4-H CLOTHING LEADER'S GUIDE

INTERMEDIATE ACTIVITIES

University of California
Cooperative Extension
Merced County

CO-0218

INTRODUCTION

This Leader's Guide accompanies the 4-H Member's Clothing Activities for the intermediate units (4-H 4226). The guide lists the major concepts, objectives, materials needed, and suggested procedures to follow when teaching each intermediate activity in your 4-H project meetings. The approximate times which are given are for teaching project groups of 4-6 members. In addition, there are teaching tips which you will find helpful.

Don't panic! You do not need to teach everything in this book in one year. These activities are intended to be completed during the third and fourth project year. You may choose which activities you are going to teach and the order in which you will teach them. Reference is made to the 4-H Clothing Leader's Manual (4-H 4012) whenever there is related material which provides background information of interest when using the activity.

RELATED ACTIVITIES FEATURED

The suggested related activities may be done by the project group or an individual member if you find that one or more members are interested in exploring the activity in more depth, or wish to expand the activity. These are most appropriate if the intermediate members are in an older age group, above 12-13 years old.

Whenever the completion of the activity fulfills one of the "Learn To," "Do," "Make" or "Explore" items in the intermediate units of the 4-H Clothing Project Guide (4-H 4011), directions are given for the member to check the appropriate item as completed.

You may want to involve the parents or other adults in any activity which is preliminary to the member purchasing supplies for the project. This will place the parents in a more informed position to reinforce your lesson.

This guide was written in partial fulfillment of the requirements for a Masters degree in education at California Polytechnic State University, San Luis Obispo by:

Janice O. Harwood
Home Economist/4-H Advisor
U.C. Cooperative Extension
2145 W. Wardrobe Avenue
Merced, California 95340

TO BUY OR NOT TO BUY

MAJOR CONCEPTS

Standards of clothing construction in ready-to-wear vary with the price.

Applying the decision-making process improves clothing selection skills.

OBJECTIVES

4-H members will:

Select garments with good quality workmanship in both ready- to-wear garments and garments they have made.

Define at least five characteristics of better quality clothing.

Practice decision-making skills by comparing price and quality in both ready-to-wear garments and garments they have made.

MATERIALS NEEDED

4-H Clothing Project Activity, "To Buy or Not To Buy," page 1, for each member.

Garments of various qualities and prices. Make sure garments illustrate the five signs of quality discussed in the activity sheet.

Four garments to set up a judging class for members to practice decision making skills.

4-H Clothing Judging Check Sheet (4-H 4008) available at the U. C. Cooperative Extension, 4-H Office.

PROCEDURE (Approximate time - 1 hour)

1. Using the garments, discuss with the members the five characteristics of good quality as discussed in the activity sheet.

2. Give each member a garment to examine for 5 minutes. Have the members show the garment to the project group and tell about the quality of the garment. You may use the 4-H Clothing Judging Check sheet, used at fairs, for this part of the activity.

3. Have the members practice decision-making by doing the judging class you have set up. Discuss the placings.

TEACHING TIPS

* Leader Reference: 4-H Clothing Leader's Manual, pages 24-25, "Making Your Own vs. Ready-to-wear."

* Doing this activity will help intermediate members to critique their own workmanship. As the members become aware of good quality in ready-to-wear, they can set these characteristics as standards they want to achieve in their own garment construction.

* This activity may be split up and done at two different times. This will provide a review of the standards as the members are working on their own garments.

* A teen leader will enjoy the challenge of setting up a judging class or classes for the other members. Your club may choose to have a club judging contest.

RELATED ACTIVITIES

* Visit a clothing store to compare qualities in garments. Have the buyer discuss quality and price of clothing. Ask the buyer to explain how she/he determines the quality standards for the store and how clothes of different quality are marketed within the same store.

* The 4-H members might also be interested in learning about careers in the merchandising field. A buyer or department store manager can do this too.

* A member may do an illustrated talk about how clothing ads appeal to emotions and influence buying. What facts about fit or workmanship are in the ads? Do the ads give adequate information to make wise purchases?

