4-H Personal Appearance, Clothing, and Textiles
Leader's Guide
Levels I - IV

NAME

NAME OF CLUB

Virginia Cooperative Extension

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## ACKNOWLEDGEMENTS

A sub-committee of the Wyoming 4-H Home Economics Committee planned and developed the four levels of this 4-H Personal Appearance, Clothing and Textiles project.

The materials were adapted for use in Virginia 4-H by the 4-H Clothing and Textiles Curriculum Committee and Karen Bruck, Graduate Assistant, Clothing and Textiles, VPI&SU.

Product names are given here to help in understanding, not to indicate recommendation.
To The 4-H Leader:

One of the greatest rewards in daily living is watching young people become excited about learning, then using that knowledge to make or sew something successfully. There is a special bonus from knowing that you’ve helped them become excited and productive through giving helpful information and encouragement.

This leader’s guide has helpful background information and suggestions for encouragement in 4-H Personal Appearance, Clothing, and Textiles (4-H PACT) projects. It will supplement the facts in the members’ manuals and give you an overview of the entire 4-H PACT program. It suggests resource materials for project meetings since you aren’t expected to know everything about Personal Appearance, Clothing, and Textiles in order to be a good leader.

Don’t panic! You don’t have to read the whole book! Just read pages 2 through the evaluation section on page 7, then refer to the sections for the goals your members are working toward. Members aren’t expected to read their whole manual; you’re not expected to read the entire Leader’s Guide.

On pages 8, 9, 10, and 11 you will find a Master Plan of the four levels of 4-H PACT. This is a list of all information covered in the four levels. Though not new, we are emphasizing the areas of Citizenship, Community Service, and Leadership. In 4-H PACT there are specific goals for the 4-H’er to complete which relate these areas to Clothing and Textiles.

Enclosed in this leader’s guide you will find a printed letter to the 4-H’ers enrolled in 4-H PACT projects each year. The letters should be copied on Extension letterhead stationery. On the back of the letter there is a space for you to include club meeting dates, workshop dates, and information the parents should know about the 4-H PACT projects in your local club.

We wish you much pleasure and success from serving as a 4-H PACT leader. We think you will find personal satisfaction and self confidence. We expect you will be stimulated by working with youth and fascinated with the varied subject matter. You may even be motivated to try something new with your own personal appearance, clothing, and textiles.

The Virginia 4-H Clothing and Textiles Curriculum Committee:

Anne C. Carrington, Extension Agent, 4-H, City of Lynchburg, Chairman
Dr. Beatrice Kalka, Extension Specialist, Clothing and Textiles, VPI&SU
Irene Leech, Extension Specialist, 4-H, VPI&SU
Evangeline Swain, Extension Specialist, 4-H, VPI&SU
Jean Vandergrift, Extension Agent, Home Economics, Roanoke Co.
Mary Ruth Francis, Volunteer 4-H Leader, Roanoke Co.
To the 4-H Parents:

Do the clothes your children wear ever surprise you? They seem to spend a lot of money and a good deal of time on their clothing and personal appearance. They like to experiment with grooming products and clothing fads. You probably wish they would become more interested in the routine care of their clothes. The 4-H Personal Appearance, Clothing, and Textiles (4-H PACT) projects capitalize on youths’ interests and provide direction to their experiments. They encourage good habits and development of skills so that youths will look their best. Appearance is important, especially at school or when applying for a job.

Member manuals are written at four levels. A member is expected to use one manual for two or three years. A new member will begin with the manual most suited to his/her level of skills. Members are encouraged to keep their manuals and project materials in a looseleaf notebook.

Projects and activities are planned around goals in ten areas. Every year each member will do the "planning and completing" goals (numbers 1 - 3), plus at least three goals of their own choosing from any other area.

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As you can see, clothing projects include much more than sewing. In fact, a member can enroll in 4-H PACT projects and not sew at all! A member who chooses to sew can make bike bags, stuffed toys, pillows, etc., as well as garments for himself or herself and for others. The 4-H member can sew items for other 4-H projects, such as a horse blanket, or placemats and accessories for a food show-off.

A member may add goals or change goals during the year. You can perhaps prevent a need for change by talking over their choices at planning time (now) and noting the supplies needed for the activities. Beginning at Level 2 you will need to provide a sewing instruction book if your 4-H’er plans to sew. Any sewing book will be satisfactory (McCalls, Singer, Coats & Clark, Sew Smart, Vogue); however, the Simplicity Sewing Book was the one used in preparing 4-H PACT materials.

(over)
The 4-H members who complete their goals and have successful experiences have parents who are interested and supportive of their projects. Such parents help guide the activities, but let youth learn for themselves. Don’t expect perfect results from activities or perfectly sewn garments or other items. The activities should be fun; better results will come as youth gain experience and hand coordination skills.

Here’s a note from your leader:
4-H PACT Projects

The Virginia 4-H Personal Appearance, Clothing, and Textiles project
(4-H PACT) materials
are planned around the following ideas:

1. CLOTHING IS MORE THAN SEWING --
Members can also study tools and products for hair care, experiment with stain removal and fiber identification, learn to make a wardrobe plan, and buy, make, or recycle clothes to fit their plans. Emphasis is on skills learned through the projects, including leadership and citizenship skills, as well as clothing, textiles, and personal appearance skills.

2. "CONSTRUCTION" IS MORE THAN MAKING CLOTHES FOR ONESELF --
Younger members will "sew for fun" and older members are encouraged to "develop construction skills," but the items they sew can range all the way from a marble bag or wall hanging to the placemats and napkins for a food show-off or a difficult stuffed rabbit or dog for demonstrations at animal project meetings. An experienced member may use skills to sew for a child or a handicapped person, or make items to sell. Suggested garments to sew range from a simple slipover top to couture designs sewn from challenging fabrics.

3. "THE CORRECT METHOD" --
In construction, the correct method can be any technique within the member's ability which is suitable for the fabric and type of article. Sewing should be fun to do and projects kept within a member's ability. Perfection of the final product is not as important as the member learning the skill and enjoying the item.

4. PROJECTS ARE PLANNED FOR BOTH BOYS AND GIRLS --
All youth need to learn to make grooming and clothing choices and form good habits for care of themselves and their clothing. Laundry skills, control of acne, buying a shirt or blouse, and planning a wardrobe for the future are practical projects for all youth.

5. CHOOSING 4-H PACT PROJECTS --
Members will choose 4-H PACT projects based on skills they wish to learn. They will begin by examining their personal goals and present skills. Thus, a new member may find he/she has already accomplished most of Level 1 skills and is ready to move into the Level 2 manual.

6. MEMBERS' MANUALS ARE WRITTEN IN FOUR LEVELS --
Each level is planned to be used for two or three years of 4-H work. While the goals are planned for a certain age range, a member who has most of the skills in a level can move on at any time. A new member will start at the level most suited to his/her skills.

Level 1 -- ages 9-11
Level 2 -- ages 11-13
Level 3 -- ages 13-15
Level 4 -- ages 15-19
7. SHARING MANUALS --
The Committee recommends that if a 4-H'er is referred back to a previous manual for information, the leader should encourage the 4-H'er to secure a copy of the manual from a brother, sister or fellow 4-Her who is presently enrolled in that level. Or have the local 4-H agent copy the information from a member's manual rather than giving the 4-H'er an entire manual.

8. GOALS AND ACTIVITIES --
Each level has certain goals and activities which are to be completed to learn specific skills. The activities will help a member complete the goal and learn the skills. Goals are planned for independent work by members at home. However, you can work on some of the activities at 4-H meetings.

9. A SEWING BOOK IS NEEDED --
Beginning at Level 2, a sewing book is needed as a reference, because the manuals do not give sewing information. The Simplicity Sewing Book was used in writing the manuals, but any sewing book can be used. Singer, Vogue, Mc Calls, Coats & Clark, Sew Smart, Reader's Digest, and others all have well written books.

10. BASIC TO ALL THE ABOVE --
Last, but basic to all the above, is the belief that members who choose activities because of personal interests or recognized needs are more likely to have fun and success, as well as acquiring important knowledge and skills.

Purpose

4-H PACT goals and activities will help 4-H members acquire new knowledge and skills by:

- Developing a positive self-image.
- Caring for their clothing and personal self.
- Learning and using the decision-making process.
- Planning, buying, and/or constructing sewn items.
- Developing leadership and initiative.
- Exploring careers.

How to Use Leader’s Guide

1. Read pages 1-7 regardless of the levels your members are using.

2. Then read only the areas in which your members are working.

For example, if your members are doing Level 1 and several chose Goal 7 on Hair Care, you would skim page 33 on the purpose, background, and resources for the hair care section. Then read the “Suggested Activities for Project Meetings” for Level 1. Ignore the rest on hair care until you have members at other levels.

3. The background information for each section is to help you keep ahead of your members and locate resources. If you need further information, check with your local Extension office or the public library.

4. Goals are listed in the same order for all levels. However, there is not always a goal in every area at every level. The Master Plan on page 8-11 shows which goals are found for each level.
5. The suggestions for activities are just that—suggestions to help you get started. You will soon learn the kinds of activities your members like and need.

6. Each goal in the member manuals is accompanied by:
   - Background information to help members carry out the goal.
   - One or more activities to learn the skill and complete the goal. (We learn best by using information and doing something with it.)
   - Space to write something the member learned from doing the activity -- one or two phrases or sentences.
   - Suggestions for additional activities for a member who especially enjoyed the goal, including suggestions for presentations and exhibits.

Understanding Youth

The Virginia 4-H Leader Handbook Publication 382-180 has an outline of needs of youth and what to expect of 4-H'ers at various ages. Review these every year before teaching 4-H PACT projects, because clothing provides a means for helping with many basic needs. The need to belong, for example, is shown by youths' wish to dress like everyone else.

The need for security and self-esteem can be met by helping members develop new skills. They feel secure and gain a feeling of belonging when they can succeed.

Presentations by members are another way to develop self-confidence, so allow many opportunities. Watch to assure that all members have this opportunity, however simple their presentations may have to be for them to have success. It is so easy to encourage the eager members that we sometimes forget the quiet or shy ones. One of your rewards as a leader will be to see a shy one "bloom."

Sincere praise helps with self-esteem. It has to be sincere, but there is always something positive and encouraging you can say about anything a member does.

Be sure to give recognition to a member who brings a 4-H PACT project to a meeting, and find time for him/her to show and tell about it. Giving members opportunity to grow in experiences and gain recognition is more important than "covering" all the material you had planned, although you do need to teach factual material to help members with their projects.

Resources

You don't have to know everything about 4-H or personal appearance, clothing, and textiles in order to have interesting, informative project meetings. You can use many resources to supplement your own background.

The Virginia 4-H Leader Handbook 382-180 is available through your unit office. It gives a brief overview of the total 4-H program and describes general procedures. Chapters on "Understanding Boys and Girls," "Arranging for Learning," "Planning the Annual 4-H Program," and "Parent Involvement" will be especially helpful to new project leaders.

MEMBERS

Try to involve each child at each meeting -- by helping get things ready or put away, being a host or hostess, or leading activities and teaching others. (See Leadership Goals, page 82.) Members who have completed a goal can show other members.

A helpful guide is never to do something yourself that can be handled by a member. First attempts are learning experiences and may not go smoothly, but one important purpose of 4-H is to provide opportunities for personal development.
**TEEN LEADERS**

Older members from your club or another one can become Teen Leaders. Plan together at the beginning of the year the activities or projects they will be responsible for. Serving as a Teen Leader will help with Leadership Goals in Levels 3 and 4.

**PARENTS**

Involve parents of members in your club. Begin by encouraging 4-H'ers to discuss their planned goals with their parents before they choose. Parents can help in other ways, too -- by opening their homes to meetings, by providing the transportation or planning for a tour, teaching one or two lessons where they have special skills, or working with a few members on a special project.

**COMMUNITY RESOURCES**

Your unit may have 4-H Middle Management leaders who can help occasionally. Or ask an experienced sewer or other expert to teach sometimes. Be sure to discuss what the members need to learn and decide on the days special help will be needed. Remind them to not expect perfect results. Someone who is unable to be a leader may be pleased to give part-time help.

Other community people may have expertise in a certain area and be glad to come to one or two project meetings -- pharmacist or beautician, persons from sewing machine or fabric shops, and many others. Grandparents, aunts, and people in nursing homes can share skills and gain pleasure from working with youth. Youth gain, too, from the association, and they may learn a disappearing skill, such as quilting.

**REFERENCE BOOKS**

Your local Extension Office or middle management leaders will have references and resource materials to use at meetings. Libraries want the community to use their books, and perhaps the librarian can locate just what you need.

Collect catalogs, fashion magazines, and pattern books, and save the leaflets from pattern companies. Encourage your members to do so, also. Many of the member goals and suggested meeting activities require pictures of clothing. You’ll need lots of them, too! Be sure to have both male and female examples.

**AUDIO VISUAL RESOURCES**

A variety of slide-tape kits and video tapes are available for your use through your Unit Extension office. Check with the local Extension Agent for Home Economics for the listing of all the resources available. The list has audio visual resources and other resources which you can borrow (free) through your local Extension office. Order them at least two months before you want to use them to ensure their availability. 4-H PACT video tapes are available through your local Extension office.

**Evaluation**

Evaluation is an important part of the learning process. Members work with leaders to set goals, plan how they’ll carry them out, and evaluate how well they were completed.

Evaluation is often left until the end, but it should continue throughout the project. In a garment, for example, if you and the member evaluate it several times along the way, it is still possible to improve, while if you wait until it is completed some things can no longer be corrected, even if the member wanted to do so (which he/she probably wouldn’t as most are glad to have completed the project).

Evaluation can be positive and helpful to members and leave them feeling encouraged to improve. Or it can be negative and leave the member discouraged and determined never to wear that garment or try that activity again.
Always remember, most important is what members have learned and how each one has grown and developed. Members should be compared to themselves three months ago and six months ago, rather than being compared with each other. Each member is an individual, and a special advantage of 4-H projects is that they allow each individual to progress at his/her own rate.

PERFECTIONISM

Perfectionism has little place in 4-H projects. We do a disservice to members when we insist on perfect accomplishment of a goal or perfect construction of a garment. Adults who have been taught perfectionism seldom get ahead on the job as much as those who work for an acceptable standard. The perfectionist usually is too slow and worries too much and therefore does not accomplish much.

Help your members decide on standards they can “live with.” If the goal is to complete a garment which a senior member hopes will go to a State event, standards will need to be higher than for a beginner who is learning to sort laundry or sew a doll quilt.

Beginners have less patience and are anxious to get a project completed. Standards should certainly be discussed and quality standards emphasized, but the member should be allowed to decide the level or standard he/she is striving for in each goal. A careless ten-year-old who had fun completing a Level 1 goal can easily develop into a careful fifteen year-old who loves 4-H. The careless ten-year-old who is made to be perfect may drop out and hate everything connected with 4-H projects!

BEING A GOOD LISTENER

Being an interested listener is one way to encourage evaluation. Members will enjoy telling you about their progress or what they discovered while doing a 4-H PACT experiment. In turn, you can often ask a question to make them think beyond their first conclusion. You may find yourself using the one-legged conference.

The one-legged conference is a brief conversation, so called because a busy leader pauses only briefly before moving on to her next task. The leader tries to respond to a youth’s comment in such a way that it causes the youth to think some more.

Youth: I will get a new coat this year!
Leader: (a common answer would be “that’s nice”) (a more helpful response would be something like this: “Good. Have you thought about what colors would best fit into your wardrobe?”)

Youth: I’d like to make a wool suit.
Leader: Would you really do that or are you just dreaming?

Youth: I’ve decided to drop goal # ___ and add goal # ___.
Leader: Do you feel good about that?

Youth: My outfit only got a white ribbon at the Fashion Revue.
Leader: How did you feel when you found out?

(Usually the leader doesn’t wait around for more than a brief answer, he/she just moves on to his/her next task. However, on statements like the above examples the leader should want and encourage the youth to say more before he/she moves on.

Youth (and adults, too) say they think about such brief interchanges for several days. Often they decide to do or not do something as a result.

WHO EVALUATES?

Help 4-H members evaluate themselves, because this is the way they’ll grow best. Were they pleased with the way the hair products
experiment worked out? What was especially
good about the experiment? If they were to
repeat it, is there any way it could be im-
proved?

Later, give the member praise or recognition,
either individually or before the group. Example:

- You certainly selected attractive colors for
  your wardrobe.
- That’s a very neat activity sheet!
- We could all hear you clearly during your
  presentation.
- You had that demonstration down pat!
- That’s well done. Would you like to dem-
  onstrate it to the club?
- Thank you, Mary, for your good help
  on . . .
- Your garment looks very nice on you.
- I noticed how especially well-groomed you
  are today.

IMPROVING BELOW-STANDARD PRO-
DUCTS

When a product or activity is clearly below
standard, find positive ways to help a child
know this and what to do to correct it. Leaders
have an obligation to help members learn good
standards. Members have the option of
whether or not to strive to meet them. Positive
help includes comments like:

- This isn’t as neat as your last project.
  What happened!

- This doesn’t look quite right. Let’s see
  what’s wrong. Oh,-- you’ll need to . . (As-
  sume he/she wants it to look right!)

- I expect you’re tired of this project. It’s
  taken awhile. But wouldn’t you enjoy using
  it more if you take a bit more time and im-
prove this section? The rest looks so good.
You’d need to . . . (If they don’t want to
improve, accept that, but explain how to
do it so next time it will look better.)

NOTICE THAT NONE OF THE PRECED-
ING STATEMENTS TALK ABOUT THE
MEMBER -- THEY ALL FOCUS ON THE
PRODUCT OR ACTIVITY.

Be careful not to let a single example determine
your opinion about a member’s ability. Just
because a presentation was not ready once
doesn’t mean the youth is irresponsible.
Something at home may have been a cause.
It’s difficult, sometimes, to keep an open mind
and not stereotype a member, but a leader
needs to strive to treat every member as a ca-
pable, achieving person. People who are seen
by others as capable and achieving become so.
People who are seen as incompetent often begin
to see themselves that way.

For a larger project, (such as a presentation or
modeling practice), questions such as these
work well. Ask the member:

- What did you like about this____?
  (If it’s a group evaluation, follow by asking
  the group what they liked. Then add your
  own points.)

- What didn’t go the way you wanted it to?
  (Then ask the group -- what didn’t go as
  well? Add your own comments.)

- If you were to do it again, how might you
  improve?
  (Then ask the group for suggestions and
  add your own.)

You will find that usually members know
themselves how their activity went. They feel
better about it when they can tell you, instead
of you telling (scolding) them. Often they feel
it was worse than it actually was, so you can
leave them feeling better about their project by
your positive comments.
People tend to remember only the negative points from such an evaluation. You can prevent this by making a list of the points made by the member, yourself (and the group if they were involved). Make sure the positive list is as long or longer than the negative list.

Things that went well:
Didn’t go well:
Points to work on:

HOW TO EVALUATE PROJECT MEETINGS

Part of your success as a 4-H leader will come from your ability to critique your project meetings yourself. You need to think back over each meeting and make suggestions to yourself:

- That experiment really worked well; I must make a note in my leader’s guide so I’ll remember to use it again.

- Those two older members answered all the questions I was trying to get the beginners to think about. Wonder if they could give a presentation to the beginners next time, then lead the discussion.

- We didn’t get much information taught at this meeting. I’ll have to do more next time.

- The members behaved so well on the field trip. The Teen Leader prepared them well for it. I must write her a letter of thanks, and find other opportunities for her to use her talents.

Periodically, you need to ask yourself questions such as these about your club and project meetings.

- Did I involve every member in a leadership or group activity today?
- Have I been involving parents, older members, and community members to help me teach and carry out activities at each meeting?
- Have I been patient and accepting of the quality of workmanship of some Level 1 and 2 members, while trying to help them improve.
- Did I turn any mistakes in presentation or experiments into a learning experience?
- Did I provide varied activities so all skill levels had something to challenge them?
- Are members learning about their personal appearance, clothing, and textiles and enjoying it?
- Did I provide enough variety in activities so members were interested and attentive rather than bored and rowdy?

REMEMBER -- if you’re doing all the meeting yourself, you’re doing too much. Also, you are depriving members of experiences they need in order to develop their skills.

MEMBER EVALUATION OF MEETINGS

Occasionally you may need to find out how members felt about a meeting. You can end the meeting by asking questions such as these:

- What is something you learned today?
- What did you like best about today’s meeting? (Better not ask what they liked least. It might be some member’s presentation and be demoralizing to that member.)
- What is something from today’s meeting you think you’ll use next week? (Sometimes you can ask at the beginning of a meeting what members used from the last meeting. Do this while you’re waiting for members to arrive or as a roll call response.)
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<td><strong>Level 2</strong></td>
<td><strong>Level 3</strong></td>
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<td>Set goals. Do #1-3 plus minimum of three others.</td>
<td>Choose suitable clothes.</td>
<td>Maintain or improve regular grooming habits.</td>
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<td><strong>Level 4</strong></td>
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<td>Analyze effectiveness of grooming products.</td>
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<tr>
<td>Make a 4-H PACT to improve personal appearance, clothing, and textiles. Do goals 1-3, plus a minimum of three others.</td>
<td>Identify beliefs which influence clothing choices.</td>
<td>Choose make-up.</td>
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<td><strong>Color wheel. How colors make you feel.</strong></td>
<td><strong>Learn how color and line can change appearance.</strong></td>
<td><strong>Practice manicure and/or pedicure. Increase awareness of nail biting.</strong></td>
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<td><strong>CLOTHES AND PEOPLE</strong></td>
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<td><strong>Use good posture while modeling.</strong></td>
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<td><strong>GROOMING</strong></td>
<td><strong>FACE</strong></td>
<td><strong>NAILS</strong></td>
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<tr>
<td>Learn good grooming habits.</td>
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<tr>
<td>Maintain or improve regular grooming habits.</td>
<td>Analyze skin type and products for face care (including acne).</td>
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<tr>
<td>Practice good posture.</td>
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<tr>
<td>Use good posture while modeling.</td>
<td>Improve posture while sitting, standing, walking, lifting.</td>
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## Master Plan

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<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teeth</strong></td>
<td>Learn best ways of tooth care.</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Clean and polish shoes.</td>
<td>(See Buying Clothes)</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td>Shampoo and brush hair.</td>
<td>Study hair care tools</td>
<td>Analyze hair care products.</td>
<td>Experiment with hair styles.</td>
</tr>
<tr>
<td><strong>CARE OF CLOTHES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Storage</strong></td>
<td>Pick up clothes and put away.</td>
<td>Fix a way to store clothes.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Mending</strong></td>
<td>Sew on buttons, mend rips. Use iron-on-patch.</td>
<td>---</td>
<td>Learn preventive maintenance.</td>
<td>Experiment with mending techniques.</td>
</tr>
<tr>
<td><strong>Stains</strong></td>
<td>Chocolate, grass, soft drink, or fruit juice</td>
<td>More stain experiments.</td>
<td>Compare stain remover products.</td>
<td>---</td>
</tr>
<tr>
<td><strong>Lab Care</strong></td>
<td>Locate and understand care labels.</td>
<td>(See Fabrics/Textiles)</td>
<td>Set up file of care labels.</td>
<td>---</td>
</tr>
<tr>
<td><strong>Laundry</strong></td>
<td>Sort clothes and get ready for washing.</td>
<td>Wash and iron clothes.</td>
<td>Do laundry product experiments</td>
<td>Prepare clothes for drycleaning.</td>
</tr>
</tbody>
</table>
## Master Plan

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FABRICS/TEXTILES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabrics</td>
<td>-----</td>
<td>Identify wool, cotton, man-made and woven, non-woven, knit.</td>
<td>Identify natural and man-made textiles, their properties and uses. Learn about finishes.</td>
<td>-----</td>
</tr>
<tr>
<td>Buying Fabrics</td>
<td>-----</td>
<td>Learn fabrics suitable for different uses. Buy fabric and notions for garment to sew.</td>
<td>Judge fabrics for performance</td>
<td>-----</td>
</tr>
<tr>
<td>Wardrobe Planning</td>
<td>-----</td>
<td>List school clothes to wear together.</td>
<td>Plan accessories. Inventory wardrobe and make six months buying plan.</td>
<td>Analyze sewing vs. buying, begin long range, basic wardrobe plan.</td>
</tr>
<tr>
<td>Citizenship/Community Service</td>
<td>Be a good family member.</td>
<td>Show good citizenship at 4-H club, school, and community.</td>
<td>Use 4-H PACT skills to help others.</td>
<td>Use 4-H PACT skills to help others.</td>
</tr>
</tbody>
</table>
# Master Plan

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNITY</strong></td>
<td>-----</td>
<td>-----</td>
<td>Plan and complete a Community Service project related to 4-H PACT.</td>
</tr>
<tr>
<td><strong>LEADERSHIP AND INITIATIVE</strong></td>
<td>Practice leadership at club and project meetings.</td>
<td>Expand leadership skills.</td>
<td>Learn two new roles this year. Be a Teen Leader.</td>
</tr>
<tr>
<td><strong>INITIATIVE</strong></td>
<td>-----</td>
<td>-----</td>
<td>Learn two new roles this 4-H year. Be a Teen Leader.</td>
</tr>
<tr>
<td><strong>SEWING FOR FUN</strong></td>
<td>Assemble a sewing box.</td>
<td>Learn to use a sewing book.</td>
<td>-----</td>
</tr>
<tr>
<td><strong>MACHINING</strong></td>
<td>Learn to use a sewing machine and sew one item.</td>
<td>Sewing machine experiments. Practice machine skills. Try making something.</td>
<td>-----</td>
</tr>
<tr>
<td><strong>SEWING</strong></td>
<td>Sew two items. (Clothing or other.)</td>
<td>Select a pattern. Make a garment for myself. (Learn two new skills.)</td>
<td>Experiment with techniques for hems, seam finishes. Sew two garments. Fit a garment. Alter a ready-to-wear garment Sew something for another 4-H project.</td>
</tr>
<tr>
<td><strong>DEVELOPING CONSTRUCTION SKILLS</strong></td>
<td></td>
<td>Experiment with couture techniques. Sew a garment using four new skills. Recycle used fabric. Sew two items from challenging new fabrics.</td>
<td></td>
</tr>
</tbody>
</table>
Planning and Completing

Purpose

The purpose of goals 1 to 3 is to help members plan, evaluate, and carry through their projects.

