



4-H CLOTHING LEADER'S GUIDE

BEGINNING ACTIVITIES

University of California
Cooperative Extension
Merced County

INTRODUCTION

This Leader's Guide accompanies the 4-H Member's Clothing Activities for the beginning units (4-H 4225). The guide lists the major concepts, objectives, materials needed and suggested procedures to follow when teaching each beginning activity in your 4-H project meetings. The approximate times which are given are for teaching project groups of 4-6 members. In addition, there are teaching tips which you will find helpful.

Don't panic! You do not have to teach everything in this book in one year. These activities are intended to be completed at the end of the second project year. You may choose which activities you are going to teach and the order in which you will teach them. Reference is made to the 4-H Clothing Leader's Manual (4-H 4012) whenever there is related material which provides background information of interest when using the activity.

Whenever the completion of the activity fulfills one of the "Learn To," "Do," "Make," or "Explore" item in the beginning units of the 4-H Clothing Project Guide (4-H 4011), directions are given for the member to check the appropriate item as completed.

RELATED ACTIVITIES FEATURED

The suggested related activities may be done by the project group or an individual member if you find that one or more members are interested in exploring the activity in more depth, or wish to expand the activity. These are most appropriate if the beginning members are in an older age group, above 10-11 years old.

You may want to involve the parents or other adults in any activity which is preliminary to the member purchasing supplies for the project. This will place them in a more informed position to reinforce your lesson.

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BE WISE - BUY WISE

MAJOR CONCEPTS

A wide range of standards for clothing construction exists in the marketplace.

Applying the decision-making process improves clothing selection skills.

OBJECTIVES

4-H members will:

Recognize differences in clothing construction workmanship.

Compare quality of workmanship and price in three similar ready-to-wear garments.

Practice decision making by judging the quality and price of three similar ready-to-wear garments.

MATERIALS NEEDED

4-H Clothing Project Activity, "Be Wise - Buy Wise", page 1, for each member.

Three similar ready-to-wear garments with obvious differences in quality of workmanship, i.e. jeans or T-shirts. Prices of garments should be known.

PROCEDURE (Approximate time - 1 hour)

1. Using one of the garments you have selected, indicate to the members what they should look for in evaluating good workmanship in a ready-to-wear garment.
2. Have members examine the other two garments. They should record their evaluation on the activity sheet along with the price.
3. Have members answer questions on the activity sheet.
4. When members have completed this activity, have them check as completed: "Select and buy an item of clothing to fit your needs e.g. T-Shirt" under the "Do" section of Unit 1 or "Select and buy an article of clothing that fits into your wardrobe" under the "Do" section of Unit 2 in their 4-H Clothing Project Guide.

TEACHING TIPS

- * Leader Reference: 4-H Clothing Leader's Manual; pages 24-25, "Making Your Own vs. Ready-to-Wear".
- * Members at this age will probably have assistance from an adult when purchasing ready-to-wear. You may want to include parents or other adults when presenting this activity.
- * This activity may be best done as a group. You may want to do a second set of three similar garments, letting members make the final decision individually.

RELATED ACTIVITIES

- * Arrange a visit to a clothing store to compare clothes of different quality and price. Have members select a garment they feel is a good buy. Members should report to the project group why they feel it is a good buy.
- * If members select and buy an article of clothing that fits their needs, have them bring it to a project meeting and report to the group why they purchased the item, comparing quality and price.

RECYCLABLE FASHIONS

MAJOR CONCEPT

Use of certain items of clothing may be extended through a critical analysis of design and application of a variety of techniques.

OBJECTIVES

4-H members will:

Look for creative ways to restyle garments to make them more useful.

Increase their clothing vocabulary.

MATERIALS NEEDED

4-H Clothing Project Activity, "Recyclable Fashions", page 2, for each member.

Examples of garments or pictures of garments found in the answers of the crossword puzzle.

Examples of garments which have been restyled/recycled.

Members' garments which are no longer worn because they are out of style or wrong size.