BE WISE — SHOP WISE

MAJOR CONCEPTS

The appropriateness of fabric for pattern design as well as end use of the garment are important factors in the decision-making process for clothing construction.

Understanding label information promotes wise selection of fabric and notions.

OBJECTIVES

4-H members will:

Shop for fabric for the garment they are going to make and collect information such as manufacturer, fiber content, and care properties.

Figure the cost of the garment they are going to make and compare this to a similar ready-to-wear garment.

Begin a fabric file for a wardrobe plan.

MATERIALS NEEDED

4-H Clothing Project Activity, "Be Wise—Shop Wise," page 3, for each member.

An empty fabric bolt.

Examples of care labels.

Examples of fabric.

A note book or index cards for each member for wardrobe plan.

PROCEDURE

Before members shop for fabric (Approximate time - 20 minutes)

1. Review the tips for shopping they will need to know and how to find the information about the fabric they buy.
2. Show the members examples of appropriate fabrics, care labels and how to read the label on the end of the bolt.

After members shop for fabric (Approximate time - 30 minutes)

3. Have members begin the fabric file for a wardrobe plan.
4. Help the members figure the cost of their garment.
5. Check completed activity sheets.
6. When members have completed this activity, have them check as completed: "Read labels and identify fabric.," under the "Learn To" section and "Buy fabrics for the garment you make.," "Select appropriate notions," and "List the approximate cost of the clothes you buy and make." under the "DO" section of unit 3 of their 4-H Clothing Project Guide.

TEACHING TIPS

- Leader's Reference: 4-H Clothing Leader's Manual, pages 28-29, "Care Label Information," pages 35-39, "Fabric Glossary," pages 39-42, "Personal Appearance."

- This activity might best be done in conjunction with a trip to a fabric store so you can assist members with completing the activity sheet at the store. Be sure to let the store know in advance that you are bringing a group to the store. They might have some extra help available to assist you.

- Have an example of a card file or notebook for a wardrobe plan done ahead. This might be a

RELATED ACTIVITIES

* Have members collect label information on ready-to-wear and report what they have learned to the project group.

* Have memberts start a care file for ready-to-wear. Include fiber content and special care requirements.

INTERMEDIATE: Selection

IF THE SHOE FITS....

MAJOR CONCEPTS

Well-fitted shoes will contribute to healthy feet.

Careful planning and wise selection of accessories will maximize the use of existing wardrobe items.

OBJECTIVES

4-H members will:

Recognize correct fit in their shoes.

Identify various materials used in shoes and examine quality.

Evaluate shoes as part of their wardrobe.

MATERIALS NEEDED

4-H Clothing Project Activity, "If The Shoe Fits....," page 5, for each member.

Worn pairs of shoes brought to the project meeting by the members.

Examples of shoes using different kinds of materials brought by members or borrowed from a store.

Fashion magazines or catalogs.

Blank paper and rubber cement.

PROCEDURE (Approximate time - 1 hour)

1. Examine the worn shoes the members have brought to the meeting. Evaluate their fit by comparing them to the information given on the activity sheet.

2. Either visit a shoe store or have a "Shoe Parade" using a variety of shoes to have a discussion on the different types of materials used in making shoes and the pros and cons of these.

3. Using the fashion magazines and/or catalogs, have members select shoes appropriate for their age, their lifestyle and their wardrobe. Discuss style features of the various shoes.

4. Have the members mount these on the activity sheet. All members should report about their selections to the project group.

5. When members have completed this activity, have them check as completed: "Buy a pair of shoes," under the "Do" section of unit 3 in their 4-H Clothing Project Guide.

TEACHING TIP

* Young people at this age are very fashion conscious. They will have definite ideas about shoe styles. This lesson can be difficult to teach but it is also an opportunity for you to point out the difference between fads and fashion.

RELATED ACTIVITIES

* You may invite a podiatrist to be a guest speaker or visit his/her office. Have him/her talk about the relationship between shoe fit and healthy feet.

* Members may investigate shoe care and shoe care products. This is also a good demonstration topic. A shoe repair person might be a good resource.

