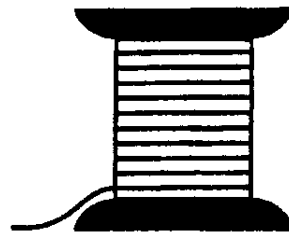


4-H Fabrics & Fashions

Clothing Construction



Authors

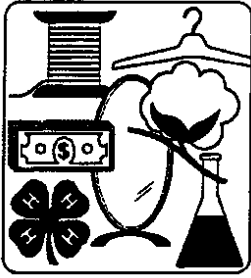
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OKLAHOMA COOPERATIVE EXTENSION SERVICE

4-H Fabrics & Fashions

Clothing Construction

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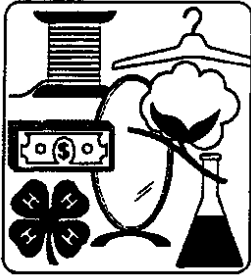
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OKLAHOMA COOPERATIVE EXTENSION SERVICE

4-H Fabrics & Fashions

Construction

Leader's Guide

Introduction

Welcome to the ranks of *4-H Fabrics and Fashions* project leaders. As a leader you can make a real contribution to the lives of the young people in your community and county.

In this project 4-H'ers will learn how to select and buy fabrics and clothes, how to develop good grooming habits, how color affects our moods and lives, how to care for clothing items and how to make garments, using various construction techniques. Through the clothing project, 4-H'ers will become more creative, develop the ability to make wise decisions and grow in self-confidence and self-esteem. The manner in which you, the leader, help your 4-Hers develop as individuals may be more important than the skills you actually teach.

Every 4-H'er has a different personality. Each has a capacity to learn and master skills at varying times according to his or her stage of development. Do not expect all individuals to learn alike or to do the same quality of work. Each project and experience in the clothing program is designed to aid the 4-H'ers development.

Objectives of 4-H Fabrics and Fashions

- Members will challenge their sewing skills through the selection and use of new sewing techniques, fabrics and notions.
- Members will learn to identify, construct or modify clothing or textile products for home interiors and to meet special needs, including those of the elderly and physically disabled.
- Members will learn how to recycle or

update textiles and clothing.

- Members will develop construction, pressing and fitting skills for the purpose of making suitable and becoming apparel for themselves and others.
- Members will build self-confidence and poise by developing the ability to make the most of their personal attributes.
- Members will develop judgment and creativity in planning attractive wardrobes that express individual lifestyles.
- Members will gain consumer skills in making and purchasing clothing and accessories and in purchasing and using equipment related to clothing construction and care.
- Members will acquire knowledge of fibers, yarns and processes for making fabric.
- Members will become aware of career opportunities in clothing – fashion design and construction, textiles, home-based businesses, etc.

Responsibilities of 4-H Leaders

- Know the subject matter.
- Attend leader training meetings and workshops.
- Study leader training materials.
- Understand 4-H clothing program objectives.
- Work with a group and with individuals within a group.
- Develop leadership abilities in 4-H'ers.
- Involve boys and girls in planning, carrying out and evaluating programs.
- Conduct meaningful project meetings.

- Teach something new at each meeting.
- Use visuals and samples related to the subject matter.
- Help 4-H'ers select projects appropriate to individual abilities or interests.
- Help 4-H'ers evaluate their garments or projects.
- Realize that all individuals will not do the same quality of work.
- Help 4-H'ers to:
 - learn and improve sewing construction skills;
 - learn about fibers, fabrics and finishes;
 - be better consumers;
 - take care of their clothing;
 - gain self-confidence and poise.
- Help 4-H'ers develop positive attitudes.
- Teach by emphasizing standards.
- Encourage and advise, but do not do the work for members.
- Recognize that young members need more attention.

Teaching the Project

A good program doesn't just happen; it is planned. As project leader and teacher you should become familiar with the objectives or goals of the unit or units with which you plan to work. The project materials may be used in several ways.

Project Groups

Four-H members enrolled in a group will select learning experiences as a group and complete a project under the guidance of a leader.

Individual Participation

A 4-H member does not have to be in a group to complete a project. Projects may be completed individually under the guidance of a leader.

Special Interest Groups

A group not planning to complete a clothing project may complete one or more

lessons on a specific subject or activity.

Careful planning is important to making the best use of the limited time you have at meetings. As the leader, you will want to organize the group according to your situation and for the greatest advantage to the members. Consider the size of the group, the ability of members and your facilities.

Enlist the help of parents and/or older 4-H members. Allow 4-H'ers to help you plan sessions. Each meeting should include several short activities to hold the group's interest.

Teaching Methods

Our goal is to teach young people clothing skills and skills relating to leadership and citizenship. Young people learn attitudes as well as skills from leaders. If leaders are to be successful teachers, they must understand how youth learn. Younger members usually need more direction and assistance. Older youth want to assert themselves and make many of their own decisions (see table, next page). Try a variety of teaching methods with your 4-H'ers.