PROCEDURE (Approximate time - 1 hour)

1. Work the crossword puzzle. Show members examples or pictures of the garments or items which may be familiar.
2. Discuss the possibilities of restyling or remaking some of these garments. Show them some examples.
3. Look at the garments the members brought. Have the group make suggestions of different things which could be done to recycle the garments.

TEACHING TIPS

- * Leader Reference: 4-H Clothing Leader's Manual, page 48, "The Second Time Around".
- * The crossword puzzle may best be done as a group activity. You may want to do this activity in two parts - present the idea of restyling garments to make them useable and show examples at one meeting; at the next meeting have members present their own ideas using their own garments.
- * This activity encourages creative thinking. Be careful not to criticize ideas which may hinder members' expression of individuality.

RELATED ACTIVITIES

- * Visit a second-hand clothing store or a garage sale as a source of finding good clothing items to recycle. Look for unusual design features, i.e. collars, special buttons which could be used on another garment, as well as quality fabric which could be restyled.
- * Visit someone in the community who has an outstanding reputation in restyling fashions.

FABRIC FACTS

MAJOR CONCEPTS

A knowledge of textiles provides a basis for selection and care of clothing.

Fabric characteristics need to be understood and assessed to determine quality needed for the intended use.

OBJECTIVES

4-H members will:

Recognize the characteristics of woven and knitted fabrics.

Distinguish between woven and knitted fabrics.

Recognize fabrics which are suggested for their pattern.

Obtain label information about the fabric they select for their garment.

Know the fiber content and care instructions for the fabric they select for their garment.

MATERIALS NEEDED

4-H Clothing Project Activity, "Fabric Facts", page 3, for each member.

Samples of both woven and knitted fabrics from your fabric scrap bag.

Magnifying glass (optional).

Members' pattern(s) they have selected or pattern envelopes of your own.

An example of a fabric bolt end with label information.

A variety of clothing care labels. Ask fabric store clerk for these.

Rubber cement

RELATED ACTIVITIES

* To see how fabrics and yarns are constructed: have members unravel fabrics. Look at yarns—some thick, some thin, smooth, rough. Untwist a yarn to see the small hairlike fibers. Some yarns may be more than single ply. Identify these.

* Visit a fabric store to look at a wider variety of fabrics than you may have in your fabric scrap bag. Start a fabric scrap bag by saving scraps which may be left over from projects.

* Some members may enjoy learning how to knit. If you do not know how, try to recruit someone who does to be a leader for a knitted clothing project.

* Have the members make a fabric dictionary with samples and names of fabrics and fibers they can use for future reference.

PROCEDURE (Approximate time - 1 hour, 15 minutes)

1. Using a sample of a woven and a knitted fabric, show the members the characteristics of each and how they can recognize each type. Have members look at fabrics under a magnifying glass so they can see the difference more easily.
2. From your fabric scraps, have members select a sample of each and mount these on the activity sheet, using rubber cement. This part of the activity could be done in teams or pairs.
3. Have members practice identifying woven and knitted fabrics by listing the fabrics worn by the other members at the meeting. This can be done individually or as a group.
4. If the members have brought their pattern envelopes with them, show them where to find the list of suggested fabrics. Help them select samples of these from your scrap bag to mount on their activity sheet. If they do not have their own pattern envelope, let them use one of yours for this part of the activity.
5. Discuss why each fabric is a good choice.
6. Show members where to obtain the fiber and care information about their fabrics. Show members examples of care labels. Explain what this information means and why it is important.
7. Ask members to complete the section on fiber content and care instructions for the fabric they purchase by obtaining this information at the fabric store. Ask them to report this to the other members at the next project meeting.
8. When members have completed this activity, have them check as completed: "Select an easy-to-handle fabric" under the "Learn To" section of unit 1 in their 4-H Clothing Project Guide.

