

Initial Primary Teacher Education

Human ecology

Module 1



Malawi Institute of Education

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Human ecology

Module 1

Prepared and published by

Malawi Institute of Education
PO Box 50
Domasi Malawi

email: miedirector@sdp.org.mw
website: www.mie.edu.mw

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

'To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.'

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
Malawi Institute of Education

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Production Team

Editing	-	Authony Malunga
Graphic designer	-	Lucy Kalua-Chisambi, Heath Kathewera
Editor-in-chief	-	Max J Iphani

Writers

Fiona Joloza Nguluwe

Ministry of Education Science and Technology
School Health and Nutrition

Harriet Chanachi Phiri

Nalikule College of Education

Regina Pyera Nyirenda

Machinga Teachers Training College

Charles Katandika

Blantyre Teachers Training College

Victoria Mndolo PhD

University of Malawi, Chancellor College

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their pupils

Teacher education philosophy

The following has been the guiding principle during the design and development of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

The philosophy is expected to be pursued during the implementation of the curriculum and when supporting teachers after their qualification.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element

TOPIC 1 Teaching of Housing and environment

Time 2 hours

Introduction

Housing provides shelter as such it helps people meet their basic needs. Most of the activities that are carried out in the home affect the environment in one way or the other. It is important for you and primary school learners to appreciate the relationship between housing and environment. Hence, it is imperative to develop an understanding of housing and environment and how human activities can affect the environment. This can help you and primary school learners develop positive attitudes towards housing and environment related issues.

Success criteria

By the end of this topic, you must be able to:

- identify types of housing
- explain functions of housing
- analyse the impact of housing on the environment
- demonstrate different methods on the teaching of housing and environment
- assess student teachers' performance on housing and environment

Background information

Housing is a basic need for people to survive. Apart from this, housing fulfils several functions such as physiological, social and self-actualisation needs. Housing forms part of the micro and macro environment. However, human

activities emanating from housing affect the environment negatively. Some of these activities such as food production and processing, poor waste disposal lead to water, air and land pollution and degradation. In order to develop an understanding among you and primary school learners, it is essential for you to acquire knowledge, skills and develop positive attitudes on the relationship between housing and the environment. Since housing and environmental issues may sound abstract, it is important that you and primary school learners engage in research activities to investigate human activities in the home which affect the environment. This will help primary school learners acquire some investigative skills which will assist them in analysing the impact of housing on environment. It is also necessary to assess learners' performance on housing and environment.

There are some opportunities which may help us to teach the topic. These include:

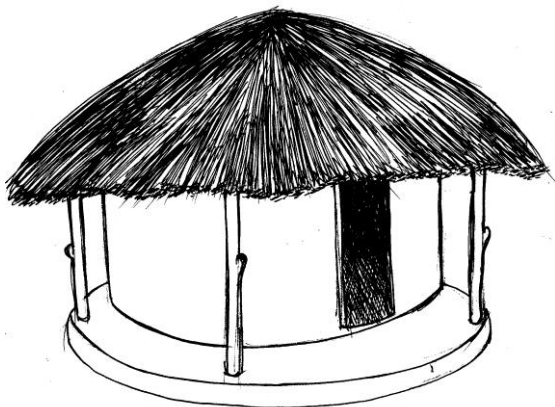
- An opportunity of deeper understanding of the concepts as the learners will relate the concepts in housing and environment to their everyday life
- An application of knowledge from other disciplines like social and environment sciences will assist learners understand the issues of housing and environment

However, the following challenges need to be addressed when teaching housing and environment:

- knowledge transfer might sometimes be a challenge as the concept of housing and environment is broad and behavioural change is a gradual process
- organising lessons in large classes might sometimes become a challenge within limited resources

Activity 1 Describing the functions of housing

- 1 Brainstorm the meanings of the terms 'house' and 'housing'.
- 2 Identify different types of housing.
- 3 Discuss the functions of housing
- 4 Report their findings in plenary for discussion.
- 5 Discuss the findings.



Traditional house



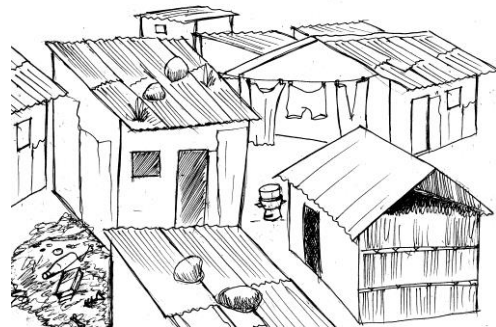
Modern house

Tips

Research on basic concepts in housing and environment might be helpful.

Activity 2 Describing the impact of housing on the environment

- 1 Carry out an investigation on the impact of housing on the environment
- 2 Suggest mitigation measures on the impact of housing on the environment
- 3 Report your findings in plenary for discussion
- 4 Your lecturer will consolidate the activity



A squatter settlement

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Research on basic concepts in housing and environment might be helpful.
- Remember to guide students to do self and peer assessments as the lesson progresses.
- Use of video clips can also be helpful to analyse the impact of housing on the environment.

Activity 3 Teaching housing and environment

- 1 Reflect on their experiences on housing and environment.
- 2 Suggest different methods of teaching housing and environment.
- 3 Suggest relevant teaching resources taking into account learners with special needs
- 4 Using the methods and resources discussed above write a lesson plan for micro teaching.
- 5 Come up with some assessment procedures on microteaching such as checklist and rubric which will have components to be assessed. Use peer assessment and self-evaluation as assessment procedures on student's performance.

- 6 Suggest ways of handling large classes within limited resources in teaching the topic
- 7 Provide feedback and agree on the actions to be taken to improve the lesson delivery.

Activity 4 Assessing learners' performance on housing and environment

- 1 Analyse various ways of assessing learners' performance on the lesson taught.
- 2 Reflect on assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- Have enough time for thorough preparation in terms of lesson plan, teaching, learning and assessment resources.
- The learner should communicate how much time will be given for each micro-lesson presentation and orient you on the
- .Consider use of ICT materials where possible.

Summary

This Topic has looked at:

- Meanings of the terms of house and housing
- Types of housing
- Functions of housing
- Impact of housing on the environment
- Methods on the teaching of Housing and environment
- Assessment procedures on housing and environment

Reflection and Assessment

- Reflect on basic concepts of housing and human activities which affect housing.
- suggest best strategies for teaching the topic.

Areas for further studies

www.jphu.org

www.researchgate.net

www.innovations.harvard.edu

Topic 2 Teaching of Food

Time 2 Hours

Introduction

Food is any substance that when consumed provides nutritional support to individuals, families and communities. It is available in our homes, local markets and supermarkets. In spite of the availability of different types of foods in Malawi, the country still experiences high rates of malnutrition. You should learn about food and its importance so that the knowledge, skills and attitudes attained will help reduce the levels of malnutrition in the country. Therefore, it is important for you to understand the concept of food, its importance and functions, its classification and how the concept of food should be taught in primary school.

Success criteria

By the end of this topic, you must be able to:

- explain the importance of food
- classify food into six food groups
- investigate factors affecting food choice and consumption
- demonstrate different strategies on teaching of the topic food
- Assess student teachers' performance on the topic food

Background information

People cannot live without food. It is important because it provides nutritional support for proper growth, development and health of human beings. In order to develop an

understanding of food among you and primary school learners, it is important to reflect on what you already know about food. For you to enhance your understanding of food you need to classify food into six food groups and the importance it plays in the physiological, psychological, economical and socio-cultural functions. Apart from this, you also need to investigate factors that affect food choice and consumption. As you acquire the knowledge, skills and attitudes on the concept food, you should link it with your prior knowledge and content in primary school curriculum. The fact that you and primary school learners interact with food on a daily basis does not imply that you know all about food. You, therefore, should be more creative and use various teaching and learning strategies to engage the primary school learners inclusively to understand the concept of food. There are some opportunities in the teaching of food. These include:

- People deal with food every day, so it will attract the interest of primary school learners.
- The resources for teaching and learning the concept food are locally available

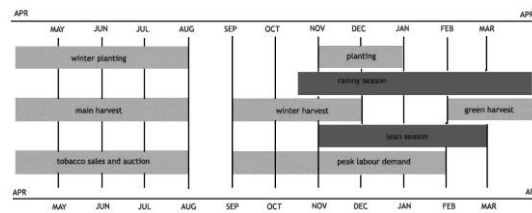
However, there are some challenges in teaching the topic. These are:

- Some food items are seasonal
- Some food items are expensive
- Some food items are not locally found

- Lack of ICT knowledge and skills in the teaching the topic

Activity 1 Classifying food into six food groups

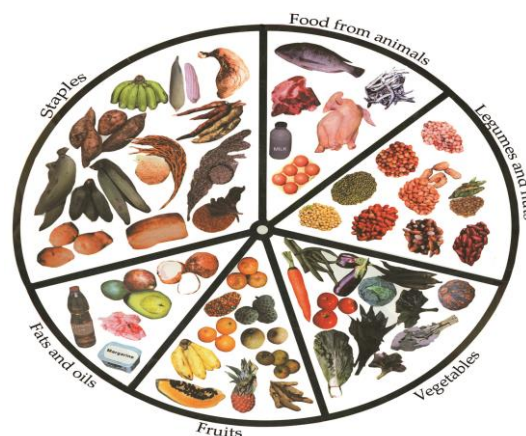
- 1 Do a *quick write* of what you already know about food.
- 2 Read what you have written to the class.
- 3 Discuss key points presented in plenary.
- 4 Brainstorm food available in your community.
- 5 Classify the food available in your community into six groups.
- 6 Report to the class.
- 7 Comment on the reports.
- 8 Lecturer should demonstrate how to draw a food seasonal availability calendar.
- 9 Give homework to student teachers on how they can make available food from all the six food groups in their meals or give them a *free write*, then student teachers to present using the *author's chair* and discuss.
- 10 Guide student teachers to find different food classification charts for different countries using online sources and present/report, then discuss.
- 11 Let student teachers study the Malawi Food Chart that follows and analyse it



Food seasonal availability calendar

Activity 2 Planning balanced meals

- 1 Your lecturer will present the Malawi Food Chart.
- 2 Analyse the chart.
- 3 Plan a balanced meal using the chart.
- 4 Present your plan.
- 5 Discuss how you can plan a balance meal.
- 6 Research on food charts for different countries.
- 7 Discuss how you can plan balanced meals using food charts for different countries.
- 8 Your lecturer will consolidate.