CLOTHES AND ME....

MAJOR CONCEPT

The individual's personal lifestyle influences the selection of apparel and is a reflection of one's values.

OBJECTIVES

4-H members will:

Determine their clothing values.

Recognize how clothing selection reflects their values.

Select a pattern and fabric to make which will reflect their values.

Relate clothing values to their resources values.

MATERIALS NEEDED

4-H Clothing Project Activity, "Clothes and Me....," page 7, for each member.

Fashion magazines, catalogs or old pattern books.

PROCEDURE (Approximate time - 1 hour)

1. Have members complete the values questionaire.

2. Discuss their value choices. Help them relate these to their values about their resources: money, time, skills.

3. Have members use the fashion magazines/catalogs/pattern books to select a garment/outfit which they feel reflects their values.

4. Have members select a pattern and fabric similiar to the picture for their project. They should keep records of cost and construction time.

5. At end of project, members can report on their choices and if their choices reflect their values about their resources.

6. Upon completion of this activity, have the members check as completed: "Coordinate fabric and pattern" under the "Learn to" section of unit 3 and "List approximate cost of the clothes you buy and make," under the "Do" section of unit 3 or 4 in their 4-H Clothing Project Guide.

TEACHING TIPS

* Leader's Reference: 4-H Clothing Leader's Manual, pages 39-40, "Personal Appearance, Clothing Speaks and The Teen Years."

* This activity might be better done in the second year of the intermediate unit. 4-H members at this age are experiencing changes in physical development and need to develop positive feelings about themselves. They are also experiencing pressure for acceptance by their peer group. Clothing can be a way in which they express their need to belong to a group. This activity can encourage development of self-esteem and expression of individuality.

RELATED ACTIVITIES

* As a project group, members can list types of garments worn by their peers that make them feel part of a group or express individual personalities.

* Using pictures, have members describe what the clothing, hair style, and make-up is saying about the individual(s) in the picture.

* Have members identify garments in their wardrobes that are seldom worn. Describe feelings about the garments and tell why they are seldom used.

* Talk about the way one feels when wearing different types of clothes, i.e. school clothes, dress up clothes, play clothes. Discuss if they act differently in different kinds of clothes. Follow with a discussion about what is appropriate to wear for different occasions in your community.

* Have members or teen leaders wear clothes to the next meeting that tell something about themselves. Ask members to guess what message each member is sending. Ask the wearers how they feel wearing the outfit they chose.

MY CLOTHING INVENTORY

MAJOR CONCEPT

A well-planned wardrobe provides the flexibility to meet lifestyle needs as well as individual resources.

OBJECTIVES

4-H members will:

Evaluate present wardrobe.

Determine the versatility of their present wardrobe.

MATERIALS NEEDED

4-H Clothing Project Activity, "My Clothing Inventory," page 9, for each member.

Additional copies of page 9 for each member.

Clothing from your own wardrobe to illustrate examples on page 10.

An alternative wardrobe plan sheet is in the 4-H Clothing Leader's Manual, page 43.

PROCEDURE (Approximate time - 30 minutes for preliminary activity and 30 minutes for follow-up activity)

1. Review with the members what you expect them to do.
2. Show examples from your own wardrobe that illustrate wardrobe versatility.
3. After completing their inventory, have members discuss examples in their wardrobe.

TEACHING TIP

* Following your direction and examples, this activity is done as "homework." It is best to use this activity as the first part of a two-part lesson by following up with the activity "My Clothing Plan for the Future," page 11.

RELATED ACTIVITIES

* Use a computer to create a wardrobe inventory. Members use the inventory to keep track of how often they wear certain items. They should analyze why certain items are not used. At a meeting have members figure out ways any of these garments might be changed in order for them to be used again.

* Talk about the different activities youth do in your community and the types of clothes needed for each. What characteristics should clothes have for different activities, season of the year? Evaluate present wardrobe to see if it meets these needs.

