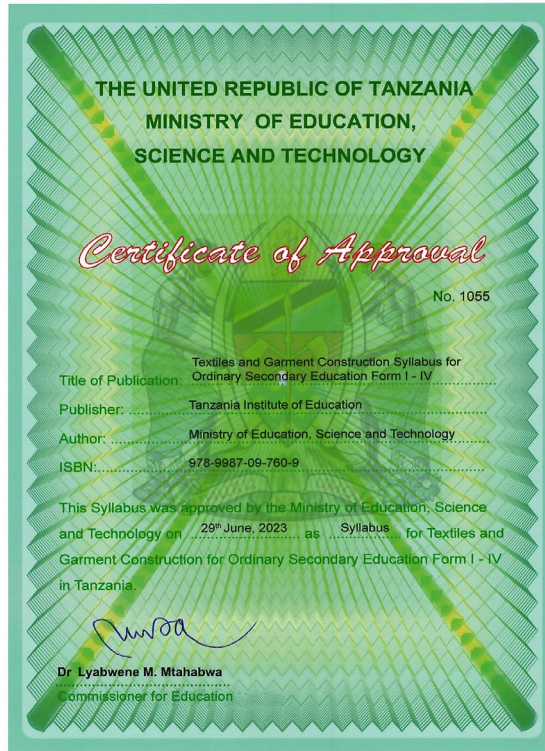


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**TEXTILES AND GARMENT CONSTRUCTION SYLLABUS FOR ORDINARY  
SECONDARY EDUCATION  
FORM I-IV  
2023**

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## Abbreviation and Acronyms

CDs	Compact Devices
ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
TSL	Tanzania Sign Language

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Dr Aneth A. Komba

Director General

**Tanzania Institute of Education**

## 1.0 Introduction

Textiles and Garment Construction is a compulsory subject for Form I-IV students in the General Education pathway who choose to join Textile and Garment Construction stream. The purpose of learning this subject is to provide the students with the fundamental components of garment construction that will enable them to design, make patterns and construct garments. The subject also enables the students to develop the tailoring skills which is useful in creating authentic fashions in different contexts. Furthermore, the subject serves as a bridge to develop competences that will enhance creativity for self-employment.

This syllabus is designed to guide the teaching and learning of Textiles and Garment Construction for Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote student's textile literacy and garment constructions skills, and develop 21<sup>st</sup> Century skills which include critical thinking, creativity, communication, collaboration and problem solving.

## 2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the constitution of the united republic of tanzania and international conventions.

### **3.0 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education - General education are to:

- (a) Strengthen, expand and develop a deeper understanding of the knowledge, skills and attitude gained at primary school;
- (b) Safeguard traditions and customs, national unity, national values, democracy, responsibilities for human and civic rights, duties and responsibilities embedded with those rights;
- (c) Build self-confidence and the ability to learn in various fields, including science and technology, and to gain theoretical and technical knowledge;
- (d) Improve communication using such languages as the Tanzania Sign Language (TSL), tactile language, kiswahili and english. The student should be encouraged to learn at least one additional foreign language, depending on the real situation obtaining in his or her school;
- (e) Increase accountability in cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Build competence and various skills which will enable the student to employ himself or herself, to be employed and to live comfortably by exploiting well his or her environment; and
- (g) Develop the readiness to continue with advanced and higher education.



#### 4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge and skills developed in Primary Education to strengthen and expand academic understanding;
- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;
- (d) Use language skills including Tanzania Sign Language (TSL), Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable them to be self-employed, employed and manage life and environment.

#### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form I-IV*

Main Competences	Specific Competences
1.0 Demonstrate mastery of the fundamentals of garment construction	1.1 Demonstrate an understanding of the fundamentals of garment construction 1.2 Choose the right fabric for different garments 1.3 Make sewing patterns 1.4 Sew simple styles of various garments 1.5 Care for clothes
2.0 Demonstrate mastery of professionalism and ethics in garment making	2.1 Demonstrate an understanding of professionalism and ethics in tailoring

## **6.0 Roles of Teachers, Students and Parents in Teaching and Learning**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This sections outlines the roles of each participant in facilitating effective teaching and learning of Textile and Garment Construction.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the students to learn and acquire the intended competences in Textile and Garment Construction;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - i. develop the competences needed in the 21<sup>st</sup> century;and
  - ii. actively participate in teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the student equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right interventions;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Intergrade cross-cutting issues and ICT in the teaching and learning process.

### **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the

classroom and;

- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

### **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor the child academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide the child with safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child progress in behaviour;
- (e) Provide the child with any materials required in the learning process; and
- (f) Instill in the child a sense of commitment and positive value towards education and work.

### **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

### **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both the teacher and the student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources in order to effectively facilitate teaching and learning. The list of approved textbooks and reference books shall be provided by the TIE.