Your first meeting each 4-H year will need to be on Goal 1, "Planning." Encourage parents to attend as you will be explaining the procedure and members will be beginning to select their goals for the year. It would be a good idea for the members to take their "Planning Your Goals" sheet home to think about and talk over with their parents before the next meeting. Encourage them to look at the activities before deciding. Set a deadline when their goal plans must be completed and turned in to you.

Your first-year members will need help from you and their parents, but by their fourth or fifth year members should be making realistic choices of their own.

How to Enroll in 4-H PACT

1. To be enrolled in 4-H PACT projects each member is expected to complete goals 1 - 3 each year (basically the same for every level), plus a minimum of three other goals of their choice.

2. Members may want to repeat some goals a second or third year. That’s fine. Most goals can easily be repeated to increase skill -- such as making another garment or new storage, or improving grooming. However, some goals will be finished the first time -- such as gathering tools for a sewing box or setting up a file system for care labels.

3. Encourage at least one new goal each year, to broaden 4-H’ers experiences. Three new goals are fine, also. It all depends on the member, and you will soon know them well enough to guide their choices.

4. Members are expected to complete the goals they choose at the beginning of the 4-H year. However, they may add additional ones at any time if it appears they will be able to complete them. They may change their original goals, if necessary. (Level 2, Goal 4, explains this.)

5. Members should be discouraged from taking the goals in numerical order. Goals are in no particular order. Sewing goals are last because the skills lists are long.

6. Some goals do build on others. The fabric identification goals, Level 2, numbers 13 and 14, are basic to sewing, although some members might be so eager to sew they would do sewing goals first and pick up the fabric ones later. Or perhaps they would read the information on fabrics, but never select the goal.

7. No one has to complete all the goals or master all the skills in one level before moving to the next level. A member may be ready to move because of age, interest, friends’ choices, or other reasons.

8. A 4-H’er does not always need to start with Level 1. When older members begin 4-H PACT projects, have them look at the manual for their age level, and perhaps the one below their age. They can check their skills and decide which one has the goals and skills of most importance.

The "Master Plan" on pages 8-11 is an overview of all the areas covered by the goals. These were planned according to interests most youth have at these levels.
Encourage members to put their manuals in a notebook and insert additional pages they need to record activities. They may be able to use the same notebook for two or three years of 4-H. They may occasionally need to refer back to a previous goal for background information.

Helping Members Select Goals

To help members choose goals, remember that 4-H should be both fun and a good learning experience. Help them choose goals they think may be fun. These goals may be the same as those of a best friend at first. This will make it easier for you to manage project meetings. You will need to talk with each member, though, to make sure he/she is actually interested in that goal. Even adults find it difficult to complete a project that doesn’t interest them.

Here are some other points you might want to help members consider as they choose their goals:

1. **What are this member’s work habits?** Does he or she get things done easily or wait until the last minute? Can he work alone or does he need lots of help? Remember that nine to twelve year olds are generally better starters than finishers.

2. **How much time or encouragement can be expected from home?**

3. **How eager is the member to choose a certain goal?** Or any goal? Some children enjoy almost everything while others have limited interests. Some have a hard time making up their minds.

4. **Is it something the member is already doing?** There are times you’d encourage a child’s choice of that type goal since he seems to need the feeling of quick success. At other times you might encourage the child to choose a goal which builds on or expands what he is already doing.

5. **Does the member need this goal?** You may observe that a member ought to be paying attention to grooming, or helping with laundry at home. You may want to encourage him/her to choose a goal to help with this.

6. **Are costs realistic for that member?** Will supplies be available or will it be relatively easy to get them?

7. **Some goals are interrelated.** For example, the Level 1 on sorting laundry builds on the goal about care labels, so these two goals may need to be chosen together unless the member already has mastered the first one (or plans to study the background information it gives).

8. **Some goals are more time-consuming than others.** Help a member avoid selecting three that require lots of work -- perhaps one that is time-consuming and two shorter ones. This will, of course, depend on the amount of time the member has for 4-H. If he/she is in several other activities or several other 4-H projects time will be limited.

9. **If the member is a perfectionist or made to be one by others, he/she will be able to complete fewer goals.** Encourage this person to select some goals where it’s less possible to be perfect, such as shampooing hair, the stain experiments, the buying clothing goals, or the sewing machine experiments.
Planning and Completing

Keeping Track of Member Goals

In order to provide suitable project meeting activities to help members with their projects, you should devise some system for keeping track of members' goals. Suggestions include:

- A chart where you can see all units at a glance and the members who have goals in each.
- A card system where each member writes each goal on a separate card or half sheet of paper which you can sort into units.
- A copy of each member’s planning sheet.
- Notes made as you talk with each member.

Make your tentative yearly plan for project meeting topics after you discover the goals that members select.

Record Books

Goal 2 concerns record books. Encourage members to complete records. A project is not complete until the 4-H record is filled out. Actually, if members complete the activity for each goal they will have the information they need to complete their record books. A project meeting where members work on their books may be all that’s needed to get the information transferred.

Encourage youth from the beginning to enter unit contests and exhibit their materials at club and county events. This will give them additional information for their 4-H record.
## Suggested Activities for Project Meetings

### PLANNING AND COMPLETING

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | Choose 3 or more goals and activities to complete in 4-H PACT this 4-H year. | - Explain procedure for selecting goals (see page 13).  
- Encourage members to write their goals for the year in their records.  
- Talk about choices. Which would you choose, the shoes or the boots? Members tell an easy choice they made today -- and a hard one they had to make recently.  
- Small groups of members at the same level might want to talk over their goals together, although they don’t all have to do the same ones.  
- Talk about some of the interesting activities they can choose to do. |
| 2     | Set at least 3 realistic goals in 4-H PACT for this 4-H year and complete them successfully. | - Explain or review procedure for selecting goals (see page 13).  
- Talk about some of the interesting activities available.  
- Members talk about some of the things that make it hard for them to complete their goals and what they might do to make it easier.  
- Encourage members to write their goals (other than 1-3) on their 4-H record sheet at this time. |
| 3-4   | (a) Make a 4-H Pact to improve personal appearance and clothing this 4-H year.  
(b) Set a minimum of 3 challenging goals for this 4-H year. | - Talk about the kinds of goals members “stretch” or that they find challenging. Mention that they might want to follow-up on some previous goals so as to become “expert” in an area.  
- Encourage members to write their goals (those in addition to goals 1-3) on their 4-H record sheet at this time. |
Clothes and People

Message from Clothes

Purpose

You want 4-H members to think of clothes in a broader sense than, "What shall I wear to the game?" The goals in this unit will help them explore the importance of clothing in first impressions. Activities help members identify their beliefs about clothing and how these influence their selection of clothing. Other goals emphasize the role of clothing in creating an image and encourage members to think about their own image.

Background

THE TEEN YEARS

Teens are finding out who they are and what they want to do with their lives. They want to be strong individuals with comfortable self-images. They find it intriguing to try out new clothing styles, cosmetics, shaving lotion, or haircuts. They are also trying to dress for the new roles in which they constantly find themselves. They accept some people and not others, some clothing styles and not others, and want to be like a certain person and not another. By experimenting, teens learn what is important to them in life and how to develop a strong self-image.

Clothes help people feel good about themselves. Clothing and grooming that make a person feel more poised, more confident, and more in control of any situation projects a positive image. Clothes or grooming that prevent individuals from having positive feelings about themselves may not be right for them. They should analyze why these clothes or their grooming conflict with their own self-image.

Clothes help fill psychological needs of teenagers. One of their main needs is to be independent of adults. At the same time they want to be like their friends, and value belonging to a group.

They also want to appear attractive to the opposite sex.

To belong, teenagers choose clothes, hairstyles, etc. that everybody else in their group is wearing. There is some evidence that youth who do not express this need to belong through their appearance are often those who have low self-image and low group participation. The degree to which they value belonging and group approval influences how they choose their clothes. Older teenagers begin to express their individuality and become much less dependent on their group.

Because adolescence is an insecure period, appearance assumes a great importance. Conforming to the group helps develop self-image and identity. This is sometimes the first step in learning to be an independent person with a special place in society. Teenagers vary in their desire to conform or be individual, as related to their stage of maturity and also to family values.

Physical attractiveness has a strong influence throughout life on feelings of self-worth and acceptance by a group, but teenagers are especially sensitive to it. Since most do not fit the image of beauty shown on TV and in fashion magazines, they may consider themselves unacceptable for many reasons (height, weight, skin, eyesight, facial features, and early or late maturation). At some time every teenager is bothered by feelings that he/she is different from everyone else. Your memory of your own teen years will help you be understanding and helpful to your 4-H members.
BELIEFS, VALUES, ATTITUDES

Many beliefs, values, attitudes, and lifestyles are expressed through clothing and personal appearance. You can tell much about a person's beliefs and lifestyle by observing garments worn, accessories, hairstyles, and overall grooming. Some dress neatly in public, but wear grubby clothes around home - one kind of value. Someone who believes in outdoor exercise will have comfortable outdoor clothing and perhaps short hair and fingernails. Skiing may be part of their lifestyle, or running. A family may believe in all new clothes for everyone every year or have the philosophy of "make it do, wear it out." An active garden club member may make different clothing and grooming choices than a full-time salesperson. The community may influence clothing beliefs.

Strive to remain neutral in discussions about beliefs, because these are personal and each person is entitled to his/her own. You should, however, strive to help broaden their acceptance of others. This also can help those members who are blindly conforming to their group begin to think about expressing their own individuality through clothing.

Because beliefs are personal, members may find it difficult to share them. Plan experiences where members have an opportunity to share feelings and beliefs but are not forced to do so.

You can do this by speculating how others might think or feel under similar circumstances, rather than talking about the members themselves. Or you can tell members they can "pass" anytime they wish, when the discussion is moving around the group.

Resources

- Read the information in the member manuals.
- You will need numerous pictures or actual examples of clothing which tell a story or send messages. An interested member might find and mount pictures to be used at meetings, or a Teen Leader might assume responsibility for one or more of the activities.
- In a 4-H club with members working at more than one level, you will be adapting activities somewhat.

Younger members will gain an enriched background from higher level materials and older members will get a review of earlier goals.

Be careful that older members don't dominate the meeting; younger members should be allowed to carry out most of the discussion and activities for this level.
# Suggested Activities for Project Meetings

## Messages from Clothes

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | Learn three ways that clothes tell a story about the people who wear them. | - Discuss the uniforms worn at school events and around the community. Sometimes the story is different than you think -- such as “Is everyone who wears a white uniform a nurse?”  
- Collect pictures of hats or actual hats. Discuss what a person wearing each hat might do. Can also mention the bright orange hats worn by hunters for safety and the “jungle” designs worn for camouflage. Each member could tell 2-3 sentence story about one hat. (Could do the same activity using shoes.)  
- Discuss with members how they feel when they wear different kinds of clothes, (e.g., school clothes, summer play clothes, dress-up clothes.) Discuss if they act the same or differently in different kinds of clothes. Use pictures of T-shirts. What stories do they tell you about the wearer. While on a 4-H club tour, watch for the comment on T-shirt slogans. |
| 2     | Show I can choose suitable clothes for each of the different things I do. | - Discuss what is appropriate to wear for different occasions in your community.  
- Discuss how friends influence members’ choices of what to wear. Ask: “At this point in your life do friends influence you a little, some, a lot? Why?”  
- Discuss different ways of behaving when parents want them to dress one way and they want to wear something else, and the consequences for themselves and their parents of each one. ex: Do what parent says.  
Consequences: Please parent.  
4-Her might be happy to be pleasing parent, or pout because couldn’t wear what he/she wanted. |
### MESSAGES FROM CLOTHES

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>a) Recognize how appearance affects the way I feel.</td>
<td>- Tell members: “Wear clothes to the next meeting that tell something about you or about the way you are pretending to be that day.” Then - Guess what message each member is sending.</td>
</tr>
<tr>
<td></td>
<td>b) Recognize at least two messages my clothing and grooming are sending.</td>
<td>- Ask the person how they feel wearing that outfit.</td>
</tr>
<tr>
<td></td>
<td>c) Describe one outfit I have that makes me feel comfortable and a reason why it does.</td>
<td>- (or have Teen Leaders come dressed with a specific message in mind, and members discuss - as one comes with wrinkled, spotted outfit and another comes neatly dressed and well groomed.) Discuss the impression someone would have of these members if this was the first time he/she saw them.</td>
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<tr>
<td></td>
<td></td>
<td>- Mount a picture and have members write around it the functions of clothing that are illustrated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Have members make collages to illustrate all the different functions of clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss features of clothing necessary to maintain body heat and keep comfortable in the cold, as layering, looseness. Write 30 second radio spots on how to dress for cold weather and see if the local radio is interested in having your 4-H members produce them.</td>
</tr>
<tr>
<td>3</td>
<td>Become aware of some of my beliefs about clothing and how these beliefs affect my clothing choices.</td>
<td>- Discuss some of the beliefs about clothing and how these affect choices.</td>
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<tr>
<td></td>
<td></td>
<td>- Hold a debate on some topic where members have different beliefs, such as buying clothes in a discount store vs. a specialty shop, or designer jeans vs. plain, or . . . .</td>
</tr>
<tr>
<td>4</td>
<td>Identify beliefs which influence clothing choices for myself and my family.</td>
<td>- Participate with Level 3 members in above discussion and debate topics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discuss the influence of personal beliefs on decisions about personal appearance. (To whom do you want to look attractive and why?)</td>
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<tr>
<td></td>
<td></td>
<td>- Select a TV or movie star most members know and discuss the beliefs about clothing and personal appearance the actor seems to have in that particular role.</td>
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Color, Line Design

Purpose

The purpose of this section is to create an awareness of the difference that color, line, texture, and design make in how a person looks and feels. Members should grow in their ability to select clothing which uses principles of color, line, texture, and design in relation to their figure type and coloring. Levels 1, 2, and 3 focus on color with Level 3 providing in-depth background. Levels 2 and 4 focus on line, called "silhouette." Level 4 gives members an opportunity to "put-it-all-together."

Background

Please refer to member manuals, particularly Levels 3 and 4, for in-depth background information on color, line, texture, and design.

Resources

- When a member asks about the becomingness of a pattern, be sure to look together to the section on selecting clothing for figure type in the Simplicity Sewing Book or other references.
- Members may have color wheels or charts on value, intensity, and line, from school art or home economics classes which they could explain at a project meeting. Check with your local Extension office for color wheel posters, color bibs, and examples of line. You'll need catalogs and perhaps fashion magazines.
- A member or a Teen Leader might enjoy finding examples of garments illustrating the different lines in Level 2 or silhouettes in Level 4 and be responsible for teaching part of that lesson.
- Other resources: A color consultant, a community member with a "flair for dressing," a local 4-H Middle Management Leader.

Suggested Activities for Project Meetings
- COLOR, LINE, DESIGN-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | Explain the color wheel and how colors make people feel | - Experiment with water colors and mix primary colors to get orange, green, and violet.  
- Discuss -- Have you noticed who likes to wear red? Who is usually smiling? What colors do they often wear? etc.  
- Hold up large pieces of different colors of fabric across the room. Discuss which show up best. Which would show up best in the snow, at Halloween, etc., and thus be safest?  
- Make a collage or a picture (boats, flowers) with your favorite colors, either fabric or paper. |
### LEVEL 2

**GOAL**

Explain how lines and color change my appearance, and find one garment in my closet, a pattern book, or a magazine that shows this.

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Experiment with different colored fabrics draped around shoulders to find becoming colors.</td>
</tr>
<tr>
<td>- Use paper dolls and change their clothes to show the influence of color and line.</td>
</tr>
<tr>
<td>- Wear a garment yourself that has strong lines on it.</td>
</tr>
<tr>
<td>- Have members find, cut out, and mount an example of each of the basic lines in the member manual. --T, Y, etc.</td>
</tr>
<tr>
<td>- Have someone wear a solid dark colored garment. Tear 3 or 4 muslin strips about 1“ wide and 4-5 feet long. Experiment with placement of these strips to change the person’s appearance. Be sure she/he can look in a mirror.</td>
</tr>
</tbody>
</table>

### LEVEL 3

**GOAL**

Analyze color harmonies and textures and their use in assembling a becoming outfit.

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>- Have samples of fabrics with different textures. Members feel and describe.</td>
</tr>
<tr>
<td>- Have members lay fabrics together or form color harmonies, or identify the harmony used in a printed fabric.</td>
</tr>
<tr>
<td>- Find pictures of similar garments in different colors and discuss those that give a different impression and why.</td>
</tr>
<tr>
<td>- Using fabric swatches you’ve collected, have members find a tint and a shade of several common colors (such as pink and maroon).</td>
</tr>
<tr>
<td>- Discuss the image projected by a pale blue or green vs. a bright one vs. a dark shade of the same color.</td>
</tr>
<tr>
<td>- Find several samples of some color, green for example. Have members sort them into pure green, yellow green, blue green, etc.</td>
</tr>
<tr>
<td>- Place swatches of gray, white, and black together to show how the colors intensify one another. Put a bright blue next to a grayed blue, and watch the blue seem to fade from the grayed one. Then watch how it returns when it is placed next to orange, its complement.</td>
</tr>
</tbody>
</table>
| - Take a fabric with a multicolored print. Identify the color harmony. Experiment with using one of the colors as accent, as for a belt, tie, or scarf. Then try another. Which one looks best? Why? (Rule of thumb -- if a
### LEVEL 3

**GOAL**
(continued)

**SUGGESTED ACTIVITIES**

Color is in a large amount in the design, repeat it in a large amount, as a blouse; if it is only a small amount in the design, use only a small amount for accent, as a bracelet or handkerchief.

### LEVEL 4

**GOAL**

a) Explain basic silhouettes and select one or two that are suitable for my figure type.

b) Use my knowledge of color, line, texture, and design to help define my desired image.

**SUGGESTED ACTIVITIES**

- If any members are the same size, try on each other's garments which have different lines and compare the difference in appearance.

- Ask members to decide one thing they want to emphasize or de-emphasize about their figure and bring an outfit to the next meeting to experiment with that point.

- Use a "line-up" activity to illustrate that each person is unique and should select clothes that are attractive. Members line up in a circle from the shortest to the tallest in their stocking feet. Next have them line up from shortest to tallest while kneeling. Have them line up again sitting flat on the floor, feet and legs extended in front of them. There will probably be some surprising rearrangements of the line. Discuss what kinds of silhouette/design lines make people more attractive through the torso area, legs, emphasize face, etc.

- Review the basic silhouettes and see what silhouette each member is wearing that day.

- Pin pockets of different size on different parts of a plain garment and notice what it does to proportion.

- Discuss how to use principles of design to emphasize a slender waist, broad shoulders, attractive hands, etc., or how to detract from large hips or a stocky form.

- In pairs, members look for a single picture which contains as many of the design elements and art principles as possible. Describe each.

- Members select one design element (e.g. color) and one art principle (e.g. rhythm) and design an item of clothing which uses both. Or do the same activity by using pictures from a catalog or magazine.
Grooming

Overall Grooming

Purpose

The grooming materials begin at Levels 1, 2, and 3 with a section about overall appearance, followed by sections on various aspects of grooming (hair care, face care, posture, teeth). Some members may have already formed good grooming habits, but may be interested in the study of grooming products and tools. Antiperspirants and shaving products are introduced in Level 2. Level 4 covers only hairstyling and makeup.

The main points emphasized in the general grooming section at all levels are: (a) cleanliness, (b) neatness in clothes and grooming, and (c) forming good habits.

Background

Youth become interested in grooming at different ages. Some may need special help with their grooming practices. Showers are taken for granted, but not all homes have them. Some homes may have water or septic tanks which may cause problems.

USING ANTIPERSPIRANTS

Body odor is caused by the reaction of bacteria normally present on the skin with the secretion from the apocrine (sweat) glands. Hair collects secretions and bacteria and thus increases underarm odor.

Antiperspirants reduce sweating and decrease odor. Deodorants reduce bacteria to decrease odor. These products are carefully formulated so as to be safe and effective.

Some individuals get a skin irritation (tingling, stinging, or burning) due to a chemical reaction of antiperspirant with their skin. The usual solution is to use less antiperspirant and less often. Or study the label and select a different brand with a different formula. A minor variation in formula may make a great difference in the product's effectiveness.

No non-prescription product completely stops wetness. A person who perspires heavily can get a prescription to help control it.

Resources

- Read the information in the member manuals.
- Save facial soap wrappers and empty containers from antiperspirants and shaving products. Save ads for those products, also. Ask your friends to help you. Members can also bring examples from home. Or a Teen Leader could do the section on general grooming and collect the samples.
- Well-groomed young persons are a good example, and often available to talk to a club, (such as a college student, a "queen" or "king," a popular school sports star, and others).
## Suggested Activities for Project Meetings

**LEVEL 1**
**GOAL:** Learn good habits for keeping clean and well-groomed.

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Make finger puppets to tell stories about the need to keep clean and how to do it. Finger puppets can be made of paper or felt, or from peanuts by cutting off one end. Make happy faces for well-groomed puppets and sad faces for those poorly groomed.</td>
</tr>
<tr>
<td>- Make riddles about grooming. I have many teeth, but I do not bite. What am I? (comb)</td>
</tr>
<tr>
<td>- Make poems about grooming.</td>
</tr>
</tbody>
</table>

**LEVEL 2**
**GOAL:** Maintain or improve my regular grooming program.

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>- Have members discuss good grooming habits and how they handle the ones they find hard to do. &quot;I hate most to . . . (brush my teeth, wash my hair, etc.) I make it easier for myself by . . . .</td>
</tr>
<tr>
<td>- Have a well-groomed young person speak on good grooming and how he/she manages grooming routines.</td>
</tr>
<tr>
<td>- Talk about what makes a good impression. (Perhaps two members could dress for this discussion -- one with stains on a blazer, blouse badly wrinkled, hair needing to be combed, etc., the other in a fresh shirt or blouse, shoes polished, hair combed, etc. Which would make a better impression? What makes for a good impression?)</td>
</tr>
</tbody>
</table>

**LEVEL 3**
**GOAL:** Analyze the effectiveness of four grooming products.

<table>
<thead>
<tr>
<th>SUGGESTED ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>- Find ads in newspapers and magazines for grooming products. Find two that give good information and two which give little information about the product advertised. Discuss the types of information on labels compared to the type of information in ads.</td>
</tr>
<tr>
<td>- Have everyone bring two or three grooming products and compare information from labels. Talk about why members chose the particular brands they brought (ads, package, fragrance, effectiveness, etc.) Talk about how well the various brands and products work.</td>
</tr>
</tbody>
</table>
Face Care

Purpose

The purpose of the face care lessons is to help youth enhance their appearance. Level 3 focuses on control of acne and methods of cleansing the face. Level 4 has basic guides for applying makeup. There are no goals for Levels 1 or 2.