Activity 3 Describing six food groups

- 1 Bring real samples of food and pictures of food.
- 2 Group the samples into six food groups.
- 3 Ask learners to do a *quick write* on what they already know about food; groups.

- 4 Ask learners to brainstorm examples of food available in their homes. Link the examples to seasonal food availability calendar.
- 5 Present the Malawi food chart to learners and let learners classify the food available in their homes.
- 6 Open a discussion on how they can plan balanced meals using the food chart.
- 7 Consolidate the activity by making several balanced meals.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses.
- Activity 1 is for both student teachers and primary school learners

Activity 4 Describing importance of food

- 1 Using the *jigsaw*, method discuss the importance of food in relation to physiological, psychological, economic, social and cultural functions
- 2 Research on importance of food in relation to physiological, psychological, economic, social and cultural functions using internet,

text books, video clips or radios/television.

- 3 Present group findings.
- 4 Lecturer should consolidate using a power point presentation.

Activity 5 Investigating factors affecting food choice and consumption

In groups

- 1 Discuss factors affecting food choice and consumption
- 2 Research within the college community factors affecting food choice and consumption such as food habits, food taboos/beliefs, culture, preferences, life style and accessibility.
- 3 Write a short report on the findings and present.
- 4 Based on the research findings, interpret how the factors affect the availability of food.
- 5 Lecturer to consolidate the factors

Tips for activity 4 and 5

- Prepare research activities in advance
- Suggest strategies for reporting the findings
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses.

Activity 6 Describing teaching methods for the topic

In groups

- 1 Discuss learners prior knowledge by use of *trade a problem* strategy
- 2 Discuss effective teaching and learning strategies for the topic
- 3 Discuss effective teaching, learning and assessment methodology and resources on the topic
- 4 Prepare a lesson plan on the topic
- 5 Micro-teach a lesson on the topic
- 6 Video tape the lesson.
- 7 Conduct a feedback session.

Activity 7 Assessing student teachers' performance on the topic food

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips (For activities 6 and 7)

- You will need enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient you on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.

Summary

This topic has looked at:

- Classification of food into the six food groups
- The importance of food in relation to physiological, psychological, economic, social and cultural functions
- Factors affecting food choice and consumption
- How to plan, present and assess lessons on food through micro-teaching

Reflection and assessment

- 1 Reflect on what you have learnt in this topic.
- 2 Do a *free write* on what you have learnt.
- 3 Use the *Author's Chair* to consolidate.

Glossary

Food groups : classification of food according to nutritional value

Food taboo : prohibited, forbidden

Food habit : customs, tradition, patterns

Areas for further study

<http://healthyeating.sfgate.com/six-food-groups-nutrient-5955.html>

Topic 3 Teaching of nutrition

Time 2 hours

Introduction

Nutrition is the process of providing the body with nourishing substances for growth and development. The nourishing substances are called nutrients. These nutrients can be classified into macro and micro nutrients. Deficiency in these nutrients results in nutritional disorders. There is a relationship between nutrition and health. As student teachers, you should learn about nutrition so that the knowledge, skills and attitudes acquired will help you live healthy lives. In addition, it is important for you to understand the concept of nutrition, its importance and functions, its classification and nutritional disorders so that you can teach the concept effectively in primary schools.

Success criteria

By the end of this topic you must be able to:

- classify nutrients into macro and micro nutrients
- analyse common nutritional disorders
- explore ways of preventing and managing common nutritional disorders
- demonstrate different strategies on the teaching of the topic nutrition
- assess student teachers' performance on the topic nutrition

Background information

Good nutrition is important because it provides the body with all essential nutrients. These nutrients are protein, carbohydrates, fats, vitamins, minerals and water. Some of these nutrients are needed in the body in large amounts while others are needed in smaller amounts. All these nutrients are equally important to the body. The nutrients needed in the body in large amounts are called macro nutrients whereas those needed in the body in small amounts are called micro nutrients. Lack of any of these nutrients lead to nutritional disorders. For you and primary school learners to develop an understanding of nutrition you need to classify nutrients into macro and micro and explain the functions of different nutrients in the body. Apart from this, you also need to analyse nutritional disorders that can result from lack of these nutrients and how to prevent and manage them. As you acquire the knowledge, skills and attitudes on nutrition, you will use various teaching, learning and assessment methods to teach the topic in primary schools inclusively.

However, there are some opportunities one can build on in the teaching of the topic nutrition. These are:

- Your prerequisite knowledge on the topic through different interventions on nutrition
- Some content on nutrition is already introduced to primary

school learners in other subjects areas such as science and technology, life skills and agriculture

However, there are some challenges in teaching the topic. These are:

- Lack of knowledge on proper choice of food to ensure good supply of all nutrients
- Food taboos and habits that undermine consumption of food with essential nutrients

Activity 1 Classifying nutrients into macro and micro nutrients

- 1 Brainstorm the meanings of the following terms 'nutrition' and 'nutrients'
- 2 Discuss the meanings of the terms and report in plenary
- 3 Ask student teachers to identify different types of nutrients needed by the body
- 4 Classify the nutrients into macro and micro nutrients
- 5 Report their findings in plenary for discussion
- 6 Lecturer should consolidate the activity.

Tip

Use appropriate ICT tools to conduct the activity.

Activity 2 Describing the functions of nutrients

- 1 Using *jigsaw* method, discuss functions of nutrients in the body
- 2 Research on functions of nutrients in the body.
- 3 Report your findings.
- 4 Lecturer should consolidate using a power point presentation.

Activity 3 Analysing common nutritional disorders

- 1 Study the illustration that follow and identify one of the common nutritional disorders



- 2 Discuss the clinical signs of the nutritional disorder identified in the illustration
- 3 Brainstorm other common nutritional disorders
- 4 Examine the causes of different nutritional disorders identified
- 5 Describe the signs and symptoms of nutritional disorders discussed in 3
- 6 Report your findings in plenary for discussion
- 7 Lecturer should consolidate the findings

Activity 4 Describing ways of preventing and managing nutritional disorders

- 1 Carry out research on the ways of preventing and managing common nutritional disorders
- 2 Discuss ways of preventing and managing common nutritional disorders
- 3 Write a short report based on your research
- 4 Present your report
- 5 Lecturer to consolidate the factors

Activity 5 Demonstrating different methods on the teaching of nutrition

- 1 Discuss effective teaching, learning and assessment methods and resources on the topic nutrition
- 2 Prepare a lesson plan on the topic nutrition.
- 3 Micro-teach the lesson.
- 4 Video tape the lessons.
- 5 Conduct a feedback session.

Activity 6 Assessing student teachers' performance on the topic nutrition

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips (For activities 5 and 6)

- You will need enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient

Summary

This topic has looked at:

- Classification of nutrients macro and micro nutrients
- Functions of food nutrients
- Common nutritional disorders
- Ways of preventing and managing nutritional disorders
- Methods on the teaching of nutrition
- Assess student teacher's performance on the topic nutrition

Reflection and assessment

- Reflect on what you have learnt in this topic.
- Do a *free write* on what you have learnt.
- Use the *Author's Chair* to consolidate.
- Assessment of student teacher's performance on teaching of nutrition

Glossary

Deficiency disorder: Lack of one or more nutrients required in the body

Nutrition : The process of providing or receiving nourishing substances.

Nutrients : The nourishing chemical substances found in food which are of value to the body

Macro nutrient: A substance required in relatively large amounts by living organisms.

Micro nutrient: A substance that is essential in minute amounts for proper growth and metabolism of a living organization

Areas for further studies

<https://www.healthyeating.org>

www.who.int

www.heathline.com

<https://www.ncbi.nlm.nih.gov>

www.orphannutrition.org

Topic 4 Teaching of meal planning

Time 3 hours

Introduction

Food is important because it provides nutrients required by the body for proper growth and development. To achieve this, there is need to eat a balanced diet. However, everyone has different needs and requirements for food due to one reason or another. It is essential to plan meals properly so that people of different age groups are able to meet their dietary needs and requirements. As such, it is important for you to understand factors that influence food choice, preparation and consumption so that you can plan meals to meet people's dietary needs and requirements. The knowledge, skills and attitudes acquired will help you plan balanced meals that will meet people's dietary needs and requirements. It will also help you to teach the concept meal planning effectively in primary school.

Success criteria

By the end of this topic, you must be able to:

- explain terminologies associated with meal planning
- describe factors to consider when planning meals.
- describe methods for teaching the concept of meal planning.
- assess student teachers' performance on the topic meal planning.

Background information

Many people do not know the importance of food and how to plan balanced meals. There is a relationship between well planned meals and good health. To achieve this, it is important to plan balanced meals in order meet people's dietary needs for them to live healthy lives; hence, there are several factors that influence food choice, preparation and consumption which should be considered when planning meals. It is important that you and primary school learners have the appropriate knowledge, skills and positive attitudes on planning balanced meals and how to evaluate them. As you acquire the knowledge, skills and attitudes on meal planning, you should link it with prior knowledge on meal planning in primary school curriculum. Furthermore, you will be equipped with knowledge and skills on how to teach and assess the topic meal planning.

There are some opportunities in the teaching of meal planning. These are:

- The topic will attract the interest of student teachers and primary school learners because everyone interacts with food every day.