TEACHING TIPS

- * Leader's Reference: 4-H Clothing Leader's Manual, pages 32-38, "Basic Fabric Weaves, Knits, Pile Fabrics etc.", and pages 28-30, "Care Label Information, Care Label Definitions".
- * This activity may get too long for this age group, so break it into two parts. Assign the second part of identifying fabric samples suitable for their pattern, as well as gathering the label and care information, as "homework" to do before their next project meeting. To complete the activity, have each member report to the project group what they have learned.
- * Members may have problems recognizing the difference between woven and knitted fabrics. Make sure you have some obvious examples in your fabric scrap bag.
- * Members may not be familiar with the difference between fiber and fabric. They will sometimes confuse fabric names and fiber names. For example, they will refer to percale as cotton or confuse the type of fabric construction with fabric and fiber name. Assist them in expanding their fabric vocabulary.
- * Members may find it easier to understand weaving and knitting if you can demonstrate how each is done by either using yarn or strips of paper. If you do not knit, ask someone who does to demonstrate this.

SIZE YOURSELF UP

MAJOR CONCEPT

Sizing of garments varies considerably between apparel and pattern industries.

OBJECTIVE

4-H members will take own measurements and determine correct pattern size and figure-type.

MATERIALS NEEDED

4-H Clothing Project Activity, "Size Yourself Up", page 5, for each member.

Tape measure.

String or ribbon.

Pattern size charts as found in back of pattern book.

PROCEDURE (Approximate time - 45 minutes)

1. Demonstrate how to take measurements needed to determine correct pattern size.
2. Tie ribbon or string around the member's waist to mark the natural waistline.
3. Have members work in pairs to take measurements. Check their measurements for accuracy.
4. Record all measurements on activity sheet.
5. Assist members in determining correct size and figure-type. Record this on the activity sheet.

TEACHING TIPS

- * Figure type is based on height and back waist length. Determine figure type before deciding pattern size.
- * Remind members to buy according to closest chest or bust measurement if they are making a shirt, blouse or dress. They should buy according to closest hip measurement if making slacks, shorts, or a skirt.
- * Remember, most 4-H'ers in the beginning age group (9-10 years) are still growing. Help them select a pattern style without too many fitting details, one which allows for some growth. Since the growth rate varies greatly in this age group, do not have members use a larger size pattern in anticipation of a size change.

RELATED ACTIVITIES

- * Show members how to use the different sections of a pattern book. Look for the artist sketches, yardages, backviews, index of pattern numbers in back, etc.
- * Discuss figure types; find examples of each in the 4-H project group.
- * Try to find two or three items which have labels indicating they are the same size. Compare them and suggest reasons for the differences. It would be good if at least one item was made from a pattern and one was ready-to-wear.

APPEARANCE COUNTS!

MAJOR CONCEPT

Good personal grooming and hygiene habits are important for health and self-esteem.

OBJECTIVES

4-H members will:

Practice good grooming habits.

Keep a record of their grooming activities.

MATERIALS NEEDED

4-H Clothing Project Activity, "Appearance Counts!", page 7, for each member.

Examples of grooming products.

Examples of grooming equipment.

PROCEDURE (Approximate time - 45 minutes)

1. Have a group discussion about grooming and how it affects self-esteem. Ask the members how they "feel" about grooming. Present reasons for developing good grooming habits.
2. Present each of the steps described in the activity, using examples of products and equipment to illustrate each step.
3. Have members practice using some of the products and equipment, such as those for nail care.
4. Have members start their "Daily Grooming Record." Check it at the next meeting.
5. When members have completed this activity, have members check as completed: "Keep your hands clean and nails even" and "Keep your hair groomed" under the "Do" section in units 1 and/or 2 in their 4-H Clothing Project Guide.

TEACHING TIPS

- * Leader Reference: 4-H Clothing Leader's Manual, page 44, "Grooming".
- * Be alert to those members who may be sensitive about some of the subject covered in this activity. If you present it in a straight-forward manner, and answer their questions, they will be less likely to find it embarrassing.
- * Including a "hands-on" activity, such as nail care, will take emphasis away from other sensitive areas of discussion.

RELATED ACTIVITIES

- * Have a manicurist visit your club meeting and demonstrate proper nail care.
- * Arrange for a visit to a hair styling salon. Ask one of the stylists to demonstrate proper hair care.
- * Talk about what makes a good impression. Ask two teen leaders to visit your meeting. One should be dressed and well groomed to make a good impression and the other one just the opposite. Discuss which one makes the better impression. Why is it important to make a good impression?

