



Republic of the Philippines
DEPARTMENT OF EDUCATION



K to 12 BASIC EDUCATION CURRICULUM

TECHNOLOGY AND LIVELIHOOD EDUCATION

TEACHER'S GUIDE

Exploratory Course on

DRESSMAKING / TAILORING

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION
HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)

TABLE OF CONTENTS

Introduction.....	3
Background Information	
The Overall Goal of the K to 12 Curriculum	3
The Conceptual Framework of the Teaching of TLE.....	3
The TLE Exploratory Courses	5
the Learning Modules and Lessons	6
New Feature of the Teaching of TLE	6
About the Learning Module	
Design of the Module.....	7
Parts of the Lesson	8
Reflection	11
Curriculum Guide.....	12

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

HOME ECONOMICS –DRESSMAKING / TAILORING (Exploratory)

Teacher's Guide for TLE Exploratory Course on SHIELDED METAL ARC WELDING

Introduction

This Teacher's Guide is intended for you, the TLE teacher, who teaches any of the more than 24 TLE exploratory courses in the Grades 7 and 8 of the K to 12 curriculum. To ensure that you teach the TLE exploratory courses the way they were intended to be taught, you must see the big picture of the K to 12 curriculum and the teaching of TLE. Some background information is necessary.

Background Information

1. The Overall Goal of the K to 12 Curriculum

The K to 12 Curriculum has as its overarching goal *the holistic development of every Filipino learner with 21st century skills who is adequately prepared for work, entrepreneurship, middle level skills development and higher education*. The over arching goal of the K to 12 curriculum, tells you that the teaching of TLE plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduate is skilled and ready for work, entrepreneurship and middle skills development depend to a great extent on how effectively you taught TLE.

2. The Conceptual Framework of the Teaching of TLE

Below is a schematic diagram of Technology and Livelihood Education (TLE) framework in general secondary schools. This should guide you in the teaching of the TLE exploratory courses.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION
HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)

