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4-H 225 4-H Clothing Construction Projects: Leader's Guide for clothing Level I and Clothing Level 2

Rose Marie Tondl

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4-H CLOTHING CONSTRUCTION PROJECTS:
LEADER'S GUIDE
For Clothing Level 1 and Clothing Level 2
Rose Marie Tondi, Extension Clothing Specialist

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INTRODUCTION

Four-H clothing projects give members opportunities to:

- Make decisions
- Be creative
- Gain knowledge and skills
- Work and share with others.

Your role as a leader is to help set the stage for these opportunities.

The Leader’s Guide outlines each construction project. There are teaching suggestions and references which you may find useful. These are only suggestions, not a required way of doing things.

Sewing For Fun is the project that helps 4-H members learn how to sew. The basic construction projects are Clothing Level 1 and Clothing Level 2. These projects focus on:

- Tools and equipment necessary for sewing
- Fabric characteristics and construction
- Working with patterns
- Basic fitting principles
- Basic principles in color, line and design
- Personal appearance
- Care of Clothing

Special Interest Projects are designed to follow Clothing Level 1 and Level 2. They offer clothing experiences in special areas. They may be taken in any order and as often as desired:

**Challenging Patterns.** More detailed pattern designs and construction skills, fashion design, wardrobe planning.

**Challenging Fabrics.** Working with different fabrics, more textile information, wardrobe planning.

**Tailoring.** A project for members who wish to tailor a wool garment. This is an advanced project and members need to complete Clothing Levels 1 and 2 and Challenging Patterns and Challenging Fabrics before enrolling.

**Teens Shopping Smart.** This is a beginning level project for teens to help them purchase clothing. The project may be taken for more than one year with different objectives. It may be taken at the same time a 4-H’er is enrolled in the beginning clothing construction projects.

All projects emphasize skills rather than specific articles of clothing. The 4-H Clothing Construction Skills Checklist found in the back of each manual shows the skills that may be learned in each project. The member’s manuals give suggestions for items to make, but members can make any article or garment which helps them learn the skills.

Use the skills checklist to:

- Determine the project in which a member should enroll. Members without any sewing experience should begin with Sewing For Fun. Those who already know the skills for a particular level can enter at the next skill level.
- Help members plan their project. The skills for each project can help members select their goals for the year. Encourage members to include goals in such areas as clothing care, personal appearance, design, and wardrobe planning as well as clothing construction.
- Review accomplishments at the end of the year.

Promote creativity by increased knowledge. Introduce various sewing techniques, giving their advantages and disadvantages for many fabric types. Let each individual decide on the method to use for his or her project. Because there are various fabrics and finishes, the home sewer needs to experiment with different techniques. This is encouraged. Sometimes the results are not as expected. When in doubt about a method, ask yourself, “Is there a logical reason to use this method? Does this method produce results that meet good standards?” Suggest to members “to listen to their fabric.” It will tell them what to do.

An important part of 4-H is development of poise and self-confidence. Help members learn this by encouraging them to give presentations. Give each member an opportunity to speak in front of a group. Begin by having each give an informal presentation on some sewing construction technique. Later, members can make a more formal, planned presentation. The 4-H Clothing Construction Skills Checklist and the list of what members should learn found in each project manual are good sources of presentation topics. Also encourage members to participate in fashion revue events.

The 4-H Leader Handbook (4-H 38) is a guide to help leaders support youth, have a link to the Extension Office and to the community. Each module in the handbook provides information on such topics as understanding 4-H, involving parents in 4-H, holding effective meetings, understanding youth and helping 4-H’ers with project records. Leaders are expected to read those modules in which they need help.

Involve parents in your 4-H club. Encourage 4-H’ers to discuss their project plans with their parents. Parents can take part in 4-H and relieve you of some of the responsibility. For example, they can work out the details for a club tour, help with transportation, have meetings in their homes, be involved in the teaching, etc.

The following note to 4-H Clothing Parents reminds them of the financial help and emotional support that is required. There is room for you as a leader to write personal comments to each parent as you wish. Make copies of this letter to distribute to parents.
A NOTE TO
4-H CLOTHING PARENTS

As a 4-H parent, you can support your child’s learning experience in the clothing project. The 4-H clothing projects are designed so 4-H members will:

• Plan and evaluate their work.
• Learn to work and share with others.
• Make decisions.
• Be creative by sewing for themselves or others.