However, there are some challenges in teaching the topic. These are:

- Terminologies associated with meal planning are abstract and can be difficult to understand

- Negative attitudes towards meal planning and preparation
- Misconceptions on meal planning and preparation
- Lack of ICT knowledge and skills in the teaching of the topic meal planning

Activity 1 Describing factors to consider when planning meals

- 1 Brainstorm terminologies associated with meal planning such as diet, meal, balanced meal, meal pattern and menu
- 2 Discuss the terminologies associated with meal planning
- 3 Lecturer consolidates on terminologies associated with meal planning
- 4 Carry out book research on factors to consider when planning meals.
- 5 Present your findings in plenary for discussion
- 6 Lecturer should consolidate the factors to consider when planning meals using a power point presentation

Tips

- Consider the use of the seasonal availability calendar and the six food groups when planning the meals
- Relevant textbooks on book research should be available for student teachers
- Modify some tasks, teaching, learning and assessment resources as well as methods to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 2 Planning meals for people of different dietary needs and requirements

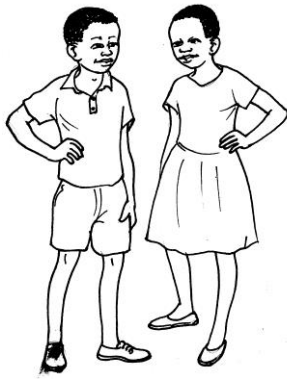
- 1 Study the illustrations and identify different dietary needs



A pregnant mother



A toddler



Adolescents

- 2 Brainstorm other people with different dietary needs.
- 3 Discuss the dietary needs of the different groups of people.
- 4 Your lecturer will demonstrate how to plan meals for some of the people with different dietary needs using the six food groups and seasonal food availability calendar.
- 5 Plan meals for people with different dietary needs.
- 6 Present your work in plenary for discussion.
- 7 Your lecturer will consolidate the activity.

Tips

- Consider the use of the seasonal availability calendar and the six food groups when planning the meals
- Modify some tasks, teaching, learning and assessment resources as well as methods to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to do self and peer assessments as the lesson progresses.

Activity 3 Describing methods for teaching the concept of meal planning

- 1 Discuss effective teaching and learning methods for the topic.
- 2 Discuss assessment methodology and resources on the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic.
- 5 Conduct a feedback session.

Activity 4 Assessing student teachers' performance on meal planning

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- Remember to involve the lectures in bringing teaching and learning resources to be used
- As student teachers you should not be tied to what has been listed in the syllabus but you can use a variety of food found in your area as long as it meets the dietary needs of individual groups.
- Use a variety of pictures depicting different types of food

- Planning meals for people of different dietary needs and requirements
- Evaluating the planned meals
- Different teaching strategies for teaching the topic .
- Assessing student teachers' performance on the topic.

Reflection and assessment

- Suggest an activity to come up with menus for different meal courses
- Plan meals for people of different dietary needs and requirements
- Reflect on the lesson using the video clip

Summary

This topic has looked at:

- Terminologies associated with meal planning
- Factors to consider when planning meals

Glossary

Meal course	:	how a meal is divided up
Meal	:	several cooked dishes
Manual worker	:	one who uses physical energy
Invalid	:	one who is ill and is in bed
Convalescent	:	one who is recovering from illness

Areas for further studies

Tull, A., (1996) *Food and Nutrition*. Oxford: Oxford University Press

Topic 5 Teaching of methods of cooking food

Time 3 hours

Introduction

People cook food for various reasons. Cooking makes food easier to digest and improve the food's appearance, texture and flavour. Food is cooked by conduction, convection and radiation. There are several methods of cooking food. You and primary school learners should understand reasons for cooking food, how heat is transferred during cooking and cooks food using the different methods. The knowledge, skills and attitudes attained will help you and primary school learners to prepare and cook nutritious meals for your families and also help you teach the topic effectively at primary school.

Success criteria

By the end of this topic, you must be able to:

- describe how food is cooked
- cook food using different methods of cooking
- demonstrate different strategies of teaching the topics meal planning and methods of cooking
- assess student teachers' performance on the topics meal planning and methods of cooking

Background information

Apart from what has been discussed earlier on, food can also be cooked to kill harmful micro-organisms and for and for preservation. There are several methods of cooking food. These methods of cooking include boiling, stewing, steaming, grilling, frying, roasting and baking. These methods are classified into moist heat and dry heat methods of cooking. To understand the different methods of cooking food you and primary school learners need to have the hands on activities on such methods so that you can ably acquire the knowledge and develop the skills which you can use to teach the concept to primary school learners.

There are opportunities in the teaching of the topic. Some of these opportunities are:

- The topic will provide student teachers and primary school learners an opportunity to learn how to cook a variety of foods using different methods of cooking
- The topic will attract the interest of student teachers and primary school learners because most of the activities are hands on.
- The topic will help in acquisition of investigative skills in coming up with different food products
- The topic provides for use of videos and other ICT when teaching the topic.

However, there are some challenges in teaching the topic. These are:

- Lack of appropriate knowledge, skills and attitudes on the methods of cooking food
- Lack of relevant teaching and learning resources such as equipment, ingredients and laboratory facilities for Human Ecology
- Lack of knowledge and skills on ICT for teaching the topic

Activity 1 Describing how food is cooked

- 1 Brainstorm reasons for cooking food
- 2 Discuss the reasons for cooking food and report
- 3 Lecturer consolidates on the reasons using power point or relevant approaches



Methods of heat transfer

- 4 Using the illustration on methods of heat transfer, discuss and analyse how food is cooked by conduction, convection and radiation
- 5 Present your findings in plenary for discussion
- 6 Lecturer should consolidate how food is cooked by conduction,

convection and radiation using pictures or charts or video or power point presentation

Activity 2 Analysing different methods of cooking food

- 1 Do a *quick write* on what you already know about methods of cooking



Methods of cooking

- 2 Brainstorm methods of cooking.
- 3 Using the illustration discuss the methods as a group.
- 4 Present to the whole class.
- 5 Analyse each method of cooking food by categorizing the methods into moist heat and dry heat methods, advantages and disadvantages, guidelines to follow for each method and suitable foods for each method. Have some reports from group
- 6 Lecturer should consolidate on the methods of cooking

Tips for activity 1 and 2

- Prepare relevant teaching, learning and assessment resources in advance
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Do self and peer assessments as the lesson progresses

Activity 3 Investigating effects of moist heat and dry heat methods of cooking on food

- 1 Lecturer to assign different tasks to groups in advance.
- 2 Lecturer to outline procedures for conducting the investigation on the effects of moist heat and dry heat methods of cooking on food.
- 3 Collect ingredients for carrying out the investigation.
- 4 Lecturer to demonstrate the effects of one moist heat method and one dry heat method on food while student teachers observe.
- 5 Carry out the investigation.
- 6 Display the results of the investigation and conduct a gallery walk to appreciate each other's work.
- 7 Evaluate the results of the investigation with your lecturer.
- 8 Lecturer should consolidate the investigation.

Tips

- Lecturer should carry out the investigations before the actual activity
- Ensure that equipment, ingredients and other resources for the investigation are available before the activity
- Sharing tasks when carrying out the investigation is encouraged

Activity 4 Describing strategies for teaching the concept of methods of cooking

- 1 Discuss effective teaching and learning methods for the topics. food
- 2 Discuss assessment methodologies and resources for the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic
- 5 Conduct a feedback session.

Activity 5 Assessing student teachers' performance on meal planning

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on their assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- In primary school as you are preparing to teach this topic, remember to involve the learners in bringing teaching and learning resources to be used in the cooking of food
- You should not be tied to what has been listed in the syllabus but you can use a variety of food found within the communities as long as it meets the dietary needs of individual groups.

Summary

This topic has looked at:

- How food is cooked
- Different methods of cooking food
- Cook food using different methods of cooking food
- Different teaching strategies for teaching methods of cooking food
- Assessment of student teachers' performance on the planning and teaching methods of cooking food.

Reflection and assessment

- Suggest what could happen if the community were to implement the knowledge on this topic
- Design assessment tools that could be used to assess learners on the methods of cooking
- Develop teaching and learning resources that could be used to teach the topic.

Glossary

Conduction : transfer of heat energy through solids or liquids

Convection : transfer of heat energy through liquids and air

Radiation : transfer of heat energy in waves or rays

Texture : how the food feels when tasted

Flavour : distinctive taste of food, aroma

References

Tull, A., (1996) *Food and Nutrition*.
Oxford: Oxford University Press

Topic 6

Teaching of food safety and hygiene

Time 2 hours

Introduction

Once food has been harvested, gathered or slaughtered it starts to deteriorate until it becomes unfit for consumption. Food can be spoiled by natural decay and contaminated by harmful microorganisms. When food is contaminated it can lead to food poisoning. It is important for you and primary school learners to recognize the causes of food spoilage and food poisoning. This will enable you appreciate the principles of food safety and hygiene so that you can handle food properly. The knowledge, skills and attitudes attained will help you handle food properly when buying from the market, taking from different storage places, during cooking, serving and eating. It will also help you teach the topic effectively at primary school.

Success criteria

By the end of the topic you must be able to

- describe food spoilage and food poisoning
- investigate principles of food safety and hygiene
- demonstrate different strategies for teaching the topic food safety and hygiene
- assess student teachers' performance on the topic food safety and hygiene

Background information

Food easily gets spoiled and contaminated by microorganisms, chemicals, irradiation and pollution. When food is contaminated, it can easily lead to food poisoning. Food poisoning is the result of eating foods contaminated with bacteria, moulds, viruses or their toxins, chemicals and naturally poisonous plants and animals. Food safety and hygiene is therefore important because it describes important conditions and measures that are set to minimize food contamination during production, processing, storage, preparation and consumption. It is therefore critical that principles of food safety and hygiene are followed and maintained during every aspect of food processing and consumption so that food is handled properly during these stages. It is also important that student teachers and primary school learners appreciate the importance of food safety and hygiene in the home. The knowledge, skills and attitudes about the importance and principles of food safety and hygiene will help you and primary school learners minimise the causes and effects of food spoilage and food poisoning. In addition, this will help you explore hygienic practices when handling and preparing food. There are opportunities when teaching the topic. Some of these are:

- Wastage of food due to spoilage will be minimized
- Food borne illnesses will be reduced

However, there are also challenges to be addressed when teaching the topic.