## 9.0 Assessment

Assessment is important in teaching and learning of Textiles and Garment Construction subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as presented in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

S/No	Assessment category	Percentage (%)
1.	Form II National Assessment	10
2.	Form III Annual Assessment	05
3.	Project	05
4.	Form IV Mock Examination	10
<b>Sub total</b>		<b>30</b>
5.	Form IV National Examination	70
<b>Subtotal</b>		<b>70</b>
<b>Grand total</b>		<b>100</b>

## **10.0 Number of Periods**

The Textiles and Garment Construction Syllabus for Ordinary Level Secondary Education provides estimates of the time that will be spent in teaching and learning in consideration of the complexity of the specific competences and the learning activities. Five periods of 40 minutes each, have been allocated for this subject per week, whereby 2 periods will be used for theory and 3 for practical.

## **11.0 Teaching and Learning Contents**

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and methods, assessment criteria, suggested teaching and learning resources, and number of periods as presented in Table 3-6.

## Form One

**Table 3:** Detailed Contents for Form One

Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the fundamentals of garment construction	1.1 Demonstrate an understanding of the fundamentals of garment construction	(a) Describe basic garment construction ( <i>meaning, objectives and the sewing room</i> )	<p><b>Brainstorming:</b> Guide the students to give the meaning of garment construction and explain the importance of learning this skill. In pair guide them to share their experiences on how the garments are obtained</p> <p><b>Group discussion:</b> Guide the students to discuss relationship between Textiles and Garment Construction and other related subjects</p> <p><b>Observation:</b> Guide the students to discuss on the standard sewing</p>	Garment construction are clearly demonstrated	Charts showing types, uses and care of sewing equipment, pictures of sewing equipment and tools; and actual sewing equipment and tools	102

Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			<p>work room. Let them observe the required needle work equipment, tools and facilities</p> <p><b>Study tour:</b> Organize a trip for the students to visit a nearby tailoring mart to get more experiences on how does the standard needle work room should look like</p> <p><b>Group discussion:</b> Assign the students to discuss in groups on how to handle and care sewing equipment and tools.</p>			

Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Operate and care of the sewing machine	<p><b>Brainstorm:</b> Guide the students to identify types of the sewing machine</p> <p><b>Practical work:</b> Guide the students to operate the sewing machine</p> <p><b>Activity:</b> Organize the students in manageable group to clean the sewing machine</p>	Operating and caring of the sewing machine are appropriately performed	Sewing machine, cleaning tools, rubricating oil and pictures of various sewing machine	
		(c) Describe basic garment making processes (structural, decorative and functional: stitches, seams, openings,	<p><b>Brainstorm:</b> Guide the students to describe rules and procedures for making the identified garment making processes</p>	Basic garment making processes are described correctly	Samples of stitches, seams, pockets and disposal of fullness, catalogue, short video clips, diagrams of garment	



Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		fasteners, disposal of fullness, edge finishes)			meking processes	
		(d) Make a portfolio of prototypes of garment-making processes (structural and functional: stitches, seams, openings, fastenings, disposal of fullness, edge finishes)	<p><b>Demonstration:</b> In their groups, show the students how to make prototypes of the identified garment making processes (stitches, seams, openings, fastenings, disposal of fullness and edge finishes)</p> <p><b>Practical work:</b> Assign each student to make prototypes of the identified garment making processes</p>	Prototype of Stitches, seams, openings, fasteners, disposal of fullness and edge finishes are made correctly	Sewing tools and equipment, manila sheets, prototype of stitches, seams, openings, fastenings, disposal of fullness and edge finishes	

Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Make sewing patterns	(a) Prepare patterns for a skirt or pyajamas (body measurements, drafting, adaption, lay and cut out)	<p><b>Think-Pair-Share:</b> Guide the students to identify the required body measurements for making a skirt or pyajama</p> <p><b>Practical work: I</b> Guide the students in pair to take their own body measurements or making a skirt or pyajama</p> <p><b>Practical work: II</b> Guide the students to draft and make pattern adaptation. Let them indicate pattern markings on the pattern pieces</p> <p><b>Practical work: III</b> Guide the students to prepare and fold fabric for laying and cutting out garment sections</p>	Patterns for making a skirt or pyajama are appropriately drafted	Patterns, Drawing papers and drawing tools	33

Main competences	Specific competences	Learning activities	Suggestion teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Sew simple styles of various garments	(a) Assemble garment sections to make a skirt or pyjamas	<p><b>Demonstration:</b> Guide the students in manageable groups to describe steps for assembling a skirt or pyjamas</p> <p><b>Practical work:</b> Assign the students to join sections of a skirt or pyjamas dependings on the particular style</p>	Sections for skirt or pyajamas are correctly assembled	Pictures of various style, online/offline sources, fashion catalogue, sewing tools and equipment	40