HERE ARE SOME WAYS YOU CAN HELP

• Provide a sewing machine for your child’s use.
• Be willing to purchase fabric, patterns, and necessary supplies so your child can complete the project.
• Show interest and enthusiasm in your child’s work.
• Help guide your child even when things are not going well. Help your child to see progress and not just the end results.
• Support your 4-H leaders, offer your services to assist, provide transportation when necessary, and let leaders know you appreciate their efforts.

Many sewing efforts of beginners will not be perfect. Don’t worry about this. It is better that 4-H members learn to enjoy sewing and have a feeling of completing several items rather than concentrating on making one “perfect” item.

Be willing to accept a new or different method. The finished product and its overall effect is more important than the technique used.

Use the outline of 4-H clothing projects as you and your child plan for future years in 4-H. We hope 4-H members and parents find the project experiences interesting and fun.

A NOTE FROM YOUR LEADER:
This project includes selecting fabric and pattern, developing basic sewing skills, clothing care and some information about modeling and grooming.

The member’s manual has a list of items that can be made. Encourage members to select a simple design. Garments without set-in sleeves and collars are recommended. Firm, woven, medium-weight fabrics of cotton or cotton blends are easy for beginning sewers to work with. Plaids and stripes are more difficult fabrics to work with because the design must be matched. They are not to be used in Clothing Level 1.

To complete this project, members should check off 40 of the 50 skills listed in Clothing Level 1 on the 4-H Clothing Construction Skills Checklist in the member’s manual, and make at least two different garments. It is recommended that this project be taken for one year, then take Clothing Level 2 for two or three years.

Encourage members to make additional garments after doing their basic two. This will help them further develop their sewing knowledge and skills. They might like to try:

- pants with a drawstring waist
- one- or two-piece dress
- robe or pajamas

Suggested references:

- Clothing Level 1 (member’s manual)
- Sewing for Fun (member’s manual)
- Sewing machine use and care manual
- Commercial sewing books
- Commercial pattern books
- Quality Standards in Clothing Construction PNW 0197
- Fact Sheet 3.9 Understitching
- NebGuide HEG 81-147 “Seam Finishes”
- NebGuide HEG 80-119 “Hems for Garments” (Revised November 1985)
- NebGuide HEG 83-173 “Follow That Grainline”

There are a number of slide sets that can be checked out from the state 4-H Audiovisual Aid Catalog 4-H 203. Use Form 0-41-79 Visual Aid Order Form when requesting the local Extension Office to order the visual aids.

Suggested visuals for Clothing Level 1:

- CL 65 Layout, Cutting and Marking
- CL 20 Basic Sewing Skills — Cutting and Layout Method
- CL 21 Basic Sewing Skills II - Stitching Techniques
- CL 22 Basic Sewing Skills III - Pressing Equipment and Its Use
- CL 32 Seams and Seam Finishes
- CL 66 Straight Stitching
- CL 33 Closures and Trims
- CL 72 Fastener Fun
- CL 60 Selecting Fabrics for Sewing
- CL 64 Patch Pockets
- TG 5 Notions Nation

MEMBERS SHOULD LEARN

<table>
<thead>
<tr>
<th>Goal Setting</th>
<th>TEACHING IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use skill checklist to help plan what to do this year</td>
<td>Review with each member the skill checklist from Sewing For Fun. Go over the checklist for this year to find out what each member already knows and what each needs to learn. Discuss and show illustration of patterns which would help members learn sewing skills emphasized in Clothing Level 1. Have members select projects which include skills they don’t know or skills they need to learn to do better. Identify skills that may be too difficult. Remember the phrase “Too much, too soon.” Have members identify an area of personal care or clothing care to learn about and improve.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection of a project within personal abilities</th>
<th></th>
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</table>


MEMBERS SHOULD LEARN

TEACHING IDEAS

PATTERN KNOWLEDGE

Taking personal measurements
Determining pattern size
Determining amount of fabric and notions needed
Check pattern fit
Ease requirements
Pattern pieces and markings

Ask members to bring tape measures. Divide into groups of two. Help them measure each other. Girls: bust, high bust, waist, hips, and back waist length and height. Boys: neck, chest, waist, hips, back waist length and height. Have members record their measurements in the project manual.

