

## **CREDITS AND ACKNOWLEDGMENTS**

The development of 4-H Clothing Capers was originally done through the Department of Family, Youth, and Community Sciences at the University of Florida. M. Joy Cantrell, Associate Professor and 4-H Youth Development Specialist and R. Nadine Hackler, Professor, Clothing and Textiles, served as the lead authors.

The Texas 4-H Clothing and Textiles Advisory Board and County Extension Agents - Family and Consumer Sciences reviewed a wide variety of 4-H Clothing Project Curricula. Dr. Pam Brown and Mrs. Teresa Smith with the Family Development and Resource Management Unit of the Texas Agricultural Extension Service took the lead role in the review process.

The Texas Agricultural Extension Service  
The Texas A&M University System



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# **PREFACE**

## **4-H Clothing Capers**

### **A Clothing and Textiles Curriculum for 9-11 year old youth**

Youth research has shown that the social and psychological impacts of clothing and textiles are a prevailing undercurrent in many of the actions and in the development of young people. The 4-H Clothing and textiles program provides an opportunity for young people to practice a variety of life skills while learning subject-matter, including: improving their personal appearance; how to be good consumer; clothing selection, care and construction skills; learning about textiles; becoming aware of cultural diversity; and decision-making skills in relation to careers and job seeking.

**4-H Clothing Capers** was designed to help 9 to 11 year old youths understand the basics of Clothing and Textiles. The curriculum has eight major foci:

- Creativity: personal creativity and basic sewing skills
- Communication of Self: personal grooming, appearance and self-concept development.
- Cutting Edge: knowledge of fabrics, textile science and technology
- Choices: clothing selection...color, line and design
- Consumerism: wise shopping practices
- Care: daily care of personal clothing
- Culture: cultural influences of clothing apparel and design
- Careers: clothing associated with many careers and career choices in the clothing and textile industries.

In addition to the youth development aspect of the Clothing and Textiles project, the importance of the industry to Texas agriculture is unquestionable. Texas ranks high in the nation in regard to production of natural fibers through sheep and angora goat production. Cotton production has significant impact on the Texas economy as well.

## Texas Essential Knowledge and Skills (TEKS)

Instructors who use this curriculum will address the following TEKS as outlined by the Texas Education Agency:

### English & Language Arts

Analysis of Visual Media

The student produces visual representations that communicate with others.

Communication Process

The student demonstrates knowledge of various communication processes in professional and social contexts.

### Health Education

Health Education

The student comprehends ways to enhance and maintain personal health throughout the life span.

### Home Economics Education

Home Economics Education

Provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

## Developmental Assets and Life Skills

Youth who have learning experiences through this curriculum may develop the following assets and life skills which contribute to their personal development:

Developmental Asset Search Institute®	Targeting Life Skills Model Iowa State University Extension
Constructive Use of Time #17 Creative Activities #18 Youth Programs Positive Values #30 Responsibilities Positive Identity #37 Personal Power #38 Self-esteem	Wise use of Resources  Character and Self-responsibility  Self-esteem

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# About **CLOTHING CAPERS!**...

The development of this 4-H Clothing and Textiles Project was driven by two basic principles:

1. Learning about Clothing and Textiles can be fun! The project guide provides simple and inexpensive, yet fun activities that teach youth about major clothing concepts, including construction, self concept, textiles/fabrics, selection, personal care, culture and careers.
2. 4-H volunteer teaching activities must be ready-to-use. This project includes games and activity sheets needed to conduct clothing and textiles activities in an easy-to-use format. It was designed to be teacher friendly and takes much of the guesswork out of teaching this subject.

## AGE OR GRADE LEVELS

This project was developed for youth ages 9-11. Both group and individual activities encourage participation and action in all aspects of this program. Teachers and volunteers are encouraged to select learning activities that are most suitable to their youth. The overall intent is to facilitate learning and to spark creativity in both teachers and youth.

## CONTENTS

The following are components of the **CLOTHING CAPERS** project:

- **LEADER'S GUIDE** - This three-ring notebook contains a complete, easy-to-read outline for lessons. Each lesson provides a variety of activities that can be conducted depending upon the time frame devoted to this project. Each lesson is prefaced with a lesson outline and the **BACKGROUND BASICS** that help you focus on the overall concepts and desired outcomes. Each lesson concludes with discussion questions for youth to **REFLECT** and **APPLY** the knowledge and skills they have gained.
- **CLOTHING CAPERS ACTIVITIES** - creative projects, experiments, game boards, and worksheets are just a few of the activities found in the leader's guide.
- **4-H CLOTHING CAPERS WORKBOOK** - contains activity for youth that correspond to each lesson. A variety of activities including creative projects, exciting experiments and other instructional activities make up this fun booklet.
- **TAKE-HOME ACTIVITIES** - several activities focused on application have been designed as take-home for youth to share and involve their families in learning experiences.
- **4-H CLOTHING CAPERS CERTIFICATE** - for your convenience a "camera-ready" certificate is designed to be used as appropriate for recognition of completion of the project activities. A family night or club exhibition would be a great place for youth to show and tell of their many learning experiences and a great place for leaders to recognize youth!
- **EVALUATION TOOLS** - a leader's evaluation form is enclosed to allow you to provide us with feedback about activities in this project.

# LESSON PROFILES

A brief description of the eight **CLOTHING CAPERS** Lessons:

- **LESSON 1 - CREATIVITY**

Developing personal creativity and learning specialized clothing construction techniques are the foci of Lesson 1. Learning more about a sewing machine or serger in Activities 1-2 “sets the stage” for the remainder of this lesson. Youth are introduced to the steps of clothing construction by making a pair of jams throughout Activities 3-6 resulting in the skills and ability to follow instructions to ‘do their own thing “ in CHOOSE YOUR OWN.

- **LESSON 2 - COMMUNICATION OF SELF**

How do we communicate through the clothes we wear? We all wear clothes that make us feel good. What we wear presents a certain personality or image. Lesson 2 focuses on how and why our image is affected by clothing choices. Personal grooming is the key emphasis for youth to discover that this is something they can control in their interactions with others in activities like ACTING THE PART, PORTRAITS OF MYSELF, and ACTIONS COUNT!

- **LESSON 3 - CUTTING EDGE**

This Lesson introduces various fibers and their different uses in clothing. Fibers are where our fabrics and apparel begin. WHAT’S MY NAME and THE “INS” AND “OUTS” OF FABRICS introduce different weaves and textures of fabrics and what they mean to our clothing. The science and technology in developing fabrics can be discovered through experiments in FABRIC FUN EXPERIMENTS in Activities 4-5, and their many uses are explored in TEXTILES IN DISGUISE and SPACE-AGE TEXTILES!

- **LESSON 4 - CHOICES**

Clothes are important; when you look good, you feel good. This lesson looks at how we use clothes to express ourselves. Seasonal influences, color, line, and texture are all components we take into consideration when choosing what we will wear. More importantly to this age is the impact of peers and clothing trends. These concepts are introduced in FASHION FORECAST and youth are taught the skills to MIX ‘N MATCH and planning to make the most of their clothing wardrobe to get the looks they desire!

- **LESSON 5 - CONSUMERISM**

This lesson introduces youth to the rights and responsibilities of being a consumer. This takes them through many “consumer capers” that begin with LABEL LINGO, AROUND THE WORLD WITH JAMS, tests their knowledge in WISE BUYS IN JEANS and SHOPPING WITH A BUDGET! It also includes a few DO’S and DON’TS and a little SHOPPING ETIQUETTE along the way!

- **LESSON 6 - CARE**

Caring for our clothes is important because they will last longer. Care involves folding or hanging your clothes, the steps of the washing and drying process, and identifying clothes with stains. This lesson introduces sorting your clothes before you wash them and the importance of following label care instructions.

- **LESSON 7 - CULTURE**

Lesson 7 helps us explore the cultural influences of clothing and celebrates individual heritage through introductions to several different national styles of clothing.

- **LESSON 8 - CAREERS**

This lesson introduces youth to the many occupations that are required to produce our clothing and textiles products that we use daily and those that are related in the Clothing and Textiles Industries.

# Instructional Materials Needed for Learning Activities

Crayons, paper, scissors, glue and tapestry needles should all be part of the instructor's permanent activity kit. Old magazines, catalogs, newspaper sale advertisements, and department store sale advertisements in the weekend papers are also important resource.

## General Sewing Supplies Needed:

- sewing Machines/sergers
- machine needles/bobbins
- scissors
- pins/pin cushion
- safety pins
- measuring tape
- seam gauge
- iron & ironing board

## Jams Supplies Needed:

- patterns
- fabric
- matching thread
- elastic

## Fabric Scraps:

- |                     |            |                          |
|---------------------|------------|--------------------------|
| • cotton broadcloth | • linen    | • single knit            |
| • silk              | • wool     | • oxford cloth           |
| • polyester         | • denim    | • cotton/polyester blend |
| • acrylic           | • rayon    | • satin                  |
| • nylon             | • rib knit | • sateen                 |

The following list provides you with a quick summary of all the supplies needed to conduct the multiple activities in the Lessons. Specific requirements for each activity are listed within each lesson.

### Lesson 1:

- scissors
- thread
- needles
- felt scraps
- decorative items
- glue
- dried peas
- masking tape

### Lesson 2:

- pencils/markers
- paper/large sheets
- scissors
- measuring tape
- mirrors
- nail care equipment colors
- shoe care products & tools
- table setting supplies

### Lesson 3:

- pencils and paper
- scissors
- magnifying lens
- fabric scraps/old denim
- foam/cardboard
- glue/glue gun
- fabric swatches
- aluminum foil & paper towels
- eye dropper
- chlorine bleach
- ruler
- food coloring

### Lesson 4

- pencils and paper

- scissors
- glue
- water color/tempera paints
- paint brushes
- magazines, ads or catalogs
- fabric color drapes
- white bed sheet/cloth

### Lesson 5:

- game markers (beans, popcorn)
- scissors
- glue
- colored construction paper
- crayons/markers
- six pairs of jeans

### Lesson 6:

- small pill bottles
- felt, needles & thread
- toothpicks
- thread in 5 colors
- fasteners (snaps/buttons/hook & eyes)
- assorted clothes & laundry baskets
- pint jars with lids
- liquid and granular detergents
- measuring spoons and cups
- pencils
- pre-stained fabric swatches

### Lesson 7

- globe or world map
- swatches of cotton, linen, silk, wool
- soft fabric, 6 yards
- fabric, 4 yards
- tie-dyeing supplies
- patchwork supplies

## About Working with 9-11 Year Olds in Clothing Activities

These project activities provide a wealth of opportunities for the growth and development of youth of this age. The activities are a “natural” in the sense that they provide fun learning experience for the youth and simultaneously help them with many social and group interaction skills being encountered during these pre-adolescent years. Here are just a few ways they can benefit from these activities.

- developing their own personal creativity by “doing” and “making” things as well as a personal sense of style in their clothing choices.
- developing self-confidence as they see their own “project” accomplishments and helping them with their personal self-confidence as it relates to their appearance and acceptance among their peers.
- demonstrating their fine motor skills, such as eye-hand coordination in cutting and stitching or other sewing projects.
- enhancing communication skills in sharing and reflecting, discussions, role playing, and skits.
- learning groups social skills.

As you will discover, you will not only be teaching youngsters sewing skills, or how to care for their clothes, you will be helping them develop physically, mentally and socially.

In working with youth, however, here are a few reminders that can make the project activities more successful for them and you.

- If using machines with foot pedals, table and chair height need to be appropriate. Or, locate boxes or wooden steps for the foot pedal to be within reach of short legs! Be sure to check for left-handed children and help provide for their needs.
- Plan for a variety of activities - or break activities into several short steps - to keep their attention!
- Plan, if possible, no more than 4-5 youth for each adult or teen helper. Youth need active interaction with adults... listening, responding, and positive feedback.
- Development provides several limitations in ability and quality of the project products but does not limit their interest in “making” and “doing” things! Don’t expect anything to be close to perfect - stitching, cutting, pasting, etc.! They will think their handiwork is beautiful and perfect because they did it themselves - regardless of what you think!
- Praise their work and use positive comments to help them accomplish their tasks.

# The Experiential Process... Steps and Techniques

The 4-H Program has a long history of providing for a cooperative teaching-learning process between adults and youth. The activities in each project lesson strive to involve young people in experiences that require them to interact, analyze, question, reflect and transfer what they have learned to personal application. The activity comes first, the "learning" comes from the "discovery" of new knowledge and skills as a result of the experience. This is the 4-H "learn-by-doing" process. However, to end with the experience without building upon it through REFLECTING and APPLYING does not help the young person understand the significance of what he/she saw, heard, or did. It is the transfer of this significance from one experience to another that helps young people apply their "learning" in future situations.

**DO** Each "Adventure" or lesson topic identifies the activity or series of activities to DO involving youth in a common EXPERIENCE.

**REFLECT** At the conclusion of the activity(ies), allow time for the youth to REFLECT (share and process) what they learned from the experience. Each lesson guide outlines some key questions to assist you in this process.

**APPLY** Help youth to APPLY their new knowledge and skill to real life situations. You can do this by helping them to identify key principles that are important for future decisions or personal action. Again, each lesson has outlined a few questions to direct this process.

## STEPS

This model illustrates the cooperative teaching-learning process that is the goal of 4-H curricula. A further description of the steps in the process may be helpful as you become an active participant in *CLOTHING CAPERS!*

**Experience** - Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something." The learning experience will most likely take place when the experience is unfamiliar or a first-time activity for the learner; pushes the learner beyond any previous performance levels; is uncomfortable; and includes the risk of failure.

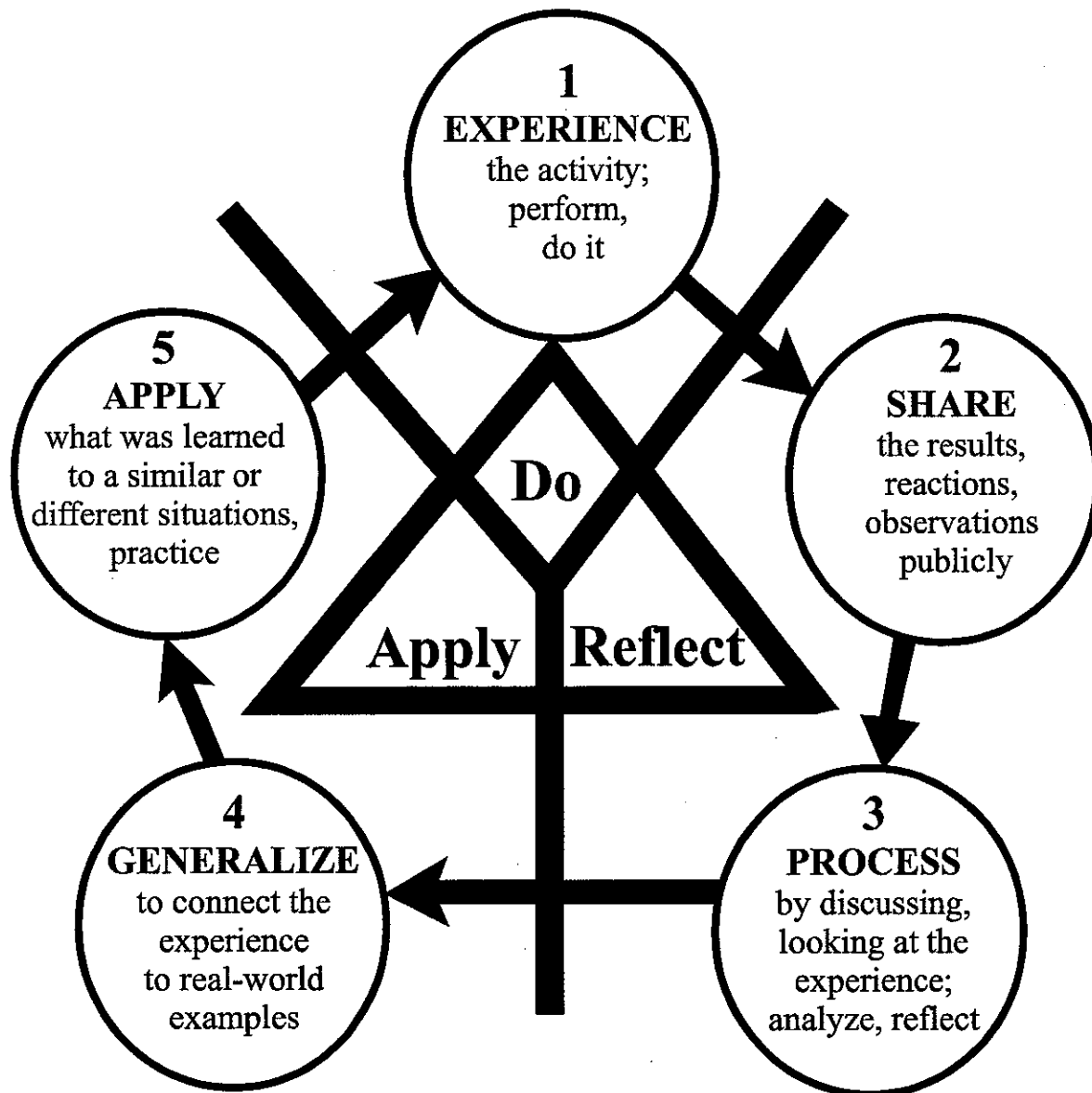
**Share** - Next, get the participant(s) to talk about the experience. Share reactions and observations. Let the group talk freely. Acknowledge ideas; listing them visually is helpful. Allow time for volunteers to share responses. Encourage group members to answer questions posed by others. Avoid having the leader answer questions.

