

## *Oregon 4-H Clothing Project*

# Leader Lesson Plans: *Basic Skills—Levels 1, 2, and 3*

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**4-H 320-00BL • October 2014**

The 4-H clothing project is designed to give young people opportunities for personal growth and development. Teaching young people is one of the most satisfying activities you can do. Like most teachers, you'll probably find that you learn as much as, or more than, the young people in your club.

The overall clothing project consists of nine progressive skill levels. This publication includes leader lesson plans for Basic Skills—Levels 1, 2, and 3. All levels include suggestions for specific activities in five learning areas:



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

The lesson plans for Level 1 are designed to help you learn how to work with members in the clothing project and plan a club meeting. Suggested meeting outlines are included. Your role as a 4-H leader is to help create opportunities for members to develop their decision-making skills, express themselves creatively, gain knowledge and skills related to clothing and personal appearance, and learn to work and share with others.

The Level 2 activities include some review and reinforcement of what was learned in Level 1 and add a wider variety of basic skills.

In Level 3, you may have a club with members at several different skill levels. This requires additional coordination and organization. The lesson plans for Level 3 are organized by type of activity and learning area. This provides the support and flexibility you need to plan meetings and activities suitable for your club.

These meeting outlines are intended to support—not restrict—you and your fellow leaders. Adapt meetings to the interests and abilities of your members, as well as to the available facilities and resources.

4-H clothing project resources for members and leaders are available through your local Extension office. These resources include the *Oregon 4-H Clothing Advancement Guide* (4-H 320-01R), which guides members as they complete a series of activities for each skill level. In addition, you may choose to reference the many available commercial publications (e.g., literature from equipment, pattern, fabric, and notion manufacturers) as well as books, websites, and other resources.



## ***Oregon 4-H Clothing Project Leader Lesson Plans***

# ***Basic Skills—Level 1***

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### **You as a 4-H clothing project leader**

You can help each member feel successful through both group and individual project work. As a leader, you realize that a good meeting takes planning. The meeting outlines in this guide are examples designed to encourage your own creative planning. Remember to focus on individual members' needs and interests, as well as help members learn to work together.

Most members in Level 1 will be 4th to 6th graders. Involve each member in preparing, conducting, or serving at the meeting to give them a sense of accomplishment and encourage their involvement.

The suggested activities are designed to incorporate five learning areas:



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

You may plan meetings to include activities in more than one learning area. Note that construction can be a challenge for beginning sewers, and members' skills and abilities will vary. Rather than expecting flawless techniques garments, try to encourage a result that is attractive, practical, fulfills the purpose, and satisfies the member.

### **Teaching techniques**

Using a variety of teaching techniques will help you stimulate and maintain members' interest in the project. Members learn most by using as many of their five senses as possible. Here are some techniques to consider:

### **Demonstrations**

A demonstration is showing by doing. This technique is most effective when you do a demonstration followed by supervised practice sessions. Give each member an opportunity to speak in front of the group or do an informal demonstration of a skill they have learned.

### **Field trips**

Visit a fabric store, clothing store, or other location in your community, and plan the visit to include particular things members want to see or do. To ensure a good experience, make advance arrangement with store personnel.

## Games

Games are a valuable way to get acquainted and an enjoyable way to learn. Adapting games to your club is important. Consider using team games, relays, charades, and other familiar, simple games.

## Exhibits and displays

Exhibits and displays may be part of club meetings, fairs, or community events.

## Other techniques

Your county may offer other learning opportunities such as workshops, Fashion Revue, fairs and exhibitions, or “stitch and share” days. Ask your local Extension office what’s available.

## Evaluation

Young people tend to measure their growth or progress in terms of plans or expectations they have at the beginning of an experience. They gain satisfaction when they can see improvement or progress in their work. They will also notice when family and friends express appreciation and encouragement when finished articles are worn, displayed, or presented as gifts. Fair exhibits offer an opportunity for a qualified judge to evaluate members’ items, but self-evaluation may be more important. Encourage members to evaluate their own progress by asking 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?

## Parent involvement

Parents’ involvement in your 4-H club is very helpful. Inform parents about the objectives of the 4-H clothing project. Let them know what members will be doing and the number, length, time, and place of club meetings. Invite parents to the first meeting, and to any others they may be interested in. Encourage members to discuss project plans with their parents before making final decisions.

Parents can participate in a variety of ways: providing transportation to and from meetings; helping plan tours or field trips; or serving as a resource for games, activities, and presentations.

## Using the Level 1 meeting outlines

Level 1 meetings should give young members opportunities for personal growth through clothing activities. The activities should provide an introduction to the various areas in the clothing project.

Beginning leaders can use the following meeting outlines. Experienced leaders, or those who wish to do their own planning, should not feel restricted and are encouraged to be creative. Adapt these outlines to your members' needs, available facilities and resources, and your personal leadership style.

Each Level 1 meeting outline includes:

- **Learning areas.** Lists which aspects of the clothing project are included in the meeting.
- **Roll call review.** Use roll call as an opportunity to reinforce main ideas from previous meetings, review areas that need strengthening, or acquaint members with ideas that will be covered in more detail later.
- **Activities.** An activity may introduce a topic simply to encourage awareness, or it may provide information and in-depth knowledge through discussion and participation. If your club doesn't have enough sewing machines for each member (many clubs don't), plan activities for members to do while waiting for a machine. Select and adapt activities, or plan alternate activities, according to members' interests, the time and place of the meeting, and available resources. If a Junior Leader is available, you can do more complex activities.
- **Meeting procedure.** Suggested organization of the meeting.
- **Preparation.** List of materials and preparations to consider before the meeting.
- **Resources.** List of member handouts and supplemental leader materials that provide background information. 4-H clothing project materials for members and leaders are available through your local Extension office. You may also collect ideas from websites, books, magazines, newspapers, and other sources.

<b>Basic Skills—Level 1: Meeting Guideline Overview</b>	
<b>Learning area</b>	<b>Activities</b>
<b>Meeting 1</b>	
Planning and evaluation	Complete enrollment forms. Discuss purposes, benefits, and objectives of 4-H. Show examples of articles.
Management, consumership, and wardrobe building	Discuss sewing supplies. Demonstrate safety and care of sewing equipment.
Construction	Demonstrate how to pin, measure, and cut. Demonstrate simple hand-sewing. Begin a simple hand-sewn article.
<b>Meeting 2</b>	
Planning and evaluation	Plan for simple machine-sewn item.
Management, consumership, and wardrobe building	Show basic sewing machine parts, machine control, straight stitching, curved lines, and square corners.
Textiles and science	Discuss woven, knit, and non-woven fabrics. Discuss fabric labels and preparation of fabric.
Construction	Work toward finishing hand-sewn article. Practice machine control by sewing on paper.
<b>Meeting 3</b>	
Planning and evaluation	Complete hand-sewn article, and tell what was learned. Review sewing instructions for second article.
Management, consumership, and wardrobe building	Review sewing machine parts and machine control. Show threading machine and winding bobbin.
Textiles and science	Lay out pattern for second article.
Construction	Demonstrate and practice sewing on fabric.
<b>Meeting 4</b>	
Management, consumership, and wardrobe building	Discuss pressing techniques and iron safety.
Textiles and science	Learn about yarn direction of wovens and knits.
Construction	Work on construction of second article.
<b>Meeting 5</b>	
Individual development and outreach	Learn about pattern envelopes, construction guides, and taking measurements for proper pattern size selection.
Management, consumership, and wardrobe building	Begin to develop an awareness of color by describing colors of items. Begin plans for fabric store field trip to shop for third article supplies.
Construction	Work on second article.

