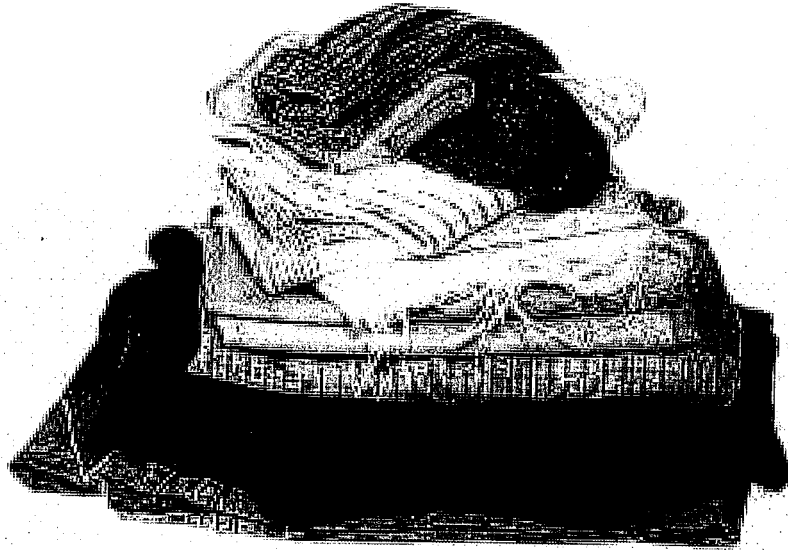


# Clothing and Textiles – Sewing



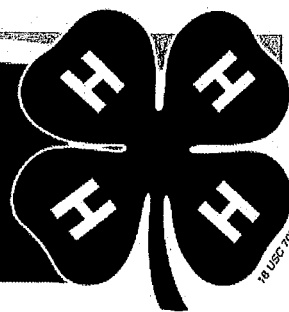
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***This We Believe:***

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.

# 4-H CLOTHING AND TEXTILES PROJECT



In this project, youth learn about textiles, fashion and personal style. They partner with adults to design and create clothing and accessories. The 4-H clothing and textiles project may include sewing and purchasing clothing, fashion design, wardrobe inventory, clothing repair and more.

- Plan and create an exciting wardrobe on a budget.
- Strengthen self esteem through individual expression.
- Develop skills to purchase, make and care for clothing.
- Learn about the fibers and methods used to create textiles.

## 4-H THRIVE

### Help youth:

#### Light Your Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about clothing and textiles that excites them.

#### Flex Your Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

#### Reach Your Goals

Help youth use the GPS system to achieve their goals.

**Goal Selection:** Choose one meaningful, realistic and demanding goal.

**Pursue Strategies:** Create a step-by-step plan to make daily choices that support your goal.

**Shift Gears:** Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

#### Light Your Spark

Ask project members how they can use their passion for clothing and textiles to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

### Creating Our Beginner

- Learn to thread a sewing machine and use it safely.
- Assemble a sewing kit and understand the tools.
- Practice safety with all tools - scissors, iron, etc.
- Learn to buy and begin to use a pattern.
- Cut and sew straight lines, curves, corners.
- Learn basic hand stitches such as sewing on buttons.
- Discover styles and colors that are becoming.
- Do: gathering, insert a zipper, machine hem, elastic casing.

### Learning More Intermediate

- Sew garments from patterns using body measurements and garment ease.
- Practice safety with all tools and equipment.
- Do: sleeves, pockets, darts, interfacing, facings, collar, buttonholes, blind hems.
- Practice modeling.
- Make or select an outfit for competitive evaluation.
- Demonstrate laundry and garment care.
- Visit a department store to try on clothing that fits.
- Examine the cost of new versus used clothing.

### Exploring Depth Advanced

- Explore the different traits and uses of animal, plant and synthetic textiles.
- Design and accessorize an outfit for competitive evaluation.
- Learn pattern alteration.
- Learn techniques for sewing knits, stripes, plaids, velvet, chiffon and lace.
- Use a serger for seams and seam finishes.
- Do: fly zipper, cuffs, welt pocket or bound buttonhole, lining, pleats.
- Alter or mend an existing garment.

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

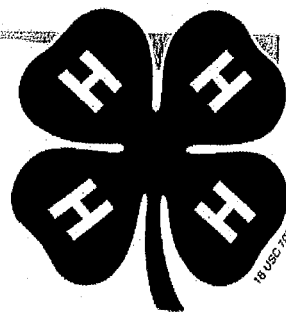
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



# Expand Your Experiences!

## Healthy Living

- Create articles of clothing that keeps people safe. Focus on features such as color, reflective panels, temperature control and more.
- Learn how to take accurate body measurements.
- Determine your body type and choose clothing that makes you feel good about yourself.

## Science, Engineering, and Technology

- Use math skills to create a pattern from your own design.
- Create a video highlighting clothing construction techniques or your county fashion revue.
- Use fashion design software to plan and create a garment.
- Design an experiment that tests the durability, stain-resistance, or color-fastness of a material.

## Citizenship

- Donate gently used or outgrown clothing to a community-based organization.
- Create bags, pouches and covers that can be used on traditional walkers, seated walkers and wheelchairs. Donate the finished products to a senior center or rehab hospital.
- Organize a clothing closet that provides clothing to those entering the job market.

## Leadership

- Teach younger members how to read clothing care labels and do their own laundry.
- Develop judging classes on fabrics, tools, construction methods and clothing care
- Start your own sewing or tailoring business.
- Organize a field day featuring clothing and textile project skills and service activities

- Plants & Textiles  
[blogs.cornell.edu/garden/get-activities/signature-projects/plants-and-textiles](http://blogs.cornell.edu/garden/get-activities/signature-projects/plants-and-textiles)
- Mini 4-H: Before You Sew  
[www.extension.purdue.edu/extmedia/4H/4-H-911-7W.pdf](http://www.extension.purdue.edu/extmedia/4H/4-H-911-7W.pdf)
- Home Sewing Association  
[www.sewing.org](http://www.sewing.org)
- The McCall Pattern Company  
[www.mccall.com](http://www.mccall.com)
- Sew What's New  
[sew-whats-new.com](http://sew-whats-new.com)
- Fabric Link  
[www.fabriclink.com](http://www.fabriclink.com)
- MSU 4-H clothing Project Manual  
[mdg.ext.msstate.edu/sewing/index.html](http://mdg.ext.msstate.edu/sewing/index.html)
- In-Touch Science: Fabrics  
[www.intouch.cornell.edu](http://www.intouch.cornell.edu)
- Pendleton Woolen Mills  
[www.pendleton-usa.com](http://www.pendleton-usa.com)
- Cotton's Journey  
[www.cottonsjourney.com](http://www.cottonsjourney.com)
- Cotton Counts  
[www.cotton.org](http://www.cotton.org)
- Simplicity  
[www.simplicity.com](http://www.simplicity.com)

### Connections & Events

### Curriculum

### 4-H Record Book

**Presentation Days** – Share what you've learned with others through a clothing and textiles related presentation.

**Field Days** – During these events, 4-H members may participate in a variety of contests related to their project area.

Contact your county 4-H office to determine additional opportunities available, such as a countywide fashion revue, or family and consumer science field day.

- Sewing Expressions (1-3)  
[www.4hmall.org/Category/4-Hcurriculum/sewing.aspx](http://www.4hmall.org/Category/4-Hcurriculum/sewing.aspx)
- Clothing Decisions: A Style of Your Own  
[www.human.cornell.edu/read/outreach/programs/youthprograms/consumer-decisions.cfm](http://www.human.cornell.edu/read/outreach/programs/youthprograms/consumer-decisions.cfm)
- Let's Sew  
[learningstore.uwex.edu/Lets-Sew/P924.aspx](http://learningstore.uwex.edu/Lets-Sew/P924.aspx)
- Sewing for Fun  
[4h.unl.edu/web/4hcurriculum/4h169](http://4h.unl.edu/web/4hcurriculum/4h169)
- 4-H Clothing Project Guide  
[ucanr.org/sites/4-H-Fresno/](http://ucanr.org/sites/4-H-Fresno/)

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit [www.ca4h.org/4hbook](http://www.ca4h.org/4hbook)

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.



University of California Agriculture and Natural Resources

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



# Activity 1 – Measurement



Things you need:



- Thimble Ruler
- Measure These Activity Page 1
- Measure These Activity Page 2
- scissors
- pencil



What you do:

1. Cut out the Thimble Ruler on this page.
2. Use the Thimble Ruler to measure each of the sewing items on the Measure These Activity Page 1 and the Measure These Activity Page 2.
3. Use the pencil to write the number of thimbles long each item is.

The  (button) is \_\_\_\_\_  's long.

The  (scissors) are \_\_\_\_\_  's long.