These are:

- Food contamination may occur during experiments
- Bad hygiene practices could touch people's values and beliefs

Activity 1 Describing food spoilage and food poisoning

- 1 Do a *quick write* on what you already know about food spoilage and contamination.
- 2 Report what you have written.
- 3 Brainstorm the meanings of the terms food spoilage and food contamination.
- 4 Report your meaning and discuss them as a class.



food spoilage and food poisoning

- 5 Using the illustration, discuss causes of food spoilage and food poisoning
- 6 Lecturer prepares and presents key issues from the background information
- 7 Discuss the effects of food spoilage and food poisoning.
- 8 Present your work in plenary for discussion

- 9 Discuss ways of preventing food spoilage and contamination
- 10 Lecturer consolidates findings

Tips

- Media such as video/you-tube clips on food spoilage can be downloaded and used for teaching about food spoilage
- Safety measures must be observed
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 2 Investigating the principles of food safety and hygiene

- 1 Reflect on where and how food is prepared, eaten and stored in the home.
- 2 Discuss where and how food is prepared, eaten and stored in the home.
- 3 Carry out research online, read books, articles and magazine on guidelines and principles of food safety
- 4 Report findings in plenary for discussion
- 5 Lecturer consolidates findings

Activity 3 Analysing hygienic practices in handling and preparing food

- 1 Identify good hand washing techniques in the home when handling and preparing food.
- 2 Discuss good hand washing techniques when handling and preparing food.
- 3 Report your findings in plenary for further discussion.
- 4 Lecturer consolidates findings.

Tips

- Prepare relevant teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Consider the use of online sources where possible

Activity 4 Demonstrating methods for teaching food safety and hygiene

- 1 Discuss effective teaching and learning methods for food safety and hygiene
- 2 Discuss assessment methods and resources on the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic
- 5 Discuss the lesson

Activity 5 Assessing student teachers' performance on food safety and hygiene

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on their assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips for activities 4 and 5

- Consider the use of simple experiments and demonstrations
- In the absence of video /you-tube clips let the pupils role play different situation of food safety practices in the home
- Remember to choose teaching and learning strategies that will be inclusive to benefit student with different learning disabilities
- Get the relevant teaching and learning resources for the suggested experiments

Summary

This topic has looked at:

- the causes of food spoilage and food poisoning
- principles of food safety and hygiene
- hygienic practices in handling and preparing foods in the home or at school
- different strategies on the teaching of food safety and hygiene
- Assessment of student teachers' performance on the topic food safety and hygiene

- **Reflection and assessment**

- Describe some causes of food spoilage and food poisoning
- Explain principles of food safety and hygiene
- Analyse hygienic practices in handling and preparing foods in the home or at school

Glossary

Food poisoning : An illness caused by eating food that is contaminated with harmful bacteria

Food spoilage : Change in a food's normal state

Food Safety and hygiene: A description of handling, preparation and storage of food in ways that prevent food-borne illnesses

Food contamination: The transfer of harmful bacteria from one food or surface to another

Areas for further studies

Principles of food safety-

<http://www.foodservice.org/>

FDA Web site at www.fda.gov

<http://www.partselect.com/JustForFun/Educators-Guide-To-Food-Safety.aspx>

Topic 7

Teaching of stages of human growth and development

Time 2 hours

Introduction

The process of human growth and development involves physical, mental, emotional and social development. The major stages of human growth and development are conception, infancy, childhood, adolescence, adulthood and old age. Each of these stages has their own characteristics, needs and challenges. It is important for you and primary school learners to understand the characteristics and needs at the various stages of human growth and development. The knowledge, skills and attitudes attained will help you appreciate the challenges individuals face at each stage of the life cycle and it will also help you come up with solutions to the challenges and teach the topic effectively at primary school.

Success criteria

By the end of this topic you should be able to:

- describe the stages of human growth and development.
- analyse needs at each stage of human growth and development
- investigate challenges and their solutions at each stage of human growth and development
- demonstrate different strategies on the teaching of the topic stages of human growth and development
- assess student teacher's performance on the topic human growth and development.

Background information

Life begins at conception. Once conception or fertilization has taken place, the embryo starts to grow and develop human characteristics. A human being grows from an embryo to an adult up to old age. At each of these stages the human being grows and develops physically, mentally, emotionally and socially. Each of these stages has its own needs and challenges. Some of the needs at each stage of human growth and development are physical needs, psycho-social needs, nutritional needs, health and educational needs. For these needs to be met there is need for a conducive and enabling environment for human beings to thrive or flourish. It is important for you and primary school learners to understand the needs at the various stages of human growth and development.

There are opportunities in teaching human growth and development.

Some of these opportunities are:

- The topic will attract the interest of student teachers and primary school learners as they will be able to relate some of the stages with their own experiences
- The topic can provide an opportunity to use videos and other ICT when teaching.

However, there are some challenges in teaching the topic. These are:

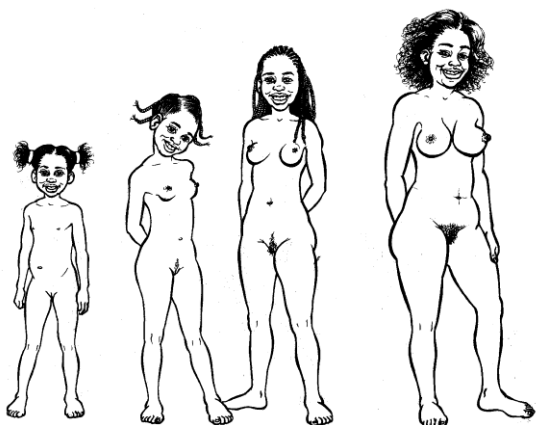
- Lack of appropriate knowledge, skills and attitudes on the needs

and challenges of the stages of human growth and development

- Misconceptions associated with the stages of human growth and development
- Lack of knowledge and skills on ICT for teaching the topic

Activity 1 Describing stages of human growth and development

- 1 Do a *quick write* on what you already know about stages of human growth and development.



Stages in human growth and development

- 2 Using the illustration identify the different stages of human growth and development and their characteristics.
- 3 Report your work for discussion.
- 4 Lecturer consolidates on the stages of human growth and development

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses.

Activity 2 Analysing needs at each stages of human growth and development

- 1 Using the jigsaw, discuss the needs at each stage of human growth and development
- 2 Research on how the needs at each stage relate to the physical, psychological, emotional and social growth and development of a human being.
- 3 Report your findings.
- 4 Lecturer should consolidate using a power point presentation.

Tips

- Remember to choose teaching and learning strategies that will be inclusive to benefit student with different learning needs
- Get the relevant teaching and learning resources for the suggested activities

Activity 3 Describing challenges and their solutions at each stages of human growth and development

- 1 Do a *quick write* on challenges affecting individuals at each stage of human growth and development; choose a few student teachers to report.
- 2 Discuss the challenges affecting individuals at each stage of human growth and development.
- 3 Suggest solutions to the challenges identified.
- 4 Present using the *author's chair* and discuss.
- 5 Lecturer prepares and presents key issues from the background information using power point as consolidation.

Tips

- Remember to choose teaching and learning strategies that will be inclusive to benefit student with different learning needs
- Get the relevant teaching and learning resources for the suggested activities

Activity 4 Describing methods for teaching stages of human growth and development

- 1 In groups discuss effective teaching and learning methods for the topic
- 2 Discuss effective teaching, learning and assessment resources for the topic
- 3 Prepare a lesson plan on the topic
- 4 Micro-teach a lesson on the topic
- 5 Video tape the lessons and discuss.

- 6 Conduct a feedback session.
- 7 Lecturer to consolidate the activity

Activity 5 Assessing student teachers' performance on the topic stages of human growth and development

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Let student teachers reflect on their assessment experiences on the lesson taught.
- 3 Students to give a debriefing and feedback to peers on the lesson presented.

Summary

This topic has looked at:

- Stages of human growth and development.
- Needs at different developmental stages.
- Challenges and their solutions affecting individuals at different stages of development.
- Methods on how to teach and assess learners on the topic human growth and development.

Reflection and assessment

- Analyse the concepts that have been covered in the topic human growth and development.
- Examine with student teachers teaching and learning resources to be prepared for the topic stages of human growth and development.
- Design an assessment tool that can be used to evaluate the lesson on the stages of human growth and development.

Glossary

Growth : as an increase in size, height and body mass

Development : as ability to carry out new tasks

Infancy : babyhood, birth to 1 year

Childhood : early years of a child from 1 to 11 years

Adolescence : teenage years from 12 to 18 years

Conception : fertilisation, beginning of life

Topic 8 Teaching of early childhood development

Time 1 hour

Introduction

Early childhood sets the foundation for a child's life. As such, the physical, cognitive, emotional and social development of children has a direct impact on their overall growth and development and on the kind of adults they will become. It is important for you and primary school learners to understand the stages of early childhood, aspects of development in early childhood and care practices in early childhood. The knowledge, skills and attitudes attained will help you appreciate the need to invest in early childhood in order to maximize children's future wellbeing. The knowledge and skills attained will also help you teach the topic effectively at primary school.

Success criteria

By the end of this topic you must be able to:

- describe stages of early childhood development
- explain aspects of development in early childhood
- investigate child care practices in early childhood
- demonstrate different strategies on the teaching of the topic early childhood development
- assess teachers' performance on the topic early childhood development

Background information

Early childhood development is one of the stages of human growth and development. It is a period of time of remarkable growth with brain development at its peak. Neurological research shows that the early years play a key role in children's brain development. Children's early experiences and the bonds they form with their parents deeply affect their future physical, cognitive, emotional, and social development.

Children go through different stages of early childhood. Such as newborn (0 to 28 days), infancy (1 to 12 months), toddler (1 to 3 years), preschool (3 to 5 years) and school aged (6 to 11 years). These stages have key aspects of development which are indicators that help track the progress of a child's growth and development during early childhood. The aspects of development in early childhood are physical, emotional, social and intellectual/cognitive development. It is very natural for children to reach these milestones. However, each of these stages has its own needs and some of these needs are physical, social, nutritional health and emotional.