<b>Basic Skills—Level 1: Meeting Guideline Overview</b>	
<b>Learning area</b>	<b>Activities</b>
<b>Meeting 6</b>	
Individual development and outreach	Field trip to fabric store.
Management, consumership, and wardrobe building	Select pattern and fabric for third article.
Textiles and science	Examine weights and constructions of fabric. Instruct members to prepare fabric for third article before next meeting.
<b>Meeting 7</b>	
Planning and evaluation	Members tell what they've learned to date.
Individual development and outreach	Work on 4-H project records and advancements. Write thank-you notes to store and parents who helped.
Construction	Work on third article: pattern layout and cutting/markings.
<b>Meeting 8</b>	
Planning and evaluation	Plan for a club outreach project.
Individual development and outreach	Update 4-H project records and advancements. Work on an outreach project to assist others.
Textiles and science	Demonstrate proper and simple seam finishes.
Construction	Work on construction of third article.
<b>Meeting 9</b>	
Planning and evaluation	Members tell ways they have become more responsible for their own personal appearance.
Individual development and outreach	Update 4-H project records and advancements.
Management, consumership, and wardrobe building	Discuss hanging up clothing and general clothing care.
Construction	Work on construction of third article.
<b>Meeting 10</b>	
Planning and evaluation	Show or tell what was learned and prepare article for county fair exhibit. Discuss Level 2.
Individual development and outreach	Discuss garment accessories and 4-H Fashion Revue events.
Construction	Complete third article.

## Basic Skills—Level 1: Meeting 1

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### Learning areas



Planning and evaluation



Management, consumership, and wardrobe building



Construction

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### Roll call review



Ask members what they hope to learn in the project. Have them record their expectations for an end-of-year evaluation.

### Activities



Complete enrollment forms. Discuss with members and their parents the purposes, benefits, and objectives of membership in the 4-H program and 4-H clothing project. As members of the club, they will learn group participation, they will share responsibilities, and they will have an opportunity to develop leadership. As individuals they will gain information about clothing and will develop skills in basic construction. They will have the opportunity to learn management concepts and to develop creativity and decision-making skills that can be applied to other aspects of their lives.

Show examples of the types of articles that members might make during the year. Explain that these are made using a combination of straight seams, square corners, and curved seams by hand-sewing and machine-sewing. Don't overwhelm members, but show them that what they learn while working on each article will build and be reapplied to the next article. Introduce the *Oregon 4-H Clothing Advancement Guide* (4-H 320-01R).



Show examples of sewing equipment (e.g., tools and notions) that members will need. Show more than one example when possible, and discuss the use and advantages and disadvantages of each. Encourage members to be responsible for their own decisions by helping them decide whether sharp pins/dull pins, crewel needles/sharp needles, scissors/shears, or paper tape measure/plastic tape measure would be best for them. Provide a list of equipment required for meetings.

Demonstrate safety and care of equipment. For example, close scissors or shears when not in use, hand scissors or shears to someone else handles first, and wipe lint from the blades with a tissue.



Demonstrate how to pin properly, taking only a small bit of fabric; how to measure 1 inch (2.5 cm), ½ inch (1.25 cm), ¼ inch (.6 cm), and ⅜ inch (1.5 cm); and how to cut with long strokes of the shears, keeping material flat on the table.

Show how to thread a needle, tie a knot, and do simple hand-sewing.

Start to make a hand-sewn item.

## Meeting procedure

Greet members as they arrive, introducing yourself and other members.

Talk briefly about the purposes, benefits, and objectives of 4-H membership. Then do the roll call activity, recording each person's project expectations.

Show how to pin, measure, and cut for a simple hand-sewn article. Demonstrate how to thread a needle, tie a knot, and do simple hand-sewing. Help each member start a simple hand-sewn article. Before members go home, discuss what they will need (equipment and supplies) to continue. Some members might be able to bring portable sewing machines to the next meeting.

## Preparation

Have on hand:

- Paper and pencils for each member
- Enrollment forms
- Sewing equipment (numerous items to show the variety available)
- Examples of simple articles appropriate for Level 1 (make examples or borrow them from some of last year's beginners)
- Equipment, patterns, and supplies for hand-sewn articles

## Resources

*Oregon 4-H Clothing Project Member-Parent Guide* (4-H 320-00)

*Oregon 4-H Clothing Advancement Guide* (4-H 320-01R)

*Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L)

Oregon 4-H Clothing Construction Fact Sheets

- *Sewing Equipment* (4-H 320-11)
- *Cutting Skills* (4-H 320-12)
- *Hand-Sewing Skills* (4-H 320-13)

## Notes:



## Basic Skills—Level 1: Meeting 2

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### Learning areas



Planning and evaluation



Management, consumership, and wardrobe building



Textiles and science



Construction

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### Roll call review



Each member shows and names a different piece of sewing equipment. If your club is large, have extra pieces of equipment on hand to avoid duplicates.

### Activities



Discuss differences in woven, knitted, and non-woven fabrics. Describe fabric construction, and show enlarged examples such as burlap (woven), sweater knit (knit), and felt (non-woven).

Describe behavior differences such as raveling, runs, stretchiness, flexibility (stiffness), and wrinkle tendencies. Provide examples of fabrics that would be good for members to work with during the project year.



Have a sewing machine on display. Point out and name the basic stitching and fabric-handling parts of the sewing machine. Describe their purpose and how they are used. These parts might include:

- |                 |                       |                 |
|-----------------|-----------------------|-----------------|
| • Needle        | • Needle hole         | • Balance wheel |
| • Spool pin     | • Presser foot        | • Stitch-length |
| • Upper tension | • Presser foot lifter | regulator       |
| • Bobbin        | • Feed dog            | • Foot control  |

Help members learn the parts and quiz each other on them.

Show how to start, stop, and control the speed of the sewing machine, and how to change the stitch length. Demonstrate straight stitching using (a) marked paper or fabric and (b) throat plate guide or guide attachment. Show how to turn corners using reduced stitch size. As you are demonstrating, discuss good sewing habits, correct posture, and safety. Provide members with marked paper or fabric to practice techniques.



Complete hand-sewn article from the first meeting.



Discuss possible articles for the second article.

## Meeting procedure

Do the roll call activity, and then have teams of members sort woven, non-woven, and knit fabrics. Check and discuss. Discuss fabric types, and show samples of appropriate fabrics for Level 1.