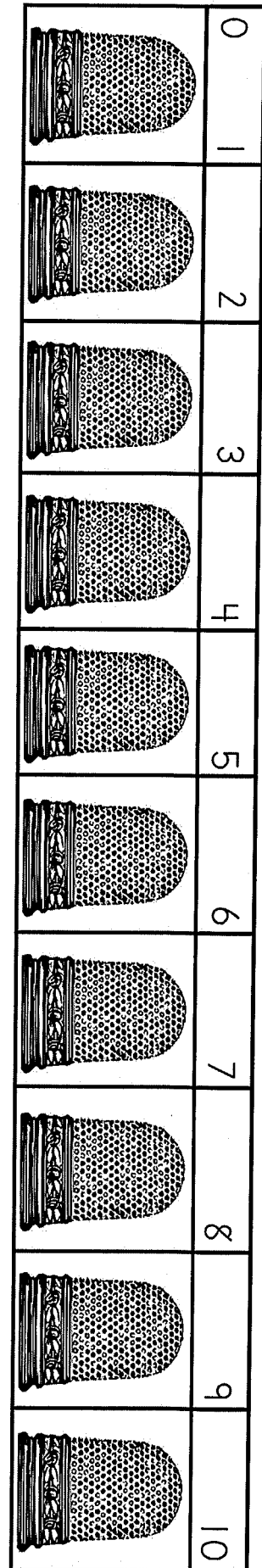
The  (spool of thread) is \_\_\_\_\_  's long.

The  (zipper) is \_\_\_\_\_  's long.

## **STRETCHERS**

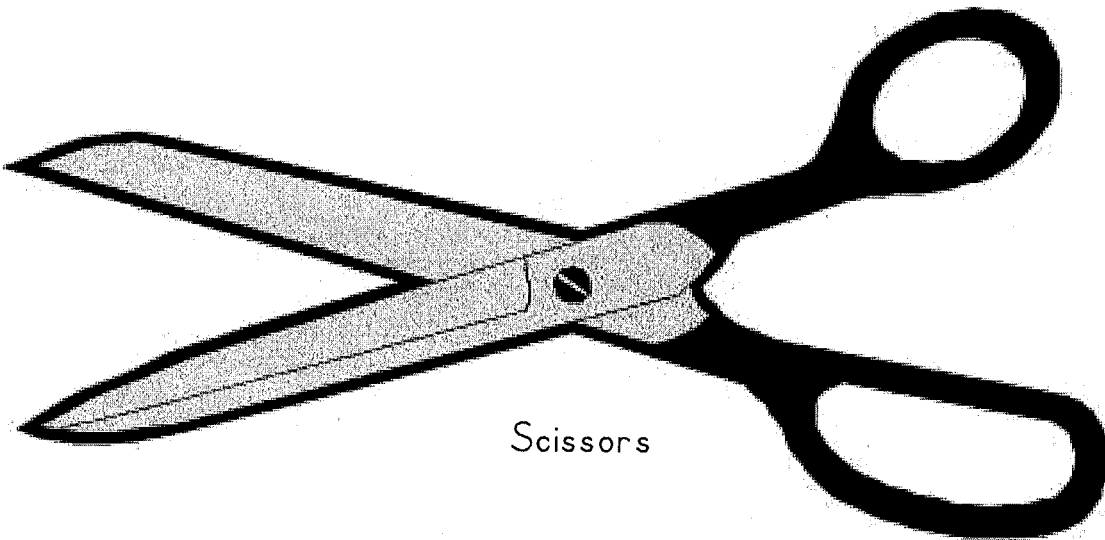
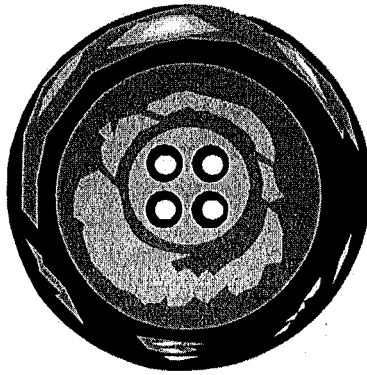
1. Use the Thimble Ruler to measure other things. Find something that is the same length as each of the sewing items you measured.

Thimble Ruler →

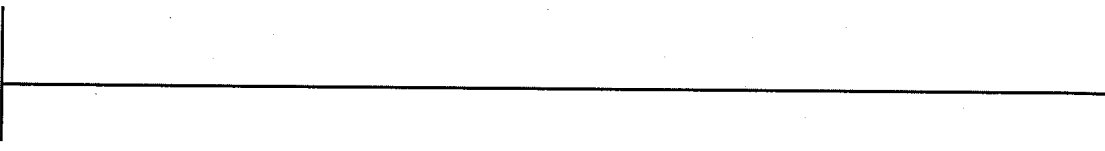


# Measure These Activity Page 1

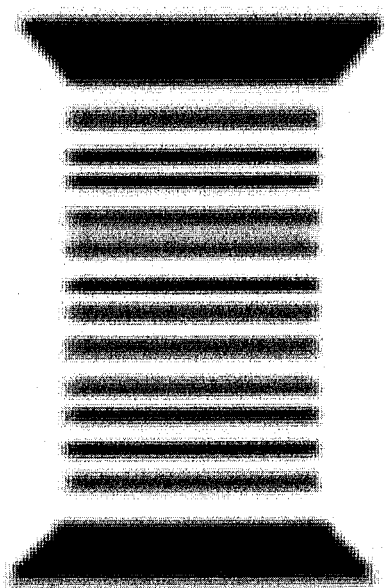
Button



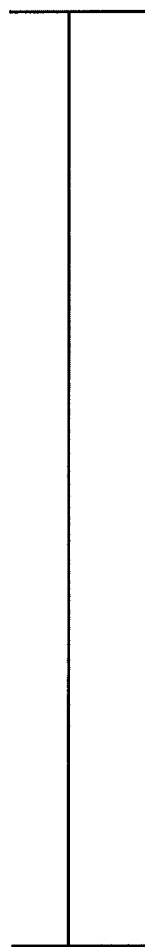
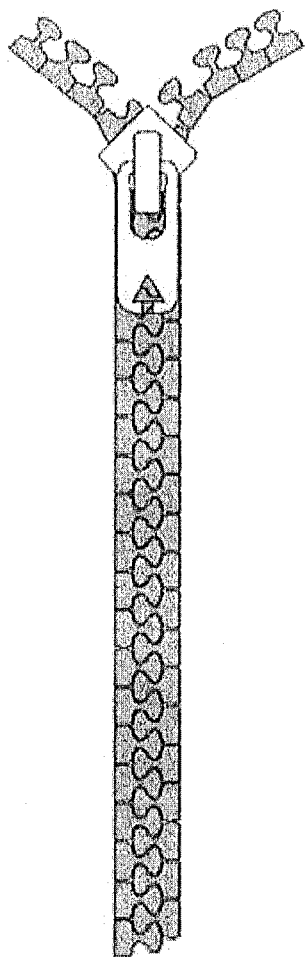
Scissors



## Measure These Activity Page 2



Spool of thread



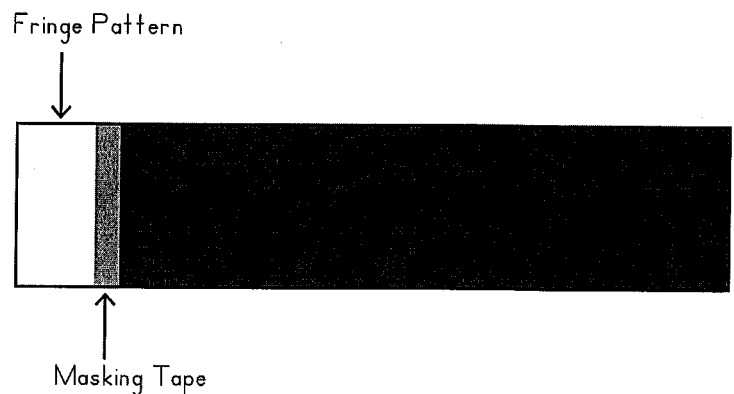
Zipper

# Activity 2 – Fringe a Scarf

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Things you need:

- 1/4 yard of fleece material by width of fabric (i.e., 45 to 60 inches). Be sure to use fleece that is the same on both sides so either side can show.
- 2 **Fringe Pattern Pieces**
- masking tape
- scissors