There are opportunities in the teaching of early childhood development.

Some of these opportunities are:

- The topic will attract the interest of student teachers and primary school learners as they will be able

to relate some of the stages with their own experiences

- The topic can provide an opportunity to use videos and other ICT when teaching.

However, there are some challenges in teaching the topic. These are:

- Lack of appropriate knowledge, skills and attitudes on the needs and challenges of the stages of early childhood development
- Lack of knowledge and skills on ICT for teaching the topic

Activity1 Analysing stages of early childhood development

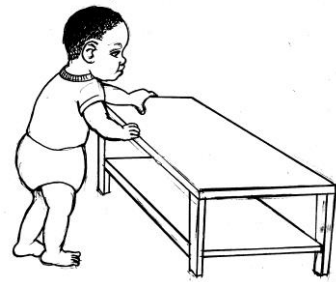
- 1 Do a *quick write* on what you already know about stages of early childhood development.
- 2 Report your work.



Stage 1



Stage 2



Stage 3



Stage 4

Different stages of early childhood development

- 3 Study the illustration and identify the different stages of early childhood development and their needs.
- 4 Report your work for discussion.
- 5 Lecturer prepares and presents key issues on stages of early childhood development and their needs as consolidation.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance
- Prepare charts or pictures depicting the stages of early childhood development in advance for them to relate with the stages.

Activity 2 Describing aspects of development in early childhood

- 1 Using the *jigsaw method*, discuss aspects of development at early childhood.
- 2 Carry out a desktop research on the milestones of each aspect of development children can attain during early childhood
- 3 Report on the findings.
- 4 Lecturer should consolidate the activity using a power point presentation.

Tips

- Remember to choose teaching and learning strategies that will be inclusive to benefit student with different learning needs
- Get the relevant teaching and learning resources for the suggested activities

Activity 3 Child care practices during early childhood

- 1 Do a *quick write* on what they already know about child care practices in their communities; choose a few student teachers to report.



Child care practices

- 2 Using the illustrations discuss different child care practices in their communities. Lecturer should guide the discussion.
- 3 Discuss the role of the family in child care.
- 4 Report your findings for discussion.
- 5 Lecturer consolidates on child care practices during early childhood development

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 4 Describing methods for teaching early childhood development

- 1 Discuss effective teaching and learning methods for the topic.
- 2 Report your findings.

- 3 Discuss effective teaching, learning and assessment resources for the topic
- 4 Prepare a lesson plan on the topic.
- 5 Video tape the lesson for discussion.
- 6 Micro-teach a lesson on the topic.
- 7 Conduct feedback session.
- 8 Lecturer consolidates the activity.

Activity 5 Assessing student teachers' performance on the topic early childhood development

- Analyse various ways of assessing student teachers' performance on the lesson taught.
- Reflect on your assessment experiences on the lesson taught.
- Give feedback to peers on the lesson presented.

Tips for activity 4 and 5

- You need enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient you on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- stages of early childhood development.
- aspects of development during early childhood
- child care practices during early childhood
- strategies on how to teach and assess learners on the topic early childhood development.

Reflection and assessment

- Analyse the concepts that have been covered in the topic early childhood development.
- Examine with student teachers' teaching and learning resources to be prepared for the topic.
- Design an assessment tools that can be used to evaluate the lesson.

Glossary

- Infant** : a very young child or baby
- Toddler** : a child 12 to 36 months old
- Preschooler** : a child of 3 or four years old

Early childhood : a stage in human development which includes toddlerhood and sometime afterwards

Areas for further studies

Sciencenetlinks.com

www.bestbeginning.sa

www.gulfbend.org/poc/vie

Topic 9 Teaching of family in a dynamic environment

Time 2 hours

Introduction

The family is the basic unit of society. It has evolved over time. The family consists of a group of people living together, caring for one another and sharing resources. Every individual belongs to a family. It is important for you and primary school learners to understand the different types of families, roles and responsibilities of family members, stages of the family life cycle and common family systems in Malawi. The knowledge, skills and attitudes attained will help you appreciate the significance of different family systems and establish your own families in future. This knowledge and skills attained will also help you teach the topic effectively at primary school.

Success criteria

By the end of this topic, you must be able to:

- describe different types of families
- analyse family systems in Malawi.
- use different strategies on the teaching of the topic family in a dynamic world
- assess student teachers performance on the topic the family in dynamic environment

Background information

The family as a basic unit of society has evolved over time into different types. The most common are the nuclear family, extended family, single parent family and the blended family. The family performs different

functions such as reproduction, caring for the members of the family, providing love and security and creating an enabling environment for nurturing its family members. Apart from this, the family undergoes different stages of the life cycle. These stages are the establishment stage, expanding stage and the contracting or empty nest stage. There are two types of family systems in Malawi. These are the patrilineal and matrilineal family systems.

There are opportunities in the teaching of the topic the family in a dynamic environment. Some of these opportunities are:

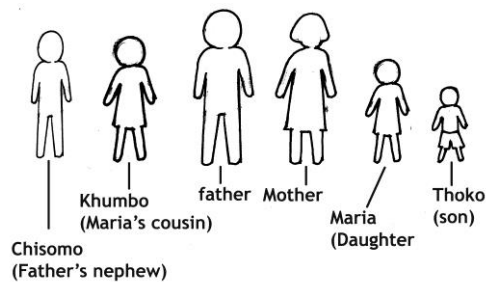
- The topic will attract the interest because you and primary school learners as will relate the family systems with their own experiences
- The topic can provide an opportunity to use videos and other ICT when teaching the topic family in a dynamic environment

However, there are some challenges in teaching the topic. These are:

- Lack of appropriate knowledge, skills and attitudes on the types of families and family systems
- Lack of relevant teaching and learning resources such as posters, videos, resource persons and realia
- Certain aspects of human rights are in conflict with family systems
- Lack of knowledge and skills on ICT for teaching the topic

Activity 1 Describing different types of families

- 1 Brainstorm different types of families.
- 2 Report on the types of families.
- 3 Discuss different types of families and the roles and responsibilities of family members.



Extended type of family



Single parent type of family

- 4 Report and discuss types of families and roles and responsibilities.
- 5 Discuss the functions of the family and stages of the family life cycle.
- 6 Report your work to the class and discuss.

- 7 Lecturer prepares and presents key issues from the background information on the types of families, functions and stages of the family life cycle as a consolidation.

Illustration of a cyclic diagram

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses.

Activity 2 Analysing family systems in Malawi

- 1 Using the *jigsaw* discuss the family systems in Malawi.
- 2 Debate on the family systems and how they affect access to family resources.
- 3 Discuss key point raised during the debate.
- 4 Lecturer should consolidate using a power point presentation.

Tips

- Remember to choose teaching and learning strategies that will be inclusive to benefit students with different learning needs
- Get the relevant teaching and learning resources for the suggested activities

Activity 3 Describing methods of teaching the family in a dynamic environment

- 1 Discuss effective teaching, learning and assessment methods for the topic
- 2 Discuss effective teaching, learning and assessment resources for the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic.
- 5 Conduct feedback session.

Activity 4 Assessing student teachers' performance on the topic the family in a dynamic environment

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- You need enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient you on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- different types of families.
- family systems in Malawi.
- different strategies on the teaching of family in a dynamic world
- assessment on student teachers performance on the topic

Reflection and assessment

- Describe different types of families.
- Analyse family systems in Malawi.
- Explain how different systems of the family are changing
- Describe how you can assess the topic

Glossary

Evolve : change

Matrilineal : kinship based on the mother or female line, tracing ancestral descend through the maternal line

Patrilineal : kinship based on the father or male line, tracing ancestral descend through the paternal line

Dynamic : active, energetic

Areas for further studies

www.web.com.parenting.familyli....

<https://prezi.commmcifizig-y.the-si>

wps.ablongman.com.objects.fouthed

Topic 10 Teaching of management of family resources

Time 2 hours

Introduction

Resources are scarce and limited. As such, they should be managed carefully in order to achieve individual, family and society goals. It is important for you and primary school learners to understand the different types of resources available to the family, factors that affect the access, availability and utilization of family resources and the management process. The knowledge, skills and attitudes acquired will help you recognize the importance of proper management of family resources and be able to utilize the available resources wisely. It will also help you teach the topic effectively at primary school.

Success criteria

By the end of this topic, you must be able to:

- classify types of resources available to the family
- analyse the management process
- use different strategies on the teaching of the topic management of family resources
- assess student teachers' performance on the topic management of family resources.

Background information

A resource is anything that can be used by an individual, family or community to achieve goals. There are different types of resources available to the family. These are

natural resources, human resources and material resources. Most resources are not properly managed because of lack of proper skills in making wise decisions when using the available resources. You need to discuss the management processes in order to acquire skills for effective management of family resources.

There are opportunities in the teaching of the topic management of family resources. Some of these opportunities are:

- The topic can provide an opportunity to use videos and other ICT when teaching.

However, there are some challenges in teaching the topic. These are:

- Misconceptions about family resources for example money is the only resource which can be mobilised and managed
- Lack of appropriate knowledge, skills and attitudes on management of family resources
- Lack of knowledge and skills on ICT for teaching the topic

Activity 1 Classifying types of resources available to the family

- 1 Brainstorm different types of resources available to the family; choose a few student teachers to report.

Illustration of different types of resources

- 2 Using the illustration discuss different types of resources available to the family
- 3 Classify different types of resources. Have some reports from groups.
- 4 Lecturer to prepare and present key issues from the background information on the types of resources available to the family and their classification as consolidation.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses.

