

Member-Parent Guide:

Basic Skills—Level 1

4-H 320-00 • October 2014

A note to 4-H members

Learning about clothing and sewing is interesting and fun. Here are some of the things you can learn about in Basic Skills—Level 1 of the 4-H clothing project:



- Planning what you want to learn and do
- Determining what skills you have gained



- Choosing sewing equipment
- Grooming and personal appearance



- Using and caring for a sewing machine
- Caring for your clothing



- Telling the difference between knit, woven, and other fabrics
- Learning the difference between stable and stretchy knits



- Using a needle and thread
- Sewing straight seams, square corners, and curved seams
- Cutting and pressing skills

You will have a chance to help plan what you'll do. Choose simple things first. After you learn to do simple things, you will be able to make some of your own clothes.

You will need some supplies to work with, so talk with your parents about what you already have at home and what you'll need to buy or borrow.

You'll also have a chance to share what you've learned with others. This might be at your club meetings or in some other way. Plan to attend all your club meetings, and do your best to help make your club a good one.

At some of your club meetings, your leader will give you handouts (like this one) for you to take home. These handouts will tell you about some of the things you'll need to know as you learn about clothing. Keep these together in a notebook or binder so you can find them when you need them.

Please show this note to your parents. There is a note for them on the back.



A note to parents

The 4-H clothing project is designed so members will have opportunities to:

- Plan and evaluate their work
- Learn to work and share with others
- Develop decision-making abilities
- Express themselves creatively

Some of the specific knowledge and skills to be learned in Basic Skills—Level 1 are listed in the note to members on the other side of this handout. Your child will need special help from you or another family member or friend to learn some of these skills, such as using a sewing machine, selecting sewing supplies, and learning to sew.

We hope you can help your child choose fabrics and items to sew that will not be too difficult. At first, members will be making simple articles, such as pillows, bookmarkers, potholders, or tote bags. They may also make simple garments, such as pullover tops, pull-on pants or shorts, skirts, or sleepwear. Garments or articles with pleats, gathers, zippers, or set-in sleeves are not appropriate for this skill level. Fabrics that work well for beginners are medium-weight, firmly woven cotton and cotton-blend fabrics, and stable, non-stretchy knits. The club leader will share with members some ideas about what items to make and fabrics they might like to use.

Many beginners' sewing efforts will not be perfect. We hope you won't worry about this. We'd like 4-H members to learn to enjoy sewing and complete several items, rather than concentrate on making one "perfect" item.

Here are some other ways you can help:

- Show interest and enthusiasm in your child's work.
- Help guide your child, but don't do the job for him or her.
- Encourage your child when he or she succeeds, and even more when things are not going well. Help your child see progress, not just the end result.
- Provide transportation to local meetings and county activities in which your child and other 4-H members are involved and interested.
- Support your local 4-H leaders. Offer to assist, and let them know you appreciate their efforts.

The 4-H clothing project holds many exciting opportunities for your child. We hope he or she finds the project experiences interesting and fun.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Oregon 4-H Clothing Project

Member-Parent Guide:

Basic Skills—Level 2

4-H 320-00 • October 2014

A note to 4-H members

Now that you have begun to learn about clothing and how it's made, you are ready to try some new things. In Basic Skills—Level 2 of the 4-H clothing project, you will have a chance to learn about:



Evaluating sewing skills based on guidelines



Grooming and personal appearance



Caring for your clothing by looking at the care instructions



Choosing fabric by considering how it looks and feels



Getting fabric ready for sewing

Selecting a commercial pattern

Cutting and marking a pattern and fabric

Pressing and ironing different kind of fabrics

Making garments or articles for yourself or someone else

You can plan what you'll do in the project, with help from your parents and leader. You'll also have a chance to share with others what you have learned. This might be at a club meeting or in some other way. You might want to make a gift for someone. Or you might want to show your family what you've learned by sometimes helping with the laundry, ironing, or mending.

Plan to attend all your club meetings. At some meetings, your leader will give you handouts about clothing for you to take home. Keep these together in a notebook or binder so you can find them when you need them.

Please show this note to your parents. There is a note for them on the back.



A note to parents

Basic Skills—Level 2 of the 4-H clothing project is designed for youth who have had some experience in clothing, including using a sewing machine and making simple garments or articles. Some of the specific knowledge and skills to be learned in Level 2 are listed in the note to members on the other side of this handout.

Your child will need special help from you or another family member or friend to learn some of the skills, particularly those related to clothing construction. We hope you will be an active participant in the member-parent-leader team and help plan project work that is not too difficult.