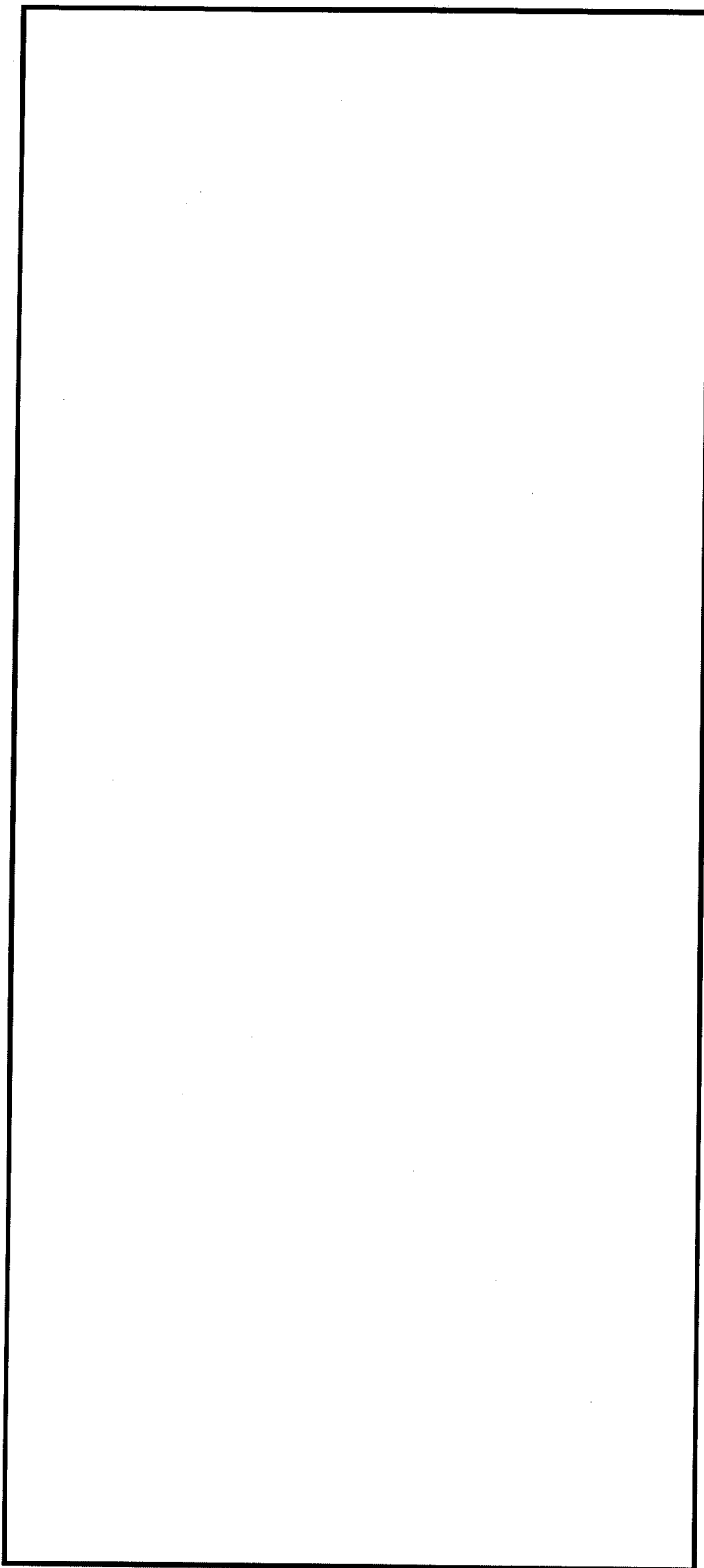


What you do:

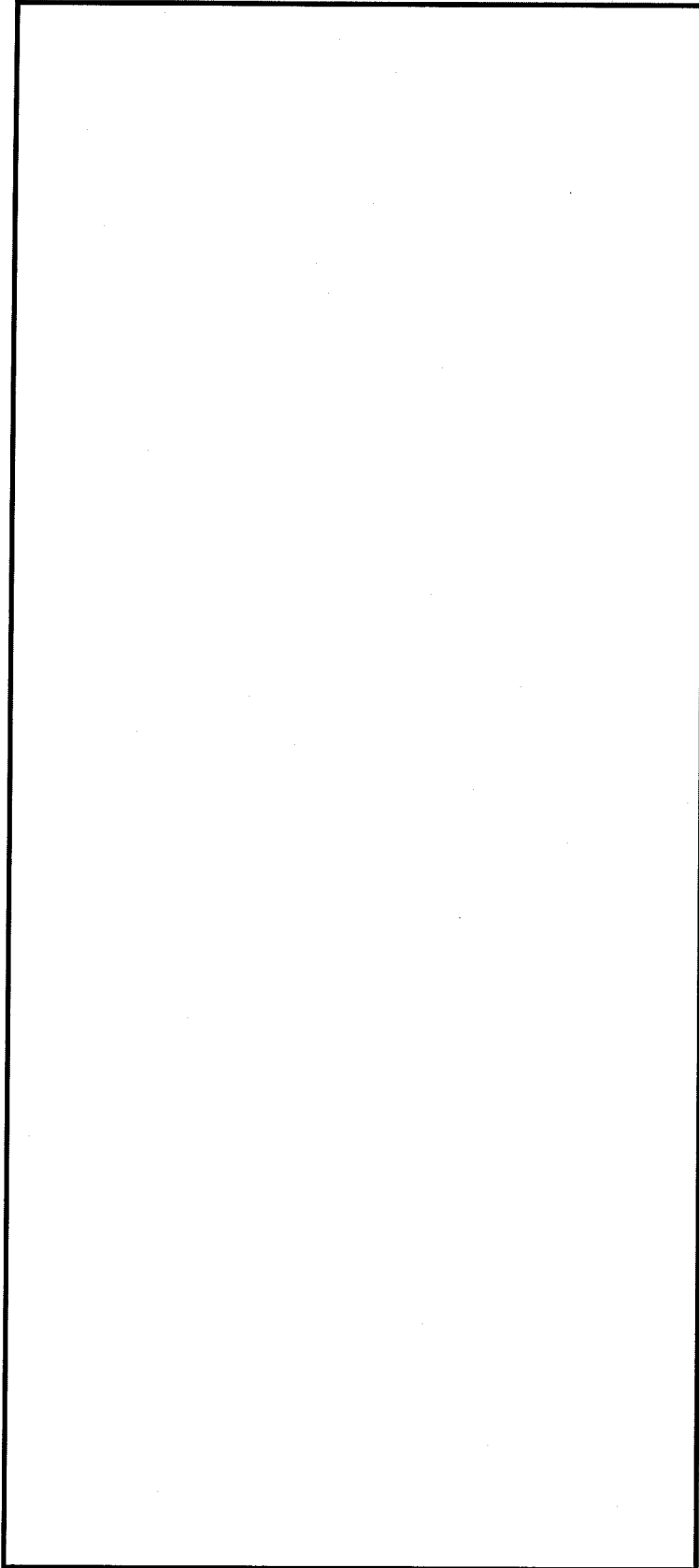
1. Cut out the 2 **Fringe Pattern Pieces** on pages 13 and 14.
2. Lay the piece of fleece out flat.
3. Lay one of the **Fringe Pattern Pieces** along the short edge of the piece of fleece, as shown. This is marking the place where the fringe will be.
4. Use the scissors to cut a piece of masking tape about 9" long. The tape should be the same length as the fleece is wide. Put the edge of the tape along the edge of the paper that is on the fleece, as shown. The masking tape is helping to hold the **Fringe Pattern** in place.
5. Use the scissors to cut along the dotted lines on the **Fringe Pattern**. Start cutting from the short edge of the fleece and stop cutting at the edge of the masking tape.
6. Repeat on the other end of the piece of fleece using the other **Fringe Pattern**.
7. Remove the masking tape. The scarf is ready to wear!



## Fringe Pattern Piece



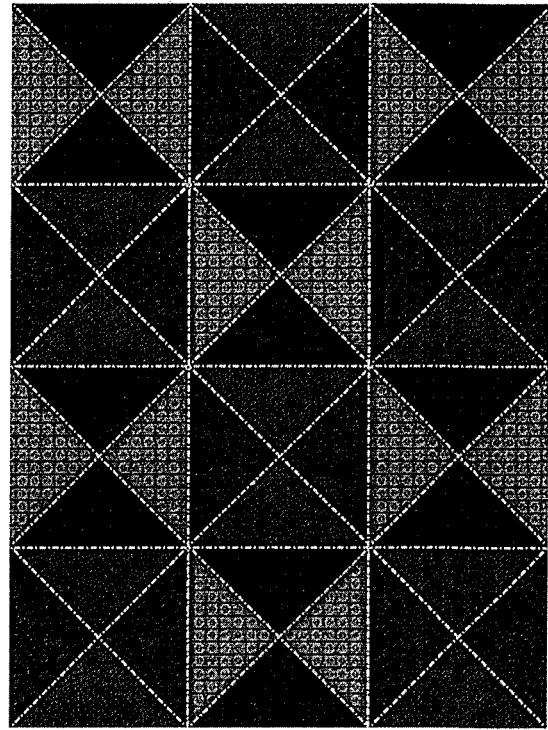
## Fringe Pattern Piece



# Quilts = Art and Family Stories

Have you ever looked closely at a quilt? The colorful designs are like some of the pictures you may have seen hanging in an art gallery. Many people collect and display quilts just like pieces of art. Making a quilt takes a lot of planning and many hours of work.