Patterns are sized by figure development, height, and body measurements. All pattern catalogs have charts showing the many pattern types and how to select the correct size. Use these charts and show how to select a pattern size.

Check each member. If pattern size is carefully selected, few alterations will be necessary.

Pass out pattern envelopes. Have members do the activity "The Envelope Please" found in back of member’s manual. Check each member’s work.

Have members remove pattern pieces they will be using from the envelope. Show them how to measure the pattern. Check the measurements and compare with their personal measurements.

Demonstrate ease requirements for body movement. Show how different fabrics need different ease allowances.

Use knits and woven fabrics. Discuss the difference between comfort and design ease. Show pictures of examples.

Pin or tape sample pattern pieces on a large piece of tag board. Discuss what each piece is and explain the various markings. Have members do “Pattern Marking Crossword Puzzle” and “Pattern I.Q.” in member’s manual.
Answers are in back of this section.

General Markings:
identification markings
adjustment lines
grainline markings
cutting lines
center front and backlines

Construction Markings:
seam lines
notches for matching pattern pieces
arrows
clip lines
dots for matching seams
buttonholes
fold lines
darts
gathering and easing lines
lines for pocket placement, trims, etc.
lines for pleats or tucks

Show how to straighten crosswise grain of fabric by pulling a thread and tearing the fabric. For information see Sewing For Fun manual.
<table>
<thead>
<tr>
<th>MEMBERS SHOULD LEARN</th>
<th>TEACHING IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay out pattern using pattern guide</td>
<td>Demonstrate how to find and circle the correct layout on the pattern guide</td>
</tr>
<tr>
<td>Pin and cut out garment</td>
<td>and place pattern pieces according to the diagram.</td>
</tr>
<tr>
<td>Transfer pattern markings</td>
<td>Have members practice so they make no mistakes.</td>
</tr>
<tr>
<td>Follow the pattern guide</td>
<td>Create some layout mistakes and have members find the errors.</td>
</tr>
<tr>
<td></td>
<td>Show slides &quot;Layout, Cutting and Marking’’ or &quot;Basic Sewing Skills I’’ on</td>
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<tr>
<td></td>
<td>cutting and layout method.</td>
</tr>
<tr>
<td></td>
<td>You or a member could demonstrate the transfer of pattern markings. Demonstrate</td>
</tr>
<tr>
<td></td>
<td>using a tracing wheel and tracing paper, tailor’s tacks, marking pens, chalk,</td>
</tr>
<tr>
<td></td>
<td>soap and pins.</td>
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<tr>
<td></td>
<td>Go over the advantages and disadvantages of each method.</td>
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<tr>
<td></td>
<td>Show members the pattern guide. Suggest they read the guide sheet before</td>
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<tr>
<td></td>
<td>beginning to sew. Have them cross out sections they won’t be using.</td>
</tr>
<tr>
<td></td>
<td>Encourage them to check off each step as they complete them on the guide</td>
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<tr>
<td></td>
<td>sheet.</td>
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<tr>
<td></td>
<td>Visit a fabric store or collect fabric samples which would be good and poor</td>
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<tr>
<td></td>
<td>choices for projects.</td>
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<tr>
<td></td>
<td>Talk about each fabric separately. Ask - Would this be a good choice? Why or</td>
</tr>
<tr>
<td></td>
<td>why not? Have members give reasons.</td>
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<tr>
<td></td>
<td>Show slides “Selecting Fabrics for Sewing”. Discuss what members saw and</td>
</tr>
<tr>
<td></td>
<td>learned.</td>
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<tr>
<td></td>
<td>Show samples of various designs: stripes, plaids, knits, border prints, solids.</td>
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<tr>
<td></td>
<td>Show why matching of designs improves the appearance of the garment and</td>
</tr>
<tr>
<td></td>
<td>point out the difficulty in working with some designs.</td>
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<tr>
<td></td>
<td>Find samples of knits, wovens and non-wovens. See Sewing For Fun manual.</td>
</tr>
<tr>
<td></td>
<td>Have members explain the difference between these samples.</td>
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<tr>
<td></td>
<td>Assemble samples of natural and man-made fibers. Ask members to feel fabric</td>
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<tr>
<td></td>
<td>and write down what the fabric feels like. Go over samples telling whether</td>
</tr>
<tr>
<td></td>
<td>they are natural or man-made. Emphasize that one must read labels to know</td>
</tr>
<tr>
<td></td>
<td>fiber content.</td>
</tr>
</tbody>
</table>
MEMBERS SHOULD LEARN

Care labels
pre-shrunk
finish
care of fabric

TEACHING IDEAS

Demonstrate that there is a difference in pressing temperatures and care for natural and man-made fibers.