MY CLOTHING PLAN FOR THE FUTURE

MAJOR CONCEPTS

Well-planned wardrobes provide the flexibility to meet lifestyle needs.

Analysis of personal resources, including skills, time, and money, influences clothing choices.

Careful planning and wise selection of new clothing will maximize the use of existing wardrobe items.

OBJECTIVE

4-H members will consider how specific clothing items affect the total wardrobe.

MATERIALS NEEDED

4-H Clothing Project Activity, "My Clothing Plan for the Future," page 11, for each member.

Extra Sheets of page 11.

Completed example of page 11.

An alternative wardrobe plan sheet is in the 4-H Clothing Leader's Manual, page 43.

PROCEDURE (Approximate time - 15 minutes for preliminary activity; 30 minutes for discussion following completion of page 11.)

1. Using the completed activity, on page 9, "My Clothing Inventory," as the starting point, have members complete the clothing plan for the future.

2. Show them an example of a completed plan and explain decisionswhich are made.

3. Remind members to consider their resources and lifestyle in the development of their plan.

4. Upon completion of the plan have members discuss their plans at a project meeting.

TEACHING TIPS

* Following your direction and example, this activity is done as "homework." It is most appropriate to use this activity as a follow up to the activity, "My Clothing Inventory," page 9. It is logical to follow evaluation with planning and then evaluate again. You may even want to repeat these two activities with members you have in the second year of the intermediate projects.

* Encourage members to be realistic in their planning, allowing them to succeed or fail at planning.

RELATED ACTIVITIES

* Use a computer to update the wardrobe inventory.

* Do a demonstration on how planned clothing items can fit into an existing wardrobe. Members can either update their wardrobe or make existing items more appropriate to their lifestyle.

* Do a demonstration on planning a versatile wardrobe.

* Make up situations, similar to those facing the member, and illustrate with pictures. Discuss the best clothing choices to wear. Example: would this white lace blouse or this red sweater be best to wear to school with these jeans? Members could work in teams or pairs to mix and match separates to create a variety of outfits for several different situations.

INTERMEDIATE: **Science**

BODY METRICS AND MEASUREMENTS

MAJOR CONCEPT

Both metric and standard measurements are used in the clothing and textile industry.

OBJECTIVE

4-H members will identify a variety of body and sizing measurements using the metric system.

MATERIALS NEEDED

4-H Clothing Project Activity, "Body Metrics and Measurements" page 13, for each member.

Tape measures with both metric system and standard system.

Pattern envelopes printed with both standard and metric information.

PROCEDURE (Approximate time - 40 minutes)

1. Have members take their measurements in both the metric and the standard system. Fill in appropriate blanks.

2. Look on the back of the member's patterns to compare the pattern size the member should use and the required amount of fabric in both metric and standard system.

3. Discuss the various sizes of notions needed in both metric and standard measurements.

4. Upon completion of this activity, have the member check as completed, "Compare body measurements in metric and standard units." under the "Do" section and the "Take accurate body measurements—select the correct size." under the "Learn To" sections of unit 3 in their 4-H Clothing Project Guide.

TEACHING TIPS

* Leader Reference: 4-H Clothing Leader's Manual, pages 49-50, "Metric Measuring."

* This activity is intended only to familiarize the 4-H member with the metric system and its use in the clothing and textile industry and not as the method to use in their own work.

RELATED ACTIVITIES

* Compare the use of metric and standard sizing in ready-to-wear imports.

* Have an international exchange student discuss the use of the metric system in clothing sizing in his/her country.

INTERMEDIATE: Science

YOUR CLOTHING COMFORT

MAJOR CONCEPT

Conservation of energy can result from the careful selection, care and wearing of appropriate clothing.

OBJECTIVES

4-H members will:

Be aware of the value of clothing as it affects their thermal comfort.

Select clothing which will provide adequate thermal comfort for different types of activities.

MATERIAL NEEDED

4-H Clothing Project Activity, "Your Clothing Comfort," page 15, for each member.

PROCEDURE (Approximate time - 45 minutes)

1. Discuss how clothing is used to maintain comfortable body temperature.

2. Explain the "Clothing Comfort Points Chart."

3. Have the members select a hypothetical situation and temperature. List what they should wear and clothing comfort points.

