

**LEARNER
GUIDE
Gr 8**

KNITTING AND CROCHETING

Practical lessons – Grade 8

TERM 1
Week 1:
Orientate the learners in the workplace room.
Week 2 & 3:
Practical Lesson 1: Personal Hygiene, Health & Safety
Week 4 – 6:
Introduction to knitting Equipment and yarns Practical Lesson 2: Identification of Knitting equipment and tools Reading yarn labels Care symbols
Week 7:
Practical lesson 3 Reading yarn labels Basic hand knitting technique Finger knitting
Week 8:
Practical Skills Test 1

TERM 2
Week 1:
Knitting Abbreviations Interpretation of patterns Pattern reading and abbreviations
Week 2 & 3:
Practical Lesson 5: Pattern reading and abbreviations Knitting techniques
Week 4 & 5:
Knitting techniques Practical Lesson 5 Casting on/off garter stitch
Week 6 & 7:
Knitting techniques Practical lesson 6 Pattern reading and fixing mistakes
Week 8:
Practical Skills Test 2 Evaluate a label for a product

TERM 3
Week 1:
Knitting <ul style="list-style-type: none"> • Purl stitch • Stocking/Stockinette stitch • Counting rows
Week 2 & 3:
Practical lesson 7 Ribbing, joining sides and entrepreneurial skills
Week 4 & 5:
Activity: Seams on article / garment Practical Lesson 8: Ribbing, joining sides and entrepreneurial skills
Week 6 & 7:
Practical Lesson 9: Labelling Practical lesson 10 Packaging and labelling
Week 8:
Practical Skills Test 3 Design a poster to advertise/market your product for the market day

TERM 4
Week 1 - 3
Project based Learning Task <i>(Marketing and selling a product.)</i>

TERM 1

1.1 MARK ALLOCATION

Learners work individually for practical lessons and skills test.

The marks for the Practical Work are indicated below.

Practical Lesson 1:	20
Practical Lesson 2:	20
Practical Lesson 3:	20
Total	60
Practical Skills Test: (used for term 4)	25

The Informal Activities is done to inculcate the skills that will be assessed in the Practical Lessons, which contributes to SBA marks for Term 1. Exemplary assessment tools for the practical lessons are included. The Skills Test forms part of the PAT mark of term 4

Health and Safety and Introduction to the laboratory / workplace

Introduction:

The environment in which you work influences your behaviour. To be truly productive, it is important to have a workplace where the furniture is arranged in such a way that activities can be performed with ease and with safety in mind.

It's everyone's responsibility to keep the workplace and workstation clean and organized. In order to save time and energy it is important to adhere to safety measures

Safety rules when performing manual work (sewing, embroidery, knitting)

When sewing it is necessary to comply with safety requirements.

General safety requirements when doing manual work:

1. Always adhere to ALL safety measures and rules
2. Prevent being too hasty for example do not run in the class, as it may lead to injuries and may cause damage to equipment or appliances
3. Prevent that attention is distracted, always concentrate on your own work because talking to a friend may cause that you make mistakes, or unintentionally harm someone else.
4. The light should fall on the working surface from the left side or from the front.
5. Report injuries immediately.
6. Never touch blood if someone is injured, report immediately so the correct procedure can be followed.
7. Treat the fire extinguisher in class with respect and do not play with it.

Safety precautions when working with fabric, thread and accessories:

1. When working do not bite through the thread with your teeth or tear it with your hands.
2. The length of a thread when sewing must not exceed the length of the distance to the elbow.

Safety precautions when working with needles, pins and knitting needles:

1. Do not use rusty needles and pins in your work.
2. Attach patterns to fabric with sharp ends of pins away from you.
3. Collect and dispose of pieces of broken needles or pins, wrapped in paper.
4. Count the number of pins taken before work and the number of pins at the end of the work, it must be the same.
5. Keep knitting needles and the hook in the case, at the end of the work remove them out of reach of small children.
6. When working with knitting needles keep them no closer than 35 centimetres from your eyes.

Safety precautions when working with scissors:

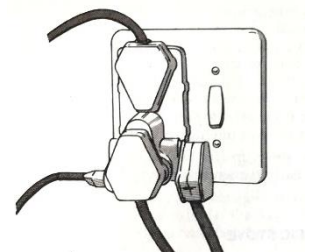
1. Keep the scissors in the case and out of reach of children.
2. When working, do not leave the scissors blades open.
3. Do not hold scissors with sharp sides up, and do not use them when central fastener is weakened.
4. When working hold the material with your left hand so that the fingers are away from the blade.

Safety precautions when working with electric appliances:

1. Before operating the appliance, check that the cord is in proper condition, and if there are any faults, correct them.
2. Turn on and turn off the appliance, holding the plug with dry hands.
3. Do not leave the active appliance unattended.
4. Place iron only on a special heat-resistant stand.
5. When working, make sure that the cord does not touch the iron soleplate.
6. Keep the appliance in an upright position.
7. Choose an ironing mode suiting the fabric composition.
8. When ironing, do not touch hot surfaces of the iron with hands and do not dampen the fabric being ironed with plenty of water.

**Safety measures for working with electrical appliances, e.g. ironing equipment**

- a. Switch off the wall switches before inserting or removing a plug.
- b. Never handle equipment by pulling on the cord.
- c. Never touch apparatus with wet hands.
- d. Do not use apparatus with a damaged cord.
- e. "Octopus" connections are hazardous. Never overload a socket.

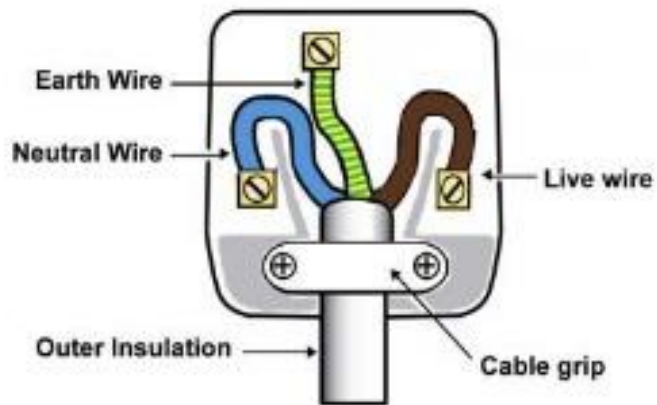


How to wire a plug?

Inside the plug there are three terminals:

Earth: Top, centre - this is where the green & yellow wire goes – however double insulated appliances do not have an earth wire.

Live: The brown wire goes to the live terminal, which is on the right side of the plug.



Neutral: The blue wire connects to the blue terminal on the left of the plug.

Fire Drill Safety Rules:

- Listen carefully to directions.
- Quietly line up
- Walk carefully out of the building to your assigned place.
- Stay with your class at all time.
- Wait with your teacher until it is safe to return to your classroom.

How to use the fire extinguisher? (**Remember the words **PASS**)

- **P**ull the pin in the handle.
- **A**im the nozzle at the base of the fire.
- **S**queeze the lever slowly
- **S**weep from side to side

SAFETY SIGNS

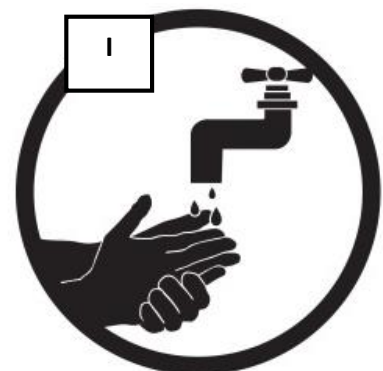
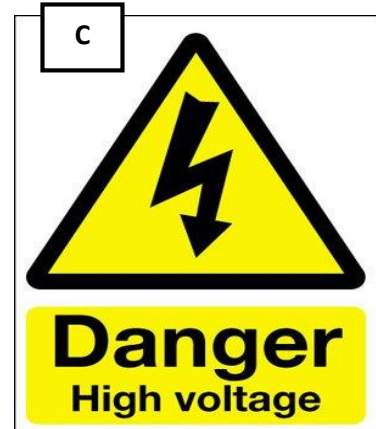
The colour of a safety sign plays a big rule in the interpretation and reaction to it.

SAFETY SIGNS & THEIR MEANINGS

<p>PROHIBITION SIGNS (DO NOT DO)</p> <p>A sign prohibiting behavior likely to increase or cause danger. eg. No Smoking Colour : Red</p> 	<p>MANDATORY SIGNS (MUST DO)</p> <p>A sign prescribing specific behavior eg. Hard hats must be worn. Colour : Blue</p> 
<p>SAFE CONDITION SIGNS (THE SAFE WAY)</p> <p>A sign indicating emergency exits or first aid/rescue equipment. Colour : Green</p> 	<p>HAZARD SIGNS (CAUTION, BEWARE)</p> <p>A sign giving warning of a hazard or danger. eg. Danger Electricity Colour : Yellow</p> 
<p>FIRE SIGNS (FIRE EQUIPMENT)</p> <p>A sign indicating the location of fire fighting equipment. Colour : Red</p> 	<p>INFORMATION SIGNS (GENERAL INFORMATION)</p> <p>A sign providing general information. eg. Toilets</p> 

ACTIVITY SAFETY SIGNS

1. Determine the meaning of each of the given safety sign
2. Evaluate the suitability of each of the sign's applicability for your specific practical class, motivate why it is suitable or not.



ACTIVITY

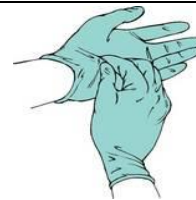
Demonstrate practically how to wire a plug correctly. After wiring the plug make a labelled drawing in your book of what you have done.