Demonstrate the basic skills in machine control. Allow time for some members to work on their hand-sewn articles and others to practice machine control. Reverse the groups for an equal period of time.

Show examples of simple machine-sewn articles made from napkins, placemats, or towels. Provide a list of supplies to bring to the next meeting.

## Preparation

Prepare examples of woven, knitted, and non-woven fabrics. Gather four to eight samples of each type.

Divide the samples into packets for each team to identify, and number the samples in each packet. Provide paper and pencils so members can write down their results.

Have on hand:

- Sewing equipment for roll call and demonstrations
- Textile samples of woven, knitted and non-woven fabrics
- Paper or fabric with straight and curved lines for machine control demonstration and practice
- Sewing machine(s)
- Samples of possible items for the second article

## Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Sewing Equipment* (4-H 320-11)
- *Hand-Sewing Skills* (4-H 320-13)
- *Sewing Machines and Sergers* (4-H 320-15)
- *Fibers and Fabrics* (4-H 320-17)

## Notes:

## Basic Skills—Level 1: Meeting 3

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### Learning areas



Planning and evaluation



Management, consumership, and wardrobe building



Textiles and science



Construction

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### Roll call review



Each member names a different sewing machine part, shows where it is located, and tells what it does. Complete the review by pointing out parts not already named.

### Activities



Demonstrate the following:

- Threading the machine
- Winding the bobbin

Review:

- Starting and stopping
- Straight stitching forward and backward
- Changing the stitch length
- Turning corners

Use scraps of firmly woven fabric. Members should have an opportunity to repeat what you demonstrate.



Demonstrate using the iron and selecting temperature according to the fabric. Show how to press seams. Give members an opportunity to try what you show.



Discuss the importance of reading permanent care labels. Have members look for care labels on ready-to-wear garments. If possible, have examples of different care labels on hand. Talk about the information on the end of the fabric bolt.

Tell members how to prepare fabric for sewing by laundering it according its care directions. Discuss why this is necessary (e.g., preshrink the fabric or remove excess finish that may cause skipped stitches).



Review instructions for the simple machine-sewn item. Members may then lay out the pattern, mark, cut out fabric, and prepare their sewing machine. Upon approval, members may begin work on their simple machine-sewn article.



Plan for the next article. Discuss what members will learn, what equipment they need, and what materials (e.g., fabric, pattern, notions) they must obtain. Give members two pattern choices for their next article. Members can express their individual creativity through fabric, color, and trim.

Have members explain what they learned from the hand-sewn article and paper sewing activity.

## Meeting procedure

As members arrive, encourage them to quiz each other on the machine. When all have arrived, use the roll call review.

Demonstrate use of the sewing machine and iron. Discuss permanent care labels. While some members are working at the machine and iron, other members can look at examples of permanent care labels and finish hand-sewn articles. Reverse the groups for equal time. Members may work on a simple machine-sewn article if time permits.

Ask members to summarize what they learned from the simple hand-sewn article, and then plan for the next article. List what is needed to begin the article at the next meeting. Ask members to bring a garment with a care label for roll call at the next meeting. Discuss fabric preparation.

## Preparation

Select two patterns suitable for the next sewing article. Have the articles available to show members what can be learned and the variety of ways they can express their creativity.

Have on hand:

- Sewing machine(s)
- Iron, ironing board
- Fabric scraps for stitching and pressing practice
- Ready-to-wear garments with permanent care labels attached
- Pattern choices (two)
- Samples of articles made from each pattern choice

## Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Pressing Skills* (4-H 320-14)
- *Sewing Machines and Sergers* (4-H 320-15)
- *Pattern Skills* (4-H 320-18)

## Notes:

## Basic Skills—Level 1: Meeting 4

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### Learning areas



Management, consumership, and wardrobe building



Textiles and science



Construction

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### Roll call review



Each member shows a care label and explains the care suggested on the label. You may need a few extra garments with permanent care labels for forgetful members.

### Activities



Discuss yarn direction (grain) in woven fabrics. Define terms such as lengthwise yarns (grain), crosswise yarns (grain), selvage, and bias. Use a coarsely woven fabric such as burlap, homespun, or a linen-like weave so members can see the yarns. Show yarn direction in knits by using a coarsely knit sweater. Place several pins to mark wales (lengthwise rows of stitches) and courses (crosswise rows of stitches). Explain that non-wovens, such as felt and some interfacings, have no yarn direction.



Show examples of on-grain and off-grain fabrics. Discuss that purchasing on-grain fabrics is important since most of today's finishes make straightening difficult.

Divide members into pairs or teams. Give each team a woven fabric sample and a knit fabric sample. Ask them to find the yarn direction and tell whether the fabric is on- or off-grain.



Demonstrate new skills needed for the third article. Review skills from the first and second articles as needed. Help members complete their simple machine-sewn article. If members will use a commercial pattern, identify symbols such as cutting line, seamline, straight grainline, and notches.

Demonstrate how to properly match points and pin in place.

Discuss and demonstrate seam finishes for firmly woven fabrics. Encourage members to prepare samples for their skills notebook.

### Meeting procedure

As members arrive, give them fabric samples to review and classify as woven, non-woven, or knits (use these samples later to show on- and off-grain). When all have arrived, do the roll call review.

While the group is still together, discuss yarn direction (grain) and on- and off-grain fabrics. Stress the importance of purchasing on-grain fabrics.

Divide members into two groups. Ask one group to find the yarn direction (grain) in sample fabrics and evaluate the straightness of the yarn direction. Work with the other group to begin the second article. Reverse the groups for an equal period of time.

Demonstrate skills needed for the next article. Demonstrate matching notches, pinning in place, and simple seam finishes.

Assist members in completing their simple machine-sewn article.

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## Preparation

Have on hand:

- Examples of care labels from ready-to-wear garments
- Coarsely woven and knit fabrics to demonstrate yarn direction
- Examples on-grain and off-grain fabrics
- Examples of non-woven fabrics
- Examples of finishes for firmly woven fabrics

Prepare equipment and supplies, including sewing machine(s), to demonstrate skills on current articles.

## Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Making a Skills Notebook* (4-H 320-16)
- *Fibers and Fabrics* (4-H 320-17)
- *Pattern Skills* (4-H 320-18)
- *Plain Seams and Seam Finishes* (4-H 320-19)

## Notes:

## Basic Skills—Level 1: Meeting 5

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### Learning areas



Individual development and outreach



Management, consumership, and wardrobe building



Construction

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### Roll call review



Develop an awareness of color by asking each member to list their favorite color(s) and explain why they are favorites. If the member lists more than one color, discuss how influences such as weather, season, mood, or friends' opinions affect choice of color. Describe colors using terms such as hue (name of color), shade or tint (lightness or darkness), and intensity (brightness or grayness of color).

### Activities



Begin discussing how personal cleanliness affects appearance by asking members to describe how they feel when they are dressed for a special occasion in contrast to their feelings after a vigorous activity like mowing the lawn on a hot day. Do they feel, look, and behave in different ways?



