

Strategy Scenario #1
Melody Waltman Gray
Frames

Strategy: Frames Type II

Content: Identify how different pieces of clothing/laundry are properly/safely washed

Title: I never bought pink underwear!

Number of Participants: 10-12

Target Audience: Middle School to High School Students

Goal of Activity: To teach students how to use a washing machine, sort laundry and select the proper settings on the washing machine for each type of laundry.

Learning Outcomes:

Gagne's Learning Outcomes- Cognitive Strategies

Bloom's Taxonomy – Knowledge, Comprehension and Application

Learner Characteristics: Middle School to High School Students in a Home Economics Class

Entry Skills: None

Setting: Home Economics Classroom

Time Required: One 1 1/2 hour session

Media: Sears Kenmore heavy duty washing machine

Process:

1. Instructor will identify and explain parts of a washing machine, explain load size, water level, water temperature and wash cycles. The instructor will talk about types of laundry and how to tell proper washing requirements.

2. The following Frame will be displayed on the chalk board:

Water Temp	Hot/cold	Hot/warm	Cold/cold	Warm/warm	Warm/cold
Wash Cycle					
Normal					
Permanent Press					
Knit/Delicate					
Prewash					

3. Instructor will explain the use of Frames and the function of this particular one.

4. The instructor will pick up 30 different pieces of laundry and ask students to place the laundry in the appropriate box in the Frame.

5. Questions, comments, and observations will be addressed.

Strategy Assessment:

1. Completed frame allows a visual display of the types of laundry and how they should be washed.
2. Student learn how to create a frame and use it as a visual representation of a task.

REFERENCES:

West, C. K., Farmer, J. A. & Wolff, P. M. Instructional design: Implications from cognitive science. Chunking: Organizing strategies (pp.36-55). Englewood Cliffs, NJ: Prentice-Hall Inc.