**Process** - Discuss how themes, problems and issues are brought out by the exercise. Speak to specific problems and issues that the group discovers from the exercise or recalls from personal experiences. Look for recurring themes and write them on the newsprint. Have small groups discuss and report back, have a panel discussion, or generate ideas individually on 3" x 5" cards.

**Generalize** - Find general trends or common truths in the experience. Draw out and identify the principles that are important - that apply to "real life," not just the activity. This focuses on the key messages. List key terms that capture the lessons. Identify situations where the principles apply.

**Apply** - Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by this activity can be useful in the future. Describe how more effective behaviors can grow out of what is learned. Write personal goals for behavior changes, take turns solving problem situations in groups of two or three, or role-play situations that show how new behavior is learned. Each individual should feel a sense of ownership for what is learned.

# EXPERIENTIAL LEARNING MODEL





# TECHNIQUES

## Use a Variety of Activities

You might consider any one or a combination of the following: tours, interviews, judging, games, pantomimes, skits, puzzles, demonstrations, problems to solve, experiments, using a specific tool, systematic observations, creating a product, visualization, brainstorming, group initiatives, case studies, simulations, surveys leading to an event or activity, or sharing and presenting to others through talks and exhibits.

## Develop Questions to Ask

The types of questions asked will vary with the activity, some questions may relate to the content but must go beyond it. If a specific life skill is to be enhanced, then the youth should have the opportunity to become as involved with understanding the life skill as understanding the subject related skill. Questions to help move in this direction may be as straightforward as these examples:

### Sharing Questions

1. What did you do?
2. What happened?
3. How did you feel?
4. How did it feel to...?
5. What was most difficult? Easiest?

### Processing Questions (Use data generated from sharing questions)

1. What problems or issues seemed to occur over and over?
2. What similar experiences have you had?

### Generalizing Questions

1. What did you learn about yourself through this activity?
2. What did you learn about (life skill, i.e., making decisions)?
3. How do the major themes or ideas relate to real life and not just the activity?
4. How did you go about making your decision?

### Applying Questions

1. How can you apply what you learned (making decisions) to a new situation?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?

Each of these general questions could be enhanced by adding specific language referring to the experience in a particular project.

# LESSON 1

# CREATIVITY

9-11 YEAR OLDS

## PURPOSE

To develop personal creativity and learn basic clothing construction skills, building on previous knowledge.

## OBJECTIVES

Youth will be able to:

- ◆ identify the parts of a sewing machine and serger.
- ◆ use the sewing machine/serger to make a simple item, garment or accessory.
- ◆ select appropriate fabric for item/garment construction.
- ◆ read, comprehend and use a pattern for a finished garment.
- ◆ read, comprehend and follow written instructions for any creative construction project.
- ◆ prepare fabric and notions for sewing.

## LESSON TIME

45 Minutes - 1 Hour

## LEARNING ACTIVITIES

SETTING THE STAGE...

BEAN BAG TRIVIA

FIND THAT INFO

SCRIPT READING . . . PATTERN MARKINGS AND LAYOUT

ACT I: SEW SOME JAMS

ACT II: SEW SOME JAMS

CHOOSE YOUR OWN

## ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Creativity.
2. Review activities and choose appropriate one(s) to use.
3. Secure and prepare necessary materials as described.

# LESSON 1

# CREATIVITY

## Do

The following is suggested for using the activities in Lesson 1. Materials needed for each are listed within the activity.

- ◆ Identify sewing machine/serger parts and their functions with **SETTING THE STAGE**.
- ◆ Practice machine stitching and control with **BEAN BAG TRIVIA**.
- ◆ Identify information on pattern envelopes with **FIND THAT INFO**.
- ◆ Select and prepare pattern pieces and fabric with **PATTERN MARKINGS AND LAY OUT**.
- ◆ Construct a simple pair of jams with Acts I and II: **SEW SOME JAMS**.
- ◆ Express creativity, practice techniques, and learn to follow written steps to project completion with **CHOOSE YOUR OWN**.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Describe what you did to thread the machine.
- ◆ What are the steps in completing an item/garment from start to finish?  
**selecting pattern, figure type and size, fabric, notions, construction, fitting, and pressing**
- ◆ What was your favorite project? Tell why.
- ◆ What sewing activities did you enjoy the most?
- ◆ What did you learn from these activities?
- ◆ What are the items on the pattern envelope you need to know before beginning a project?  
**your size, suggested fabric, fabric length and width, the view you chose, garment description, pattern difficulty and notions needed**

# LESSON 1

# CREATIVITY

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## APPLY

Help youth learn to apply what they have learned.

- ◆ How can you use some of your new sewing skills?
- ◆ What are some other projects you can now complete using your sewing skills?
- ◆ Was it hard to follow written directions? Will you be able to follow instructions for other projects in the future?
- ◆ Show and tell a friend how to make one of your projects!
- ◆ Create your own pattern pieces for a simple project.

# LESSON 1

# CREATIVITY

## BACKGROUND BASICS... Creativity

Are you ready to have fun and to teach creativity? One of the first things the youngsters will need to learn is how to use a sewing machine/serger. It can be an exciting, creative, and rewarding time.

To prevent frustration and disappointment for first-time sewers there are some guidelines to help them have an enjoyable experience. Knowing the parts and purposes of the sewing machine, as well as how to thread is the first step in the process.

### Sewing Machine Parts and Basic Threading Guides

The basic parts of the sewing machine are:

**Hand wheel** - used to get the needle in position

**Spool pin** - used to hold spool of thread

**Take-up lever** - used to pull the thread from the spool

**Presser foot** - used to hold the fabric against the machine

**Presser foot lifter** - used to lift the presser foot

**Tension** - used to put tension on the thread so the stitches are formed securely

**Stitch length control** - used to select length of stitches

**Bobbin** - holds the lower thread

**Bobbin winder** - used to hold the bobbin in place for filling

**Thread guides** - guides to use in threading upper thread

**Feed dog** - moves the fabric at an even speed

**Throat plate** - encloses the feed dog and provides an opening for the needle

**Foot control** - controls the speed of the machine

**Slide plate** - slides or tilts to expose the bobbin area

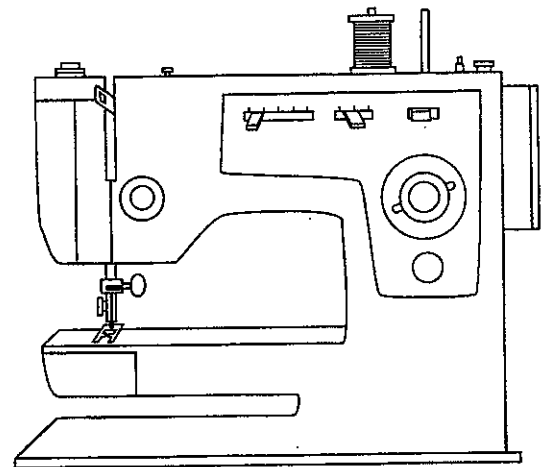
**Stitch width control** - used to select width of stitch

**Reverse stitch** - lever or button which allows you to reverse direction of stitch

**Check spring** - used to soften the sharp tugs of the take-up lever on the thread

**Built-in light** - illuminates the needle area

**Power switch** - used to turn the sewing machine on and off



# LESSON 1

# CREATIVITY

## How To Thread The Sewing Machine

When you learn how to thread a sewing machine, you should be able to thread all sewing machines. Remember to follow the thread guides.

1. Be sure presser foot is up.
2. Place the thread spool on the spool pin.
3. Draw the thread through the thread guide(s) (there may not be a thread guide).
4. Lead the thread through the tension discs making sure the check spring is in action.
5. Next, there will be one or more thread guides.
6. The thread guides lead to the take-up lever where the thread slips or is threaded through the hole.
7. There will usually be one or more thread guides between the take-up lever and the needle.
8. The last thread guide is the key to threading the needle. It indicates the side of the needle through which you will draw the thread through the eye -- front to back, right to left, or left to right.

Remember upper threading always follows: 1) tension; 2) take-up lever; 3) needle.

Proper placement of the needle is very important. The needle is placed so the long groove is on the same side as the thread guide.

## Bobbin

Refer to the machine's instructional booklet on how to thread a bobbin. Then consider these general suggestions:

- Put the presser foot up.
- Do not wind thread on top of another thread.
- Always check bobbin for rough spots. These will cause stitching problems.
- When winding thread on the bobbin, place thread in the threading hole from inside to outside.
- As you begin winding, grasp thread end until it breaks.
- Be sure the bobbin winds evenly. If it does not, adjust (check instruction booklet) until it does.
- If the sewing machine does not stop automatically when filling the bobbin, stop before it overfills. It will not slip into the bobbin case or area if it is overfilled.
- Use the same type of thread - top and bottom.
- Do not wind polyester thread too quickly, as it will stretch. When you sew, it relaxes and may cause puckered seams.

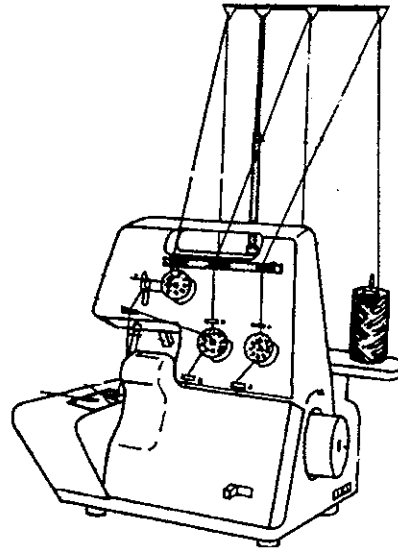
# LESSON 1

# CREATIVITY

## Sergers

Sergers are also called overlock machines. They trim, stitch, and overcast a seam in one operation. A serger does not have a bobbin. Instead, it uses loopers that secure two to five multiple threads to form stitches. A pair of very fine, sharp cutting blades located to the right of the needle(s) trims the seam allowances neatly right before the fabric is stitched.

The presser foot and feed hold the fabric firmly and evenly. DO NOT stitch over pins, because they will be cut and soon dull the trimming blades. Usually you can gently lift the end of the presser foot and slip under the fabric just under the end (about 1/4 inch) and begin stitching by pressing on the foot control. Sometimes you can just place to the end of the presser foot.



Always carefully follow the serger's manual on how to thread. Pull all threads under the presser foot and lower the presser foot. Hold the ends as you begin to stitch. Serge at least two inches after you go off the end of the fabric. To begin and end stitching it is not necessary to lift and lower the presser foot lifter.

## Getting Ready To Sew

After the sewing machine is threaded - top and bottom, you need to bring the bobbin thread to the top of the throat plate. Grasp the upper thread loosely and turn the hand wheel one complete turn. REMEMBER that the take-up lever should be in the highest position, so the machine will not be unthreaded when you begin stitching.

Pull the thread to the back and right of the presser foot when you begin stitching. Hold the thread ends until three or four stitches are formed. This will eliminate bunching of thread and unevenness in stitching at the beginning of a seam.

## Stitch Length

If a sewing machine has numbers similar to 7-20 the machine's stitches are measured in inches. Number 0-5 means that the stitches are measured by the metric system. For a medium stitch this would be 10 - 12 stitches per inch or 2.5 if in metric measurements.

# LESSON 1

# CREATIVITY

## Ready To Sew

You are now ready to begin sewing, be sure to:

- Raise the presser foot and needle.
- Position the fabric.
- Lower needle into fabric using the hand wheel.
- Lower the presser foot.
- Position hands to hold (guide) the fabric.
- Guide fabric and press foot control gently.
- At end of seam, release foot control, bring needle up by turning hand wheel until the take-up lever is in the highest position.
- Lift presser foot and pull until thread is about two inches long.
- Clip thread and remove fabric.

## Securing Ends Of Thread

You can either leave enough thread (about two to three inches) to tie a knot at the end of stitching or you can backstitch. To backstitch, you use the reverse stitch. To backstitch at the beginning of a seam, place the needle in 1/4 inch from edge of fabric, stitch back three stitches, release and stitch seam. To backstitch at the end of seam, stitch to end of seam, reverse stitch three stitches.

## Things To Consider

- ☞ If a participant's legs are too short to reach the foot pedal, place it on a box and tape in place.
- ☞ Remove pins before stitching across them - you can break a needle or create a burr on the needle that will cause pulls in the fabric.
- ☞ Never pull the fabric - guide it.
- ☞ Never have hands close to the needle when holding fabric.

## Patterns

It is important to always take body measurements before purchasing a pattern, so you can select the correct size and figure type. Sizes in pattern companies are similar to each other, BUT they have no relation to ready-to-wear sizing. For greatest accuracy in measuring use a plastic coated tape measure and keep it snug, but comfortable.

**Determining Pattern Size.** Take the following measurements over inner garments to determine pattern size:

- bust/chest - over the fullest part and around the back parallel to floor.
- waist - natural curve of waistline.
- hip - highest part of seat and thickest part of thighs (record how far down from waist).



# LESSON 1

# CREATIVITY

**Determining Figure Type.** Take the following measurements in order to determine figure type:

- height
- back waist length - measure from the prominent bone at your neck base to your waistline.

**Selecting Pattern by Type and Size.** Select the figure type that most nearly fits your vertical measurements, then the pattern size that most nearly fits your horizontal measurements.

**Read The Pattern Envelope.** Taking the time to read the front and the back of the pattern envelope will help you better understand your pattern.

The front will show you:

- different styles
- whether the pattern is suitable for plaids or stripes
- the general silhouette of the garment

The back will give you:

- a description of the garment
- a sketch of the structural lines in front and back
- a suggested list of fabrics for achieving the picture on the front
- information as to suitability for napped, plaids, or stretch fabrics
- yardage requirements based on view, fabric width, and pattern size
- a list of notions needed

## Steps of Construction

### Pattern Markings

In order to understand the markings on patterns you need to learn the pattern symbols.

**Adjustment lines** - (for lengthening and shortening) are two lines close together.

**Arrows** - on the seamline indicate the direction to stitch, so you are stitching with the grain.

**Cutting line** - is the dark line on the edge of the pattern that is sometimes marked by small scissors.

**Darts** - are a combination of circles and broken lines.

**Circles, Squares, Triangles** - are matching points on the inside or at seamline.

**Grainline** - refers to the lengthwise grain and is a line with arrows at each end.

**Notches** - are pattern extensions used for matching pieces together.

**Stitching line** - is the seamline. It is a broken line and is usually at 5/8 inch from pattern edge. It is sometimes marked with a presser foot.

**Fold line** - is a line with arrows that curve to the pattern edge. It indicates that the pattern piece is to be placed on the fold of the fabric.

**Closures** - (buttons, buttonholes, zippers) are sketched on your pattern piece.

**Center front and Center back** - are marked with a line.

In addition, there will be printed on the piece: 1) the name of the pattern; 2) size of pattern; and 3) the pattern number.