Background

All the noncommercial references stress the use of mild soap, soft washcloth, and water for facial care and cleanliness; therefore that is the emphasis in the member manuals.

READING LABELS

You will notice the activities of reading labels on face care products. It is especially important with acne products as some products sold for that purpose contain none of the four ingredients which research studies show are effective in controlling acne. Manufacturers are continually changing their products as new information and chemicals are available, another reason to read the labels.

ACNE

Acne is an important concern of most teenagers. It can occur from ages eight to 18 or 20 years and is the most extreme at ages 14 for girls and 16 for boys.

Acne is caused by increased activity of the sebaceous or oil glands, which in turn increase skin oiliness. Sebaceous glands are connected to the skin surface by a duct through which a hair strand passes. These glands produce sebum, a mixture of fats and waxes, which spreads over the skin surface to retard water loss. (4)

Grooming

A conscientious routine of daily washing is the preferred method for controlling acne. This produces a mild drying of the skin and possibly some peeling or redness. Youth should be urged to wash thoroughly, but gently. Most directions say two or three times a day. If skin begins to feel tight, they should wash less hard and less often.

There is no conclusive evidence that medicated soaps work better than an ordinary facial soap. Abrasive products may be helpful, but it is questionable if they are any more effective than a mild soap used with a soft washcloth.

Numerous over-the-counter (OTC) products are marked for control of acne. Mild effective ingredients are sulfur, resorcinol, and salicylic acid. These, plus thorough cleansing with soap, may be enough to control acne. A stronger, effective ingredient is Benzoyl peroxide. (4) Teenagers should be warned not to waste their money on acne products which do not contain at least one of these four ingredients.

Acne cannot be cured but it may be reduced by proper treatment. Youth with severe acne should be urged to see their doctor to reduce the blemishes and prevent scarring.

The role of diet in contributing to acne is somewhat controversial. Current studies of various foods thought to cause trouble in acne (fats and oils, colas, chocolate, iodized salt, etc.) show they make no difference. Many clinicians feel a special diet is unnecessary. Too much emphasis on diet has led teenagers to ignore the basic causes of acne -- excessive oil and clogged pores. (4)

MAKEUP

Youth differ greatly in when (or if) they begin using cosmetic products. Their personal interests and family values, as well as their friends, influence their use of cosmetics.
Grooming

The information in the Level 4 member manual was taken from a textbook for skincare specialists. It is basic and noncommercial. Be cautious about using commercial brochures for studying cosmetics. Many of these promote their product rather than teaching basic principles. Also, many are for persons older than teenagers. Few people need a moisturizer, for example, before age 25.

Ingredients on cosmetic labels, as on food labels, are listed in order of the amount in the product, with the largest amount listed first, and the rest listed in decreasing amounts.

Resources

- Read the information in the member manuals.
- Begin collecting empty containers of face care products and save the cartons and instruction sheets. Also collect sanitary means of using makeup. Examples are: washable sponge puffs, sponge and cotton tipped swabs, cotton puffs, etc.
- A pharmacist has special training in chemicals and their reaction in the body, although not all have studied face care products.
- A flip chart will be helpful. Chemical terms on cosmetic products are hard to remember, but become easier as members write them and pronounce them.
- A teenage fashion magazine will be useful for examples of current makeup practices.

Suggested Activities for Project Meetings

-FACE CARE-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>3</td>
<td>a) Analyze skin type and describe an appropriate cleansing routine for it. b) Compare several brands of at least one face care product.</td>
<td>- Tour a drug store and examine cleansing creams, acne care products, and shaving supplies. - Have an exchange meeting with a 4-H foods group to learn more about nutrition and its effect on personal appearance and to share information about skin care products. - Bring face care products from home and read the labels. Use a flip chart to list the main ingredients and practice pronouncing them. Notice which ones are found in several products, and often are one of the main ingredients.</td>
</tr>
<tr>
<td>4</td>
<td>Choose makeup suitable for my age and coloring and apply it attractively for face shape.</td>
<td>- Have members wrap a towel or scarf around their head, then analyze each other’s face shapes. - Have a cosmetic salesperson demonstrate makeup techniques for different face shapes</td>
</tr>
</tbody>
</table>
Grooming

**-FACE CARE-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td>4</td>
<td>(continued)</td>
<td>and products for different skin types. (or have two different ones at different times and compare their ideas).</td>
</tr>
</tbody>
</table>

- Clip and mount pictures of models from teen fashion magazines showing different placement of cheek color and eye makeup. Analyze their face shapes and discuss how their makeup enhanced (or didn’t enhance) their appearance.

- Compare ads of several brands of makeup to discover the techniques they use to get people to buy their products.

**Nails**

**Purpose**

The purposes of this section are to learn how to manicure and pedicure. An optional goal is aimed to give nailbiters a start on overcoming that habit.

Members who enter 4-H PACT projects at Levels 3 or 4 may also be interested in one or both of these Level 2 goals, either as a reference or to accomplish.

**Suggested Activities for Project Meetings**

**-NAILS-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a) Practice a manicure and pedicure three times, with or without using nail polish.</td>
<td>- Demonstrate manicure and pedicure procedures for boys and girls. Practice manicures and/or pedicures on self or each other.</td>
</tr>
<tr>
<td></td>
<td>b) Keep a log for at least a week of the times I bite my nails, to try to understand why and when I bite them.</td>
<td>- Discuss different colors of nail polish and how to decide which ones to wear. Discuss the pros and cons to clear and light pink polishes vs. bright colors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If you have members working on this goal, plan some times for them to share with each other when and why they bit their nails and what is working for them to overcome biting.</td>
</tr>
</tbody>
</table>
In Level 1 members can begin to practice good posture. Level 2 includes a modeling experience correlating with “Sewing For Fun” sections, and is a way of teaching posture indirectly. Level 3 provides continued emphasis and an opportunity to correct poor posture habits members might have fallen into during rapid growth.

**Resources**

- Read the information in the member manuals.
- A physical education teacher or former teacher. A nurse or a doctor. A 4-H leader. A senior member with several years of modeling experience.

**Suggested Activities for Project Meetings**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</table>
| I     | Practice good posture while sitting, standing, and walking. | - Members practice sitting with good posture. Talk about how it feels.  
- Members practice standing with good posture, back against a wall. Talk about it.  
- Members practice walking with good posture by carrying a book on their heads.  
- Remind members to sit or stand straight as they are doing other projects.  
- See how many other words members can make from GOOD POSTURE in 5 minutes (or 10 if needed). Work alone or in pairs.  
- Play “Posture Freeze.” A member is to set a timer or watch the clock and every ten minutes or so during the meeting call “Posture Freeze.” Everyone will freeze and those who feel they are practicing good posture at that time will raise their hands. Ask two or three members to tell why their posture is good. After doing this several times during the meeting, members should be quite aware of their posture and what good posture feels like. |
## Grooming

**-POSTURE-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</table>
| 2     | Show good posture while modeling a garment in a fashion revue. | - Practice modeling. All members should practice, as good modeling posture is good posture to use anywhere and a good habit to have.  
- Have 4-H fashion shows of garments members made or bought or already have, with much of the emphasis on modeling posture. |
| 3     | Work to improve my posture while sitting, standing, walking, and lifting. | - Practice sitting, standing, and walking at meetings, use a book on their heads throughout. Include stairs.  
- Practice lifting from the floor an object that is heavy, but not too heavy. Members observe and comment if the lifter’s back was straight. Lifters comment whether they can feel their legs do the lifting.  
- Remind members of posture during other activities, or occasionally take a “practice good posture” break.  
- Play “Posture Freeze.” See page 28. |
Grooming

Teeth

Purpose

Care of teeth is taught only at Level 1, although older members will practice good care of their teeth as part of overall good grooming.

Brushing teeth is a difficult habit for some boys and girls to learn. These goals are aimed at helping them develop good habits for care of their teeth.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>a) Learn the best ways to care for my teeth. b) Keep a “brushing log” for 5 days.</td>
<td>- Show several toothbrushes and discuss which feel the best and are easiest to use. Stress that small to medium sized toothbrushes with soft bristles are best for them at this point. - Demonstrate how to floss teeth. Practice flossing. (Decay often starts between teeth, so floss out bits of food and bacteria.) - Discuss fluoridated water. Can you taste the fluoride? Can you taste fluoride in your toothpaste? Compare costs of fluoridated and nonfluoridated toothpaste? Which is cheapest? Which is best to use? - Members who brought disclosure tablets can describe what happened when they chewed one and the places they most often missed when brushing. Discuss: Which are you today -- a Bugs Bunny (whose teeth always show up nicely), or a Porky Pig (who appears not to have teeth any more)?? Did you eat today like Bugs or Porky? Use flip chart to list what each might eat.</td>
</tr>
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</table>
### Grooming

#### -TEETH-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Bugs</strong></td>
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<tr>
<td></td>
<td></td>
<td>Milk (helps build strong teeth)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vegetables (carrots)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meat/fish/poultry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fruits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eggs</td>
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<tr>
<td></td>
<td></td>
<td>Bread and cereals</td>
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<tr>
<td></td>
<td></td>
<td>(Note: Sugars combine with mouth bacteria to make an acid which can make cracks in the tooth enamel, and get inside and make cavities. Urge members to brush right after eating, especially when eating sugars, so acids can’t work on their teeth.)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Porky</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soft Drink (sugared soft drink has been found to be worse than candy in your mouth).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cake/cookies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sugared cereals</td>
</tr>
</tbody>
</table>

**Answers to "A Toothy Test"**

1. What kind of teeth are used to cut wood? Teeth of a saw
2. What kind of teeth are used to smooth your hair? Teeth of a comb
3. What do we call the tooth found directly under your eye? Eye tooth
4. What do you call the four teeth you get last of all, as you grow older? Wisdom teeth
5. What do you call the teeth on wheels that make a motor move? Gear teeth
6. A leaf with many points along the edge is called a Toothed leaf
7. When someone likes to eat lots of sweet food you say they have a Sweet tooth
8. When a dog is angry or afraid, he often Bares his teeth
9. When you look at something carefully you go over it with a Fine toothed comb
10. When a person works very hard at something, you say he goes at it Tooth and nail
Grooming

Shoes

Purpose

Members are to experiment with three ways to clean shoes, for Level 1. They can clean one pair of shoes three times or three pairs once each. The purpose is to encourage the habit of wearing clean, neat shoes.

The Level 2 goal is on buying shoes, found under Buying Clothing.

A shoe repairman might be a possible resource.

<table>
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<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</thead>
</table>
| 1     | Clean my shoes three times. | - Examine and discuss products and tools for shoe care.  
- Demonstrate cleaning shoes. Each member clean a pair of shoes.  
- Discuss different shoe materials and ways to clean each.  
- Make up riddles about shoes: What kind of shoes clomp around dikes? (Dutch wooden shoes)  
Why are some shoes like potatoes? (They both have many eyes.) |
Hair Care
Purpose

Goals in this section will help youth develop good habits for care of their hair, including procedures, tools (equipment), products, and styling. As in several other sections, there is considerable emphasis on reading labels and doing comparison shopping.

Background

The formulas (or "recipes") for hair care products are continually changing as manufacturers strive to improve them. Most products will perform well although not all may be best for a particular type of hair.

The chemical term, pH, describes amounts of alkali or acid in a solution. On the pH scale, pure water is 7. Readings below 7 mean acidic and readings above show alkalis. Litmus paper indicates acidity or alkalinity. It turns red for acid and blue for alkali.

SHAMPOO

Shampoos are made of detergents and are alkaline in nature, although the pH is often adjusted to control for safety and best performance.

Protein shampoos make the hair feel thicker and less limp, but there is no evidence that proteins with fancy names work any better than plain protein.

Shampoos are thickened to prevent running through fingers when applying to hair. They are judged by the amount of lather and their cleansing ability. In research experiments, most people could find little difference between brands (6).

HAIR CARE TOOLS

Most hair care tools are electric appliances; thus there is a need to stress safety, as follows:

- Buy UL (Underwriters Laboratory) approved appliances.
- Read and follow the directions that come with an appliance.
- Do not stand in water or on a wet surface to use an electrical appliance.
- Unplug after each use and place in a safe (nonflammable) place to cool. (Not on a bedspread or towel.) An electrical appliance falling in the bathtub can cause death as electric current passes through even if it is turned off. Thus it is important to form the habit of unplugging and storing away from the bathtub.

Resources

- Read the information on hair care tools in the Level 2 manual and read about shampoos and other hair care products in Level 3. Level 4 manuals explain face shapes as related to hair styles.
- A former hairdresser in your neighborhood might serve as a resource person. A county 4-H Middle Management leader may be available.
- Teen Leaders or older members could supervise Level 1 meeting activities to earn leadership credits. Members can demonstrate or describe their experiments with products.

The yearbooks of best buys from Consumers Guide and Consumers Union give help in selecting grooming products and equipment. They report extensive research on all kinds of products and equipment. Since they accept no advertising, they can point out problems they discover. They give points to check before buying. Their monthly magazines, available on newstands or in the library, have current information.
### Grooming

**Consumer Guide** magazine is published 24 times a year. An annual summary is published in the spring. Subscription office: 3841 W. Oakton St., Skokie, IL 60076.

**Consumer Reports** magazine is published monthly, by Consumers Union, with a December Buying Guide issue. Subscription office: P.O. Box 2480, Boulder, CO 80322.

**Penny Power**, a consumer magazine for 8-14 year olds, published by Consumers Union. Subscription office: Penny Power, P.O. Box 1909, Marion, OH 43306.

### Suggested Activities for Project Meetings

**- HAIR CARE-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</table>
| 1     | a) Experiment three times on the best way to shampoo hair.  
       | b) Brush my hair every day for five days. | - Have a "shampoo party" and take turns washing each other's hair, following a demonstration on one good way.  
       | | - Demonstrate blow drying and let members experiment with different procedures.  
       | | - Everyone bring a hair brush and demonstrate several ways to brush hair, then everyone practice, using their own brush.  
       | | - Talk about hair ornaments and which ones work best to hold hair in place. |
| 2     | Study hair care tools and decide on the types best suited for my hair. | - Have members bring their combs and brushes. Discuss the different types and the kind of hair they work best on, or special uses. Have a member demonstrate washing them.  
       | | - Examine and discuss electric hair tools. Find the UL seal. Discuss the various features of each brand available and the advantages.  
       | | - Discuss safe use of electrical hair tools and what each member can do to help with safety at their house. |
| 3     | a) Analyze hair care products.  
       | b) Explain which products would be suitable for my hair. | - Take a field trip to a store to study various types and brands of shampoos, conditioners, etc., or have members bring their own brands from home (with readable labels). Compare ingredients. Write on flip chart or chalkboard and practice pronouncing. Compare the facts you find with shampoo ads in magazines or on TV.  
       | | - Have each member experiment with a different shampoo (at meeting or at home) and report results as to the type of hair they have and how the shampoo made it feel, how manageable it was, if they used a conditioner, etc. |
### Grooming

**Suggested Activities for Project Meetings**

**-HAIR CARE-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</table>
| 3     | (continued) | - Have a debate on washing your hair daily vs. once or twice a week.  
- Put samples of two or three shampoos in numbered cups. Ask members to touch and smell, then find words to describe the feeling and smell. Do the same with rinses. Shampoo with these and describe the results.  
- Test the pH of shampoos with litmus paper. Does one labeled pH balanced have a higher acid content than a regular shampoo? (Litmus paper can be obtained from a local drug store.) |
| 4     | Experiment with various hair styles and select one or two appropriate for the type and length of my hair, my face shape, and my lifestyle. | - Discuss face shapes of members, and ways to make each more distinctive, or more oval looking.  
- Have members share the hair style pictures they collect and tell why these seem suitable. If a member has tried one of the new styles have her/him model it. Show the picture she/he adapted it from, and tell if she/he likes it or not.  
- Have a hair styling day when everyone experiments with a new hairdo. Perhaps a resource person who is good with hair will help. Or shampoo and style a different member’s hair at each meeting.  
- Interview a barber or hairdresser about hair styles.  
- Discuss types of hairstyles that work best for different activities/lifestyles -- such as:  
- on the swimming team  
- ride in horse shows/rodeos  
- food service job  
- clerk in clothing store  
- etc.  
- Have a business person or beauty queen discuss hair style in relation to his/her lifestyle while traveling a lot and being in the public eye. |
Storage

Purpose

The overall purpose of sections and activities in this unit on care of clothing is for young people to learn to care for their own clothes. Numerous practical activities and many experiments with various types of stain removers and laundry products are planned. The storage goals could correlate with “Sewing for Fun,” such as in making a laundry bag, shoe bag, or fabric covered boxes.

Care or buying of clothes is basically less exciting than sewing new clothes. The experiments should add interest. These can be done at a 4-H meeting or by members alone or with friends at home.

The purpose of the storage goals for Level 1 is to encourage youth to keep their clean clothing put away and dirty clothing in the laundry. Many times, with shared rooms, youth lack enough storage, so Level 2 requires making something suited to their own storage needs. Cardboard boxes, painted with wall paint or covered with wall paper or contact paper, are attractive and inexpensive. Youth who like to hammer and saw can use wood. Those who like to sew can make needed storage from fabric.

Resources

- Read the sections on storage in the member manuals.
- Check with your local extension office or library for books with pictures and directions for storage items.
- Collect examples of storage from your friends or have a neighbor or parent who makes things demonstrate and help members get started. A Teen Leader who is working on a room improvement project might enjoy assuming the responsibility for locating ideas and conducting that section.
## Suggested Activities for Project Meetings

### -STORAGE-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
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</table>
| 1     | a) Pick up my clothes and put them away for four days.  
b) Put clean clothes away neatly. | - Talk about why it is a good idea to keep clothes picked up and dirty clothes in the laundry (not in a drawer).  
- Members bring a T-shirt or sweater from home. Practice folding, then put neatly in a box. A member could demonstrate first, then help others fold. Show a garment carefully hung on a hanger and one carelessly hung. Members judge, then tell how and why to improve the careless one. Then practice.  
- Make copies of "Please Pick Up This Messy Room" (see next page). Complete at the meeting, working in pairs. Discuss. Or make a flannel board poster and have each member in turn place one item where it belongs and tell why. |
| 2     | Fix a new way to store my clothes or accessories. | - Look through housing magazines or books on storage for ideas on ways to organize closets or drawers. Talk over ways to adapt the ideas to their own rooms.  
- Members who have made or bought storage items bring to show, and explain how they use them.  
- Have a meeting where members start their storage projects |
Please pick up this messy room!

Tell where each item belongs, to make a tidy room.
Mending
Purpose

Mending isn't like it used to be (thank goodness!). The new products on the market and sewing machine attachments which sew on buttons and darn have changed that chore. However, 4-H members should learn basic hand mending, as well as the newer iron-on and machine methods.

Many persons who don't care to sew learn to mend so as to be able to continue wearing a favorite garment, and also to look well groomed and save money. A jacket with one button missing no longer looks neat.

Goals here are planned for members to learn many mending and preventive maintenance skills. Activities for Level 1 members are planned to be fun. Sewing on five buttons, for example, could be drudgery, but making a button picture requires creativity as well as learning to sew on a button. Any kind of picture will do. Felt or fabric can serve as a base.

Use an assortment of buttons to design a train, tractor, car, apple or orange tree, flowers, etc. They will get ideas when they see what kind of buttons they have on hand. Be sure to encourage exhibiting their button pictures.

Levels 3 and 4 members, on the other hand, are expected to experiment to discover the best preventive maintenance and mending procedures.

Resources

- Read the member manual sections on mending for each level represented in your club.
- Refer to mending sections, including use of fusibles and sewing on buttons, in sewing books for additional methods and ideas. Sewing books also describe basic hand stitches.
- An expert mender in your community might demonstrate, then help members with their mending. A Teen Leader might make this his/her project.

Suggested Activities for Project Meetings

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choose 1, 2, or 3 of these:</td>
<td>- Before members start mending, practice threading a needle and tying a knot, as many members will not have done hand sewing before. Teach basic running stitch, back stitch, and overcast stitch. Provide swatches of plain fabric for members to practice. Encourage use of a thimble. (Note: Even Level 2 members can be the ones who teach this skill.)</td>
</tr>
<tr>
<td></td>
<td>a) Sew on five or more buttons.</td>
<td>- Members demonstrate how to mend a simple rip, how to sew on buttons, how to use iron-on patches.</td>
</tr>
<tr>
<td></td>
<td>b) Mend jeans or other garments with iron-on patches.</td>
<td>- Members bring an item from home to mend (a garment or a stuffed toy).</td>
</tr>
<tr>
<td></td>
<td>c) Mend a simple rip, such as a seam, pocket, teddy bear ear.</td>
<td>(continued)</td>
</tr>
</tbody>
</table>

Care of Clothing
### Care of Clothing

#### -MENDING-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | (continued) | - Discuss how iron-on patches wear compared to sewn patches.  
        |      | - Play "Hide the Thimble." (All go out except one member who is IT and he/she hides the thimble in plain sight. Others come back and hunt. IT says, "you're cold," "you're getting warmer," etc. The person who finds the thimble first becomes IT.) |
| 3     | Do three types of preventive maintenance on one or more garments for myself or another family member. | - Show a poorly made ready-to-wear garment and tell why it seemed a good buy. Describe preventive maintenance needed or already done.  
        |      | - Show a garment and discuss places to check for the need for preventive maintenance. |
| 4     | Experiment with four different mending procedures and make recommendations for the most satisfactory procedure for two different fabrics. | - Members demonstrate to club the procedures they used to complete this goal. Explain where each is appropriate.  
        |      | - Compare your results with that of others. |
Stains

Purpose

The purpose of this section is for members to learn to remove stains from washable clothing and understand the importance of prompt treatment of stains.

Background

There are many stain removal procedures that work, both with home remedies and commercial stain removers. Stain removers are of four basic types -- absorbents, bleaches, detergents, and solvents.

**ABSORBENTS** include cornstarch, talc, blotters, and paper towels. Sprinkle cornstarch, for example, on a grease stain, let it set undisturbed for several hours, then brush off. Blood stains, such as on a mattress, can be absorbed by a paste of cornstarch and water spread on the stain and allowed to dry thoroughly.

**BLEACHES** include chlorine and oxygen types and are often used as a presoak before laundering. When using a bleach for stain removal, soak the entire garment to prevent uneven color removal. Bleach is also used to remove the last bit of color after the stain is taken out. Be sure to check the care label as some fabrics specify "no bleach" or "no chlorine bleach."

**DETERGENTS** will dissolve many stains. Some sources recommend using only liquid dishwashing detergent; others recommend heavy duty detergent. Granular detergents can be made into a paste and applied to the stain; however, they may contain alkalis which could set some stains.

**SOLVENTS** dissolve stains. Water is the most common solvent for nongreasy stains. Often immediate rinsing or sponging with water will remove a stain. Several commercial spot removers contain petroleum distillates which are effective in removing greasy stains.

**Stain Removal**

- Work from the underside of the stain to push the stain OUT, not into the fabric.
- Blot liquid stains immediately.
- Line dry an item rather than machine dry it until you are certain the stain has been completely removed.
- Do not press stained fabrics or use hot water on an unknown stain. Heat may set the stain.
- Test stain remover - even water - on a sample of the fabric, on the garment seam allowance or another inside area of the garment. If the color is affected, do not use that stain remover.
- Combination stains such as gravy or coffee with cream contain both greasy and nongreasy substances. First, treat for the nongreasy portion. Allow to air-dry. If a greasy stain remains, treat as you would for an oily stain.
- Avoid excessive rubbing. Rubbing may break the fibers, damage the finish, remove color, or even spread the stain.
- Completely rinse out the stain remover before washing to avoid unfortunate chemical reactions.
- Stains on polyester may show up after several washings. Be sure to remove stains completely when they first occur.
- Do not treat leather, suede, or fur. Take them to a drycleaner skilled in leather or fur care.
- Take non-washable items to a drycleaner as soon as possible. Identify the stain and the fiber content for the cleaner.
Member manuals at Levels 1 and 2 have directions for removing the stains required in their goals.