Use bolt end information, labels and hang tags. Have members read labels and hang tags and look for types of care label information.

Have a variety of label information off bolts of fabric and labels on garments purchased. Have members look at the things the labels tell.

Have members keep any hang tags from ready-to-wear they purchase; and record on a card, information from the bolt ends of fabric purchased. Also write down where and when purchased, item made, and attach a small piece of the fabric. Suggest a card file or box to keep them in. This information will be useful when caring for the garment.

NOTIONS

Use of notion information on pattern envelope.
thread
elastic
buttons
hooks and eyes
trims

Review with members what notions they need to choose for their garments and why.

Play the game “Notions Nation”. See 4-H Audiovisual Aid listing. Game questions reveal information on sewing terminology and techniques related to notions.

SEWING MACHINE

Change needle
Change light bulb
Clean machine

Use the sewing machine instruction book as a reference. Have members give demonstrations on different skills.

Let members practice using the zigzag or other special stitches.

Demonstrate good tension and unbalanced tension. Make whatever tension adjustments are necessary to obtain a good stitch. Members need to be able to recognize what good stitching looks like.

Show a serger. Have a demonstration of what it can do. Let members try sewing on the serger.

SEWING BASICS

Pretreat fabric
Stay stitching
Machine basting

Review pretreating. The fabric should be pretreated before cutting, using the care method that will be used when the garment is completed.
MEMBERS SHOULD LEARN

Facings
Understitching
Using interfacing
Clipping
Notching
Trimming
Reinforcing
Seam finishes
Hand sewn hems
Machine made hems

Members could measure the length and width of the fabric, then pretreat, and measure once again. This will show how much shrinkage there has been.

Hooks, eyes, snaps
Kimono and raglan sleeves
Casing
Patch pockets

The skills listed can be used for demonstrations at club meetings.

Have members do “Seams Crosswords” in member’s manual. Answers are in back of this section. Show slides on “Seams and Seam Finishes”.

Encourage members to select sewing projects that use these skills. If the garment doesn’t have all these features, members can learn the skills by practicing on small pieces of fabric.

Show slides on “Basic Sewing Skills II” on stitching techniques, “Patch Pockets,” and “Closures and Trims”.

Use the “Fastener Fun” Learning kit.

Have members evaluate single techniques or finished garments as to how well the various techniques meet the standards of good construction. Discuss what was done well and what can be improved. See Quality Standards in Clothing Construction.

Have members demonstrate pressing at a club meeting. Refer to member’s manual. Show the right and wrong way of pressing.

Show slides “Basic Sewing Skills III” on pressing equipment and its use.

As a leader, set an example in using correct sewing terms. Help members to use them correctly.

YOU AND YOUR APPEARANCE

Hair care
Good diet
Rest and exercise
Modeling and posture

Invite a beautician to come and talk about hair care and hair styling.

Talk about the Basic Four Food Groups. Discuss the advantages of eating good foods, and not a lot of “junk foods.”
MEMBERS SHOULD LEARN

CLOTHING CARE

Daily care of clothes
Storage for shoes
Mending

Daily care of clothes
Storage for shoes
Mending

Remind members to put away clean clothes in their closet and drawers.

Store shoes in their proper place. Soiled clothing goes into the laundry. Demonstrate simple repairs by hand or machine.

EVALUATION

Evaluate garments made

Teach members to evaluate their own work. Go over the questions at the back of the member’s manual. Review the standards for quality.

COMMUNITY SERVICE

Plan and conduct a pattern-a-rama to exchange or sell patterns in the community.

Sell clothing in a garage sale and donate money to a local charity.

Make stuffed toys for daycare centers, hospitals, etc.