Demonstration

One effective method for getting a point across or teaching a technique is demonstration. When giving a demonstration:

- Keep your directions simple.
- Physically demonstrate the technique. If possible, let 4-H'ers repeat the steps you have taken.
- Have step-by-step samples available for reference.
- Be sure the information is accurate and up to date.
- Work on an uncluttered surface so all can see what you are doing.
- Summarize.

Tours or Shopping Experiences

Tours or shopping experiences, if well-

planned, can have educational value and add variety to your program. Make arrangements in advance with the store or facility you are touring. Be sure the store is reputable and the personnel knowledgeable. Discuss with the manager or salesperson what you want emphasized. After the tour let the members evaluate by telling you what they learned. Some possible touring opportunities include:

- Fabric stores.
- Museums with costumes or textiles on display.
- Beauty shops, beauty schools, barber shops.
- Manufacturers of apparel, textiles or accessories.
- Home economics departments at high schools or colleges.
- Dry cleaning plants.
- Department stores or specialty shops.
- Commercial laundries.
- Sewing machine dealers.
- Wholesale sales facilities.

Shopping trips to purchase fabric, patterns and notions provide opportunities to teach quality of fabrics, use of pattern books and the variety of notions available for constructing garments. Similar shopping trips to apparel stores can be used to compare quality of fabric and workmanship in garments and brands of clothing.

Exhibits or Displays

Exhibits or displays can also be teaching tools. They provide learning experiences for those who prepare the exhibits or displays and also for those who view them. Every exhibit should have educational value. You, as a leader, should guide and direct the 4-H members in making the display. An exhibit could be:

- A display of the member's hand-sewn garments, including information on fiber content, care and cost.
- A step-by-step sample of a construction technique.
- A display to show and/or explain, for

example, an explanation of a textile law or fabric finish, a generic fiber or trademark, instructions on removing a particular stain, an explanation of a care label or an identification of the weave or knit of a fabric.

Knowing 4-H'ers in the Group

A 4-H'er usually needs help identifying what he or she wants and needs to learn from a project. Use this process to learn more about the 4-H'er. A leader often can help a youth learn by asking questions that stimulate the youth to think and the leader to listen to ideas. Ask the 4-H'er to review his or her 4-H record, or bring the record, and review it with him or her.

Having the member list what he or she has learned from the clothing project areas is an easy way to start. The 4-H'er will probably be surprised to see all he or she has learned (how to make shanks on buttons, how to use consumer comparison criteria when purchasing clothing, how to test and identify fiber, how to talk to a judge, how to select styles of clothing, etc.)

Here are questions you can ask 4-H'ers to help you get to know them and remind them of the knowledge and skills they have gained.

- What did you do last year in the clothing project?
- What did you learn in the clothing project that was new?
- Have you used this knowledge in other projects?
- What presentation(s) did you give last year?
- What did you learn from those presentations?
- What could have gone more smoothly in those presentations?
- What did you exhibit last year?
- What did you learn from the experience of exhibiting? What will you do differently next year?
- What did you learn from Fashion Revue?

Clothing selection? Clothing judging?

- How did you share what you learned?

The next step is to help the 4-H'er decide what new skill to learn during the coming year. Ideally, the 4-H'er will want to learn something in each area of the clothing project, but don't insist if interest is limited to only one or two areas.

Encourage youth to be creative and identify what they really want to learn. Then have them work with leaders and parent(s) to find ways to learn. Repetition of learning helps 4-H'ers gain greater understanding and skill. However, youth also should have challenging new learning experiences. Four-H members can better see what they have done and learned by:

- Writing project goals (what they want to learn) and keeping records from one year to the next.
- Writing project accomplishments (what they accomplished and what life skills they gained).
- Evaluating project experiences through discussion with the leader. (Be very specific in your evaluation discussions.)

4-H Fabrics and Fashions Records

Record-keeping helps 4-H'ers organize and evaluate what they have learned. You, as the leader, need to encourage members to keep records and help them understand why they are important. Set aside time in project meetings to work on completing records. Good records should be a source of pride and a permanent record of progress and accomplishment. They can stimulate self-improvement, because records show where improvement is needed.

Encourage 4-H'ers to record the completion of each garment or activity as soon as it is complete. That is the secret to keeping accurate records. Record keeping should be an integral part of the 4-H clothing program.

