
TEXTILES TECHNOLOGY

TOPIC #11: Textiles Care and Consumerism **TIME PERIOD:** 2-3 days

CORE STANDARD #3: Technology: The students will identify the relationship of technology to the home, community, and school/ workplace.

OBJECTIVE: Students will identify consumer skills related to fabrics, laundry procedures, and clothing care by completing individualized projects.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

20.0001-0312 Determine proper clothing care techniques.

20.0001-0311 Identify good consumer practices relating to clothing purchases.

LIFE SKILLS:

- * Lifelong Learning
- Complex Thinking
- * Effective Communication
- Collaboration
- Responsible Citizenship
- * Employability

RELATED CAREERS:

Alterations and Repair Specialist

Dry Cleaner

Laundry Attendant

OCCUPATIONAL CLUSTERS:

Technical/Equipment Operation; Family and Consumer Sciences

Technical/Equipment Operation; Family and Consumer Sciences

Technical/Equipment Operation; Family and Consumer Sciences

TOPIC #11: Textiles Care and Consumerism**Teacher Information****LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

- | | |
|------------------------------------|--|
| 1. Laundry Checkers
(Motivator) | Sets of ten (10) tokens (checkers) per student to play
Checker boards w/laundry baskets
Sets of game cards (11.11-11.12)
Sets of judging sheets (11.13-11.14)
Copies of game directions (11.10) |
| 2. Sorting the Laundry | Copies of background information (11.16) for students to read
One or more sets of "Laundry Items" (cards) for students to sort (11.19-11.21)
Eight (8) small baskets or containers (Optional)
Copies of student activity guide for each student (11.17)
OR
Copies of background information (11.11) for students to read
Large laundry basket of clothes for sorting |
| 3. The Laundry Process | Copies of background information for students to read (11.22-11.23)
Copies of student activity guide for each student (11.24) |
| 4. Laundry Products | Copies of student activity guide for each student (11.26-11.27)
Laundry product samples for discussion |
| 5. How to Iron | Copies of student activity guide (11.30) for each student
Camp shirt
Iron and ironing board
Spray bottle filled with water or water in steam iron |

TOPIC #11: Textiles Care and Consumerism

Teacher Information

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

- | | |
|--------------------------------------|---|
| 6. Sewing on a Button | Copies of student activity guide (11.31-11.32) for each student
Buttons, thread, fabric, needles, thimbles, scissors |
| 7. Clothing Consumerism | Copies of background information (11.33) for students to read
Copies of student activity guide (11.34) for each student
Twelve (12) clothing items with care labels |
| 8. Consumer Choices | Copies of student activity guide (11.35-11.36) for each student |
| 9. Identification of Related Careers | Career information (11.37-11.38)
Career posters (11.39-11.41) |





PROCEDURE

CONCEPT: Learning about fibers, fabrics, and clothing care techniques affects the appearance and wearability of clothing. Good consumer skills help to extend the clothing budget.

The lessons in this topic are designed as individualized activities that can be completed while students are waiting for sewing equipment, when classwork is finished and classtime is not over, or at home. These lessons are designed to help take waiting time out of the Family and Consumer Sciences classroom. They are also conducive for use in the round-robin method of instruction. The teacher will need to prepare the materials and obtain the necessary supplies/equipment for student use so that these lessons are self-contained and easily accessible to students.

1. LAUNDRY CHECKERS - Motivator

This game will introduce the students to the importance of knowing basic laundry concepts in an exciting, fun way. It can be set up for two or four players, depending on whether it is played individually or in teams. Actually, there would be three or five players per set, since one has to be the judge. Each player or team needs a set of ten (1) tokens (checkers) that is different than the opponent's. (Large buttons could be used for the tokens.) Each group will need a checker board with the laundry baskets on it, and a set of game cards to draw (pages 11.11-11.12). Give each group a copy of the directions for playing the game (page 11.10), and the judge gets an answer sheet (11.13-11.14) to determine points scored.