CLOTHING LEVEL 1

Answers for Pattern Puzzles

Pattern Puzzle - Pattern Markings Crossword

1. Stitching line (down)
2. Cutting line (across)
3. Grain line (down)
4. Bodice front (down)
5. Dart (across)
6. Notch (across)
7. Fold (across)

Pattern Puzzle - Pattern IQ

1. Pattern margin
2. Seam allowance 5/8 inch
3. Grainline arrow
4. Dart stitching line
5. Arrows showing directional stitching
6. Alteration lines used for pattern adjustment
7. Cutting line
8. Notches used for matching pattern pieces
9. Dot for sleeve ease adjustment
10. Arrows showing directional stitching
11. Dart tapered to 1/8 inch at neckline
12. Place line on fold
13. Stitching line (seamline)
This project exposes members to the following areas:

- Additional basic construction skills:
  - set-in-sleeves
  - collars
  - gathers and ruffles
  - waistbands
  - yokes
  - pockets
  - darts
  - topstitching
  - zipper
  - using trims
  - making pants
  - sewing with knits, pile fabrics and plaids/stripes
  - machine buttonholes

- Sewing machine tension and pressure adjustments, attachments, and care.

- Basic color, line, texture and design principles.

- Beginning wardrobe planning, related to present clothing and activities.

- Clues for good fitting

- More about grooming and modeling

- Clothing care and laundry procedures

To complete this project, members should be able to check off 60 of the 75 skills listed for Clothing Level 2 on the 4-H Clothing Construction Skills Checklist in the member’s manual and make at least two different garments. Encourage members to try something new. Members may make any type of garment which offers the opportunity to learn the new skills. They may make garments from the following:

- lounging and bedtime clothes such as pajamas, nightgowns/shirts, robes or caftans
- pants or shorts, skirts
- knit garments such as tops, dresses, jumpsuits, jumper, jogging outfit, shorts/blouses

Suggested References:

- Clothing Level 2 (member’s manual)
- Clothing Level 1 (member’s manual)
- Sewing For Fun (member’s manual)
- Sewing machine use and care manual
- Commercial sewing books
- Commercial pattern books
- NebGuide HEG 76-36 Sewing With Plaids (revised January 1987)

There are a number of slide sets that can be checked out from the State 4-H Audiovisual Aid Catalog 4-H 203. Use Form 0-41-79 Visual Aid Order Form when requesting the local Extension Office to order the visual aids.

Suggested Visuals for Clothing - Level 2

CL 35 Constructed Shapes
CL 37 Easing and Gathering
CL 50 Figure Flattery Through Optical Illusions
CL 52 From Fibers to Fabrics
CL 48 Fibers Into Yarns
CL 46 Fabric Finish
CL 53 Stripes, Plaids, Prints
CL 61 Architecture of Fashion
CL 62 Zippers
CL 43 Making An Appearance (Girls)
CL 44 Making An Appearance (Boys)

Your local Extension Office can contact the Textiles, Clothing and Design Loan Library for other visuals.

Textiles, Clothing and Design Loan Library

Analyzing Color in Your Wardrobe Kit
Color Concepts - Slides
Pattern Adjustments - Slides
Petunia Poorfit - Slides

Videocassette Library

Have your local Extension Office call Ag. Communications (402-472-3035) to order any of the following:

- 40-VC-88 Choosing Plaids - Part I
- 40-VC-88 Choosing Plaids - Part II
- 40-VC-88 Planning for Plaids
- 60-VC-13 Fusible Interfacing
- 60-VC-13 Quickie Sewing Tips
MEMBERS SHOULD LEARN

GOAL SETTING
Use Skills Checklist to evaluate progress and plan what to do this year

Help members fill out the Skills Checklist at the beginning of the year. Review the skills to be learned in Clothing Level 2. Go over the list to find out what they already know and what they need to know and what they can do better.

Discuss and show illustrations of patterns which would help them learn how to do sewing skills emphasized in Clothing Level 2.

Select a project

Help members select projects which will include skills they don’t know and/or skills they need to improve.

BEGINNING WARDROBE PLANNING
How jobs and activities relate to use of a garment
Inventory clothes they already have
List where clothes are worn
List clothing needs

Talk about use of clothes. Questions you might ask are: Why do you wear the outfit you have on? Do you wear it any other places? Have our ideas about clothes for certain jobs and activities changed? Do adults and young people always agree about clothes worn for different occasions?

Ask members to make a list of their clothing that fits and is wearable.

Ask members to make a list of their activities and what clothes they have to wear for each activity.