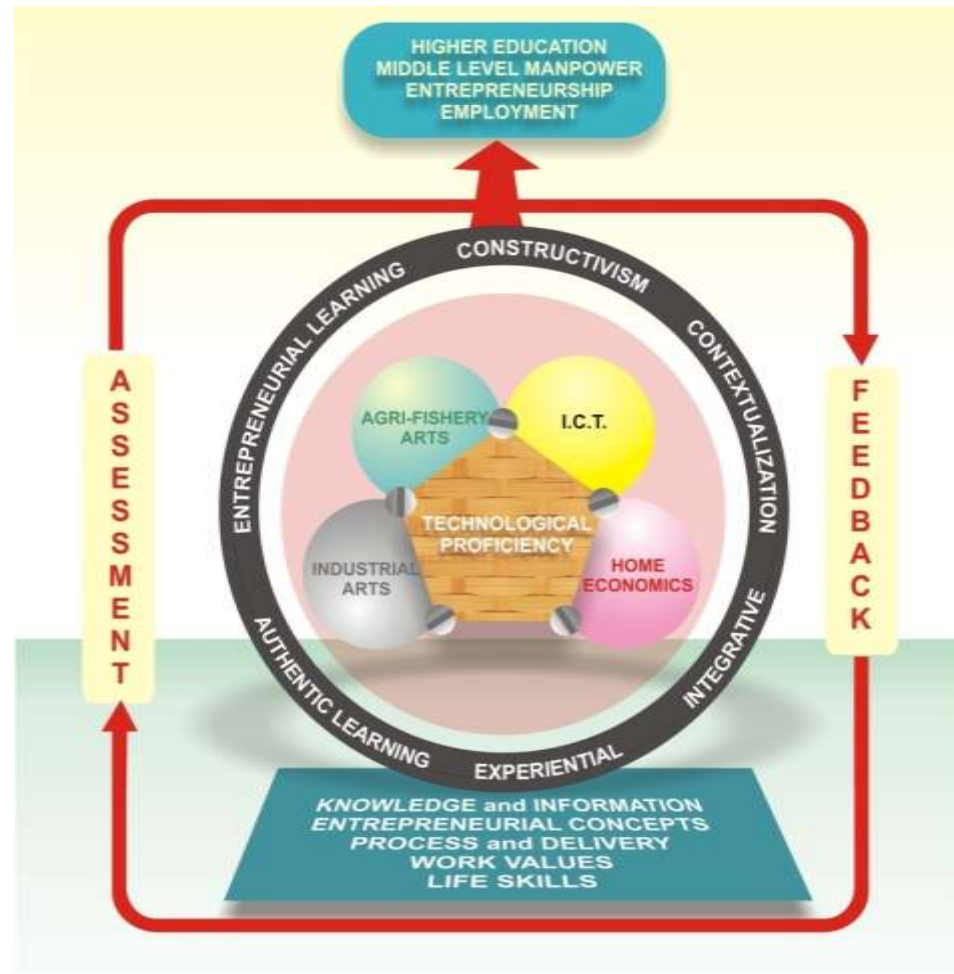


Figure 1.TLE Framework

The diagram shows that Technology and Livelihood Education encompasses the field of Home Economics, Industrial Arts, Agri-Fishery Arts and ICT. The 24 TLE courses can be categorized under any of these fields.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

HOME ECONOMICS –DRESSMAKING / TAILORING (Exploratory)

TLE is geared towards the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values and life skills. K to 12 TLE is...

- a. one that is built on adequate mastery of knowledge and information, skills and processes, acquisition of right work values and life skills;
- b. one that equip students with skills for lifelong learning; and
- c. one that is founded on cognitive, behavioral or psychomotor and affective dimensions of human development.

The diagram likewise shows that entrepreneurial concepts also form part of the foundation of quality TLE. It is expected that your TLE students, after using the Learning Module on Entrepreneurship, imbibe the entrepreneurial spirit and consequently set up their own businesses in the areas of Agri-Fishery Arts, Industrial Arts, Home Economics, and Information and Communication Technology.

TLE by its nature is dominantly a skill subject and so you must engage your students in an experiential, contextualized, and authentic teaching-learning process. It is a subject where your students learn best by doing. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE. It integrates concepts, skills and values.

3. The TLE Exploratory Courses

TLE in Grades 7 and 8 are exploratory in nature. Your school will choose at least 4 from the list of 24 courses for which 23 Learning Modules have been prepared. ¹Your school's choice is determined by the availability of its resources (faculty and facilities) as well as the local needs and resources of the community.

The 24 TLE exploratory courses focus on four basic common competencies: 1) use and maintenance of tools and equipment; 2) mensuration and calculation; 3) occupational health and safety procedures, and 4) preparation and interpretation of technical drawing. Why are these competencies called basic? Because they are competencies that you must acquire in order that you can do higher level competencies. They are also described common because these are true to all TR-based TLE courses.

¹ There are 24 TLE courses but there are only 23 Learning Modules because there is one Learning Module for Tailoring and Dressmaking.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

HOME ECONOMICS –DRESSMAKING / TAILORING (Exploratory)

The Learning Modules and Lessons

There is a Learning Module for each exploratory course. If there are 24 exploratory courses then you have 24 Learning Modules in your hands. But you will use 4 Modules only for the entire year in Grade 7 (plus a fifth one on Entrepreneurship) and another 4 Modules in Grade 8 (plus a fifth one on Entrepreneurship).

Each Learning Module consists of 4 to 5 Lessons². The Lessons are focused on the 4 to 5 basic competencies. To avoid meaningless repetition of the teaching of the 5 common competencies, you have to teach them in the context of the TLE course. For example, you teach “use and maintenance of tools” in beauty care when you are teaching the course on Beauty Care. You teach the same competencies - use and maintenance of tools-in Horticulture but in the context of Horticulture and so your tools will not be entirely the same.

New Feature on the Teaching of TLE

What’s new in the teaching of TLE in the K to 12 curriculum? In the K to 12 curriculum, the TLE courses are taught based on the learning outcomes and performance criteria stated on the Training Regulations (TR) from Technical Education and Skills Development Authority (TESDA). They are TR-based.

Why is this necessary? To prepare the K to 12 graduate for lucrative work, he/she must earn a National Certificate (NC) I, II or even an NC of higher level that is required by industries. This he/she earns after passing an assessment given by TESDA.

How can you ensure that the K to 12 high school student (Grade 9 to 12) pass TESDA assessment and obtain an NC? By seeing to it that you teach the TLE course in accordance with the performance criteria and learning outcomes laid down in the TESDA Training Regulations.

Do the exploratory courses enable the high school student to earn already an NC? Not yet. Completion of the exploratory courses may not yet qualify a high school student to take an assessment for an NC. Instead, it helps him/her earn a Certificate of Competency (COC) at least in Grade 9 that will lead eventually him/her to an NC. In short, the COC paves the way to the earning of an NC.