## Form Two

**Table 4:** *Detailed Contents for Form Two*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
1.0 Demonstrate mastery of the fundamentals of garment construction	1.1 Demonstrate an understanding of the fundamentals of garment construction	(a) Describe basic garment making processes (collars and cuffs, sleeves, pockets, facing, interfacing, lining, interlining, ruffles and trimmings)	<p><b>Brainstorm:</b> Guide the students to describe the principles and procedures for making garment making processes</p> <p><b>Observation:</b> Provide the students with various prototypes of related garment making processes to observe and discuss</p>	Basic garment making processes are correctly described	Prototypes of related garment making processes	50
		(b) Make a portfolio of prototypes of garment-making processes (structural and functional: collars and cuffs, sleeves,	<p><b>Demonstration:</b> In their groups, show the students how to make prototypes of the identified garment making processes (structural and functional: collars and</p>	Collars and cuffs, sleeves, pockets, facing, interfacing, interlining, ruffles and trimmings are made correctly	Sewing tools and equipment, prototype of collars, cuffs, sleeves, pockets, facing, interfacing, interlining,	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
		pockets, facing, interfacing, lining, interlining, ruffles and trimmings)	cuffs, sleeves, pockets, facing, interfacing, lining interlining, ruffles and trimmings)  <b>Practical work:</b> Assign each student to make prototypes of the identified garment making processes		ruffles and trimmings	
	1.2 Make sewing patterns	(a) Prepare patterns for an apron, a shirt or blouse ( <i>body measurements, drafting, adaption, lay and cut out</i> )	<b>Plenary discussion:</b> Guide students to identify the required body measurement for making an apron, shirt or blouse and describe the procedures of taking the measurement  <b>Practical work: I</b> Guide the students to take body measurements in pair for making an apron,	Pattern for making an apron, a shirt or blouse are appropriately drafted	Patterns, Drawing papers and drawing tools	60

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
			<p>a shirt or blouse patterns. Let them draft and adapt pattern then indicate pattern markings on the pattern pieces.</p> <p><b>Practical work: III</b> Guide the students to lay pattern pieces for cutting out shirt or blouse sections</p>			
	1.3 Sew simple styles of various garments	(a) Assemble garment sections to make an apron, a shirt or blouse	<p><b>Demonstration:</b> Guide the students in manageable groups to describe steps for assembling an apron, a shirt or blouse</p> <p><b>Practical work:</b> Assign the students to join sections of an apron, a shirt or blouse</p>	Sections for shirt or blouse are correctly assembled	Pictures of various style, Online/offline sources, fashion catalogue, tailoring tools and equipment	65

## Form Three

**Table 5:** Detailed Contents for Form Three

Main competence	Specific competence	Learning activities	Suggested teaching and learning Methods	Assessment criteria	Resources	Number of periods
1.0 Demonstrate mastery of the fundamentals of garment construction	1.1 Demonstrate an understanding of the fundamentals of garment construction	(a) Describe elements and principles of design in garment construction ( <i>line, balance, texture, shape, space, colour, emphasis and alignment</i> )	<b>Brainstorm:</b> Guide the students to describe the element and principles of design in clothing construction	The elements and principles of design in clothing are correctly described	Pictures and diagram of fashion/style and catalogue	10
		(b) Prepare a portfolio of different garment designs	<b>Practical work:</b> Assign each student to find various garment designs and present in class then, keep them on portfolio for reference	A portfolio of prototype are appropriately prepared	Pictures and diagram of fashion/style and catalogue	

Main competence	Specific competence	Learning activities	Suggested teaching and learning Methods	Assessment criteria	Resources	Number of periods
	1.2 Choose the right fabric for different garments	(a) Analyse effect of body figure in choosing the right fabric for garment construction ( <i>patterns, line, colour and texture</i> )	<p><b>Scenario:</b> Organize the students in manageable groups and provide them with the scenario that lead them to brainstorm on the effect of figure type in choosing the right fabric for garment construction</p> <p><b>Question and answers:</b> Guide the students to identify different style, color and line on fabrics</p> <p><b>Practical work:</b> Assign the students to draw sketches of outfits suitable for a particular figure type</p>	The effects of body figure in choosing the right fabric for garment construction Are analysed properly	Catalogue, pictures and diagrams of human figures, figure models, audio visual devices and assorted fabric pieces	10