Help member and parent set up a list of clothing needs based on the wearable clothing list and the activity list.

The additional clothing may be sewn, remodeled, or purchased.

LINE, DESIGN, COLOR AND TEXTURE
Personal physical characteristics

Discuss personal physical traits that cannot be changed and those which can be changed. Refer to member’s manual.

Show slide set “Figure Flattery Through Optical Illusions”. Using a pattern book or catalog, have members select styles that are becoming for different body types and discuss the reasons why. The member’s manual shows examples of line as it relates to clothing design.

Show a variety of different-textured fabrics. Have members identify those that are rough, smooth, shiny, dull, stiff, and clinging. Discuss the effect they have on different figure types. Show the drape of fabric by taking a large swatch of fabric and drape it over a tube from a paper towel. Make observations on the way the fabric drapes.

FABRIC TEXTURES
### MEMBERS SHOULD LEARN

<table>
<thead>
<tr>
<th>NOTIONS</th>
<th>TEACHING IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interfacing selection</td>
<td>Show samples of different types and sizes of zippers.</td>
</tr>
<tr>
<td>Zippers</td>
<td></td>
</tr>
<tr>
<td>Buttons</td>
<td>Show examples of sew-thru and shank buttons.</td>
</tr>
</tbody>
</table>

### SEWING BASICS

| Belt | Demonstrate and review the standards of good construction. Teach that more than one method may be acceptable if the standards are met. Members could demonstrate the sewing techniques for each area of construction. Show slides on “Easing and Gathering”, “Construction Shapes”. Members could do “Seams Crosswords”. Answers are in the back of this section. Demonstrate different types of knits and their uses. Teach “with nap” directions on knits and pile fabrics. Use commercial sewing books for information on fitting and construction when sewing with knits, pile fabrics and plaids. Show slides on “Stripes, Plaids and Prints”. See NebGuides HEG 76-36 “Sewing with Plaids,” (Revised January 1987) HEG 76-37 “Knits - Part I”, and HEG 76-39 “Pile Fabrics.” Show slides on “Zippers.” See Fact Sheets on Zippers. |
| Buttonholes | |
| Collars | |
| Cuffs and plackets | |
| Darts | |
| Gathers, ruffles | |
| Handstitching | |
| Pockets | |
| Seams and seam finishes | |
| Set-in sleeves | |
| Stitch in the ditch | |
| Topstitching | |
| Trims | |
| Waistbands | |
| Sewing With Plaids/Stripe Designs | |
| Sewing knits | |
| Sewing pile fabrics | |
| Sewing pants | |
| Using interfacing | |
| Zippers - Centered | |
| Lapped | |

### SEWING MACHINE

| Attachments and features | Demonstrate the use of attachments or built-in features. Stress that members learn to use their own sewing machine to the fullest. |
| Pressure adjustments | Have members practice making buttonholes using two layers of fabric. |
| Tension adjustments | Sew with different weights of fabric to demonstrate pressure variations. |
| Cleaning machine | Use sewing machine use and care manual for reference. Teach members how to adjust the sewing machine top tension. Demonstrate areas of the sewing machine that should be cleaned frequently, the bobbin case for example. Show how to oil machines that are not self-oiling. Teach members to change needles often. Use the chart on selection of needles in the member’s manual and explain the choice of needles for different fabrics. |
| Machine needles | Show a three and a three/four thread machine. On each machine demonstrate making seams using knit and woven fabrics. Let members examine the stretch quality of each seam. |
| Use zipper foot | |
| Make machine buttonholes | |

### Serger Machines
MEMBERS SHOULD LEARN

Personal coloring

Teach personal color awareness; hair, skin and eyes. Bring colored fabric swatches to meeting. Drape around member’s faces to help them select their most flattering colors. Your Extension agent may have color swatches you can borrow, or have agent contact TCD Loan Library for “Analyzing Color in Your Wardrobe” kit and slide set “Color Concepts”. Help interested members make a color aid for use when shopping. Match skin, hair and eyes with fabric or paper samples and mount on a cardboard strip.

FABRIC FACTS
Natural, synthetic, and blended fibers

Show slide sets “From Fibers to Fabrics,” “Fibers Into Yarns” and “Fabric Finish.” Review the way fabric is made.

Fabric Finishes

Use a magnifying glass or microscope so members can see more closely woven, knit and non-woven fabrics.