Activity 2 Investigating factors that influence the access, availability and utilisation of family resources

- 1 Carry out research on the factors that influence access, availability and utilisation of family resources
- 2 Discuss case studies on the mobilisation and management of family resources
- 3 Present their findings to class for discussion
- 4 Lecturer to prepare and present key issues from the background information on the factors that influence access, availability and utilisation of family resources as consolidation.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance including case studies.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 3 Analysing the management process

- 1 Using the *cyclic diagram*, identify steps in the management process

Illustration of a cyclic diagram of management processes

- 2 Study the illustration and discuss the management process
- 3 Report on the findings.
- 4 Lecturer should consolidate the activity using a power point presentation.

Tips

- Remember to choose teaching and learning strategies that will be inclusive to benefit learners with different learning needs
- the suggested activities

Activity 4 Describing methods of teaching the topic management of family resources

- 1 Discuss effective teaching and learning methods for the topic
- 2 Discuss effective teaching, learning and assessment resources for the topic
- 3 Prepare a lesson plan on the topic
- 4 Micro-teach a lesson on the topic
- 5 Conduct a feedback session to consolidate the activity

Activity 5 Assessing student teachers' performance on the topic management of family resources

- Analyse various ways of assessing student teachers' performance on the lesson taught.
- Reflect on your assessment experiences on the lesson taught.
- Give feedback to peers on the lesson presented.

Tips (For tasks 4 and 5)

- You need enough time for thorough preparation in terms of lesson plan, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient you on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- classification of family resources
- factors that influence the access, availability and utilisation of family resources
- the management process

- different strategies on the teaching of the topic management of family resources
- assessment on student teachers' performance on the topic

Reflection and assessment

- Describe different types of family resources.
- Explain factors that influence the access, availability and utilisation of family resources
- Explain the management process

- Describe how you can assess the topic

Glossary

Manage : control

Mobilise : gather together, organise

Resources : goods, possessions, property

Utilise : make use of, consume

Areas for further studies

www.researchgate.net

Topic 11 Teaching of sewing equipment

Time 2 hours

Introduction

Sewing is a craft which can easily be learnt. It is used to make garments and articles. To carry it out effectively, there is need to understand basic sewing equipment. It is important for you and primary school learners to recognise different sewing equipment, describe the choice, use and care for different types of sewing equipment. The knowledge, skills and attitudes acquired will help you choose, use and care for sewing equipment when making different garments and articles. This knowledge and skills attained will also help you teach the topic effectively at primary school.

Success criteria

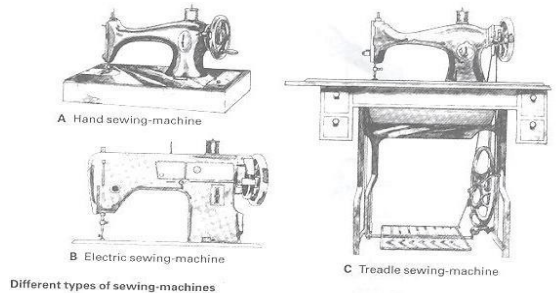
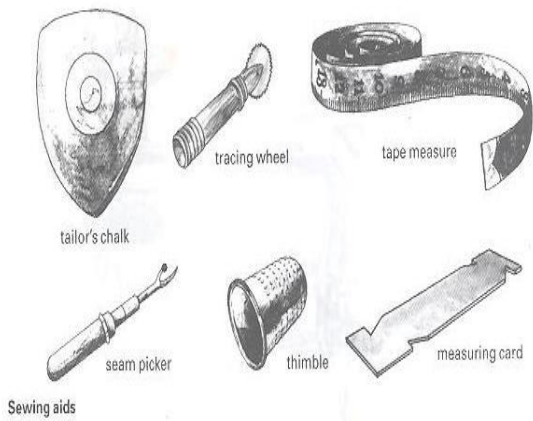
By the end of this topic, you must be able to:

- identify different types of sewing equipment
- describe factors to consider when buying different types of sewing equipment
- describe use and care of different types of sewing equipment
- demonstrate different strategies of teaching the topic sewing equipment
- assess student teachers' performance on the topic sewing equipment

Background information

Sewing is one way of making garments and articles. It can be done by hand or machine. Hand sewing can be done using commercial sewing needles or locally available materials. Success in sewing depends upon the efficient use of good quality equipment. This equipment can be categorised into small and large equipment. Therefore, you and primary school learners need to be taught practical skills of proper use and care of equipment so that you can make quality garments and articles. Some of the sewing equipment includes sewing needles, tape measures, pairs of scissors, rulers/meter sticks, measuring cards, pins, tables/floor mats (mphasa or mkeka) sewing machine, storage cupboards and irons.

The illustrations that follow show different types of small and large equipment which can be used in the clothing and textile laboratory for sewing a variety of garments and articles.

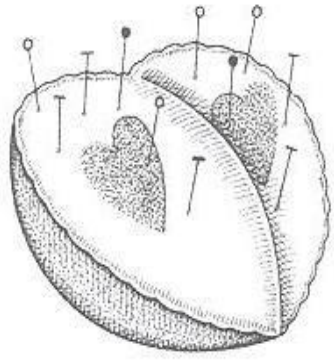
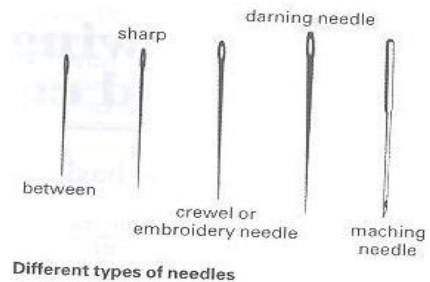
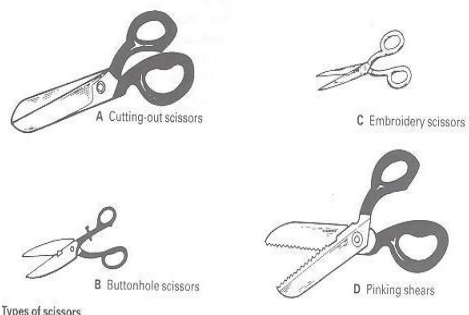


There are opportunities in the teaching of the topic sewing equipment. Some of these opportunities are:

- The topic can provide an opportunity to use videos and other ICT when teaching the topic

However, there are some challenges in teaching the topic. These are:

- Lack of appropriate knowledge, skills and attitudes on the choice, use and care of sewing equipment
- Lack of relevant teaching and learning resources such as posters, videos, resource persons and actual sewing equipment



A pin-cushion

Activity 1 Describing types of sewing equipment

- 1 Using the illustration, identify different types of sewing equipment.

Space for illustration

- 2 Report your work for discussion.
- 3 Discuss choice, use and care of sewing equipment.
- 4 Present your findings.
- 5 Draw and label some of the sewing equipment.
- 6 Lecturer to prepare and present key issues on different types of sewing equipment as consolidation.

Activity 2 Analysing factors to consider when buying different sewing equipment

- 1 Carry out research on the factors to consider when buying different types of sewing equipment.
- 2 Present your findings to class for discussion.
- 3 Lecturer to prepare and present key issues on the factors to consider when buying sewing equipment as consolidation.

Tips for activity 2 and 3

- Prepare a variety of teaching, learning and assessment resources in advance including case studies.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Remember to guide students to do self and peer assessments as the lesson progresses

Activity 3 Describing methods of teaching the topic sewing equipment

- 1 Discuss effective teaching, learning and assessment methods for the topic sewing equipment.
- 2 Discuss effective teaching, learning and assessment resources for the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic.
- 5 Conduct a feedback session.

Activity 4 Assessing student teachers' performance on the topic sewing equipment

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- Give student teachers enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Communicate to student teachers how much time will be given for each micro-lesson presentation and orient them on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- different types of sewing equipment
- factors to consider when buying sewing equipment
- use and care of different types of sewing equipment.
- different strategies on the teaching of sewing equipment
- assessment on student teachers' performance on the topic

Reflection and assessment

- Describe different types of sewing equipment
- Explain functions of different sewing equipment and its care
- Explain factors to consider when buying sewing equipment
- Describe how you can assess the topic

Glossary

Basic : necessary, essential commodity.

Fabric : cloth, material made of fibers.

References

- Neal, MN, (1977). *Needlework for Schools*. Robert Mac Le hose and Company. Glasgow.
- Rhiannon, D, (1989). *Needlework notebook*. Heinemann Education Books: London.

Topic 12 Teaching of fibres and fabrics

Time 2 hours

Introduction

Fabrics are made from natural and artificial fibres. They are produced by weaving, knitting and bonding yarns together. You and primary school learners should recognise different types of fibres from which fabrics are made, understand their performance characteristics and methods of producing fabrics. The knowledge, skills and attitudes acquired will help you appreciate the different fibres from which fabrics are made and be able to handle them appropriately during garment construction and laundry. The knowledge and skills attained will also help student teachers teach the topic effectively at primary school.

Success criteria

By the end of this topic, you must be able to:

- classify different types of fibres
- investigate performance characteristics of different fabrics
- describe different methods of producing fabrics
- demonstrate different strategies on the teaching of the topic fibres and fabrics.
- assess student teachers' performance on the topic fibres and fabrics.

Background information

Fabrics are different in many ways in terms of source, texture, durability and ability to absorb dyes. Knowledge of

these differences is therefore important for handling fabrics properly during garment construction and laundry. A fibre is a long thin thread-like structure from plant or animal material which can be twisted to form a larger and thicker yarn or thread. Fibres which are spun into yarns are used to produce fabrics. There are two main types of fibres from which fabrics are made. These are natural fibres and artificial (man-made or synthetic) fibres. Natural fibres are obtained from materials which are natural. These include cotton, linen, wool and silk. Examples of such fibres with their sources are cotton from the cotton plant, wool from sheep, silk from the silkworm and linen from the flax plant. Artificial fibres are made by mixing together chemicals. Examples of common artificial fibre are nylon, viscose rayon, acrylic, georgette, polyester and acetate rayon.

Fabrics made from natural and artificial fibres are used to make garments and articles such as shirts, skirts, dresses, bed linen, cushions, curtains, table linen, tea towels, shawls, baby clothes and wedding dresses. Student teachers and primary school learners should discuss cotton. This is because cotton is produced locally and is the commonest among other fabrics. In addition, cotton can easily be handled, it is strong, and is suitable for making different household articles and garments.