Have members individually list aspects of personal care, such as washing hands and face, flossing and brushing teeth, bathing or showering, shampooing hair, and caring for nails. Ask them to underline daily activities, mark weekly activities with an “X,” and circle activities they do when they want to look their best for a special occasion.

Talk about growing up and accepting responsibility for personal appearance.



Examine pattern envelopes. Discuss how to read yardage charts and notion lists. Show how to take measurements for pattern size selection.



Demonstrate curved seams and how to remove bulk. Show how to understitch curved areas.

Work on the second article. Plan to complete the article by the next meeting.



Discuss plans for a field trip to a local fabric store.

## Meeting procedure

As members arrive, encourage them to show their progress on the second article. As soon as all have arrived, do the roll call activity.

Discuss how personal care affects appearance, and set grooming goals for the next month.

Examine pattern envelopes. Discuss the various pieces of information found on the pattern. Show how to take measurements to determine correct pattern size. Review notions and fabric yardage details. Discuss pattern selection for the next article.

Demonstrate how to sew curved seams, grade, notch and clip, and understitch. Discuss when to apply these techniques on sewn items.

Continue work on the second article.

Discuss plans for a field trip to a local fabric store. Distribute field trip permission slips and field trip information forms for parents.

## Preparation

Have on hand:

- Pencils and paper to list aspects of personal care
- Magazine pictures of personal care products to help illustrate the discussion
- Pattern envelopes, fabric, patterns, and equipment to demonstrate curved seams and cutting skills.
- Field trip permission slips and field trip information forms.

## Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Cutting Skills* (4-H 320-12)
- *Making a Skills Notebook* (4-H 320-16)
- *Pattern Skills* (4-H 320-18)

## Notes:



## Basic Skills—Level 1: Meeting 6

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### Learning areas



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science

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### Roll call review



Members name one type of fabric they would like to find on today's tour.

### Activities



Take a field trip to a local fabric or quilt store. Explain how becoming aware of the organization of the fabric store or department helps you shop efficiently. If possible, have a salesperson guide the tour. Have members look for the following:

- Home furnishings (curtains, draperies, and upholstery)
- Bridal (laces, velvets, and satins)
- Needlework (knitting and crocheting yarns)
- Patterns
- Notions
- Interfacings
- Sleepwear fabrics with flame-retardant finish
- Remnants
- Specialty fabrics (recreational fabrics or furs)
- Single knits
- Rib knits
- Sportswear fabrics
- Double knits
- Wovens
- Current fabrics



Have a salesperson demonstrate the buying and selling procedure, including how to obtain a pattern, measuring and cutting fabric, selecting notions, obtaining care details from the end of the bolt, and paying for your purchase.



Ask pairs of members to find examples of woven fabrics, knit fabrics, and other fabric constructions. Have them read information on the labels at the ends of bolts and look for examples of on-grain fabrics.



Assist members in selecting fabric and patterns for their next sewing project.

## Meeting procedure

Have two or three items suitable for the third article available for members to look over as they arrive.

Assist members in examining various fabrics, notions, and patterns in the store.

Assist members in purchasing fabric, pattern, and notions for the third article.

## Preparation

Reconfirm arrangements with store personnel for field trip.

Reconfirm arrangements for transportation and parent participation as needed.

Have on hand:

- Two or three items suitable for the article
- Signed permission forms and health forms for all members

## Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Fibers and Fabrics* (4-H 320-17)
- *Pattern Skills* (4-H 320-18)

## Notes:

## Basic Skills—Level 1: Meeting 7

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### Learning areas



Planning and evaluation



Individual development and outreach



Construction

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### Roll call review



Members describe the most interesting or unusual fabric they saw on the field trip, and a garment or article that might be made from the fabric.

### Activities



Review plans for the third article. Discuss what members will learn and what equipment and supplies they need to construct the garment.



Write thank-you notes to the fabric store and to parents who assisted with the field trip.

Have members add field trip details to their 4-H record and advancement guide.



If members are using a commercial pattern for the third article, discuss the types of information found on the back of the pattern envelope, the pattern guide, the instruction sheets, and the importance of pattern symbols. Have members open their pattern and examine the various features.

Assist members in laying out their pattern according to the correct diagram. Review correct pinning and marking procedures. Instruct members to not cut into their fabric until an adult has reviewed the layout.

### Meeting procedure

Review field trip highlights and what was learned.

Have members write thank-you notes.

Have commercial pattern envelopes on display. Discuss key points of pattern envelopes. Review instruction guides and layouts.

Demonstrate how to lay out pattern on fabric, pin, cut out, and mark. Assist members in laying out their individual article.

### Preparation

Prepare equipment and supplies necessary for work on the third article.

Provide paper, pens, envelopes, and stamps for thank-you notes.

### Resources

*Oregon 4-H Clothing Advancement Guide* (4-H 320-01R)

Oregon 4-H Clothing Construction  
Fact Sheets

- *Cutting Skills* (4-H 320-12)
- *Pattern Skills* (4-H 320-18)

*4-H Clothing Project Record* (320-00R)

### Notes:

## Basic Skills—Level 1: Meeting 8

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### Learning areas



Planning and evaluation



Individual development and outreach



Textiles and science



Construction

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### Roll call review



Members describe an appropriate seam finish for their current article.

### Activities



Begin plans for an outreach activity, for example:

- Collect clothes for donation to a community organization or agency.
- Help with simple garment repairs for self and family, or for garments to be donated (fasteners, machine-mending straight seams, hand-repair of hems).
- Share a skill learned by giving a simple presentation to others. Such presentations might be given at a special meeting to which parents and other family members are invited.



Continue work on the third article. Cut out fabric, construction according to the pattern guidelines.

### Meeting procedure

After roll call, do meeting activities in the sequence listed above. As a group, discuss an outreach project that would make use of members' sewing skills.

You may wish to plan games or other activities to supplement work on the third article. As members begin to sew their article, remind them of skills discussed in prior meetings:

- Proper machine control
- Press as you sew
- Seam finishes

### Notes:

### Preparation

Prepare equipment and supplies necessary for work on the third article.

Have samples of seam finishes to support group discussion during roll call.

Be prepared to review techniques of basic seam finishes.

### Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Sewing Machines and Sergers* (4-H 320-15)
- *Pattern Skills* (4-H 320-18)
- *Plain Seams and Seam Finishes* (4-H 320-19)

## Basic Skills—Level 1: Meeting 9

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### Learning areas



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Construction

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### Roll call review



Members report on ways they are more aware of personal appearances since Meeting 5.

### Activities



Have two garments available of similar fiber, fabric, and finish to compare care requirements. At the beginning of the meeting, roll one into a wad to stuff alongside a chair cushion. Hang the other on a hanger. At the end of the meeting, discuss the value of hanging up or carefully folding clothes after wearing, drying wet shoes, and simple clothing care.



Check on progress for the outreach activity.



Work on the third article.

### Meeting procedure

After roll call, explain to members the experiment on how to care for clothes to keep them wrinkle-free.