# LESSON 1

# CREATIVITY

## Layout

Inside your pattern envelope you will find a sheet that tells you how to do your layout. This refers to how to fold fabric and how to place the pattern pieces. A layout is a plan for the placement of pattern pieces on fabric. Each layout given is based on pattern size and width of fabric.

Press fabric if needed. Check carefully to see how the fabric is to be folded. Be sure to fold fabric on-grain. Now select the pattern pieces needed to make your project. Fold fabric with right sides together, since this makes marking easier.

Place pattern pieces on the fabric, pinning **ONLY** on the grainline until all pattern pieces are in position. Always start with the large pieces first. To pin on grain, place one pin at the end of the grain arrow. Measure the distance to the selvage or the fold line. Now move to the other end of the arrow and measure the same distance. Pin. If a pattern is to be placed on the fold, be sure to place pattern piece exactly on the fold.

## Cut

Cut using sharp scissors or shears, making long smooth cuts, cutting out on notches and holding pattern flat with one hand as you cut with the other.

## Marking

How and where you mark the project will aid you in putting it together. Be sure to be accurate. No one method of marking is suitable for all fabrics. Be sure to mark on the wrong side of the fabric. Soap slivers and marking pens are easy to use. Masking tape is great for labeling pieces as patterns are removed.

## Seams and Seam Finishes

Seams need to be finished if the fabric ravel or runs. Remember to finish and press seams before crossing with another seam. Here are four seam finishes to choose from:

- ◆ A plain seam is made with two pieces of fabric (right sides together) with the edges even and used on fabrics that do not ravel.
- ◆ A double stitch seam is used for added durability in stress areas, such as crotch seams. First make a plain seam, then add a second row of stitching 1/8 inch from first stitching. Trim seam to 1/4 inch.
- ◆ Machine over-cast (zigzag or blind stitch) is used on lightweight to heavier fabrics.

# LESSON 1

# CREATIVITY

- ♦ Seams turned under and stitched is used as a finish for light to medium weight fabrics. Turn under 1/8 inch and machine stitch close to edge. Be sure to work from the top side and not fight with the narrow turned under edge. Seams need to be finished if the fabric ravel or runs. Remember to finish and press seams before crossing with another seam.

## Interfacing

Interfacing is an inner construction material that lies between layers of fashion fabric. It adds shape, strength, and body. Woven interfacing have lengthwise and crosswise grain. Be sure to cut on the same grain as your fabric. Nonwoven interfacing does not have "yarns". They are made by bonding or melting fibers together.

Interfacing (woven, nonwoven, knit) may also have a fusible side. They are applied to the wrong side of your fabric using heat, moisture, and pressure. Always test on a scrap before applying to a garment. Follow package directions carefully as to temperature of iron and length of time needed to get a good bond. Be sure to carefully follow manufacturer's directions for using a fusible interfacing.

There is no ONE interfacing that is suitable for all fabrics. An interfacing should be similar in weight to your fabric. It should not greatly change the character of the fabric.

## Pressing

Pressing will make your project look better. Pressing is bringing pressure down onto construction details to flatten or smooth the fabric. It is a lifting and lowering of the iron. It is NOT pressure exerted across the fabric (that is ironing). Ironing can stretch the fabric out of shape if you go against the grain.

Pressing is usually done with steam, either a steam iron or with a wet press cloth. Be sure to test first on a scrap of the fabric, as some will water spot. Construction pressing is used to flatten edges, form crease lines, and/or shape and mold a garment to fit the body. It is pressing as you stitch. Never cross a seam with another until it has been pressed.

- OBJECTIVES:** For youth to:
- identify the parts of the sewing machine/serger.
  - practice threading the sewing machine.
  - identify the steps to filling the bobbin.
  - practice controlling the sewing machine on curves and corners.
- LIFE SKILLS:** ○ Following directions.
- MATERIALS:** Sewing machines or serger  
Thread  
Bobbins  
Copies of SEWING PRACTICE SHEETS for each youth  
SETTING THE STAGE, Workbook Page 2  
PARTS INSTRUCTION GUIDE (for leader)
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables and chairs for set-up of sewing machines and sergers.
- ADVANCE PREPARATION:**  
Set up machine(s) in work stations.
- NOTE:** This activity is best suited for a group no larger than 12. It is best to have another volunteer assistant if you have a large number of machines/youth to supervise.
- BACKGROUND INFORMATION:**  
If your group has not been involved in previous 4-H projects, we recommend that this first activity be adapted to include identifying and gathering basic sewing supplies, in addition to teaching sewing machine basics! Activities 1-3 in Lesson 1 of *Fun with Clothes* (5-8 year olds) are still appropriate introductory games and activities for this purpose.

## INTRODUCTION

Learning to use a sewing machine or serger is the major skill to be acquired in completing a lot of creative sewing projects. Learning to use and maintain these pieces of equipment requires special care and should be given special attention. How many of you have used a sewing machine? What is the difference between a sewing machine and a serger? Has anyone ever used a serger? Setting up your sewing machine (or serger) correctly is the key to success while sewing. A serger trims, stitches, and overcasts a seam in one operation.

## Do

- ◆ Gather the group around one sewing machine (or serger) and identify the parts of the machine. See PARTS INSTRUCTION GUIDE. Be sure to discuss the function of each of the parts.

- ◆ While the group watches, thread the machine, narrating the steps as you go along. (OR you might ask a youth to thread the machine as you narrate the steps.) Be sure to properly name the parts that the thread goes through and around. Answer any questions the participants might have.
- ◆ Have the participants break up into groups of two or three and gather around their own machines. Call out a part of the machine that you previously identified. Instruct the groups to point to the part on their machines. Check to see if they have identified the part correctly. Review all the parts in this manner.
- ◆ Sewing Machines: Gather the participants around one of the sewing machines. Identify the bobbin case, the bobbin and show the proper placing of the bobbin (if this has not already been done). Ask one youth to follow the steps as you explain how to fill the bobbin and bring bobbin thread up. Have the participants go back to their machines and fill the bobbin. Be sure to help them to do this properly. Discuss common mistakes and the problems that will occur if this is not done correctly.  
Serger: Gather the participants around the serger. Identify the thread guides, tension discs, lower looper and upper looper. Ask a youth to follow the steps as you explain how to thread.
- ◆ Now the participants should be ready to thread their own machines. Let the youth attempt to thread the machine and help them if necessary. Discuss common problems or mistakes that they made while trying to thread the machines. Discuss what happens if the machines are not properly threaded.
- ◆ Hand out the SEWING PRACTICE SHEET and instruct the participants to practice sewing on the sheet, following the lines and curves. Be sure to demonstrate the correct way to turn a corner.

## REFLECT

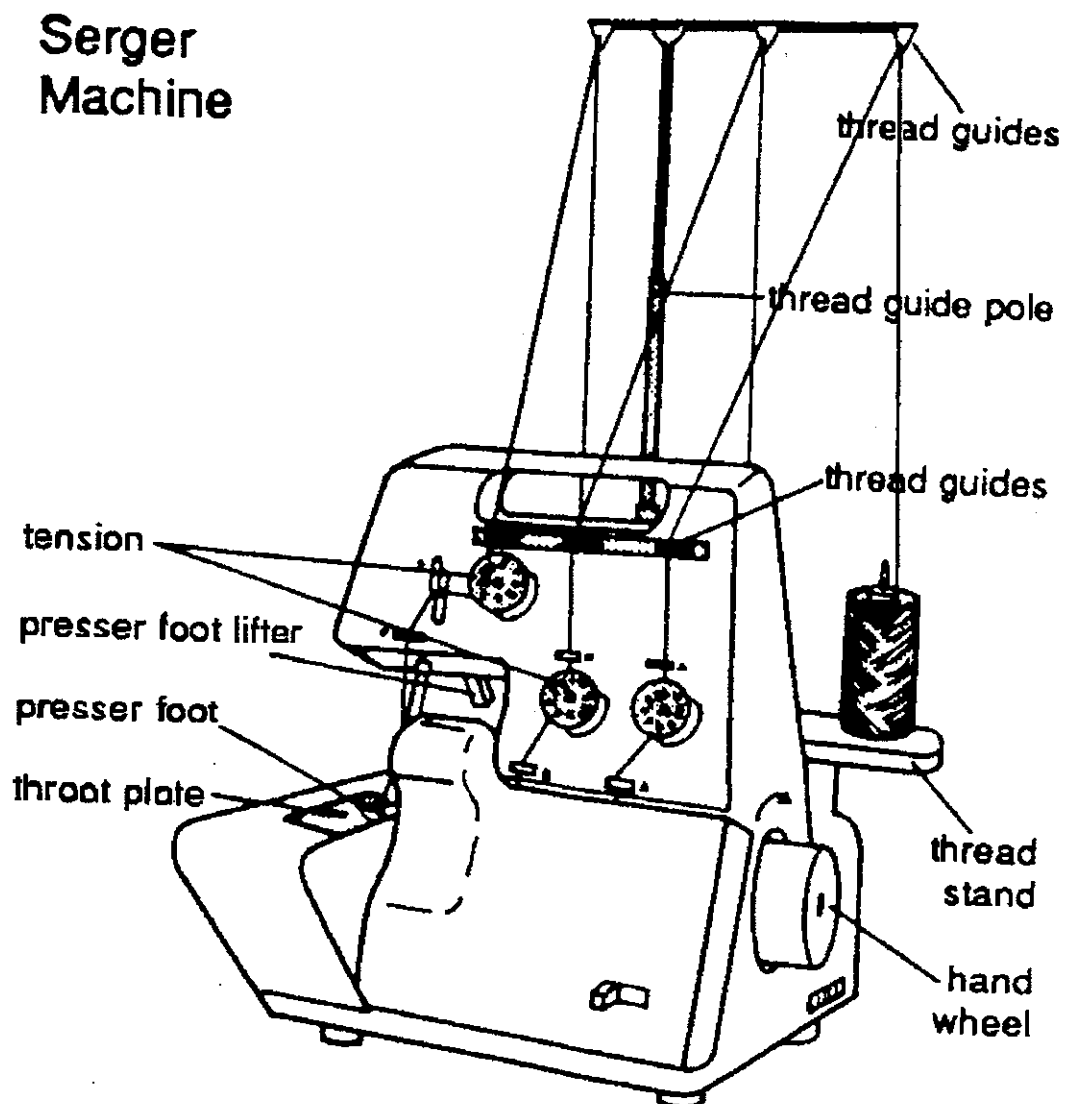
- ◆ Name the parts of the sewing machine.  
**bobbin, bobbin case, needle, presser foot, thread guides, tension disc, feed dog, stitch length control, stitch selector, take-up lever, stitch width**
- ◆ Name the parts of a serger.  
**thread guides, tension discs, lower looper, upper looper, stitch length, stitch width, cutting blades, feed dog**

- ◆ Describe what you did to thread the sewing machine.
- ◆ Describe what you did to thread the serger.
- ◆ Describe the steps you followed to fill the bobbin.
- ◆ What are some of the problems that occur if threading is not done correctly?  
**the stitches will not be even, the thread might be too loose or break;  
your stitching will not be a good quality**
- ◆ Was it hard to control the sewing machine around the curves and corners on your practice sheet? What helped you to follow the lines?  
**stitching slowly**
- ◆ Describe the difference in the stitches of a serger and a sewing machine.  
**a sewing machine uses 2 threads, a serger uses 2 to 5 threads and  
cuts, and sews over edge**

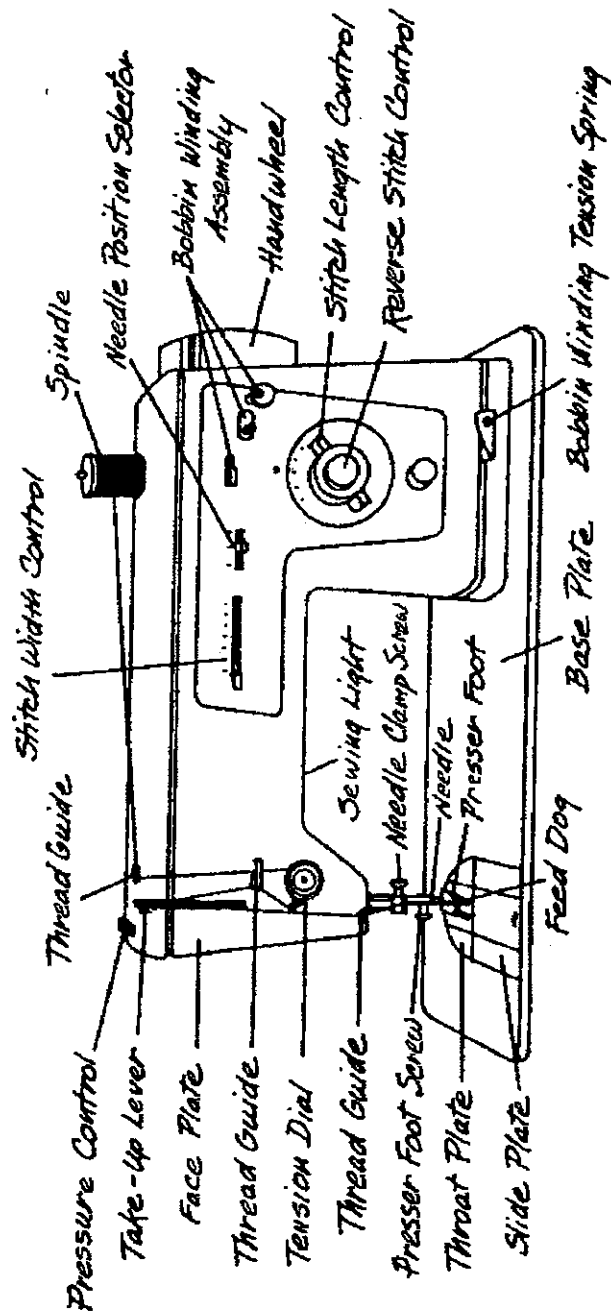
## **APPLY**

- ◆ Practice sewing more at home or at your extension center.
- ◆ Complete the SETTING THE STAGE, Workbook page 2, to demonstrate your knowledge of threading a sewing machine.

## PARTS INSTRUCTION GUIDE



# PARTS INSTRUCTION GUIDE SEWING MACHINE

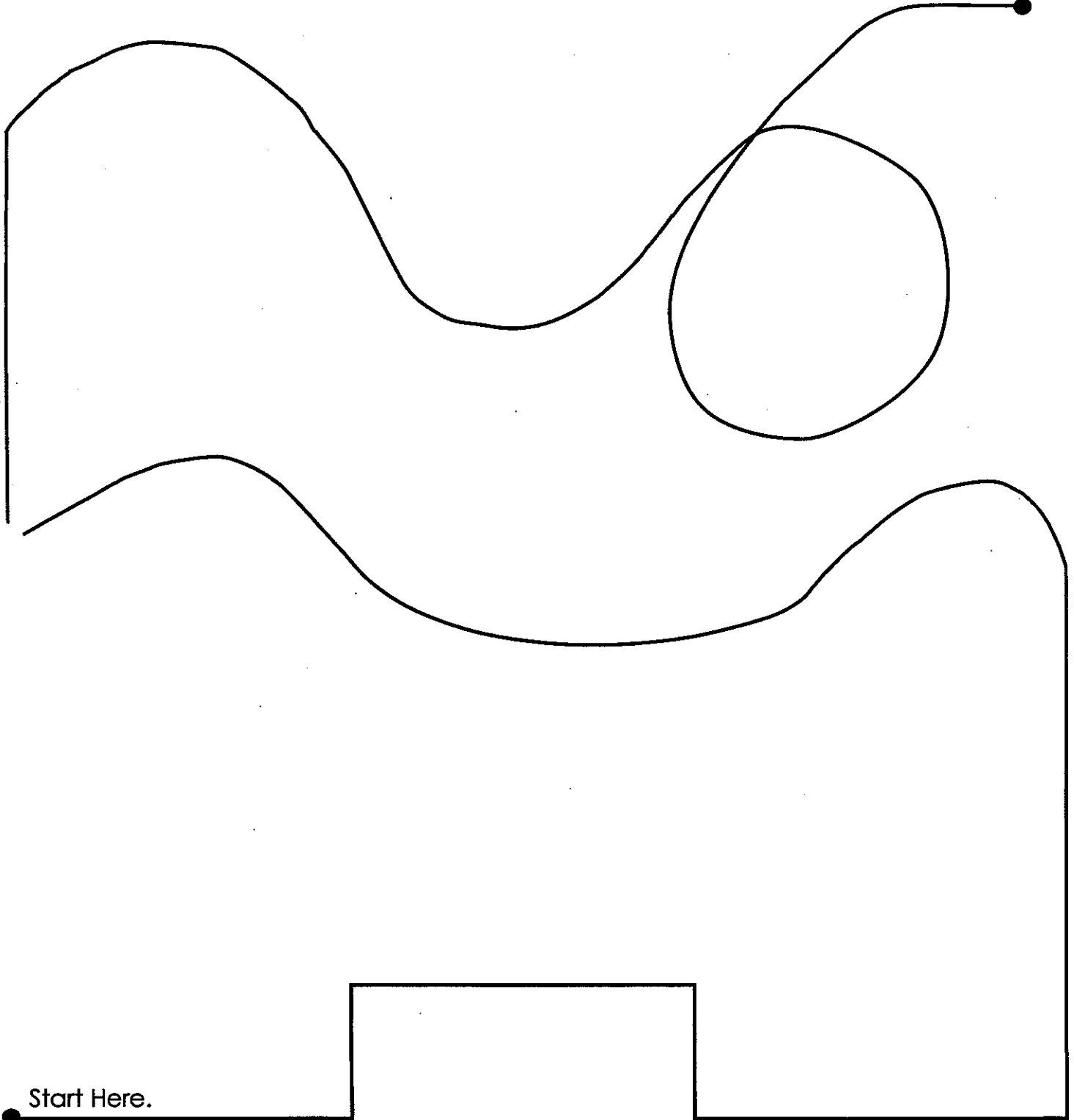




# SEWING PRACTICE SHEET

Practice on your corners and curves  
on your sewing machine!

