Introduction (10-20 minutes):
Ask students to think of specific colors and their common association to other things, such as emotions, objects, seasons, feelings, etc.
Examples:
- Green with envy
- Purple signifies royalty
- White implies purity
- Black suggests death or mourning
Record all student responses on the board. Many colors have multiple associations, encourage students to think of as many as possible. Once a large list has been created, encourage students to think about the clothing they are currently wearing or a favorite outfit. Ask them to share what they believe the color of the item or outfit suggests to others. Students could also share their personal reasons for selecting or wearing it.

Activity (20-30 minutes):
Allow students to review Color Collar program. Using the workbooks, text, and other support materials, encourage students to divide the content into six categories. Support the class in coming to a consensus on how to divide and label the categories. Divide the students or allow them to divide into six small groups. Assign each group one of the categories and inform them that as “color consultants” they are to create a five-minute video segment to inform others about their topic and how to utilize the concept in clothing selection. Allow groups to utilize the Color Collar program workbooks, text, and other support materials. Encourage students to use demonstration or application of the concepts in the segment. Student groups should develop a script and gather materials to use in the video production.

Conclusion (5-10 minutes):
Video record the color consultation segments and play the video in its entirety for the class.

After Lesson:
The class video could be uploaded to the school website or broadcasted on a local television station as a resource to assist individuals in making clothing selections.
Introduction (5-10 minutes):
Begin by asking students to think of tasks or jobs that require specific directions or instructions in order to be accomplished or done correctly. These could be tasks that require a manual or other type of precise written or step-by-step directions. Record all student responses on the board.

Activity #1 (5-10 minutes):
Direct student attention to the NASCO’s Fastener Fun Kit. Explain that attaching clothing and textile fasteners have specific procedures and techniques, just as the tasks and jobs listed in the introductory activity. Divide the class into groups of three students. Distribute one fastener and one student booklet from NASCO’s Fastener Fun Kit to each group. Each group should also have one sheet of loose-leaf paper.

Activity #1 (20-30 minutes):
In the small groups, have one student read aloud from the NASCO’s Fastener Fun Kit student workbook, the step-by-step directions for attaching the fastener. Have another student perform the steps on the fastener as the directions are read. Have the third student ensure that the directions are being performed accurately. Have students rotate in their positions until each student has performed each role. Collect NASCO’s Fastener Fun Kit student workbooks from the groups. Have each group work collaboratively to write their own step-by-step directions for attaching the group’s fastener. Encourage the groups to use specific terms and precise directions. After completing the directions, have each group pass their fastener and newly written directions to another group that worked with a different fastener. Have the small groups attempt to follow the student-developed instructions to attach the fastener. If questions or problems arise, the group should consult with the authors of the instructions to receive clarification and the step-by-step procedures should be edited to reflect changes. Continue this process until the instructions produce the desired outcome.

Conclusion (5-10 minutes):
When student groups have finalized the writing and testing process, have each group write a short reflection on the important aspects of technical writing in order to effectively communicate directions to others.
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Conclusion (5-10 minutes):
When student groups have finalized the writing and testing process, have each group write a short reflection on the important aspects of technical writing in order to effectively communicate directions to others.
Let's Get Technical
Grade Level: Middle School

National FCS Standards:
Demonstrate basic skills for producing and altering textile products and apparel

Formative Assessment:
Students will create specific technical directions for others to utilize in basic textile and apparel production

Materials Needed:
• Chalkboard (Z02406HH) or white board (SB22769HH)
• NASCO’s Fastener Fun Kit (W09393HH)
• Loose leaf paper

Introduction (10-20 minutes):
Ask students to think of specific colors and their common association to other things, such as emotions, objects, seasons, feelings, etc.
Examples: Green with envy
Purple signifies royalty
White implies purity
Black suggests death or mourning
Record all student responses on the board. Many colors have multiple associations, encourage students to think of as many as possible. Once a long list has been created, encourage students to think about the clothing they are currently wearing or a favorite outfit. Ask them to share what they believe the color of the item or outfit suggests to others. Students could also share their personal reasons for selecting or wearing it.

Activity (20-30 minutes):
Allow students to review Color Collar program. Using the workbooks, text, and other support materials, encourage students to divide the content into six categories. Support the class in coming to a consensus on how to divide and label the categories. Divide the students or allow them to divide into six small groups. Assign each group one of the categories and inform them that as “color consultants” they are to create a five-minute video segment to inform others about their topic and how to utilize the concept in clothing selection. Allow groups to utilize the Color Collar program workbooks, text, and other support materials. Encourage students to use demonstration or application of the concepts in the segment. Student groups should develop a script and gather materials to use in the video production.

Conclusion (5-10 minutes):
Video record the color consultation segments and play the video in its entirety for the class.

After Lesson:
The class video could be uploaded to the school website or broadcasted on a local television station as a resource to assist individuals in making clothing selections.