Instruct 4-H'ers to follow these

guidelines when keeping records:

- Be selective in your choice of materials.
- Use current forms and state what you have learned.
- Make sure your pictures tell a story.
- Realize that quality, not quantity, is the key to good records.
- Spell all words correctly. Use proper grammar.
- Consider these questions as you write your "4-H Story."
 - Why did I choose this activity or project?
 - What things did I try that were successful?
 - What things did I try that were disappointing?
 - How have my 4-H experiences helped me, my family, and others?
 - How have my 4-H experiences helped me develop citizenship and leadership qualities?
 - How has 4-H influenced my career plans?
 - What are my future plans?

Illustrated Presentations and Talks

Encourage each member to give at least one illustrated presentation or talk during the year to fellow members or other groups. Assist 4-H'ers in selecting topics of interest. Give them suggestions on how to use visuals. Encourage them to learn what they are presenting, not to parrot something they have memorized.

Hints on Giving Illustrated Presentations and Talks

- Select the subject.
- Collect references, information and materials on the subject.
- Be sure information is accurate and up-to-date.
- Outline the main points.
- Plan an introduction.
- Use neat posters. Be sure they are large enough for the audience to see.

- Keep table uncluttered in illustrated presentations.
- Speak clearly.
- Do not read from note cards.
- Practice, practice, practice!

Leadership aid Citizenship Activities

Leadership and citizenship activities are a part of every 4-H project. The following list should serve as a springboard for your 4-H'ers to come up with their own ideas.

- Assist with 4-H meetings and activities.
- Serve as a teen project leader, and help younger 4-H'ers with their clothing projects.
- Assist with style shows for club, school or other community functions.
- Model in style shows for local stores or community clubs.
- Help other 4-H members with clothing demonstrations and speeches.
- Do news articles and radio or television spots about club activities.
- Arrange to do a clothing display on recycling clothing items or some other clothing- or fabric-related topic in the library, at school or in a local store.
- Sponsor grooming clinics for special groups.
- Assist with clothing exhibits at local and area fairs.
- Construct costumes for a community drama club or 4-H talent show.
- Collect clothing for home fire victims.
- Help collect and recycle clothing for Salvation Army, Red Cross, Goodwill, or local charitable organizations.
- Volunteer to make curtains for 4-H camp cabins, homeless shelters and teen activity centers.
- Make clothing items for special groups – lap robes for rest home residents, stuffed animals for a children's home, etc.
- Help teach a class for the elderly on clothing for special needs.
- Make a 4-H banner for parade floats.
- Offer to do chores or mending for a shut-in.
- Set up a question-answering service on clothing care at a local laundromat.
- Develop short radio spots about fabrics, care of clothing and fashion tips.
- Become involved in National Sewing Month or promotion of cotton or wool.
- Have a community sewing fair, and involve local shops and stores.
- Organize a community-wide pattern and/or clothing exchange.
- Help involve local department stores in presenting programs to 4-H groups or clubs on accessorizing or shopping for clothing.
- Give program presentations for school classes on fabric safety and flame retardancy.
- Plan activities that will benefit the community.
- Serve as an interview judge for the clothing projects of younger members.
- Help with historic costume displays at a local museum.
- Prepare games, using fabric samples to illustrate fabric textures.
- Write a script and stage a show about textiles.
- Discuss behavior of a good citizen when shopping for clothing, cosmetics or other grooming or apparel products.
- Help a summer theater, grade school play or talent festival by making or locating costumes and props.

Clothing Construction Outline

This outline is designed to give you some ideas for topics to cover as you work with youth in the clothing project.

Equipment

What is needed and how is it used? What is essential and what is optional?

- Sewing machine, needles, bobbins
- Iron, ironing board, press cloth, sleeve board, tailor's ham, seam roll, pounder
- Shears or scissors, seam ripper
- Tape measure, seam gauge, yard stick
- Tailors chalk, marking pencil/pen
- Pens, sewing needles, thimble, pin cushion
- Notions (as needed for project), buttons, hooks and eyes, zippers
- Cutting board

Pattern and Fabric Selection

Deciding What to Construct

- Wardrobe needs.
- Level of sewing skill.
- Clothing construction project.
- Working with difficult fabrics, such as plaids or stripes and fabrics with a nap or pile.
- Color, line, and texture selection.

Choosing a Pattern

- Style –
 - Choosing patterns that diminish figure irregularities and are flattering to the figure.
 - Compatibility of pattern and fabric.
 - Construction details (should challenge sewing abilities but not exceed them).
- Size and type –
 - Taking body measurements.
 - Understanding sizing and measurements of commercial patterns.
 - Determining pattern size and type.

Selecting Fabric

- Characteristics of woven, knit and nonwoven fabric.
- Care labeling.
- Selecting for beginners, intermediate and advanced.
- Quality.
- Suitability to pattern style and use of

garment.

- Referring to pattern for amount to purchase.

Selecting Interfacing, Underlining or Lining

- Purpose of each and where they are used.
- Types available and characteristics of each.
- How to determine which one to use.
- Preparing for use.