A comprehensive chart with additional methods is included here as a reference for you. You may need to give additional suggestions if their stains won’t come out. See page 51 for background information on bleaches. If you do experiments at project meetings, you’ll need stained fabric swatches and various supplies for removing stains depending on the level.

## Stain Removal Techniques

<table>
<thead>
<tr>
<th>METHOD</th>
<th>PRECAUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ABSORBENT SURFACE</strong></td>
<td>Place stain on absorbent surface like white paper towels, white cloths or white desk blotter. Rotate under stain with each application of stain remover to avoid redepositing stain. Do not use colored materials because that color may transfer to item being treated.</td>
</tr>
<tr>
<td><strong>FEATHER</strong></td>
<td>Work from outer edge of stain in toward center to prevent formation of rings. Sponge irregularly around edges so there is no definite line when fabric dries. Keep the wet area around the stain as small as possible. Apply only enough stain remover to sponging pad to barely make it damp.</td>
</tr>
<tr>
<td><strong>SOAKING</strong></td>
<td>Some stains require soaking before further treatment. Recommended water temperatures vary; check directions for specific stain. Use enzyme presoak for protein stain. Avoid soaking for excessively long time. Some dyes may run. Soaking even colorfast items too long may cause color transfer.</td>
</tr>
<tr>
<td><strong>PRETREATING</strong></td>
<td>Some stains require pretreating before soaking or washing. Use either spot remover or a prewash product. When using these products, use a little extra detergent when washing stained item.</td>
</tr>
<tr>
<td><strong>SPONGING</strong></td>
<td>Place stain over absorbent surface. Dampen pad of absorbent material with recommended stain remover. Sponge stain lightly. Change sponging pad and absorbent surface as soon as you see any stain transferred so that stain is not returned to fabric. Do not rub so hard that fabric will be roughened.</td>
</tr>
<tr>
<td><strong>RINSING</strong></td>
<td>Removes released stain residue and stain removal chemicals. After treating the stain, rinse by dipping stained area up and down repeatedly in bowl or sink of warm water. Change water at least twice.</td>
</tr>
</tbody>
</table>

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## Stain Removal - Washable Fabrics

### FRUITS, BERRIES, JUICES
- **DO NOT USE SOAP. IT SETS FRUIT STAINS**
- Some fruit stains, like citrus, are not visible after they dry, but turn yellow with heat and age.
- Soak immediately in cold water for 30 min. or longer.
- If stain remains soak at least 30 min. in warm water and enzyme presoak.
- If needed, soak in 1 qt. warm water, 1 tsp. liquid dishwashing detergent and 1 Tbsp. white vinegar 15 min. Rinse.
- Work detergent into stain while still wet. If fabric is bleachable, wash in chlorine bleach and hottest water safe for that fabric. (Use warm water and omit bleach for non-bleachable fabrics.)

### ALCOHOLIC BEVERAGES/SOFT DRINKS/PERFUME
- **TREAT IMMEDIATELY. ALCOHOL MAY REMOVE FABRIC DYE.**
- Some soft drinks are invisible after they dry, but turn yellow with heat and age.
- See directions for Fruit Stains.

### TOMATO-BASED (spaghetti sauce, catsup)
- These are often combination stains.
- Treat as for Fruit Stains (above). If an oil stain remains, see directions above for Oil Stains.

### PROTEIN (grass, egg, blood)
- **HOT WATER WILL SET EGG STAINS. SCRAPE OFF EXCESS.**
- These are often combination stains.
- Treat as for Fruit Stains (above). If an oily stain remains see directions above for Oil Stains.

### WAXES (candle, paraffin)
- Carefully, scrape off excess.
- Place between several layers of paper towels. Press with warm iron. Rotate towels as they pick up stain.
- Sponge back of stain with drycleaning solvent or spot remover. Let dry.
- If stain remains soak in enzyme presoak or oxygen bleach.
- Wash, using chlorine bleach if safe.

### OIL/GREASE (motor, vegetable)
- On white or pastel colors, sprinkle with talcum powder, cornstarch or cornmeal to absorb grease. Let stand then brush away completely.
- Sponge with soil-and-stain remover.
- Wash in hottest water safe for that fabric, using plenty of detergent.

### RING AROUND THE COLLAR
- Rub white chalk, cornstarch or cornmeal on ring when garment is removed to absorb grease, making it easier to wash later.
- Apply liquid detergent or paste of granular detergent and water to stain. Let it soak 30 min.
- Wash.

### PERSPIRATION
- Wash or sponge thoroughly with detergent and warm water.
- For Fresh Stains: Apply ammonia or hold stain in fumes from open bottle of ammonia. Rinse with water. Wash to remove ammonia odor.
- For Old Stains: Apply white vinegar to stain. Rinse with water. Wash to remove vinegar odor.

### BALLPOINT INK AND FELT-TIP PEN
- Saturate with aerosol hairspray or rubbing alcohol. (Test to be sure color is not removed.) Blot with paper towels. Repeat until stain is removed.
- Wash.

### PAINT/VARNISH
- Treat quickly before stain dries.
- Sponge with solvent/thinner recommended on container label or turpentine.
- While still wet with solvent, work detergent into stain. Soak in hot water.
- Wash.

### NOTE:
- Alcohol will remove most shellac stains. (Test to be sure color is not removed.)
- These stains may be impossible to remove.
### Stain Removal - Household Textiles

- **WHEN DIRECTIONS CALL FOR SPONGING**, use a light, upward brushing motion to lift the stain out of the textile, rather than rub it in.
- **INSTEAD OF TAP WATER**, club soda or mineral water (like Perrier) may be used successfully.
- **WHEN DIRECTIONS CALL FOR SHAMPOO**, use a non-oil-based or pH-balanced carpet shampoo, available at janitorial supply stores. Many carpet shampoos are oil-based products. Professional carpet cleaners have found that they actually attract dirt to the shampooed area. You might also use a few drops of liquid dishwashing detergent in a cup of warm water.

<table>
<thead>
<tr>
<th><strong>OIL/GREASE</strong> (cosmetics, gravy, shoe polish)</th>
<th><strong>FOODSTUFFS</strong> (starches, sugars, coffee, juice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Remove excess by blotting up liquids and scraping up solids.</td>
<td>- FOODS AND JUICES WITH RED DYES WILL BE ALMOST IMPOSSIBLE TO REMOVE. (Grape Juice, cranberry juice, Kool-aid, Hawaiian Punch, some pet foods, etc.)</td>
</tr>
<tr>
<td>- Sponge with spot remover.</td>
<td>- Remove excess by blotting up liquids and scraping up solids.</td>
</tr>
<tr>
<td>- Shampoo. Let dry. Vacuum.</td>
<td>- Sponge with cool water (see above). Blot.</td>
</tr>
<tr>
<td>- Repeat if necessary.</td>
<td>- Shampoo. Let dry. Vacuum.</td>
</tr>
<tr>
<td>- <strong>PINE RESIN</strong></td>
<td>- Repeat if necessary.</td>
</tr>
<tr>
<td>- TREAT BEFORE IT DRIES!</td>
<td></td>
</tr>
<tr>
<td>- Scrape off as much residue as possible.</td>
<td></td>
</tr>
<tr>
<td>- Sponge stain continually with spot remover. Change cloth as it becomes soiled. Continue until stain is removed.</td>
<td></td>
</tr>
<tr>
<td>- Shampoo. Let dry.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CANDLE WAX</strong></th>
<th><strong>CHEWING GUM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Remove excess by scraping.</td>
<td>- Harden gum by rubbing with ice.</td>
</tr>
<tr>
<td>- Cover with several layers of white paper towels. Carefully press with warm iron until all wax is removed.</td>
<td>- Scrape off brittle gum carefully.</td>
</tr>
<tr>
<td>- Shampoo. Let dry.</td>
<td>- If stain remains, sponge with spot remover.</td>
</tr>
<tr>
<td>- Blot excess.</td>
<td></td>
</tr>
<tr>
<td>- Sponge with water (see above). Blot.</td>
<td></td>
</tr>
<tr>
<td>- With fingers, work in detergent and water solution. Blot.</td>
<td></td>
</tr>
<tr>
<td>- Sponge with water. Blot.</td>
<td></td>
</tr>
<tr>
<td>- Sponge with equal parts water and white vinegar. Blot.</td>
<td></td>
</tr>
<tr>
<td>- Sponge with water. Blot.</td>
<td></td>
</tr>
<tr>
<td>- <strong>WINE</strong></td>
<td></td>
</tr>
<tr>
<td>- BLOT UP IMMEDIATELY. ALCOHOL MAY REMOVE FABRIC DYE.</td>
<td></td>
</tr>
<tr>
<td>- If you cannot treat stain immediately, like during a party, pour LOTS of table salt on stain to absorb remaining wine. Vacuum immediately after the party.</td>
<td></td>
</tr>
<tr>
<td>- Sponge with cool water (see above). Blot. Continue until there is no more sign of stain.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Venfer, Beverly and Goldsberry, Ellen. **TLC FOR FABRICS**, Cooperative Extension Service, University of Arizona, Tucson, AZ.
**GENERAL INSTRUCTIONS:**

For successful stain removal, follow the three P's:

**PROMPTNESS --** Treat stains as quickly as possible, before washing. Aging and laundering can set some stains.

**PERSEVERANCE --** Some stains are difficult to remove. It may be necessary to repeat a procedure several times before a stain is removed.

**PATIENCE --** If a garment is worth saving, it is worth extra time and effort.

## Suggested Activities for Project Meetings

**STAINS**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn to remove chocolate, grass, and soft drink or fruit juice stains from my everyday clothes.</td>
<td>- Members demonstrate stain removal or practice stain removal during project meeting. Discuss results. - Discuss how much easier it is to remove a stain at once rather than letting it get dry and old.</td>
</tr>
<tr>
<td>2</td>
<td>a) Learn to remove at least four kinds of stains from washable clothing.</td>
<td>- Members demonstrate stain removal or practice stain removal during project meeting. If space allows, you could set up two work stations with each station experimenting with different stains. Then report results and discuss.</td>
</tr>
<tr>
<td></td>
<td>b) Learn to remove soft drink or juice stains from upholstery or carpet swatches.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a) Analyze the effectiveness of at least three types of commercial stain removers on three different stains.</td>
<td>- Have members describe or repeat their experiments for the 4-H club and tell results and give conclusions. (Example of conclusion: Product A removed mustard well from 100% cotton, but left a slight yellow spot on a permanent press cotton-polyester blend.)</td>
</tr>
<tr>
<td></td>
<td>b) Compare results of these stain removers on two different fabrics.</td>
<td>- Tour a drycleaners or a carpet cleaning company to find out about stain removal.</td>
</tr>
</tbody>
</table>

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Care of Clothing

Care Labels

Purpose

The purpose of this section is to help members form the habit of reading and following instructions on care labels in garments and to be aware of the importance of following care label directions.

Background

Labels are an important guide to help consumers select a product that meets their needs. Labels are required by law to be accurate (as opposed to advertising which may legally “puff up” a product to a certain extent).

Fabric labels, on the fabric bolt and in garments, identify the fiber and tell the proper care required. Labels on personal care products tell the ingredients and sometimes precautions about use. Labels on detergents, bleaches, and other laundry products give directions for use.

If your 4-H members learn to automatically read labels they will have a valuable tool for the rest of their lives.

FABRICS AND CLOTHING CARE LABELS.

Manufacturers may label fabrics and clothing by:

1. printing on the bolts, spool, or wrapper,
2. woven or printed identification on the selvage,
3. printed label pasted on the item,
4. a hang tag attached to the item, or
5. a label stitched to a seam or facing.

Garments have many labels, telling the brand, the union that made it, etc. The factual information label is the one you will use most. It gives the fiber content, fabric construction, special finishes, and instructions in care, all based on laboratory tests. The size of the garment and manufacturer’s name may also be on this label.

Permanent Care Labeling Rule (1972, revised 1984). This Federal Trade Commission (FTC) rule requires permanent care labels in clothing and on fabric bolts. Labels must provide specific, detailed information about the regular care of the garment or fabric. They must stay attached, be readable for the life of the garment, be easy to locate, be in words, not symbols, and apply to all trim on the garment.

Exceptions: No care labels are required on the following items, although care information must be included, as on hang tags or package wrappings.

- Garments that can be cleaned or washed under the harshest procedures.
- Totally reversible apparel without pockets.
- Footwear (hosiery must be labeled).
- Gloves, hats, etc., used exclusively to cover or protect head and hands.
- Items that do not protect the body, such as handkerchiefs, belts, suspenders, and neckties.
- Nonwoven disposable garments.

Points about using the new care labels, after the 1984 revision of the law:

- The manufacturer is now required to list only one method of safe care for a garment, no matter how many other methods are safe, and need not warn you about other care procedures that may not be safe.
- A garment with the care label “wash or dryclean, any normal method” means that the garment can be:
  - Machine washed in any temperature water.
  - Tumble dried at any temperature setting.
• Ironed at a hot setting, if ironing is necessary.
• Bleached with any type bleach.
• Drycleaned in all common drycleaning solvents.
• If a garment cannot be cleaned safely by any method, the label must say something like “Do not wash -- Do not dryclean” or “Cannot be successfully cleaned.”
• Manufacturers of fabric do not have to provide a care label for your home sewn garment, although they must give care information on the fabric bolt.
• Manufacturers of ready to wear must attach a care label.

WASHING AND IRONING

• If a care label says “Machine wash, Tumble dry” it means that the garment can be safely washed and dried in any temperature.
• Care labels must tell you what temperatures to use unless all temperatures are safe. The water temperature ranges are:
  Hot: up to 150°F
  Warm: 90°F to 100°F, or hand comfortable
  Cold: 85°F, or water from a cold tap.
• Ironing instructions are required only when ironing is necessary.
• Bleach is safe to use unless the label warns against it.

DRYCLEANING

• If you dryclean a garment when the label specifies washing, you do so at your own risk. To be safe, follow the label instructions about whether to wash or dryclean.
• A garment with a label that states “Professionally dryclean” should be taken to a drycleaner rather than using a coin operated machine.

Resources

• (Note: Care labeling information for fabrics by the yard is found under the fabrics/textiles section of this guide.)
• Save care labels yourself from discarded garments and save hangtags and wrapping from new garments or household items.
• Read the care label information in the member manuals, Levels 1 and 3.
• If you or a friend launders an item improperly so it is no longer usable, save it for an illustration on the importance of following care label directions.
• Your local Extension office has current information from the Federal Trade Commission on care labeling.
• Dry cleaners and fabric stores may have information.
• There may be a 4-H Middle Management leader, who would have information.
• The Simplicity Sewing Book has charts of the general care of various fabrics.
Care of Clothing

LABEL BINGO

Each player should have a label or hangtag from a garment, the game board shown below, and five buttons or markers.

The leader will read questions about a good label, such as:

- Does the label list the fiber(s)?
- Does the label say anything about shrinkage?
- Does the label say anything about a finish, such as permanent press?
- Does the label tell you how to care for the garment?
- Does the label give the name of the manufacturer or a code number?
- Does the label say anything about colorfastness?

If the member can answer "yes" for his or her label, he or she will place a marker on one of the letters on the game board. The first person to place markers on all letters yells "LABEL" and wins the game.

Questions should be asked in a different order and new labels used each time the game is played.
## Suggested Activities for Project Meetings

### CARE LABELS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find care labels on clothes and know meanings.</td>
<td>- Have young members bring a few garments from home and show where the care labels are and tell what they required. If you have care labels, have members sort them by the kind of care required.</td>
</tr>
</tbody>
</table>
| 3     | Set up a workable file system of care labels for my family's clothing and household fabrics. | - Have members who have made a filing system show how they organized it and how they use it. Discuss other ways to organize also.  
- Discuss the meanings of the terms on care labels.  
- Play "Label Bingo." |
Laundry and Drycleaning

Purpose

The purpose of these goals and activities is for members to learn to wash their clothes. Level I members learn to sort by reading care labels, so this information should follow the section on care labels. Level 2 members wash and iron their clothes, with the assumption they will use primarily the wash products and procedures their own family customarily uses.

This section correlates well with the one on stain removal. In Level 3, members experiment with various products and may change those they use as they see the results. You will probably find their results interesting and helpful, also.

Drycleaning is reserved for Level 4, since older members probably have more clothes requiring drycleaning.

Background

The information below adds to the material in the Level 3 manual for additional information for you.

SOAPS

Soaps are made by combining fat, oil, and alkali. Most laundry soaps are manufactured in granular form. Many have some or all of the following additives:

- Builders to increase sudsing, help soften hard water, and improve cleaning actions.
- A separate water softener.
- Preservatives to keep the soap from going rancid during processing and storage.
- Perfumes.
- Brighteners.

A major drawback of soap as compared to detergents is that it combines minerals with water hardness to form an insoluble, sticky residue called soap curd. This soap curd picks up soil from the wash water and sticks to clothing and washer parts. For this reason soap is not recommended for use in automatic washers unless water is soft.

If soap is used with harder water you will get better results by adding a non-precipitating water softener to wash and rinse water.

DETERGENTS

Detergent or synthetic detergent means any non-soap washing compound. High-sudser are the most popular. Low-sudser were initially developed for use in front-loading washers where high suds interfered with washing action. Today they are suited for all types of washers. Most low-sudser granular detergents are condensed so less is needed for each wash load.

Liquid detergents are especially good for cold water washing since they dissolve more easily. They also are handy for pre-treating spots and heavily soiled areas on laundry.

Always read the directions on the label for amounts of detergent to use. Most manufacturer's instructions are for washing an "average" load with average soil in 16 to 18 gallons of water of 5 to 7 grains hardness.
Adjust amounts, more or less, according to your load. If in doubt use a little more detergent. Too much suds can be an expensive nuisance but too little detergent won’t get the clothes clean. For best results, add detergent and bleach to wash water and agitate before adding clothes.

**INGREDIENTS IN DETERGENTS**

**Surfactants** -- Surface active agents are the main ingredient. They are wetting agents and help remove soil from the fabric and prevent it from being redeposited.

**Builders** -- Deactivate or trap water hardness minerals. Their purpose is to build or support the cleaning action of the surfactant. Phosphates are excellent builders but are regarded as one of the causes of pollution of lakes and streams and thus detergents sold in some parts of the country no longer contain phosphates as a builder. Silicates, aluminosilicates, citrate, and carbonate are used instead, but are not as effective.

**Brighteners** -- Fluorescent whitening agents added to make white fabrics appear whiter and colors brighter.

**Anti-redeposition agents** -- Help the surfactant hold the soil particles in suspension and prevent them from settling back on fabrics.

**Corrosion inhibitors** -- Protect metals in the washer and plumbing.

**Perfumes** -- Used to cover odor of chemicals and soils, and to give fragrance to clothes.

**Colorants** -- Bluing which helps retain a desirable blue/white color on white fabrics.

**Other ingredients** -- Oxygen bleach, borax, suds control agents, enzymes, or fabric softener may be added.

---

**BLEACH**

Liquid chlorine bleach is the most widely used form of bleach. The active ingredient is sodium hypochlorite. In addition to removing soil and stains and whitening fabrics it also deodorizes and disinfects. In general, cotton, linen, synthetic fibers, and permanent press finishes can be bleached with liquid chlorine bleach. One tablespoon of chlorine bleach per gallon of water is the usual maximum amount recommended.

It is best to use less than maximum. If your washer has a bleach dispenser, follow those directions. If not, dilute the bleach as recommended by the manufacturer. Add to wash water and agitate before adding clothes. Fabric damaged by bleach will have white spots or holes. Edges of the holes will be weak and tear easily. There may be a yellowish discoloration.

**Oxygen bleach** is an all-purpose bleach which comes in either granular or liquid form. The active ingredient is either sodium percarbonate, hydrogen peroxide, sodium perborate, or potassium monopersulfate. Oxygen-based bleaches are safe to use on all fabrics and most colors. Because they are mild, their stain removal ability is less than for chlorine bleaches. When used consistently, oxygen-based bleaches are effective in maintaining whiteness. Granular oxygen bleach may be added to the washer along with the detergent. Liquid oxygen laundry bleach contains hydrogen peroxide and provides a more gentle bleaching action than liquid chlorine bleaches.

**PRETREAT PRODUCTS**

Stains or heavily-soiled areas can be pretreated by using heavy-duty liquid detergent or by making a paste of granular detergent and water.
Care of Clothing

Special pretreat products are available to apply to stained or soiled areas. These contain surfactants, solvents such as petroleum distillate, or chlorinated hydrocarbons. All pretreat products alter the physical bonding by which many stains and soil are held to fabrics, thus allowing their release in the laundry.

Oily based stains penetrate to the inner structure of polyester fibers where they are difficult to remove without pretreatment. A pretreat product penetrates synthetic fibers and dissolves grease and oil stains.

Laundry presoaks were developed to help with stubborn detergent resistant stains before washing, as well as for addition directly to the wash cycle. These presoaks contain an enzyme capable of dissolving protein soils and a builder, usually sodium tripolyphosphate or sodium carbonate. Sodium silicate is often used in addition to the other builders, along with a surfactant.

FABRIC SOFTENERS

A fabric softener reduces or eliminates static in man-made fibers, minimizes wrinkling, makes fabrics softer, fluffier, and easier to iron, and helps prevent lint from sticking to garments. A fabric softener works by providing a lubricating film on the fiber strands, allowing them to move more freely. The film absorbs moisture from the air providing a path for discharge of static electricity. Man-made fibers have little moisture content so static electricity is built up by friction between fibers.

Undiluted fabric softener (or sometimes fabric sheets) which comes in contact with fabric can cause an oily, greasy looking spot. It will not harm the fabric and can be removed by rubbing the dampened spot with bar soap and re-washing.

All fabric softeners are absorbed by fabrics. Therefore the amount used must be adjusted to the size of the load rather than the amount of water. Continuous use of too much softener will cause clothes to appear yellow or dingy or cause them to have a greasy feeling. It will make fabrics non-absorbent; items such as diapers and towels need to be absorbent.

Fabric softeners come in three basic types, to be added -- to the wash cycle, the rinse cycle, or the dryer. Some heavy duty detergents, liquid or granular, contain fabric softeners.

Wash-added fabric softeners are concentrated and should never be poured directly on fabrics. They are developed to be compatible with detergents and other laundry additives. They are convenient when the washer has no automatic dispenser, but require larger amounts than softeners added to the rinse. Wash cycle softeners may also be used in the rinse cycle.

Rinse-added fabric softeners are available in concentrated or diluted form. They contain chemicals which react with detergent surfactants making both detergent and softener ineffective. For this reason, rinse-added fabric softeners should be used only in the final rinse and never in the same water with soap, detergent, bleach, bluing, or packaged water conditioners.

Add in an automatic dispenser according to washer directions, or by hand as soon as agitation begins on final rinse.

Dryer added softeners come in sheets or in a slow-dispensing packet attached inside the dryer. Follow manufacturer’s directions for use, choosing only those labeled as not harming the dryer. They provide about one-fifth as much fabric softener as washer-added products but anti-static results are excellent.

Fabric softener sheets are coated with a softening agent and a perfume. One sheet should be added with each dryer load. It distributes softener and perfume as it tumbles with the load. The heat of the dryer helps. Fabric softener sheets can be added to the final rinse.
of wash loads which will not be put in the dryer. Here it works much as liquid softeners do.

Small packets of softener attached to a baffle or the drum of the dryer are activated by the heat of the dryer. Tumbling of the clothes distributes the softener. One package lasts for an average of 40-50 loads. Whenever static reappears, a new package is needed.

**WATER SOFTENERS AND LAUNDRY BOOSTERS**

These products soften water and improve cleaning by increasing the action of the surfactant in the laundry detergent. Many of these products contain borax which increases alkalinity and helps with greasy soil removal. The time of adding to the wash water varies and is important, so check the label.

**WATER CONDITIONERS**

The degree of water hardness is usually expressed in grains per gallon. Water with 0 to 3 grains of hardness is considered soft and water with more than 10 grains, very hard. See Goal 14, Level 3 for additional information on water hardness.

Extra amounts of detergent will aid in softening water so as to insure a satisfactory wash. If water is over 18 grains hard, a non-precipitating water conditioner should be added to the wash or deep rinse water unless a commercial water softener is installed in the home.

