions.
- demonstrate successful questions/note taking utilizing class learning logs.
- exhibit academic and career skills and behaviors related to school and employment.
- apply proper personal and sewing lab safety guidelines to prevent accidents.
- describe and demonstrate basic first aid knowledge for emergencies.
- demonstrate the proper and safe operation of sewing tools/equipment/appliances
- implement safety procedures in the classroom and workplace, where appropriate.

Enduring Understanding

- People are accountable for their actions.
- Communication is a skill that is developed.
- Sewing lab accidents are preventable.
- Sewing tools and equipment need proper care and operation.
- A general knowledge of first aid is needed to handle emergencies.
- Safety rules and regulations are a legal requirement of the fashion/sewing industry.
- A safe working environment is essential in fashion production industry.

Essential Questions

- Is the student able to identify the educational course goals?
- Does the student exhibit proper classroom procedures that contribute positively to the learning environment?
- Does the student exhibit competence in speaking, listening, and the writing process as skills and tools for learning?
- Is the student able to exhibit academic and career skills and behaviors related to school and employment?
- Is the student able to select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the sewing lab?
- Is the student able to read and follow a work plan or a design to construct fabric items in the sewing lab

exhibiting safe practices?
- Can the student select sewing tools and equipment to perform appropriate operations based on function for a specific task?
- Can the student identify safety rules and regulations for use in the fashion/sewing lab?
- Is the student able to safely operate sewing machines to construct items from cloth?

Learning Objectives

Students will demonstrate ability to :

- explain the correlation between accidents, safety guidelines and prevention.
- select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the sewing lab.
- demonstrate behavior and procedures to prevent sewing lab accidents.
- develop a work plan to efficiently and safely participate in the sewing lab.
- safely operate equipment and demonstrate safety guidelines to prevent accident when working in the sewing lab.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Science
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Design Applications
- Sewing Machines

Differentiation

• Small group assignments
• Added time to complete assignments
• Pairing oral instructions with visuals
• Repeat directions as needed
• Reinforcing on-task behaviors and skill acquisition
• Reduce amount of assignments that are due
• Rephrase written directions
• Study guides provided
• Additional time for skill mastery
• Test read to student
• Visual presentation
• Computer or electronic device utilizes
• Techniques of repetition, review, and summarization
• Small group setting
• Paired given oral as well as written instructions
• Peer assistance provided
• Printed copy of board work/notes provided
• Study guides/questions provided
• Extra time for completion
• Use of study sheets, notes, open book

Special Education

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating

- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes
- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Formative:

- Study Guide
- Culinary Learning Logs
- Lab Reports
- Group/Lab Participation
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative**:**

- Quizzes
- Tests
- Projects
- Presentations
- Exams

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Power Point Presentations
- Business Area Guest Speakers
- Internet/online resources

Ancillary Resources

- Demonstrations
- Safety Presentations/Discussions
- Video – Study Guide
- Worksheets/questions
- Filling out fashion learning logs

Sample Lesson

Unit Name: Safety Unit

NJSLS: see link below

Statement of Objective:

SWDAT explain the correlation between accidents, safety guidelines and prevention.

SWDAT select and apply appropriate solutions to solve and prevent dangerous situations and accidents in the sewing lab.

SWDAT demonstrate behavior and procedures to prevent sewing lab accidents.

SWDAT develop a work plan to efficiently and safely participate in the sewing lab.

SWDAT safely operate equipment and demonstrate safety guidelines to prevent accidents when working in the sewing lab.

Anticipatory Set/Do Now: Are accidents preventable? How do safety guidelines help prevent accidents?

Learning Activity: Discuss areas of danger in the sewing lab and how to prevent accidents in each area. Review emergency procedures in connection with dangerous areas, electrical equipment, sharp tools and inappropriate behavior. Establish with student input the safety procedures and guidelines to be exhibited throughout the course. Post and review safety procedures.

Student Assessment/CFU's: Safety Test, see above

Materials: Power point, video clips, poster paper, markers.

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, overhead projector

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