**BASIC FIRST AID**

Always wash your hands, before touching a wound, this helps to avoid infection.



Use plastic gloves to protect yourself against infection.



Rinse the wound with clean water.
Washing out the wound with running water will help reduce the risk of infection, or use a disinfection wipe.



Remove any dirt with tweezers that is cleaned with disinfectant.
See a doctor if you cannot remove all the dirt.



Stop any bleeding. Small cuts or scraps usually stop bleeding on their own.
If needed apply gentle pressure with a bandage or clean cloth.
If bleeding does not stop elevate the wound above the heart.



Apply an antibiotic or petroleum jelly. Apply a thin layer of ointment or Vaseline to keep surface moist and help prevent scarring.



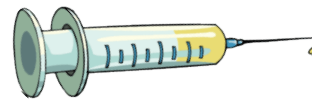
Cover the wound with a bandage or plaster, this also helps to keep the wound clean.



Change the dressing often. At least once a day.



Get a tetanus injection if the wound is deep or dirty.



Watch for signs of infection. See a doctor if there is any signs around the wound that is red, increasing pain or swelling.



Avoid blood contact

If you are helping a bleeding person:


- Avoid getting any of their blood into any sores or cuts that you may have on your skin.
- Also protect your eyes and your mouth, especially when working with bleeding wounds.
- Put on gloves before touching the wound/blood
- If you pricked yourself or anyone else's finger and there is blood, discard of the pin (throw in dustbin) and clean the wound.

FORMAL ASSESSMENT Consumer Studies Grade 8 – Option: Knitting		
Practical lesson 1 - Health and Safety Worksheet		
Term 1		TOTAL 20
Surname, Name:		Gr. 8 ____
1. Electricity can be very dangerous if we use it incorrectly. Describe the pre-cautions you need to take in the next scenarios when using electricity.		
1.1	You must plug in the iron to steam your knitting, but your hands are wet	
1.2	Pulling the plug out of the wall	
1.3	You need to charge 4 different electrical appliances	
1.4	You need to put your phone on the charger, but you are bare feet	
1.5	You need to add a multiplug to the end of your electrical cord	
1.6	The insulation around the electrical cord frayed	

(6)

2. In the event of a fire, explain the steps you will follow when operating the fire extinguisher.	
2.1	
2.2	
2.3	
2.4	

(4)

<p>3. There are three terminals inside an electrical plug, and electrical cord have 3 different coloured wires. Complete the table to indicate the function of each colour wire and also indicate where it must be placed on the plug when wiring it:</p>		
		
Type/Function of wire	Colour of wire	Position on plug
Earth	Yellow and green	
Live		
		Left side of plug

(5)

4. Basic first aid: Answer the following questions:	
4.1	Give a reason why your hands must always be washed before you apply first aid.
4.2	List ONE reason to wear plastic gloves when helping a bleeding person.
4.3	Explain what must be done if the bleeding does not stop.
4.4	Describe why a wound needs to be covered with a bandage or plaster.
4.5	Mention how a bleeding wound can be washed out.

(5)

TOTAL 20

Knitting orientation and motivation	
Setup:	<p>Teacher Orientates the learners in the practical workplace of the chosen option.</p> <p>Explain why practical work is important and discuss the advantages of working with your hands and knitting</p> <p>Explain to learners what they will be doing this term.</p> <p>Show articles, photos, videos, where you are taking them</p>
Informal Activities:	<p>Learners:</p> <p>Group activity - Make posters of SMALL products that can be viable to start a small entrepreneurial business.</p>
Formal Activities:	
TIME:	60 minutes

ADVANTAGES OF A PRACTICAL SKILLS

1. When you do something with your own hands you remember better.
2. Practical work promotes experiential learning.
3. Practical work encourages self-learning.
4. Practical work can provide you an income or career.
5. Practice leads to perfection, greater the practice, greater the expertise
6. Practical work makes students independent and increases their confidence

WHAT MAKES KNITTING WORTH WHILE

Sara Jensen is a math professor who teaches math with knitting needles and yarn instead of using the traditional calculators and textbooks. The assistant professor of Mathematics at Carthage College has a mission to get people to understand math as a method of better understanding of the world around them.

The way she has adapted to teach is through knitting and by observing real-life objects.

"Calculation" and "equation" came out on top. When the same question was posed to professional mathematicians, the top responses were "critical thinking" and "problem-solving."



www.theguardian.com

ADVANTAGES OF KNITTING**KNITTING HELPS WITH CRITICAL THINKING AND PROBLEMSOLVING**

You need to be creative and must come up with solutions when something unplanned happen or if you have to adapt or create a pattern.

KNITTING WORKS FOR TREATING ANXIETY AND DEPRESSION

The naturally calming effect of knitting makes it easier for people to cope with these problems.

IT HELPS TO TREAT YOUR ADHD

It is not only cheaper than pills, but also healthier. Even boys as young as 7-8 years old are much calmer when given a knitting project.

KNITTING FIGHTS DEMENTIA

Dementia is the loss of cognitive functioning, these functions include memory, language skills, visual perception, problem solving, self-management, and the ability to focus and pay attention
Studies show a lower incidence of Dementia in people who knit.

KNITTING MAKES EVERYONE HAPPY

People who knit are happy because they create something. Recipients of knitted items are appreciative and happy.

KNITTING HELPS WITH MEMORY AND CONCENTRATION

Especially if you are knitting in a pattern.

ACTIVITY:



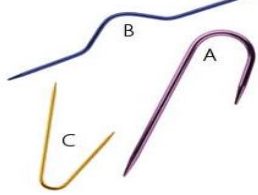




Group activity - Make posters of various SMALL products that can be used to start a small viable entrepreneurial business with. Use pictures or sketches on the poster.






When choosing products for your poster consider the following:


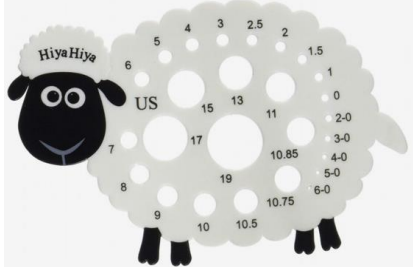

- You must be able to make it
- It must be fashionable / there will be a demand for it
- It must not take a lot of time to produce
- It must not be expensive to produce
- It must be easy to market and sell
- Resources needed for the products must be easily and readily available

Knitting history and equipment	
Setup:	History of knitting Identify the knitting equipment and their uses. Importance of using the correct size needles corresponding with the type of yarn;
Informal Activities:	Teacher: <ul style="list-style-type: none"> Advantages of practical skills Show different knitting equipment and explain their uses <ul style="list-style-type: none"> Knitting tools for beginners https://www.youtube.com/watch?v=3rO78wz8bzl&t=31s Selecting knitting needles https://www.youtube.com/watch?v=zyeltxSMG0U Choosing yarn https://www.youtube.com/watch?v=7b5SXNKCINU Different types of yarn and yarn weight (show videos or explain) https://www.youtube.com/watch?time_continue=1&v=jXN3rOrr_6Q&feature=emb_logo https://www.youtube.com/watch?v=2JWZa2ZTVA0 https://www.youtube.com/watch?v=D7cVJsvzF70&t=135s Show/explain how to determine hook or needle size for the type of yarn you use https://www.youtube.com/watch?v=95uMoNa_5Sw&t=21s Show/explain how To Use A Needle Gauge To Measure Your Needle & Hooks https://www.youtube.com/watch?v=g0-ATuAk0X4&t=4s Learners: Complete worksheet while/after listening to video on History of knitting Measure needle sizes with needle gauge Match the correct yarn and needle sizes
Formal Activities:	Practical lesson 2: (Identification test) Learners complete a worksheet based on different knitting tools and equipment.
TIME:	60 minutes

EQUIPMENT USED IN HAND KNITTING AND ITS USES

TOOL	NAME	USE
	Straight needles	Needle size must match yarn thickness. The thicker or bulkier the yarn the bigger the needles
	Double pointed needles	Needles are tapered at both ends, which allows them to be knit from either end. They are typically used in sets of four and five and are commonly used for circular knitting.
	Cable needles	For knitting cables, the stitches crossing behind are transferred to a small cable needle for storage while the stitches passing in front (or behind) are knitted. The former stitches are then transferred back to the original needle or knitted from the cable needle itself.
	Circular needles	Circular needles are mainly for projects knit in the round. Handy when you have a project with lots of stitches
	Stitch holders	Tool that are used by knitters to hold open stitches when not being used by the needles
	Darning/ Tapestry needles	Used to finish of project and to weave in all loose yarns
	Knitting needle Tip/point protectors	Protect the points of your needles from becoming damaged when not in use. Also, be used for keeping your stitches from falling off the needles when you're not working them.

	Manual Stitch /row counter	Row counters are a handy tool to use when working a repeating knit pattern.
	Electronic Stitch / row counter	
	Stitch markers	Stitch markers are a quick and easy way to ensure you successfully complete your knitting projects. Once you knit the stitches of your pattern, place the marker over the stitch you want to remember, and then continue knitting.
	Measuring tape	Measure work as you continue
	Yarn bowl	Hold yarn while knitting keep it from getting dirty and helps to ensure equal tension

	<p>Yarn holders / winder</p>	<p>Holders to store smaller pieces of yarn</p>
	<p>Measuring gauge</p>	<p>A needle gauge makes it possible to determine the size of a knitting needle.</p>
	<p>Yarn holder</p>	<p>This Yarn holder will help you with your knitting the yarn spins easily as you knit.</p>

ACTIVITY:

Identify the tool/ equipment that the teacher shows you, also give the function of the specific tool

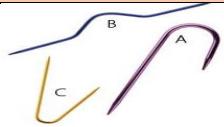





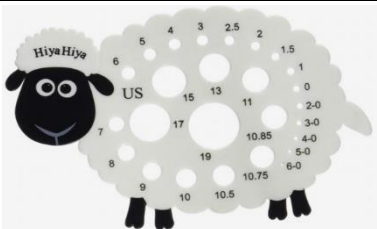
Different types of yarn and yarn weight










ACTIVITY: Determine needle sizes

Take the different sized needles provided by the teacher and determine the size of each needle using the needle gauge.