Non-precipitating water softeners bind the water hardness minerals in a solution. Follow directions for use on the label and test for enough conditioner by the level of suds with normal or controlled sudsing detergents. Also, the water will feel slippery between the fingers.

**WASH WATER TEMPERATURE**

Clothes are cleaned by the mechanical action of the washer, chemical action of the detergent and other additives, and by the heat of the water. Increases in any of these, to a point, will improve soil removal.

A water heater set at 140°F will deliver approximately 130°F water to the washer on hot setting. Hot water temperature on care labels means up to 150°F. The warm setting is a 50/50 mix of hot and cold, approximately 100°F. The cold wash usually is less than 60°F but on care labels “cold” can mean up to 85°F. Most loads wash well in warm water, except for heavily soiled garments. Laundry uses approximately nine percent of household energy consumption, mostly in heating water.

Cold water minimizes shrinkage of washable woolens and gives the best color retention for bright or intense colors (red, black, spring green). Use cold water wash with line dry for 100% cotton jeans for less shrinkage. Cold water may not clean some items satisfactorily.

**WASH LOAD**

The items in a load of laundry should circulate freely in the wash basket. A guideline: If using high water level, add clothes in a top loading washer only to the top row of holes in a perforated wash basket. Fill a front loader machine no higher than the top of the drum. If a washer is overloaded, the clothes will not clean evenly.

Mix different size garments in a wash load; for example: two sheets, pillow cases, and shirts or blouses. This allows free circulation necessary for good soil removal.

**Resources**

- Use the information given in member manuals, especially Level 3.
Care of Clothing

- Check products on store shelves, also, as these change frequently as improvements are discovered.

- Assemble a bag of discarded garments (from home and friends or from a garage sale) which require different care, to use for a laundry sorting and discussions of water temperature, wash cycles, etc.

- Save boxes of laundry products (or save only the panel which has directions) to use for practice in reading directions and discussion.

- A teen leader or a 4-H Middle Management leader might help. Members may be able to give several demonstrations. Mothers of members should be good help.

Suggested Activities for Project Meetings

-LAUNDRY AND DRYCLEANING-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | Prepare my clothes for washing, and sort them. | - Talk about the importance of closing zippers and emptying pockets before washing clothes.  
                                              | - Members practice sorting a stack of clothes according to color, soil, and water temperature.  
                                              | - Give each member a garment, or have them bring one or two from home. Have them take turns putting them in the proper pile. "I place this garment needing (read care label) in (water temperature and color pile) because: . . ."  
                                              | - Discuss how to sort problem clothes or fabric, such as:                           
                                              |   - the color pile for a navy T-shirt with white trim.                            
                                              |   - the color pile for a white blouse with dark print.                            
                                              |   - the color pile and temperature for a red garment, etc., etc.                   |
### Care of Clothing

#### -LAUNDRY AND DRYCLEANING-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 2     | Wash my clothes at least three times and iron or press those that need it. | - Have examples of various garments members might wear and discuss type of washcycle and drying each might need. Include example of delicate fabrics. (Or have each tell which cycles the clothes they are wearing would need.)  
- Discuss washing machine cycles (normal, permanent press, delicate) and when to use a particular cycle.  
- Discuss various methods of drying (tumble drying with various temperatures and cycles, line drying, hanger, and flat drying) and when to use each.  
- Have member demonstrate hand washing and flat drying.  
- Have a member demonstrate washing by doing own clothes or doll clothes.  
- Demonstrate use of an iron and discuss manufacturer's directions.  
- If you have an old iron, demonstrate or have member experiment with what happens to polyester, cotton, etc. with different iron setting.  
- Have a laundry "Fun Day" where members sort and wash several loads, then press those clothes that need it.  
- Tour a laundromat. Wash a few loads of clothes or shrink members' fabric ready for sewing. Discuss the cost of washing and drying a load of clothes. |
### Care of Clothing

**-LAUNDRY AND DRYCLEANING-**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>a) Learn about different types of laundry products. b) Conduct experiments on soaps, detergents, and bleaches.</td>
<td>- Read labels on laundry products and discuss what they mean and which ones should work well for certain types of laundry. - Have member who has completed the experiments on products demonstrate to club. Or have all members do the experiments at a 4-H meeting. (You’ll need a work space which water won’t harm!) - Invite a community person who makes soap to demonstrate or help the club make it. - Compare costs and convenience of laundry products, such as: -a concentrated detergent (1/4 cup per load vs. a regular detergent). -a fabric softener for the wash, the rinse, or the dryer. -chlorine vs. all-purpose bleach.</td>
</tr>
<tr>
<td>4</td>
<td>Learn to recognize garments which require drycleaning and know how to handle them.</td>
<td>- Find, or members bring from home, garments which are labeled “dryclean only.” Discuss what makes the garments nonwashable (construction, fabric, trim, etc.) - Compare garment labeled “washable or drycleanable” with “washable only.” Discuss pros and cons of washing vs. drycleaning such garments. - Have members call to find the cost of drycleaning garments. Discuss how much this would add to the cost of a garment in a year’s time. - Tour a drycleaning business. Ask owner to explain the procedures a garment goes through for thorough cleaning and care.</td>
</tr>
</tbody>
</table>
**Fabrics/Textiles**

The experiments will help members understand some of the characteristics of fabrics.

A recommendation To give members a good background, teach the fabrics/textiles information in consecutive meetings in the following order:

- fabric/textiles identification
- suitable uses of fabric
- buying fabrics to sew
- fabrics in ready-to-wear (pp. 62 - 68 in this guide)

**Background**

**COLORFASTNESS**

The term "colorfast" on a label means that the fabric will not fade or "bleed" if care instructions are followed. Washable garments should be colorfast to water and drycleanable garments should be colorfast to drycleaning solvents. Also, colors should not rub off during wear or from the effects of perspiration.

Two procedures are used for adding color to textile products: dyeing and printing. In dyeing, the color penetrates the fiber, yarn, or fabric and becomes part of its structure. In printing, the color is applied to the fabric surface as a decorative design. Generally, dyeing is more colorfast than printing. Bright colors may have limited colorfastness.

**SHRINKAGE**

The Federal Trade Commission ruled that the term "preshrunk" on cotton goods was misleading to the consumer. Therefore, where this term is used, the amount of residual shrinkage still expected after laundering must be stated.

---

**Identification**

**Purpose**

The overall purpose for the study of textiles is to help members learn to identify fabrics/textiles so as to be able to select suitable fabrics of good quality. The same basic "rules of thumb" are used in selecting quality fabric whether it is in a ready-to-wear garment, a household textile, a craft item, or fabric by the yard.

The term "Fabrics" is used in Level 2. "Textiles" is introduced in Level 3. There are no goals for Levels 1 and 4. It is assumed that most sewing at Level 1 will be with fabrics on hand or that someone helps the member select. At Level 4 members should refer to their sewing book and other resources on their own.

One goal at each level (2 and 3) teaches identification. Follow-up goals teach buymanship and suitable use of various fabrics.

Members who do not select these goals will learn basic information anyway, as it is discussed at project meetings. They may find it helpful to read the background information before purchasing fabric or ready-to-wear.

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**COLORFASTNESS**

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**SHRINKAGE**

The Federal Trade Commission ruled that the term "preshrunk" on cotton goods was misleading to the consumer. Therefore, where this term is used, the amount of residual shrinkage still expected after laundering must be stated.
Fabrics/Textiles

This rule applies only to fabrics and garments of 100% cotton.

With fabrics other than cotton and ready-to-wear garments, allow for approximately two to three percent shrinkage. All fabrics are stretched during processing. They relax after the first two or three cleanings, causing a small amount of shrinkage. This is especially important when buying or sewing close fitting garments.

Resources

- Knowledge of textiles has to come from seeing and feeling them. You will need to collect many samples of fabrics and spend quite a bit of time at project meetings on the study of fabrics.
- Probably some members can contribute to your collection of fabrics and fibers. If you find a piece of off-grain fabric, be sure to save it for an example.
- Make a poster with a piece of fabric. Label width, lengthwise grain, bias, and selvage.
- Read the basic information about textiles in Levels 2 and 3 member manuals. The Simplicity Sewing Book has a convenient chart which summarizes the major textiles, their properties, and care.
- A fabric salesperson, a unit 4-H Middle Management leader, or a parent who sews extensively might serve as a resource person. A Teen Leader might like to make textiles her/his specialty and be responsible for collecting samples and teaching part of this material.

TOURS OR FIELD TRIPS

After studying fabrics at a project meeting, a field trip to a fabric store can provide additional experience. Give members a few specific things to check. Discuss their discoveries, either at the store, in the car coming home, or at the next project meeting.

For example:

Level 2

1. Find at least one red fabric with each of the following fibers: (a) cotton, (b) wool, (c) man-made, and (d) a blend. (For Level 3 have them identify the kind of man-made).

2. Find a blue fabric that is woven and one that is knit.


Level 3:

1. Find an interfacing suitable for a sheer batiste blouse.

2. Find an example of a single knit and a double knit.

3. Find examples of even and uneven plaids or stripes.


5. Find a fabric with an obvious diagonal design.

EXPERIMENTS

Here are several experiments for members to do either at home or at project meetings. You will know which ones are important for your members to do. When they can see for themselves what happened to fabrics they are more likely to understand and believe fabric characteristics.

1. Solubility test for acetates
   Clip a small piece of fabric from an unexposed seam or use fabric swatches. Put a drop of nail polish remover (acetone) on the fabric and rub between your fingers. If it is acetate fiber, the acetone will dissolve the fabric quickly. Other fibers dissolve more slowly. If it becomes tacky after a few seconds, it is modacrylic.
2. **Heat test for fabrics**

Many times a garment needs a bit of touching up when it comes from the dryer. Home sewers need to press each seam before sewing another over it. It is easy to hurriedly press without properly testing the heat of the iron on the fabric. This experiment will help beginning ironers learn what can happen before they ruin something they care about.

**Materials needed:**

- An old iron (as the fabric may melt on it).
- Several swatches of each of the following fabrics, depending on the number of members:
  - Cotton, wrinkled and dry.
  - Cotton, wrinkled and damp.
  - Any fabric that needs a low temperature, e.g. acetate. Check the chart of fabric facts in the *Simplicity Sewing Book* for other specific fabrics.

**Procedures:**

Have iron set at wool. Have members take turns ironing a swatch and then tell what iron temperature they used and what happened.

With the fabric that melts or wrinkles, ask them what to do on the next swatch to prevent this, then try it.

Try to get members to summarize the experiment with a statement something like this: “It’s best to test the iron first on a scrap of material or a hidden part of a garment, to be sure it isn’t too hot.”

3. **Heat Sensitivity Test** (for older members)

Various fibers require different ironing temperatures. This is the reason it is important to know the fiber content of a garment to be ironed or pressed. Some fabrics are permanently damaged if they are ironed with too hot an iron. Some fibers can be molded or shaped by heat because they are sensitive to heat. These fibers are called thermoplastic fibers. If too hot an iron is applied they will shrink, soften, or melt (resulting in a glazed surface). All man-made fibers except rayon are thermoplastic.

Sometimes it is an advantage for a fiber to be sensitive to heat. Fabrics made of heat-sensitive fibers can be heat set so they will not stretch or shrink.

The following tests compare the heat sensitivity of a natural fiber with two man-made fibers.

**Materials needed:**

- a 4" x 4" swatch of each of the following: cotton, acetate, polyester or polyester blend.
- 1½" x 1½” swatches of the same fabrics.
- paper towels, iron, ironing board.

**Procedure:**

Mount the 1½” x 1½” control samples on paper. Select the cotton setting on the iron, and allow it to preheat for five minutes. Fold each of the 4" x 4" swatches in half on the grainline, and place between two paper towels. Press for 10 seconds. Cut each piece in two, crosswise, so each section has a crease. Then mount one section of each on paper. Soak the others in hot, soapy water for five minutes. Rinse and dry the samples, and mount them beside the others.
Observations:

- Compare each swatch with the control sample. Describe the changes after pressing.
- Describe the changes after soaking.
- What fabric kept the crease after soaking?

4. Burn test for fiber content
One way to identify fibers is to see how different fibers burn. This can be particularly helpful when trying to discover if a fabric is 100% wool. It is always helpful to know the fiber content so you can take care of the fabric properly.

Materials needed:
- A small candle in a candle holder (or several candles if the club is large and you have enough help to insure safety with the younger members).
- Tweezers or snap clothespins, one for each candle.
- Scraps of cotton, wool, and man-made fabrics, plus one fabric which is not obvious, for them to identify after they’ve learned the characteristics.

Safety Precautions:
- No crowding or pushing rule.
- Work near a sink or have water handy.
- Caution members to wave some of the fumes away from their nose, rather than taking a deep whiff directly.
- Remember to always use the holders, as the fibers can burn fast and hot.

Procedure:

1. Unravel yarns from the cotton fabric. Yarns about 3 inches long are a good length; and use a cluster of 2 to 4 yarns. A small piece of fabric can also be used.

2. Hold one end of the strand of yarn with tweezers in the candle flame for a second or two.

3. Notice how the fiber burns. Have members find words to describe.

4. Sniff the fumes after the flame is out. Have members describe how the fumes smell.

5. After the strands cool, look at the ash. Describe the ash.

6. Repeat with strands from the wool and man-made fabrics, and discuss each.

7. Then burn the unknown. You might like to choose a blend which has wool fibers one way and man-made the other. Checking both warp and filling yarns is a good practice for older members.

The following table lists some of the characteristics of commonly used fibers.
# Typical Behavior of Fiber Specimen

<table>
<thead>
<tr>
<th>Fibers</th>
<th>When Approaching Flame</th>
<th>When in Flame</th>
<th>After Removal of Flame</th>
<th>Odor</th>
<th>Typical Ash Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cellulose Fibers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cotton</td>
<td>Does not fuse or shrink away from flame</td>
<td>Burns quickly without melting</td>
<td>Continues to burn without melting afterglow</td>
<td>Burning paper</td>
<td>Small, fluffy gray ash</td>
</tr>
<tr>
<td>Linen</td>
<td>Does not fuse or shrink away from flame</td>
<td>Burns quickly without melting</td>
<td>Continues to burn without melting afterglow</td>
<td>Burning paper</td>
<td>Small, fluffy gray ash</td>
</tr>
<tr>
<td><strong>Protein Fibers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silk</td>
<td>Fuses and curls away from flame</td>
<td>Burns slowly with some melting</td>
<td>Burns very slowly; sometimes self-extinguishing</td>
<td>Burning feathers</td>
<td>Round black bead, brittle, pulverizes easily</td>
</tr>
<tr>
<td>Wool</td>
<td>Fuses and curls away from flame</td>
<td>Burns slowly with some melting</td>
<td>Burns very slowly; sometimes self-extinguishing</td>
<td>Burning hair</td>
<td>Lumpy blistered ash, brittle, breaks easily</td>
</tr>
<tr>
<td><strong>Mineral Fibers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asbestos</td>
<td>Does not ignite</td>
<td>Does not melt</td>
<td>No change</td>
<td>No odor</td>
<td>Remains unchanged; may blacken</td>
</tr>
<tr>
<td><strong>Man-Made Mineral</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass</td>
<td>Does not burn</td>
<td>Softens and glows</td>
<td>Hardens</td>
<td>None</td>
<td>Changes shape; hard bead</td>
</tr>
<tr>
<td><strong>Metallic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pure Metal</td>
<td>Does not burn</td>
<td>Glows red</td>
<td>Hardens</td>
<td>None</td>
<td>Original shape</td>
</tr>
<tr>
<td>Coated Metal</td>
<td>Fuses and shrinks melting</td>
<td>Melts</td>
<td>Depends on coating used</td>
<td>None</td>
<td>Hard bead</td>
</tr>
<tr>
<td><strong>Man-Made Fibers</strong> (Cellulose)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rayon</td>
<td>Does not shrink away from flame</td>
<td>Burns very rapidly</td>
<td>Leaves a creeping ember</td>
<td>Burning wood</td>
<td>Small or no ash</td>
</tr>
<tr>
<td><strong>Man-Made Modified</strong> (Cellulose)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acetate</td>
<td>Fuses away from flame</td>
<td>Burns with melting</td>
<td>Continues to burn with melting</td>
<td>Acetic acid or vinegar</td>
<td>Leaves brittle, black, irregular-shaped bead</td>
</tr>
<tr>
<td>Triacetate</td>
<td>Fuses away from flame</td>
<td>Burns with melting</td>
<td>Continues to burn with melting</td>
<td>Burning paper</td>
<td>Brittle, black, irregular-shaped bead</td>
</tr>
<tr>
<td><strong>Man-Made Fibers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acrylic</td>
<td>Fuses away from flame</td>
<td>Burns rapidly with melting</td>
<td>Continues to burn with melting; material shreds</td>
<td>Acrid</td>
<td>Leaves hard, brittle, black, irregular-shaped bead</td>
</tr>
<tr>
<td>Modacrylic</td>
<td>Fuses away from flame</td>
<td>Burns very slowly with melting</td>
<td>Self-extinguishing</td>
<td>Acrid</td>
<td>Leaves hard, black irregular-shaped bead</td>
</tr>
<tr>
<td>Nylon</td>
<td>Fuses and shrinks away from flame</td>
<td>Burns slowly with melting</td>
<td>Usually self-extinguishing</td>
<td>Boiling string beans</td>
<td>Leaves hard, tough, gray round bead (CONTINUED)</td>
</tr>
<tr>
<td>FIBERS</td>
<td>WHEN APPROACHING FLAME</td>
<td>WHEN IN FLAME</td>
<td>AFTER REMOVAL OF FLAME</td>
<td>ODOR</td>
<td>TYPICAL ASH CHARACTERISTICS</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>---------------</td>
<td>------------------------</td>
<td>------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Olefin</td>
<td>Fuses, shrinks and curls away from flame</td>
<td>Burns with melting</td>
<td>Continues to burn with melting</td>
<td>Chemical</td>
<td>Leaves hard, tough, tan round bead</td>
</tr>
<tr>
<td>Polyester</td>
<td>Fuses and shrinks away from flame</td>
<td>Burns slowly with melting</td>
<td>Usually self-extinguishing</td>
<td>Chemical</td>
<td>Leaves hard, tough black, round bead</td>
</tr>
<tr>
<td>Spandex</td>
<td>Fuses but does not shrink away from flame</td>
<td>Burns with melting</td>
<td>Continues to burn with melting</td>
<td>Chemical</td>
<td>Leaves soft, fluffy black ash</td>
</tr>
<tr>
<td>Vinyl</td>
<td>Fuses and shrinks away from flame</td>
<td>Burns with melting</td>
<td>Continues to burn with melting</td>
<td>Chemical</td>
<td>Leaves hard, tough, tan round bead</td>
</tr>
</tbody>
</table>


**Suggested Activities for Project Meetings**

- **FABRICS**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 2     | a) Find at least one sample of the following fabrics and explain one use of each: cotton, wool, and man-made.  
   b) Identify a woven fabric, a knit, and a non-woven. | - Have many samples of different types of fabrics similar to what members might be using for sewing and ready-to-wear. Let members feel and examine them and talk about them.  
   - Have a “fabric bee” where members choose up sides and see which side can identify the most fabrics correctly as to fiber and construction.  
   - Have teams sort an assortment of fabrics into woven, knits, and non-wovens. Or sort by fiber. Review and correct any errors.  
   - Have everyone tell the kind of fabric they are wearing at project meeting that day. Might do this at other times, also, for review. Discuss the ways knits or wovens were used in their garments.  
   - Weave paper strips, fastened to another sheet for backing, to see how a weave is made.  
   - Have members unravel fabrics. Look at the yarns--some thick, some thin, some smooth, some rough. Untwist a yarn to see the small hairlike fibers. Decide if fibers are short, long, smooth, rough. |
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 2     | (continued) | - Get a sample of raw wool and wash it gently several times in warm water with mild soap. Dry and twist fibers into yarns.  
| | | - Look at fabrics under a magnifying glass to see the weave. Check with the pictures in member manuals. |
| 3     | a) Identify at least three different natural, three man-made, and two blends and describe their properties and uses.  
b) Explain the purpose and usefulness of three fabric finishes. | - Read labels on fabric bolts and ready-to-wear garments to become aware of at least six different fibers listed below:  
| | | --Cotton  
| | | --Wool  
| | | --Linen  
| | | --Silk  
| | | --Acetate  
| | | --Triacetate  
| | | - Name and describe the fabric made from the fibers listed above. Consider the following:  
| | | --The weight, hand (how it feels), and look  
| | | --The advantages, disadvantages, and care  
| | | - Examine different types of interfacings and discuss where each might be used. (Woven sew-in, non-woven sew-in, woven fusible, non-woven fusible, knit fusible).  
| | | - Experiment with several of the tests described on page 58-60 to discover kinds of fibers in a fabric.  
<p>| | | - Experiment with using different interfacings on swatches of fabric. Wash some after attaching to see how they handle. Compare and discuss. |</p>
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| 3     | (continued) | - Assemble swatches of toweling, underwear fabric, a 100% cotton, and a man-made fabric and lay flat. Put ½ tsp. of water colored with food coloring on each swatch. Observe the absorbancy while wet and after allowed to dry.  
(The faster water soaks into a fabric, the cooler it is to wear because it will soak up perspiration and evaporate it away from the skin. 100% synthetics are hot in summer because they hold perspiration against the skin.)  
- Have members each take one or two swatches of knit from your samples and tell whether it is a warp or weft knit, and the type, and describe how they identified it.  
- Read labels from fabric bolts and ready-to-wear to become aware of at least four of these finishes: Discuss the meaning of each.  
--Permanent press  
--Flame retardant  
--Crease- or wrinkle-resistant  
--Antiseptic  
--Colorfast  
--Mothproof  
--Preshrunk  
- Using a fabric raincoat and something vinyl, use drops of water to show the difference between waterproof and water repellent. Discuss the need to read the name of the finish carefully. |
Buying Fabrics

Purpose

The purposes of this section are to develop understanding of suitable fabrics for various uses and to learn to select fabric to sew. This information should be given after the section on fabric and fiber identification.

Background


The Textile Fiber Products Identification Act protects producers and consumers against misbranding and false advertising of fiber content of textiles. Manufacturers are required to give generic name and percent of each fiber present, in descending order according to weight in fabric. Any fiber of five percent or less may be designated as "other fiber." At present, the Federal Trade Commission (FTC) has defined 21 generic names.

The manufacturer must be identified and whether the product is imported; the country where it was made must appear on the label. The manufacturer may add additional information.

This act covers wearing apparel, accessories made of fabric, household linens, towels, home furnishings, floor coverings, and miscellaneous items such as sleeping bags.

Thus the label on a fabric bolt should include some or all of the following information:
Fabrics/Textiles

Care instructions are also required on all fabric bolts, with nine categories of care. Most fabrics used by Level 2 and 3 sewers will be category 3.

Cautions: Sometimes fabric is rewound in the store onto a different bolt, so the information isn’t accurate.

Bolt ends, mill ends, and remnants less than 10 yards in length do not require care labeling. Two and three-yard lengths may be mill ends -- ends of bolts sold by the textile mill to a jobber who in turn sells to discount and variety stores. Some fabric lengths may be “seconds,” these are fabrics damaged during manufacturing either in construction, dyeing, printing, or final finishing. Your knowledge of fabrics can be especially useful in these situations, and you can get good buys.

Remind your members to buy thread, lining, interfacing, zippers, and trim that have the same care instructions as the garment. If the fabric is washable, but the trim is not, they will undoubtedly be disappointed in the appearance after one washing.

The Wool Products Labeling Act states that all products containing wool must be so labeled and tell the kind of wool. If the fabric is a blend of several fibers, the percentage of wool must be stated on the label.

Wool means the fiber from the fleece of sheep or lamb, the hair of Angora or Cashmere goats, and may also include specialty fibers from camels, llamas, alpacas, and vicunas.

Virgin wool indicates new wool that has been made into yarns and fabrics for the first time.

The term recycled wool includes reprocessed wool and reused wool.

The Wool Bureau, Inc. has established certification of quality to aid consumers. Symbols on labels for ready-to-wear clothing indicate whether it is pure wool or a wool blend, and follow the requirements of the Wool Products Labeling Act.

The Fur Products Labeling Act requires that the labels and advertising use the true English name of the animal from which the fur came and its country of origin. It must tell whether the fur product is used, damaged, or scrap fur and if the fur has been dyed or bleached.