Preparing Fabric

- Straightening and checking grain.
- Restoring right structure.
- Shrinking (when and which fabrics to pre-shrink, or pre-wash).

Altering the Pattern

Why and when to alter

- Altering for comfort, appearance, and durability and to disguise figure irregularities.
- Importance of making major alterations on pattern before cutting fabric.
- Internal and external methods.

Checking pattern for fit

- Adjust pattern to individual body measurements.
- Pin fit.
- Make garment in muslin, if necessary.

Guidelines

- If you alter one pattern piece, you may have to alter the adjoining piece.
- Slashing lines for internal alterations are usually parallel or perpendicular to lengthwise grain.
- Consider total amount to be added or taken away when making width alterations.
- Changed or distorted lines must be returned to their original character – straight or curved.
- When adding or taking away from edge

of pattern the new lines must have the same character as the original.

- Alter shaped pattern pieces internally to prevent changing the shape.
- Pattern grain lines must be straight when alterations are completed.
- After completing an alteration, check carefully to see if the width or length is added or removed where needed.
- On any pattern the most difficult areas to alter and preserve as originally designed are the chest, neckline and armhole.
- Pattern pieces should be perfectly flat when alterations are completed.

Pattern Layout Cutting and Marking

Pattern Layout

- Study guide sheet.
- Lay large pieces first; then fit small ones.
- Pin pieces, grain line first.
- Allow one-inch side seams (to use for fitting, if needed).
- Check all pattern pieces for grain line, seam allowances, alterations and markings.

Marking

- Equipment (Note: Dressmaker's carbon and tracing wheel are not recommended.)
 - Tailor's chalk/pencil
 - Contrasting thread
 - Marking pencils
 - Pins
 - Soap
- Methods
 - Chalk and marking pencils (for marking darts, placing pockets, etc.)
 - Tailor tacks (These are accurate, but slow to use and can be pulled out Good for marking center, front and back, sleeve cap, and any marks you need to see from the right side of the garment.)
 - Pins (These are fast for the accurate seamstress, using certain fabrics.) Snips in seam allowance (for the experienced seamstress, using certain

fabrics.)

Cutting

- Use sharp shears, making long cuts.
- Cut accurately. Follow pattern carefully.

Using the Sewing Machine

- Stitch selection.
- Needle selection.
- Threading.
- Checking tension.
- Cleaning and oiling.

Stitching and Pressing

Pressing

- Equipment.
- Techniques for use.
- Construction pressing.

Stay-Stitching and Directional Stitching

- How and Why?

Seams

- Types.
- Locations and purpose.
- How to pin, stitch and press.

Facings

- Fitted
- Techniques –
 - Interfacings
 - Grading
 - Under-stitching
 - Tacking
- Facing finish for zipper

Tucks, Pleats, Gathers

- Tucks –
 - Purpose
 - Stitching
- Pleats –
 - Types
 - Marking
 - Pinning
 - Stitching
- Gather –

- Measuring for amount of fullness
- Methods
- Zippers –
 - Types
 - Methods (lapped, centered, hand-picked, fly front, invisible)
- Pockets –
 - In-seam
 - Patch
 - Lined
 - Unlined
 - Square
 - Round
 - Slot
 - Welt
 - Invisible stitched

Assembling the Garment

Organize construction in units, for example, bodices and skirt. Recognize a good fit.

- Crosswise grain line should be parallel to floor.
- Lengthwise grain should be perpendicular to floor at center front and back, unless design dictates otherwise.
- Lengthwise and cross-grain line of sleeve should hang perpendicular and parallel to floor, respectively.
- Sufficient ease should be allowed for comfort and ease of movement.

Developing skill in fitting

- Darts (length, width, placement)
- Seam lines
- Wrinkles (indicate problem)

Collars and Cuffs

Collars

- Types
- Cutting
- Stitching
- Grading
- Under-stitching
- Applying to garment
- Adding facing

Plackets

- Types
- Techniques

Cuffs

- Types
- Application

Sleeves

- Set-in
- Methods
- Application
- Finishing
- Other methods

Finishing the Garment

Joining bodice and skirt

- Waistline stay
- Casing

Waistbands

- Measuring
- Interfacing
- Application
- Belt loops

Hem and Edge Finishes

Preparing the hemline

Selecting the finish

Special hems

Buttons and Fasteners

Buttons

- Selection
- Placement
- Attaching

Buttonholes

- Placement
- Types
- Techniques

Snaps

Hooks and Eyes

- Selecting
- Attaching
- Thread eyes

Belts and Belt Buckles

Fabric Belts

Fabric Covered Buckles

Belt Loops

Final Pressing

Suggested Outline for Lessons

First Session: Preparing to Sew and Sewing Machine Savvy

- I. How to measure and select pattern size and type.
- II. How to take body measurements.
- III. How to selection a pattern. (In a beginning class you may want to select five to 10 patterns and let participants select one of those.) How to select and prepare fabric, interfacing and notions.
- IV. Grain of fabric.
- V. Basic sewing equipment needed.
- VI. How to use the sewing machine. (Use a simple project, such as a pin cushion, pot holder, etc.)