2. SORTING THE LAUNDRY

Have the students read the background information on page 11.16 and then complete the corresponding student activity guide (page 11.17). To do this, they can either use the "Laundry Items" cards (pages 11.19-11.20) and sort them into eight (8) prelabeled small baskets or containers, or use a basket of clothes provided by the teacher for sorting. (It is recommended that the "Laundry Items" be mounted on colored paper the same color as the item and then laminated for repeated use.)

3. THE LAUNDRY PROCESS

The students will read the background information provided on pages 11.22-11.23 and then complete the corresponding student activity guide (page 11.24).

4. LAUNDRY PRODUCTS

Using laundry products provided by the teacher, have the students complete the information on the activity guide, LAUNDRY PRODUCTS (pages 11.26-11.27).



5. HOW TO IRON

The students will read and follow the directions provided on the student activity guide, HOW TO IRON A SHIRT (page 11.30). The teacher will need to provide a camp shirt to iron and the necessary ironing equipment.

6. SEWING ON A BUTTON

Have the students serge two 3-inch by 3-inch pieces of fabric together for sewing on a button. They can follow the instructions on the student activity guide (11.31-11.32). Students will need to have buttons, needle and thread, scissors, and maybe thimbles. The teacher will probably need to do several demonstrations to small groups, or NASCO has a set of large buttons and snaps for doing classroom demonstrations.

7. CLOTHING CONSUMERISM

The students will read the background information on page 11.34 and then use the twelve (12) clothing items provided by the teacher or from the student's personal wardrobe to complete the student activity guide, CLOTHING CONSUMERISM (page 11.34).

8. CONSUMER CHOICES

The students will practice their problem-solving skills by reading the case studies on the student activity guide, CONSUMER CHOICES (pages 11.35-11.36) and answering the questions.

9. IDENTIFICATION OF RELATED CAREERS

Using the career information (pages 11.37-11.38) and the career posters (pages 11.39-11.40), the teacher will identify and discuss the careers related to clothing care and consumerism.

SUMMARY: An understanding of basic information about fibers, fabrics, and laundry will prolong the life and usability of clothing.



CORE TEST QUESTION BANK

UNIT: TEXTILES TECHNOLOGY

TOPIC #11: TEXTILES CARE AND CONSUMERISM

20.0001-0312 Determine proper clothing care techniques.

1. Laundry needs to be sorted according to: (There are four (4) correct answers.)

* ___	a. Colors
* ___	b. Type of fabric
* ___	c. Kind and amount of soil
* ___	d. Laundry additives and pretreatment needs
___	e. Family members
___	f. Clothing sizes

2. The instructions on the detergent box recommend using 1/2 cup per load, but your dark clothes are extra dirty this time. You should:
 - a. Double the amount of detergent to get them clean
 - b. Use the same amount of detergent as normal
 - c.* Use the same amount of detergent as normal and let the clothes soak for a while before washing
 - d. Add some bleach to the water also

3. There are several reasons for sorting laundry and doing some prewash procedures. Some of them are: (There are four (4) correct answers.)

___	a. It won't all fit into the washer at once so it has to be broken down into smaller groups
* ___	b. To keep the colors from fading and the clothes from becoming dull
* ___	c. To look for spots or stains and treat them before washing
* ___	d. To close zippers, etc., to prevent snagging and empty the pockets
* ___	e. To check for tears, rips, etc., and repair them before washing
___	f. To see who has the most dirty clothes

4. Liquid bleach should mainly be used on:
 - a.* White cottons
 - b. Brightly colored clothes
 - c. Dark colored clothes
 - d. Lingerie