Continue plans for the outreach activity.

Work on the third article. Plan to finish the article at the last meeting.

Check the two garments for wrinkles and compare. Discuss the value of caring for clothes and storing them properly.

### Preparation

Have on hand two similar garments for care and wrinkle comparison.

Assemble supplies or make arrangements for the outreach activity.

### Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Pressing Skills* (4-H 320-14)
- *Pattern Skills* (4-H 320-18)
- *Plain Seams and Seam Finishes* (4-H 320-19)

### Notes:

## Basic Skills—Level 1: Meeting 10

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### Learning areas



Planning and evaluation



Individual development and outreach



Construction

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### Roll call review

Members describe the most enjoyable or rewarding activity during the year.



### Activities

Evaluate the outreach activity, if completed, through informal discussion.



Complete the third article, and share what was learned.

Discuss Fashion Revue and fair exhibit opportunities. Prepare garment labels and exhibit cards for articles. Complete record books and fair entry forms. Invite a Teen Leader to help members practice modeling skills.



Review members' expectations as recorded in the roll call activity at the first meeting. Compare and discuss expectations and accomplishments.

Discuss what members will learn in Level 2 and how skills learned in Level 1 will be further developed in Level 2.

### Meeting procedure

After roll call, do meeting activities in the sequence listed above.

### Preparation

Prepare a list of member expectations from the roll call activity at the first meeting.

Have on hand:

- Equipment and supplies necessary to complete the third article
- Fair entry forms and premium book
- Fair exhibit cards and label supplies

Invite an experienced 4-H clothing project member to demonstrate proper model stances in preparation for the Fashion Revue competition.

### Resources

*Oregon 4-H Clothing Advancement Guide* (4-H 320-01R)

*Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L)

*4-H Clothing Project Record* (320-00R)

*Sewing/Clothing Exhibit Card* (320-04)

*Fashion Revue Information Card* (320-06)

*Fashion Revue – Ready to Wear Information Card* (320-08)

Fair premium book with class description list

### Notes:

## Oregon 4-H Clothing Project Leader Lesson Plans

# Basic Skills—Level 2

### You as a 4-H clothing project leader

These lesson plans review and reinforce what was learned in Level 1 and add a wider variety of basic skills. Include activities from each of the five learning areas to provide a change of pace during meetings, prepare members for a variety of clothing responsibilities, and create awareness of how clothing affects individuals and the way they interact with others.

Basic Skills—Level 2: Meeting Guideline Overview	
Learning area	Activities
<b>Meeting 1</b>	
Planning and evaluation	Introduction to Level 2.
Textiles and science	Textiles activity on “hand of fabric.”
Construction	Plan for an article or garment with a casing.
<b>Meeting 2</b>	
Management, consumership, and wardrobe building	Individualized activity on equipment.
Textiles and science	Review “hand of fabric.”
Construction	Review skills from Level 1.
<b>Meeting 3</b>	
Management, consumership, and wardrobe building	Review machine-stitching techniques. Review iron settings and learn about ironing and pressing techniques.
Construction	Work on casing article or garment.
<b>Meeting 4</b>	
Planning and evaluation	Plan for second article or garment.
Individual development and outreach	Update 4-H project records and advancements.
Management, consumership, and wardrobe building	Review techniques for ironing and pressing.
Textiles and science	Discuss yarn direction and stretch of fabrics.
Construction	Complete casing article or garment.
<b>Meeting 5</b>	
Planning and evaluation	Discuss what was learned from the first article.
Management, consumership, and wardrobe building	Use a team activity to learn about sorting clothing for laundry.
Construction	Discuss or review major lessons on pattern envelopes and guides. Check straight yarn direction on fabric for second article. Discuss fabric preparation.

<b>Basic Skills—Level 2: Meeting Guideline Overview</b>	
<b>Learning area</b>	<b>Activities</b>
<b>Meeting 6</b>	
Individual development and outreach	Discuss how to help with family clothing.
Construction	Review pattern symbols. Lay out, cut, and mark second article or garment.
<b>Meeting 7</b>	
Individual development and outreach	Activity on factors in personal appearance.
Construction	Demonstration on staystitching, seams, seam finishes. Work on second article or garment.
<b>Meeting 8</b>	
Individual development and outreach	Share experiences in family clothing.
Management, consumership, and wardrobe building	Problem-solving activity on laundry pretreatment.
Construction	Discuss and demonstrate interfacing and enclosed seams. Work on second article or garment.
<b>Meeting 9</b>	
Management, consumership, and wardrobe building	Review laundry pretreatment. Activity on appropriate clothes.
Construction	Demonstrate hemming. Complete second article.
<b>Meeting 10</b>	
Planning and evaluation	Discuss what was learned from second article or garment.
Management, consumership, and wardrobe building	Describe favorite fabric textures.



## Basic Skills—Level 2: Meeting 1

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### Learning areas



Planning and evaluation



Textiles and science



Construction

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### Activities



**Roll call activity:** Members write down and then share with the group what they hope to learn. Discuss purposes, benefits, and objectives of membership in the 4-H clothing project for the club and for individual members.

Discuss what was learned in Level 1 and what will be learned in Level 2. Give a brief overview of additional skill levels so members will be comfortable but not overwhelmed. Members should begin to understand the building and cumulative nature of the skill levels. Review the *Oregon 4-H Clothing Advancement Guide* (4-H 320-01R).



Activity on “hand of fabric:” Before the meeting, prepare paper sacks containing scraps of fabrics to demonstrate the characteristics of weight, hand, aesthetic appearance, and stretchiness. At the meeting, distribute the sacks of fabric scraps to individuals or teams. Ask members to reach in, feel the fabric, and select scraps according to certain characteristics (e.g., lightweight, heavyweight, soft, crisp, smooth, rough, stretchy, and firm).

Discuss some of the “touch” or “hand” qualities of fabrics and how they affect wear. For example: Lightweight fabrics are comfortable in summer but not in winter; Fabrics with a brushed surface (flannel) trap air and provide insulation; Smooth fabrics (satin) show spots easily; and Stretchy single knits are good for T-shirts but not slacks. Save the sacks for use in Meeting 4.



Plan for a beginning article or garment. Making an article or garment with a simple casing involves some skills from Level 1 (such as straight seams, corners, and measuring), and adds pressing skills and elastic insertion. Encourage the group to select similar types of articles such as bags (totes or gym bags) or garments (skirts or aprons). Review from Level 1 the equipment needed. Discuss appropriate fabrics and supplies such as thread, elastic, and cording.

### Preparation

Prepare three or four paper sacks with a variety of fabric scraps for the textile “hand of fabric” activity.

Secure samples or pictures of articles appropriate for Level 2.

Prepare samples of supplies needed for the sewing year. Provide a list of supplies members need to get before the next meeting.

Have on hand 4-H enrollment forms and member record forms.