Simple patterns (no zippers or set-in sleeves) work best for this skill level. Firmly woven cotton and cotton-blend fabrics, and stable, non-stretchy knits are recommended. Napped fabric (such as corduroy or velveteen) and plaid fabric are not recommended until later skill levels. In this level, members will learn construction skills including plain seams and seam finishes, casings, facings, and hems. The club leader will share some ideas about the garments or articles members might like to make.

Members in Level 2 are just beginning to apply certain skills. Many of their sewing efforts will not be perfect. We hope you won't worry about this. We'd like 4-H members to learn to enjoy sewing and complete several items, rather than concentrate on making one "perfect" item.

Clothing construction is only part of the 4-H clothing project. Members will also have opportunities to:

- Plan and evaluate their work
- Learn to work and share with others
- Develop decision-making abilities
- Express themselves creatively

You can help by showing interest and enthusiasm in your child's work. Guide and encourage your child when he or she succeeds, and even more when things are not going well. Help your child see progress, not just the end result.

The 4-H clothing project has many opportunities for your child. We hope he or she finds the project experiences interesting and fun.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Oregon 4-H Clothing Project

Member-Parent Guide:

Basic Skills—Level 3

4-H 320-00 • October 2014

A note to 4-H members

Basic Skills—Level 3 of the 4-H clothing project builds on the things you've already learned and adds new skills. Here are some things you'll have a chance to learn about:



Keeping track of your progress through recordkeeping



Becoming responsible for good health habits related to personal appearance
Sharing with others what you've learned



Shopping for clothing
Describing garments in terms of style, silhouette lines, and design details



Telling the difference between specific types of knits
Measuring the stretch of knits



Coordinating patterns and fabrics
Shaping fabric by easing and gathering
Using seam finishes
Applying a waistband, and sewing a crotch seam
Inserting a zipper, and making machine buttonholes

As you can see, the 4-H clothing project is more than just learning to sew. It includes learning about yourself; sharing what you've learned with others; and making decisions about buying, caring, and making clothes. Other important parts of the project are helping to plan what you want to do, and then later evaluating for yourself how you feel about what you've learned.

Plan to attend all your club meetings. At some meetings, your leader will give you handouts to help you learn about clothing. Keep these together in a notebook or binder so you can find them when you need them.

Please show this note to your parents. There is a note for them on the back.



A note to parents

The 4-H clothing project is more than just learning to sew. Individual and club activities focus on five learning areas:

- Planning and evaluation
- Individual development and outreach
- Management, consumership, and wardrobe building
- Textiles and science
- Construction

Consumership

Some of the specific knowledge and skills to be learned in Basic Skills—Level 3 are listed in the note to members on the other side of this handout. Level 3 emphasizes consumership to help members develop shopping skills (deciding what to look for, how much to spend, how to ask for help and discuss clothing needs with a salesperson, etc.). Members will also learn about wardrobe building by becoming aware of style terminology and design details. Your assistance in practicing these shopping skills with your child will help establish the knowledge and skills your child needs to become an informed consumer and smart shopper.

Construction

In Level 3, members are encouraged to make more than one garment. If garments have sleeves, raglan, kimono, or faced sleeves are recommended rather than set-in sleeves. Woven fabrics; stable, non-stretchy knits; or moderately stretchy fabrics are appropriate.

Your child may need special help from you or another family member or friend to learn some of these skills, particularly those related to clothing construction. Your encouragement and guidance will help your child see progress, not just the end result. Perfection is not as important as developing an enjoyment of sewing.

Members will also have opportunities to:

- Plan and evaluate their work
- Learn to work and share with others
- Develop decision-making abilities
- Express themselves creatively

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by *Freepik* from *Flaticon.com*.

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Member Guide:

Expanding Skills—Level 4

4-H 320-00 • October 2014

The 4-H clothing project is more than just learning to sew. It also includes learning about yourself; sharing what you've learned with others; and making decisions about buying, caring for, and making clothes. Here are some things you'll have a chance to learn about in Expanding Skills—Level 4:



Using guidelines to evaluate items you've made



Sharing with others what you've learned

Making the most of your personal appearance



Making a wardrobe plan for an outfit, including selecting and caring for accessories (such as shoes, socks or stockings, ties, scarves, belts, or jewelry)

Repairing clothing for yourself and others



Identifying different types of interfacing (woven, nonwoven, sew-in, fusible)

Identifying characteristics of different fibers



Making garments using some of these skills:

- Patch pockets
- Collars and/or cuffs
- Darts
- Set-in sleeves
- Zippers (invisible or lapped)
- Machine buttonholes using a zigzag machine
- Fly front
- Hemming technique not previously learned

You are encouraged to make two or more garments to gain experience in using a variety of fabric textures and weights and selecting appropriate skills for each.