4. Compare total comfort points to the "Clothing Comfort Score Guidelines." If they do not match, ask the members to make changes in the clothing selected.

5. When members complete this activity, have them check as completed, "Clothing and energy conservation for different climates." under the "Explore" section of unit 3 of their 4-H Clothing Project Guide.

RELATED ACTIVITIES

* Discuss how different temperatures affect different people.

* Ask members to add up the comfort score of the clothing they are wearing at the project meeting. Compare the score to how they feel (their thermal comfort). What changes could they make to be more comfortable?

TEACHING TIPS

Leader Reference: 4-H Clothing Leader's Manual, pages 44-48, "Energy Conservation."

Using clothing to conserve energy may be a new concept for your 4-H members. The reference given in the 4-H Clothing Leader's Manual will give you lots of ideas on how to energize a wardrobe.

Members will have fun adding up their own "clothing comfort score." The "Clothing Value" given in the 4-H Clothing Leader's Manual is equivalent to the "Clothing Comfort Points."

PATTERN IDENTIFICATION

MAJOR CONCEPT

Wise selection of construction techniques for making clothing affects quality of and satisfaction with the completed item.

OBJECTIVES

4-H members will:

Identify construction and define symbols used on a commerical pattern.

Define the vocabulary used in construction of a sewn garment.

Use information found in the pattern guide sheet appropriate to the construction of their garment.

MATERIALS NEEDED

4-H Clothing Project Activity, "Pattern Identification," page 17, for each member.

Member's pattern envelope and pattern guide sheet.

Examples of correct answers.

PROCEDURE (Approximate time - 45 minutes)

1. Ask the members to answer all the questions on the activity sheet. Let the members use their pattern envelopes and guide sheets to find the answers.

2. Go over the answers as a group. Have examples of correct answers to illustrate or to show where the information can be found.

3. Upon completion of this activity, have members check as completed: "Read and follow pattern guide." under the "Learn To" section of unit 4 in their 4-H Clothing Project Guide.

TEACHING TIP

* To make this activity more fun and less like a quiz, have the members work in teams or pairs. You might even have a contest between the teams.

RELATED ACTIVITY

* Review the additional information found on pattern guide sheets so members are aware of how helpful a pattern guide sheet is.

SELECTING AN INTERFACING

MAJOR CONCEPTS

Wise selection of notions for clothing construction projects affects the quality of and the satisfaction with the completed item.

The compatibility of fabric and interfacing will affect the desired end result in fit and care.

OBJECTIVES

4-H members will:

Recognize the difference between sew-in and fusible interfacing.

Identify the advantages and disadvanges of sew-in interfacing and fusible interfacing.

Select interfacing appropriate to different types of fabric.

MATERIALS NEEDED

4-H Clothing Project Activity, "Selecting An Interfacing," page 19- 21, for each member.

Examples of different interfacings and manufacturer's instructions. (Be sure to have sew-in and fusible, woven and non-woven examples.)

Examples of light to heavy weight fabrics as listed on page 21.

Examples of garments using a variety of different interfacings.

PROCEDURE (Approximate time - 1 hour, 30 minutes)

1. Show members examples of sew-in interfacing. Discuss advantages and disadvantages. Show garments that illustrate these.
2. Show members examples of fusible interfacing. Discuss advantages and disadvantages. Show garments that illustrate these.
3. Be sure to point out differences in woven and non-woven interfacings in each type.
4. Show members how to test the compatibility of a fusible interfacing with the fabric.
5. Show members how to pre-treat interfacing.
6. Give members samples of fabrics and have them select appropriate interfacing. Mount these in the space provided with a written description.
7. Upon completion of this activity, have member check as completed: "Use of construction methods suitable for your fabric such as: interfacings." under the "Learn To" section of unit 3 in their 4-H Clothing Project Guide.