### Resources

*Oregon 4-H Clothing Advancement Guide* (4-H 320-01R)

*Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L)

*4-H Clothing Project Record* (320-00R)

### Notes:

## Basic Skills—Level 2: Meeting 2

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### Learning areas



Management, consumership, and wardrobe building



Textiles and science



Construction

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### Activities



**Roll call activity:** Members describe the feel (hand) of a fabric they are wearing.

Divide into two groups. Have one group do an individual activity about equipment terms (e.g., crossword puzzle or word scramble game) while the other group receives individual help with their first article. Reverse the groups for an equal period of time.



Review construction skills from Level 1 (e.g., measuring, pinning, cutting, use of machine, and stitching). Begin constructing an article or garment with a casing.



### Meeting procedure

After roll call, review sewing equipment and machine parts.

Review pattern guidelines and correct fabric layout. Assist members in checking fit of the tissue pattern before fabric layout. Have members proceed to pattern layout and pinning on fabric. After approval, members may cut out and mark pattern pieces.

### Resources

Appropriate materials from Level 1 as needed

Oregon 4-H Clothing Construction Fact Sheets

- *Sewing Equipment* (4-H 320-11)
- *Cutting Skills* (4-H 320-12)
- *Sewing Machines and Sergers* (4-H 320-15)
- *Pattern Skills* (4-H 320-18)

### Preparation

Prepare a puzzle or game for members to use when reviewing machine parts and sewing equipment.

Have on hand:

- Casing samples
- Samples of correct pinning, cutting, and marking

### Notes:

## Basic Skills—Level 2: Meeting 3

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### Learning areas



Management, consumership, and wardrobe building



Construction

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### Activities



**Roll call activity:** Members draw slips of paper, and then briefly describe how to machine stitch a square corner, use the throat plate as a guide for straight seams, measure the plain  $\frac{5}{8}$ -inch seam, hold scissors when cutting, and other techniques.



Review how to select the proper iron temperature setting. Experiment with various iron settings on scraps of acetate, nylon, permanent-press cotton, and unfinished cotton (e.g., muslin). How does temperature affect the heat sensitivity of various fibers and finishes? Have on hand some iron cleaner for the bottom of the iron before you start this activity.

Demonstrate and compare ironing (forward and back smoothing) and pressing (up and down shaping).

Demonstrate use of seam gauge, ruled cardboard, or commercial devices for turning and pressing casings or hems evenly.



Continue work on the casing article or garment with casing.

### Preparation

### Notes:

Have on hand:

- Slips of paper, each listing different sewing machine techniques that members will demonstrate during roll call
- Ironing supplies and fabric samples
- Sewing notions, tools, and equipment that are helpful when constructing a casing

### Resources

Oregon 4-H Clothing Construction  
Fact Sheets

- *Sewing Machines and Sergers*  
(4-H 320-15)
- *Fibers and Fabrics* (4-H 320-17)
- *Casings and Crotch Seams*  
(4-H 320-36)

## Basic Skills—Level 2: Meeting 4

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### Learning areas



Planning and evaluation



Individual development and outreach



Management, consumership, and wardrobe building



Textiles and science



Construction

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### Activities



**Roll call activity:** Members briefly describe or pantomime a technique for ironing or pressing.



Members update their 4-H record book and advancement guide while waiting for assistance with their construction project.



Using the sacks of fabric scraps from Meeting 1, have individuals or teams sort the fabrics into wovens, knits, and non-wovens. Use pins to attach arrows labeled “lengthwise,” “crosswise,” and “bias” for each of the fabrics. Discuss yarn direction. Use pins to attach a second set of arrows labeled “most stretch,” “moderate stretch,” and “least stretch” to each of the fabrics. Point out that woven fabric stretches most on bias, least lengthwise, and moderately crosswise. Mention that different types of knits have different stretch. Weft knits stretch most crosswise, least lengthwise, and moderately on the bias. Using knit samples, measure and mark 4 inches of length, stretch and measure, and compare the stretchiness of various knits.



Complete the casing article or garment.



Plan for a second article or garment. Encourage members to select a simple article or garment that will help them use existing skills and learn new skills. New skills might be staystitching, seam finishes, facings, or hems.

### Preparation

Have on hand:

- Sacks of fabric samples from Meeting 1
- Paper arrows labeled:
  - Lengthwise
  - Crosswise
  - Bias
  - Moderate stretch
  - Least stretch
  - Most stretch
- Supplies to demonstrate how to thread elastic or a drawstring through a casing
- Samples of articles, patterns, or photos of appropriate second articles

### Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Pressing Skills* (4-H 320-14)
- *Fibers and Fabrics* (4-H 320-17)
- *Pattern Skills* (4-H 320-18)
- *Casings and Crotch Seams* (4-H 320-36)

### Notes:

## Basic Skills—Level 2: Meeting 5

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### Learning areas



Planning and evaluation



Management, consumership, and wardrobe building



Construction

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### Activities



**Roll call activity:** Members answer one of three questions about the casing article or garment:

1. What did I learn?
2. Where do I need improvement?
3. How do I feel about what I did?

Remember that the purpose of 4-H is to develop decision-making ability, express yourself creatively, and gain knowledge and skills. Praise these types of accomplishments.



Use a team or group activity to learn about sorting clothing for laundry. For example, have each member list items of clothing that get laundered during a week, including information such as type of garment, fiber content, color, and degree of soil. Cut lists apart, pool items, trade laundry lists with another team, and sort according to:

- Color: whites, light colors, dark colors, non-colorfast garments, garments labeled “wash separately”
- Fiber type: cottons, manufactured fibers
- Amount of soil: not very soiled, moderately soiled, very heavily soiled



Discuss or review major lessons on pattern envelopes and patterns. Discuss preparing fabric for construction, including laundering, checking yarn direction, and straightening yarn direction.

Members should begin preparing fabric for the second article.

### Preparation

Have on hand:

- Pictures or actual items members can sort for the laundry activity
- Samples of different patterns members can use in the pattern activity
- Fabric samples to examine for yarn direction

### Resources

Oregon 4-H Clothing Construction Fact Sheets

- *Fibers and Fabrics* (4-H 320-17)
- *Pattern Skills* (4-H 320-18)
- *Casings and Crotch Seams* (4-H 320-36)

### Notes:

## Basic Skills—Level 2: Meeting 6

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### Learning areas



Individual development and outreach



Construction

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### Activities



**Roll call activity:** Have prepared pattern symbols traced or cut from an old pattern. Members pull symbols from a hat, and define or describe the symbol.



Discuss how members can help with family clothing by laundering or making simple repairs. Is there someone in the neighborhood for whom members can do repairs? Consider someone who can't see well or who has difficulty threading a needle. Plan to report results at Meeting 8.



Lay out, cut, and mark the second article or garment. Review pattern guidelines, and begin to sew if time permits.

### Preparation

### Notes:

Trace pattern symbols for the roll call activity.

Review possible community sites that need clothing-related community service.

Prepare supplies members will need during pattern layout, cutting, and marking.