Assignment: Purchase pattern, fabric and notions. Launder and press fabric.

Second Session: Learn about Patterns and Marking

- I. Learn about patterns.
 - a. Pattern envelope.
 - b. Pattern symbols.
 - c. Guide sheet.
 - d. Measurements. (Check

measurements with pattern, or pin-fit pattern to see if garment will fit. Beginners should do simple alternatives only – length, width and dart locations.)

e. Adjustments.

- II. Check layout before cutting garment.
- III. Cut garment and interfacing.
- IV. Mark and stay stitch.

Assignment: Study guide sheet. Complete at home, if necessary.

Third Session: Beginning to Sew

- I. Pin-fitting garment to check fit.
- II. Darts. (The dart is one of the most difficult parts to stitch correctly. Have participants do a sample before stitching darts in garment. Use a straight edge to guide your stitching.)
- III. Pressing.
- IV. Sewing and finishing seams.
- V. Facings.
- VI. Grading and under stitching.
- VII. Importance of interfacing.
- VIII. Finishing facing edge with a neckline zipper.
- IX. Tack facing.

Assignment: Have participants complete seam finishes on garment if they are comfortable sewing at home with supervision. Otherwise you will need to supervise their sewing.

Fourth Session: Zipping It Up

- I. Zippers. (What type is appropriate for which type of garment and closure?)

Assignment: Follow guide sheet for construction. Participants may want to do a sample zipper application.

Fifth Session: Closures

- I. Fasteners.
- II. Side seams.
- III. Checking fit of garment.

IV. Marking hem.

Assignment: Have participants make samples of the closures they will be using on their garments.

Sixth Session: Finishing the Garment

- I. Finishing hem.
- II. Final pressing.
- III. Modeling garment.

Careers

Throughout history, textiles and clothing have been an essential part of everyday living. Today, and in the future, textiles and clothing will continue to be important. There are many products and services and many occupational opportunities related to the fields of clothing and textiles. Each specific occupation requires a diverse range of abilities, interests and education, providing an almost unlimited variety of career possibilities.

A list of occupational groups and specific occupations within each group follows. This list does not cover every occupation, but it should at least provide you with suggestions.

Manufacturing Fibers and Fabric

Fiber production engineer and chemist
Fabric production engineer
Fiber and fabric librarian
Educational consultant
Industry consultant
Publicity executive
Market researcher
Textile artist
Color stylist
Machine operator
Spinner
Weaver
Record clerk
Mechanic

Production supervisor
Warehouse management
Transportation and shipping director
Personnel director
Public relations representative
Purchasing director
Fashion coordinator

Apparel Production

Sketcher
Designer
Pattern maker
Sample maker
Advertising and promotion manager
Sales representative
Production supervisor
Finisher
Machine operator
Draper
Fashion coordinator
Fitter and alterationist
Sewing instructor
Cutter
Marker
Spreader
Presser
Examiner
Production inspector
Machine mechanic
Plant engineer
Plant manager
Personnel director

Retail Store

(Independent, chain, mail order)
Merchandising
Sale personnel
Head of stock
Department manager
Buyer
Assistant buyer
Display personnel
Advertising and promotion manager
Fashion coordinator
Personnel manager
Merchandise distributor
Comparison shopper
Market researcher and reporter

Customer service manager

Home Sewing Industry
(sewing machine companies)

Demonstrator
Sales personnel
Educational representative
Advertising and promotion manager
Machine mechanic
Market researcher
Machine engineer

Pattern Companies

Designer
Artist
Sample maker
Pattern drafter
Pattern grader
Draper
Educational consultant
Pattern direction editor
Catalog photographer
Catalog editor
Pattern layout and measuring specialist
Market researcher and reporter
Promotion director and assistant

Notion Suppliers

(Home sewing and apparel production companies)
Production consultant
Sales representative
Educational consultant
Machine operator
Production supervisor
Machine mechanic
Plant manager

Accessories Trade

Designer
Production consultant
Sales representative
Fashion consultant
Advertising and promotion manager

Planning and Promotion
(Advertising agencies)

Account executive

Copy writer
Art director
Illustrator
Fashion coordinator
Photographer
Researcher and marketing manager

Consumer and Trade Publications

Fashion editor
Merchandiser
Advertising sale
Distributor
Researcher
Reporter
Public relations representative