Then look at the different types of yarn that was set out and predict which needles sizes will go with each of the yarn types provided.

FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting			
Practical lesson 2 – Identification test			
Term 1			TOTAL 20
Surname, Name:			Gr. 8 ____
1. Study the given equipment and fill in the given table by giving the name and use (14)			
TOOL	NAME	USE	
	1a.	1b.	
	2a.	2b.	
	3a.	3b.	
	4a.	4b.	
	5a.	5b.	
	6a.	6b.	
	7a.	7b.	


2. Match the yarn given in COLUMN A to the uses in COLUMN B and pick the correct size needle in COLUMN C. (8)		
YARN	USES	NEEDLE
1 Super Fine 	A Popular for garments and accessories	(i) 8 mm needles 
2 Light 	B Popular for bold accent pieces	(ii) 3 mm needles 
3 Bulky 	C Popular for socks	(iii) 30 mm needles 
	D Popular for sweaters and Afghans	(iv) 15 mm needles 

TOTAL 20

Reading Label and creating yarn	
Setup:	Information on the label of the yarn; Creating own yarn
Informal Activities:	<p>Teacher: Explain the meaning of all the information found on a label https://www.youtube.com/watch?v=z-wMuHHT7rw Demonstrate how to read a yarn label Demonstrate making yarn from plastic https://www.youtube.com/watch?v=gQwTcizA7Oo&t=5s https://www.youtube.com/watch?v=K1kg2Z_wClo https://www.youtube.com/watch?v=8d7ykDnfhv4 Demonstrate making yarn from T shirt https://www.youtube.com/watch?v=0JI4hr4zQes&t=19s https://www.youtube.com/watch?v=ZdcTbibxM4U https://www.youtube.com/watch?v=l4ZUSvfYWiA</p> <p>Learners: Worksheet on reading labels Create their own yarn from plastic and old T shirts.</p>
Formal Activities:	<p>Practical lesson 3: Work sheet on reading the yarn label.</p>
TIME:	60 x 2 = 120 minutes

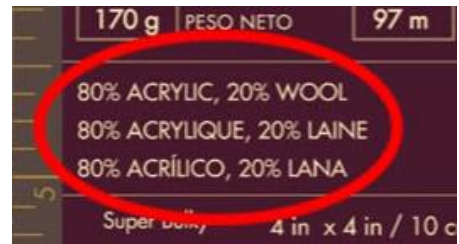
Information on the label of yarn

The label on a ball of yarn can gives us a lot of information that can help us make and care for handmade items

INFORMATION ON YARN LABEL	
 <p>http://www.lionbrand yarnstudio.com/</p> <p>Weight The label indicates the weight of the yarn, some patterns indicate the weight of the yarn you need so you know how much to buy for a specific item. Yarn is sold internationally therefor it is given in ounces and g.</p>	
	

Fibre

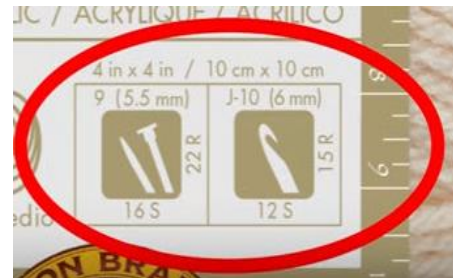
The label indicates the fibre content. It lists, with percentages, what the yarn is made from. It could be 100% of a certain fibre, most yarn these days is made from blends, e.g. 80% acrylic and 20% wool.



Gauge

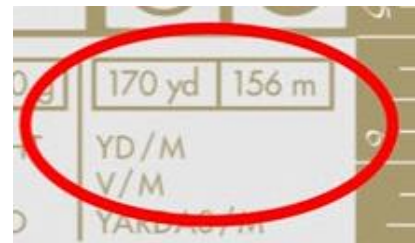
This describes the average gauge of the yarn when worked on the recommended size needle or hook. For example, this label recommends knitting with a US 9 (5.5 mm) needle. That means if you knit a square of 16 stitches wide and 22 rows long, it should give a 10 cm x 10 cm square block.

This is helpful if you are substituting yarn, meaning, if you use different yarn than your pattern calls for.



Yardage and Meterage

Tells you, in both yards and meters, how much yarn is on the skein. This is extremely important when determining how much yarn to buy for a project. The pattern usually gives the amount of yarn needed. Yards is included as it is the overseas measurements, as yarn is sold internationally.



Care Instructions

The label includes care instructions were standard laundering care symbols are used. It indicates the way the article must be handled after it was completed.

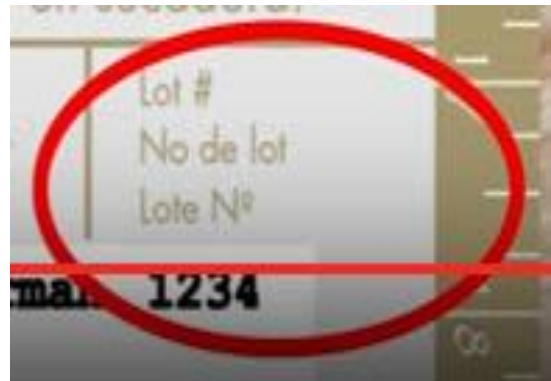


Colour and Dye Lot

The name of the colour and the number of the dye lots. Dye lot means those skeins were dyed together and should match perfectly.

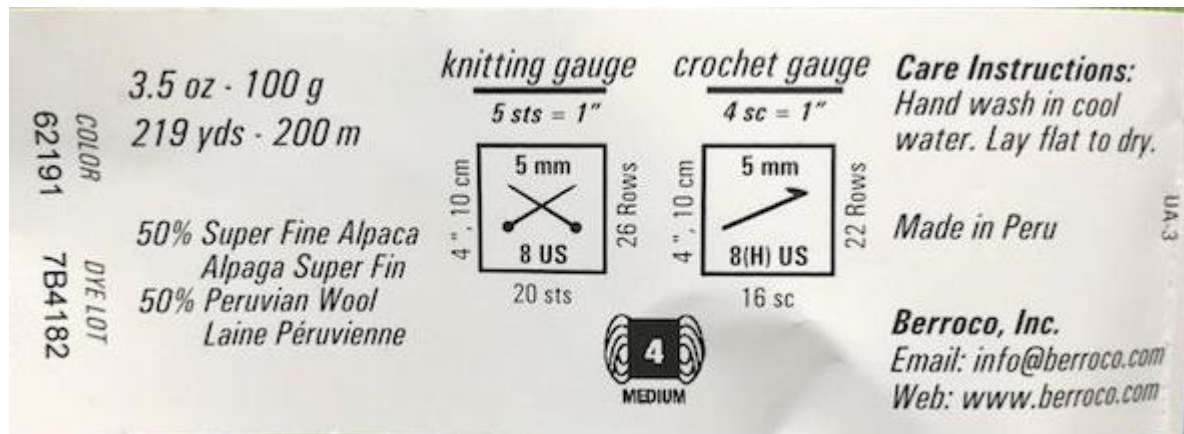
Sometimes, if you look at yarns that are the same colour way but different dye lots, you will notice tiny variations in colour.

It's generally not a huge difference, but it's something you may notice more in a finished piece. If you are buying multiple balls of the same colour for a project, you want to make sure, they are all from the same dye lot







Meaning of care labels

			
Washing water temperature	Wash with sensitive, short programs.	Non machine-washable	Do not wash
			
Bleach can be used	Do not use bleach	Dry-cleanable	Do not dry-clean
			
Suitable for drier	Do not dry with drier	Dry horizontally	Dry on a hanger
			
Hang without spinning	Can be ironed with hot iron	Can be ironed with warm iron	Do not iron

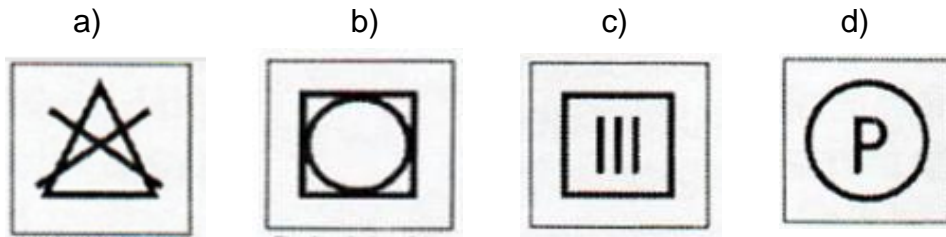
ACTIVITY – Reading labels

1. Give the colour of the yarn (1)
2. Give the dye lot of the yarn (1)
3. Indicate how much yarn are on the ball of yarn (1)
4. Explain why the yards and meters are given (1)
5. Give the size of needle that must be used when knitting this yarn (1)
6. If you want to determine the gauge of the yarn, state the following
 - a) Give the number of stitches must you put on (1)
 - b) Indicate how many rows must you knit (1)
 - c) Give the size the square should be (1)
7. Give the fibre content of the yarn (1)
8. Sketch care labels of the yarn (1)