² Some Learning Modules combined use and maintenance of tools to make one Lesson, so the number of Lessons amount to 4; others made separate Lessons for use of tools and for maintenance of tools, thus the total is 5 Lessons.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

HOME ECONOMICS –DRESSMAKING / TAILORING (Exploratory)

Student's choice of TLE specialization begins in Grades 9. After having been exposed to an array of TLE courses during the exploratory phase in the first two years, the student will be most benefited, if in Grades 10, 11, or 12 he/she continues with a TLE course in which he/she already has a COC. In that way, he/she will get an NC faster.

About the Learning Module

1. Design of the Module

- a. The Module is designed to be a teacher-assisted learning kit or a self-learning kit on competencies that a Grade 7 TLE ought to possess. It explores the course on Aquaculture which helps your student earn a Certificate of Competency in Grade 9 which leads to a National Certificate Level I / II (NCI / II) in Grades 10, 11 or 12.
- b. The Learning Module is made up of 4 to 5 Lessons based on the competencies. Each Lesson contains the following:
 - 1) Learning Outcomes
 - 2) Performance Standards
 - 3) Materials/Resources
 - 4) Definition of Terms
 - 5) What Do You Already Know?
 - 6) What Do You Need to Know?
 - 7) How Much Have You Learned?
 - 8) How Do You Apply What You Learned?
 - 9) What Is Your Score?
 - 10) References
- c. The **Self-check** can also serve as the posttest of the lesson.

There are some TLE Modules which have a section on "How Do You Extend Your Learning?", This section is meant for enrichment. It is usually given as an assignment for not everything can be taught and done in the classroom given a limited time.

2. Parts of the Lesson. -The following explain the parts of each Lesson and describe what your students' - as well as your tasks are.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

Part of the Lesson	Students' Task	Teacher's Task
<p>1. Learning outcomes are what your TLE student is supposed to know and be able to do after using the module. Since our TLE courses are TR-based, all learning outcomes are lifted from the TESDA TR. In the Curriculum Guide (the matrix which contains Content Standard, Performance Standard, Learning Competencies, Projects/Activities, Assessment, Duration), the identified Learning Outcomes are written in the column of Learning Competencies.</p>	<p>Students acquaint themselves with the learning outcomes and performance standards and make them their personal goals.</p>	<p>You introduce the learning outcomes to your students and make sure that they understand them and make these learning targets their own.</p> <p>Make these your goals for instruction.</p>
<p>2. Performance Standards are referred to as “performance criteria” in the TESDA TR. They are more specific descriptions of the student’s behavior that serve as evidence that the expected learning outcomes have been realized with the expected level of proficiency or in accordance with established standards.</p> <p>The learning outcomes and performance standards set the direction of your lessons. These are what you should teach and, in turn, what you should assess. They are identified and are written for you in the Curriculum Guide.</p>	<p>Students clearly understand the performance standards and make them their own learning goals.</p>	<p>You introduce the performance standards to your students and make sure that they understand them and make these performance standards their own.</p> <p>Let these standards give your lesson its specific direction.</p>
<p>3. Materials/Resources and References</p>	<p>Get to know the materials. They are part of the</p>	<p>Prepare the materials you need in advance. For</p>

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

<p>To teach effectively, you need materials and references. Materials may include equipment, hand tools or consumables. The references are the books, magazines, articles, websites you yourself and your students will read or refer to in order to gain greater understanding of the lesson. They are either in soft copy or hard copy.</p>	<p>Lesson. By all means, read the references for lesson mastery.</p>	<p>gadget, tool or equipment, it is always wise to prepare, check and try them in advance to ensure that they function when you use them. As the saying goes “forewarned is forearmed.”</p> <p>Be resourceful in the preparation of materials. You are strongly encouraged to use appropriate local materials as substitute for listed materials that are not available.</p> <p>For effective teaching, your lesson preparation should include reading the list of references.</p> <p>Do not limit yourself to the list of references. If you discover good reference material/s, add to the list of references.</p> <p>Introduce the references to your students. Motivate them to read these references as they go through the module for mastery of the lesson.</p>
<p>4. The definition of terms and acronyms will help you understand the meaning of key words in your lesson. Defining key words as they are used in your lesson will ensure that the key terms in your lesson mean one and the same for everyone in class and so avoid misunderstanding.</p>	<p>Refer to the definition of terms for greater understanding of the lesson.</p>	<p>Remind your students to refer to the definition of terms and acronyms for clearer understanding of the lesson.</p>
<p>5. The section “What Do You Already Know” is intended to determine entry</p>	<p>Take the test honestly.</p>	<p>Tell your students to accomplish the pretest. Explain that the purpose of the pretest is to find</p>