Use bolt end information, labels and hang tags. Have members look for types of finishes on various articles of ready-to-wear. For example, sleepwear may have a flame-retardant finish, outdoor wear may have a waterproof finish and others may be labeled wrinkle resistant, colorfast and permanent press.

Difference between fiber, yarn and fabric

Have members ravel yarns from fabric provided. Some are thick, some are thin, some smooth, some rough. Untwist a yarn. The small, hairlike pieces are fibers. Fibers may be short, long, smooth or rough.

Textures
plain weave
twill weave
satin weave

Discuss characteristics of various weaves and how some weaves affect construction techniques.

FITTING PATTERNS AND GARMENTS

Pattern selection
Pattern adjustment techniques
Fitting clues
Fitting during sewing

Review how to select a pattern size and type.
Check measuring techniques
Refer to Clothing Level 1 manual. More complete information on ease is given at end of this section. Demonstrate to members how to make pattern adjustments such as lengthening and shortening a pattern and other minor adjustments. Use a commercial sewing book for directions.
Show slide sets “Pattern Adjustments” and “Petunia Poorfit.” What are the standards of good fit? Have members try on garments and evaluate fit using the following points of reference: grain, line, ease, balance, and overall smoothness.
Check members on fitting as they sew their projects.

Show different types of interfacing and explain its purpose in garments. See NebGuide HEG 76-45 “Interfacings” (Revised July 1983). Show slides on “Architecture of Fashion”.

12
CLOTHING CARE
Storage
Repairs
Cleaning
Spot/Stain Removal

TEACHING IDEAS

Review storage needs for different types of clothing. Have members plan and organize storage for their own clothing.

Review mending techniques. Demonstrate iron-on patches, applique, or embroidery for tears in clothing.

Discuss different types of laundry equipment. Demonstrate sorting, loading washing machine, using detergents and other laundry products. Suggest members begin to help with the laundry at home. Have members play the “Sorting Game” in back of the member’s manual. Answers are in the back of this section.

Demonstrate how to remove a simple stain. Have members remove simple stains from washable fabric samples. Use NebGuide HEG 80-129 “Stain Removal for Washable Fabrics” as a resource.

Teach members that the fiber content determines the water temperature, the washer cycle, and the dryer time and temperature to use. Go on a field trip to the dry-cleaners. Show examples of clothing that should be professionally cleaned. Also show drycleaning machines and their uses.

GROOMING
Overall appearance
Skin care
Modeling

Have members do a self-evaluation. Show slides on “Making An Appearance” (Girls) and “Making An Appearance” (Boys). Discuss what was seen. Invite a beautician to discuss skin types and care at a meeting. Ask an older 4-H member to hold a practice modeling session for your club. Encourage members to participate in the local and county fashion revues.

EVALUATION

Use the State Fashion Revue scorecard as a standard. Teach members what to look for and help them to select areas they can improve next time.

COMMUNITY SERVICE

Make and display exhibits or posters which teach clothing, textile, or grooming topics. Topics might include: dressing safely with clothing that glows in the dark, flame retardant clothing, dressing for driving, or clothing care and stain removal. A display on clothing care and stain removal would interest people at a laundromat. Make, adapt, mend, or repair clothing for shut-ins, senior citizens in nursing homes, handicapped persons, etc.
EASE IN GARMENTS

This information will help you guide members with pattern selection and fitting. There is comfort ease and design ease. Some patterns have no ease.

Comfort ease is included in the tissue pattern to allow for body movement while wearing the garment. Comfort ease requirements vary with the type of garment.

<table>
<thead>
<tr>
<th></th>
<th>Bust</th>
<th>Hip</th>
<th>Upper Arm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimsuit</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td>2 1/2&quot;</td>
<td>2 1/2&quot;</td>
<td>2 1/2&quot;</td>
</tr>
<tr>
<td>Jacket</td>
<td>4&quot;</td>
<td>4&quot;</td>
<td>4 1/2&quot;</td>
</tr>
<tr>
<td>Coat</td>
<td>5&quot;</td>
<td>5&quot;</td>
<td>5 1/2&quot;</td>
</tr>
</tbody>
</table>

Design ease is the extra fullness allowed in the pattern by the designer to create a certain look. One example is the extra width and length used for billowy sleeves. Pattern pictures may be misleading as to how you can expect the garment to fit. You can determine if there is any design ease by comparing the actual tissue pattern measurements to your personal measurements plus comfort ease requirements.