TOTAL 10

FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting	
Practical lesson 3 – Reading a label	
Term 1	TOTAL 20
Surname, Name:	Gr. 8 ____
1. Study the following label and answer the questions that follow	
 <p style="font-size: 2em; margin-top: 20px;">A</p>	 <p style="font-size: 2em; margin-top: 20px;">B</p>
 <p style="font-size: 2em; margin-top: 20px;">C</p>	 <p style="font-size: 2em; margin-top: 20px;">D</p>

- 1.1 Give the colour (1)
- 1.2. If using the yarn in label A is used for making a scarf, how many grams is needed (1)
- 1.3 Predict what the following care icon on the different labels mean (4)



- 1.4 Give the size of needle the yarn of label B must be knitted with. (1)
- 1.5 Indicate the number of stitches and rows needed for the knitting the test gauge for B (1)
- 1.6 Indicate what type of needle is indicated on label D (1)
- 1.7 Give the fibre content of Labels C (1)
- 1.8 Predict what will happen if thicker needle is used for knitting the yarn in Label B (2)
- 1.9 Using the information on the labels, determine the thickness of the yarn. (1)
- a) Explain the method you used to reach a conclusion (1)
- b) Arrange the yarn from thin to thick (4)
2. You are knitting a jersey, all parts are finished except for the front panel, unfortunately, your yarn is finished. Going to the shop the assistant gave you the same shade of colour you are working with, indicate whether you are going to buy that ball to finish the front panel or not, motivate your answer. (3)



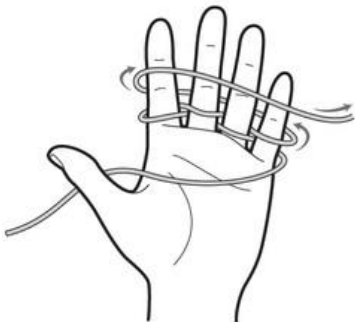
Finger knitting	
Setup:	Finger knitting
Informal Activities:	<p>Teacher: Show video and demonstrate finger knitting</p> <p>https://www.youtube.com/watch?v=h3BEgP5s9Pg</p> <p>https://www.youtube.com/watch?v=fs5ZCiboMml</p> <p>Finger knit with 1 finger https://www.youtube.com/watch?v=enqMF24Lh_k</p> <p>Show video on different products to make</p> <p>https://www.youtube.com/watch?v=7KhLebID6pA</p> <p>Learners: Learn and practice finger knitting skill with plarn and yarn</p>
Formal Activities:	
TIME:	60 x 2 = 120 minutes

FINGER KNITTING

This popular technique is a great way to introduce yourself to the knitting world
Follow the following steps



Slip the end of a ball of yarn between your thumb and index finger. Pinch to anchor the yarn as you knit. Then loop the yarn around your pinkie and weave it through your fingers

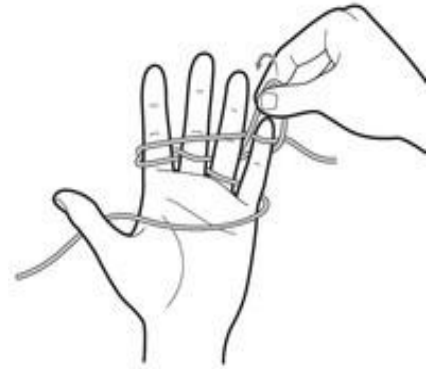


Loop the yarn around your index finger completely, and weave it toward your pinkie



Make a full loop around your fo

Slip the bottom (woven) row over the top (unwoven) row, from pinkie to index finger. Repeat steps 2 through 4 as the knitted side flows down the back of your hand to the desired length. To cast off, cut the yarn, leaving about a 10-inch tail. Pull the yarn through all four loops, then pull the loops off your fingers. Tie the tail to the closest loop, trim.



ACTIVITY: Use your plarn (plastic yarn)

Practice the finger knitting technique, knit until your plarn is finished

Take 3 m of ordinary yarn repeat the whole process

GROUP WORK ACTIVITY:

Use the internet and get examples of items that were finger knitted

**Skills test 1****20 marks**

Marking rubric of finger knitting and article made.

(10)

CRITERIA	1	2
Finger knitting	Do not look comfortable with the technique, struggle to get it done	Comfortable and competent with the technique
Article	Choice of product not suitable at all	Excellent choice of product, extremely suitable Some creativity in the design of an article
	Very little creativity in the design of an article	Extremely creative in the design of an article
	Appearance of final product not acceptable but could be better	Excellent appearance of the final product
	Will not be able to sell the article	Article will definitely sell

TERM 2

1. INTRODUCTION

Consumer studies are a totally new world that needs to be explored by the Grade 8 learner. Learners going into Grade 8 have no background in this subject and subsequently have a lot of skills and techniques to attain. These practical lessons were developed to assist the new teacher as well as the new Grade 8 learner in developing the basic skills that is normally neglected due to the emphasis on the theory component.

This is the minimum practical lessons required for assessment. After completion of these lessons more lessons can be done for drilling of techniques or as incentives

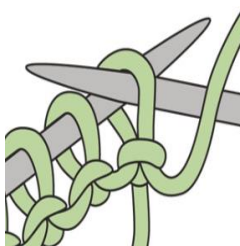
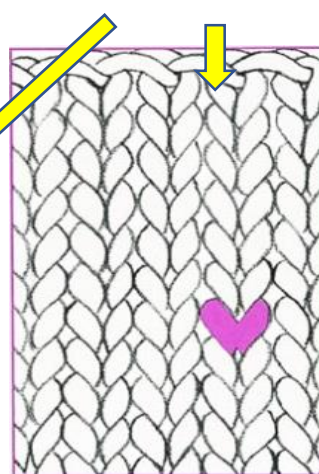
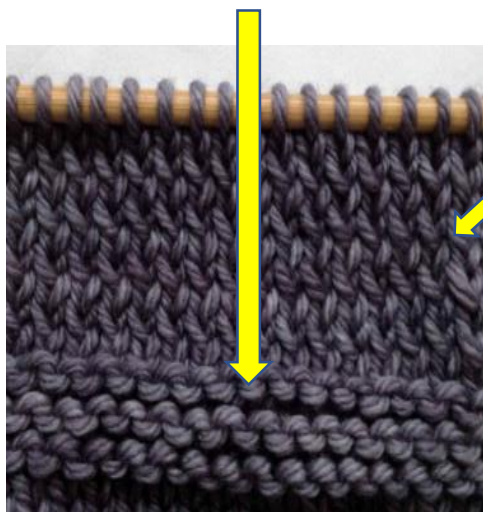
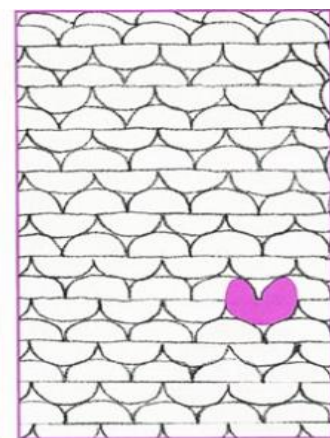
1.1 The marks for the Practical Work are indicated below.

Practical Lesson 4:	20
Practical Lesson 5:	20
Practical Lesson 6:	20
Total	60
Practical Skills Test 2: (used for term 4)	20

BASIC KNITTING ABBREVIATIONS

In order not to make the pattern a very bulky document, abbreviations are used instead of writing out the words. It is therefore important to know the basic abbreviations if you want to understand patterns. All commercial patterns include an abbreviation list to ensure you know what to do.

ABBREVIATION	MEANING	EXPLANATION
alt	alternate	Every second row / stitch must be done in the same way
beg	begin(ning)	At the start or at the beginning
cont	continue	Keep going as you were doing
st(s)	stitches	The number of rounds on a needle
K	knit	Needle is inserted from back to front
P	purl	Needle is inserted from front to back
sl	slip	Skip the stitch without knitting it
patt(s)	pattern(s)	The sequence of actions
rep / *	repeat	Stitches from the one * to the other * must be repeated
g stitch	garter stitch	All rows are knit with the same stitch
rib	Ribbing stitch	Stitches are varied between knit and purl in constant manner to form lines, ribbing stretches
stst	stocking stitch	Rows are varied between knit and purl in constant manner one side cobbly and one side straight)
M1 / m1	Make 1 stitch	Increase stitches by adding 1 stitch
K2tog	Knit 2 together	Knit two stitches as one to decrease size of item
inc	Increase	Increase the number of stitches
dec	Decrease	Decrease the number of stitches

Knit stitch**Purl stitch****Rib stitch****Garter stitch****Stocking stitch****KNIT SIDE****PURL SIDE**

GROUP WORK ACTIVITY

Study the following commercial pattern and answer the questions that follow:

Bear Pair Teddy Bears <http://bevscountrycottage.com/buddybears.html>

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**Materials for different sizes**

Baby Yarn-3 ply and #6 Needles (15 cm tall)
Worsted Weight soft 4 ply yarn and #8 Needles
(Bear is 20 cm tall)

Leg #1:

Cast on 8 stitches
Garter stitch 16 rows
Cast off
Weave in ends

Eyes:

K5, K1 in contrast colour (eye), K4, K1 in contrast colour,
repeat for a 2nd row, continue working until a total of 38
rows total from start of head, are done

1. Explain what does the term Copyright mean (1)
2. Indicate why is Copyright important (1)
3. Name the entrepreneurial possibilities do you think commercial patterns provide (1)
4. Give a reason why do you think the material and needle sizes are given, do you think it are crucial/necessary to give it (1)
5. Explain why you think the loose ends must be weaved in and how it could be done. (1)
6. In table format list all the knitting terminology and abbreviations you see on the pattern and give short explanation of each term (1)