(over)



It's important that you plan what you are going to do in the project, and then later evaluate for yourself how you feel about what you've learned. Your plan might include:

1. Skills to be learned
2. Supplies and materials needed
3. Time when goals are to be accomplished

Work with your parents and leader when you make your plan. In your *4-H Clothing Project Record* (320-00R), write down your goals at the beginning of the year and your accomplishments at the end of the year.

You might also want to use the *4-H Clothing Advancement Guide* (4-H 320-01R), which consists of a series of activities for each skill level. At the beginning of the year, you select activities to complete for the skill level in which you are enrolled. As you accomplish these activities, your leader or parent will sign and date your advancement record. After you complete all the activities, you are ready to advance to the next skill level. Ask your leader for more information about this if you are interested.

At club meetings, your leader will provide some resources and information. You might also find it helpful to look at books or websites about how to sew, leaflets and catalogs from pattern companies, and written material from companies that make zippers, thread, and other notions.

If you decide to exhibit at the county fair, be sure to check with your leader about class descriptions, exhibit guidelines, and entry procedures. Your county might also offer activities such as Fashion Revue/modeling opportunities, judging contests, community displays, and grooming/personal appearance programs. Ask your leader what's available.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212-9217, *4-H Clothing Project, Skill Levels 2-9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Oregon 4-H Clothing Project

Member Guide:

Expanding Skills—Level 5

4-H 320-00 • October 2014

By now, you know that the 4-H clothing project is more than just learning to sew. Each level of the project includes activities in five learning areas:



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

The following sections list suggested activities in each learning area for Expanding Skills—Level 5. You're not expected to complete all of these activities. However, you are encouraged to do at least one activity in each learning area. List your plans and accomplishments in your *4-H Clothing Project Record* (320-00R).

In addition to your 4-H clothing project materials, you might also find it helpful to look at books or websites about how to sew, leaflets and catalogs from pattern companies, and written material from companies that make zippers, thread, and other notions.



Planning and evaluation

Work with your parents and leader to develop a personal plan of what you will do in the project. Your plan might include:

- Skills to be gained
- Knowledge to be learned
- Resources available and/or needed
- Time when goals are to be accomplished

At the end of the project year, evaluate your own progress by thinking through these questions:

- What did I learn?
- Where do I need improvement?
- How do I feel about what I did?
- What shall I plan to do or learn next?

(over)





Individual development and outreach

Individual development

Help make good features more attractive:

- Posture
- Hair care and styling
- Skin care and makeup

Select clothing to make the most of attractive features.

Outreach

Help someone else fit a garment he or she is making.

Share what you've learned (knowledge or skill) with others by giving a presentation, making an educational display, or becoming a Junior Leader.



Management, consumership, and wardrobe building

Management

Learn about basic clothing care:

- Permanent care labels and what the terms mean
- Basic types of laundry products (pretreatment sprays, water softeners, detergents, bleaches, and fabric softeners) and which should be used for various categories of laundry
- Washing machine cycles (normal, permanent press, and delicate) and when to use each
- Methods of drying (tumble drying with various cycles and temperatures, line drying, hanger and flat drying) and when to use each

Learn about fibers and fabrics that require special care.

Learn how special care adds to the cost of the fabric or garment and how care influences choice of clothing.

Consumership

Plan, select, and purchase garments, accessories, patterns, and fabrics—while keeping your wardrobe plan in mind.

Use the consumership skills you learned in Level 3.

Wardrobe building

Develop a wardrobe plan:

- Inventory clothing and accessories on hand.
 - List activities to compare with the clothing and accessories in your inventory.
 - Decide which colors, textures, lines, and styles are most flattering.
 - Decide where gaps or needs exist in your wardrobe.
 - Plan how to fill gaps or meet needs, and estimate the cost.
-



Textiles and science

Read labels of fabric bolts and ready-to-wear garments to become aware of at least six different fibers listed below:

- Cotton
- Wool
- Linen
- Silk
- Acetate
- Triacetate
- Acrylic
- Modacrylic
- Polyester
- Nylon
- Rayon

Describe the fabric made from these fibers:

- Structure (woven, knitted, or other)
- Weight, hand (how it feels), and look or texture
- Advantages, disadvantages, and care



Construction

In this level, you can apply time-saving techniques to skills you learned previously. Use techniques appropriate to the fabric and garment style.