POSTURE ON PARADE

MAJOR CONCEPTS

Poise and good posture enhance personal appearance.

Everyone has the potential to develop a positive image.

OBJECTIVES

4-H members will:

Recognize good posture.

Analyze their own posture and plan for improvements.

Practice good posture habits.

MATERIALS NEEDED

4-H Clothing Project Activity, "Posture on Parade", page 9, for each member.

Straight chair.

Full length mirror, if possible.

PROCEDURE (Approximate time - 45 minutes)

1. Have a group discussion about posture and present reasons for having good posture. Ask the members how they "feel" about the subject.
2. Present standards for good posture for standing.
3. Have members check each other's standing posture.
4. Present standards for good posture for sitting.
5. Have members check each other's sitting posture.
6. When members complete this activity, have them check as completed: "Practice good posture when standing, walking, and sitting" under the "Do" section of units 1 and/or 2 in their 4-H Clothing Project Guide.

TEACHING TIP

- * **Leader Reference:** 4-H Clothing Leader's Manual, page 44, "Posture".
- * **Beginning 4-H'ers** are growing rapidly and may feel awkward about their size. Good posture can help them feel more comfortable. Repeating the posture check in this activity at other meetings will assist members in developing good posture habits.

RELATED ACTIVITIES

- * Ask a professional model or older 4-H member who is involved with Fashion Revue activities to give a demonstration.
- * Have a discussion on body language especially as it relates to posture. Demonstrate some examples and ask the members what messages the body language portrays.
- * Play "Posture Freeze". A member sets a timer or watches the clock and every 10 minutes or so, during the meeting, calls out "Posture Freeze". Everyone will freeze in their position and those who feel they are practicing good posture at the time will raise their hands. Ask two or three members to tell why their posture is good.

THE STRAIGHT OF IT

MAJOR CONCEPT

Fabric characteristics need to be understood and assessed to determine the quality needed for the intended use and satisfaction with the end result.

OBJECTIVES

4-H members will:

Recognize the straight grain of fabric and its importance in construction.

Increase their textiles vocabulary by identifying fabric terminology.

MATERIALS NEEDED

4-H Clothing Project Activity, "The Straight of It", page 11, for each member.

At least a half yard sample of both a woven and a knitted fabric. Use a coarse weave and knit, if possible.

Extra samples from a fabric scrap bag.

Rubber cement.

PROCEDURE (Approximate time - 40 minutes)

1. Using your sample yardage, identify the terms as illustrated on the activity sheet.
2. By holding the fabric up to you or a member, show what will happen when the fabric is hanging "on straight grain". Discuss why it is important to cut pattern pieces "on grain".
3. Have members select samples from your fabric scrap bag to mount on their activity sheet as instructed. Use rubber cement to mount the samples.
4. When members complete this activity, have them check as completed: "Recognize grainline (lengthwise and crosswise threads)" under the "Learn To" section in unit 1 in their 4-H Clothing Project Guide.

TEACHING TIPS

- * As a "test" to see if the members have learned the new terms, have the members identify them to you by using the fabrics they have purchased for their projects.
- * Follow this activity with a demonstration on how to pin the pattern to the fabric on the straight grain. This will relate the activity to an important step in the construction process of the garment and the proper use of the pattern.

RELATED ACTIVITIES

- * Try to find an example of a garment which has been cut off grain to illustrate the importance of cutting the fabric on the straight grain.
- * Use a garment which has pieces cut on the bias to illustrate how bias is sometimes used as a design feature or in areas where give or stretch in the garment is desired.

MASTERING THE MACHINE

MAJOR CONCEPTS

Proficiency in the use of sewing equipment increases the quality of the garment construction and satisfaction with the end result.

OBJECTIVES

4-H members will:

Increase their vocabulary by identifying parts of the sewing machine and their function.

Practice threading and using the sewing machine before starting to make their garment.