Consulting Services

Consultant
Researcher and reporter
Account executive

Television and Radio Commercial

Production

Researcher
Fashion reporter and writer
Broadcaster

Trade Associations

Researcher – market and legislation
Publicity director
Convention director

Teaching

Elementary, junior high and high school teacher
High school vocational education teacher
Adult education teacher
Junior college, university and college teacher
Youth and adult organization teacher

Cooperative Extension Service

Extension agent
Extension advisor
Textile and clothing specialist
Administration – county director, district

director, director

Museums

Photograph file clerk
Reference file clerk
Display supervisor
Care and preservation specialist
Researcher
Educational consultant
Editor of museum publication

Fine Arts and Theater

Costume designer, seamstress and
alterationist

Dry Cleaning and Uniform Specialist

Counter sales
Dry cleaner-spotter
Route sales
Sales representative
Plant manager
Alterationist
Uniform fashion coordinator
Inspector
Assembler and recorder

Toy Manufacturing

Stuffed animal designer
Doll clothing designer
Sample maker
Cutter
Marker
Production worker
Production supervisor

Interior Decorating

Furniture and upholstery designer
Upholsterer
Drapery seamstress
Carpeting specialist

Transportation Industry

Automobile, truck, bus, train, airlines,
subway interior and upholstery designer and
upholsterer

Handicraft, Art Object and Recreational

Designer

Materials production
Instruction writer
Display specialist
Demonstrator
Materials tester
Market researcher
Manufacturing supervisor
Sample maker
Sales representative
Distributor

Free Lance

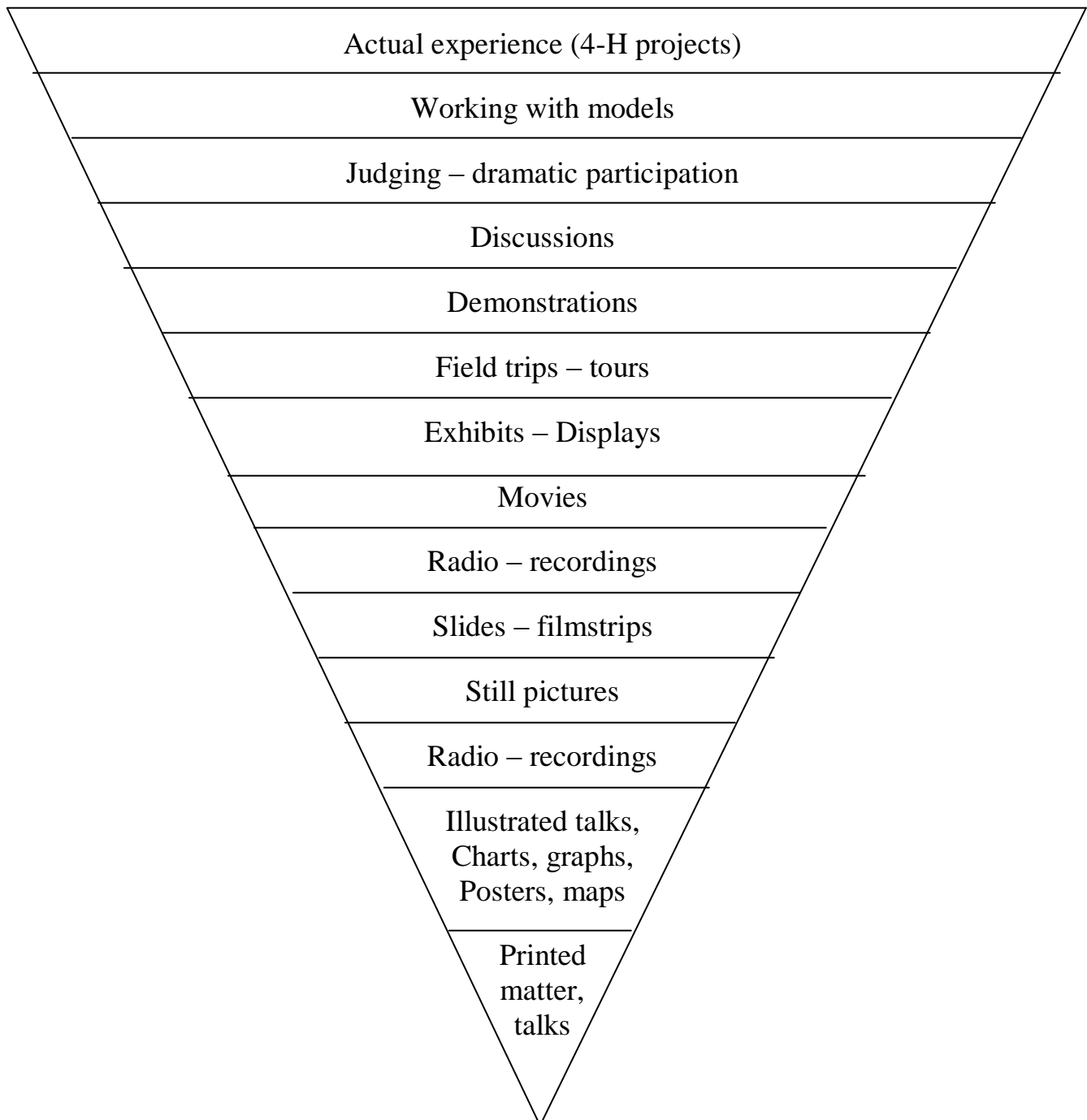
Lecturer
Demonstrator
Custom clothing construction seamstress
Writer
Designer
Consultant
Fashion magazines
Trade publications
Billboards
Television