Most quilts are made from pieces of fabric or material that is cut into shapes. Some of the most common shapes are rectangles, squares, and triangles. The shapes are sewn together to make small squares called **quilt blocks**. The quilt blocks are then sewn together to make a quilt.



Many years ago, fabric was hard to get. The fabric from clothes that were worn out or that were outgrown was saved so it could be used again. One of the things it was used for was to make quilts. Sewing all of the pieces together with a needle and thread took one person many hours. To save time and to share the workload, women started getting together to have **quilting bees**. A quilting bee is when several women got together to work on one quilt. The women could talk and share news while they worked. Usually they could finish the quilt during their time together.

Some quilts are still made by sewing many pieces of fabric together, but today some quilts are made using **cheater's cloth**. Cheater's cloth is one piece of fabric printed with a design that looks like a quilt, rather than many pieces of fabric sewn together. Today, many quilts are made using a sewing machine, but there are some quilts that are still made the old-fashioned way, with a needle and thread by hand.

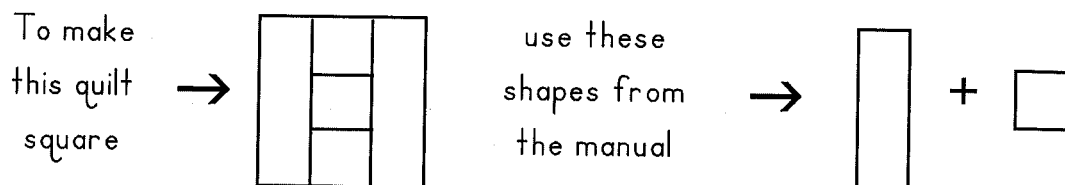
# Activity 3 – Quilt Square Initials

Things you need:

- 2 – 6" X 6" pieces of white poster board
- several colors of construction paper or craft foam
- Square Shape Patterns
- Triangle Shape Patterns
- glue stick
- scissors
- pencil
- hole punch
- yarn

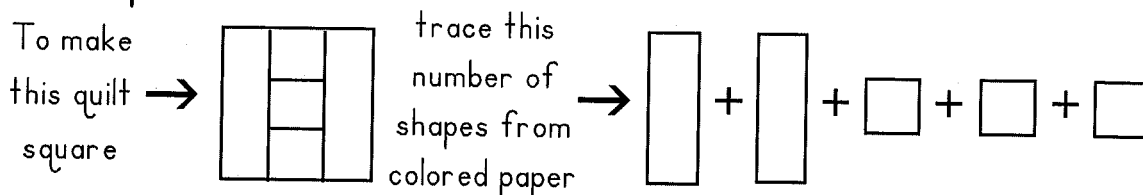
What you do:

1. Use the pencil to write your name on the back of both pieces of white poster board. Set the poster board aside.
2. Find the quilt square on the **Quilt Squares Activity Page** (page 21) that matches the first letter of your first name. Choose the shapes from pages 18 and 19 that are in this quilt square. **Example:**



3. Use the scissors to cut out the shape patterns you need to make your first quilt square.
4. Use the pencil to trace the shape patterns onto any color of construction paper you want. (Hint: Be sure to trace the right number of shapes you will need to make the letter square.)

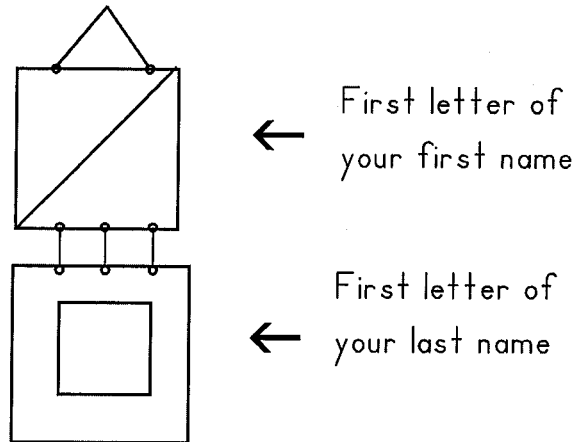
**Example:**



5. Use the scissors to cut out the shapes you traced.
6. Glue the shapes onto one of the pieces of white poster board. Be sure to make your quilt square look the same as the quilt square for the first letter of your name. Lay this quilt square aside.

7. Make another quilt square but this time make it look like the quilt square for the first letter of your last name.
8. Use the hole punch to punch 3 holes in the bottom of your first quilt square (the square that matches the first letter of your first name) and to punch 3 holes in the top of your second quilt square (the square that matches the first letter of your last name).
9. Use yarn to tie the two squares together by tying a loop through each set of holes.

Example:



10. Punch 2 holes in the top of your first quilt square.
11. Use yarn to make a hanger for your quilt square initials.

## STRETCHERS

1. Use yarn to lace several sets of "Quilt Square Initials" together to make a group quilt.
2. Find someone who used one of the same quilt squares as you did.  
Compare the squares. How are they alike? How are they different?  
Was there anyone who made a quilt square that looked exactly like one of your quilt squares?
3. Use the shapes to design your own quilt square.

# Activity 4 – If Quilts Could Talk

If quilts could talk, what would they say? This may sound funny, but did you know that quilts really can tell a story? Many families have quilts that were made by the people in their family a long time ago. Sometimes the pieces of fabric used to make the quilt are from clothes someone wore when they were a baby, or from an apron someone wore when they baked, or from an outfit someone wore at a very special occasion. The special pieces of fabric help people remember the stories about the people who used the fabric. Adults tell the stories to their children. The children remember the stories and tell them to their own children. In this way, stories about people and times of long ago are told by a quilt.

Things you need:

- pencil
- Quilt Squares Activity Page
- Quilt Message Activity Page

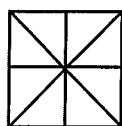
What you do:

1. Match and copy the letters from the **Quilt Squares Activity Page** to the **Quilt Message Activity Page** to find out what the message says. (Answer on bottom of page 37.)

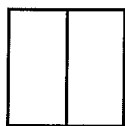


# Quilt Squares Activity Page

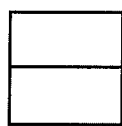
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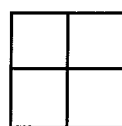
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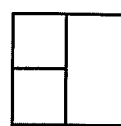
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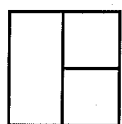
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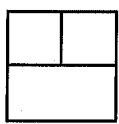
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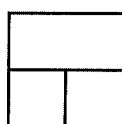
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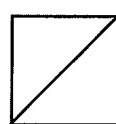
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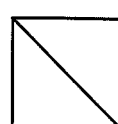
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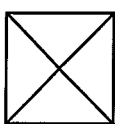
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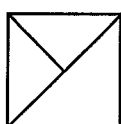
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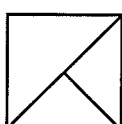
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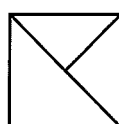
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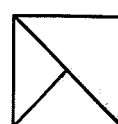
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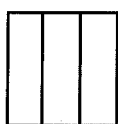
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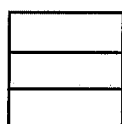
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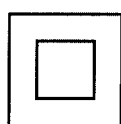
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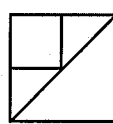
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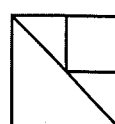
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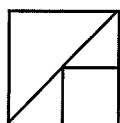
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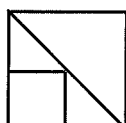
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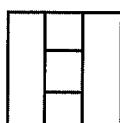
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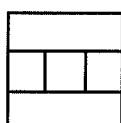
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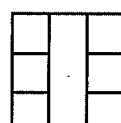
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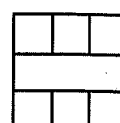
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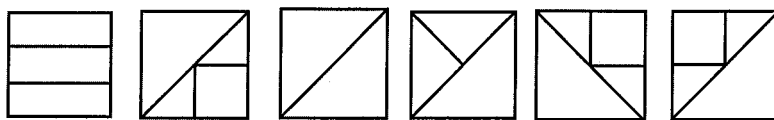
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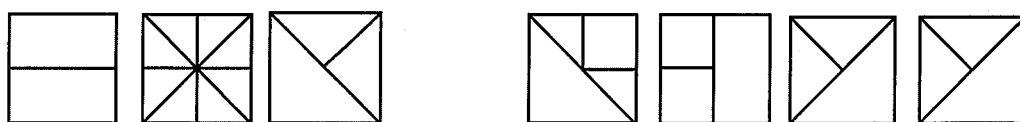
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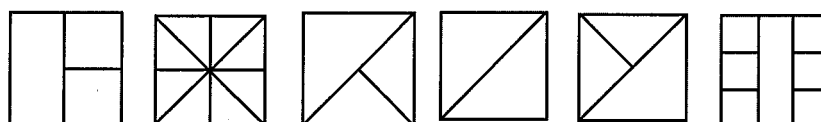
# Quilt Message Activity Page



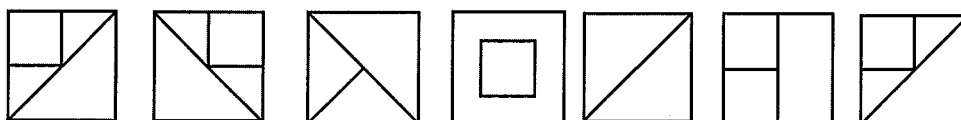
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# Activity 5 – Tic-Tac-Toe Weaving

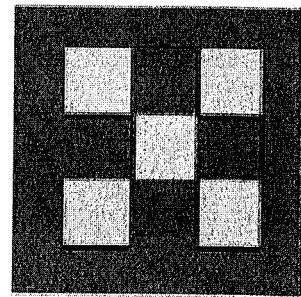
Have you ever looked closely at a basket? Most baskets are made by weaving material together. Weaving is done by crossing one piece of material over and then under another piece of material in a pattern. The weave or pattern in a basket is usually easy to see.