MATERIALS NEEDED

4-H Clothing Project Activity, "Mastering the Machine", page 13, for each member.

Sewing machine and bobbins.

Fabric from your scrap bag.

Spools of thread.

PROCEDURE (Approximate time - 1 hour)

1. Set up a sewing machine and identify the various parts of the machine and explain their function.
2. Have members fill in the circles in the picture of a sewing machine on the activity sheet with the correct number to identify the sewing machine parts.
3. Demonstrate how to wind a bobbin and thread the sewing machine.
4. Have each member take a turn doing this with you, guiding them if they need help.
5. Demonstrate how to stitch on fabric and fasten thread ends securely.
6. Using fabric from the scrap bag, have each member take a turn at the sewing machine to practice sewing.
7. Have members mount their practice samples on their activity sheet.
8. When members complete this activity, have them check as completed: "Thread and operate a sewing machine" under the "Learn To" section of unit 1 in the 4-H Clothing Project Guide.

TEACHING TIPS

- * It will be most helpful to have several sewing machines available for this activity. If they are different models or makes of machines, have members learn the similarities between them. Since the principles of threading the machines and stitching are the same for all machines, help them learn to transfer their learning from one situation to another by having them use different machines.
- * You may use lined paper for the stitching practice instead of fabric. Beginning members may find it easier to follow the straight lines. You may also use striped, gingham or plaid fabric for this activity.
- * You may wish to repeat parts of this activity until both you and the members are confident with their abilities. When members are proficient in this activity, give them a "license to sew" award.

RELATED ACTIVITY

- * Older beginning members can learn and practice procedures for cleaning the sewing machine. Be sure to have them follow the procedure described in the use and care book for the sewing machine.

ON NEEDLES AND PINS

MAJOR CONCEPT

Proficiency in the use of sewing equipment increases the quality of the garment construction and satisfaction with the end result.

OBJECTIVES

4-H members will:

Thread a needle and tie a knot in one end of the thread so it is ready for hand sewing.

Pin baste two fabrics together.

Hand baste two fabrics together.

MATERIALS NEEDED

4-H Clothing Project Activity, "On Needles and Pins", page 15, for each member.

Needles, pins and thread.

Fabric scraps from your scrap bag.

PROCEDURE (Approximate time - 45 minutes)

1. Demonstrate how to thread a needle and tie a knot.
2. Have members practice threading a needle and tying a knot.
3. Demonstrate how to pin baste.
4. Using fabric scraps, have members practice pin basting two pieces of fabric together.
5. Demonstrate how to hand baste.
6. Using the sample the members have pin basted, have them practice hand basting.
7. Have the members mount their samples on the back of the activity sheet.
8. When the members complete this activity, have them check as completed: "Pin baste" under the "Learn to" section of Unit 1 and "Baste by pinning, machine or hand" under the "Learn To" section of unit 2 in their 4-H Clothing Project Guide.

TEACHING TIP

* Beginning members may not have developed the manual dexterity to do this activity with great efficiency. Be patient and let them practice until they feel comfortable holding a needle and using pins.

RELATED ACTIVITY

* Older beginning members who develop good machine sewing skills may practice and use the machine basting technique.

BUTTON BASICS

MAJOR CONCEPT

Wise selection of techniques and notions for construction projects affects quality of and satisfaction with the completed item.

OBJECTIVES

4-H members will:

Identify the different types of buttons - 2 holes (eyes), 4 holes (eyes), and shank.

Sew a button on fabric using a thread shank.

MATERIALS NEEDED

4-H Clothing Project Activity, "Button Basics", page 17, for each member.

Several buttons of each type - 2 holes, 4 holes, and shank.

Needles and thread.

Fabric scraps from your scrap bag.

A sample of a button sewn on with a thread shank.