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

<p>knowledge and skills of your students to find out if you have to teach the lesson, teach some parts of the lesson or skip it entirely because your students already know it. This is done by way of a pretest.</p>	<p>Check answers against the answer key provided.</p>	<p>out how much they already know about the lesson in order to determine your next steps. It is, therefore, necessary that they take the test honestly, if they want to learn or want to be helped.</p> <p>Make it clear to them that their scores will not be recorded for grading purposes and will not be taken against them.</p> <p>If you find out that your students already know what you are about to teach, logic dictates that you do not need to teach it anymore. You may as well proceed to the next lesson. If, however, you find out that they do not yet know what you are about to teach, then by all means teach. Or if you discover that your students have some erroneous concepts, then teach and correct their misconceptions. To know what your students already know and do not yet know will guide you in adjusting your instruction.</p>
<p>6. “What Do You Need To Know?”- This section contains one or more Information Sheets and for some modules an Operation Sheet. These are important notes for the TLE student to read after which he/she is asked to do a Self-check to determine how much he/she has learned. The self-check functions as a pretest.</p>	<p>Read and understand the Information Sheet/s and /or Operation Sheet.</p> <p>Be prepared For a Self-check which serves as a posttest.</p> <p>Correct answers by referring to the answer key.</p>	<p>Make sure students are engaged in reading the Information Sheet/Observation Sheet and in answering the self-check.</p> <p>Give assistance to your students where needed.</p>
<p>7. “How Do You Apply What You</p>	<p>Do the Activity.</p>	<p>Find a way to test real life application of what</p>

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

<p>Learned?” – In this section, you give your student the opportunity to transfer what he/she has learned in another activity or in real life situation. Ideally, this should be a performance test, what you usually call practical test. If “the proof of the pudding is in the eating”, then your student must be able to apply what she/he learned in real-life setting or must be able to come up with a product as an evidence of learning.</p>	<p>To determine level of performance, use the scoring rubrics or check answers against the answer key, which ever is applicable.</p> <p>Reflect on assessment results.</p>	<p>your students have learned.</p> <p>Do not hesitate to use ways of determining how your students can apply learned facts and concepts which are more authentic and realistic than that/those given in the Module.</p> <p>Reflect on assessment results. Use assessment results in planning your instruction.</p>
<p>8. How Do You Extend Your Learning? – As the word implies, this activity is done outside class hours for enrichment purposes. This can reinforce lesson mastery.</p>	<p>Do the task assigned outside class hours.</p>	<p>Motivate the students to do the task by making clear what the enrichment activity is about –why it is given, how it is done, how it relates to the class lesson .</p>

Reflection

It is a good habit to reflect on your teaching for the day – what went well, what did not go well, why this activity went well with this group, why it didn't work well with the other group. What are your realizations? What are lessons learned? Jot them down in your diary. Commit them to your memory. If you do this consistently, you will find your delivery improve substantially.

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

Curriculum Guide for the Exploratory Course on DRESSMAKING /TAILORING

For you to get a complete picture of the complete TLE exploratory course on Computer Hardware Servicing, you are hereby provided with the Curriculum Guide on Computer Hardware Servicing.

Content Standard	Performance Standard	Learning Competencies	Project / Activities	Assessment	Duration
LESSON 1: USE OF SEWING TOOLS					
<p><i>Demonstrate understanding of/on:</i></p> <ol style="list-style-type: none"> 1. Sewing tools and equipment and their functions 2. Classifying the types of sewing machines and their uses 	<ol style="list-style-type: none"> 1. Sewing tools and equipment are identified 2. Types of sewing machines are classified and their uses are identified 	LO1. Identify sewing tools and equipment and their uses	<ol style="list-style-type: none"> 1. Producing a sewing kit and compiling the tools and supplies properly 2. Students will visit 2 or more dress shop and gather fabric swatches that will be analyze and classify its textures and quality. 	<ul style="list-style-type: none"> • Written Test • Performance test 	3 hours
LESSON 2: CARRY OUT MEASUREMENTS AND CALCULATIONS					
<p><i>Demonstrate understanding of/on:</i></p> <ol style="list-style-type: none"> 1. Body measurements in ladies and men’s apparel 	<ol style="list-style-type: none"> 1. Parts of the body are measured 2. Appropriate measuring tools 	LO1. Obtain measurements	<ol style="list-style-type: none"> 1. Using a tape measure, get the length and width of a 	<ul style="list-style-type: none"> • Written examination • Demonstration 	4 hours

