

DYNAMICS OF CLOTHING II

UNIT VI: *CAREER OPPORTUNITIES*

TOPIC A: **TEXTILES AND APPAREL CAREERS**

OBJECTIVE: The students will be able to evaluate a number of careers related to the textiles and apparel industry.

CONCEPT: By exploring a number of career options related to the textiles and apparel industry, the students will recognize how the skills they are learning in class are transferrable to an occupational field that will always be in demand.

COMPETENCIES:

1. Identify textiles and apparel related career opportunities.
2. Explore a specific textiles and apparel related career (e.g., retail sales, alterations, repairs, instruction, production, design, communication, textiles manufacture, etc.).
3. Evaluate the advantages and disadvantages of various career opportunities related to textiles and apparel.



OPTIONS/ACTIVITIES

SUPPLIES NEEDED

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|-----|---|---|
| 1. | Career Scramble | Scrambled career letters
Copies of student activity guide (II-VI-9)
Overhead transparency (II-VI-11) |
| 2. | Career Mobile | Mobile structure (pant hangers or regular hangers and clothespins)
Career posters (II-VI-12 through II-VI-31) |
| 3. | <u>Careers in Clothing</u> Video | Video from Nasco
Video player |
| 4. | Textiles/Apparel Guest Panel | Questions for panel |
| 5. | Textiles/Apparel Careers Field Trip | None |
| 6. | Textiles/Apparel Interview | Copies of student activity guide (II-VI-32) |
| 7. | Textiles/Apparel Career Research | Copies of student activity guide (II-VI-33)
Copies of Occupational Outlook Handbook
Set of Vocational Counseling Guides
Optional: Computers/Software |
| 8. | <u>Birth of a Pattern</u> Filmstrip | Filmstrip from McCalls
Projector |
| 9. | <u>Careers in Color and Style</u> Filmstrip | Filmstrip/Projector |
| 10. | <u>Careers in Fashion</u> Video | Video from Fairchild
Video player |

**OPTIONS/ACTIVITIES****1. Career Scramble**

To begin, give each student a set of scrambled letters and have him/her unscramble them to find a textiles/apparel related career. Upon completion, give each student a copy of the student activity guide, CAREER SCRAMBLE, to introduce a number of careers related to clothing and textiles. There is space for a brief description of each career, and the education background needed to get into that career field. Cover each career in enough detail so that the students will have a basic understanding of it. Use an overhead transparency of the Career Ladder to show the hierarchy of careers within the field. Others could be added to the ladder.

Note: Many of these careers were introduced in the Technology-Life-Careers program when the students were in the 7th grade.

2. Career Mobile

As the career titles are unscrambled, hang the career posters somewhere in the room—making a mobile as you go along. The teacher will need to have the parts for the mobile ready before the class begins. Patterns for career posters are in the resource section. The mobile could be made easily with pant hangers or regular hangers and clothespins.

3. Careers in Clothing Video

Show the video, Careers in Clothing, from Nasco. Several careers are examined such as fashion coordinator, alterations expert, and fashion designer.

4. Textiles/Apparel Guest Panel

Invite several people in your community who work in the clothing/textile industry to be guests on a panel. Try to have a variety of career types if possible, i.e., from general laborers/apparel sales clerks to floor managers/buyers/executives. The teacher should have the questions ready before the panel members arrive. The teacher may have the students write out their questions the previous day.

5. Textiles/Apparel Careers Field Trip

If possible, take the students on a field trip to several types of places where clothing/textile careers are found. Some examples of places to visit are:

- Fabric store
- Alterations department of a large store
- Drapery workroom
- Cottage industry or boutique with fabric items
- Apparel store
- Dry cleaners
- Custom tailoring shop
- Apparel factory

As you leave each place, discuss the advantages and disadvantages of each type of work.



OPTIONS/ACTIVITIES

6. Textiles/Apparel Interview

Using the student activity guide provided, have each student arrange for an interview with someone who works in a textiles/apparel occupation that interests them. When the interviews are completed, take one class day for the students to share their information with other class members.

7. Textiles/Apparel Career Research

This activity could be combined with the previous one if desired. Have each student choose a textiles/apparel occupation that interests them and do some research on that career choice. The teacher can work with the career counselors in the school to use the Occupational Outlook Handbook that is compiled by the U.S. Department of Labor and is probably the most inclusive of information. Some career centers have information on computer software the students can use. In Utah, every career center has a set of Vocational Counseling Guides that include information on a number of textiles/apparel related careers. Some guidelines for the type of information to look for are listed on the student activity guide. Again, have the students share their findings with other class members.

8. Birth of a Pattern Filmstrip

Show the filmstrip, Birth of a Pattern, from McCalls. This filmstrip covers many of the different careers involved in the making of patterns.

9. Careers in Color and Style Filmstrip

Show the filmstrip, Careers in Color and Style. This filmstrip depicts a number of careers related to the color and style industry.

10. Careers in Fashion Video

Show the video, Careers in Fashion, from Fairchild. As indicated by the title, this video depicts a number of careers related to the fashion industry.