Resources

- Read the information in the member manuals and the Simplicity Sewing Book.
- Information on care labels in ready-to-wear is found in the care label section.
- Ask a fabric store to save three or four fabric bolts from different fabrics for members to examine at a meeting.
- Save swatches of various fabrics for members to sort. Include designs, plaids, stripes.
- Collect notions to use for discussion and examples (thread, zippers of different sizes and types, hooks and eyes, elastic of different sizes and types, interfacing types, etc.).
### Suggested Activities for Project Meetings

**-BUYING FABRICS-**

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| 2     | Recognize the different fabrics that are best for different uses | - Have members use fabric samples to make up pairs. Discuss their choices, and uses of each. For example:  
   - sturdy fabric vs. flimsy  
   - stretchy vs. not stretchy  
   - warm weight vs. cool weight  
   - soil easily vs. doesn’t show soil  
   - absorbent vs. non-absorbent  
   - wash easily vs. special washing care  
   - Prepare an exhibit of various garments and household items made of different fabrics. Members identify the fabric and tell why it is or isn’t a suitable fabric for that use. |
| 2     | Buy fabric and notions suitable for a garment I plan to sew. | - Examine labels on fabric bolts. Discuss the meaning of care symbols.  
   - Assemble 3-5 fabric swatches, some suitable and some a poor choice for a Level 2 garment. Talk about each fabric—would this be a good choice? Why or why not? Or set up a judging class and have members give reasons.  
   - Discuss choosing notions for their fabrics and show good examples. *Simplicity Sewing Book* has a helpful chart on matching thread, interfacing, etc. to fabric.  
   - Set up a matching exercise where members select the notions to go with a certain fabric.  
   - Conduct a shrinkage experiment on 100% cotton, 100% polyester, one or two blends, etc., or use fabrics members plan to sew. Draw two squares on the fabric, 3” x 3”, cut one out leaving a 1” border and, wash and dry it. Compare measurements of the two squares. |
### Suggested Activities for Project Meetings

- **BUYING FABRICS**

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| 3     | Learn to judge which fabrics will give satisfactory performance for certain uses. | - Examine fabric construction and discuss characteristics of several different samples. Which would be best to choose for durability, for comfort, etc.  
- Sort swatches of fabric, as in Level 2. Discuss.  
- Discuss napped fabrics and the special cutting, sewing, and pressing requirements.  
- Examine fabric of various designs: Plaids, stripes, large prints, border prints, etc. Experiment with laying various types of patterns on such fabric. Discuss the difference between an even and uneven plaid when laying out a pattern.  
- Do the heat sensitivity experiment (page 60).  
- Share pointers they have learned about different notions. |

**NOTES:**

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68
Buying Clothing

Purpose

The purpose of this section is to teach points to watch in buying ready-to-wear. The material on fabrics must be taught or reviewed first, as this material assumes a knowledge of good quality fabric. The Level 2 information on buying shoes is also included here.

Background

ADVERTISING

The goal of an advertisement is to sell a product or service. Clothing and fabric ads can appear on television, radio, magazines, and newspapers. Each ad has a specific message to deliver to a group or groups of consumers. It is up to you to decode this message and decide if it is giving factual information about the merchandise or if it is simply an emotional appeal. An example of an emotional appeal is the purchase of a pair of jeans that will make you feel great and be a part of the group. An example of factual information in a jeans ad would be fabric used, construction techniques, and durability tests.

Market research results clearly show that advertisements using emotional appeal sell the most goods and services.

Researchers have identified several ways that people react to ads. Some people may:

1. React to the costs. They think it is important to save money or to get the "best buy" for their money.

2. Have a habitual reaction to ads, either positive or negative. "I must find time to stop at the store and look at the item advertised," or "I like the brand I'm using, so why try another one, even if it is on sale."

3. Notice the appeals to being part of a group or impressing others. Ads for special brands of clothing aim toward these people.

Resources

- Read the information in member manuals.
- Collect some ads for clothing.
- A Teen Leader might enjoy collecting samples of well-made and less-well-made ready-to-wear and teaching the lesson on quality of workmanship and fit.
- 4-H Consumerama Judging materials. Some years items selected for the contest are clothing.
# Suggested Activities for Project Meetings

**-BUYING CLOTHING-**

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| 2     | Know how to check the fit and workmanship when I buy a shirt or blouse of woven fabric. | - Demonstrate measuring to discover size to buy.  
- Demonstrate or exhibit several shirts or blouses of different brands to compare cost, construction, quality features, fabric, etc. Try to select items so members can see that you can often find good quality at lower cost if you know how to check.  
Have members bring blouses and shirts from home. Check and compare workmanship and fit. Or have two or three examples to illustrate different qualities of workmanship, for discussion purposes.  
- Discuss what happens when a blouse or shirt is too tight, as when members are growing fast.  
- Have a member "model" a shirt or blouse and teams check fit -- 10 points for each correct fitting statement. Check workmanship the same way. (Select the member with care -- one who won't be upset by a negative statement about fit and refuse to wear the garment again.) |
| 2     | a) Know how to buy shoes that fit me.  
b) Know how to choose shoes to wear for different activities and occasions. | - Have a shoe/boot parade. Youth examine their own shoes or boots to see how they fit. Point out that with fast growing feet, a shoe that fit two months ago may no longer be quite such a good fit. Leader should first demonstrate each fitting point from the member manual.  
- Visit a shoe store and talk with the salesperson about fit. Examine shoes for the various types of materials they are made from and discuss durability of each. Check to see how shoes are labeled. |
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<td>(continued)</td>
<td>- Have members select pictures from magazines or catalogs of shoes they like. Discuss where each would be suitable to wear.</td>
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| 3 | Learn buying guides to use in checking workmanship and fit of a ready-to-wear garment. | - Have member model garment and teams check fit and workmanship, as above.  
- Have members bring a garment they are dissatisfied with and discuss whether fit or workmanship are the cause of their dissatisfaction and possible ways to improve it (alteration, preventive maintenance)?  
- Discuss size and the texture when buying a sweater. Emphasize the importance of trying on a sweater before buying to get the best fit.  
- Have members role play on how to ask for help when buying clothing. Have several situations, with different players, e.g., a) uninformed buyer, pushy salesperson; b) informed buyer, pushy salesperson (to show what a difference it makes when you know what you are doing); c) uninformed buyer, helpful salesperson; and d) informed buyer, helpful salesperson (to show how much more easily you can make a purchase and how a salesperson is even more helpful when you know what you are doing.) Discuss each pair of situations, being careful to discuss the player, not the person in the role. Say, “Remember, Mary was supposed to be an uninformed buyer, because that was her role.”  
- Plan a “wear study” in which certain garments are compared when new, then worn and washed a certain number of times, say four, and compared again. |
## Buying Clothing

### -BUYING CLOTHING-

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<td>3</td>
<td>Analyze two to three types of stores which sell clothing.</td>
<td>- Have some ads for clothes and discuss how such ads appeal to our emotions to influence us to buy. What facts do the ads give about fit or workmanship? Discuss how members react to an ad.</td>
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<td>4</td>
<td>a) Analyze good times to shop for certain sale items. b) Identify two sale items which could be a good buy for me.</td>
<td>- Decide which local or nearby stores belong in each category: chain store, department store, discount, catalogue store, specialty, etc. List on flip chart and discuss the advantages and disadvantages of shopping in each. Discuss that you might choose a store with fewer services and lower prices for some garments and another type store for other garments. - Compare buying by mail order vs. in person at local stores -- convenience, cost, quality, fit, etc. Be sure one conclusion is that mail order is an acceptable alternative, as many people buy clothing through mail order. - Discuss the various ways to pay for clothing and when one might prefer each. - Bring ads to the meeting and discuss what kind of sale each represents. Discuss whether this sale will have regular merchandise or perhaps be selling seconds. - Discuss when a sale item is a &quot;good&quot; buy vs. when it may not be.</td>
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Wardrobe Planning

Purpose

The purpose is to help members organize their clothing purchases and home-sewn garments for greater satisfaction and fewer misfits in their closet. The emphasis is on selecting clothing suitable for their activities and which can be mixed and matched.

Wardrobe planning goals tie closely with goals in fabric/textiles, buying clothing, clothes and people, color/line/design, and sewing for fun/developing construction skills. For this reason, members probably would not select wardrobe planning as a first goal. However, an older member might select only this area, and do the necessary background reading in Levels 3 and 4 member manuals. When this occurs, borrow manuals from 4-H’ers enrolled in levels 3 and 4 or have the pages copied in the local extension office.

Background

STYLE AND FASHION

Style refers to the form, outline, or shape of a garment. A dress might be a princess, a shirtwaist, or an A-line style. It could also have a cap style sleeve, or a mandarin style collar.

When a style is first introduced it is called a high-style or high fashion. It is usually worn by only a small group of fashion-minded people. High-style clothes are usually expensive. Fabrics and workmanship are of high quality. A high-style may become a classic -- or it may be out of fashion the next year or worn in a less extreme form. Fashion magazines such as Vogue feature high-style clothing.

A trend is a style gaining in popularity.

A style that is popular at a certain time and worn by many people is said to be in-fashion. These clothes are not as expensive as high-style clothing. Magazines such as Seventeen, Glamour, Mademoiselle show styles that are in-fashion.

Classics are styles worn year after year. Some examples are pearls, blazers, pleated skirts, and jeans.

The opposite of a classic is a fad. Fads could be a fabric, a color, a style, or accessory popular for only a short time -- sometimes less than six months. Usually fads become popular with only a small group of people.

WARDROBE PLANNING FOR THERMAL COMFORT

You can keep cooler in summer and warmer in winter through your choice of clothing. Textile fibers and still air, poor conductors of heat, are good insulators. Therefore, garments that allow for a still air layer provide good insulation from cold and extreme heat. Clothes that fit too tightly and cling to the skin reduce the insulative effectiveness.

Moisture absorption of the fiber and fabric also affects heat transfer. If the moisture is absorbed without wetting the fabric’s surface, the fabric will be more comfortable. It will not cling and feel clammy on the skin.

Guidelines for Keeping Cool in Summer:

- Wear garments that allow perspiration to evaporate from your skin.
- Wear loose fitting garments with large openings at neck, arms, and legs to allow body heat to escape.
- Wear lightweight, open weave, or absorbent fabrics.
- Wear white and light colors. A white garment reflects the sun, while a bare, suntanned back absorbs it.
Wardrobe Planning

- Wear protective head gear. Too much direct sunlight on your head will cause overheating.
- Wear sandals or open shoes to allow heat to escape and perspiration to evaporate.

Guidelines for Keeping Warm in Winter:

- Dress in layers. Several layers of clothing will insulate your body better than one heavy, thick garment. Warm air is trapped between fabric layers and holds body heat.
- Keep torso warm to maintain needed warmth for body organs. T-shirts, camisoles, vests, sweaters, and shawls are good layers under and over shirts/blouses for torso warmers. The body will automatically send excess heat from the torso to the hands and feet.
- Allow for cooling down. Layers of clothes and clothes designed for release of excess body heat give the body a chance to cool off and avoid perspiring. Venting off head and torso heat will cool the body quickly. Choose clothes that open at the neck, wrists, and waistline. Look for jackets with drawstrings or tab fasteners at wrist and waist; sweaters with front buttons or zippers, and sleeves that roll up. Mufflers keep the neck warm, yet are easy to remove as the body overheats. Damp clothing can make you chill as your body heat is used to dry your clothes.
- Cover your head. It can lose body heat rapidly. When your head is covered, body heat will be sent to warm your hands and feet.
- Avoid skin-tight clothes that restrict circulation and reduce the insulative air between the fabrics. Fingers held together in mittens share the heat, thus mittens are warmer than gloves.
- Thickness of the garment, not weight, determines how warm it will be. Judge the warmth of fabric according to bulk and feel. A fabric that is slick and cool to touch won’t be as warm as one that feels soft and fluffy, regardless of fiber content.
- Natural fibers, cotton and wool, are better insulators of air and better absorbers of moisture than manmade fibers because of fiber structure.
- Wear darker colored garments because they absorb the sun’s rays and make you feel warmer.
- For windbreakers choose closely woven fabrics. Wind blows through knits and other porous fabrics, such as loose weaves, and quickly chills the body. A sweater is warm in still air, but cold on a windy day. Good windbreaker fabrics are nylon taffeta, wool gabardine, and cotton denim.

Resources

- Read the information in the member manuals. Leaf through current teen fashion magazines, e.g. Seventeen, Glamour.
- Look around your community for persons who are especially well-dressed. Perhaps they would help with these wardrobe planning sessions.
- Save clothing catalogs and the free leaflets from pattern companies to use for clipping.
- A Teen Leader might enjoy preparing a set of garment pictures for Level 2 members to mix and match and teach that lesson.
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| 2     | List my school clothes and tell about those that look nice together. | - Mount pictures of separates from magazines and catalogs. Ask members to mix and match garments to create a variety of outfits. Teams or pairs could compete to see who could make the most different combinations from a few garments.
- Make up situations similar to those facing your members, illustrated with pictures, and discuss best clothing choices. (As Sally Sue is getting ready for school; "Would this white, lace trimmed blouse or this red sweater look best with her jeans?") |
| 3     | Plan accessories to enhance a garment I made or I bought. | - Members work in pairs and bring from home an outfit and two or three accessories to make it look different. Discuss. (Don't forget shoes are an accessory.)
- Talk about the accessories that would go with many things and those that are specific to one outfit. Use pictures and catalogs to illustrate.
- Discuss materials accessories are made of and usefulness, such as plastic belt vs. leather, or polyester scarf vs. silk.
- Review Level 2 materials on buying shoes, emphasizing sports shoes with casual clothes and dressy shoes with dressy clothes.
- Have pictures of shoes and discuss. If you could have only one pair of shoes, which kind would be the best buy? |
| 3     | Inventory my wardrobe and make a buying plan for the next six months. | - Discuss different activities youth do in your community and the clothes needed for each. What characteristics should clothes have for different activities? For summer? For winter? (such as washable, durable, strong seams, warm absorbent, etc.) |
### Wardrobe Planning

**-CLOTHING AND ACCESSORIES-**

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| 3     | (continued) | - Identify clothes youth are currently wearing that are fads (fun to wear - but fads, nevertheless).  
- Discuss safety in clothing and what types of safety members need to observe in their jobs, at school, or around the house and yard.  
- Bring garments from home that are still good, but that the member no longer wears, or doesn’t enjoy. Discuss ways these might be changed to be wearable again.  
Have member find a garment picture in a fashion magazine or catalog that he/she would enjoy owning. Have each explain whether or not it would fit into present wardrobe and which activities it would be suitable for. |
| 4     | Analyze whether it is better for me to sew my clothes or buy them ready-to-wear at the present time. | - Discuss satisfactions, costs, and time elements of sewing vs. buying ready-to-wear.  
- Discuss buying vs. sewing in relation to specific garments, such as a person might choose to make blouses and buy coats, for example.  
- If you sew, discuss which items save the most money when sewn.  
- Have members name a garment they might like in their wardrobe and discuss how they’d decide whether to buy it or sew it.  
- Compare a home-sewn garment with a commercially made item. Compare fabrics, design, construction, cost (including a discussion of time), satisfactions, and creativity. |
Citizenship/Community Service

Purpose

Citizenship and Community Service are important outcomes from 4-H club work, but are not always easy to work into every project. This section shows ways to relate good citizenship behavior and community service activities to the goals and skills members are learning in 4-H PACT areas. It provides opportunities for them to think beyond personal aspects of clothing and appearance.

You can help younger members become aware of needs of individuals in their homes and community through participation in all 4-H projects for citizenship or community service.

Citizenship goals for Levels 1 and 2 focus on the home and immediate community of school, club, etc. Members in Levels 3 and 4 will plan projects themselves. These could be done entirely on their own or be planned to involve some or all of your 4-H club members. Goals are identical for Levels 3 and 4. If members select these goals more than one year, they can do different projects or activities.

NOTES:

Resources

The member manual will be particularly helpful, as both citizenship and community service are rather abstract ideas which are defined in the member manuals. Level 3 and 4 materials may give you ideas for club projects as well as ideas for encouragement of those older members.

Work with your older 4-H members to plan a club community service project. These 4-H’ers have many good ideas that would be helpful in planning and carrying out the project. This makes such a project more feasible since you don’t have to do it alone. It also provides good leadership experience for members who then may feel capable of doing a community project of their own. You may want to check into the Virginia 4-H project on Citizenship. There are a variety of projects available dealing with citizenship in the family, community, and country. Contact your local 4-H agent to obtain this project material.
### Suggested Activities for Project Meetings

**-CITIZENSHIP-**

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| 1     | Show good citizenship by being a good family member and doing at least one citizenship activity. | - Discuss good citizenship in relation to clothing, furnishings, and grooming in the home and for family.  
- Have each member tell a good deed they could do that uses their 4-H PACT skills. |
| 2     | Show good citizenship in my club, school, or community by completing one or more citizenship activities. | - Have members give talks on citizenship at project meetings.  
- Provide opportunities for good citizens to help you set up for club meetings or clean up afterward.  
- Discuss citizenship activities related to their clothing and personal appearance goals that they might do. |
| 3     | Expand my self-development by becoming more concerned with the needs of other people and completing one or more activities to help others. | - Discuss behavior of a good citizen when shopping for clothing, cosmetics, or other grooming products or apparel products.  
- Provide opportunities for members to help with project meetings or club or county events.  
- Encourage members to describe their citizenship activities/projects. |
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| All Levels  | I will show pride in my community by completing a Community Service project related to personal appearance, clothing, and textiles. | - Make and display exhibits which teach clothing, textiles, or grooming. Select from member goals or use topics such as: dressing safely with clothing that glows in the dark, flame retardant fabrics, or how to choose a shampoo.  
- Sew items for a group such as 4-H leaders' council, Jaycees, etc. Easy and quick items to make could include aprons, caps, chef hats, vests, etc.  
- Mend or repair clothing for a nursing home or a handicapped person.  
- Have a 4-H club fashion revue of sewn and purchased garments at a senior center or nursing home.  
- Have members who are working in individual service activities describe their project and share progress with other 4-H members.  
- Check the county library for books on clothing and personal appearance. Work with the librarian to prepare a reference list to distribute through the library and to 4-H members.  
- Earn money to buy additional books on personal appearance, clothing, and textiles if the library collection is small.  
- Collect usable worn clothes to donate to a community organization or agency.  
- Make posters on a goal topic; for example, on teeth care for an education display in a dentist's office, or on selecting sewing notions for a fabric store, or stain removal for a laundromat.  
- Repair stuffed toys or doll clothes for a community day care center or hospital. |
### Citizenship/Community Service

- **COMMUNITY SERVICE**-

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| All Levels  | (continued)        | - Become aware of clothing problems of someone with a handicap by having members draw cards telling their "handicap." Have members go through part or all of the meeting with this handicap, trying to do all the things they usually do at a meeting. Have them tell each other the problems they ran into, and things that were hard for them to do. Or, have members demonstrate doing something while handicapped. For example:  
  --Try to dress yourself while seated in a chair (for a wheelchair).  
  --Tape the joints of your fingers to simulate stiffness, then try to use buttons, velcro, zippers, and hangers.  
  --Try selecting a coordinated outfit from a variety of garments if blind (blindfolded).  
  --Try to open jars or bottles, etc. with only one arm (other arm tied against the body.)  
- This activity might lead to others, such as:  
  --Invite some handicapped youth to a 4-H event and plan activities they can manage themselves.  
  --Make some non-slip hangers, replace difficult to handle fasteners, or make simple style changes for someone with limited hand movements. |
Leadership and Initiative

Purpose

The purpose of this section is to help 4-H members practice leadership in order to develop skills.

Skills in completing projects such as sewing something or buying a well-made garment are visible signs of 4-H membership. A less obvious benefit is the personal development of each member -- their self-confidence, poise, leadership skills, and initiative, to name a few. These skills are the central core of 4-H.

Many members credit their 4-H experiences with helping them become confident when speaking before a group. They say 4-H helped them learn to express their thoughts in a group or to conduct a group activity. They are not afraid to speak out at a city council meeting or a public hearing. They can set goals and be a self-starter. Persons who work with young adults often say they can tell which ones have had 4-H experience because of their self-confidence and leadership skills.

Thus, you can see how important it is to encourage members to practice leadership and to find ways they can do so through their 4-H PACT activities and project meetings.

Background

PROVIDING LEADERSHIP TRAINING

You can help youth in your 4-H club learn leadership skills and help yourself by encouraging members to handle much of the responsibility for project meetings. Beginners won't manage as smoothly or efficiently as you would, but a supportive 4-H group is a good place to learn. You can provide guidance and encouragement and many opportunities.

Review the leadership goals and activities for each level several times a year. (Also the citizenship and community service goals.) Plan ways to fit several of these or other leadership experiences into each 4-H meeting. Watch that all members get opportunities. Talk to shy, nervous members alone about something they can do next time. They may know what they'd like to try, but are afraid to ask.

Members who bring something to show and tell are also gaining good experience talking in front of a group. Take advantage of every such opportunity.

You might find it helpful to make a chart to keep a record after every meeting of the leadership activities each person did that day. Those not getting enough opportunities will show up quickly.

HELPING PREVENT FEELINGS OF FAILURE

Try to insure that each member has success in his/her leadership activities. Give short suggestions such as:

- Be sure to practice before next meeting.
- Get your supplies ready to use in the order you'll need them.

A member who has not done particularly well on several things may need special help -- the two of you sit down together and plan what he/she will do next time.
Leadership and Initiative

Resources

- Read the member manuals.
- Talk with other 4-H leaders on ways they provide leadership experiences for their members.
- Get library books on leadership.

HELP FOR INITIATIVE PROJECTS

If you have several members working on areas such as careers, community development, and planning their own project, a field trip to the library and other appropriate places in your community would be useful. Members will discover how helpful librarians are in locating information and how helpful most agencies are to 4-H'ers seeking information. Libraries can also help members find addresses and suggest places to write for literature and other information.

Suggested Activities for Project Meetings
- LEADERSHIP AND INITIATIVE -

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practice leadership at three project meetings.</td>
<td>- Be sure younger members have chances to lead the pledge, flag salute, singing, and games, whether they have chosen leadership for a yearly goal or not.</td>
</tr>
</tbody>
</table>
| 2     | Expand leadership and initiative skills in three different ways this 4-H year. | - Provide opportunity and encouragement for members to give demonstrations, help with 4-H events, enter contests, exhibit at fair, etc.  
- Remember to thank members for their contribution and make at least one positive remark about the way they handled it. Usually it is better to make no criticisms, but to wait until the next time and work with the member ahead of time to prevent the error again. |
| 3&4   | Expand leadership responsibilities by being Teen Leader with a 4-H PACT group for this 4-H year. | - Talk with members who are planning a goal of becoming a Teen Leader.  
- For the Teen Leader, decide together two or three important activities he/she will be responsible for during the year, according to their experience and abilities. (e.g., a club tour, presentation for beginners, or in charge of an activity to help younger members with |
### Leadership and Initiative

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3&amp;4</td>
<td>(continued)</td>
<td>a goal. There are suggestions listed under Resources for several goals.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Remember most are beginners, so tactfully remind them ahead of time about their responsibility. (Ask them if they need any help in finding material.) Help them enough so they can handle the responsibility successfully, but let them learn by doing it themselves. If you develop trust and cooperation, they will ask questions when they need help. Be careful not to embarrass them when they get caught without the answers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Don’t forget to thank them for their help.</td>
</tr>
<tr>
<td>3&amp;4</td>
<td>Expand leadership responsibilities and/or show initiative by completing at least two new roles this 4-H year.</td>
<td>- Your role in this goal is to provide some opportunities and much encouragement for members to try new responsibilities. See suggestions in member manual.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- These members may need some help in planning or in thinking through their plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Work with radio station &amp; newspaper personnel to develop 30 second radio Public Service announcements (PSA’s) or news articles on selecting fabric, sewing tips, grooming tips, etc.</td>
</tr>
<tr>
<td>4</td>
<td>Expand leadership skills in at least two situations where I take a supportive background role.</td>
<td>- This is largely self-determined and you need not spend much time with it other than to encourage members who have become experienced before a group to expand their skills in a supportive role.</td>
</tr>
<tr>
<td>3&amp;4</td>
<td>Explore the possibility of marketing and skills I’ve learned in 4-H PACT projects.</td>
<td>- Encourage member with good skills and high standards to consider this goal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- You can analyze the quality of their product, and the usefulness of their product or service to the community, pricing, etc.</td>
</tr>
</tbody>
</table>
### Leadership and Initiative

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 4     | Study a career in the area of personal appearance, clothing, or textiles. | - The purpose here is to increase awareness of the many career possibilities related to 4-H PACT skills and interest.  
- You can help with his/her selection of a career to study by helping the member think of his/her interests and enthusiasm. What activities at school are of most interest? What special abilities has the member? What have you heard the member wish he/she could do?  
- Discuss their planned method of presenting the information only. |
| 4     | Develop an idea that interests me, set a goal, plan my learning activities, carry them out, and evaluate the results. | - This is an adaptation of the self-determined project to 4-H PACT areas.  
- You can help a member think of ideas for a project. He/she could:  
  --expand an already existing project or explore one part of it in greater depth.  
  --take a different direction, opposite from a previous goal.  
  --pursue an idea he/she is curious about or explore something that is of special interest.  
  --work to develop a neglected skill.  
- It is especially important to help the member keep the goal small and specific enough to be possible to accomplish, yet large enough to be challenging. Discuss his/her planned method of recording progress early in the project. |
Sewing for Fun/
Developing Construction Skills

Purpose

SEWING FOR FUN

Goals at Levels 1 and 2 are called “Sewing for Fun.” The purpose of 4-H sewing projects at these levels is to help youth enjoy making something and find pleasure in using it themselves or giving as a gift.