Skill	Possible garments on which to use the skill*
Pattern alteration and fitting	
Shoulder area	
Waist-hip area	
Structural details	
Bias detailing	Shirts and blouses
Cuffs	Jackets and pants
Topstitching	Jumpers
Front plackets	Skirts
Pockets (bound, shaped, pleated, welt)	Vests
Handling stripes and plaids	Dresses
Tab fronts	
Pleat construction	
Insets	

Skill	Possible garments on which to use the skill*
Complex seams and seam finishes	
French	Sport-weight pants and skirts
Flat fell	
Slot seam	Pajamas, robe, and caftans
	Garments from loosely woven, stretchy woven, or sheer fabrics
Time-saving techniques	
Organize sewing area	
Quick marking techniques	
Unit construction	
Continuous stitching	
Fusible webs	
Fusible interfacings	

* This does not mean that only these listed garments are acceptable. Select garments to make on the basis of your individual skills, knowledge, and preferences.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Oregon 4-H Clothing Project

Member Guide:

Expanding Skills—Level 6

4-H 320-00 • October 2014

The following sections list suggested activities for Expanding Skills—Level 6 of the 4-H clothing project. Activities are grouped by the five learning areas of the project:



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

You're not expected to do all of these activities in one year. However, you're encouraged to choose at least one activity from each learning area as you make your personal plan for the year. You may wish to add some activities of your own. Try to think of activities that build on your previous knowledge but also add new experiences for you.

In addition to your 4-H clothing project materials, you might also find it helpful to look at books or websites about how to sew, leaflets and catalogs from pattern companies, and written material from companies that make zippers, thread, and other notions.



Planning and evaluation

Work with your parents and leader to develop a personal plan of what you will do in the project. Your plan might include:

- Skills to be gained
- Knowledge to be learned
- Resources available and/or needed
- Time when goals are to be accomplished

At the end of the project year, evaluate your own progress by thinking through these questions:

- What did I learn?
- Where do I need improvement?
- How do I feel about what I did?
- What shall I plan to do or learn next?

(over)





Individual development and outreach

Individual development

Discuss the influence of personal values on decisions about personal appearance. (To whom do you want to look attractive, and why?)

List five values or ideas you have about what is important in your life.

Discuss how personal values, physical traits, and grooming habits relate to appearance.

Outreach

Become aware of clothing issues for people with limited mobility.

- **Activity example:** Try to dress yourself while seated in a chair. Talk to a therapist or person with limited mobility about special clothing considerations.

Become aware of clothing issues for older adults or people with limited manual dexterity.

- **Activity example:** Tape the joints of your fingers to simulate stiffness, and then try to use buttons, hook-and-loop tape, zippers, and hangers. This activity might lead to further outreach. You might assist someone with limited manual dexterity by making nonslip hangers; replacing fasteners that are difficult to use; or making simple style changes, such as moving a zipper from back to front.

Become aware of clothing issues for people with impaired vision.

- **Activity example:** Try to select a coordinated outfit from a variety of garments while blindfolded. Talk to someone with a vision impairment special clothing considerations.



Management, consumership, and wardrobe building

Management

Learn about spot and stain removal, including what chemicals and procedures to use and when.

Consumership

Learn about consumer rights and responsibilities.

Learn how to make a consumer complaint.

Wardrobe building

Make or update your wardrobe plan.



Textiles and science

Read labels of fabric bolts and ready-to-wear garments to become aware of at least four of the finishes listed below:

- Permanent press
- Soil release
- Anti-static
- Flame retardant
- Water repellent
- Shrinkage control

Learn about the care required for these special finishes.

Describe the advantages and disadvantages of various finishes.



Construction

In this level, try sewing with fabrics such as wool and stretchy knits, which require more advanced skills. Multiple-layer coordination should emphasize handling fabric with simplified or dressmaker techniques rather than traditional tailoring. You can also explore skills from previous levels that you haven't yet accomplished or need to improve.

Skill	Possible garments on which to use the skill*
Multiple-layer coordination (underlining, interfacing, lining, and fashion fabrics)	
Wool sewing techniques	Jackets, coats, vests
Bound buttonholes	Sports coat
	Pants
	Skirts, dresses, jumpers
	Capes
Handling knit and stretchy knit fabrics	
V-neck bands and square-neck bands	Shrink top
Exposed zipper	Shell blouse
Banding and grosgrain application for cardigans	Sweater knits (pullovers, cardigans)

* This does not mean that only these listed garments are acceptable. Select garments to make on the basis of your individual skills, knowledge, and preferences.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.