RESOURCES

Videos

Careers in Clothing, Nasco, P.O. Box 901, Fort Atkinson, WI 53538-0901, 1-800-558-9595, Catalog No. WA13147H.

Careers in Fashion, Fairchild Books and Visuals, 7 West 34th Street, New York, NY 10001, 1-800-247-6622. Catalog No. 783-9.

Filmstrips

Birth of a Pattern, McCall's Pattern Company, 11 Penn Plaza, New York, NY 10001, 212-465-6824.

Careers in Color and Style - Source not available.

Books

Occupational Outlook Handbook, U.S.Department of Labor.

Teaching Aids

Vocational Counseling Guides, Utah State Office of Education, 1990.

Clothing and Textiles Bulletin Boards, Schoolboards, Etc., P.O. Box 9106, Ogden, UT 84409, 1-800-93BOARD, Catalog Nos. HE 110 and HE 124. \$29.95 each.

Career Posters, Set of 20 (11 x 17), Schoolboards, Etc., P.O. Box 9106, Ogden, UT 84409, 1-800-93BOARD. \$20 per set.

Scrambled Career Letters, Schoolboards, Etc., P.O. Box 9106, Ogden, UT 84409, 1-800-93BOARD. \$39.95 per set.

Software

CHOICES. (Most schools in Utah already have this in their career centers.)



EVALUATION/TEST QUESTIONS

1. Identify textiles and apparel related career opportunities.

1. Match the following careers with the descriptions by writing the number of the title on the line next to the description. On the line before the career title, write **HS** if high school education is required, **HS+** if apprenticeship is required, **PHS** if post-high school training is required, and **CD** if a college degree is required.

<u>HS+</u>	1. Alterationist	<u>11</u>	Counsels on coordination and choice
<u>HS+</u>	2. Costume Designer	<u>14</u>	Gives advice on clothing/textile care
<u>HS+</u>	3. Custom Sewer	<u>6</u>	Assists dry cleaner
<u>HS</u>	4. Custom Sewer's Assistant	<u>7</u>	Teaches about clothing and textiles
<u>HS+</u>	5. Dry Cleaner	<u>20</u>	Studies fabric qualities and changes
<u>HS</u>	6. Dry Cleaner's Assist.	<u>1</u>	Alters ready-made garments to fit
<u>CD</u>	7. Extension Specialist	<u>9/17</u>	Assists customers with purchases
<u>PHS</u>	8. Fabric Designer	<u>15</u>	Promotes sales of merchandise
<u>HS</u>	9. Fabric Store Associate	<u>16</u>	Makes the patterns for new designs
<u>CD</u>	10. Family and Consumer Sciences Teacher	<u>18</u>	Supervises sales and assistants
<u>PHS</u>	11. Fashion Buyer	<u>3</u>	Makes patterns into garment
<u>PHS</u>	12. Fashion Consultant	<u>5</u>	Cleans clothing/presses/repairs
<u>CD</u>	13. Fashion Designer	<u>4</u>	Assists custom clothing maker
<u>PHS</u>	14. Laundry Technician	<u>2</u>	Designs clothes for stage, TV, etc.
<u>CD</u>	15. Merchandiser	<u>19</u>	Operates equip. to cut/sew/press/trim
<u>PHS</u>	16. Patternmaker	<u>13</u>	Designs new clothing styles
<u>HS</u>	17. Retail Clothing Associate	<u>10</u>	Teaches textiles/apparel in schools
<u>PHS</u>	18. Retail Clothing Supervisor	<u>8</u>	Designs fabric patterns and weaves
<u>HS</u>	19. Sewing Equipment Operator	<u>12</u>	Selects merchandise for store to sell
<u>CD</u>	20. Textile Researcher	<u>9/17</u>	Assists customers with selections



EVALUATION/TEST QUESTIONS

2. **Explore a specific textiles and apparel related career (e.g., retail sales, alterations, repairs, instruction, production, design, communication, textiles manufacture, etc.).**
 1. What textiles and apparel related career did you learn about?
- Answers will vary
 2. What are the advantages of this career?
- Answers will vary
 3. What are the disadvantages of this career?
- Answers will vary
 4. How much education and/or apprenticeship is required for this career?
- Answers will vary
 5. What particular skills would be advantageous to have in this career?
- Answers will vary
 6. What would you do specifically on this job?
- Answers will vary
 7. What is the salary range for this career?
- Answers will vary
 8. Are there employment opportunities for this career in this geographical area?
- Answers will vary



EVALUATION/TEST QUESTIONS

- 3. Evaluate the advantages and disadvantages of various career opportunities related to textiles and apparel.**
 1. What are the advantages of the career opportunities that require more education/apprenticeship over those with a high school degree?
- increased salary, increased responsibilities, more challenging, probably more exciting (not so routine)
 2. Some career opportunities related to textiles and apparel are quite limited in the number of persons employed. List five (5) of these:
- fashion designer, patternmaker, model, textile researcher, costume designer, fabric designer
 3. The highest number of jobs available are those that require:
A.* A high school education
B. A high school education plus apprenticeship
C. Post-high school training
D. A college degree
 4. Textiles and apparel related careers are always in demand because:
- everyone wears clothes and uses textile products in the home