PROCEDURE (Approximate time - 45 minutes)

1. Identify each type of button and explain to the members which type of button might look best with different styles of garments.
2. Explain why you sew two- and four-hole buttons on fabric with a thread shank. Show the members an example of one you have already completed.
3. Using the directions in the activity sheet, demonstrate how to sew on a button with a thread shank.
4. Using fabric scraps and extra buttons, have the members practice sewing on a two- or four-hole button using a thread shank.
5. Have members mount their button sample on their activity sheet.
6. When members complete this activity, have them check as completed: "Sew on buttons" under the "Learn To" section of the beginning units in their 4-H Clothing Project Guide.

TEACHING TIP

- * Beginning members will feel awkward in handling needle and thread and button. Be patient and have them practice before sewing a button on their project garment.

RELATED ACTIVITIES

- * Practice sewing on all three types of buttons.
- * Practice sewing other fasteners such as hooks and eyes, and snaps. If members do this activity have them mark as completed: "Sew on snaps, hooks and eyes." under the "Learn to" section of unit 2 in their 4-H Clothing Project Guide.

LET'S BAG IT !

MAJOR CONCEPT

Systematic clothing care is essential for the enhancement of appearance and clothing longevity.

OBJECTIVES

4-H members will:

Make a simple laundry bag.

Keep a weekly record of the steps followed in proper clothing care.

MATERIALS NEEDED

4-H Clothing Project Activity, "Let's Bag It!", page 19, for each member.

A pillow case - ask members to bring their own.

Heavy string or cord.

Seam ripper.

Safety pin.

A sample laundry bag already made.

PROCEDURE (Approximate time - 1 hour)

1. Show the members your completed laundry bag.
2. Demonstrate the steps used in making the laundry bag, following the directions given in the activity sheet.
3. Assist the members in following the directions as they make their laundry bag.
4. Discuss the steps given in the chart for proper clothing care. Talk about why they should keep dirty clothes separated from clean ones.
5. Ask members to keep a record of the laundry steps they help with or do by themselves.
6. At the next meeting, have members report on which steps they did.
7. When members complete this activity, have them check as completed: "Take Care of Your Clothes; Hang Them Up; Keep Them Clean" under the "Do" section of the beginning units in the 4-H Clothing Project Guide.

TEACHING TIP

- * Beginning members may still rely on others to help them with clothing care. Help them to feel confident that they can take over some of this activity on their own.

RELATED ACTIVITIES

- * Members may want to sew a laundry bag instead of making one from a pillow case. There are many good patterns and directions available. It is a good beginning project since it uses only straight stitching. Beginning members who are older may be capable of making a laundry bag which requires sewing around curves or the application of bias tape as trim.
- * Discuss different parts of the iron and demonstrate its use. Have the members do a heat sensitivity experiment using different temperature settings on the iron and fabrics of different fiber content.

HERE IS WHAT TO DO...

MAJOR CONCEPT

Wise selection and use of clothing can contribute to the safety and protection of the wearer.

OBJECTIVES

4-H members will:

- Become aware of fabric flammability.
- Follow safety procedures if their clothing catches on fire.
- Follow correct first aid in case of a minor burn.

MATERIALS NEEDED

4-H Clothing Project Activity, "Here is What To Do...", page 21, for each member.

Examples of garments which are considered to be more flammable.

PROCEDURE (Approximate time - 1 hour)

1. Arrange a visit to the local fire department for a talk on fire safety and fabric flammability.
2. If a visit to the local fire department is not possible, show the members examples of clothing which may be considered a fire hazard.
3. Demonstrate what to do if your clothing catches on fire.
4. Have members practice this exercise.
5. Be sure members record the fire department number on their activity sheet. Have them place it near their phone.
6. Demonstrate first aid for a minor burn like one they might get from an iron when pressing the garment they are sewing.

TEACHING TIP

- * Leader Reference: 4-H Clothing Leader's Manual, pages 38-39, "Safety".
- * To create more interest in this activity, ask the members to bring a garment they already own to the meeting. It should be one which they feel may not be safe to wear. Let the 4-H members evaluate the safety of these garments.

RELATED ACTIVITIES

- * Demonstrate other ways in which garments may be unsafe.
- * Discuss the safe use of various pieces of sewing equipment. See the 4-H Clothing Leader's Manual, pages 18-21.

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