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

Content Standard	Performance Standard	Learning Competencies	Project / Activities	Assessment	Duration
	<p>are selected for job.</p> <p>3. Reading of measurements is practiced with accuracy.</p> <p>4. Accurate measurements are obtained.</p>		<p>cloth to be used in making a table napkin</p> <p>2. Taking body measurement needed for ladies/ men's apparel</p>		
1. Metric conversion chart	<p>1. English and Metric systems of measurement are identified and applied.</p> <p>2. Simple calculations are performed based on the job requirement.</p> <p>3. Reading of measurements is practiced with accuracy.</p>	LO2. Perform simple calculations.	1. Students will take and record body measurements of client, gathered measurements will be converted to centimeters	<ul style="list-style-type: none"> • Written examination • Performance test 	4 hours
1. Estimate appropriate quantities	<p>1. Reading of measurement is practiced with accuracy</p> <p>2. The fundamentals of arithmetic operations are practiced with accuracy</p> <p>3. Cost of project materials are estimated based on current price</p>	LO3. Estimate appropriate quantities	1. Calculating materials needed in a certain suggested project	<ul style="list-style-type: none"> • Written examination • Performance test 	2 hours
LESSON 3: CREATE DESIGN FOR A SIMPLE PROJECT					
<p><i>Demonstrate understanding of/on:</i></p> <p>1. Principles of design</p> <p>2. Color theory</p>	1. Design for a simple project is sketched applying the principles of design and applying the color harmonies.	LO1. Sketch simple project design	1. Sketching a design for a pocket sewing tools organizer	<ul style="list-style-type: none"> • Written Examination • Performance test 	4 hours

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

Content Standard	Performance Standard	Learning Competencies	Project / Activities	Assessment	Duration
			with different types of patch pockets.		
1. Basic hand stitches	1. Project produced in accordance to the specifications of designs	LO2. Produce simple project	<ol style="list-style-type: none"> 1. Creating patch pockets 2. Making a pocket sewing tools organizer with different types of patch pockets and labeled with basic hand stitches. 3. Sew an apron with creative patchwork 	<ul style="list-style-type: none"> • Demonstration • Written Examination 	6 hours
LESSON 4: PERFORM BASIC MAINTENANCE					
<p><i>Demonstrate understanding of/on:</i></p> <ol style="list-style-type: none"> 1. Machine operation <ul style="list-style-type: none"> • Lower and upper threading of sewing machine • Common sewing machine troubles and its remedies • Quality of stitches and tensions 2. Sewing machine and its troubles and remedies 	<ol style="list-style-type: none"> 1. Proper handling of machine is observed. 2. Correct procedures in machine operation are identified. 3. Common machine troubles are resolved. 	LO1. Operate machine and assess its performance	<ol style="list-style-type: none"> 1. Making sample runs (straight and circular lines) 2. Assess a sewing machine 	<ul style="list-style-type: none"> • Written examination • Performance test 	5hours
1. Care of Sewing Machine	<ol style="list-style-type: none"> 1. Regular cleaning of machine is observed 2. Safety procedures in machine 	LO2. Clean and lubricate machine	<ol style="list-style-type: none"> 1. Cleaning and lubricating sewing machines and 	<ul style="list-style-type: none"> • Written examination • Observation 	5hours

K to 12 TECHNOLOGY AND LIVELIHOOD EDUCATION

**HOME ECONOMICS –DRESSMAKING / TAILORING
(Exploratory)**

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	cleaning are followed. 3. Regular maintenance schedules are observed and recorded.		other tools like pair of scissors, shears and others.		
LESSON 5: PRACTICE OCCUPATIONAL SAFETY AND HEALTH					
<i>Demonstrate understanding of:</i> 1. Hazards and risks identification and control	1. Workplace hazards and risks are identified and clearly explained.	LO1. Identify and evaluate hazards and risks	1. Poster making on hazards and risks	<ul style="list-style-type: none"> • Situation analysis • Practical examination • Written examination 	2hours 1 hours
1. Organizational safety and health protocol 2. Contingency measures and procedures	1. Occupational Health and Safety (OHS) procedures for controlling hazards and risk are strictly followed.	LO2. Control hazards and risks	1. Conduct an interview in school or in the community who has a specific responsibility for safety	<ul style="list-style-type: none"> • Written examination 	1 hours 2hours
					40 hours

“By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.”

- Confucius