Comfort ease requirement charts have been included here for your use. Remember individuals have different ideas on how their clothing should fit.

These charts show suggested ease allowances. Use the minimum allowance when working with knit fabrics.

SHIRT, BLOUSE, OR DRESS EASE REQUIREMENTS

<table>
<thead>
<tr>
<th>Personal Measurements</th>
<th>Minimum Ease Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bust (girls) over fullest part</td>
<td>2&quot; - 3&quot;</td>
</tr>
<tr>
<td>Chest (boys) over fullest part</td>
<td>1&quot;</td>
</tr>
<tr>
<td>Waist</td>
<td>1/2&quot; - 1&quot;</td>
</tr>
<tr>
<td>Hips, over fullest part</td>
<td></td>
</tr>
<tr>
<td>Distance from waistline</td>
<td>1 1/2&quot; - 2 1/2&quot;</td>
</tr>
<tr>
<td>Back, between shoulders 4&quot; down from neckbone</td>
<td>1/2&quot; - 1 1/2&quot;</td>
</tr>
<tr>
<td>Upper arm at fullest part, for sleeve width</td>
<td>1 1/2&quot; - 2 1/2&quot;</td>
</tr>
<tr>
<td>Elbow</td>
<td>2&quot; - 2 1/2&quot;</td>
</tr>
<tr>
<td>Wrist</td>
<td>1&quot;</td>
</tr>
<tr>
<td>Neck (boys)</td>
<td>1/2&quot;</td>
</tr>
<tr>
<td>Back waist length</td>
<td>1/4&quot;</td>
</tr>
<tr>
<td>From waist length, from center of shoulder over bust to waist</td>
<td>1/4&quot;</td>
</tr>
</tbody>
</table>
# PANTS EASE REQUIREMENTS

<table>
<thead>
<tr>
<th>Personal Measurements</th>
<th>Minimum Ease Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Waist</strong></td>
<td><strong>1/2'' - 1''</strong></td>
</tr>
<tr>
<td><strong>Hips, over fullest part</strong></td>
<td><strong>1'' - 2''</strong></td>
</tr>
<tr>
<td>Distance from waistline</td>
<td></td>
</tr>
<tr>
<td><strong>Thigh, over fullest part</strong></td>
<td><strong>1'' - 2''</strong></td>
</tr>
<tr>
<td>Distance from waistline</td>
<td></td>
</tr>
<tr>
<td><strong>Crotch depth, sit on flat surface, measure from waistline along side hipline to flat surface</strong></td>
<td><strong>1/2'' - 1''</strong></td>
</tr>
<tr>
<td><strong>Crotch length, front</strong></td>
<td><strong>1/2'' - 3/4''</strong></td>
</tr>
<tr>
<td>back</td>
<td></td>
</tr>
<tr>
<td><strong>Knee</strong></td>
<td><strong>2''</strong></td>
</tr>
<tr>
<td><strong>Calf</strong></td>
<td><strong>2''</strong></td>
</tr>
<tr>
<td><strong>Instep and heel, across heel and over instep (to determine that foot will go through pant leg)</strong></td>
<td><strong>1''</strong></td>
</tr>
</tbody>
</table>

*Crotch ease depends on hip measurement:
- If 35'' or less: 1/2''
- For 35'' - 38'' : 3/4''
- Over 38'' : 1''

## Answers for Sewing Puzzles

**Sewing Puzzle - Seams Crosswords**

1. (across) Flat felled seam
1. (down) French seam
2. (down) Edge stitched
3. (down) Plain seam
4. (across) Welt seam
5. (down) Bound
6. (down) Pinked
7. (across) Turned and stitched
8. (across) Overcast

## The Sorting Game

**Whites/Light Colored**
- pastel colored sheets
- white dress shirts
- polyester/cotton pink blouse

**Delicates**
- light blue acrylic sweater
- light colored lingerie
- pastel night gown

**Colorfast Brights and Mediums**
- green bath towels
- brown hand towels
- beach towel (colored)
- navy blue terry cloth robe
- red terry tablecloth

**Sturdy**
- blue jeans
- denim jacket
- dark brown cords
- canvas shoes