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There are many kinds of teaching techniques. It is often necessary to choose the correct one. Experts tell us the greatest learning occurs when people hear, see and do something. The cone of experience can serve as a guide for selecting the appropriate teaching techniques. Think of your favorite learning activities. Where do they fit on the cone of experience? Plan and conduct a learning experience, using each teaching technique within the top half of the cone.

Cone of Experience Teaching Methods and Techniques



	Characteristics of Age Group	Implications for Leader
<i>9-11 years old</i>		
1.	Active, with boundless energy • Like group activity.	Active learning experiences to develop physical skills.
2.	Short attention span for mental activity.	Encourage many brief learning experiences.
3.	Like to be with members of their own sex.	Encourage learning experiences to be done with members of same sex.
4.	Usually do best when work is laid out in small pieces. Eager to try new things.	Use detailed outlines of the learning experiences.
5.	Admire and imitate older boys and girls.	Encourage junior leaders to work closely with younger members.
6.	Do not like to keep records and do not see the value in them.	Work closely with them in completing records of their leadership work.
<i>12-14 years old</i>		
1.	Concerned about physical development and being liked by friends, social graces, good grooming.	Encourage learning experiences related to self understanding and getting along with others.
2.	Coordination is better than with younger age group.	Encourage deeper exploration and concentrate on developing individual skills.
3.	Prefer action-oriented projects.	Encourage, active, fun learning experiences.
4.	Greater ability for team work and enjoy activities involving boys and girls.	Encourage learning experiences involving boys and girls.
5.	Want to participate in decisions and be independent but still need guidance.	Encourage working with adults and older teens to complete learning experiences.
<i>15-19 years old</i>		
1.	Want and need a strong voice in planning their own programs.	Allow youth to plan activities that allow for differences in interests, needs, and skills.
2.	Are developing community consciousness.	Encourage community service activities.
3.	Have social needs and desires which are high.	Focus some activities on the self, both physical and social, to help youth learn to accept themselves and develop self-confidence.
4.	Are beginning to think of leaving home for college, employment, marriage, etc.	Apply leadership life skills to career exploration, especially decision-making.

Suggested Topics for Demonstrations or Illustrated Talks

Placing a Pattern on Fabric
How Do You Measure Up?
Get Lined Up
A Shrinking Success
Do Labels on the Bolt Make Sense to You?
The Finishing Touch
Pocket Pointers
Fascinating Fasteners
Castoffs to Showoffs
The Inside Story
Show Your Colors
Fiber Facts
A Pressing Engagement
Lost Any Buttons Lately?
Learn as You Sew
Blueprint for a Wardrobe You Can Make
Appliqués
Embroidery
Button Selection and Coordination
Put a Little Trim in Your Life
Colorful Chokes
How to Use Sewing Tools
How to Straighten Fabric
Different Methods of Basting
How to Test and Correct Machine Tension
Topstitching
How and Why to Stay stitch
The Collar Story
Stitch less Sewing
Be Creative with Trims
Sewing with Linen
Setting in Sleeves
Taking Body Measurements
Using Measurements to Determine Pattern Size
Selecting Pattern Type and Size
How to Do a Layout
Selecting Woven Fabric
Selecting Knit Fabric
Selecting Suitable Fabric for a Pattern
Combining Patterns, Color, Textures
How to Straighten Grain
How to Use a Guide Sheet
Napped Fabrics

Marking Methods
Making Lingerie
Making Bathing Suits
Application of Elastic
Application of Trims
Using Plaids
Using Stripes
Pressing Pointers
Using One-Day Designs
Leather or Leather-Like Fabrics
How to Thread a Needle and Make a
Knot
How to Use Shears
How to Thread a Sewing Machine
Hemming a Flared Skirt
Lining a Garment
Playing With Plaids
Selecting Needles and Threads
Pants for Your Figure
Underlining a Garment
Know Your Hemming Stitches
Covering a Belt
Making Decorative Belts
Lapped Zipper Application
Fly Front Zipper Application
Facing Edge Finishes
How and When to Use Interfacing
What Interfacing to Use
Sweater Knit Fabrics
Fabric Care Labels – Where? What?
Why?
Pattern Alterations
Waistline Treatments
Fun with Fake Fur
Making a Body Suit
Making T-Shirts
Using a Rib Knit Trim
Making a Continuous Bound Placket
Mitering a Corner
Press as You Sew
Pressing Equipment
Making a Round Collar