End Here.



Start Here.

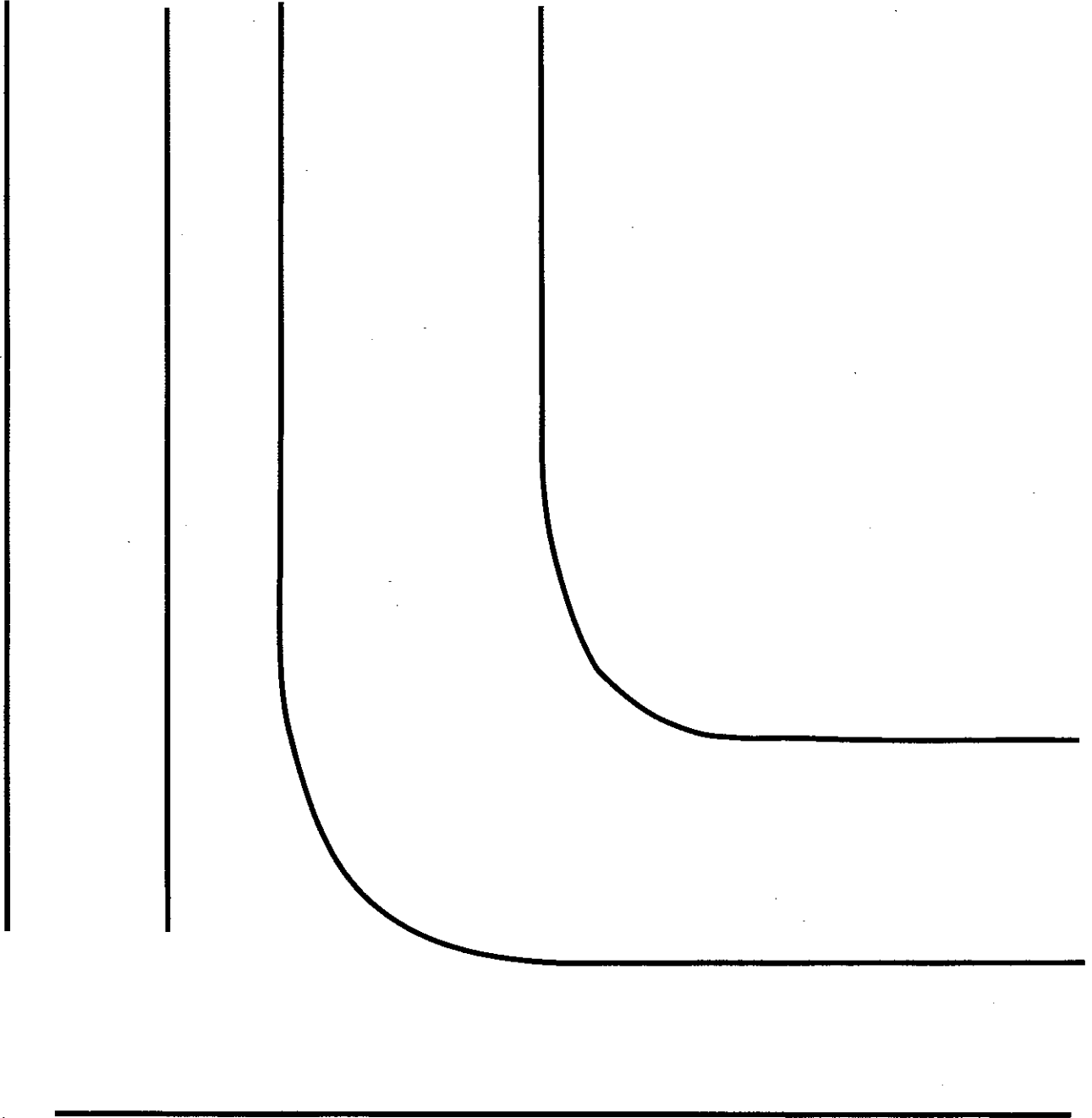


CLOTHING CAPERS

CREATIVITY, Activity 1

# ***SEWING PRACTICE SHEET***

Practice your lines and curves on your serger!



- OBJECTIVES:** For youth to:
- practice machine stitching and control.
  - practice machine stitching straight, curves, corners, and hand stitches.
- LIFE SKILL:** ○ List and execute the steps needed to construct a project.
- MATERIALS:** Sewing machine or serger  
Pins, pin cushion  
Needles, thread, scissors  
BEAN BAG PATTERNS AND INSTRUCTIONS  
BEAN BAG TRIVIA INSTRUCTIONS and Game Sheet  
Dried peas  
Felt, crewel needles, colored embroidery thread  
Scraps of fabric to make bean bags, such as broadcloth or denim  
Iron and ironing board
- TIME:** 1 Hour
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Set up machines or sergers in advance.

## INTRODUCTION

Simple sewing techniques need to be mastered before moving to more complicated steps. Today, we are going to practice simple sewing techniques to improve our skills. Bean bags are fun for everyone. They can be used to play many games. Let's use our sewing skills to create bags to play with.

## Do

Make a BEAN BAG!

- ◆ Let the youth decide which bean bag pattern they are going to use. Have them lay out the pattern, following the instructions on the bean bag pattern.
- ◆ Using the felt, let youth cut out shapes to decorate the front of each bag. Use the embroidery thread to hand stitch the decorative shapes to the bags. Use a short running stitch.
- ◆ Place the bean bag pieces right sides together and pin. (Basting is optional for this project depending on the skill level of the participants.) Stitch a  $\frac{1}{4}$  seam in the designated areas, not between the special markings.
- ◆ Turn the bean bag right side out and press, turning the open portion down  $\frac{1}{4}$  inch.

- ◆ Fill the bags with dried peas. Pin the opening closed. Stitch. Baste this portion closed for easier handling. Hand stitch the opening closed. Remove the basting stitch.
- ◆ Play BEAN BAG TRIVIA following the instruction sheet. Have the youth fill out their worksheet as a tally when playing the game.

## **REFLECT**

- ◆ Describe the steps you took to complete this project.  
**deciding on a pattern; cutting out the pattern; decorating the bag; pinning (and basting); machine stitching or serging; trimming and clipping; pressing and filling; hand stitching the bag closed**
- ◆ What are two hand stitches you used in completing this project?  
**running stitch, basting stitch**

## **APPLY**

- ◆ Make more bean bags for you and your friends. Play other games with the bean bags such as throwing contests and tic-tac-toe.

**BEAN BAG TRIVIA****Instructions**

1. Tape nine trivia spots to the floor approximately 20 feet away from the starting line (or use a piece of poster board with nine sections as illustrated on the floor as the Trivia Board). Provide each youth with the BEAN BAG TRIVIA worksheet.
2. Tape a line about 20 feet away from the trivia spots and have the youth stand behind the line.
3. Have the participants take turns standing with one foot on the starting line and tossing their bags to the trivia spots. If the first bag lands on a trivia spot then the participant will try to answer the question to receive credit for it. If they answer correctly, the participant can enter the answer on his/her worksheet.
4. The goal of the game is to land on each of the trivia spots and respond with a correct answer. The game continues until each participant has hit all of the trivia spots.

**OPTIONAL:** Raise the number of items that the youth have to name to make the game harder.

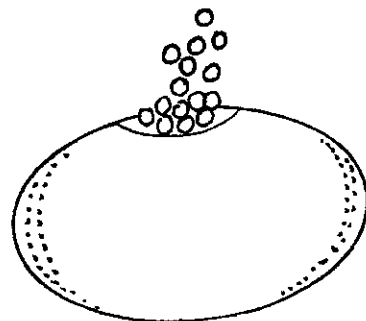
**TRIVIA SPOTS**

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>	<b>9</b>

## LET'S MAKE A BEAN BAG!

### What You Will Need:

- ✓ pins, pin cushion
- ✓ scissors
- ✓ needle and thread
- ✓ scraps of fabric
- ✓ bean bag patterns and instructions
- ✓ dried peas
- sewing machine/serger (optional)

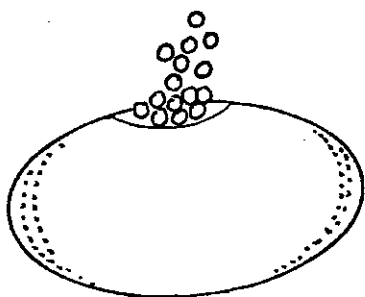
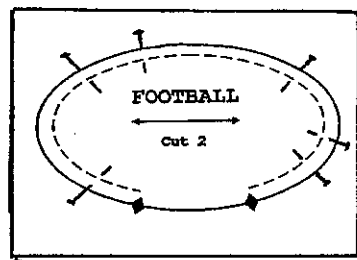


### What You Do:

- ☐ Gather your supplies.
- ☐ Read the instruction guide sheet before beginning.
- ☐ Select the pattern you wish to use. Cut it out.
- ☐ Follow the steps on your guide sheet to complete your bean bag.

## BEAN BAG INSTRUCTION GUIDE

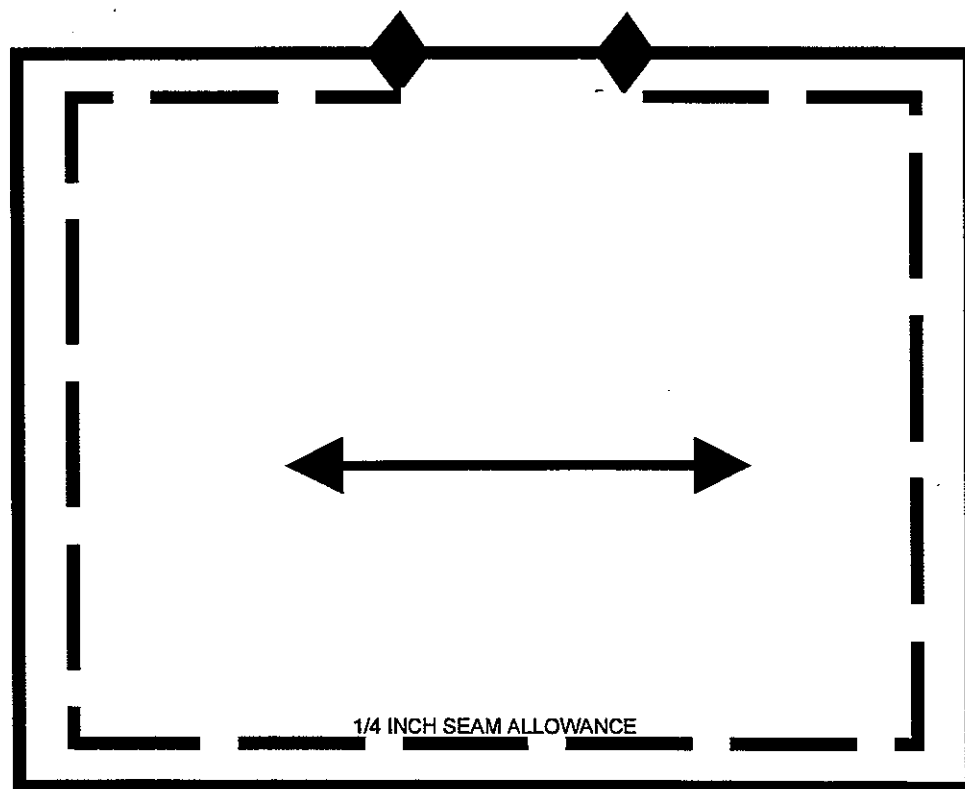
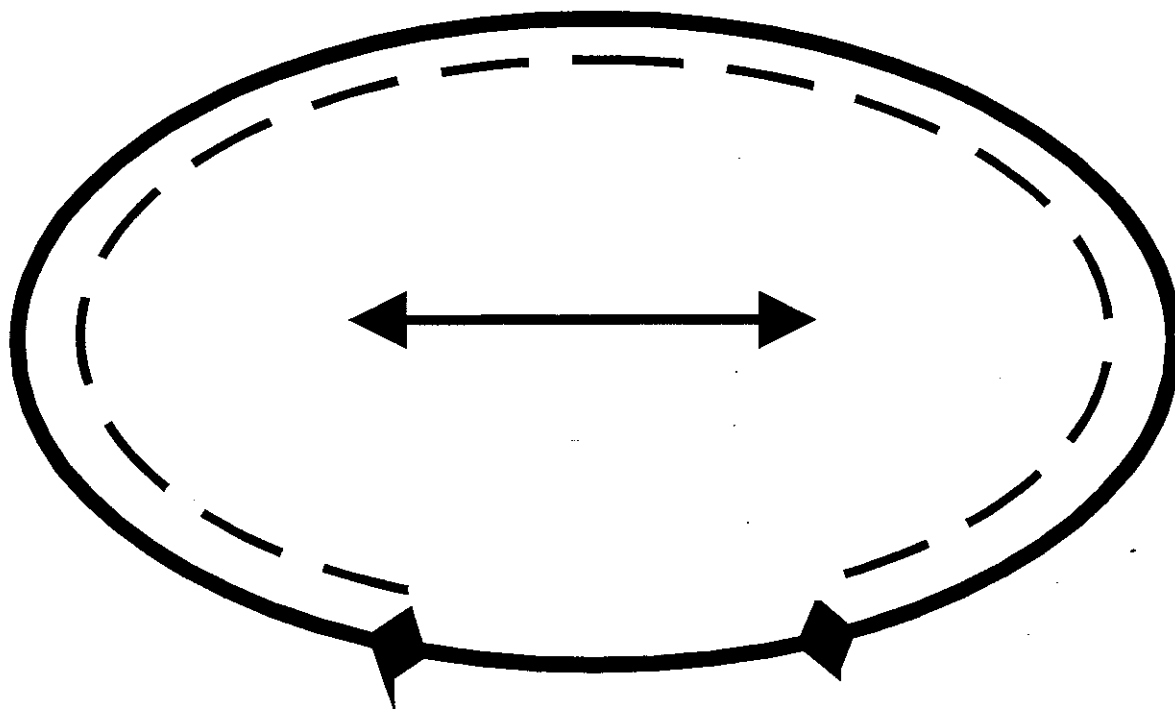
- ☐ Fold your fabric. Make sure fabric "grain" is straight.
- ☐ Layout and pin the pattern pieces to your fabric as shown.
- ☐ Following the pattern cut the fabric pieces.
  - Be sure to cut "notches" on your pattern.
- ☐ Place the fabric pieces right sides together and pin.
- ☐ Stitch a  $\frac{1}{4}$  inch seam starting at one notch and continuing to the 2nd notch, as shown on your pattern piece.