ACTIVITY

EXTENDED OPPORTUNITY if groupwork are completed

Cut out to make cards, use for playing games like Snap; Bingo; Mix and match

alt	alternate	Every second row / stitch must be done in the same way
beg	begin(ning)	At the start or at the beginning
cont.	continue	Keep going as you we're doing
st(s)	stitches	The number of rounds on a needle
K	knit	Needle is inserted from back to front
P	purl	Needle is inserted from front to back
sl	slip	Skip the stich without knitting it
patt(s)	pattern(s)	The sequence of actions
rep / *	repeat	Stitches from the one * to the other * must be repeated
g st	garter stitch	All rows are knit with the same stitch

rib	Ribbing stitch	Stitches are varied between knit and purl in constant manner to form lines, ribbing stretches
stst	stocking stitch	Rows are varied between knit and purl in constant manner one side cobbly and one side not
M1	Make 1	Increase stitches by adding 1 stitch
K2tog	Knit two together	Knit two stitches as one to decrease size of item
Inc.	Increase	Increase the number of stitches
dec	Decrease	Decrease the number of stitches

TERM 2 PRACTICAL LESSON 4**(60 minutes)****Read and interpret a knitting pattern and abbreviations****Notes to the Teacher:**

1. Make copies of the given extract from a commercial pattern
2. Give learners 60 minutes to individually complete the practical activity

TERM 2 PRACTICAL LESSON 4**20 marks****Reading pattern and abbreviations**

Study the following pattern and answer the questions that follow

Wide Brim Men's cap**Materials**

- US Size 6 (4.0 mm) knitting needles (double pointed)
- [Lion Brand Fisherman's Wool](#) (worsted weight yarn) 63 g

Pattern

Cast on 90 sts.

Work 33 rows in P5, K4 ribbing

Inc 10 sts: K9, M1 across (100 sts)

Work 30 rounds in stockinette patt

To knit Crown:

Row 65: *K8, K2tog* across (90 sts)

Row 66: K1 round (and every alt row)

Row 67: *K7, K2tog* across (80 sts)

Row 69: *Slip 1, K1, rep from * to end

Row 71: *K6, K2tog* across (70 sts)

Row 73: *K5, K2tog* across (60 sts)

Row 75: *K4, K2tog* across (50 sts)

Cast off. Weave in ends



QUESTIONS

1. Name the size of the needle that can be used for this cap. (1)
2. Explain why it is important to use the size of the needles suggested. (1)
3. Lion Brand Fisherman's wool is sold in 100 g balls. If you have 5 balls determine how many caps you will be able to knit (Show ALL calculation). (2)
4. Explain how row 72 must be knitted. (1)
5. Name the number of ribbing rows. (1)
6. Write the following out in words: 10sts: K9, M1 across (100sts). (2)
- 7.1 Indicate if row 65 refers to increasing or decreasing. (1)
- 7.2 Provide evidence from the pattern of your answer in 7.1 (1)
8. Help the developer of the pattern to make an Abbreviation list for the given pattern by completing the following table. Fill in the missing meaning or abbreviations:

ABBREVIATION	MEANING
K	8.1
P	8.2
Patt	8.3
K2tog	8.4
sts	8.5
8.6	Every second row/stich must be done in the same way

- (6)
9. Give the reasons for weaving in the loose ends on an article. (2)
10. Name entrepreneurial opportunities provided by knitting. (2)

TOTAL :20

Technique of knitting	
Setup:	Demonstrate the technique of knitting - correct method for holding the needle and yarn; casting on; casting off
Informal Activities:	<p>Teacher: Teach slip knot, casting on and casting off</p> <p>Slip knot https://www.youtube.com/watch?v=YcN_NPR2jLE</p> <p>Cast on without slip knot https://www.youtube.com/watch?v=XvIY2vo_mPQ</p> <p>Cast on with needles https://www.youtube.com/watch?v=cLRJiDHuHpk</p> <p>Cast off https://www.youtube.com/watch?v=QgyQJPboHWE</p> <p>(learners can use pencils or sosatie sticks if they do not have knitting needles, best to always to start with shorter “needles”, learners tend to struggle less.)</p> <p>By casting on & off you create a string that learners can use</p> <p>Learners: Practice the slip knot</p> <p>Practice casting on and casting of</p>
Formal Activities:	
TIME:	60 minutes

HOW TO HOLD YARN

Method 1:

Holding the yarn in the right hand, pass the yarn under and around the little finger, over the ring finger, under the middle finger and over the index finger.

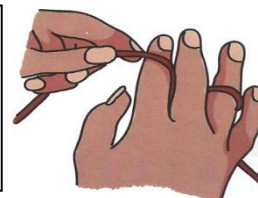
Use the index finger to pass the yarn round the needle tip. The tension on the yarn is controlled by the yarn circled round the little finger.



Method 2:

Holding the yarn in the right hand, pass it under the little finger, over the ring finger, under the middle finger and over the index finger.

Use the index finger to pass the yarn round the needle tip.



Method 3:

Holding the yarn in the right hand, pass the yarn under and around the little finger, then over the index finger.

The tension is controlled by gripping the yarn in the crook of the little finger.

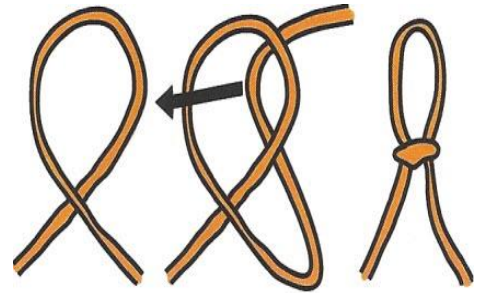


KNITTING STITCHES

The **slip knot** is a stopper knot which is easily undone by pulling the tail (working end). The slip knot is used as a starting point for crochet and knitting, as it can be adjusted to the size of the needle easily

Making a Slip Knot

- Leave about an 8 cm tail and flip the tail over the yarn coming off the yarn ball.
- Flip the tail under the loop that was created so that it is going down the centre of the loop from behind
- Pull the tail slightly through the loop.
- Place one of your needles into the new top loop created (the smaller of the two loops)



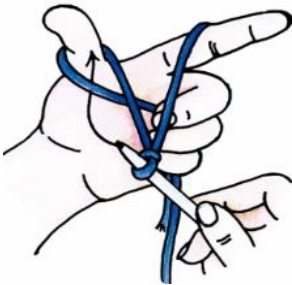
CAST ON (CO)

Casting on stitches could be done with needles or by Hand

Cast on with needles

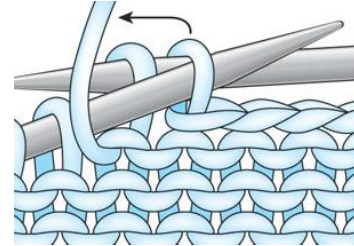
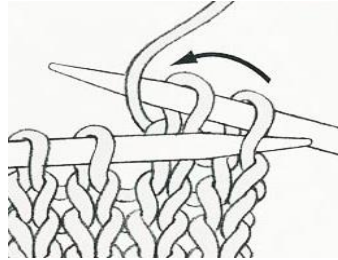
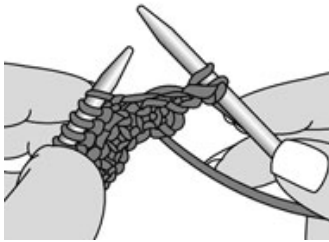


Cast on by hand



Bind/Cast Off (BO)

Knit two stitches onto the right needle, then pull the bottom one up and over the top.
Knit one more stitch onto the left needle, then pull the bottom one up and over the top.
Keep doing this, one at a time, until you're down to a single stitch on the left needle.

**ACTIVITY**

Cast on 30 stitches, with needles or by hand. Try both ways to see which is the best for yourself

Cast off all stitches, you will see you created a string

TERM 2 PRACTICAL LESSON 5**20 marks****Demonstrate basic techniques** casting on; casting off**(60 minutes)****Notes to the Teacher: Prior to lesson:**

1. Cut 2-meter strings of yarn, 1 per learner.
2. Familiarize yourself with the casting on video (see power point)
3. Familiarize yourself with the casting on gif (see power point)

During the lesson:

Resources – Power point Term 2 Week 4

1. Give every learner a piece of yarn.
2. Use power point to teach learners the different skills.
3. Let them practice the slip knot again. (See power point)
4. Let them put loop on the needle and start casting on stitches.
5. Show learners the different ways of casting on stitches and let them decide which one they like the best. Again, send the gif 's to their phones so that they can practice it
6. Let learners try both ways shown on power point, they use the method suiting them the best. Ensure every learner can cast on stitches, let the cast on stitches pull out and put up again until they are confident with the skill
7. Let learners cast on 30 stitches and let them cast off immediately

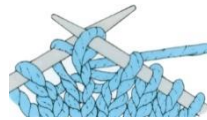
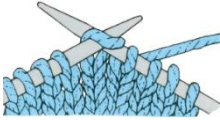
TERM 2 PRACTICAL LESSON 5**Demonstrate basic techniques** casting on; casting off

Cast on 30 stitches
Cast /Bind off

TERM 2 PRACTICAL LESSON 5
MARKING RUBRIC casting on; casting off
20 marks

CRITERIA	1	2	3
Handling of yarn	Learner struggled to handle the yarn correctly	Learner struggled to handle the yarn at first but got it right during the process	Learner handled the yarn correctly from the start and did not struggle
Handling of needles	Learner struggled to hold the needles correctly a	Learner struggled to hold the needles at first but got it right during the process	Learner held the needles correctly from the start and did not struggle
Learner tried both casting on methods	Learner struggled with both methods / only tried one casting on method	Learner tried both casting on methods but struggled with one of them	Learner tried both casting on methods and did not struggle with any of them
Casted on 30 stitches	Too little stitches casted on	Exactly 30 stiches casted on and off without struggling	
Tension	Tension too tight	Tension just corrects	
Appearance of stitches	Majority of the stitches is different sizes	Some of the stitches is different sized	All of the stitches are the same sizes
Cast /Bind off	Cast off technique totally wrong and learner struggled	Cast off technique correctly executive	
Final product	No Name attached or not neatly presented	Name attached and neatly presented	

Also referred to as plain or garter stitch, knitting looks the same on both sides
abbreviation on patterns is a k, it can be written as a small or capital letter



TENSION IN KNITTING

In knitting, tension or gauge is simply a description of how tight the knitted stitches are.