EVALUATION SHEET FOR CLOTHING EXHIBITS

Participant _____ Level _____

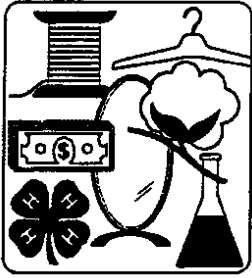
County _____ Score _____

SELECTION	NOT APPLICABLE	Well Done	COULD BE IMPROVED
Fabric			
Suitable for pattern design			
Multiple fabrics coordinate			
Interfacing and supportive fabrics coordinate			
Notions			
Thread			
Button			
Trim			
Other			
Condition			
Cleanliness			
Pressing			<input type="checkbox"/> Under pressed <input type="checkbox"/> Over pressed
CONSTRUCTION			
Cut on grain			
Matching of design			
Facings			<input type="checkbox"/> Trimming and grading seams <input type="checkbox"/> Clipping, notching curves <input type="checkbox"/> Under stitching <input type="checkbox"/> Better pressing <input type="checkbox"/> Evenness at closure <input type="checkbox"/> Secure at seams
Collar			<input type="checkbox"/> Trimming and grading seams <input type="checkbox"/> Clipping, notching curves <input type="checkbox"/> Under stitching <input type="checkbox"/> Better pressing <input type="checkbox"/> Evenness at closure <input type="checkbox"/> Secure at seams
Sleeves (set-in)			<input type="checkbox"/> Ease correctly distributed <input type="checkbox"/> Underarm seam reinforced <input type="checkbox"/> Correct placement of set-in sleeve
Sleeve Finish Cuffs			<input type="checkbox"/> Ease distributed evenly <input type="checkbox"/> Underarm seam reinforced <input type="checkbox"/> Correct placement of set-in sleeve
Hem			<input type="checkbox"/> Select a finish more suitable for fabric <input type="checkbox"/> Even in width <input type="checkbox"/> Size of stitches

SELECTION	NOT APPLICABLE	Well Done	COULD BE IMPROVED
Darts			<input type="checkbox"/> Stitching to point <input type="checkbox"/> Secure threads <input type="checkbox"/> Pressing in proper direction
Gathers, pleats, tuck, bindings			<input type="checkbox"/> Distributing evenly <input type="checkbox"/> Even in width
Topstitching			<input type="checkbox"/> Size of stitches <input type="checkbox"/> Distance from edge <input type="checkbox"/> Stitching straight <input type="checkbox"/> Type thread
Fasteners Hooks and eyes, snaps, other			<input type="checkbox"/> Securely fastened <input type="checkbox"/> Correctly applied
Button Holes			<input type="checkbox"/> Lips even in width <input type="checkbox"/> Buttonholes all the same size <input type="checkbox"/> Evenly spaced <input type="checkbox"/> Size suited to buttons <input type="checkbox"/> More accurate stitching and pressing <input type="checkbox"/> Method suited to fabric
Buttons			<input type="checkbox"/> Thread shank <input type="checkbox"/> Correctly applied
Zippers, placket			<input type="checkbox"/> Correct application <input type="checkbox"/> Even stitching
Waistline, skirt band, belt			<input type="checkbox"/> Even in width <input type="checkbox"/> Correct lap <input type="checkbox"/> Interfaced
Pockets			<input type="checkbox"/> Correct application <input type="checkbox"/> Even in size <input type="checkbox"/> Placement
Seams and seam finishes			<input type="checkbox"/> Correct seam finish <input type="checkbox"/> Adjoining seams matched
Hems			<input type="checkbox"/> Even in width <input type="checkbox"/> Distribution of ease <input type="checkbox"/> Size of stitches <input type="checkbox"/> Correct edge finish
Other			

Judges Name

Date



OKLAHOMA COOPERATIVE EXTENSION SERVICE

4-H Fabrics & Fashions

Clothing Construction Record

(Year)

Name _____

Route or Street Address _____ City _____ Zip Code _____

Parent's
Signature _____

Club _____

County _____

Age _____ Grade in School _____ Years in 4-H _____ Years in Clothing Project _____

Attach additional pages, if needed

items made, repaired, altered, recycled	fabric type	fiber content	date completed	cost	savings
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____

What did you learn from:

Item 1? _____

Item 2? _____

Item 3? _____

Item 4? _____

Item 5? _____

Item 6? _____

What sewing equipment did you learn to use? _____

What new skills did you acquire? _____

What do you need to improve? _____

What demonstration and/or exhibits did you give? _____

Title	Location	Date

How did you help others? _____