- ☐ Turn the bag right side out and press, turning the opening in  $\frac{1}{4}$  inch.
- ☐ Fill the bag with dried peas. Pin the opening closed. Baste the closing for easier handling. Remove pins.
- ☐ Hand stitch the opening closed using an overcast stitch. Remove basting.



## BEAN BAG PATTERNS



## BEAN BAG TRIVIA WORKSHEET

1. Name 2 parts of a sewing machine.  
\_\_\_\_\_
2. Name 2 steps in completing a sewing project.  
\_\_\_\_\_
3. Name 2 hand stitches used in sewing.  
\_\_\_\_\_
4. Name a non-clothing (apparel) item that you can sew.  
\_\_\_\_\_
5. What is the purpose of the presser foot? \_\_\_\_\_  
\_\_\_\_\_
6. Why do we press our garment after each sewing step? \_\_\_\_\_  
\_\_\_\_\_
7. What are 2 pieces of information that can be found on the back of a pattern piece? \_\_\_\_\_  
\_\_\_\_\_
8. Which direction is it best to stitch in when making an item? (up, down, left or right)
9. Name two parts of a serger.  
\_\_\_\_\_





- OBJECTIVES:** For youth to:
- identify the information on the back of a pattern envelope.
  - use each piece of information correctly.
  - select appropriate size according to their measurements for jams.
- LIFE SKILLS:** ○ Acquiring, analyzing and using information and math measurement skills.
- MATERIALS:** Pattern envelopes  
Copies of PATTERN INFORMATION SHEET for each youth  
Measuring tape  
Pencils or pens  
Tape or chalk to designate a starting line  
INFORMATION CARDS (one set per team)  
JAM PATTERN INFO (one per team)  
PATTERN DIRECTING Workbook page 3.
- TIME:** 45 Minutes (Time will vary for individual measurements.)
- SETTING:** A comfortable room with tables and chairs.
- NOTE:** Be sure to have some patterns that are unisex or specifically for males if they are participating in this activity.
- SUGGESTION:** It is recommended for this first sewing project that you select the jams' patterns you wish the youth to use and have a sample of each for them to use to accurately measure and determine size. You may wish to limit this to only 1 pattern, without choice.
- ADVANCE PREPARATION:**  
Cut out Information Cards and copy JAM PATTERN INFO if needed.

## INTRODUCTION

Getting started on a sewing project requires some important information. Patterns provide us with the "script" and the right pieces to the puzzle of making a garment. When looking through a pattern book you will see the information presented on the pattern "envelope." This information helps you determine the right size along with lots of other important information. Learning to read and understand a pattern envelope is the first step in being a good director of your sewing projects. Today, we are going to learn how to find some of this information and how we can use this information correctly.

## Do

Play PATTERN DIRECTIONS RELAY (20 minutes)

- ◆ Pass out pattern envelopes to each participant or group of two or three. Ask the participants to identify a piece of information that they think is listed on the envelope. Have them identify the information and discuss why the information is important to know when beginning a sewing project. Do this for all the information on the envelope. The items that should be discussed are: size, fabric

information on the envelope. The items that should be discussed are: size, fabric length and width, suggested fabric, options (views), notions, garment description, and pattern difficulty.

- ◆ Conduct a relay. Divide into teams of five. Have the teams stand behind a designated line. Place one pattern envelope (sample JAM PATTERN) or use 2 real pattern envelopes for the same garment) for each team about 20 feet from the starting line. Hand out one INFORMATION CARD to each participant. The first person on each team runs to their designated envelope and locates the information on their card. They must call out the information and the leader must approve it. Then they run back to tag the next member of their team. The process continues until all the members of the team have located their information. The first team to have all its members seated after finding their information is the winner.

## REFLECT

- ◆ What are the items on the envelope that you need to know before beginning a sewing project? Why is each of these important?  
**your size, the suggested fabric, fabric length and width, which view you have chosen, the difficulty of the pattern, the garment description, notions needed**
- ◆ What might happen if you do not use a suggested fabric for a sewing project?  
**the garment might not hang properly when completed, it will not look right; the fabric might be too heavy or light for the style of the pattern**
- ◆ What is important about purchasing the proper fabric length and width?  
**you might run out of fabric and not be able to complete the project; or you might purchase too much material and waste some; (Remember to always save your scraps, they are useful!) Also, for plaid and napped fabrics you have to allow more to match the designs.**

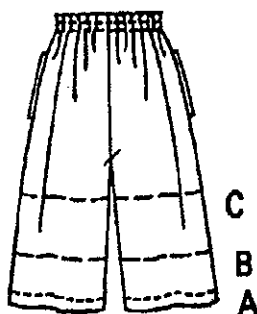
## APPLY

- ◆ Introduce youth to the garment construction project, MAKING JAMS, and assist them in applying the information they learned in this activity to complete PATTERN DIRECTING Workbook page 3.
- ◆ The participants will be required to identify their size. Instruct them on proper measuring techniques and determine their figure type and pattern size.
- ◆ Instruct youth to be sure to read the information on the pattern envelope carefully before purchasing materials for their jams sewing project. Review the materials they will need. OR, if you have chosen the pattern they are to purchase, then, using the sample you provide, let them complete page 3 completely, taking home instructions of pattern number, size, notions, fabric type and amount to purchase. Complete PATTERN INFORMATION Take Home Sheet with information to purchase pattern and supplies.

# SAMPLE JAM PATTERN\* INFO

<b>5982 MISSES', MEN'S OR TEEN BOYS' BOXER SHORTS IN THREE LENGTHS:</b> Very loose-fitting, pull-on boxer shorts in three lengths have front mock fly, fold-back waistline casing with two rows of elastic and side seam pockets.							<b>SHORT A TAILLE ELASTIQUE, EN TROIS LONGUEURS, POUR JEUNE FEMME, HOMME ET JEUNE HOMME:</b> short large en trois longueurs avec fausse braguette devant, deux rangs d'élastique coulissé à la taille et poches dans les coutures de côtés.						
Misses' or Men's / Teen Boys'							Jeune femme / Homme / Jeune homme						
SIZES	X-Small	Small	Medium	Large	X-Large		TAILLES	Toute petite	Petite	Moyenne	Grande	Très grande	
Hip	32½-33½	34½-36	38-40	42-44	46-48	Ins.	Tour de hanches	83-85	88-92	97-102	107-112	117-122	cm
<b>VIEW A - Shorts</b>							<b>MODELE A - Short</b>						
44/45" **	1½	1½	1¾	1¾	2½	Yds.	115cm**	1.50	1.50	1.60	1.70	1.90	m
58/60" ***	1¾	1¾	1¾	1¾	1¾	"	150cm***	1.20	1.20	1.60	1.60	1.60	m
<b>VIEW B - Shorts</b>							<b>MODELE B - Short</b>						
44/45" **	1½	1½	1½	1¾	1¾	Yds.	115cm**	1.30	1.30	1.30	1.60	1.60	m
58/60" ***	1½	1½	1½	1½	1½	"	150cm***	1.00	1.00	1.30	1.30	1.40	m
<b>VIEW C - Shorts</b>							<b>MODELE C - Short</b>						
44/45" **	1½	1½	1½	1¾	1½	Yds.	115cm**	1.00	1.00	1.10	1.10	1.30	m
58/60" ***	1	1	1½	1¾	1¾	"	150cm***	0.90	0.90	1.10	1.10	1.10	m
<b>FINISHED GARMENT MEASUREMENTS</b>							<b>MESURES DU VETEMENT FINI</b>						
Measurement at hipline							Mesure aux hanches						
Shorts A, B, C	43½	46	50	54	58	Ins.	Short A, B, C	111	117	127	137	147	cm
**Without Nap ***With or Without Nap - Use With Nap Yardages and layouts for pile or one-way design fabrics. Additional Fabric may be needed to match stripes or plaids.							**Sans sens ***Avec ou Sans sens - Utilisez le métrage à sens pour les tissus pelucheux et les imprimés à sens. Il faut davantage de tissu pour raccorder les rayures ou les écossais.						
<b>SUGGESTED FABRICS:</b> Cotton • Cotton Blends • Chambray • Seersucker • Challis • Gingham • Rip-Stop Nylon • Cotton Knits. <b>NOTE: All Garments - Not Suitable For Diagonals.</b>							<b>TISSUS CONSEILLES:</b> Coton • Cotonnade • Chambray • Seersucker • Etamine • Vichy • Toile de Nylon • Jersey de coton. <b>N.B. Tous vêtements - Les diagonales ne conviennent pas.</b>						
<b>NOTIONS:</b> Thread, 2½ Yds. of ½" Wide Elastic.							<b>MERCERIE:</b> Fil, 2.30m d'élastique de 1.3cm.						

3  
PATTERN  
PIECES



3  
PIECES  
DE PATRON

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\* Used with permission from McCall Pattern Company.



CLOTHING CAPERS

## INFORMATION CARDS

Pass one card to each participant before the relay.  
Each member of a team should have a different card.

Size Measurement for Medium (12-14)	Fabric Length and Width for View A, Smallest Size
Name Two Suggested Fabric Types	Name Two Notions
Read The Garment Description	Determine the hip measurements for X-Small
Fabric Length and Width View C Largest Size	What measurement is used for the finished garment? Small Size
Locate the size and amount of elastic needed	Read what the pattern recommends about nap fabrics



Name of 4-H'er: \_\_\_\_\_

## PATTERN INFORMATION SHEET

Pattern Company \_\_\_\_\_

Pattern # \_\_\_\_\_

Figure type and size to purchase: \_\_\_\_\_

View that you would like to sew: \_\_\_\_\_

Two suggested fabrics: \_\_\_\_\_

Required notions: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Meeting date you will need all materials: \_\_\_\_\_

NOTE FROM YOUR 4-H LEADER:

--



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ identify markings on pattern pieces.</li><li>○ list the purpose of the pattern markings.</li><li>○ identify the right and the wrong side of fabric, grain, fold, and selvages.</li><li>○ lay out a pattern properly on fabric.</li></ul>
<b>LIFE SKILL:</b>	○ Critical thinking and problem-solving skills
<b>MATERIALS:</b>	Pattern pieces for jams for each participant Pins Fabric (cotton/polyester blend) Measuring tape Marking pen or soap slivers Guide sheet Masking tape Scissors READING THE SCRIPT Workbook page 4 HOW GOOD A DIRECTOR ARE YOU? Workbook page 5
<b>TIME:</b>	1 Hour
<b>NOTE:</b>	Have participants begin layout of their jams as the lesson progresses. Be sure that they use the right size! (Activity 3 discusses sizes.)
<b>SETTING:</b>	Tables are necessary for laying out the patterns.

## INTRODUCTION

Getting ready to sew starts with preparing pattern pieces and reviewing pattern markings. Laying out your pattern pieces can be the most important part of your sewing project. If this step is not done correctly, your jams could look very funny. It is important to match the pattern grainline to the grainline on your fabric so your jams will be on-grain. (Demonstrate this concept to youth explaining fabric grain, selvage and fold to layout fabric/pattern correctly.) Let's find out how to do your jam's layout.

## Do

### "Script Reading"...Pattern Markings and Symbols

- ◆ Gather the group to discuss the markings on the pattern pieces and to identify the pattern pieces. First hold up one piece. See if the youth can identify it. Show them where the name is located. Ask them to look at the other pattern markings. Identify the pattern markings one by one, explaining the information they provide. Hold up each piece of the pattern identifying what part of the garment it is. Be sure to locate any special markings such as dots, hem lines, or pocket placement marks.

- ◆ Instruct each youth to check their knowledge of "READING THE SCRIPT" by identifying the pattern symbols and markings on page 4 of the Workbook. Check to see if everyone understands the pattern markings and review again, if necessary, before moving on to Pattern Layouts.  
**ANSWER KEY:** 1) Cutting Line; 2) Stitching Line; 3) Notches; 4) Grainline; 5) Crotch Length Adjustments; 6) Crotch Line; 7) Pocket Opening; 8) Name of Pattern Piece; 9) Different Lengths; 10) Fold Line

### "HOW GOOD A DIRECTOR ARE YOU?". . .Pattern Layout

- ◆ As a group, layout one pattern, then split up into groups of two (or this can be done individually) to layout patterns. Have the group identify the right and wrong side of the fabric, lengthwise fold, and selvages. Identify the top and bottom of the fabric design if there is one.
- ◆ Begin laying out the large pattern pieces, pinning on the grainline first. Narrate what you are doing or have a volunteer layout the pattern as you describe the steps. Use the measuring tape to be sure that the grain markings are equal distances from the selvages. Now show how to complete pinning of the pattern.
- ◆ Have the participants layout their patterns. Pin on grain only. Check, then have them complete pinning. Be sure to have several assistants to help the youth. Check for mistakes as they continue.
- ◆ Cutting out the pattern can take place now or at another time. Be sure to cut notches outward, not into the pattern piece. Once the pattern has been cut from the fabric, use a marking pen or soap slivers to transfer any special markings to the fabric. Label the pieces on the right side of the fabric using masking tape. Write the name of the piece and youth's name on the tape. This will help the youth identify the pieces as they are sewing.

## REFLECT

- ◆ Name pattern markings and their function.
  - grainline and straight grain arrow - shows you where to place the pattern piece on the fabric's lengthwise grain**
  - place on fold - identifies the fold**
  - solid line - outlines the pattern piece and is the cutting line**
  - special dots and markings - will help you as you sew**
  - pattern number or name - identifies the pattern piece**
  - notches - helps match pattern pieces as you sew**
- ◆ Why should all the grainline arrows on the pattern and fabric grainline match?  
**so garment is on-grain and will hang correctly**

## **LESSON 1: CREATIVITY**

### ***Activity 4: Script Reading...Pattern Markings and Layout***

- ◆ How did you make sure the pattern pieces were even on the grain?  
**fabric was folded on-grain and the distance from the selvages to the grainline arrow was measured**
- ◆ What is a handy way to identify the garment pieces after the pattern pieces have been removed?  
**mark them with masking tape**
- ◆ Name some of the pattern pieces that make up your jams?  
**left and right front, left and right back, and pockets (optional)**
- ◆ Was it hard to follow the layout instructions?

## **APPLY**

- ◆ Test "HOW GOOD A DIRECTOR ARE YOU?" by completing the Workbook Activity on page 5.  
  
**KEY:** The three mistakes were: 1) unevenly folded fabric; 2) back pattern piece is not on the straight grainline of fabric; and 3) pocket also is not on-grain.
- ◆ Create your own pattern pieces for a simple doll, pillow or stuffed animal. Be sure to add the necessary pattern markings and follow layout instructions.



**OBJECTIVES:** For youth to:

- practice stitching straight and curved seams.
- clip and press seams after machine stitching.
- improve sewing machine operation skills.
- finish seam edges.

**LIFE SKILL:** ○ Follow verbal and written directions**MATERIALS:** Jams Pattern pieces (previously cut out in Activity 4)

Pattern guide sheet

Sewing machine or serger

Pins, pin cushion, seam gauge, hand sewing needles

Scissors

Iron and ironing board

Thread

SEAMS REFERENCE Poster

**TIME:** 1 hour**SETTING:** Table and chairs with machines set up comfortably for youth.**ADVANCE PREPARATION:**

It is best for you to demonstrate each step and to have samples prepared in advance of the

## INTRODUCTION

Now we are going to begin sewing your jams. Remember to do your best because each step builds on the previous steps to create a whole garment. First, we have to prepare the sewing machines.

## Do

### SCENE 1: SEAMING THEM UP!

- ◆ Have the youth prepare the sewing machines by threading the machines properly and checking to see if the bobbin is full. Have them test sew a seam on a scrap of fabric (double thickness) to be sure the stitches are in good tension and 10-12 stitches per inch.
- ◆ Review the steps to completing the seams using the SEAMS REFERENCE Poster.
- ◆ Finishing the Raw Edges - If you are using a serger, you may skip this step. If you are using a conventional sewing machine you will need to finish the edges of your garment pieces to improve the quality of our garments and prevent raveling. This may be done by zig-zag stitches over the edge of the pieces. Each machine is different so check to see if your machine has a special stitch for finishing edges.