A new member who begins 4-H with Level 2 because of age might need to complete some Level 1 Sewing for Fun goals first, unless she or he already knows how to sew by hand and use the sewing machine. Some new members in Level 2 would, of course, already have those skills and be ready for Level 2 goals.

DEVELOPING CONSTRUCTION SKILLS

Goals in developing construction skills are planned for Levels 3 and 4. Members at those levels will know if they enjoy sewing and many will want to develop proficiency in construction. You must remember to call these “construction skills” and not “clothing construction skills!” Many of the skills do pertain to clothing and most members who choose to sew will probably want to sew for themselves, but other sewing is encouraged, too. A member who is also in another 4-H project may want to sew something for that project. Encourage members, however, to choose items that will help them develop new skills.

Background

ENCOURAGING HIGH STANDARDS

While quality garments are desirable, it may be physically impossible for younger members to produce high quality. Many have not yet developed good eye-hand coordinations, making hand sewing difficult. They usually have trouble controlling their sewing machine. You know yourself how frustrating it can be to sew on a machine that operates differently than your own. It’s worse for young members because they lack practice and experience in handling any machine.

If something is put together wrong, it may be better for you to rip it and help the member pin it again. Too much frustration, usually caused by fingers being “all thumbs,” the machine “acting up,” or just lack of experience can quickly make sewing no fun. Do encourage and help each member enough so his/her sewing is fun and successful and the item made is enjoyed. Younger members have a shorter attention span so frequent breaks may be helpful.

Adults have sometimes, in their desire to have high quality products, thoughtlessly made sewing projects agony for kids and perhaps made them dislike sewing forever. Experiences such as the beginner who was required to sew something she/he thought “dumb,” which she/he never used, or made to rip and rip and rip to make it look better when he/she lacked the skills to produce a better product cause discouragement.

On the positive side is the 14 year old who struggled with a plaid wool blend skirt and was so satisfied she made a vest from the scraps. The vest was a long way from exhibit quality, but leader and parent admired her attractive outfit. She wore the outfit with pleasure. Next year the quality of her garments improved somewhat and she loved to sew.
Sewing for Fun/Developing Construction Skills
At Levels 3 and 4 you will want to encourage members to strive for quality workmanship and development of many new construction skills. However, the member should decide if something needs to be ripped and redone. You can ask, “Will you enjoy wearing this garment (or using this item) this way”? It may be he/she would, and often the quality is better on the next item made without any more being said. As they gain experience, let members decide on the method for their particular sewing project. Each fabric must be handled according to its own characteristics. When in doubt about a method have the member experiment on scraps of the fabric. Then ask, “Does this method produce the look you want”? “Do results meet your standards”?

While you probably encourage exhibiting items at unit events for all levels of members, many projects at Levels 3 and 4 will undoubtedly be of exhibit quality.

WHAT CAN YOU EXPECT
It’s hard to know what sewing skills to expect of youth. No two individuals are alike. Physically and psychologically, members will be ready to master skills at varying times. The following summary of general characteristics of youth will give you a starting place in working with each member. (16)

<table>
<thead>
<tr>
<th>Individuals age 10-12:</th>
<th>Leader may:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Begin prepuberty growth spurt that continues for 2 to 3 years. May grow 1 1/2 to 2 inches in height per year.</td>
<td>• Help members choose patterns that will “grow” with them.</td>
</tr>
<tr>
<td>b) Are self-conscious about their rapidly changing bodies.</td>
<td>• Watch this when taking measurements. Allow space for growth. The member may be at least a half size larger by the time the garment is finished.</td>
</tr>
<tr>
<td>c) Tend to be longlegged and rangy. Legs grow faster than trunk.</td>
<td>• Stress adequate hem allowance.</td>
</tr>
<tr>
<td>d) Have established a preference for right-or-left handedness.</td>
<td>• Instruct judges that hem widths often allow for growth; judge on method and width.</td>
</tr>
<tr>
<td>e) Are developing eye/hand/coordination.</td>
<td>• Avoid trying to change this pattern.</td>
</tr>
<tr>
<td>f) Tend to dawdle. (continued)</td>
<td>• Introduce simple sewing projects.</td>
</tr>
</tbody>
</table>

Praise completed projects and responsible acts.
**Individuals age 10-12:**

- **g)** Need energy to learn skills.
- **h)** Tend to be group oriented.
- **i)** May relate rate of physical development both positively and negatively to feelings about self.
- **j)** Develop large muscle control.
- **k)** May have reading difficulties.
- **l)** May have poor sense of time. Members apt to finish project at the last minute.
- **m)** Can read finer print.
- **n)** Develop arithmetic skills.
- **o)** Have definite line, design, and color preferences, but may not relate them to own body build.
- **p)** Can tackle difficult sewing tasks.
- **q)** Need individual help to accomplish goals.

**Leader may:**

- Avoid pressuring members; let them work at their own pace.
- Let members work together.
- Help develop positive feelings about body changes by guiding members into styles suitable for figure types.
- Don’t expect fine finger control until at least 12 years old. Machine sewing may be easier than hand sewing.
- Provide simple patterns and help in reading directions and understanding the pictures.
- Give help in managing time. Provide short, easy projects for immediate sense of accomplishment.
- Encourage members to read and follow pattern guide sheet.
- Let members figure yardage; do measuring.
- Guide members in making wise choices, but encourage creativity.
- Consider differing abilities. Not all members like more difficult tasks.
- Provide moral support, not pressure.

**THE 4-H METHOD**

There is no such thing as “the 4-H method.” Each leader probably has favorite sewing methods and often these are the ones you will teach your members because it’s easiest. **ALSO TEACH THAT THERE IS NOT ANY ONE “RIGHT WAY.”** Members should learn many ways and choose the one best in a particular situation. The “right way” is the one that works best in that item, with that fabric, and that the member can do. The 4-H way, then, is what ever results in an attractive product, is practical, does the job, and satisfies the member.
TEACHING CONSTRUCTION TECHNIQUES

Even though you want sewing to be fun, there are some things you should emphasize and that members should strive to do in order to learn good methods. A good procedure for teaching construction techniques is to demonstrate the technique step-by-step and tell why it is done that way. Point out the standard, and tell how your demonstrated technique meets or doesn’t meet it. (It’s good for them to know yours isn’t perfect, either). Members may want to practice on a scrap before using the techniques on their projects.

Encourage members to examine each process they complete and decide how well it meets or doesn’t meet the standards. Help them see how a mistake or poor workmanship will look and let them decide whether or not to rip and try it again.

When examining a completed item, have a member tell you what worked out well and what skills weren’t quite as good. If they tell you, you can probably point out something that was better than they thought and reinforce something they thought was good. If you evaluate their completed items by yourself, in all probability they will remember only your negative comments and it may spoil their pleasure of wearing the garment or using the item.

Standards for Quality Construction

The following quality standards for garments, as used by fair judges, can serve as a guide. Methods change and styles change, so you will need to be flexible in using this guide. A shorter version of standards is included with Goals 27-30, Level 3.

GENERAL APPEARANCE:

- Garments worn, laundered, or mended prior to exhibiting should not be discounted. Only if someone fails to launder or mend and if this distracts from the garment is a discount in order.
- Seams, darts, tucks, sleeves, and hems should be pressed. All should be pressed in the direction of grain or as indicated by the pattern.
- Overpressing may be harmful to some fabrics.
- Sleeves should be pressed without a crease; and hems should be pressed lightly on the wrong side so ridges or marks do not show on the outside.

DESIGN AND COLOR:

- The design, fabric texture, weight, color, trim, and accessories should be appropriate for garment, occasion, and the person.
- Colors should blend and look as if they belong together. Plaids and stripes should be matched and used in an attractive manner.

COST EFFECTIVENESS OF MATERIALS AND GARMENT:

- Only the best materials should be used. “Best” means something is well made, not expensive.
- The trimming selected should wear well and harmonize with the fabric in the garment.
- Is the garment worth the time and money spent on the materials to make it?
- Will the fabric wear? Will it fade? Will it launder or dry clean?
- Will the trimming wear as well as the fabric in the garment?
- Make a chart of all costs. Compare with similar ready-to-wear garment. How much money was saved?
WORKMANSHIP:

- The grain of the fabric used in the garment should show evidence of "grain-perfect" work. This includes laying the pattern, cutting, stitching, and fitting to achieve the best design effects.
- All pieces of the garment should be cut on the true grain lines, true bias, or same nap direction according to the directions on the pattern.
- Lengthwise yarns of the fabric usually run perpendicular to the floor. Crosswise yarns run parallel to the floor.
- Collars, belts, and waistbands are usually cut on the lengthwise yarn. (Remember, there are exceptions to this rule).
- Grain lines in the finished garment usually run straight up and down at center front and back and straight across the figure at bust, chest, and hip lines.

THREAD:

- Select thread which is suited to color, weight, and fiber content of fabric.
- Background color should match thread as closely as possible.
- Two colors of thread (one on bobbin, one for top thread) may be used for tweeds, chambray, or prints to achieve a satisfactory blending.
- Polyester thread may be used on synthetic knit fabrics. Corespun cotton/polyester thread may be used on cotton stretch or stretch fabric of cotton blends.

MACHINE STITCHING:

- Machine stitches should be balanced and the length should be adjusted to the fabric.
- The number of stitches per inch, thread tension, and top stitching should be set according to the weight of the fabric. All seams should be securely fastened by some means such as back stitching, tying threads, making a machine knot, or shortening stitches.
- Top stitching may be done on any fabric using compatible thread such as a single or double strand of regular, silk, or polyester buttonhole twist thread.

HAND STITCHING:

- The type and durability of hand stitches should be adapted to the fabric and design.
- Single thread is used for making hems, buttonholes, and other finishing details.
- Ends of thread should be fastened securely, cut close, and hidden.
- Hand stitching should be even, small, inconspicuous, and not puckered.

SEAMS AND SEAM FINISHES:

- Seams and seam finishes depend entirely on fabric type, style of garment, use garment will serve, and method of laundering.
- Seams should be trimmed so they will not be bulky.
- All curved seams should be clipped at right angles to the stitching line so they will not pull or pucker. This is very important on neckline seams.
- All excess material should be removed where two seams cross.
- Seam finishes should be dictated by the kind of fabric and design of garment.
- The type of seam used (plain, French, flat-felled, etc.) is selected according to design of garment and weight of fabric.
- Some fabrics, such as knits, are constructed and stabilized so they need no seam finish. Seams that are cut on the bias tend not to ravel. Those cut straight on grain often ravel easily.

DARTS:

- Darts should taper gradually to nothing at the point and be finished so they will not ravel.
Sewing for Fun/Developing Construction Skills

- Darts should fit the body contour.
- Corresponding darts should be uniform in length and width and meet exactly as suggested by the pattern.
- Darts are pressed down or toward the center of the garment unless the pattern indicates otherwise.

**COLLARS:**

- The collar should be placed correctly on the garment according to the pattern.
- Both ends of a collar should be the same in shape and length unless the pattern indicates otherwise.
- Collar seams and interfacing should be trimmed or graded. Round corners should be notched so seam is smooth and flat.
- The under collar and the back neck facing should not be seen.

**FACINGS:**

- FACINGS should show only on one side of the garment.
- The seamline should not show on the right side unless it is being used as decoration.
- Seams in facings or bindings should be graded; seams allowances next to the body should be trimmed narrower than others.
- Facing edges may be attached to the garment by stitching “in the ditch” or by light hand stitching only at seams.

**BINDINGS:**

- Bindings show on both sides of a garment.
- Bias binding is often a desirable finish for sheer fabrics at neckline and armhole. A binding should be of uniform width and cut on a true bias.
- The binding should be joined on the straight grain where it will be inconspicuous.

**INTERFACINGS:**

- Interfacings should be similar in weight, crispness, and color to the fabric and style of the garment. They must also require the same laundry or dry cleaning care as the garment.
- They should give a smooth, natural effect, especially where a roll is desired.
- They should generally be placed next to the outer layer of the garment to “cushion” the edge and keep seams from showing. However, they may be placed next to the underside to give the desired effect.

**LININGS:**

- Linings are used to support a fabric, add weight or stability, prevent irritation, give shape, give a finished look to inside of garment, and help the garment wear longer.
- Grain-line perfection must be kept on linings as well as on the garment itself.
- There are several ways of lining clothes. Darts may be sewn through both lining and fabric or sewn separately. Two fabrics may be treated as one or sewn separately.
- Linings should require the same laundry or dry cleaning care as the garment fabric.

**GATHERING:**

- Fullness should be distributed evenly throughout the space to be gathered.
- If a row of gathering stitches is left in after the seam is finished, it should be even and parallel to the seamline.

**SLEEVES:**

- Sleeves should be grain perfect with the lengthwise grain running straight down from the shoulder at least to the elbow. Crosswise grain should be parallel to the floor.
- Set-in sleeves should have a smooth, rounded cap, fullness distributed evenly, and no gathers, pleats, or puckers.
The pleats or gathers in fuller sleeves should be evenly spaced.

Two rows of stitching in the lower part of the armseye from notch to notch are recommended for reinforcement.

The sleeve should be set into the garment with straight, even stitching; seams may be clipped at notches and trimmed to ¼ at the underarm from notch to notch.

WAISTLINE:

Seams and/or darts should be matched at waistline.

Gathers should be spaced evenly, pleats should be even, etc.

Two rows of stitching are suggested at waistline for added reinforcement.

Waistline seam should be trimmed but may not need a seam finish. They are sometimes pinked, overcast, or graded, depending on fabric and style of garment.

PLACKETS:

The placket must be neat and flat.

It should be long enough to permit the wearer to get in and out of the garment easily.

Lap of a zipper for women’s clothing is usually from right to left; the reverse for men’s clothing.

FASTENERS:

Tailored buttonholes (piped, bound, patch, strip, etc.) add look of quality to a garment, especially if the garment is made of wool. Make sure buttonholes are finished neatly.

All fasteners should be spaced evenly in relation to each other and to the edge of the garment opening unless the pattern calls for variation.

For most garments medium- or small-size snaps or hooks and eyes will hold satisfactorily.

The buttonhole stitch is a strong and neat stitch for applying fasteners.

Buttons should be the correct size, should slip easily through buttonholes, and should be spaced correctly. They should have a sufficient shank to avoid pull on the button.

BELTS AND WAISTBANDS:

Belts and waistbands should be cut on the straight grain of the fabric and should be of uniform width throughout unless the pattern calls for variation.

The stitching line should be true and reinforced to stand extra strain.

Top stitching on the belt or waistband is more tailored and may be used for decoration as well as for added strength.

If a double thickness of the fabric is too heavy, grosgrain ribbon or belting may be used on the inside of the belt or waistband.

HEMS:

Hems should be smooth, even, and as inconspicuous as possible.

Pants, skirts, and coat hems should be an even distance from the floor.

Hems should be an even width throughout. The width of the hem will depend on the type of fabric and style of garment.

Hems in garments made for hard wear and laundry methods may be stitched by machine. Top stitched hems on many fabrics are sometimes fashionable.

Aprons may have either selvage or hemmed sides.
POCKETS:

- The size of pockets should be in proportion to the garment.
- Patch pockets should have reinforced top corners, facings, or linings with no seams showing at top corners, mitered corners on square pockets, clipped and curved seams on rounded areas to reduce bulk, and even top stitching.
- Tailored or set-in pockets should have even welts or flaps, seam edges rolled to underside, edges finished with garment fabric—not lining, and must lay flat or hug the body—not stand out away from the garment.

Fitting the Pattern

Pattern fit is influenced by fashion, the style of the garment, the type of fabric used, the occasion for which the garment will be worn, and by the figure of the person who will wear the garment. Few people can use patterns without making some changes in the measurements. Do this before you let the member cut the fabric. It’s easier and safer. A common error is the length of the garment. Real problems can develop if a piece is cut too short. Check the main pattern pieces and sleeves for length.

Two common ways to fit patterns are:

- Arithmetic method. Body measurements plus ease allowances are compared carefully with pattern measurements. This method is good when the pattern has many pieces.
- Try-on method. The pattern is pinned together and slipped on the member. This method is satisfactory for patterns with few pieces. It also has the advantage for beginning sewers of helping them learn more quickly where the pattern pieces go.

Ease. There are three types of ease: wearing or comfort ease, design ease, and no ease or "fabric ease."

Wearing or comfort ease is included in the tissue pattern to allow for body movement while wearing the garment. Wearing or comfort ease requirements vary with the type of garment. See the chart on the following page for ease requirements.

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 tell if there is any design ease by comparing the actual tissue pattern measurements to the person’s measurements and adding comfort ease requirements.

No ease or "fabric ease" patterns are designed for use with very stretchy knits only. These fabrics have built-in stretch, or ease, so no extra is allowed in the tissue pattern. Bathing suit patterns designed to stretch to fit may even have minus ease allowances.

The comfort ease requirement charts show suggested ease allowances. Use the minimum allowance when working with knit fabrics. Very stretchy knits do not require any wearing comfort ease allowance. Remember that individuals have very different ideas of how their clothing should fit.
### SHIRT, BLOUSE, OR DRESS EASE REQUIREMENTS

<table>
<thead>
<tr>
<th>Personal Measurements</th>
<th>Minimum Ease Requirements&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bust (gals) over fullest part&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2&quot;-3&quot;</td>
</tr>
<tr>
<td>Chest (guys) over fullest part</td>
<td>1&quot;</td>
</tr>
<tr>
<td>Waist&lt;sup&gt;2&lt;/sup&gt;</td>
<td>½&quot;-1&quot;</td>
</tr>
<tr>
<td>Hips, over fullest part&lt;sup&gt;2&lt;/sup&gt;</td>
<td>½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Distance from waistline</td>
<td>1½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Back, between shoulders down from neckbone&lt;sup&gt;3&lt;/sup&gt;</td>
<td>½&quot;-1½&quot;</td>
</tr>
<tr>
<td>Upper arm at fullest part, for sleeve width</td>
<td>1½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Elbow</td>
<td>2&quot;-2½&quot;</td>
</tr>
<tr>
<td>Wrist</td>
<td>1&quot;</td>
</tr>
<tr>
<td>Neck (guys)</td>
<td>½&quot;</td>
</tr>
<tr>
<td>Back waist length</td>
<td>¼&quot;</td>
</tr>
<tr>
<td>Front waist length, from center of shoulder over bust to waist</td>
<td>¼&quot;</td>
</tr>
</tbody>
</table>

<sup>1</sup>For knits (except very stretchy knits) use minimum requirements.

<sup>2</sup>Pattern companies use the following standard allowances. These are slightly larger than the minimum requirements:
- Bust-2½"-3"
- Waist-1"
- Hips-2½"

<sup>3</sup>Back shoulder ease depends upon type of garment:
- Sleeveless garment-½"
- Garment with set-in sleeves-1"
- Jacket or Coat-1½"

### PANTS EASE REQUIREMENTS

<table>
<thead>
<tr>
<th>Personal Measurements</th>
<th>Minimum Ease Requirements&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waist&lt;sup&gt;2&lt;/sup&gt;</td>
<td>½&quot;-1&quot;</td>
</tr>
<tr>
<td>Hips, over fullest part&lt;sup&gt;2&lt;/sup&gt;</td>
<td>½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Distance from waistline</td>
<td>1½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Thigh, over fullest part</td>
<td>1½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Distance from waistline</td>
<td>1½&quot;-2½&quot;</td>
</tr>
<tr>
<td>Crotch depth, sit on flat surface, measure from waistline along side hipline to flat surface&lt;sup&gt;3&lt;/sup&gt;</td>
<td>½&quot;-1&quot;</td>
</tr>
<tr>
<td>Crotch length, front</td>
<td>½&quot;-¾&quot;</td>
</tr>
<tr>
<td>Back</td>
<td>½&quot;-¾&quot;</td>
</tr>
<tr>
<td>Knee</td>
<td>2&quot;</td>
</tr>
<tr>
<td>Calf</td>
<td>2&quot;</td>
</tr>
<tr>
<td>Instep and heel, across heel and over instep (to determine that foot will go through pant leg)</td>
<td>1&quot;</td>
</tr>
</tbody>
</table>

<sup>1</sup>For knits (except very stretchy knits) use minimum requirements.

<sup>2</sup>Pattern companies use the following standard allowances. These are slightly larger than the minimum requirements:
- Waist-1"
- Hips-2½"

<sup>3</sup>Crotch ease depends on hip measurement:
- If 35" or less - ½"
- For 35"-38" - ¾"
- Over 38" - 1"

---

When fitting patterns for garments, check:

1. **Length of waist, front and back.** Is it just right? (Measurements plus ease, omitting seam allowances) Too long? By how much? Too short? By how much?

2. **Width.** Is the pattern too large or too small? Remember, paper will not give; most fabric will. If a pattern is too small by ½" or less, cut wide seam allowances to make up the difference. Add the same amount to front and back pieces.
Sewing for Fun/Developing Construction Skills

3. **Length of skirt, pants, or shorts.**
   Is it just right?
   Too long? By how much?
   Too short? By how much?


**TIME-SAVING TECHNIQUES**

Teach time-saving techniques to speed up the time between the idea and when the member can wear the garment or use the item.

- Organize sewing area so everything is handy.
- Use quick marking techniques.
- Use unit construction; e.g., sew all the seams you can on the blouse unit, press, then sew all the seams you can again.
- Use fusibles, where suitable.

When Level 3 and 4 members have developed skills so they can assemble a garment quickly, they may enjoy doing some time-consuming techniques which add to the quality and appearance of a garment, such as welt pockets or elaborate tucking.

**Resources**

- Read the member goals and study the skills lists for each level. No member is expected to accomplish all the skills, but they ought to have at least three-fourths of them before moving on to the next level.

- Have members begin with simple skills, then select more difficult ones with each item they make. Beginners will have a garment they can wear sooner if you encourage them to select patterns without set-in sleeves, collars, or cuffs.

- You and the members will need to get a sewing book because the manuals do not give construction methods.

There are numerous references in this Leader Guide to various charts and other information in the Simplicity Sewing Book. If some of your members get other books, your club will be able to compare construction methods from several sources.

A Level 2 goal is planned to help members begin to use a sewing book. You will probably find that you quickly become familiar with the book and can find things readily. You will find the charts on characteristics of fabrics, selecting an interfacing, how to sew fabrics, and how to press especially useful in helping members.

- Contact your local Extension Home Economist for other Extension bulletins that may be useful to you.

- **Patterns.** Collect patterns of easy-to-sew items for beginners to use. (Or find a friend who makes many things.) Encourage creativity, both in members' choice or items to sew and in personal touches they add. Why not let them put pink ears on a purple bear pillow even though you've never seen anything like it.

Save the free pattern leaflets from fabric stores. Some stores give away or sell their old pattern books. Your unit Extension office may have pattern books or patterns you can borrow.
Posters. Teen leaders or other members might enjoy helping make posters. They can be set around the room and will save you answering a lot of questions. Some examples:

- Darts. Sew and mount darts, including examples of securing the end by backstitching or hand tying, and one dart unsecured and already beginning to pull out.