Main competence	Specific competence	Learning activities	Suggested teaching and learning Methods	Assessment criteria	Resources	Number of periods
	1.3 Make sewing patterns	(a) Prepare patterns for a dress, a pair of shorts or trousers ( <i>body measurements, drafting, adaption, lay and cut out</i> )	<b>Practical work:</b> Guide the students to take their body measurements, draft pattern then lay and cut out garment sections pieces for making a dress, a pair of short or trouser	Pattern for making a dress, a pair of short or trouser are appropriately prepared	Patterns, drawing papers and drawing tools	65
	1.4 Sew simple styles of various garments	(a) Make a dress, a pair of shorts or trousers	<b>Question and answers:</b> Guide the students in manageable groups to describe steps for assembling A dress, a pair of shorts or trousers  <b>Practical work:</b> Assign the students to apply garment making processes to join the selected garment	A dress, a pair of shorts or trousers are made correctly	Pictures of various style, Online/ offline sources, fashion catalogue, tailoring tools and equipment	70

Main competence	Specific competence	Learning activities	Suggested teaching and learning Methods	Assessment criteria	Resources	Number of periods
	1.5 Care for clothes	(a) Describe various practices for the care of clothes (daily, routine and preventative)	<p><b>Group discussion:</b> Organize the students in manageable group to identify various practices for the care of clothes</p> <p><b>Explanations:</b> Guide the students to describe the practices for the care of clothes (daily, routine and preventative)</p> <p><b>Practical work:</b> Assign the students to remove four different types of stains from a piece of fabric. Let them make a chart provides common care labellings</p>	Various practices for the care of clothes are described correctly	Sewing tools and equipments	20

## Form Four

**Table 6:** *Detailed Contents for Form Four*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
1.0 Demonstrate mastery of the fundamentals of garment construction	1.1 Demonstrate an understanding of the fundamentals of garment construction	(a) Describe principles for making decorative processes in garments (applique, scallops, smoking, faggoting, piping and binding)	<b>Plenary discussion:</b> Guide the students to discuss the principles for decorative processes in garment construction	Principles for making decorative processes in garments are correctly discussed	Prototypes of related garment decorative processes	25
		(b) Make a portfolio of prototypes of decorative processes in garments for children (embroidery stitches, applique,	<b>Practical work:</b> Assign each student to make prototype of various decorative processes	Portfolio of prototypes of decorative processes in making garments for children are made correctly	Prototypes of related garment decorative processes, sewing tools and equipment	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
		smoking, faggoting, piping and binding)				
	1.2 Choose the right fabric for different garments	(a) Describe factors to consider when choosing fabric for making garments for children	<p><b>Scenario:</b> Organize the students in manageable groups and provide them with the scenario that lead them to brainstorm on the factors to be considered when choosing fabrics for making garments for children</p> <p><b>Question and answers:</b> Guide the students to identify different style, color and line on fabrics suitable for children's garment</p>	Factors to be considered when choosing fabrics for making garments for children are correctly describe	Catalogue, pictures and diagrams of children's garment and assorted fabric pieces	10

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
	1.3 Make sewing patterns	(a) Prepare patterns for a child's garment	<p><b>Question and answers:</b> Guide the students to identify the required body measurement for making child's garment</p> <p><b>Practical work:</b> Guide the students to draft patterns using the standard measurements. Let them indicate pattern markings on the pattern pieces</p>	Pattern for making child's garment are appropriately drafted	Patterns, Drawing papers and drawing tools	60
	1.4 Sew simple styles of various garments	(a) Use decoratives techniques in making a child's garment	<p><b>Practical work 1:</b> Assign each student to design an attractive child's garment. Let them make prototypes of decorative processes suitable for child's garment</p>	Decorative techniques in making a child's garment are appropriately used	Decorated child's garment sewing, equipment, tools and trims	60

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
			<p><b>Practical II:</b> Guide the students to apply decorative processes in making child's garment</p>			
	1.5 Caring for clothes	(a) Develop a personal wardrobe plan ( <i>meaning, personal wardrobe inventory and wardrobe plan chart</i> )	<p><b>Think-Pair-Share:</b> Guide the students in pair to brainstorm and give the meaning of personal wardrobe</p> <p><b>Questions and answers:</b> Guide the students to discuss factors to consider when planning a personal wardrobe</p> <p><b>Practical work:</b> Assign each students to make a wardrobe plan chart</p>	Personal wardrobe plan developed clearly	Various pictures of wardrobe with clothes arranged properly, wardrobe plan chart and online/offline sources	10

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Resources	Number of periods
2.0 Demonstrate mastery of professionalism and ethics in garment construction	2.1 Demonstrate an understanding of professionalism and ethics in tailoring	(a) Describe the basic elements of professionalism, ethical conduct and customer care for the tailor	<b>Group discussion:</b> Provide the students with case study that will enable them to evaluate suitable elements of ethical conduct and good customer care in tailoring services	Basic elements of ethical conduct and good customer care in tailoring services are described correctly	CD with short video depicting ethical conduct and good customer care in tailoring services	

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