### Resources

Oregon 4-H Clothing Construction  
Fact Sheets

- *Cutting Skills* (4-H 320-12)
- *Hand-Sewing Skills* (4-H 320-13)
- *Pattern Skills* (4-H 320-18)

## Basic Skills—Level 2: Meeting 7

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### Learning areas



Individual development and outreach



Construction

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### Activities



**Roll call activity:** Cut pictures of people from magazines. Members randomly pick up a picture and tell what they first notice about the person (e.g., smile, attractive clothes). After roll call, have members list aspects of personal appearance they can and can't change. Here's an example:

#### Can't change

- Height
- Type of hair
- Color of skin
- Features such as nose, freckles, or eyes

#### Can change

- Weight gain or loss
- Length, cleanliness, or style of hair
- Cleanliness of skin
- Clothes to make most of best features

Discuss how clothing is used to make the most of one's best features. Examples might include:

- Short individuals appear taller by wearing all one color.
- Tall individuals appear shorter by dividing the body with contrasting shirt or blouse and pants or skirt.
- Select a neckline (wide or long) based on hairstyle and face shape.

This activity is suggested to increase awareness; it is not intended to be a lengthy lesson.



Demonstrate staystitching, seams, seam finishes, and other skills as needed.

Continue work on articles or garments.

### Preparation

Cut out pictures of people from magazines and catalogs for the roll call activity.

Prepare samples of staystitching and seam finishes for the group demonstration.

### Notes:

### Resources

Oregon 4-H Clothing Construction  
Fact Sheets

- *Plain Seams and Seam Finishes* (4-H 320-19)
- *Facings and Enclosed Seams* (4-H 320-33)
- *Easing and Gathering* (4-H 320-34)

## Basic Skills—Level 2: Meeting 8

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### Learning areas



Individual development and outreach



Management, consumership, and wardrobe building



Construction

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### Activities



**Roll call activity:** Members share successes and accomplishments in helping family or friends with some aspect of clothing. Discuss additional ways of sharing what members have learned so far in the 4-H clothing project.



Complete a simple problem-solving activity on laundry pretreatment.

- On slips of paper, write laundry problems that can be prevented by pretreatment, such as snags, pilling, bleeding of colors, tears, stains, and oil spreads.
- On a second set of paper slips, write solutions to problems, such as “zip up zippers” (to prevent snags), “hook all hooks and eyes” (to prevent tears), “turn permanent press garments wrong side out” (to reduce pilling and surface damage), “sort garments of like colors” (to prevent bleeding of colors), “pretreat stains” (so water and detergent won’t set them), and “rub liquid dish detergent” (to remove oil stains and prevent them from spreading).
- Have teams race to match problems with appropriate solutions. Save the slips of paper for Meeting 9.



Discuss appropriate use of interfacing and how to determine the best type and weight for each fabric. Demonstrate how to properly apply interfacing to an article.

Demonstrate and apply skills required for enclosed seams, such as facings. Continue work on articles or garments.

### Preparation

Prepare paper slips for the laundry quiz activity.

Gather a variety of stain-removal supplies.

Prepare interfacing samples and supplies to demonstrate application of interfacing.

### Notes:

### Resources

Oregon 4-H Clothing Construction  
Fact Sheets

- *Facings and Enclosed Seams*  
(4-H 320-33)



## Basic Skills—Level 2: Meeting 9

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### Learning areas



Management, consumership, and wardrobe building



Construction

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### Activities



**Roll call activity:** Using the slips of paper with laundry problems from Meeting 8, members draw a problem and describe how to solve it.

This activity is similar to charades with a focus on appropriate clothing selection.

- On slips of paper, write the names of occasions that might require special clothing. Examples might include skiing, hiking, swimming, wedding, tennis, horseback riding, church, school, or funeral.
- Divide members into two teams. Have one member of a team draw a slip of paper and describe the appropriate clothing including style, fabric, and colors without naming the activity. Record the time required by teams to guess the occasion.
- Discuss features of clothing that make it appropriate for various activities, such as warmth, coolness, freedom of movement, and protection.



Demonstrate various hemming techniques. Discuss how to decide which hemming technique to use according to fabric, style, and durability needed.

Complete the second article or garment.

### Preparation

### Notes:

Prepare laundry quiz questions for the roll call activity.

Prepare slips of paper for the clothing activity charades game.

Prepare samples of hem techniques appropriate for basic skills levels. Be prepared to demonstrate.

### Resources

Oregon 4-H Clothing Construction  
Fact Sheets

- *Hemming Skills* (4-H 320-32)

## Basic Skills—Level 2: Meeting 10

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### Learning areas



Planning and evaluation



Management, consumership, and wardrobe building

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### Activities



**Roll call activity:** Members describe their favorite textures of fabrics and tell why they are favorites.



Have members share what they learned from making the second article or garment and how they feel about it. Which skills were new, and which were repeated from a previous article or skill level? Discuss application of these skills to additional items and ways to repeat an item, yet make it a new learning experience (e.g., change fabric or add trim). Have members record their skills learned or other goals met in their 4-H records.



Complete fair entry forms and records. Label and tag garments for exhibit. Discuss plans for Fashion Revue, and practice as time permits.

### Preparation

### Notes:

Have on hand:

- Fair exhibit cards
- Label supplies
- Fair premium book
- Fair entry forms

### Resources

*Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L)

*4-H Clothing Project Record* (320-00R)

*Sewing/Clothing Exhibit Card* (320-04)

*Fashion Revue Information Card* (320-06)

*Fashion Revue – Ready to Wear Information Card* (320-08)

Fair premium book with class description list

## ***Oregon 4-H Clothing Project Leader Lesson Plans***

# ***Basic Skills—Level 3***

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### **You as a 4-H clothing project leader**

As a leader in Level 3, you may have a club with members at several different skill levels. Planning for meetings that include more than one skill level requires coordination and organization. The wider the range of abilities within your club, the more flexible your meeting plans need to be. This portion of the leader lesson plan guide is organized by types of activities and learning areas. You may also develop your own activities. Creativity is encouraged for leaders as well as members.

### **Activities**

#### **Roll call activities**

The purpose of these activities is to provide a short mini-lesson. These activities can be used as an introduction to a more in-depth lesson or as a review of a previous lesson. The review is useful to reinforce what was learned previously and help those who were absent to catch up.

#### **Primary learning activities**

These activities are designed to convey learning or develop awareness. The project should offer members a variety of activities to help develop skills and awareness related to clothing. To help members develop responsible behavior to accompany their desire for independence, Level 3 has an emphasis on consumership. Since most Level 3 members are likely at an age where their sensitivity to clothing is increasing, discussing the effects of clothing on personal feelings will help members verbalize and clarify the role of clothing.

It is not always necessary to provide answers. Many times, developing an awareness of the conditions and problems will make learners more receptive to information at a later time.

#### **Change of pace activities**

If your club is very large, it may be best to work with a few members at a time while others work on their own. Change of pace activities are individualized learning activities designed to supplement small-group work. They also offer more depth for members who are eager to do additional work on their own at home.