There are opportunities in teaching fibres and fabrics. Some of these opportunities are:

- The topic can provide an opportunity to use videos and other ICT when teaching.

However, there are some challenges in teaching the topic. These are:

- Lack of appropriate knowledge, skills and attitudes on fibres and fabrics and their performance characteristics.
- Lack of relevant teaching and learning resources such as posters, videos, resource persons, microscopes and samples of different fabrics
- Lack of knowledge and skills on ICT for teaching the topic

Activity 1 Classifying different types of fibres from which fabrics are made

- 1 Brainstorm different types of fibres from which fabrics are made

Illustration of different types of fibres

- 2 Study the illustration and discuss different types of fibres from which fabrics are made and classify them into natural and artificial fibres

- 3 Identify garments and articles that can be made from each type of fabric
- 4 Present your findings in plenary for discussion
- 5 Lecturer to prepare and present key issues on different types of fibres from which fabrics are made as consolidation.

Activity 2 Investigating performance characteristics of different fibres

- 1 Carry out research on the performance characteristics of different types of fibres.
- 2 Present your findings to class for discussion.
- 3 Demonstrate experiments to identify performance characteristics of different types of fibres such as the microscope test, burning test, strength test and absorbency test.
- 4 Carry out experiments to identify performance characteristics of different types of fibres such as the microscope test, burning test, strength test and absorbency test.
- 5 Write a report of your observations.
- 6 Present your report for discussion.
- 7 Lecturer to prepare and present key issues on the performance characteristics of different types of fibres as consolidation.

Tips for activities 1 and 2

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage the learners on specific tasks.

Activity 3 Describing methods of fabric production

- 1 Investigate different types of fabric production.
- 2 Present your findings to class for discussion.
- 3 Demonstrate some of the methods of fabric production such as weaving.
- 4 Practice some of the methods of fabric production such as weaving.
- 5 Lecturer to prepare and present key issues on methods of fabric production as consolidation.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 4 Demonstrating methods for teaching fibres and fabrics

For the lecturer

- 1 Develop theory and practical lesson plans on the concepts of fibers and fabrics
- 2 Teach the lessons and video tape them for the students to observe and appreciate how the lessons were presented

For the student teachers

- 1 In groups discuss effective teaching and learning methods for the topic.
- 2 Discuss effective teaching, learning and assessment resources for the topic.
- 3 Develop theory and practical lesson plans on the sub concepts of fibres and fabrics to apply the best practices that you have come up with during critiquing of the lessons.
- 4 Micro teach and video tape the lessons.
- 5 Conduct peer assessment on the presented lessons.
- 6 Conduct a feedback session and come up with suggestions on the best practices to be employed

Activity 5 Assessing student teachers' performance on the topic fibres and fabrics

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.

- 3 Give feedback to peers on the lesson presented.

Tips

- You need enough time for thorough preparation in terms of lesson plan, teaching, learning and assessment resources.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- different types of fibres from which fabrics are made
- performance characteristics of different fibres

- different methods of producing fabrics.
- assess student teachers' performance on the topic

Reflection and assessment

- Design assessment tools that can be used to assess learners on the production and caring of fabrics.
- Develop teaching learning and assessment resources that could be used to teach the topic.
- Reflect on the benefits the communities could have after gaining the knowledge on fibers and fabrics.

Glossary

Fibre : thread, yarn

Fabric : cloth, material

References

- Neal, MN, (1977). *Needlework for Schools*. Robert Mac LeHose and Company. Glasgow.
- Rhiannon, D, (1989). *Needlework notebook*. Heinemann Education Books: London.

Topic 13

Teaching of sewing Stitches

Time 3 hours

Introduction

Sewing is based on two types of stitches. These are temporary and permanent stitches. These two types of stitches can be used in a variety of ways to produce different patterns and designs. Both temporary and permanent stitches can be made by hand or machine. It is necessary that you and primary school learners distinguish different types of sewing stitches. The knowledge, skills and attitudes acquired will help you teach effectively and appreciate different sewing stitches and use them to sew garments and articles.

Success criteria

By the end of this topic, you must be able to:

- identify different types of sewing stitches
- classify different types of sewing stitches
- sew different types of stitches
- demonstrate different strategies on the teaching of the topic sewing stitches
- assess students' performance on the topic sewing stitches

Background information

When sewing any hand stitches there are some basic guidelines to follow:

- Choose the correct stitch for the work.
- Use the right size of needle and a tread of a suitable thickness for the fabric.
- Use one hand to manipulate the fabric and the other to work the needle and thread.
- A thimble can be worn on the middle finger on the hand which is working the stitches to avoid making the finger-tip sore when pushing the needle through the fabric.
- Work one stitch at a time for running or gathering stitches.
- Fasten on and off securely.

It is important for student teachers and primary school learners to appreciate the different types of sewing stitches.

There are opportunities in the teaching of the topic sewing stitches. Some of these opportunities are:

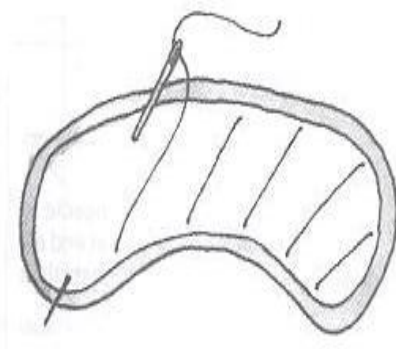
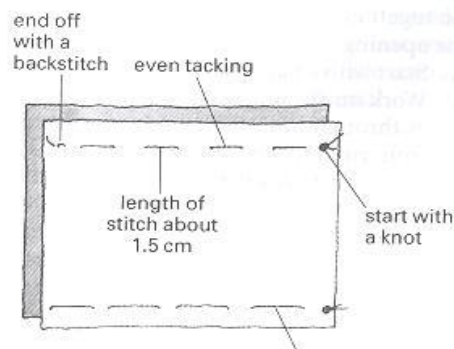
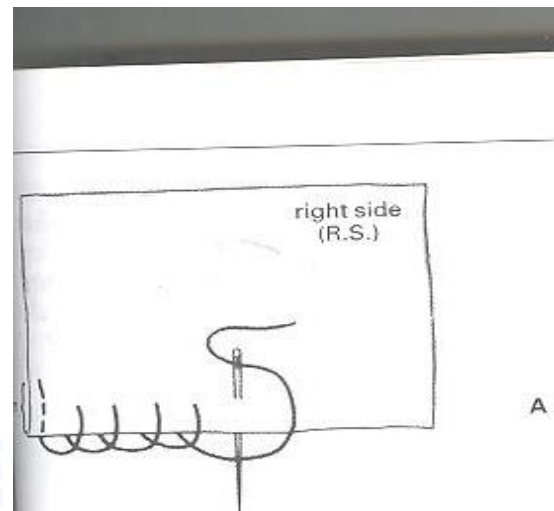
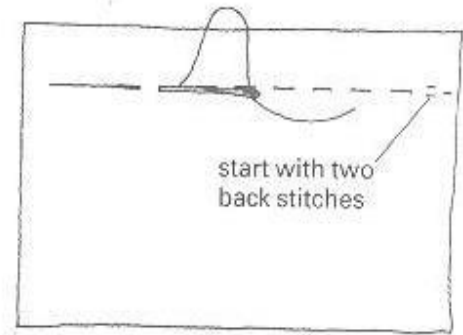
- The topic can provide an opportunity to use videos and other ICT when teaching the topic

However, there are some challenges in teaching the topic. These are:

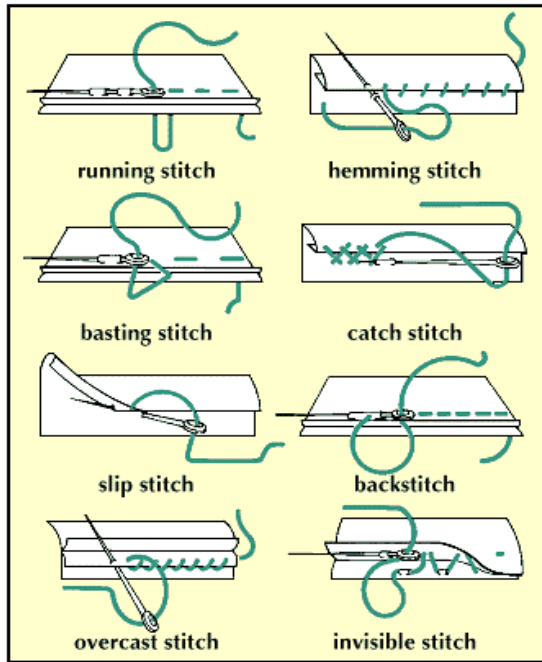
- Lack of appropriate knowledge, skills and attitudes on how to sew different stitches
- Lack of relevant teaching and learning resources such as posters, videos, resource persons and actual sewing equipment and materials

Activity 1 Classifying different types of stitches

- 1 Using the illustration identify different types of sewing stitches; choose a few student teachers to report.



SOME BASIC SEWING STITCHES



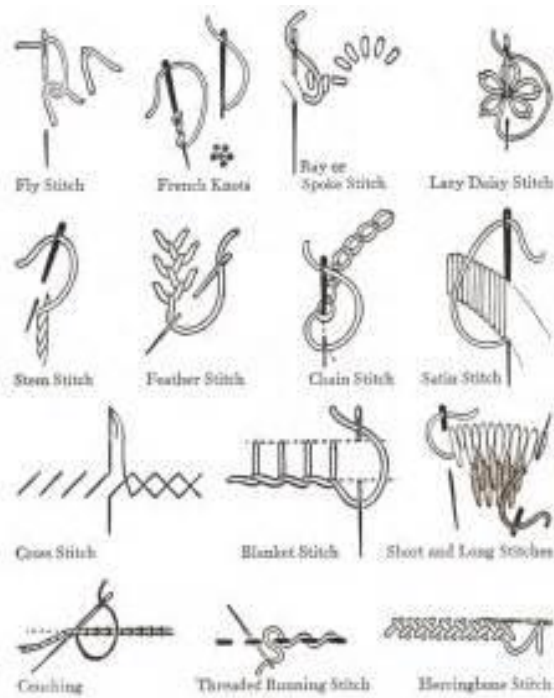
- Lecturer to prepare and present key issues on different types of sewing stitches as consolidation.