Take a close look at the fabric of your clothes. What do you see? Most fabric is also made by weaving, just like baskets are. You may have to look very closely at some fabric to see the weave. Threads are put over and under each other in a pattern to make the fabric.

In this activity you will weave strips of paper to make a game.

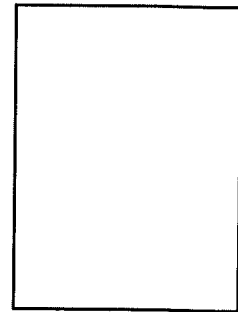
Things you need:

- 1 – 8 1/2" x 11" piece of colored card stock
- 2 – 8 1/2" x 11" pieces of paper colored paper
- 1 piece of poster board that is a different color on each side (These colors should be different from the two paper colors.)
- scissors
- glue
- 1 letter-size envelope
- **Tic-Tac-Toe Pattern page**



What you do:

1. Fold one of the 8 1/2" x 11" pieces of colored paper in half lengthwise. Fold this folded paper in half again so when it is opened there are 4 sections.
2. Use the scissors to cut along the folds so there are four paper strips. Lay the strips aside. (Hint: Only three of the strips are used for this activity.)
3. Lay the Tic-Tac-Toe Pattern page on top of the second 8 1/2" x 11" piece of colored paper. Cut off the bottom portion to create a square. (Be sure to keep the portion you cut off, because it has the marker pattern on it.)



4. With the pattern still on top of the colored paper, fold the papers in half on the fold line. (Hint: **Be sure the pattern is on the outside so you can see the cut lines.**)
5. Starting at the fold, cut along the dotted line. (Hint: **Be sure to cut only as far as the pattern shows.**) Unfold both papers and lay the pattern piece aside.
6. Weave the first strip through the square with the cuts in it. Weave the strip first under one and over one, continuing to the opposite side of the paper. The next strip is woven first over one and then under one, continuing as before. Push the first strip to the top of the cuts and push the second strip close to the first strip. Weave the last strip through the square using the under one, over one pattern the first strip used. The square should look like a tic-tac-toe board.
7. Glue the woven tic-tac-toe board to the card stock and cut off excess strip paper.
8. Lay the tic-tac-toe board so the card stock side is facing up. Glue the envelope onto the board. (Hint: **Be sure the flap of the envelope is facing up so you can open it.**) Lay the completed tic-tac-toe board aside.
9. Cut out the pattern piece for the markers. Trace the round pattern piece onto the colored poster board nine times.
10. Cut out the markers and store in the envelope on the back of your tic-tac-toe board. You are ready to play!

## STRETCHERS

1. Provide children with ribbon, feathers, fabric, lace, sticks, etc., and encourage them to experiment with different kinds of weaving materials.
2. Encourage children to weave using strips of different widths or using a variety of patterns.

**Example:** Under 1, Over 2, Under 1, Over 2  
 Over 1, Under 1, Over 2, Under 1  
 Over 2, Under 1, Over 2, Under 1  
 Under 1, Over 2, Under 1, Over 2

# Patterns, Patterns Everywhere

Have you ever wondered how people make things? First, a person has to think of something to make. Next, the person tries to find a way to make it. The person may have to try many times before they can find the best way to do it. Finally, the person makes a model or a pattern that shares the important parts of the idea so other people can make the same project.

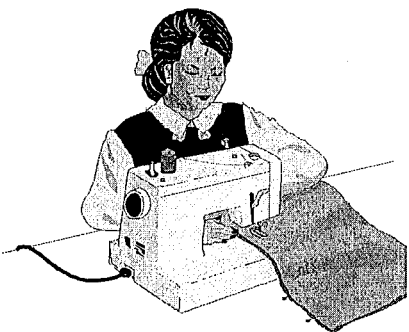
People make and do things every day that require them to use patterns. A recipe is a pattern for making food. Chefs share their ideas about the way food should be prepared by writing their ideas down in a recipe. A



blueprint is a pattern for building a house. Architects share their ideas about the way a house should be built by drawing plans called blueprints. Sheet music is a pattern for playing music and singing songs. Composers share their ideas about the way a song should be played or sung by writing



sheet music. Sewing patterns are also used to share ideas about how to cut and sew many things. Some of the things made that use sewing patterns are hats, shoes, blankets, pillows, clothes, and toys.



Recipes, blueprints, sheet music, and sewing patterns are just a few of the types of patterns that people use to make doing things easier.

# Activity 6 – Straight-Line Patterns

There are several patterns in this activity guide that share an idea or are an example of a way to do an activity. Be sure to read the directions and study the pictures carefully. When you take the time to look over the pattern and plan for each activity, you are more likely to get the result you want.

Things you need:

–pencil

–ruler

–Corner Pattern

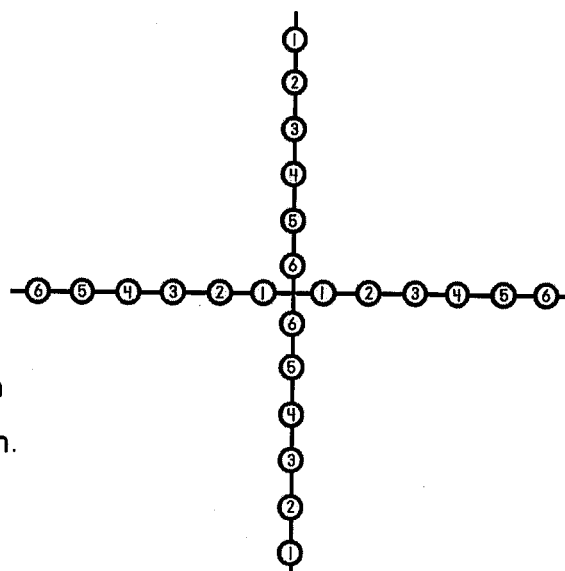
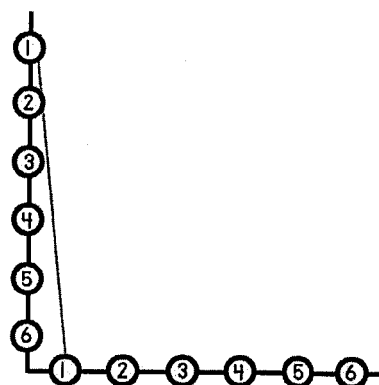
–Star Pattern

What you do:

1. Choose the **Corner Pattern** on page 29.
2. Use the ruler and pencil to draw straight lines to connect the circles that have the same numbers in them as shown.

What do you notice about the shape you made with all straight lines? There is a picture on page 28 of how your pattern might look with all the lines drawn.

3. Now, choose the **Star Pattern** on page 30. The **Star Pattern** is really just 4 of the **Corner Patterns** put together.
4. Use the ruler and pencil to draw straight lines to connect the circles that have the same numbers in them like you did with the **Corner Pattern**. Be sure to do each **Corner Pattern** separately. There is a picture on page 28 of how your **Star Pattern** might look when you are done.