- Stitching. Show examples of straight vs. crooked stitching. Show tension adjusted vs. stitching when tension is too tight and too loose.

- Prepare a series of one-message posters on safety pointers, posture while sewing, keeping sewing areas clean, etc.

- Mount types and sizes of needles according to use. (A store or the unit office might have a chart).

- Mount basic pattern pieces. Label markings: cutting lines, stitching line, place on fold, place on lengthwise grain, notches, darts, dots, directional stitching arrows.

Introduce the posters by having members discuss what each piece is and what the markings mean.

Presentations by Members. A valuable resource is presentation by members. Construction sessions provide an excellent opportunity to give every member a chance to speak in front of the group by giving informal presentations, showing a skill they have learned - (threading a bobbin, making a buttonhole, setting in a sleeve, using fusible interfacing, etc.). This not only helps members gain confidence, it also helps them master a skill. As they gain experience, they can demonstrate more difficult skills.

As you read through suggestions for meetings, you'll see many activities that a member could adequately demonstrate instead of you doing it yourself. You will also notice members who are having difficulties or who missed the demonstration and need special help from the demonstrator; added good experience.

Equipment. Many types of equipment are available for clothing projects, some basic to success; others optional but convenient. Equipment may be altered or modified to accommodate your members' abilities. The charts on pages 96-99 describe basic equipment. A list of additional equipment includes pieces which are added as members move to more difficult construction processes.
# Basic Sewing Equipment

<table>
<thead>
<tr>
<th>BASIC EQUIPMENT</th>
<th>SELECTION</th>
<th>BUYMANSHP</th>
<th>CARE</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron</td>
<td>Select an iron that can be used dry or with steam.</td>
<td>Check for usual appliance warranties. Determine the kind of water (tap, distilled, etc.) that will insure efficiency and longevity.</td>
<td>Clean soleplate as needed. Do not store with water inside or face down.</td>
<td>Always remove plug from outlet when not in use.</td>
</tr>
<tr>
<td>Ironing Board</td>
<td>Select a board with a smooth surface and padding. Height should be adjustable.</td>
<td></td>
<td>Replace pad when worn or soiled.</td>
<td>Check that board is positioned securely at comfortable height.</td>
</tr>
<tr>
<td>Needles</td>
<td>Choose needles appropriate to your fabric, thread, and type of stitch. Sharps are average length, general purpose needles with round eyes. Crewels have long slender eyes of average length.</td>
<td>Replace bent, broken, or dull needles. Replace machine needle often.</td>
<td>Store in original container or in pin cushion.</td>
<td>Pick up any needles you drop.</td>
</tr>
<tr>
<td>Pins/Pin Cushions</td>
<td>Pins should be rustproof, fine and sharp to protect the fabric. Pin cushions should be selected to be most convenient for your use. Some people like to wear a wrist cushion.</td>
<td>Discard dull pins. They can snag fabric or create large holes.</td>
<td>Use pin cushions to prevent spillage. Cushions are more convenient than boxes.</td>
<td>Always try to find lost pins. They can be stepped on and cause injuries.</td>
</tr>
<tr>
<td>Press Cloths</td>
<td>Types of pressing cloths include cheesecloth, muslin, drill, heavy cotton or smooth wool.</td>
<td>Press cloths can be reused. A yard of lightweight or heavy cloth will last indefinitely.</td>
<td>Launder press cloths to remove sizing before use if moisture absorption is necessary.</td>
<td>Cheesecloth is used with lightweight fabrics. Muslin is used with medium weight fabric. Drill is used on heavy cotton. Wool is used with wool or textured fabrics.</td>
</tr>
<tr>
<td>Scissors</td>
<td>Scissors have the same size handles. Small embroidery scissors are most useful to snip threads.</td>
<td>Select scissors you can handle efficiently. Ask to &quot;cut&quot; with them before purchasing. Some scissors cannot be sharpened. Find out whether yours can be.</td>
<td>Avoid cutting materials other than fabric. Using them for &quot;fabrics only&quot; will help insure sharpness. Wiping lint off after using helps also.</td>
<td>Store in case or box.</td>
</tr>
<tr>
<td>Seam Gauge</td>
<td>A seam gauge is a short ruler.</td>
<td>Select a seam gauge on which the slide moves readily.</td>
<td></td>
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</tr>
</tbody>
</table>
# Basic Sewing Equipment

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</thead>
<tbody>
<tr>
<td>Seam Ripper</td>
<td>A seam ripper has a curved blade with a sharp point that easily slips under a stitch. It is used to rip out seams and looks similar to a pen.</td>
<td>Buy seam rippers that are very sharp.</td>
<td></td>
<td>Replace cap immediately after use. Rippers are knife-sharp.</td>
</tr>
<tr>
<td>Shears</td>
<td>Shears have long blades with shaped handles, one larger than the other to fit your hand. Better quality shears are often joined with a screw.</td>
<td>Ask to hold and use before buying. Shears must feel comfortable in your hands. Have shears sharpened by expert as needed.</td>
<td>Avoid cutting materials other than fabrics.</td>
<td>Store in box or drawer when not in use.</td>
</tr>
<tr>
<td>Tape Measure</td>
<td>Look for inches on both sides and numbered from opposite ends.</td>
<td>Tape should be flexible, but should not stretch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thimble</td>
<td>Thimbles protect the second finger as it pushes a needle through fabric.</td>
<td>Thimbles must fit the finger to be effective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thread</td>
<td>Choose thread suited to your fabric. Thread comes in several types--cotton, cotton-wrapped polyester, polyester, and silk.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracing Wheel</td>
<td>Select a smooth wheel for smooth heavy lines. A ridged wheel makes a lighter, dotted line.</td>
<td>Newer tracing paper guarantees removal by laundering.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Additional Equipment

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clapper</td>
<td>A wooden block, usually with curved edges, it is used to flatten seams and edges after seam has been sewn.</td>
</tr>
<tr>
<td>Cutting Board</td>
<td>A fold-up fiberboard or heavy cardboard that can be used as a cutting surface for your table, bed or floor. Convenient markings on the board assist in achieving accuracy in your layout.</td>
</tr>
<tr>
<td>Marking Pencils</td>
<td>There are a variety of dressmaker's pencils. Most marks can be removed easily. Special ones can be sprayed with a little water.</td>
</tr>
<tr>
<td>Needleboard</td>
<td>A needleboard is used to prevent napped or pile fabrics from becoming flattened when pressed. It is used on velveteen, velvet, and corduroy.</td>
</tr>
<tr>
<td>Pinking Shears</td>
<td>Pinking shears are used to finish seam edges on firmly woven fabrics. On fabrics that fray badly seam edges may be pinking before stitching.</td>
</tr>
<tr>
<td>Press Mitt</td>
<td>A press mitt is inserted into sleeve caps and other curved areas to make pressing easier.</td>
</tr>
<tr>
<td>Seam Board and Point Presser</td>
<td>A seam board is used to press seams and a point presser is used to press points in collars or lapels.</td>
</tr>
<tr>
<td>Seam Roll</td>
<td>A seam roll is a padded roll used to press seams. Many are covered with wool on one side and cotton on the other.</td>
</tr>
<tr>
<td>Skirt Marker</td>
<td>A skirt marker is an aid when leveling a hem. Some use pins and others use chalk for marking.</td>
</tr>
</tbody>
</table>
### Additional Equipment

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Sleeve Board</td>
<td>A sleeve board is used when pressing sleeves. Slip sleeve on board to press.</td>
</tr>
<tr>
<td>Tailor’s Chalk</td>
<td>Tailor’s chalk comes in squares or small rounds. Clay-based chalk can be used on a variety of fabrics. Wax should only be used on wool.</td>
</tr>
<tr>
<td>Tailor’s Ham</td>
<td>A tailor’s ham is a padded cushion used for pressing shaped areas. Many are covered with wool on one side and cotton on the other.</td>
</tr>
<tr>
<td>Triangle Rule,</td>
<td>Triangle rule, T-square, and L-square are used to check grainlines, layouts T-Square and to find true bias.</td>
</tr>
<tr>
<td>L-Square</td>
<td>Tweezers are used to pull out loose threads after ripping out a seam.</td>
</tr>
<tr>
<td>Tweezers</td>
<td>A yard stick is used to measure grain lines and long lines.</td>
</tr>
</tbody>
</table>
MAKE A SEAM ROLL FROM A MAGAZINE

The seam roll is a long, narrow cushion which provides an area to press open seams without leaving an imprint on the outer side of the fabric. It can be made by padding and covering a tightly rolled magazine. Use about $\frac{1}{4}$" padding, have the edges meet, and fasten by hand. Cover with wool or heavy cotton. Another method would be to cover a rolling pin with handles removed. Dowels or half-round lumber pieces may be available at a lumber store. They can be used when padded.

STITCHING GUIDES, PATTERN PUZZLES

You can use the stitching guides for members to learn or improve skills in handling a machine. Puzzles such as those on pages 103-104 can be used at the beginning of a meeting while waiting for latecomers. Or give them to some members to do while you are working with others.

ANSWERS FOR PATTERN PUZZLES

Pattern Markings Crossword (p. 103)

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 IQ (p. 104)

1. Pattern margin
2. Seam allowance $\frac{5}{8}$ 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 $\frac{1}{8}$ inch at neckline
Practice Stitching Guide
Practice Stitching Guide
PATTERN MARKINGS CROSSWORD

Name the marking each number points to on the pattern picture and list it in the crossword below:
Pattern IQ

Name the Construction symbols that are numbered on the pattern piece.

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________
6. _______________
7. _______________
8. _______________
9. _______________
10. _______________
11. _______________
Knowing the parts of the sewing machine and what they do is the first step in learning how to use your sewing machine. Not all machines look exactly alike, but they all have the same basic parts. Study the picture of the sewing machine in the guide book that came with the machine. Ask your 4-H leader or someone else to point out the parts of the machine you are using.

The sewing machine parts labeled on the right are the basic ones you need to know before you begin sewing.

**spindle** - holds the spool of thread in place while sewing.

**thread guides** - hold the thread so it will go in the right direction.

**take-up lever** - moves up and down as the stitches are made to take up any slack in the thread.

**feed dog** - moves the fabric at an even speed. The **bobbin** is under the feed dog. It holds the bottom thread.

**presser foot** - holds the fabric in place while the needle passes between its toes. In the back of the machine above the presser foot is a lever to raise and lower it.

**needle** - carries the top thread and goes up and down through the fabric to make stitches.

**needle clamp screw** - holds the needle in place. It is loosened to replace the needle.

**light** - makes it easier to see while sewing.

**bobbin winding tension spring** - puts tension on the thread when winding the bobbin.

**reverse stitch button** - makes the machine stitch backwards.

**stitch length dial** - changes the length of the stitches to make them longer or shorter.

**hand wheel** - can be used to raise the needle and to help start the machine by hand.

**bobbin winding assembly** - winds the thread on the bobbin, except on machines with selfwinding bobbins.

Adapted from Cooperative Extension Service publications: *Sewing Machine Savvy*, University of Florida; 4-H Clothing 1: *Sewing Your Clothes*, University of Illinois at Urbana-Champaign; Unit I Member's Manual: *Beginning Clothing*, Colorado State University.
LICENSE TO DRIVE DILEMMA - Unscramble the ten mixed words, one letter per square, to form ten License to Drive terms. Then arrange the circled letters to form the answer to the riddle below.

When you know these terms and more you will know all about the

________________________. (2 words)
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LICENSE TO DRIVE DILEMMA - Unscramble the ten mixed words, one letter per square, to form ten License to Drive terms. Then arrange the circled letters to form the answer to the riddle below.

ANSWER KEY

| S | E | A | M | M A S E |
| S | T | I | T | C | H | C H I T T S |
| W | H | E | E | L | L E W E H |
| T | E | N | S | I | O | N | S E T I O N N |
| F | E | D | D | O | G | G O D E F E D |
| B | O | B | B | I | N | B I B O N B |
| G | U | I | D | E | D | U G I E |
| P | R | E | S | S | E | R | F | O | O | T | P R O O F S T R E E S |
| T | H | R | E | A | D | D R A T H E |
| N | E | E | D | L | E | D E L E N E |
| S | E | W | I | N | G | M A C H I N E | N E |

When you know these terms and more you will know all about the

Sewing Machine. (2 words)
License to Drive

Road Test

Start Here
(stitch without thread)

End Here

License
TO DRIVE

This license certifies that
is a Licensed Driver

Driver has shown ability to:
- thread machine
- wind bobbin
- stitch with thread
- control speed
- use seam guide
- fasten threads
## Suggested Activities for Project Meetings

### -SEWING FOR FUN-

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>GOAL</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| 1     | Gather tools for my sewing box. | - Assemble a sample of sewing box items. Show different types of tape measures and have members discuss differences. Let members try different types of pins, shears, and scissors on fabric and comment. Let members try on a wrist pincushion and examine other types.  
- Have swatches of light and heavy fabrics. Have members thread needles and push through each, with and without a thimble. Discuss.  
- Make or borrow samples of several of the items suggested to be made for this goal, to help members decide what to make.  
- Fix a display of numbered tools. For an ice breaker have members see how many they can name. Help members check their answers by talking about use, safety, and care of the tools. |
| 1     | Learn to use a sewing machine and sew one item on the machine. | - Show your own machine and talk about names of parts and demonstrate what each part does. Have members locate each part on the sketch in their manuals as you talk about it.  
- Give a quiz on sewing machine parts, then members correct their own. Or have a contest between two or three teams. Or have members quiz each other.  
- Draw in “thread” with pencil on a picture of a sewing machine.  
- Members pass “threading test” at meeting or at home before sewing.  
- To learn to turn a corner, have members make small, fragrant spice bags or sachets tied with yarn to hang in a kitchen or their rooms.  
- Earn License to Drive the sewing machine (pgs. 105-108). |
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-SEWING FOR FUN-

<table>
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</thead>
</table>
| 1     | (continued) | - Borrow several machines, thread each with different colored thread and set for a different decorative stitch. Let members each make a simple fold-over clutch purse out of plain quilted fabric, decorated as they wish from each of the machines. The edges could be pinking to keep the project simple and fun.  
- Have a 4-H club exhibit to display items sewn. |
| 1     | Sew at least two items for myself or someone else. | - Make or borrow samples of items and pictures within the ability and interest of your members. Talk about how they can tell if it is an easy project for a beginner.  
- Make two samples of an item, one carefully sewn and one poorly sewn (e.g., even seams, clipped corners and curves, pressed, vs. the opposite of each). Have members examine these and discuss what is good sewing. Then, if feasible, take time to straighten the seams, clip, and press the poorly made example to show how little extra time it takes to do it carefully, and how much better it can look.  
- Demonstrate how to pin one or two of their items. Show how to sew, with seams, clipping, etc.  
- Help members lay patterns on their fabric. Teach how to layout pattern on grain, and how to pin at right angles to edge of pattern.  
- Show how to press and talk about how much better items look when pressed. |
| 2     | Learn to use a sewing book. | - Help youngsters find out how much good information a sewing book has and to learn how to locate it. |
## Sewing for Fun/Developing Construction Skills

### -SEWING FOR FUN-

<table>
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<tr>
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<tbody>
<tr>
<td>2</td>
<td>(continued)</td>
<td>- Go through their books as a group to become familiar with the way each is put together. (Patterns and fabric selection first, then construction methods, etc.)&lt;br&gt; - Have members work in pairs to look up information they will need to use soon. Have each report on thing they learned from this that interested them.&lt;br&gt; - Have older members show and tell what they like about the sewing book they have been using.&lt;br&gt; - When members ask a question, get out your book and have them get out theirs and look up the answer together. If you conspicuously use your book, members will more quickly form the habit of using theirs.</td>
</tr>
<tr>
<td>2</td>
<td>Experiment with ways to handle a sewing machine skillfully.</td>
<td>- Discuss the experiments in the member manual. Perhaps do some of them and compare results from different machines.&lt;br&gt; - Demonstrate how to use various parts and features of the machine--the buttonholer, zipper foot, zigzag stitch, decorative stitches.&lt;br&gt; - Have members match needle sizes and thread to fabric samples. (Rule of thumb: larger needles with larger eyes used with heavier fabrics and thicker threads. Smaller size needles are for finer fabrics and threads.) Check in their sewing books for a chart on needles and sizes. Teach members to change needles often.&lt;br&gt; - Have a member demonstrate care and cleaning of the sewing machine.</td>
</tr>
<tr>
<td>2</td>
<td>Practice skills in handling my sewing machine by making something.</td>
<td>- Make or borrow items or pictures of items that Level 2 members could make, along with directions for making. Or have someone who makes many things bring two or three items to the project meeting and show how to make them.</td>
</tr>
</tbody>
</table>
## Sewing for Fun/Developing Construction Skills

### -SEWING FOR FUN-

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</table>
| 2     | (continued) | - Talk about some of the pointers members have learned about handling a sewing machine.  
- Review procedures for laying out a pattern, pinning, stitching, and pressing. |
| 2     | Select a pattern which requires 2 or more construction skills new to me and make a garment for myself. | - Look through a pattern book and talk about what makes a pattern easy or hard to sew. (Many sewers will do best with a pattern that has no collar, cuffs, or set-in sleeves).  
- Teams sort garment pictures into easy, medium, or hard patterns to sew.  
- Have members check their skills to see which ones they don’t have. Compare patterns they like with skills they need to learn.  
- Look at 2 to 3 different type patterns and go over the different skills a member could learn from each. Or talk about skills needed and have members find patterns that use those skills.  
- Ask members to bring their measuring tapes. Demonstrate measuring; then members divide into pairs and measure each other, using chart in their member manuals. Record in pencil, as their measurements may change by the next garment they make. Go around and check everyone’s measurements. Make this “low key” as it can be embarrassing to young members.  
- Show members how to find their pattern size by finding their measurements on the sizing charts in the Simplicity Sewing Book. Caution against buying any other size.  
- Pass out pattern envelopes or have them turn to the section in the Simplicity Sewing Book on pattern envelopes. Make up situations and have them find the amount and type of fabric, notions, etc. |
## Sewing for Fun/Developing Construction Skills

### -SEWING FOR FUN-

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<tr>
<td>2</td>
<td>(continued)</td>
<td>needed (e.g., suppose you were making View 3 in size 8. How much fabric will it take? What kinds are recommended? What notions will you need)?&lt;br&gt;- Icebreaker. Give each member a small paper cutout of a pattern piece. Have each member tell what their piece is and show where it goes (on a doll or on themselves).&lt;br&gt;- After they have their patterns, have members remove pattern pieces they will need from envelope, write their name on each piece they will be using, and press the pieces with a dry iron (no steam).&lt;br&gt;- Demonstrate straightening fabrics and preshrinking of fabric and notions. Have members do theirs.&lt;br&gt;- Show how to find the correct layout on the pattern guide, mark it, and place pattern pieces like that. Have members do this and check to be sure they have not made mistakes. With pattern pieces pinned on and checked, they can cut at home. Demonstrate how to cut.&lt;br&gt;- Demonstrate one or two seam finishes and teach members to put a seam finish on fabrics requiring a finish. If fabric doesn’t ravel, a finish is not needed and just becomes extra drudgery for a beginning sewer. Show them how to tell if their fabric will ravel.&lt;br&gt;- Demonstrate pressing and teach the rule of thumb “always press a seam, or dart, etc. before sewing over it.”&lt;br&gt;- Make a practice of reading the pattern instruction sheet with them whenever they come for help. Look in their sewing book if additional information is needed.&lt;br&gt;- Hold a 4-H fashion revue of finished garments, practicing posture and modeling.</td>
</tr>
</tbody>
</table>
# Sewing for Fun/Developing Construction Skills

## -DEVELOPING CONSTRUCTION SKILLS-

<table>
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</table>
| **3** | **Make at least twelve samples of construction techniques for seams, seam finishes, and hems on different kinds of fabrics.** | **- Have swatches available for members, or have members bring 4” swatches of two or three different types of material and practice hemming stitches, both hand and machine. Compare and discuss which type hems are most desirable for different type fabrics and garments. Compare their ideas with the hemming chart in the *Simplicity Sewing Book*.**  
**- Using swatches of various types of materials, practice different types of seams, and seam finishes. Discuss which are most satisfactory for each type of material. Discuss whether it is a good idea to make a few sample seams before sewing each garment.** |
| **3** | **a) Fit a garment for myself or another person by making pattern adjustment.**  
**b) Make alterations for better fit in one or more ready-to-wear garments, either new or used.**  
**c) Sew at least two different garments for myself and check off at least four new sewing skills.** | **- Have members identify alteration lines on pattern pieces and demonstrate how to increase/decrease width and length.**  
**- Together go through several of the most common alterations needed by members, using the comprehensive section in your *Simplicity Sewing Book* as a guide.**  
**- Go through together the standards for fit in the member manual.**  
**- Have members help someone fit a garment, such as a younger member.**  
**- Have someone demonstrate how to let out or take in side seams, waistband, change the hem, or other common alterations.**  
**- Use alteration directions from *Simplicity Sewing Book* which apply equally as well to ready-to-wear and pattern alteration.**  
**- Demonstrate attaching zippers, collars, sleeves, or have members demonstrate a new sewing technique they have learned.**  
**- Have members experiment with press cloths, steam and dry irons, and high, medium,** |
Sewing for Fun/Developing Construction Skills

**-DEVELOPING CONSTRUCTION SKILLS-**

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| 3     | (continued) | and low heat settings on various types of fabrics. Compare firmness in creases, surface shine, flattening of nap, seam ridges showing on the right side, etc.  
- Have members make a seam roll to use in pressing. The roll allows for good pressing techniques and is inexpensive and easy to make. (See p. 100).  
- Discuss ways fabric and pattern should be compatible, (e.g., soft, dressy fabric for soft, dressy pattern; weight of fabric suitable for pattern; leather-like fabrics need simple styles with little easing and few darts).  
- Go through together the standards for construction in the member manual and have each examine his or her own garment to see where it meets the standards.  
- Have a clothing judge talk to members about what she/he looks for when he/she is judging home sewn garments at clothing events such as fashion revue.  
- Discuss how their sewing skills could be used in another 4-H project either for themselves or for someone else. |
| 4     | Make at least 6 samples of couture or custom finishing techniques. | - Have member show 4-H club samples of their experiments. Describe how to do the techniques and explain any precautions. Or have each member be responsible for learning one technique and teaching it to others. |
| 4     | a) Construct two or more items (garments or non-wearables) from one or more fabrics I have not previously sewn. | - Members at this level will be able to demonstrate skills to younger members and can be of much help to them in their sewing projects. You will be helping them by giving them the opportunity to use their skills and build their self-esteem in this manner. |
Sewing for Fun/Developing Construction Skills

-DEVELOPING CONSTRUCTION SKILLS-

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| **4** | b) Make a garment for myself using 4 or more construction skills I have not previously used. | - You can also help these members by encouraging them to try new skills that you are confident they can handle.  
- Usually more than one technique can be used for a particular fabric. Encourage members to try more than one and then decide which kind works the best for them and their fabric. Talk over with other members. Explain the technique to other members in Level 4.  
- Invite a representative from a fabric store to demonstrate construction techniques on a new fabric. Or have a member who has been experimenting give the demonstration. |
| **4** | Recycle used fabric into a garment or non-wearable item. | - See who can list the most different uses for one or two ripped apart garment segments. It will be easiest if you could have the segments there. The purpose is to get members started thinking about many uses of recycled fabric.  
- Have members bring a discarded garment or other fabric from home and other members help make suggestions as to what could be done with it.  
- Have members bring the resulting new item to show 4-H club. |
References

The references listed below were used in preparing both member manuals and this leader guide for 4-H Personal Appearance, Clothing, and Textiles projects. Many are available through your local library if you desire further information, or a librarian can order them for you from another library through the Interlibrary Loan Program.

Your University Extension Specialist for Clothing and Textiles will have updated information and visuals on various 4-H PACT topics each year. Check with your unit Extension office.

1. Extension 4-H materials from the following states:
   a) California
e) Oregon
   b) Colorado
   c) Idaho
   d) Kansas
   f) Pennsylvania
   g) Texas
   h) Washington

2. Other Extension bulletins from:
   a) Arizona
   b) Mississippi
   c) Oregon