#### **Construction activities**

These activities provide an opportunity to apply decision-making and creativity skills. They consist of demonstrations, explanations, and application. Demonstrate construction techniques as thoroughly as possible. Explain what you are doing, how you are doing it, and why. Demonstrate alternative ways of doing a technique whenever you can. Explain the differences in the techniques and results to give members a basis for deciding when to use different techniques depending on fabric, garment style, personal skill, time available, and equipment on hand. Encourage members to make decisions and select suitable techniques.

## Resource materials

Hand out 4-H clothing construction fact sheets at meetings where particular learning activities are planned. These are take-home materials to reinforce meeting content. Be sure you have a copy of *Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L). It outlines the overall sequence of the nine skill levels in the project and suggests learning activities for each of the five learning areas.

### Leader materials

- *Oregon 4-H Clothing Project Guidelines for Leaders* (4-H 320-00L)
- All basic-level 4-H clothing construction fact sheets

### Member handouts

- All basic-level 4-H clothing construction fact sheets
- *Oregon 4-H Clothing Advancement Guide* (4-H 320-01R)
- *4-H Clothing Project Record* (320-00R)

In addition to the 4-H clothing project materials available through your local Extension office, you may wish to use some of the many available commercial publications.

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## Roll call activities



### Planning and evaluation

Invite members to share what they would like to learn at the beginning of the skill level or at the beginning of an article. Write down these expectations for review at the end of the skill level or article.

Invite members to share what they learned from an activity, article, or the skill level. Members may wish to share feelings about what they did. Be sure to encourage positive accomplishments, rather than weaknesses.



### Individual development and outreach

Ask members to tell the foods they would eat for one meal (breakfast, lunch, or dinner) that demonstrate a nutritious diet. Have each member demonstrate one exercise and tell the parts of the body that are affected by the exercise.



### Management, consumership, and wardrobe building

Have members select names of sewing machine parts and describe how to clean, oil, or lubricate that part.

Ask members to image they were given a birthday present of \$50.00 to spend on clothes. How would they spend it to get the most satisfaction for the money?

Before the meeting, prepare magazine pictures or tracings of fashion illustrations. Have members randomly select an illustration and describe the style being illustrated.

Have members describe the silhouette lines or design lines of a garment they are wearing.



## Textiles and science

Before the meeting, prepare a sack of knit fabric scraps. Have each member select a fabric and describe the type of knit, the characteristics of that fabric, or an example of a garment that could be made from it.

From a sack of knit fabric scraps, have each member select a fabric, measure its stretch, and coordinate it with one of several patterns available.



## Construction

Before the meeting, cut single illustrations from the monthly pattern advertisements available in fabric departments. Instruct members to select an illustration and describe an appropriate fabric for the garment.

Before the meeting, sew seams in several different types of fabric samples. Ask members to select a seam and tell whether or not that fabric would need a seam finish, what kind of finish it might need, and why.

Before the meeting, prepare samples of different types of fabrics with suitable or unsuitable hems. Ask members to select a sample and tell why a hem is or isn't suitable for the fabric used.

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## Primary learning activities



### Planning and evaluation

Encourage members to be thorough when developing plans for activities, garments, and articles, and to record the plan for follow-up during self-evaluation. Members should accept increased personal responsibility for developing their plans, but the plans should have parent and leader approval.



### Individual development and outreach

Help members become aware of posture by looking at photos and illustrations of fashion models, entertainers, or sports figures. Point out relationships between posture, body build, muscle development, and “expected appearance.”

Play “posture-freeze.” Have a person designated as “it” watch for individuals not practicing good posture, and tell the person, “Freeze!” Measure the height (as is, seated or standing) of the “offender.” Then tell them to sit or stand tall, and re-measure them.

Compare good and poor posture height. Point out that good posture increases height, makes clothing look less wrinkled, and increases attractiveness.

Use a “line-up” activity to illustrate that each person is unique. Have members line up from shortest to tallest standing in their bare feet. Next have them line up from shortest to tallest while kneeling. Then have them line up again, sitting flat on the floor with feet and legs extended in front of them. There will probably be some surprising rearrangements of the line. Discuss how different kinds of clothing silhouettes and design lines can enhance body proportions.

Have an exchange meeting with a 4-H foods and nutrition project club to learn more about nutrition and its effect on personal appearance.



## Management, consumership, and wardrobe building

Demonstrate and apply general principles of sewing machine care including lint removal, needle replacement, and oiling. Try to obtain owner's manuals for the machines being used.

Ask members to list the items of clothing (do not include underwear) they are now wearing. In a second column, list other items they own that can be worn with an item of clothing they have on. Include coats, sweaters, accessories, and coordinates. Discuss the idea that versatile clothing items that can be coordinated with other clothing are more economical buys than non-coordinating garments.

Discuss cost per wearing: value of clothing item = original cost/number of wearings. As an example, figure the value of a party dress or good suit compared to a pair of jeans.

Have members name a garment they might like to add to their wardrobe. Ask them to describe the item as completely as possible, including style, fabric, color, and texture. Discuss making the garment vs. buying it.

Talk about the components of a clothing decision such as financial resources, need vs. want of item, availability, and required care. Also discuss the values related to clothing such as fashion, physical comfort, durability, individuality, and likeness to what others are wearing. This discussion should increase awareness of the complexity of clothing decisions; it does not necessarily need to be an involved lesson.

After members have completed an article or garment, compare it with a similar commercially made item. Compare fabrics, design, construction, cost, and time (for construction or shopping). Discuss the value of satisfaction, creativity, learning, and appreciation gained from making a garment.

Have on hand several ready-to-wear garments. Using each garment as an example, make a list of what to look for when shopping for that type of garment. Using a shirt, for example, look for smooth fabric without flaws, even stitching appropriate in size for the fabric, finished seams of adequate width, matching collar points, buttonholes evenly stitched and smoothly cut, buttons firmly attached, and hemming appropriate for the fabric and even in width.

Use large nametags to designate roles for "informed buyer," "uninformed buyer," "busy salesperson," and "helpful salesperson." Have members role-play how to ask for help when buying clothing. Discuss appropriate and inappropriate behavior by role-playing buying situations.



## Textiles and science

Have sacks of knit fabric scraps available for individuals or teams. After showing examples of different types of knit fabrics and giving instructions on how to identify them, instruct individuals or teams to distinguish between the different types and sort them into groups. You may wish to organize this activity as a competition or timed event. Review the activity, and correct any errors the members made in sorting.

Demonstrate how to measure knit fabrics for stretch and how to coordinate knits with patterns. So members can practice measuring and coordinating, have on hand a variety of knit fabrics and patterns or pictures of patterns from the free monthly advertisements available in fabric stores or departments.

Take a field trip to a fabric store or department and look for various kinds of knit fabrics. Members may wish to develop a checklist to be sure they find examples of different types. If a field trip isn't possible, members may wish to find examples among garments in their wardrobe and bring them to show at a later meeting.

## Notes

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

This set of leader lesson plans is based on and replaces OSU Extension publications 4-H 9211L–9213L, *4-H Clothing Project Leader Guide: Skill Levels 1–3*, 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.

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