- ◆ Side Seams - Locate the left front and the left back garment pieces. Place the right sides (the pretty sides) together. Pin together the side seam. Baste the seam and then machine stitch at  $\frac{5}{8}$  inch toward the waist. Remove the basting stitch. Press the seam open.
- ◆ Stitching the Inseam (inner leg seam) - Place the two pieces right sides together matching the inseam. Pin the inseam, baste and then machine stitch  $\frac{5}{8}$  inch. Remove the basting stitch. Press the seam open.
- ◆ Now do the right front and right back leg seams.
- ◆ Turn one leg right side out. Slip inside other leg, so right sides are together. Pin crotch (curved) seam. Baste this seam. Then machine stitch  $\frac{5}{8}$  inch. Remove basting stitch. Stitch again at  $\frac{1}{2}$  inch. Trim seam to  $\frac{1}{4}$  inch. Press to one side.

## REFLECT

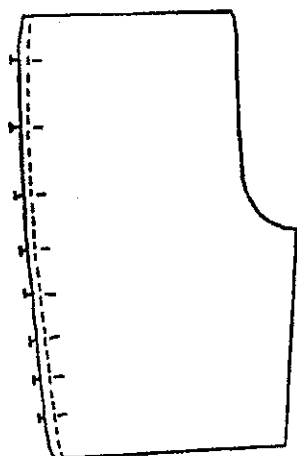
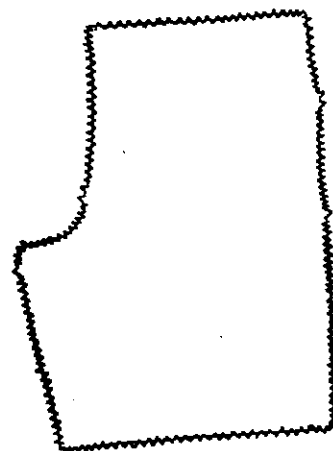
- ◆ How did you finish the seam edges? Why?  
**zig-zag stitch or special finishing stitch; finishing keeps the fabric from raveling when washed and improves the quality of your garment**
- ◆ At what measurement did you stitch the seams?  
 **$\frac{5}{8}$  inch**
- ◆ Why do we press after sewing each seam?  
**pressing helps us manage the garment better; it improves the quality of the finished product**
- ◆ Why do we sew from bottom up?  
**to stitch with the grain of the fabric**
- ◆ What seams did you sew today?  
**the side seams, the inner leg seam, and the crotch seam**
- ◆ What is the purpose of hand basting?  
**basting helps to hold the garment pieces in place for machine stitching.**

## APPLY

- ◆ Practice sewing straight and curved seams on scraps of material. Use scraps to make a simple pillow.
- ◆ Practice pressing skills by ironing wrinkled clothing or scraps of materials.

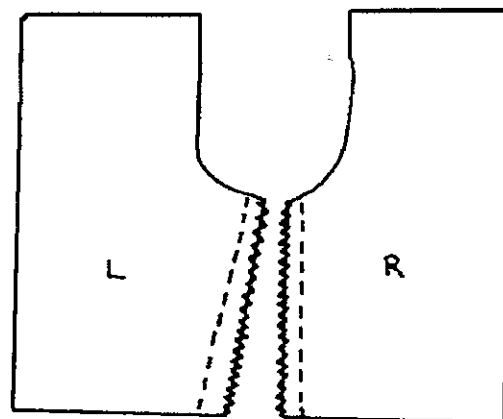
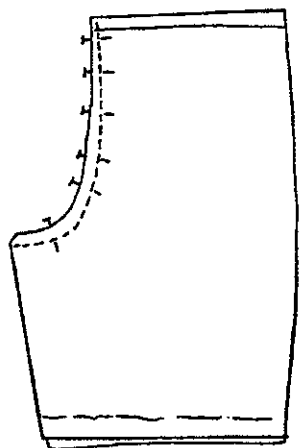
## JAMS SEAMS

**Finish Raw Edges →**



**← Pin and Stitch Side Seams**

**Stitch Inner Leg Seams →**



**← Pin and Stitch Crotch Seams**



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ learn how to hem a garment.</li><li>○ learn how to make casing for elastic.</li><li>○ practice machine control skills and pressing skills.</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Measurement skills</li><li>○ Follow written and verbal directions</li></ul>
<b>MATERIALS:</b>	Jams Sewing machines or sergers Pins, scissors, pin cushion, seam gauge, thread, hand sewing needles Measuring tape Non-roll elastic Large safety pins Ironing board and iron JAMS CASING Reference
<b>TIME:</b>	1 Hour
<b>SETTING:</b>	Area with tables and sewing machines.
<b>ADVANCE PREPARATION:</b>	Prepare samples for demonstration.

## INTRODUCTION

Now we are going to finish sewing your jams. The last steps deal with customizing the garment to fit you. We will be doing the casing and the hem.

## Do

### SCENE 2: CASING AND HEMS!

- ◆ Review steps to completing the casing using the JAMS CASING Reference Poster.
- ◆ Casing - At the top of the jams press under  $\frac{1}{4}$  inch. Baste. Machine stitch. Remove basting. Press. Now turn down on fold line for casing. At center back seam place a 1 inch piece of fabric. Baste and then machine stitch leaving a 1 inch opening. Remove the basting stitch.
- ◆ Cut a piece of non-roll elastic 1 inch shorter than the measurement of your waist. Attach a safety pin to the end of the elastic and push it through the waistband. Be sure to hold the other end of the elastic. Once the elastic has been pushed all the way around the waistband, using straight pins, lap the ends  $\frac{1}{2}$  inch. Pin. Try on the shorts to see if the elastic fits properly. Machine sew the ends of elastic together securely. Machine stitch the 1 inch opening.

## LESSON 1: CREATIVITY

## Activity 6: Scene 2: Sew Some Jams

- ♦ Hem - Try on your shorts to check for length. If necessary, cut evenly from the bottom excess fabric.
- ♦ Press under  $\frac{1}{4}$  inch around each leg. Baste. Machine stitch. Remove basting stitches. Turn up 1 inch and pin. Press a crease and then baste. Machine stitch the hem. Remove basting stitches.
- ♦ Finishing Up - Check your garment for any loose threads. Give your jams a final press. Wear and enjoy!!!

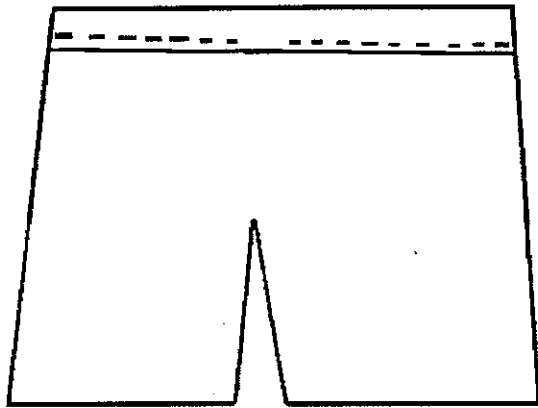
## REFLECT

- ♦ What were the steps you completed today?  
**making a casing; measuring and inserting the elastic; hemming**
- ♦ Describe how you created a casing for the elastic.  
**folded down top edge, inserted elastic**
- ♦ What kind of elastic did you use? **non-roll**
- ♦ What do you think would have happened if you had not pressed between each step?  
**the garment would have been harder to handle; it would have been hard to cross seams over other seams; harder to see what you were doing.**
- ♦ Why is it necessary to turn up the hem  $\frac{1}{4}$  inch before turning it up 1 inch?  
**so that there is a finished edge at the hemline; it makes the hem finish neater**

## APPLY

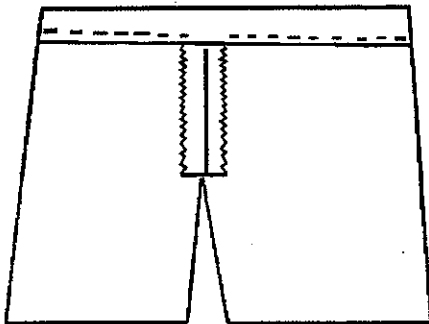
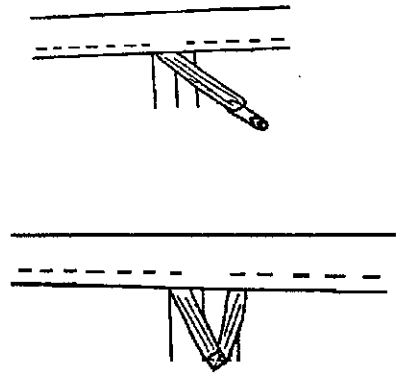
- ♦ Repair any torn hems in your wardrobe.

## JAMS: CASING REFERENCE



TURN DOWN INSIDE CASING AND BASTE.  
MACHINE STITCH LEAVING OPENING.

ATTACH A SAFETY PIN AND PUSH THROUGH  
THE CASING. LAP ELASTIC ENDS AND  
STITCH.



TRY ON JAMS. IF THEY FIT PROPERLY,  
MACHINE STITCH OPENING.



- OBJECTIVES:** For youth to:
- design their own pattern from a picture of the finished product.
  - learn to follow directions to complete simple sewing projects.
  - demonstrate creativity in sewing simple projects.
  - practice basic sewing skills.
- LIFE SKILL:**
- Express individuality and creativity
  - Read and follow written instructions to complete a task.
- MATERIALS:** Materials will depend on the project youth choose.  
**CHOOSE YOUR OWN Handbook** for each youth
- TIME:** 1 Hour
- SETTING:** A comfortable room with tables and chairs.
- NOTE:** These projects should be done under the guidance of an adult.
- ADVANCE PREPARATION:**  
Copy the Handbook pages front-to-back to make booklet. Have youth review and select project they wish to complete and gather supplies as needed.

## INTRODUCTION

Simple sewing projects can be just about anything. When you sew, you do not always have to sew clothing. It is fun to sew simple items for others. Organize a group to make some simple projects and donate them to your local nursing home or another charity. Use your skills to help others!

## Do

- ◆ Choose a simple project from "CHOOSE YOUR OWN" Handbook that you think you could sew.
- ◆ Visualize the pattern pieces that make up the item. Construct your own pattern out of paper. Be sure to include important pattern markings so that your project will be a quality project.
- ◆ Make a list of the items that you will need to sew the project. You might want to ask for the help of an adult for this step.
- ◆ Be creative in sewing your project. Maybe add some decoration or make the item seasonal. Remember this is your own project and it should turn out how you want it to. You can vary some from the initial idea.

## REFLECT

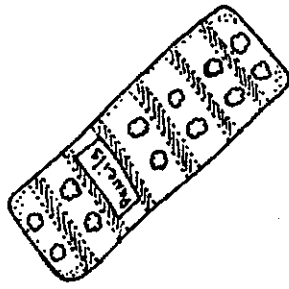
- ◆ What item did you choose to make?
- ◆ What were the pattern pieces you created?
- ◆ What were the steps you took to complete the project?
- ◆ Was it hard to visualize the creation of the project from a picture?
- ◆ What are some other examples of times you might want to create just from looking at a picture?  
**often times you might see crafts, clothing, or other simple items in a catalog or store that you think you can make instead of buying**

## APPLY

- ◆ Choose another item to create or look in craft magazines or catalogs to find an item you think you can make.
- ◆ Teach someone else how to complete the simple sewing project you constructed. Maybe you both can come up with some new ideas to improve the item.
- ◆ Give the items you made away as presents or to charity. It is good to use your skills to benefit others.



## PENCIL CASE



### Materials Needed:

- Fabric 10 inches x 11 inches, cut in half
- 14-inch nylon zipper
- Thread

### How to Make:

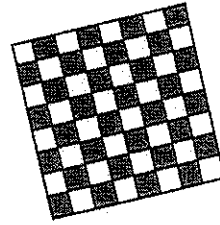
1. Place closed zipper with teeth down (tape flush with edge of fabric) on one edge of fabric. Extend the zipper 1-½ inch on each end.
2. Machine stitch or serge.
3. Bring other side of fabric to other long side of zipper. Machine stitch or serge.
4. Open the zipper about halfway.
5. Fold so zipper is at top or you can have it 1 inch below. Carefully match edges.
6. Starting at bottom machine stitch or serge each side.
7. If you used a sewing machine, trim off ends of zipper.
8. Turn to right side.

**OPTIONAL:** Make in different sizes and fabrics to use as grooming bag or tool bag

## CHOOSE YOUR OWN PROJECT HANDBOOK



## CLOTHING CAPERS



## CHECKER BOARD

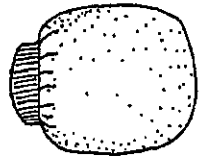
### Materials Needed:

- Felt, 8 inches x 8 inches
- Felt, 9 inches x 4 inches in a contrasting color
- 2 colors of flat, ½ inch buttons, 12 of each
- Heavy fusible interfacing 8 inches x 8 inches
- Glue

### How To Do:

1. Place fusible (rough side) interfacing to felt. Fuse following package directions.
2. Cut 32-inch squares from contrasting color of felt.
3. Position on large piece to create a check board.
4. Lift, dot with glue. Press back in place.

# /ASH MITT



## Materials Needed:

- Old towel large enough to cut two pieces 8 inches x 8 inches
- Ribbing or ½ inch elastic
- Thread

## How to Make:

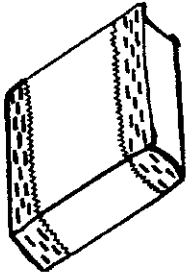
1. Place the two pieces together. Pin.
2. Machine stitch or serge 3 sides, remembering to remove pins and turn right side out.
4. To use ribbing:
  - Measure wrist plus ½ inch for a ¼ seam. Be sure it stretches enough to slip over hand.
  - Machine stitch or serge ¼ inch seam to make a circle.
  - Fold in half and divide in fourths, ribbing and mitt.
  - Match mitt to ribbing.
  - Stretch ribbing as you machine stitch or serge. If using a sewing machine, do a second row of machine stitching.

5. To use elastic:
  - Fold ¾ inch casing.
  - Machine stitch leaving a 1 inch opening.
  - Pull elastic through the casing with a safety pin.
  - Lap elastic and machine stitch.
  - Machine stitch opening.

Use to take a bath, wash a car or dishes.

3. Add appliques, patches, trims or decorative stitches to fabric, if desired.
4. Place fabric wrong side up. Position fleece (batting), so fabric extends 1 inch at top, bottom and each side. Pin to hold in place.
5. Fold fabric over fleece (batting) on sides and stitch. Use a decorative machine stitch, if desired.
6. Stand fabric right side up on table and center notebook on it. Fold side edges over notebook snugly, pin and mark seams with soap sliver or marking pen.
7. Remove notebook and stitch seams.
8. Trim seams and clip at end of stitching.
9. Trim polyester fleece or batting away, in line with notebook edge, between clips.
10. Fold fabric over polyester fleece or batting and stitch.
11. Turn right side out.
12. Slip notebook into "pockets" by bending the notebook back.

## NO BOOK COVER



### Materials Needed:

- Notebook with stiff cover and no clip on top
- Amount of fabric determined by size of notebook
- Polyester fleece or lightweight polyester batting
- Thread
- Marking pen or soap slivers

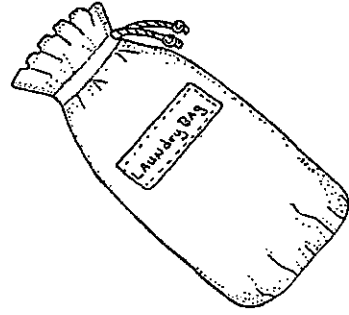
**OPTIONAL:** Trims, appliques, patches, decorative stitches.

### Measuring Notebook:

1. Open notebook out flat on newspaper with rings facing up.
2. Trace around notebook.
3. Add 1 inch to top and bottom edges and 8 inches larger on each side. This is your pattern.