Why does knitting tension matter?

Tension affects the overall appearance of your project, and constant practice is needed to overcome this hurdle.

Tension affects the size, thickness, appearance and density of your knitting and is largely determined by three things:

a) Knitting needles

Big chunky needles will make the stitches large, making your finished garment loose-knit and floppy. Thinner knitting needle will make stitches smaller, making your article to be dense and a lot less flexible. If your knitting is too tight use bigger needles and if it is too loose use smaller needles.

b) Holding the yarn

Many new knitters pull the yarn much too tight while learning. This makes it much harder to knit the next row as it makes it difficult to slide the stitches up and down the needle and it will also be hard to get the point of the needle into a next stitch if the stitch is too tight.

More importantly, it will also affect how the finished project looks: if your knitting is too tight it may curl-up or crumple and it will certainly not be the size you expect.

On the other hand, if you don't hold the yarn tight enough your new stitch will be loose and flopping everywhere.

c) Yarn thickness

The thickness of the yarn will determine the size of the needle. If the yarn you use is thicker or thinner than the one the pattern is written for, your tension will be different, and the finished item will not be the size you intended.

ACTIVITY

Learners put up stitches and practice knitting plain/garter stitch, cast off

Cast on 10 stitches

Knit 5 - 10 rows

Cast /Bind off

**TERM 2 PRACTICAL LESSON 6****20 marks****Demonstrate the technique of plain knitting****(60 minutes)****Notes to the Teacher: Prior to lesson:**

1. Cut 4-meter strings of yarn, 1 per learner.
2. Recap casting on and off

During the lesson:

Resources – Power point Term 2 Week 4

1. Give every learner a piece of yarn.
2. Use power point to teach learners the different skills.
3. Let them put cast on stitches the way they prefer.
4. Show learners the different ways of putting up stitches and let them decide which one they like the best. Again, send the gif 's to their phones so that they can practice it
5. Let learners try both ways shown on power point, they use the method suiting them the best. Ensure every learner can cast on stitches, let the cast on stitches pull out and put up again until they are confident with the skill
6. Let learners cast on 10 stitches and start knitting
7. Show learners the video of knitting plain and let them try to follow from tutorial and video (put video on auto repeat) (see power point)
7. Learners knit 6 rows and then cast off
8. Show them how to cast off (see power point)

PRACTICAL LESSON 6 Demonstrate basic techniques plain knitting*Cast on 10 stitches**Knit 6 rows**Cast /Bind off***TERM 2 PRACTICAL LESSON 6****20 marks****RUBRIC Plain Knitting**

CRITERIA	1	2	3
Handling of yarn	Learner struggled to handle the yarn correctly	Learner handled the yarn correctly from the start and did not struggle	
Handling of needles	Learner struggled to hold the needles correctly	Learner held the needles correctly from the start and did not struggle	
Casted on 10 stitches	Too little stitches casted on	Exactly 10 stiches casted on and off without struggling	
Knitted 6 rows plain	Knitted less rows	Knitted more rows	Exactly rows knitted without struggling
Tension of stitches	Tension too tight	Tension overall too loose	Tension just corrects
Appearance of stitches	Majority of the stitches is different sizes	Some of the stitches is different sized	All of the stitches are the same sizes
Cast /Bind off	Cast off technique totally wrong and learner struggled	Learner struggled with the casting off technique at first but got it right during the process	Cast off technique correctly executive
Final product	No Name attached or not neatly presented	Name attached and neatly presented	

Fixing knitting mistakes

To undo your knitting, there are two methods: frogging and tinking.

Frogging

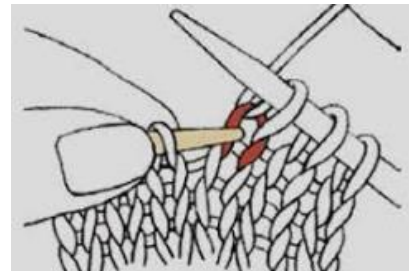
Frogging is what you do when you need to unravel a knitting project. To frog, you remove your knitting needles and start pulling the yarn to rip back to where mistake was made.

You then have to insert the needle through all the stitches again.



Tinking

To tink, you unknit one stitch at a time. In fact, "tink" is just "knit" backward, which is how it gets its name. When tinking you have more control over each stitch, which can be helpful for some types of stitches and patterns. The method takes a lot longer, so it's best for when you only need to go back a short distance to fix a mistake.



Weaving in loose ends

Weaving in ends is always a necessary step at the end of any project. Even the smallest project has at least two ends: one at the cast on edge and one at the bind off edge.

Larger and more complex projects can have many, many ends to weave in. Weaving in ends is essential to give your project a finished look and to keep those ends from getting loose and causing your knitting to unravel. It's not difficult but it can be time-consuming.

The goals of weaving the ends in are:

- To hide or make the ends of the yarn invisible on the right or front side.
- To prevent the article from unravelling.
- To make the project look nicer and give it a more professional look.
- To make it more comfortably to wear, it would be quite uncomfortable if there is excess yarn lurking about.

Term 2 SKILLS TEST**Demonstrate the technique of knitting - Make an entrepreneurship article****(120 minutes)****Notes to the Teacher: Prior to lesson:**

1. Prepare small balls of wool for every learner.
2. Ensure there is sosatie sticks for those that do not have knitting needles
3. Get pictures of what they can make for their entrepreneurial item (see power point for examples)

During lesson:**Resources – Power point Term 2 Week 5**

1. Explain to learners that they need to use the skill they obtained to make a small entrepreneurial item
2. Use the provided Power point to show them examples of what they can make. (Although some examples show crocheted items it is about giving ideas, the same article could also be knitted.
3. Give learners the marking grid that will be used to evaluate the product, so they know what is expected of them
4. Provide them with the resources and emphasize that this makes up a big part of there term mark.

Term 2 SKILLS TEST**Demonstrate the technique of knitting - Make an entrepreneurship article****(120 minutes)**

1. Be creative and knit a small entrepreneurial item that will be evaluated as a skill mark

The following rubric will be used to evaluate the item

ENTREPRENEURIAL PRODUCT

- Choice of product – is it suitable for an entrepreneurial item (4)
- Knitting skills (casting on, knitting, casting off)
 - Techniques completed (4)
 - Workmanship (4)
- Decoration – was any extra effort put into making the item attractive (4)
- General Appearance and neatness of the item (4)

Scale for Assessment:

1. Unacceptable, does not meet requirements, cannot sell
2. Poor, meets requirements but would not sell
3. Average, meets the requirements, should sell
4. Excellent, exceeds all requirements, will sell well

TERM 3

1.1 MARK ALLOCATION

Learners work individually for Practical lessons and Skills tests.

The marks for the Practical Work are indicated below.

Practical Lesson 7:	20
Practical Lesson 8:	20
Practical Lesson 9:	20
Total	60
Practical Skills Test 3: (used for term 4)	20

The Informal Activities is done to inculcate the skills that will be assessed in the Practical Lessons, which contributes to SBA marks for Term 3. Exemplary assessment tools for the practical lessons are included. The Skills Test forms part of the PAT mark of term 4

TO THE TEACHER	
Knitting skills, recap previous skills add stocking stitch	
Setup:	Recap previous skills add stocking stitch and counting rows
Informal Activities:	<p>Teacher: To recap skills of term 2 let learners make small flower https://www.youtube.com/watch?v=9PoagK33Xrc</p> <p>Teach learners to knit purl stitch / stocking stitch</p> <p>Purl https://www.youtube.com/watch?v=tc9KxWjtu94</p> <p>https://www.youtube.com/watch?v=fGXJK3mOVCM</p> <p>Stocking stitch https://www.youtube.com/watch?v=ut1-OyuZLIY</p> <p>Teach learners to count rows (garter and stocking stitch rows) https://www.youtube.com/watch?v=a6vM-3E0fRY</p> <p>Learners: Practice knitting stocking stitch</p>
Formal Activities:	Practical lesson 7: Stocking stitches and counting rows
TIME:	60 minutes

ACTIVITY (Baseline Assessment)

Cast on 30 stitches (video says 85 but less stitches gives smaller flower)

Knit 5 rows (DO NOT CAST/BIND OFF)

Break off yarn leaving a long tail of approximately 20 cm

Use tapestry needle and string yarn through stitches

Gather and roll and sew secure to form flower (see video on power point)

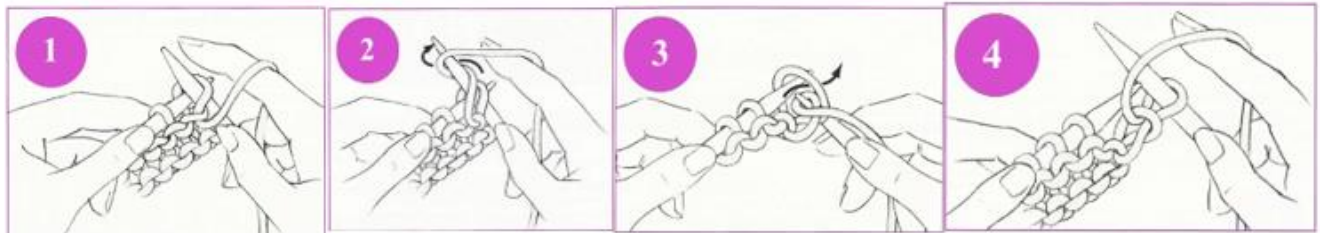
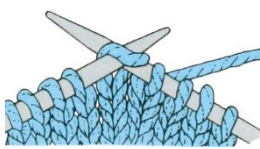
**Purl stitch (p)**

Also referred to as plain or garter stitch, knitting looks the same on both sides
abbreviation on patterns is a k, it can be written as a small or capital letter

When you're knitting plain stitches, the long piece of yarn starts from behind the right needle, and you direct that needle from back of the stitch to the front.