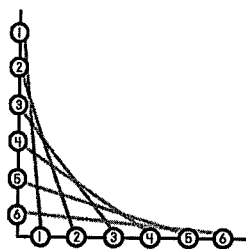
# STRETCHERS

Things you need:

- 2 - 6" x 6" pieces of craft foam
- yarn
- plastic craft needle
- scotch or masking tape
- pencil
- Corner Pattern
- ruler
- Star Pattern

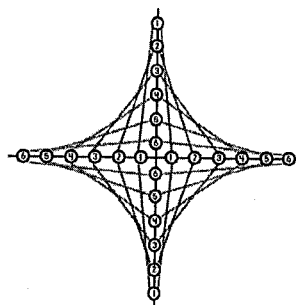
1. You can make these same designs using craft foam and yarn. Use the ruler and pencil to draw the pattern you choose onto craft foam. First, use the ruler to make the pattern lines. (Hint: Draw only the lines that were on the pattern. Do not draw in all the lines you drew with your pencil.)
2. Next, use the pencil to mark where the holes should be.
3. Cut a piece of yarn about 40" long. Thread the yarn into a plastic craft needle. Tape the other end of the yarn to the back of the craft foam.
4. Start in the back and push the needle up through the place where one of the number 1 circles should be. Use the yarn to connect the two number 1 circles by pushing the needle through the craft foam from front to back.
5. Continue to connect the numbered circles with the yarn just like you did when you drew lines with the ruler and pencil.

Answer to Corner Pattern (Page 27)

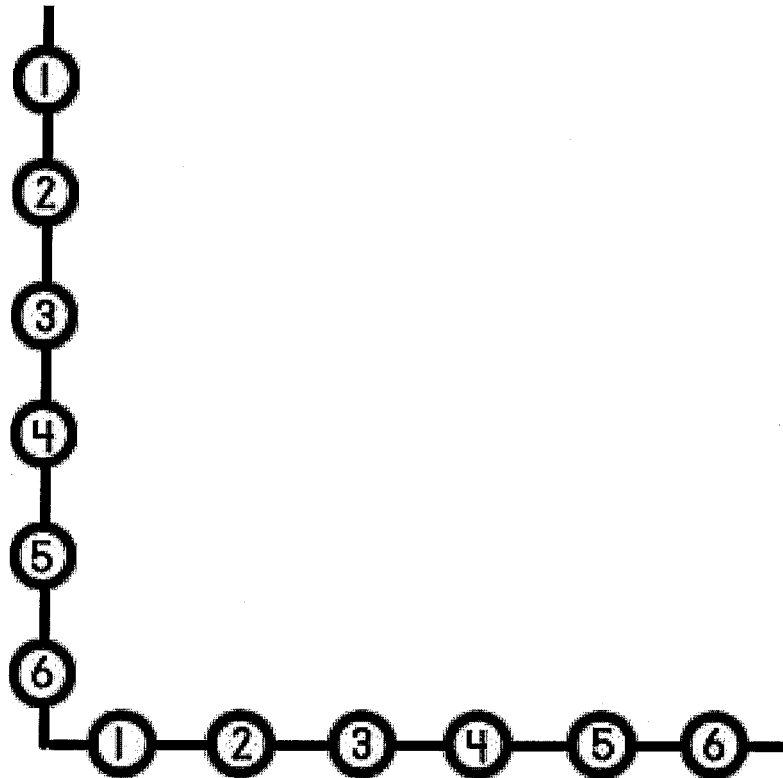


Even though this is made with all straight lines, it creates a curve.

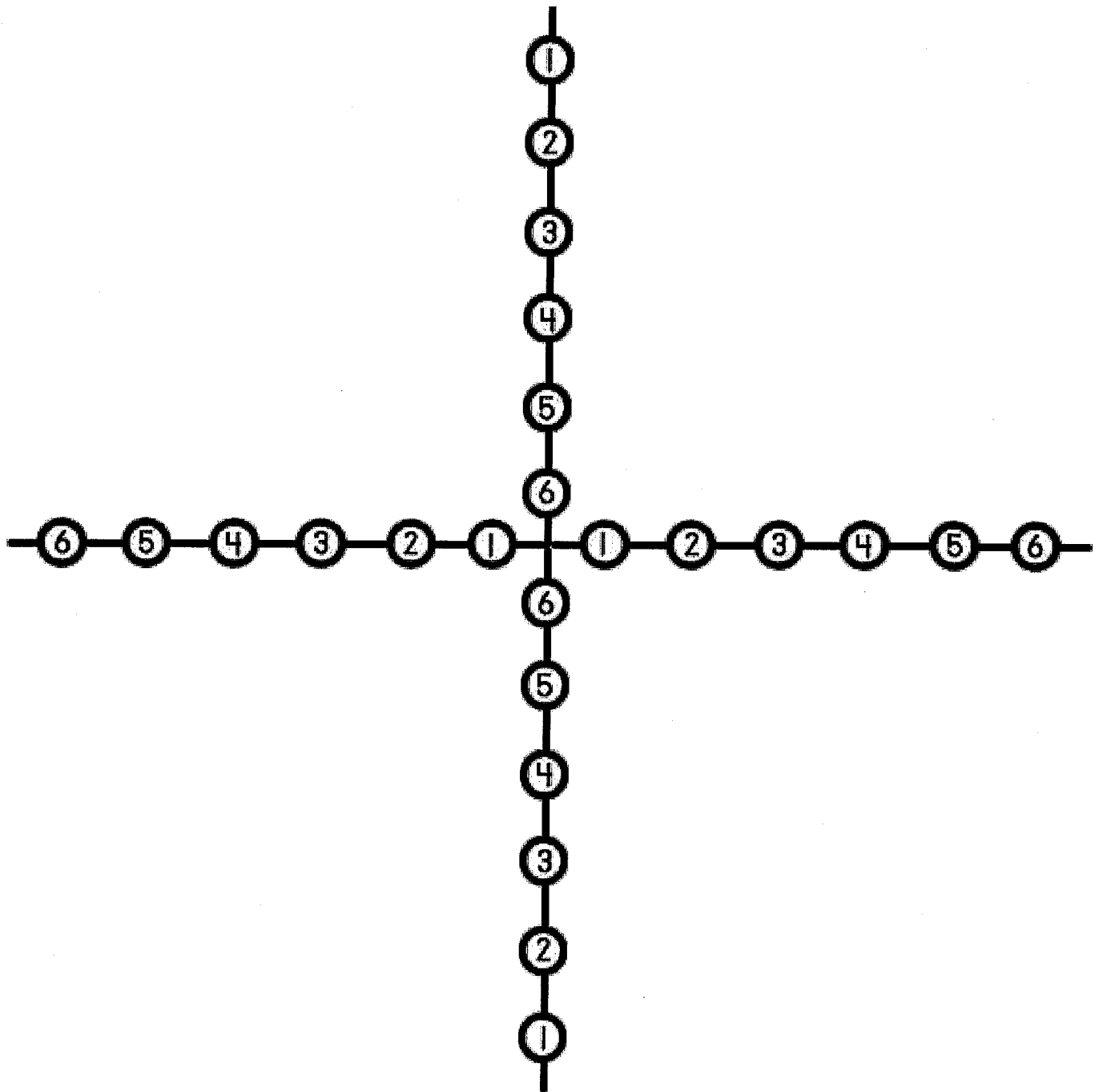
Answer to Star Pattern (Page 27)



# Corner Pattern



# Star Pattern



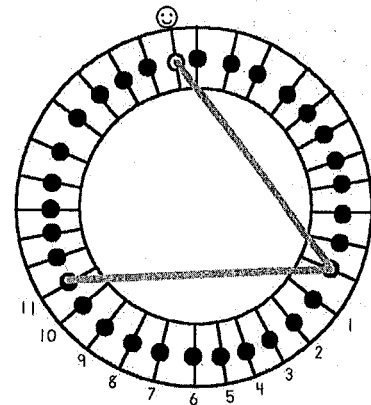
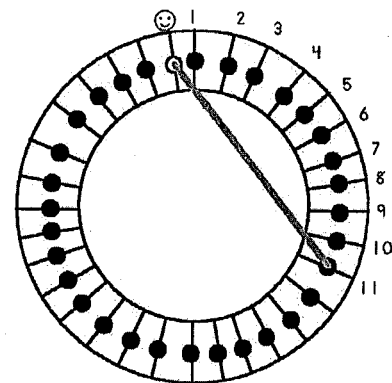
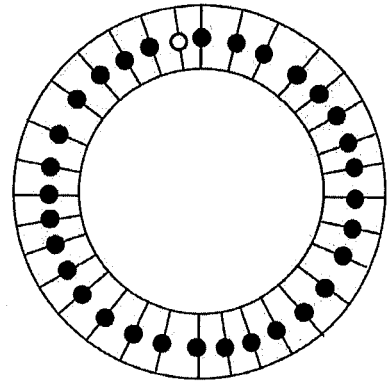
# Activity 7 – Connect-a-Pattern

Things you need:

- 9" paper plate
- colored pencils
- ruler

What you do:

1. Write your name on the back of the paper plate.
2. Use a colored pencil to make dots around the outside edge of the paper plate, as shown. Make your first dot one color and make all of the other dots a different color from the first dot.
3. Starting with the first dot you made (the one that is a different color than the rest), count 11 (eleven) dots. Use the ruler to draw a straight line between the dot you started with and the number 11 dot.
4. Continue to count and to draw lines from the last dot you counted to the number – 11 dot until every dot has a line running to it.
5. What do you notice about the shape in the center of the paper plate? See page 33 for a picture of a finished paper plate.



