

Topic: Sewing Safety Crime Scene Lesson and Activity
Grade Level: 7-12
Timeframe: 60-90mins
FCCLA STAR Event Integration: Fashion Construction Fashion Design Illustrated Talk Recycle and Redesign
Learning Objectives: To identify safety hazards in the workplace and brainstorm solutions to prevent hazards and problem solve when problems arise.
National FACS Standards: 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel. 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.

Materials Needed: Sewing Lab; Sewing Machine Sewing tools Digital cameras, or cell phone cameras Sewing Safety Crime Scene Handouts Large/Butcher Paper and Markers
Instructional Strategies: Problem-Based Learning- Students seek solutions to real world problems Cooperative learning- students work together to create and a scenario

Activity 1:

Class Discussion:

Why is sewing safety important?

What could happen?

Activity 1 Timeframe: 5-10 mins

Activity 1 Materials Needed: N/A

Activity 2:

Group Activity:

Break students into groups of 3-5

Have each group create a list of their top 5 sewing safety rules

Have each group share while you write their common rules on large/butcher paper for all to see

Discuss importance and any rules not listed

Activity 2 Timeframe: 10-20mins

Activity 2 Materials: Large/Butcher paper and markers

Activity 3:

Sewing Crime Scene:

Have students work in same groups, and provide each with a Sewing Safety Crime Scene handout

Groups will create their crime scenes, take photos and access their work

Allow time for clean-up and evaluation on worksheets

Discuss and share all crime scenes – if possible display photos for all to see

Activity 3 Timeframe: 30-60mins

Activity 3 Materials Needed:

Sewing labs

Sewing Safety Crime Scene handouts

Assessment:

Groups will self-evaluate their work on the Sewing Safety Crime Scene Handouts

Sewing Safety Crime Scene

Objective: To use critical and creative thinking skills to communicate and collaborate with your group to design a crime scene that shows the importance of sewing safety.

Directions:

In groups, brainstorm various sewing safety scenarios. Come up with a plan to stage a sewing crime scene.

Please include the following:

- A picture of the crime scene
- A key to identify the at least 5 safety hazards in the picture.
- A brief explanation of how to correct the hazard safely.

Once you have completed the assignment as a group, please rate your group on: Creativity, Communication, and Collaboration and answer the following questions.

Performance Area	1	2	3 (Proficient)	4
Creativity (How creative is the group)	Generates few ideas. It is hard to see what is going on in the picture; too much or too little is going on.	Communicates ideas to meet the challenge, but the volume is not sufficient to spark a creative process. Crime Scene is generic and similar to other groups in class.	Student generates high volume of clear ideas that closely address the challenge and are sufficiently detailed to spark a creative process. Crime Scene is somewhat original.	Generates high volume of new ideas in response to open-ended questions or problems. Crime scene is unique and original.
Communication (How well can they communicate their idea)	Inability to have a conversation	Show an ability to have conversation on topic. Gets distracted easily. Student has a hard time defending designs..	Shows an ability to have meaningful conversations that remain on the surface.	Student Shows an ability to have in-depth and meaningful conversations. Can defend the designs without hesitation.
Collaboration (How well does the group work together)	Shows a lack of willingness or hesitation to accept responsibilities. Refrains from offering feedback.	Shows a willingness to accept responsibilities. Sometimes accepts constructive feedback; shows minimal appreciation for constructive feedback.	Accepts responsibilities with a positive attitude. Consistently provides and accepts constructive feedback effectively in a manner that is well-received by the recipients.	Shows excitement about the task at hand; inspires and motivates the group. Shows a high comfort level in providing and receiving feedback; displays curiosity about the quality of work and seeks out helpful, descriptive feedback from peers, the teacher, and experts involved; provides and receives feedback in ways that advance the group's ability to produce high quality work.