### How To Make:

1. Cut fabric.
2. Cut polyester fleece or batting 1 inch shorter at top, bottom and each side.



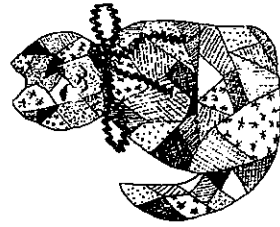
## LAUNDRY BAG

### Materials Needed:

- 1 yard of 45 inch cotton or cotton blend fabric
  - Thread
  - 1-3/4 yard 1/4 inch cording
- OPTIONAL:** Small pieces of fabric to make appliques

### How To Make:

1. If adding appliques, do them now.
  - Using a fusible paper, place to wrong side of fabric and fuse following directions.
  - Cut out desired shape.
  - Position applique on fabric, again following directions to fuse.
  - Finish edges with fabric paint or machine zigzagging.
2. Fold fabric lengthwise with right sides together. Pin.
3. Stitch (sewing machine or serger) across one end and up the side, stopping 2 inches from the top. Remember to pull pins out as you come to them. **DO NOT** stitch over them. Press seams open and turn right side out.
4. At the top edge use one of these finishes:
  - machine zigzag edge
  - serge edge
  - turn under 1/4 inch and stitch
5. Now fold over 1 inch and stitch 3/4 inch from folded edge to make the casing. Insert cording using a large safety pin. Knot the two ends of cording together.



## CRAZY PATCHWORK

*Be creative with crazy patchwork.  
Make an ornament (leave flat or stuff)  
or make a pillow or animal (stuff).*

### Method A

#### Materials:

- Fabric scraps of lightweight cotton or cotton/polyester blend
- Two pieces of solid color fabric measuring 12 inches by 12 inches
- Fabric glue
- Matching thread or contrasting thread
- Polyester fiberfill

#### How To Do:

1. Decide which fabric scraps to use. Cut in irregular shapes.
2. Place scraps (right side up) on wrong side of solid fabric to your liking.
3. Starting at bottom, lift each piece and dot with fabric glue and hand press in place.
4. Hand or machine stitch around edges, using matching or contrasting thread.

### Method B:

#### Materials:

- Fabric scraps of lightweight, cotton or cotton/polyester blend
- One piece of solid color fabric measuring 12 inches x 12 inches

- Fusible interfacing 12 inches by 12 inches
- Matching thread or contrasting thread

#### How To Do

1. Decide which fabric scraps to use. Cut in irregular shapes.
2. Arrange scraps on fusible (rough side) interfacing to your liking. Follow label directions describing how to fuse. Fuse.
3. Hand or machine stitch around edges using matching or contrasting thread.

#### Complete Your Project:

##### Pillow

1. Pin right side of solid fabric to right side of "patched" fabric, matching edges.
2. Begin stitching in center of one side. Continue stitching, stopping 3 inches from where you began.
3. Trim seam to  $\frac{1}{4}$  inch and turn right side out.
4. Stuff with polyester fiberfill. Bring opening edges together. Hand stitch closed.

##### Animal

1. Place solid fabric and "patched" fabric together. Pin an animal pattern. Cut.
2. Pin right sides together. Stitch (do not begin at a corner) leaving a 2 to 3 inch opening.
3. Stuff with polyester fiberfill. Bring opening edges of together. Hand stitch closed.
4. With scraps, make small ornaments.

# **LESSON 2      COMMUNICATION OF SELF**

---

**9-11 YEAR OLDS**

## **PURPOSE**

To enhance personal grooming and development of self-concept.

## **OBJECTIVES**

Youth will be able to:

- ◆ identify the benefits of a well-groomed personal appearance.
- ◆ identify and practice good personal grooming and hygiene habits.
- ◆ practice good manners and etiquette.

## **LESSON TIME**

45 Minutes

## **LEARNING ACTIVITIES**

IMAGE OBSTACLES  
ACTING THE PART  
PORTRAITS OF MYSELF  
HAIR MANIA  
SPECIAL FEATURES: HANDS AND FEET  
ACTIONS COUNT!

## **ADVANCE PREPARATION**

1. Read the BACKGROUND BASICS on Communication of Self.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 2      COMMUNICATION OF SELF

---

## Do

The following is suggested for using the activities in Lesson 2. Materials needed for each are listed within the activity. Help the children to:

- ◆ Identify the benefits of a well-groomed personal image in **IMAGE OBSTACLES!**
- ◆ **ACTING THE PART: POSTURE PERFECT** demonstrates ways to develop and maintain good posture.
- ◆ Assessing personal habits is this focus of activities in **PORTRAITS OF MYSELF!**
- ◆ Learn new skills and practice good hygiene in **HAIR MANIA** and **SPECIAL FEATURES: HANDS and FEET**.
- ◆ Practice affirming others through compliments and other courtesies like "please and thank you" in **ACTIONS COUNT!**

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ What are some of the benefits of a well-groomed appearance?
- ◆ How does the image you present affect how others treat you? Or, how do you treat others based on their image?
- ◆ Describe the characteristics of someone who has good posture.  
**alert, back straight, shoulders back, feet flat on the floor, chin up**
- ◆ Describe the proper way to sit in a chair.  
**hold head up, hold back straight against the back of the chair, place feet flat on the floor, and rest arms at the side**
- ◆ What are some good hygiene habits?  
**brush teeth after meals, keep fingernails clean and nicely shaped, hair brushed**

## APPLY

Help youth learn to apply what they have learned to their daily lives:

- ◆ Use good grooming skills on a daily basis.
- ◆ Practice good posture when sitting, standing, or walking.
- ◆ Share with others the new skills that you have learned.

# LESSON 2      COMMUNICATION OF SELF

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## BACKGROUND BASICS...Communication of Self

### IMAGE and IMPRESSIONS

We have all been told not to judge people by the way they look, but appearance does indeed affect what we think about someone. As a matter of fact, more than 50 percent of the impression you make is influenced by your nonverbal "image".

Image has been defined as a visual representation or a mental picture. Impression is an influence or effect on your feelings, senses, or mind. Do you form an opinion of a person the first time you see them, even before they speak a word? Most of us do. What do you see first? Frequently the answer will be the clothing worn by the individual. Clothing may tell us the sex, the approximate age, the economic status, the culture, and something about one's personality, values, and attitudes or even profession.

Your "first impression" is created by the you that everyone sees -- your body, and the you that people relate to -- your personality. Most people form a first opinion in one minute and clothing is a major factor in what is used to form that impression. A first impression is not always accurate and it can be changed -- provided you are given that opportunity.

Clothes are an intimate part of ourselves. They reflect our personality, our mood, and our behavior. Select clothes to emphasize your good features and to camouflage the least desirable ones. Only an honest self-evaluation and a conscious understanding of style will allow you to use color, texture, line, and design in clothing to communicate your self-image to others accurately.

First impressions do influence our lives. They may decide whether you are selected to be on a team or asked to a party. What type of impression do you leave with your parents, your teachers, and your family?

What you wear and your personal grooming makes some kind of statement. Every time you dress, you are making choices and even an "I don't care" message is a clear statement. We are creating impressions all the time, because someone sees us. Think about your visual impact -- how you package yourself. What impression are you creating right now? Is your impression consistent? Is it up-to-date?

# LESSON 2      COMMUNICATION OF SELF

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Remember -- your first impression may be your last one, if there is no second chance. We have all been told not to judge a book by its cover, BUT... the impression you leave in other people's minds is composed of many parts to create the whole. What makes up your image?

- ☞ your self-concept
- ☞ your standards of excellence
- ☞ your personal attributes, such as cleanliness
- ☞ your etiquette
- ☞ your verbal communication skills
- ☞ your body language, such as facial expressions, eye contact, gestures, posture
- ☞ your language (how you sound) -- rate, pitch, volume, animation
- ☞ your clothing and accessories

All of us start with the same potential. What we do with it is what counts. There is truth in the statement, 'when you look good, you feel good'. Dress is to be included not excluded.

## POSTURE

Posture is how you carry your body when you are sitting, standing, and walking. Did you know that your posture affects how your clothes fit and how your clothes look on you? Not only that - it also tells how you feel about yourself. Good posture improves personal appearance, helps prevent unnecessary tiredness and adds to a well-groomed look.

To stand correctly your body must have perfect balance. Vertical balance is achieved when an imaginary straight line begins at the ear lobe, goes through the tip of the shoulder and the tip of the hip bone, then ends at the tip of the ankle bone.

For perfect side-to-side (horizontal) balance, the straight line begins at the base of the skull, goes down through the back bone, between the buttocks, between the knees, and ends between the ankles.

Posture is an expression of personality and personality problems. A head forward and long walking steps show an aggressive, masculine nature. Small, mincing steps and stooped shoulders express an inferior attitude. A natural, graceful, and gliding walk expresses beauty, femininity, and enthusiasm.

### Sitting

The weight of the body should rest on the hip bones. Sit tall, with both feet flat on the floor. Sit back so that the hips touch the back of the chair. Keep the neck and head in line with the back. When writing at a desk, lean forward from the hips, making certain that the upper back remains as straight as possible. When sitting at a chair, remember to keep the arms in the lap.



# LESSON 2      COMMUNICATION OF SELF

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To sit down in a chair: Walk to the chair, turn around, and slide one foot back to the edge of the chair. With most of the body weight resting on the back foot, lower the body until it is sitting in the chair.

To rise from a sitting position: Slide one foot forward. Then with most of the body weight resting on the back foot, push the body upward until it is in a standing position. Never use the hands to push the body upward -- it is the leg muscles which must do the work.

## **Standing**

Stand four inches from the wall. Stand firmly on both feet, but with the knees loosely bent. Press the waist against the wall and push slowly up until the legs are slightly bent. Lift up the chest and pull in the chin until the back of the neck almost completely touches the wall. Walk slowly away from the wall. The arms should hang in a natural position from the shoulder, and toes should be pointed straight ahead, never inward.

## **Walking**

Stand with good posture, then push off with a firm movement of the rear foot. Legs should swing from hips, with the upper part of the body having little motion. Arms should swing naturally. When the left foot is forward, the right arm should be swinging forward, and vice versa. Never have the arms swing further away from the body than the size of the steps the feet are taking. Toes should move straight ahead, carrying the feet along imaginary lines about two inches apart. Take steps about 12 inches apart. To help remember about body balance, practice walking with a book balanced on top of the head.

How to walk with good posture when carrying books: Books should be held in the curve of one arm. Books held by both arms in front of the body cause the stomach to push forward, and perfect body balance is lost.

## **PERSONAL GROOMING**

### **Hand Care**

One of the ways we express ourselves is by using our hands. We use them when we "talk." Part of our good grooming routine should be in paying careful attention to our hands. How we care for our hands and nails visually tells a lot about how we care for ourselves. A well groomed person will have clean hands and trimmed nails (with no dirt underneath).

It takes time, effort, and skill to groom them properly. Be sure to wash often using lukewarm water and mild soap to wash away dirt, dead skin, and germs. It is important that you have a nice lather. Use a nail-brush (even an old toothbrush will work) to scrub underneath nails to remove dirt. As you dry your hands, gently push back the cuticle to remove any dead skin cells. If you have dry skin, you may want to apply a hand cream/lotion.

# LESSON 2      COMMUNICATION OF SELF

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Check carefully each week for trimming and shaping needs. Use a nail clipper to clip fingernails to the right length. Next, using a file or emery board shape the nails smooth. Be sure to file in only one direction.

## **Tooth Care**

Good grooming for teeth means brushing regularly and properly. The four steps to quality tooth care are:

- ✓ Use a tooth brush with soft bristles and a fluoride toothpaste.
- ✓ Use gentle up and down strokes to clean between the teeth and massage the gums.
- ✓ Brush at least twice a day; brushing teeth, gums, and tongue.
- ✓ Floss your teeth daily with dental floss. Flossing removes food caught between teeth that can injure gums and tooth enamel. Ask your dentist to show you how to properly floss.

Two things will influence your selection of a toothpaste. They are *flavor* and *abrasion*. Flavor is a personal decision. Most people choose a toothpaste that "tastes good." A wide variety of flavors are available. The abrasion of a toothpaste affects its cleaning power much as does a polishing compound. A toothpaste that feels "gritty" is highly abrasive. Toothpaste comes in three levels of abrasion: high, medium, and low. High and medium abrasions are usually pastes. The low abrasion toothpaste may be a gel or a paste. Most people can use any of the three levels of abrasion. However, a person who has sensitive teeth or receding gum lines due to gum disease probably should use either a gel or a medium abrasive toothpaste and a soft tooth brush. Proper care of teeth will help keep teeth and gums healthy, and breathe fresh. Then always remember to use a pretty SMILE.

## **HAIR CARE**

How hair looks says something about ones grooming, health and self-concept. Shiny, well-groomed hair, styled in a becoming way, is important to any person, male or female. Look at your hair, is it shiny with highlights? Does it grow at least 1/4 inch a month? When you pull on a hair does it resist your pull? (If so, that's good: it means you have a strong root.)

The amount of oil secreted by the sebaceous or oil glands in the scalp affects the type of hair one has—especially in early adolescence when the glands become more active. Hair may be classified as normal, oily or dry. It is also typed according to thickness, texture and the degree of bend of the hair. We may type the hair as **fine, coarse, straight, fine and curly or coarse and curly**.

### **Basic Characteristics Of Hair Include:**

**Dry Hair:** reacts best to brushing, massage, washing in warm water and blotting dry.

# LESSON 2      COMMUNICATION OF SELF

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**Normal Hair:** takes many styles, normal washing and care.

**Oily Hair:** benefits from light, daily brushing to distribute oil, frequent shampoos (daily, if you want) with frequent washing of brush and comb.

**Fine Hair:** calls for frequent washing, takes short styles best, benefits from a conditioner after washing.

**Coarse or Wiry Hair:** calls for frequent trims and enriched shampoos to help control it.

## **Hair Care Basics:**

Care of hair includes regular brushing, frequent washing, and protection from damage by chemicals or overexposure to sun and wind.

## **Brushing**

One-hundred strokes with the brush each day! This is not necessarily the treatment for everyone's hair. Combing and brushing the hair stimulates the blood circulation of the scalp. Good blood circulation ensures that each hair root gets plenty of oxygen. It also removes any loose scales that have accumulated on the scalp and distributes oil evenly through the hair.

Correct brushing and combing of hair will improve the health of the hair. Rough handling of hair may cause damage to the scalp and injure hair strands (breaking hair or splitting ends). Concentrate on the scalp. Pull your brush through the hair close to the scalp in a smooth motion. If your hair is long don't brush the entire length with one stroke. Begin at the scalp and brush about eight inches along the shaft. Then, grasp the strands at about ear length and use a second stroke to brush through to the ends. Combing requires the same care as brushing. Do not yank at a tangle! Using a conditioner or cream rinse after shampooing helps prevent tangles and makes it easier to comb wet hair.

## **Shampooing**

Choose a shampoo for your particular hair type (dry, oily, normal, color-treated). If you have oily hair, rinse your hair in cold water after shampooing. If your hair is dry, use warm water. Warm water stimulates the oil glands to secrete oil.

The type of shampoo you use could be the reason your hair develops split-ends and/or lack of shine. Shampooing removes cuticle from the hair each time it is used. Since the hair is no longer living it can not repair itself. Consequently, a shampoo which has a high surfactant (detergent) level removes more of the cuticle than one with a lower level of surfactant. The shampoo with the lower level of surfactant can be used more often because it will leave the cuticle intact and remove dirt without stripping hair of its natural moisture.

# LESSON 2      COMMUNICATION OF SELF

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For a shampoo to be effective it must remove oil, dirt and loose flakes, as well as soot and dust from the air, from both hair and scalp. A quality shampoo provides a full, rich lather that traps dirt and soil and carries it away from hair and scalp. It must also rinse away quickly and easily, so no trace of suds or soil remain on the hair or scalp. Shampoo left on the hair can leave a dulling film or cause the scalp to flake and itch.

## **Follow These Steps for Proper Shampooing and Conditioning of Hair:**

- Wet hair and apply shampoo; rub until a rich lather develops, massaging the scalp with fingertips. Gentle pressure aids cleaning and helps circulation.
- Rinse thoroughly. (Lather and rinse a second time if preferred.)
- Apply conditioner generously and evenly, working it through wet hair to the ends; rinse well.
- Gently squeeze hair to remove excess water, then use a towel to blot and partially dry hair.
- Brush or comb hair to prepare for styling.