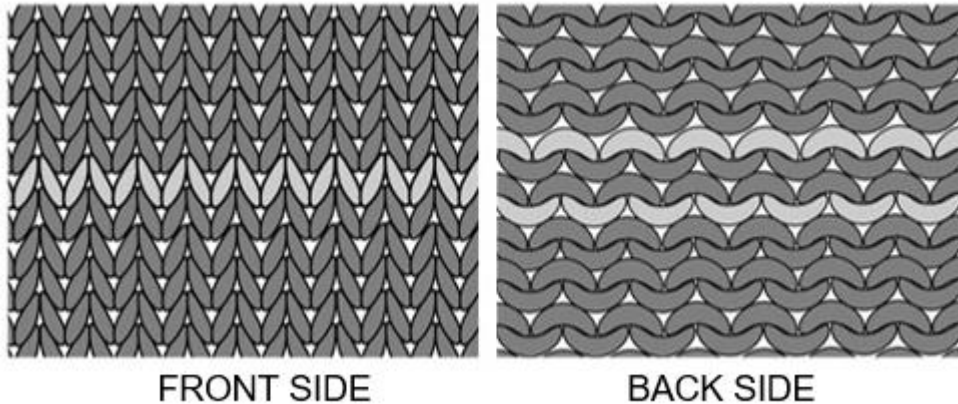
Purl stitches work the opposite: the long piece of yarn starts from in front of the right needle, and you direct the needle from front of the stitch to back

Place the needle is from the front to the back



Stocking /stockinette stitch

Stockinette stitch has a right and a wrong side. The right side is typically the smooth side, called knit side. On this side, the stitches look like small V's. The bumpy side of stockinette stitch fabric is called purl side. To knit stockinette stitch (abbreviated St st), you alternate a knit row with a purl row.



ACTIVITY

Learners put on 10 stitches knit 4 rows only purl then 5 rows stockinette, cast off

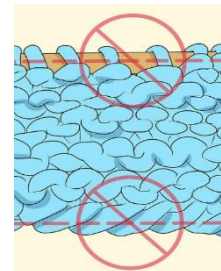
COUNTING ROWS IN KNITTING

Counting rows in knitting can be very confusing, especially if you have a lot of rows to count or when it is difficult to identify the stitches.

It is necessary to count rows to ensure that a project is completed correctly. By learning some simple strategies for identifying your stitches you will find that counting rows is much easier

Identifying stitches in rows

It is best to ignore the stitches in your cast on row and the stitches on your needle when counting rows as these do not count, so when you are counting your rows ignore them. Begin counting on the row above the cast on row and finish counting on the row before you get to your knitting needle



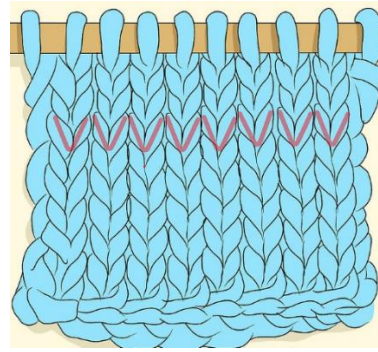
<https://www.wikihow.com/Count-Knitting-Rows>

METHOD 1**Look for the V's in your work.**

To identify a knit stitch, look for V shapes.

Each V is a stitch in a row, so you can easily count rows by counting the V's from the bottom to the top of your knitting.

- For example, if you look at given example there is count 8 V's going from the bottom to the top

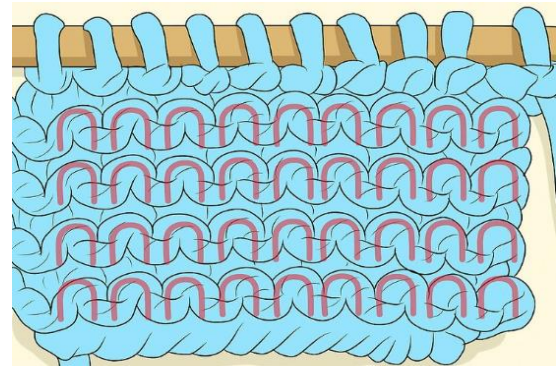


<https://www.wikihow.com/Count-Knitting-Rows>

METHOD 2**Count the upside down U shapes.**

If you are working in garter stitch or if you want to count the purl stitches instead, then you can also count the upside down U shapes in your knitting. Each of these shapes represent a stitch in a row, therefore, count these going from the bottom to the top of your knitting to find out how many rows you have knitted so far.

- For example, if you count theses shapes
In the given sample there are 4 rows.



<https://www.wikihow.com/Count-Knitting-Rows>

FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting**Practical lesson 7– Stocking stitches and counting rows
Term 2****TOTAL 20****Surname, Name:****Gr. 8** ____

1. Look at the following sample and answer the questions that follow:
- 1.1 Identify the different stitches that was used to create the sample (1)
- 1.2 Indicate how many rows was knitted in the sample (1)
- 1.3 Briefly explain the process you used to get to your answer in 1.2 (2)
- 1.4 Decide whether it is the front or the back of your project you are busy with (1)
- 1.5 The article has 10 stitches. Write the pattern in the correct format for ONLY the first 4 rows article after casting on stitches (3)



2. Use yarn and knit the following sample below: by following the pattern (12)



*Cast on 10 stitches
 Rows 1-4: Knit
 Row 5: Purl
 Row 6: Knit
 Row 7 Purl*

*Repeat above pattern (from row 1 to 7)
 once more
 Then end with 4 knit rows
 Cast off. Weave in ends*

Marking rubric for sample knitting

(12)

CRITERIA	1	2	3
Casting on and binding off	The tension of one or both is either too tight or too loose. The stitches in one or both look uneven	The tension of both is correct The stitches in both look even	
Overall Tension	Tension poor throughout uneven Loose or dropped stitches visible	Tension excellent, Even throughout no loose or dropped stitches	
Side edges	Most of the side edges not neat, straight and even	Some of the side edges not neat, straight and even	All the side edges are neat, straight and even
Pattern	Pattern not correctly followed Incorrect number of stitches and /or rows Needed a lot of assistance with pattern	Pattern correctly followed Correct number of stitches and rows Followed pattern without assistance	
Overall appearance ends	Untidy all loose ends not weaved away, or technique used not correct	Average as some loose ends were not weaved in or technique used was not correct	Excellent all loose ends weaved in with correct technique

Knitting skills Rib stitch and joining sides	
Setup:	Rib stitch and joining sides
Informal Activities:	Teacher: Teach how to knit ribbing (1x1 and 2x2) 1 x 1 https://www.youtube.com/watch?v=yRv5SKPSpXg 2 x 2 https://www.youtube.com/watch?v=GLkVP77eg0c Teach learners join knitting pieces https://www.youtube.com/watch?v=WAWAeM3F7jA https://www.youtube.com/watch?v=WAWAeM3F7jA Packaging and labelling Learners: Practice knitting stocking stitch
Formal Activities:	Practical lesson 8: Rib stitch and joining sides
TIME:	60 minutes

Rib stitch

Articles created from rib stitches are stretchy. It consists of columns of knit stitches alternating with columns of purl stitches. To make a ribbed pattern, you change from knit stitches to purl stitches *within* a row — instead of alternating knit rows with purl rows (as you do when making horizontal stripes).

1 x 1 Ribbing (always cast on an uneven nr of stitches)

Single knit stitches alternate with single purl stitches, creating very narrow columns that stretches quite a lot.

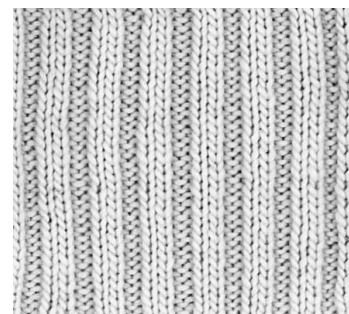
To create 1 x 1 ribbing, cast on an even number of stitches.
 Work all rows: K1, p1; till end of row.
 Repeat this row for the length of your piece.



2 x 2 Ribbing (always cast on a multiple of 4 stitches)

Alternates 2 knit stitches with 2 purl stitches. It creates wider columns, but stretches slightly less than 1 x 1 ribbing

To create 2 x 2 ribbing, cast on a multiple of 4 stitches.
 Work all rows: K2, p2; till end of row.
 Repeat this row for the length of your piece.



Joining different pieces of knitting

<https://www.dummies.com/crafts/knitting/knitting-stitches/how-to-join-knitted-pieces-with-the-mattress-stitch/>

Mattress stitch is best for joining pieces side to side as it makes a practically invisible and nicely flexible seam. It can't be used successfully if the pieces difference of more than 1 or 2 rows.

Step 1

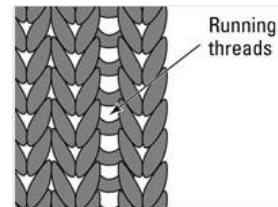
Lay out your pieces next to each other, right sides facing up, bottom edges toward you.