## **STRETCHERS**

1. Try drawing lines on the paper plate using every 7th dot. What happens to the shape in the center?
2. Use a hole punch to punch holes around the paper plate. Connect the dots using yarn rather than just drawing lines with a pencil.



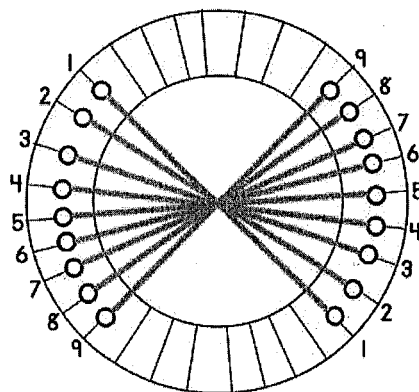
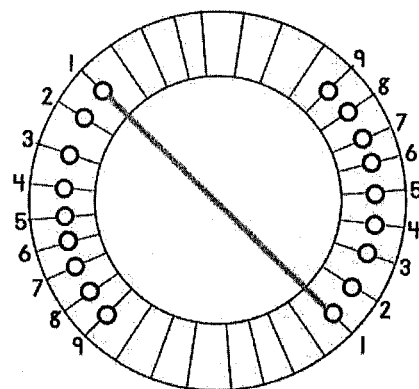
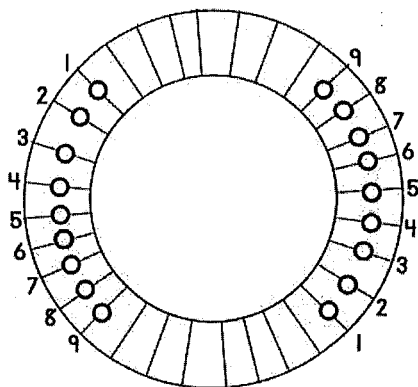
# Activity 8 – Flight Pattern

Things you need:

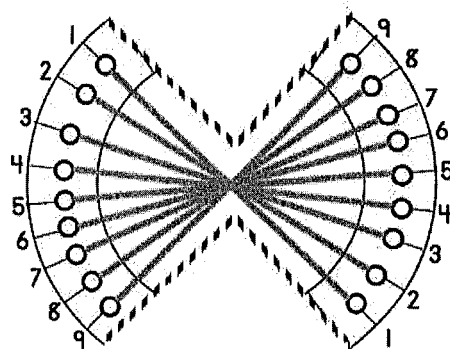
- 9" paper plate
- hole punch
- scissors
- yarn
- transparent or masking tape
- craft stick
- chenille stem
- markers or crayons
- glue

What you do:

1. Use the hole punch to punch 9 holes along the edge of a paper plate on both sides as shown. (Hint: Be sure to punch the holes equal distances apart and as far toward the middle of the plate as the hole punch will allow.)
2. Cut a piece of yarn about 50" long. Wrap a piece of tape around one end of the yarn to make an end like the end of a shoestring. Tape the other end of the yarn to the back of the paper plate.
3. Starting in the back, push the yarn up through the #1 hole, which is the top hole on one side of the plate. Next, find the #1 hole on the opposite side of the plate, which is the bottom hole, and put the yarn through it.
4. Continue to lace the yarn through the holes in an "X" pattern until all the holes have yarn through them. The yarn is going to be butterfly wings. If you need additional yarn, be sure to end the piece you are working with by taping it to the back of the plate. Measure out additional yarn, tape one end to the back of the plate and continue.



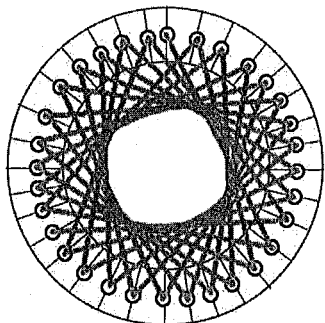
5. Use the scissors to cut a triangle shape from the top and the bottom of the plate. Be sure to only cut a small triangle from the plate. Do not cut the yarn.
6. Color the craft stick and glue it to the center of the plate under the yarn to make a body for your butterfly. Tape a chenille stem to the craft stick to make antennae.



## STRETCHERS

1. Have children stand in a circle. Tie or tape one end of a ball of yarn (the thread) securely to a long-handled spoon (the needle). Start the timer. Each child, in turn, laces the "needle and thread" through their own clothes. They can lace through their belt, shirt sleeves, buckles or any other thing they are wearing. They then pass the "needle and thread" to the next child who will do the same thing until everyone has had a turn. Check to see how long it took for everyone to be "stitched" together. Next, reverse the process and see if the group can unlace themselves from one another faster than it took to lace themselves together.

Answer to Connect-a-Pattern (Page 31)



# CLOTHING AND TEXTILES

## *Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Guidelines for Project Proficiency Award Beginning ( 1st and 2nd years)

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Demonstrate the ability to stitch a straight seam.	_____	_____
2. Learn to backstitch.	_____	_____
3. Recognize a woven, knit and non-woven fabric	_____	_____
4. Identify grain lines (salvage or bias).	_____	_____
5. Learn why and how to pre-shrink fabric.	_____	_____
6. Identify and show proper use of sewing equipment; tape measure, shears, pins, seam ripper, needles, thread.	_____	_____
7. Identify sewing machine parts.	_____	_____
8. Wind a bobbin & thread a sewing machine.	_____	_____
9. Learn to pin baste.	_____	_____
10. Learn to use an iron and how to press a seam open.	_____	_____
11. Sew on a two or four hole button.	_____	_____
12. Learn to hem by machine.	_____	_____
13. Learn to blind hem by hand.	_____	_____
14. Learn to stay stitch and where to use it.	_____	_____
15. Learn to take accurate body measurements and select the proper pattern size.	_____	_____
16. Identify pattern markings.	_____	_____
17. Layout pattern on fabric using proper grain lines.	_____	_____
18. Learn at least one method to transfer pattern markings to fabric. Method _____.	_____	_____
19. Learn how to clip, grade, or notch seam allowances.	_____	_____
20. Learn to sew on clothing fasteners: snaps, hook & eye, or hook & loop.	_____	_____
21. Learn to put in a single lap zipper.	_____	_____
22. Recognize appropriate seam finish for fabric.	_____	_____
23. Learn to launder or care for items made.	_____	_____
24. Sew a complete outfit.	_____	_____
25. Demonstrate the ability to select colors and textures that go together.	_____	_____
26. Select an outfit with all accessories for a particular occasion.	_____	_____
27. Learn to put in a facing with interfacing.	_____	_____
28. Give a demonstration related to clothing.	_____	_____
29. Participate in the County Fashion Revue.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# CLOTHING AND TEXTILES

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award

Intermediate (3rd and 4th years)

	<u>Date Completed</u>	<u>Leader's Initials</u>
1. Learn to take accurate body measurements and alter a pattern for a better fit.	_____	_____
2. Coordinate the fabric, pattern and all notions for a garment that you will make.	_____	_____
3. Learn to read fabric and clothing labels and how to take care of various fabrics.	_____	_____
4. Identify various types of fabrics, satins, wool, denim, etc.	_____	_____
5. Complete a wardrobe inventory list to assess needs.	_____	_____
6. Select & buy an article of clothing that is needed in your wardrobe.	_____	_____
7. Learn to recognize fitting problems & correct them.	_____	_____
8. Learn at least 3 new construction methods:	_____	_____
* set in sleeves		
* zipper center, fly, invisible		
* new seam finish		
* button holes		
* darts tucks or pleats		
* new hem stitch or finish		
* collar		
* cuffs		
* waist band		
* other, approved by leader _____		
9. Learn to clean, care for and adjust sewing machine.	_____	_____
10. Identify & use pressing equipment; pressing cloth, clapper.	_____	_____
11. Learn to recognize good construction techniques in store bought clothing.	_____	_____
12. Learn to layout a pattern on napped, repeat design or plaid fabric.	_____	_____
13. Learn sewing techniques for working with knits.	_____	_____
14. Use at least two decorative details:	_____	_____
* trim or lace		
* cording		
* yokes		
* appliqué or fabric paint		
* contrasting materials, colors, or prints		
* pockets		
* top stitching		
* other, approved by leader _____		
15. Select make or buy accessories for a garment made.	_____	_____
16. Learn mending techniques.	_____	_____
17. Keep record on cost on cloths & accessories you buy and make.	_____	_____
18. Learn to launder a sweater.	_____	_____
19. Give demonstration on clothing.	_____	_____
20. Exhibit clothing Project at fair, exhibit night, etc.	_____	_____
21. Participate in two divisions at the County Fashion Revue.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

# CLOTHING AND TEXTILES

*Sonoma County 4-H*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Guidelines for Project Proficiency Award  
Advanced (5th year and above)