TEACHING TIP

* This is a very long and detailed activity with a large amount of information. You may find it better to break this activity into two parts with step 6 as the second part. Before doing step 6 at a second project meeting, review the information on the interfacings. Members may enjoy doing step 6 in teams or pairs.

RELATED ACTIVITIES

* Examine use of various interfacings in ready-to-wear. Report to project group.

* Try different interfacings in the construction of a collar. Make samples. If this activity is completed, the member may check as completed: "The effects of interfacings (woven, non-woven, iron-on) in a collar." under the "Explore" section of unit 4 in their 4-H Clothing Project Guide.

* Note different interfacings available for men's wear and report to the project group.

LET'S HAVE A MENDING BEE

MAJOR CONCEPT

Systematic clothing care is essential for enhancement of appearance and clothing longevity.

OBJECTIVES

4-H members will:

Recognize repairs needed to improve both appearance and longevity or wearability of the garment.

Perform simple repairs on own clothing and/or clothing of other family members.

Recognize when a garment cannot be repaired and should be discarded.

Keep a record of repairs made to own clothing and/or clothing of other family members.

MATERIALS NEEDED

4-H Clothing Project Activity, "Let's Have a Mending Bee," page 23, for each member.

Examples of clothing which needs repair. These can be your own but have members bring their own too.

Equipment necessary to demonstrate repairs.

PROCEDURE (Approximate time - 1 hour, 30 minutes)

1. Have the members examine the clothing which needs repair or improvement for wearability and report their findings.

2. Demonstrate how to make simple repairs.

3. Allow time for members to begin their repairs.

4. Have members finish repairs at home. They should bring them to the next project meeting for evaluation.

5. Members should keep records (page 24) of the repairs they do to their own clothing or clothing of other family members.

6. Upon completion of this activity, have the members check as completed: "Repair and care for your own clothes as needed." under the "Do" section of unit 3 in their 4-H Clothing Project Guide.

TEACHING TIPS

* Leader Reference: 4-H Clothing Leader's Manual, page 28, "Care."

* This can be a long activity; however, it can be split up or shortened by having members do part of the activity at home.

RELATED ACTIVITIES

* Visit a store alteration department or a dry cleaner to observe repair activities they are performing.

* Conduct a repair clinic for nursing home residents or others who can not do it for themselves.

WEAR SAFETY

MAJOR CONCEPT

Wise selection and use of clothing can contribute to the safety and protection of the wearer.

OBJECTIVES

4-H members will:

Be aware of fiber flammability by doing burn tests.

Evaluate their clothing for safety for different activities.

MATERIALS NEEDED

4-H Clothing Project Activity, "Wear Safety," page 25, for each member.

Scraps of fabric of different fiber content. Have at least one each of 100% cotton, 100% wool and 100% man-made, also a cotton/ polyester blend.

A candle, candle holder, matches, tweezers.

Garments for sports or outdoor activities brought by the members.

PROCEDURE (Approximate time - 45 minutes)

1. Unravel a few threads from each sample.

2. Light the candle and using the tweezers, hold the threads in the flame. For safety, work on a counter near a sink.

3. Observe what happens; how the fibers burn and how they smell. After the threads cool, study the ash.

4. Describe how the fibers reacted to the flame. Have members circle their answers in the chart.

5. Evaluate garments members have brought to the project meeting for safety in relation to the activity.

6. Discuss other safety aspects of clothing.

TEACHING TIPS

* Leader Reference: 4-H Clothing Leader's Guide, pages 38-39, "Safety."

* Depending on your particular groups, you, as a leader may want to demonstrate the burning tests yourself. If a member is performing the test, make sure you are present and ready to give assistance.

RELATED ACTIVITIES

* Discuss the flammability of the various garments the members are wearing at the project meeting.

* Evaluate the clothing the members are wearing. For what activities may it not be safe?

* Study flammability and care labels on children's sleepwear and report findings at a project meeting.

* Interview firemen, policemen/women, welder, pesticide applicator and others to learn how proper clothing selection is important to their safety on the job. Report the findings at a project meeting.

* Interview various athletes or coaches to learn why they wear specific clothing for their safety.