Member Guide:

Advanced Skills—Levels 7, 8, and 9

4-H 320-00 • October 2014

The following sections list suggested activities for Advanced Skills—Levels 7, 8, and 9 of the 4-H clothing project. Activities are grouped by the five learning areas of the project:



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

You can complete several activities each year, and you should select activities from several learning areas to help develop breadth and depth in your accumulated knowledge and skills. You may wish to add some activities of your own. Try to think of activities that build on your previous knowledge but also add new experiences for you.

By now, you likely have many 4-H clothing project materials and other references. As you do new activities, continue to explore new information sources. You can also ask your leader, a librarian, or other experienced sewers for recommendations.

Part of your project work should include sharing what you've learned with others. Consider developing some of your ideas into educational displays or presentations to share with beginning clubs, school classes, or community groups. You also might want to become a Junior or Teen Leader and work with beginning members.



Planning and evaluation

Develop a personal plan of what you will do in the project. Your plan might include:

- Skills to be gained
- Knowledge to be learned
- Resources available and/or needed
- Time when goals are to be accomplished

As you complete each activity, and at the end of each project year, evaluate your experience by asking:

- What did I learn?
- Where do I need improvement?
- How do I feel about what I did?
- What shall I plan to do or learn next?

(over)





Individual development and outreach

Individual development

Explore special interests and develop new interests. Some options might include:

- Clothing and history
- Pattern design
- Clothing of other cultures
- How clothing affect behavior
- Fashion analysis
- Economics and marketing of clothing

Outreach

Investigate potential career options related to clothing, textiles, and personal appearance, such as:

- Education
- Merchandising
- Journalism, communications
- Art and design
- Museum curation
- Textile preservation and restoration
- Sewing machine repair
- Cosmetology, hairstyling

Plan a fashion show.

Become a Teen Leader (must have completed 9th grade in school).



Management, consumership, and wardrobe building

Management

Do a comparison study of clothing products on the market. Compare features and cost of:

- Washing machines
- Dryers
- Detergents and soaps
- Laundry additives such as water softener, fabric softener, bleaches

Plan and organize a sewing center for your home, room, or apartment.

Consumership

Learn more about agencies for consumers (who they help, what they do, and how consumers use them).

- Better Business Bureau
- Credit bureau

Learn about methods of paying for clothing (features, advantages, disadvantages, costs):

- Cash
- Credit card, bank
- Credit card, store
- Checking account
- Layaway

Wardrobe building

Help plan a complete wardrobe for someone with limited income. Set a clothing budget on a per-week or per-month basis, and plan for purchases during a year.



Textiles and science

Design and conduct experiments to compare:

- Supporting fabrics (underlinings, interfacings, and linings)
- Fusibles (webs and interfacings)
- Flame-retardant and non-flame-retardant fabrics

Explore the processes involved in textile design and production.



Construction

Levels 7, 8, and 9 are designed for you to explore skills that you haven't yet accomplished or need to improve. You can include skills from previous levels. You can also work on learning how to handle special fabrics such as wool, lace, bulky fabrics, brocades, metallics, and plaids. Garments made from these fabrics might need to be underlined or lined.

Skills and possible garments on which to use them*	Skills and possible garments on which to use them*
Tailoring skills	Recycling techniques
Coats	Makeovers
Jackets, vests	Restyling
Hats	Alterations
Swim or exercise wear sewing skills	Special occasion clothing
Bikinis, one-piece suits	Costumes
Swim trunks	Party dresses
Beach cover-ups	Wedding gowns
Leotards	Children's wear
Lingerie sewing skills	Self-help garments for people with disabilities
Slips	
Nightwear	
Panties, bras	
Robes	
Recreational clothing skills	
Western wear	
Camping gear	
Hunting and fishing wear and gear	
Ski clothes	

* This does not mean that only these listed garments are acceptable. Select garments to make on the basis of your individual skills, knowledge, and preferences.

By Patricia Dawson, professor, 4-H Youth Development, Umatilla County, Oregon State University.

This set of member-parent guides is based on and replaces OSU Extension publications 4-H 9212–9217, *4-H Clothing Project, Skill Levels 2–9*, by Ardis W. Koester, Extension textiles and clothing specialist emeritus; and Barbara J. Sawyer, Extension specialist emeritus, 4-H Youth Development; both of Oregon State University.

Icons made by [Freepik](#) from [Flaticon.com](#).

© 2014 Oregon State University.

Extension work is a cooperative program of Oregon State University, the U.S. Department of Agriculture, and Oregon counties. Oregon State University Extension Service offers educational programs, activities, and materials without discrimination based on age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Oregon State University Extension Service is an Equal Opportunity Employer.

Published October 2014.