	<u>Date</u> <u>Completed</u>	<u>Leader's</u> <u>Initials</u>
1. Learn how to do 4 new items below:	_____	_____
• Bound buttonholes		
• Smocking		
• Appliqué		
• Patchwork		
• Quilting		
• Embroidery		
• Hand-picked zipper		
• Frog closure		
• Covered buttons		
• Other approved by leader		
2. Sew with 2 challenging fabrics:	_____	_____
• Crepe		
• Silk		
• Heavy wool		
• Other approved by leader		
3. Do alterations on ready made clothes for yourself.	_____	_____
4. Complete wardrobe inventory: list clothes you have & list clothes you need.	_____	_____
5. Recycle a garment 70%.	_____	_____
6. Serve as a Junior/Teen Leader for the clothing project.	_____	_____
7. Participate in the organizing of County Fashion Revue.	_____	_____
8. Read commendations at County Fashion Revue.	_____	_____
9. Make 1 garment for another person.	_____	_____
10. Make a non-wearable article of clothing.	_____	_____
11. Make 1 accessory to complete your outfit.	_____	_____
12. Make a personal color sheet.	_____	_____
13. Select all accessories for an outfit.	_____	_____
14. Make a three piece outfit.	_____	_____
15. Make a lined garment.	_____	_____
16. Learn the proper storage of your clothing.	_____	_____
17. Learn proper washing of your clothing.	_____	_____
18. Arrange your closet for accessories, shoes, prevention of insect or other damage.	_____	_____
19. Give a clothing presentation.	_____	_____
20. Participate in new category at County Fashion Revue.	_____	_____
21. Exhibit at fair, club exhibit night, etc.	_____	_____

Project Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_

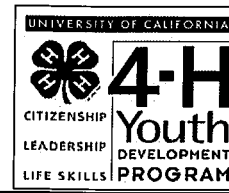
Club Leader's Signature of Completion: \_\_\_\_\_

Date: \_\_\_\_\_



# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES  
ENVIRONMENTAL HEALTH AND SAFETY



#39

## SAFE SCISSOR USE

*Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.*

Information available from the U.S. Consumer Product Safety Commission indicates about 5,000 youth aged five to 19 years were treated in hospitals for scissor injuries during 2006. Of this total, approximately 2,800 (almost 60%) of the injuries were lacerations to fingers. Many of the injuries were caused by the scissor user being careless or inattentive and could have been prevented by taking several simple precautions.

### Safe Scissors Use

- Focus on the task at hand when using scissors. Stop using the scissors if you want to look up.
- When using scissors, cut in a direction away from your body and fingers, hands, arms, and legs.
- Do not attempt to catch a dropped pair of scissors. Let the scissors fall and then pick them up.
- Use scissors in well-lighted work areas.
- Never engage in horseplay with scissors.
- Only use scissors for their intended cutting purpose. Do not use scissors for prying, screwing, scraping, or pounding.
- Do not run or climb while carrying a pair of scissors.
- Use the proper type of scissors for the task at hand. For example, use fabric scissors or pinking shears for cutting cloth and trimming scissors or a thread clip for cutting loose threads.
- Always pass a pair of scissors handle first to another person.
- When using shears, cut away from your body in regular, small strokes. Resting the shears against a table allows for better cutting control. It is easier to cut from right to left when you are right handed and from left to right when left handed.
- Practice good posture when using scissors. Avoid bending over a table when cutting with scissors.
- Whenever possible, use scissors with your wrist held in a neutral position and not bent at awkward angles or positions.
- A good practice is to keep your scissors sharp so they require less hand force to use.
- When necessary, have scissors sharpened by a professional scissors sharpener.
- Regularly clean dust, fluff, and cut fragments from the scissor cutting edges and blades.
- Periodically oil the screw slot and hinge area with a drop of fine oil.
- When finished, clean the work area (including the floor) and return scissors to their assigned storage space.
- If you suffer an injury while using a pair of scissors, tell your group leader, parent, or guardian. Seek medical attention if the injury is serious.



*Photograph Courtesy of  
Tolune County 4-H Program*



# CLOVER SAFE

AGRICULTURE AND NATURAL RESOURCES  
ENVIRONMENTAL HEALTH AND SAFETY



#2

## SEWING MACHINE SAFETY

*Clover Safe notes are intended primarily for 4-H volunteers and members nine years and older.*

Information available from the U.S. Consumer Product Safety Commission indicates a total of approximately 2,700 people were treated in hospitals for sewing machine injuries during 2005. Most of the injuries (60%) were puncture wounds and cuts to fingers. Many of the injuries were caused by operator error or inattention and could have been prevented by understanding how a sewing machine works and maintaining awareness of potential hazards.



*Photograph Courtesy of  
Tuolumne County 4-H Program*

### Pre-Use Activities

- Thoroughly review and understand information provided in the owner's manual with particular attention given to descriptions of safety procedures.
- Before using, always inspect the sewing machine for damage or disrepair, including the power cord. Assure all ventilation openings are clear of lint and scrap cloth. Also, inspect all machine settings and adjustments and modify as necessary for the sewing task you intend to perform.
- If a sewing machine fails your pre-use inspection, notify your group leader, parent, or guardian. Do not use the sewing machine until it has been repaired.

### Operating Precautions

- Only use a sewing machine for its intended purpose as described in the operator's manual.
- Use the proper type and size needle for the fabric being sewn.
- Prior to use, always inspect the needle to make sure it is not bent, dulled, or damaged. Never use a bent or damaged needle.
- For zig-zag or any other special stitching, use a throat plate that accommodates a wide stitch.
- Always maintain a safe zone, of about one inch, around the presser foot where fingers never enter when the sewing machine is operating. Try to keep your fingers to the side of the presser foot rather than in front of it.
- Learn to start and run the machine slowly and evenly. Operating the backstitch lever or knob takes practice.
- If the machine is difficult to start, gently turn the balance wheel to assist it.
- At the end of a row of stitching, turn the balance wheel away from you until the thread take up is at its top position. Then raise the presser foot and pull the fabric away.
- Never sew with the presser foot in a raised position. Do not force the fabric forward or backward while sewing. Hold the fabric firmly between your fingers and allow the feed dogs to pull the fabric.
- Never sew across pins. Remove each pin before it is pulled under the presser foot. Carefully use straight pins and when done using them, place in a proper storage container such as a pin cushion or plastic box.
- When using a serger, keep your fingers a safe distance from the knife blades.
- Never look away from the machine while it is sewing. If you need to look away, stop sewing first.
- Do not use magnetic pin dishes or other magnetized objects near an electronic sewing machine.
- When using shears, cut away from your body in regular, small strokes. Resting the shears against a table allows for better cutting control. It is easier to cut from right to left when you are right handed and from left to right when left handed. Clip threads with small scissors or a thread clip rather than large sewing shears.
- Always turn the sewing machine off and unplug from the power source before changing the light bulb, lubricating machine parts, and/or cleaning the machine.
- Regularly use a lint brush to clean the area around the bobbin. Remove the throat plate and brush out all the visible bits of thread and fuzz that accumulate. If you do it every time you wind the bobbin, you won't forget.
- It is recommended that sewing machines be lubricated every 6 months and sergers every 3 months. Follow the instructions in the owner's manual. If the machine has been stored or unused for a long time, lubricate and test the machine before using.
- Clean up the work space when finished with your sewing task.
- If you suffer a puncture or cut wound, tell your group leader, parent, or guardian. Wash the wound with soap and water and cover with a clean bandage. Seek medical attention if the wound is large/deep or appears to be infected.

# **I'm a 4-H Project Leader: Now What Do I Do?**

## **How do I know who is in my project?**

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

## **How often should I hold project meetings?**

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

## **When do I start?**

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

## **How do I cover the cost of project meetings?**

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

## **How do I establish a project meeting schedule?**

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.



Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

### **Where do I hold project meetings?**

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

### **What safety precautions do we need to consider?**

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

### **How do I let others in my club or other clubs know I am a project leader?**

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

### **How do I prepare for the first meeting?**

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### **What should I do at the initial project meeting?**

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

### **What does a typical project meeting look like after the initial orientation?**

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### **Do**

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### **Reflect**

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### **Apply**

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

### **What resources are available to help me?**

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
  - County Staff
  - Older youth who have been involved in the project
- 
- **Media Collection & Public Libraries** – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
  - **4-H Website** – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at [www.uwex.edu/ces/4h/onlinepro/](http://www.uwex.edu/ces/4h/onlinepro/). You may wish to check out websites from other state 4-H programs also.
  - **Volunteer Leaders Conferences** – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
  - **Field Trips** – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
  - **Local Experts** – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
  - **Magazines** – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

### **How can I incorporate activities not included in the project guide?**

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

### **What is the relationship between project work and the county fair?**

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

### **Who can I go to if I need someone to help me during the project meetings?**

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.