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.

Activity 2 Sewing different types of stitches

- Discuss procedures to follow when sewing different stitches.
- Present your findings in plenary.
- Consolidate procedures for sewing different stitches using PowerPoint presentation.
- Lecturer to demonstrate how to sew different stitches.
- Practice sewing different stitches.
- Display your work in the needlework file or display board.
- Conduct a gallery walk to appreciate each other's work.
- Lecturer consolidates the activity.



- Classify the stitches into temporary and permanent stitches
- Discuss the uses of different sewing stitches
- Present your findings in plenary

Tips

- Prepare a variety of teaching, learning and assessment resources in advance including case studies.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Give the activity to student teachers as a project assignment

Activity 3 Describing methods of teaching the topic sewing stitches

- 1 In groups discuss effective teaching and learning methods for the topic.
- 2 Discuss effective teaching, learning and assessment resources for the topic.
- 3 Prepare a lesson plan on the topic.
- 4 Micro-teach a lesson on the topic.
- 5 Conduct a feedback session.

Activity 4 Assessing student teachers' performance on the topic sewing stitches

- 1 Analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 Reflect on your assessment experiences on the lesson taught.
- 3 Give feedback to peers on the lesson presented.

Tips

- You need enough time for thorough preparation in terms of lesson plan, teaching, learning and assessment resources.
- Your lecturer will communicate to you how much time will be given for each micro-lesson presentation and orient you on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- different types of sewing stitches
- sewing different types of stitches
- different methods for the teaching sewing equipment
- assessment on student teachers performance on the topic

Reflection and Assessment

- Design assessment tools that can be used to assess learners on the production and caring of fabrics.
- Develop teaching learning and assessment resources that could be used to teach the topic.

References

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- Rhiannon, D, (1989). *Needlework notebook*. Heinemann Education Books: London.

Topic14 Teaching of seams

Time 2 hours

Introduction

Seams are used for joining two or more layers of fabrics neatly and securely. These seams can be found on the sides of the garment, on the shoulder line and under the arm. It is crucial that you and primary school learners differentiate different types of seams. The knowledge, skills and attitudes acquired will help you understand different seams and use them to sew garments and articles. It will also help you teach the topic effectively at primary school.

Success criteria

By the end of this topic you must be able to:

- describe different types of seams
- sew different types of seams
- use different strategies on teaching the topic seams
- assess student teachers' performance on the topic seams

Background information

Seams are an important process in the making of garments and articles. Knowledge and skills in working out seams are important in order to make better garments and articles. There are

different types of seams. These are open/plain/flat seam, French seam, double-stitched seam and overlaid seam. In order to sew, alter or join fabrics together, there is need to have knowledge of simple sewing basics which involves standard stitches and seams.

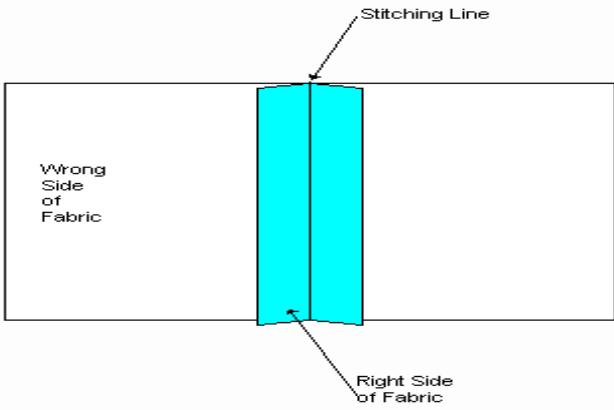
There are opportunities in the teaching of the topic sewing stitches. Some of these opportunities are:

- The topic can provide an opportunity to use videos and other ICT when teaching.
- The topic can provide an opportunity to use videos and other ICT when teaching.

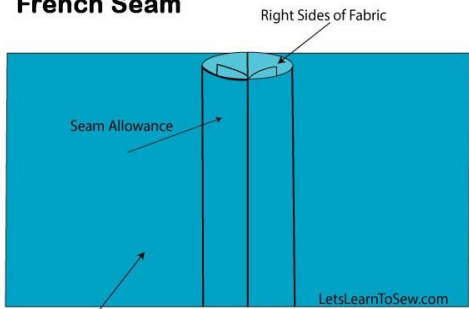
However, there are some challenges in lack of appropriate knowledge, skills and attitudes on how to sew seams.

- Lack of relevant teaching and learning resources such as posters, videos, resource persons and actual sewing equipment and materials.

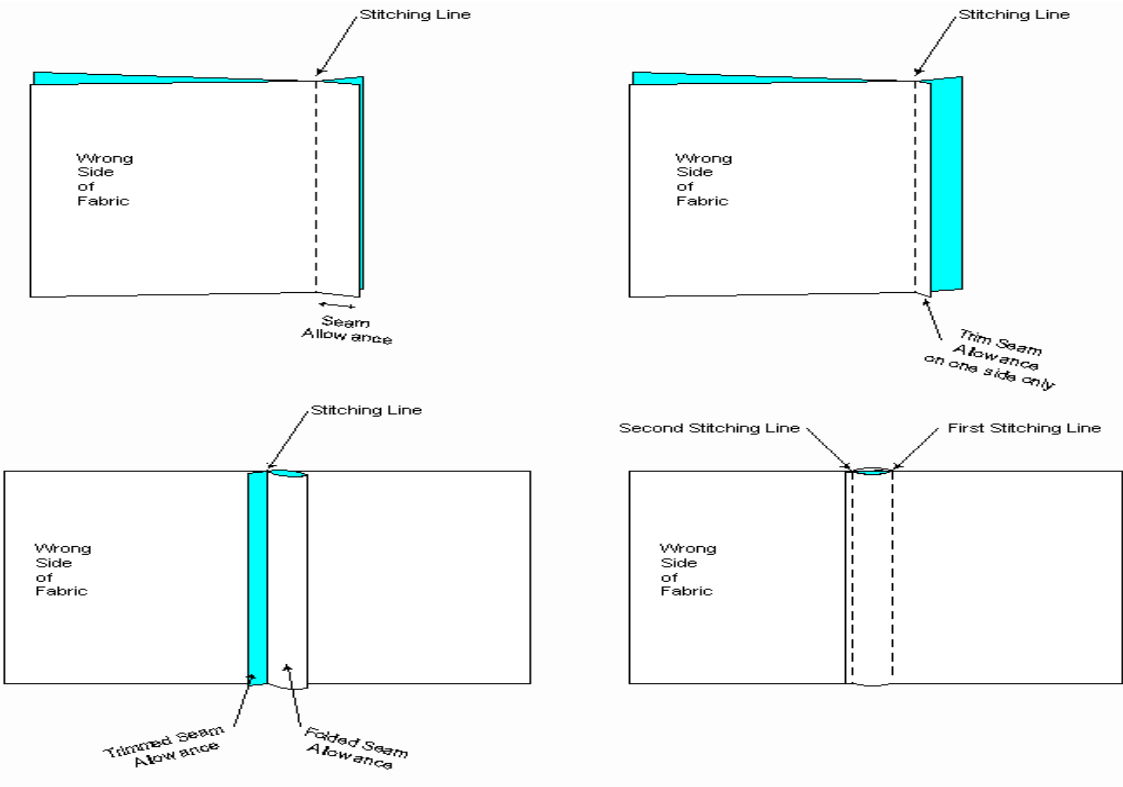
Activity 1 Describing different types of seams



French Seam



Wrong Sides Of Fabric



- Study the illustration to identify different types of seams
- Discuss the different types of seams.
- Discuss the uses of different seams
- Present your findings in plenary
- Lecturer to prepare and present key issues on different types of seams as consolidation.

Activity 2 Sewing different types of seams

- 1 discuss procedures to follow when sewing different seams
- 2 present your findings in plenary
- 3 consolidate procedures for sewing different seams using Power Point presentation
- 4 observe a demonstration on how to sew different seams
- 5 practice sewing different seams
- 6 develop a portfolio to show different types of seams
- 7 display samples of seams on a display table/board
- 8 conduct a gallery walk to appreciate each other's work
- 9 consolidate the activity

Tips

- Prepare a variety of teaching, learning and assessment resources in advance.
- Modify some tasks, teaching, learning and assessment resources as well as methodologies to suit learners with special needs. Encourage other learners to work with the learners on specific tasks.
- Give the activity to student teachers as a project assignment.

Activity 3 Describing strategies of teaching the topic seams

- 1 Discuss effective teaching and learning methods for the topic
- 2 Discuss effective teaching, learning and assessment resources for the topic
- 3 Prepare a lesson plan on the topic
- 4 Micro-teach a lesson on the topic
- 5 Conduct a feedback session.

Activity 4 How to assess student teachers' performance on the topic seams

- 1 analyse various ways of assessing student teachers' performance on the lesson taught.
- 2 reflect on your assessment experiences on the lesson taught.
- 3 give feedback to peers on the lesson presented.

Tips

- Give student teachers enough time for thorough preparation in terms of lesson planning, teaching, learning and assessment resources.
- Communicate to student teachers how much time will be given for each micro-lesson presentation and orient them on the observation instrument to be used.
- Adapt the lesson activities to suit learners with special educational needs.
- Consider use of ICT materials where possible.
- Consider using a variety of teaching, learning and assessment methodologies that promote learner participation and critical thinking.

Summary

This topic has looked at:

- different types of seams
- sewing different types of seams
- different strategies on the teaching of seams
- assessment on student teachers' performance on the topic

Reflection and assessment

- Design assessment tools that can be used to assess learners on seams
- Develop teaching learning and assessment resources that could be used to teach the topic.

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