You seam from the bottom edge up. If you've left a tail of yarn at the cast-on edge, you can use it to get started.

STEP 2

Locate the running thread between the first and second stitches on the bottom row of one piece.

Gently pull apart the first 2 edge stitches to see the series of little horizontal — running — threads connecting them.



STEP 3

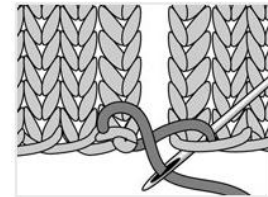
Thread the tail of yarn or a fresh piece on a tapestry needle.

Make sure your tapestry needle is blunt to avoid piercing the yarn.

STEP 4

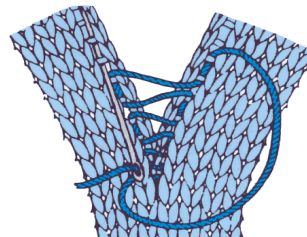
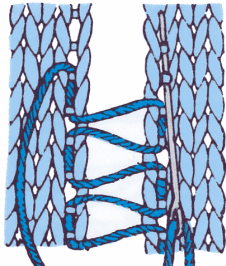
Join the bottom edges of the pieces, using a figure eight.

Work through the two threads on the cast-on row.



STEP 5

Bring your needle under the thread; then pick up the running thread between the first and second stitches on the opposing piece. This step begins your mattress stitch pattern.



<https://www.learn2knit.co.uk/knitting/joining.php>

STEP 6

Work back and forth from running thread to running thread to running thread, keeping the tension easy but firm.

Check the tension by pulling laterally on the seam from time to time. The amount of give should be the same as between 2 stitches.

ACTIVITY

Learners put on 13 stitches knit 10 rows 1 x 1 ribbing

Learners put on 12 stitches and knit 10 rows 2 x 2 ribbing

PACKAGING

Packaging protects the product and is designed to attract the attention of the consumer. It is designed to be easily displayed, handled and opened.

The packaging of some clothing products can be resealed after opening. Different types of packaging can be used to persuade customers to buy a product.

REASONS FOR PACKAGING

1. Improve Appearance & Hygiene because attractive products attract attention and will be chosen over another
2. Protect from damage e.g. Airtight package that prevent product from getting dirty
3. Improve handling and is therefore easier to transport and store
4. Help to advertise the product because it helps: create market, cultivate loyalty, ensure quality,
5. Contains a label that provides information on care and use

FACTORS IMPORTANT BY CHOOSING

1. Be minimal - just enough to cover the product.
2. Must be safe and hygienic
3. Be attractive and economical, preferably transparent
4. Suitable for product type & target market
5. Strong enough to protect product
6. Be user-friendly and provide information.
7. Label must be clearly legible
8. Eco-friendly preferably biodegradable / reusable / recyclable
9. Don't mislead consumers (in terms of size, etc.)

LABELING

TWO MAIN FUNCTIONS OF LABELS

1. To provide information to users
2. To advertise product

IMPORTANT FACTORS FOR LABELS AND ADVERTISEMENTS USED AS MARKETING TOOLS

1. Place/ contact details must be given/ indicated
2. It must be creative and eye catching
3. The layout simple and the message must be clear and understandable, it must not be to "busy" or require too much reading
4. The product clearly stated or shown by a suitable illustration
5. Price must be included
6. Trade name must be given
7. There MAY NOT BE ANY spelling errors

EXAMPLES OF LABELS



CLASS ACTIVITY


- Evaluate the packaging of the following products

A



B



FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting	
Practical lesson 8 – Rib stitch and joining sides	
Term 3	
TOTAL 20	
Surname, Name:	Gr. 8 ____
<p>Create a bracelet in 1 x 1 ribbing, be creative and decorate it to make it more attractive for people to buy.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Cast on 19 stitches Knit 10 rows in 1 x 1 ribbing Cast off Sew together ends Weave in loose ends</p> </div> </div>	

Practical lesson 8 – Rib stitch and joining sides**Term 3****RUBRIC**

1. Marking rubric of sample made yarn, testing pattern reading and knitting skill (20)






	1	2	3	4
Instructions Pattern followed	Could not follow instructions, Incorrect number of stitches and /or rows Needed a lot of assistance with pattern	Could not follow instructions, Incorrect number of stitches and /or rows Needed a little assistance with pattern	Followed instructions Correct number of stitches and /or rows Needed some assistance with pattern	Followed instructions Correct number of stitches and /or rows Did not need assistance with pattern
Workmanship Cast on, tension, Bind off, ends weaved in	Unacceptable Tension loose/dropped stitches, ends not weaved in	Tension poor, loose/ dropped stitches, ends weaved in	Average Tension. No loose/dropped stitches, ends not weaved in	Excellent Tension no loose/dropped stitches, ends weaved in,
Creativity Innovativeness Decoration	Unacceptable. No attempt to add decoration	Poor attempt to add decoration	Some attempts to add decoration	Excellent decoration added
Appearance Neatness Loop	Unacceptable, appearance, item not neat and clean Not joined correctly	Poor appearance item neat but not clean Joining not correct	Average appearance item not neat but clean Some mistakes with joining	Excellent, appearance, item neat and clean Correctly joined
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting**Practical lesson 9 – Packaging and Labelling****Term 3****TOTAL 20****Surname, Name:****Gr. 8 ____**

You create a bracelet in the previous practical lesson now you need to awaken your entrepreneurial skills.



- 1.1 Evaluate the following packaging suggestions and give ONE reason why it will be suitable or not. Use the following table for your answer: (10)

	PACKAGE	✓ or X	Motivate your answer
A	 Cardboard box		
B	 Hard plastic bowl with lid		
C	 Resealable white plastic bag		
D	 Eco-friendly cardboard container with see through top		
E	 Ziplock plastic bags		

- 1.2 Indicate which one you will choose for your product.



(1)

2. Evaluate the given labels, give one reason why each of labels will not be suitable for this specific product

(3)

	LABEL	Reason why it is not suitable
A		
B		
C		

3. Identify/Find the mistake in each of the following labels and indicate how you will correct it, draw the correct symbol when needed (6)

A



B



C



FORMAL ASSESSMENT Consumer Studies Gr. 8 – Option: Knitting**Practical Skills Test 3****Term 3****TOTAL 20****Surname, Name:****Gr. 8** ____

Awaken the entrepreneur in yourself make one of the following entrepreneurial products given below. It will be required that you make the product without a pattern, you need to create the product yourself.

All products must be made with 20 stitches (width), the length will depend on which item you are making. Use any stitches or combination of stitches that you have been taught

You will be evaluated on the following:

- knitting skill,
- Creativity and decoration,
- Sell ability

Cup cosy**Tin/bottle cover****Cell phone cover****TOTAL 20**

Practical Skills Test 3**RUBRIC**

1. Marking rubric of sample made yarn, testing pattern reading and knitting skill (25)

- Basic and advanced knitting skill,
- Creativity and decoration,
- Appearance
- Sell ability

	1	2	3	4
Basic skills Cast on, tension, Bind off, ends weaved in	Unacceptable Tension loose/dropped stitches, ends not weaved in	Tension poor, loose/ dropped stitches, ends weaved in	Average Tension. No loose/dropped stitches, ends not weaved in	Excellent Tension no loose/dropped stitches, ends weaved in,
Advanced skills Pattern knitting	Width less than 20 stitches Only 1 stitch or pattern used	Width 20 stitches Only 1 stitch or pattern used	Width 20 stitches 2 stitches or patterns used	With 20 stitches More than 3 stitches or patterns used
Creativity Innovativeness Decoration	Unacceptable. No attempt to add decoration	Poor attempt to add decoration	Some attempts to add decoration	Excellent decoration added
Appearance Neatness Loop	Unacceptable, appearance, item not neat and clean Not joined correctly	Poor appearance item neat but not clean Joining not correct	Average appearance item not neat but clean Some mistakes with joining	Excellent, appearance, item neat and clean Correctly joined
Sell ability of product	Unacceptable, nobody will buy it	Poor, very little people will buy it	Average, some people will buy it	Excellent, all people will buy it

TOTAL 20

TERM 4

1.1 MARK ALLOCATION

Learners work individually for Practical lessons and Skills tests.

The marks for the **PRACTICAL BASED LEARNING** are indicated below.

Practical's term 1-3 (3 x 60) = 180 marks	60%
Project Based Learning 20 marks	20%
<i>Theory</i>	20%
Total 100 marks	Term mark

The Practical Skills test of term 1 – 3 count for 60% of this terms Skill test mark and the other 20% will be done by Practical Based Learning, this will form the PAT mark of term 4.

PROJECT BASED LEARNING

People was so impressed with the product you made for the skills test in term 3, that you decided to make more of the same item and to sell it, however, to ensure that people become aware of the product you need to market it to the local community on social media. Use the following steps to help you with your marketing strategy:

1. Choose a creative, suitable trade name for your potential business. [2]
2. Invent a logo/slogan that is suitable for your business and that would attract potential new customers [3]
3. Explain how you will package your item by doing the following:
 - (i) Paste a picture or make a drawing of the type of packaging material you will use to sell the product in [2]
 - (ii) Briefly explain why you decided on this specific packaging named in (i) [3]
 - (iii) Design yourself a creative, attractive label that will fit the image of your product and will draw the attention of your target market. Make a real label that you attach to the item, in other words the label need to be the correct size and must include the needed detail to serve as a marketing tool for your product. For example, you need to include your trade name, logo, address/contact details, and the price. [4]
4. Develop a full-A4 page, colourful advertisement suitable for social media [6]