**CORE TEST QUESTION BANK**

5. Liquid bleach should be:
 - a. Added to the wash water after the clothes are put in the washer (if there is not a special slot for it)
 - b.* Added to the wash water before the clothes are put in the washer (if there is not a special slot for it)
 - c. Either way is fine
6. Stains are easier to remove from washable clothing when you use:
 - a.* Cold water
 - b. Warm water
 - c. Hot water
7. It is best to try to remove stains:
 - a. When you do the regular laundry
 - b.* Immediately if possible
 - c. Two weeks later
 - d. The next time you want to wear that article
8. Using cold water for the laundry:
 - a. Increases shrinkage and fading
 - b.* Reduces shrinkage and fading
 - c. Causes shrinkage and fading
9. Delicate items generally need to be:
 - a. Bleached
 - b. Washed in hot water
 - c.* Washed on a gentle cycle
 - d. Starched and ironed
10. There are a number of things that you can do to cut down the amount of ironing necessary:
 - a. While you're washing
 - b. While the clothes are in the dryer
 - c. While the clothes are hanging up to dry
 - d.* During all of the laundry procedures
11. When you put clothes in the dryer, you should:
 - a. Fill it as full as possible
 - b. Use a high temperature setting
 - c.* Leave space enough for the clothes to fluff
 - d. Both "b" and "c" are correct

**CORE TEST QUESTION BANK**

12. One of the most important things to reduce ironing is to always:
- * Remove the clothes from the dryer as soon as they are dry and before the dryer shuts off
 - Leave the clothes in the dryer until the dryer shuts off and cools before removing them
 - Load the dryer as full as possible to save money
 - Pile the clothes in a laundry basket until you have time to get them folded
13. Natural fibers such as cotton require _____ than man-made fibers for ironing.
- A lower temperature
 - * A higher temperature
 - The same temperature
14. If you are ironing a shirt or blouse, you should:
- * Iron the small parts first and the large parts last
 - Iron the large parts first and the small parts last
 - Iron the front parts first and the back parts last
 - Iron the back parts first and the front parts last

20.0001-0311 ***Identify good consumer practices relating to clothing purchases.***

1. There are three laws associated with fabric and/or clothing labels. They are listed below and the descriptions are listed on the right. Match the law with the description by putting the letter of the law in front of the proper description.
- | | | | |
|----|--------------------------|---------|--|
| a. | Fiber Identification Act | ___c___ | All fabrics intended for children's sleepwear from size "0" to "6X" must be flame retardant and laundry instructions must be included. |
| b. | Care Labeling Rule | ___a___ | A label must tell what fibers the fabric is made from and have them listed by percentage. |
| c. | Flammability Standard | ___b___ | All fabrics and ready-made articles must have specific instructions regarding the care. It must be sewn in ready-made clothing. |

**CORE TEST QUESTION BANK**

2. The quality of construction on an article of clothing affects:
- The appearance and the way it hangs
 - The length of time it will be useful
 - The cost of the article
 - * All of the above
3. Sewing your own clothing at home:
- Never saves you money
 - * Sometimes saves you money
 - Always saves you money
4. Check each item listed below that is a smart thing to do when buying clothes. (There are five (5) correct answers.)
- | | |
|--------------------------------|---|
| <input type="checkbox"/> * | a. Shop at stores with clothing prices that fit your budget |
| <input type="checkbox"/> * | b. Plan your purchases ahead and buy only what you need |
| <input type="checkbox"/> * | c. Buy things at reduced prices during the off season |
| <input type="checkbox"/> _____ | d. If it looks like a bargain, buy it—you might need it |
| <input type="checkbox"/> * | e. Check construction methods |
| <input type="checkbox"/> * | f. Compare prices at several stores |
5. Sometimes you can improve the usefulness of a garment by doing a little work on it yourself. Mark each of the items listed below that would be a good idea to check and fix if needed.
- | | |
|----------------------------|--|
| <input type="checkbox"/> * | a. Reinforce underarm or waistline seams |
| <input type="checkbox"/> * | b. Straighten a crooked seam or hemline |
| <input type="checkbox"/> * | c. Reinforce any raveled buttonholes |
| <input type="checkbox"/> * | d. Make sure buttons or fasteners are secure |
| <input type="checkbox"/> * | e. Press the garment thoroughly with steam and clip any threads that are hanging |
| <input type="checkbox"/> * | f. Make minor alterations for a better fit or repair a damaged part |

