TEACHER STORY GUIDE

# Small Repairs, Practical Learning

DRAFT FOR REVIEW

Inspired by Jusinta Kwakyewaa's clothing and textiles teaching and Free School Uniform Project in Ghana.

**Before you begin:** consult the appropriate school or district department, secure required approvals, follow school policy. Arrange trained supervision for tools and protect the privacy and dignity of anyone receiving support.

## Learning goals

- Practice a basic textile skill safely.
- Plan and check a useful repair against agreed criteria.
- Explain how practical skills can support a community need.

## Context

Jusinta's finalist profile describes a Clothing and Textiles Resource Centre and a separate uniform-support initiative. This small repair activity is an editorial adaptation, not her documented lesson sequence. It does not assume students produce the uniforms her project distributes.

## Suggested adaptations (editorial, not the educator's own process)

- Suggestion: begin with practice fabric and one simple skill, such as attaching a button or repairing a seam.
- Suggestion: consider a voluntary repair service only after learners demonstrate readiness and staff approve arrangements.
- Suggestion: coordinate support privately through designated staff, without asking learners to identify classmates in need.

## Resources

- Clean fabric scraps and thread (required): Choose suitable materials without sharp attachments.
- Age-appropriate sewing tools (required): Staff select, supervise, count and store needles and scissors.
- Accessible instructions and a sample (required): Show each step and the finished quality criteria.
- Buttons, needle threaders or adaptive grips (optional): Select according to the skill and access needs.
- School-approved AI tool (optional): For teacher planning only, with human review and no personal information.

## Preparation

- Consult relevant staff about an appropriate, voluntary project and confidential support route.
- Select one skill, assess tool risks and plan accessible participation.
- Prepare practice samples, a tool inventory and a simple quality checklist.

## Time and cost (estimates)

- Planning estimate: 20–30 minutes of preparation, two 30–40 minute sessions, and a short review.
- Planning estimate: $0–$25 using existing or donated materials, excluding staff time and specialist equipment. Check local costs.

## Implementation steps

1. Introduce the practical purpose. Demonstrate safe tool use and one repair on practice fabric.
2. Let learners choose suitable roles, such as measuring, stitching, organizing materials or checking quality.
3. Practice, inspect and revise. Check that stitching holds, loose threads are trimmed and tools are accounted for.
4. If separately approved, complete a small repair with the item owner's permission. A trained adult checks it before return.
5. Review what worked, what support was needed and whether the activity should continue.

## Accessibility supports

- Provide large-print, visual and spoken instructions with extra practice time.
- Offer adaptive tools and meaningful non-sewing roles without penalizing participation.
- Use lacing cards or pre-punched practice materials where appropriate; assess their safety too.
- Keep receiving assistance separate from participation, photographs or public recognition.

## Low-tech alternatives

- Use paper templates, hand tools and physical samples; no devices are necessary.
- If sewing tools are unsuitable, practice measuring, material selection and paper-pattern assembly.

## Assessment

- Check safe practice, accurate sequencing and the agreed repair criteria.
- Ask learners to explain one revision and why they made it.
- Record completed work and voluntary feedback without identifying recipients. Do not infer attendance gains from repair counts.

## Reflection

- What made the repair useful and reliable?
- Which roles and supports made participation possible?
- What materials, staff time and partnerships would continued work require?

## Variations

- Beginner: practice on fabric samples only.
- Experienced group: plan a small, staff-approved mending session with a qualified community partner.

## Optional reference: advanced requirements

- Machine sewing, irons, electrical equipment, garment fitting and public services require separate risk assessment, appropriate supervision and school approval.
- Before continuing, establish responsibility for supplies, quality checks, consent and maintenance. Donations do not guarantee sustainability.

## Credits

- Editorial adaptation by Champions of Learning, inspired by Jusinta Kwakyewaa's work.
- Source: Global Teacher Prize / Varkey Foundation, Jusinta Kwakyewaa finalist profile, December 8, 2025. Reported project outcomes are not an independent evaluation.
- Optional AI prompts are editorial supports, not a description of Jusinta's teaching methods.

## Links

- Jusinta Kwakyewaa: Global Teacher Prize profile

# Optional AI planning prompts

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Copy, fill in the bracketed parts, and always review the output yourself.

*AI is optional. These prompts help you plan; they do not describe how the featured educator worked. Review every output for accuracy, bias, and fit with school policy before using it with students.*

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## 1. Plan and adapt

```
Draft a small textile-repair learning activity for [AGE GROUP] practicing [SKILL]. Available resources are [MATERIALS], time is [TIME], and access needs are [ACCESS NEEDS]. Include practice samples, meaningful alternative roles and quality criteria. Flag questions for trained staff; do not invent school policy or replace a risk assessment.
```

**Teacher check:** Confirm age suitability, accessibility, tool supervision and local policy. Remove personal information and unsupported assumptions.

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## 2. Create implementation materials

```
Using these teacher-approved instructions [INSTRUCTIONS], create a concise checklist in [LANGUAGE AND FORMAT] for [SKILL]. Separate preparation, practice, quality checking and tool return. Suggest accessible wording or visual descriptions. Flag unclear instructions rather than guessing safety procedures.
```

**Teacher check:** A qualified adult must check technical accuracy and demonstrate the procedure before learners use the checklist.

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## 3. Reflect and improve

```
Review this anonymous summary [OBSERVATIONS, QUALITY CHECKS AND VOLUNTARY FEEDBACK] from [ACTIVITY]. Separate demonstrated skills from assumptions. Suggest one improvement to access, one to instruction and one to resource planning. Do not infer attendance, confidence or financial outcomes that were not measured.
```

**Teacher check:** Check conclusions against original evidence, include learner feedback and make the final decisions with relevant staff.