## **Lice**

Head lice are often found in schools. Lice are insects that spread by contact with clothing, hats, scarves, brushes, combs, furniture, and carpets. They are the size of a pin head, and their life span is 30 to 40 days. Lice cause itching, and scratching can cause a secondary bacterial infection. The eggs deposited will hatch in eight days and become adults in eight more days. Prevention includes not lending combs, brushes, hats, jackets, or other clothing. Keep a periodic check on your scalp, especially if you have itching. If you have lice, use a special shampoo preparation available at the drugstore or ask your local health department to recommend appropriate treatment. In addition to scalp treatment, all combs or brushes must be soaked in water and disinfectant or placed in hot water at 150 degrees for 10 minutes. Any clothing, towels, sheets or anything that may have come in contact must be washed in the washer using a strong disinfectant.

## **Your Hair and Your Diet**

Diet affects the health of hair just as it does the health of the rest of your body. Proteins, vitamins and minerals help hair grow and keep it healthy and attractive. Proteins come from milk, meat, eggs, nuts, dried peas and beans, cereal and bread. Vitamins and minerals also are found in these same foods plus fruits and vegetables. If you eat a well-balanced diet, you are a step closer to healthy, attractive hair.

## **TLC for Black Hair**

Black hair? It's fine, it's coarse...it's thick or thin...it's curly or straight...oily or dry. But all too often, it's also fragile hair, susceptible to breaking and splitting and to damage from sun, chlorine, tight ponytails or corn-rows, and chemical processing, such as straightening.

# LESSON 2

# COMMUNICATION OF SELF

What to do about it? Treat it lovingly. Shampoo as needed. Use a dry-hair formula; if hair's permed or straightened, use shampoos for damaged or delicate hair. Always condition afterward to add softness and flexibility. Blot snarls, working slowly from ends to roots to avoid breaking hair. (Corn-rows can go a week or ten days without shampooing-but not indefinitely, no matter how beautiful or how costly. Every day or two, wipe along parts with witch hazel or astringent. And it's okay to sleep on corn-rows, but remove any beads first.) Avoid metal combs or picks. If you use a blow dryer, set in on "low." Air-dry curly hair by finger-combing up and out. Or try and air brush to cut the time your hair is exposed to heat. *Remember:* If a style needs daily hot-curling, blow-drying, or "ironing," it's too rough on your hair.

## Basic Hair Care Products:

**Brushes and Combs.** Use a natural-bristled brush; don't overbrush your hair, especially if it is damaged in any way. Wash your brush and comb each time you shampoo, using soapy water with a few drops of ammonia. Don't borrow or lend brushes or combs.

**Shampoo.** There are many types of shampoos on the market. Choose one that is made specifically for your hair. If you have oily hair you may want to choose one that is specifically for oily hair. Hair that is permed may need another typed of shampoo. You may want to try several different types until you find one that suits you.

**Conditioners.** Conditioners are made so that they will provide the most thorough treatment to porous, old or damaged sections of the hair shaft and lighter conditioning for new, smooth, undamaged hair. Conditioners wash away when the hair is shampooed so they need to be applied after each shampoo. They help hair look better, improve its manageability, feel and texture and prevent the buildup of static electricity.

**Gels and Mousse.** These products are used to style the hair. They are applied before the hair is styled and help hold it in place. There are many varieties which are used for various styles.

**Hair Sprays.** Hair sprays are products used to hold the hair in place once it has been styled. They come in strengths from mild to super hold. Not all hair styles require hair spray.

## MANNERS

Manners are important. They are the rules for social conduct. Manners are the social premises from which rules of behavior are derived. Etiquette are the rules of behavior. These are the way you communicate non-verbally and in some cases verbally. You "tell" others about "you" by the way you act and what you say.

People are comfortable around individuals who use good manners and common courtesy. This is a reflection of how you feel about yourself and how you feel about other people. It says that you care about "me" and that I care about "you."

# LESSON 2      COMMUNICATION OF SELF

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People do judge us by our actions. And, our manners have a lot to do with our actions. Remember that if you can't even show your family members and friends courtesy, how can you expect to remember your "company" manners when with casual acquaintances (who may have the potential of being friends) and those you do not know?

Manners can and should cover ugly feelings. Without manners there would be chaos in our society and at home. Manners allow us to live comfortably, peacefully, and happily with others. They help us not to embarrass ourselves. They help us to build our self-esteem and self-confidence.

Manners are free. What is your trademark? Good manners are a sincere and kindly consideration of others. They are learned and eventually become automatic.

## Table Manners

What roles do manners play when we are eating -- at home or in public? Your table manners create an image and an impression of you. It tells whether you respect/have common courtesy for family and friends. It tells whether you understand the table setting and which "implement" to use first.

Generally speaking here is what the placement of the utensils mean:

- the main knife is to the right of the plate with the cutting edge toward the plate.
- forks are to the left of the plate and placed in order of use such as salad fork, then dinner fork.
- spoons go to the right of the knife. If there is a soup spoon, it would be on the outside, since that is the first course served.
- when no knife is needed/used, then the fork takes the place of the knife.
- dessert fork/spoon is placed above the plate.
- seafood forks are placed to the right of the spoon.
- water glass is at the tip of the knife.
- if a second beverage glass, such as tea or soft drink, it is placed slightly to the right of the water glass.
- if a butter knife is used, it would be placed on the rim of the bread and butter place, usually parallel to the edge of the table with cutting edge turned toward the center of the plate.
- cup and sauce belong at the right of the spoons, with the handle turned to the right and parallel to table edge.

Remember to show your manners in how you speak while at the table. This means no rude noises, not interrupting while someone is speaking, and using please and thank you when requesting that something be passed to you. Also, remembering to ask to be excused prior to leaving the table.

Get in the habit of saying please and thank you. Also, if you receive a gift, get in the habit of writing a brief thank you note to the person. This is especially important for those individuals who have mailed you a gift. It is common courtesy to write a thank you note to them.

- OBJECTIVES:** For youth to:
- identify the benefits of a well-groomed personal appearance.
  - distinguish between inside beauty and outside beauty.
- LIFE SKILLS:**
- Communication skills.
  - Acceptance and appreciation of differences.
  - Self-confidence and esteem.
- MATERIALS:** Copies of IMAGE OBSTACLES Surveys for each youth  
Boxes of different sizes and shapes (one box for each child)  
Varying qualities of wrapping paper from cartoons, tin foil, brown paper bag, to nice wrapping paper  
Ribbons and bows and string to decorate boxes  
Trinkets or prizes of varying value
- TIME:** 15 - 30 Minutes
- SETTING:** A comfortable room, youth seated in a circle.
- ADVANCE PREPARATION:**
- Wrap the boxes in the different wrapping papers. Decorate some elaborately and others just wrap in brown paper bag or newspaper.
  - Put small trinkets or prizes in the boxes. Place the most valuable or prettiest one in the plainest boxes and the least valuable in the most elaborately decorated boxes.
  - Wrap an extra box or two to see which boxes do not get chosen.

**SET UP:** Place all the boxes on a table and have the youth pick out one for themselves as they come in the room.

## **INTRODUCTION**

How you communicate yourself involves the total you...

- ◆ how you look.
- ◆ how you carry and care for your body.
- ◆ how you act.

Let's take a look at how these things affect us and the people around us.

## **Do**

Discover IMAGE OBSTACLES! (Part I)

- ◆ Handout copies of the IMAGE OBSTACLES survey for each participant to complete anonymously.

- ◆ After each participant has completed their survey, have one or two youth work to summarize the data for the group. Have them record the results on poster board, a large sheet of paper or a chalkboard so all youth can see the results.

## **REFLECT**

After results are tallied, discuss the group's responses to each question and allow youth to volunteer why they responded as they did.

- ◆ What kinds of things are communicated by how we look or dress?
- ◆ Do you think popularity is based a great deal on what you wear? Why or why not?
- ◆ How does this affect you and your friends?

## **Do**

Discover IMAGE OBSTACLES! (Part II)

- ◆ Have the youth look at the other's boxes. Look to see which boxes did not get chosen.

Variation: Number each box. Have youth draw numbers and get the box that corresponds to his/her number. Before opening, in order of numbers, each youth gets to swap one time with anyone else.

- ◆ Have the youth open the boxes to see what is inside. Have them observe what kind of trinkets came out of each box.

## **REFLECT**

- ◆ What do the boxes look like that were chosen last or not chosen at all?  
**usually the plainer boxes will be left**
- ◆ Which boxes were chosen first? If variation was played, which boxes were swapped and why?  
**the prettiest and most elaborate**
- ◆ Why do you think the boxes were chosen in this order?  
**first impressions make a difference in what people think about an item**



- ◆ How can the order in which these boxes were selected relate to people?  
**people that are dressed neatly and cleanly are more appealing to the eye than those that are dirty and wrinkled, etc.**
- ◆ What kinds of things were in the boxes? Were there any differences in the things found in the plain boxes and in the fancy boxes?  
**yes, the plain boxes contained the most valuable items while the fancy boxes contained the trinket of least value**
- ◆ What does this tell you about how we should think of outside appearances?  
**we should judge by qualities in the inside, not just by exterior qualities**

## **APPLY**

- ◆ What do these activities tell us about the importance of being well-groomed?  
**our personal appearance (first impression) is what people see first; we often get judged by this**
- ◆ How does our personal appearance affect how we feel about ourselves?
- ◆ What part of our personal appearance can we change?  
**being well-groomed; keep our body clean; keeping our clothes neat and clean**
- ◆ What can we learn from these activities?
  - **Try to make good first impressions, but let people know who you really are, not just what you look like.**
  - **Do the same for others. Do not judge by outside appearance alone, but try to get to know who is inside. You may be surprised!**



CLOTHING CAPERS

## ***IMAGE OBSTACLES!***

Do you agree with the following statements?

Circle Your Response

1. You can tell a lot about someone by the way they look. .... Yes ..... No
2. People who look sloppy don't care about themselves. .... Yes ..... No
3. It is embarrassing to be around someone who isn't clean or well groomed. .... Yes ..... No
4. If you don't wear the newest style of clothes you aren't popular .... Yes ..... No
5. I always feel better when I think my clothes look good. .... Yes ..... No
6. Most kids spend too much time trying to look like their friends. .... Yes ..... No
7. I often judge people I don't know by the clothes they wear or how they look. .... Yes ..... No
8. I rarely think about how my friends look or dress. .... Yes ..... No
9. First impressions don't always mean fair impressions. .... Yes ..... No

**OBJECTIVES:** For youth to:

- recognize good posture in others and themselves.
- practice perfecting their posture.
- identify ways to maintain good posture.

**LIFE SKILLS:**

- Self-confidence and esteem of self.
- Communication through nonverbal body language.

**MATERIALS:**

Full length mirror(s) or large sheets of paper  
A bar of hand soap or marker(s)  
Masking tape  
Yardsticks or measuring tapes for each group  
ACTING THE PART Workbook page 8  
Copies of POSTURE PERFECT to use and take home  
POSTURE CHARADES Workbook page 7

**TIME:**

45 Minutes

**SETTING:**

Room with an assortment of chairs and an open area of floor space.

**ADVANCE PREPARATION:**

Place a piece of masking tape (x ft. long) along the floor. Be sure it is straight.  
Make up POSTURE CHARADE descriptions, if time permits.

## INTRODUCTION

Body language can tell others a lot about you. Isn't it fun to sit in a public place and watch people? We all know the people that everyone notices -- the ones who are well groomed and who move with such poise. Those people have good posture. A person who stands tall and walks smartly seems to say "I feel good about myself." We can also see other forms of posture and body movements that communicates things to us. Some people waddle; others scurry. Some slouch with slumped shoulders and a slow walk seems to say "I'm tired" or "I am shy." What can these actions communicate to us? (Let youth identify their reactions/descriptions to what they've seen.) Good posture needs to be a part of our act each day. Let's check it out!

## Do

Perform POSTURE CHECKS!

- ◆ Have the youth get into groups of two or three and check their posture.
- ◆ Draw a line with the soap down the center of the mirror or on the large sheets of paper.

## **LESSON 2: COMMUNICATION OF SELF**

### ***Activity 2: Acting the Part: Posture Perfect***

- ◆ Perform a posture check. Have a volunteer stand sideways in front of the mirror. The youth must look straight ahead while a partner checks to make sure the line is directly centered on the person. (If the person has good posture, the line should go through the head at the back of the ear, straight through your shoulder, elbow, wrist, hip, knee, and ankles.)

Complete the chart "HOW IS YOUR POSTURE?" on page 8 of the workbook. Check the areas that need attention for better posture.

- ◆ Demonstrate things to check: Two **common problems** are swaybacks (excessive curving in back waist and area between shoulders and hips) and rounded shoulders. Help the youth perfect their postures.
- ◆ **Good posture makes our clothes look better.** Stand in front of a mirror. Roll your shoulders toward the front. What happens to your clothes? Now, let your shoulders push down to your waist. How do these movements change the shape of your clothes?
- ◆ Next, let's check out posture while sitting. Have the participants sit in their chairs the way they normally would at school or a casual event. Have them look around and observe the way everyone is sitting.
- ◆ Instruct the youth how to sit practicing good posture. Hold your head up. Hold your back straight and against the back of the chair. Put your feet flat on the floor (or if the chair is too tall, at least your toes flat.) Put your arms at your sides and rest your hands in your lap on the table or a desk.
- ◆ Let's learn how to walk with good posture. This is important because often people first see you when you walk into a room, or when you are modeling a garment. Keep your feet close together, toes pointed forward. Let your arms swing at sides, with right arm swinging forward when the left foot goes forward. Walk smoothly.
- ◆ Have the participants practice walking along a line. When walking along the line, you do not want your feet to be pointed outward. Try to make the inside of your foot touch the line as you walk.
- ◆ Remember to always SMILE!!

## **REFLECT**

- ◆ How is your posture? Is your normal stance sitting, standing or walking, different from the ways presented today? If so, how can you change your habits?

## **LESSON 2: COMMUNICATION OF SELF**

### ***Activity 2: Acting the Part: Posture Perfect***

- ◆ How does bad posture affect the way your clothes fit?  
**causes wrinkles and bunches**
- ◆ What happens to your clothes when you have good posture?  
**clothes fit correctly**
- ◆ What does good posture tell others about you?  
**confidence, positive feelings, (ex. secure)**
- ◆ What does bad posture tell others about you?  
**shy, not confident, negative feelings, (ex. ashamed)**
- ◆ How often should you practice good posture?  
**All the Time!**
- ◆ What are other circumstances that it is beneficial to walk with good posture? **when entering a room, modeling, marching in a band, leading a group, etc.**

## **APPLY**

- ◆ Practice good posture everyday. See if you can walk with a book on your head while looking straight forward. Conduct a Posture Perfect Relay!
- ◆ Demonstrate these exercises to improve your posture. Teach others how to maintain good posture.

There are exercises that can correct these problems by strengthening the proper muscles.

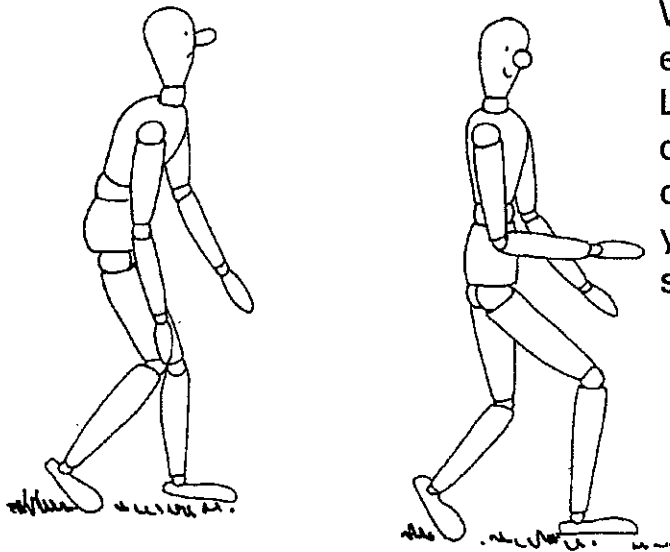
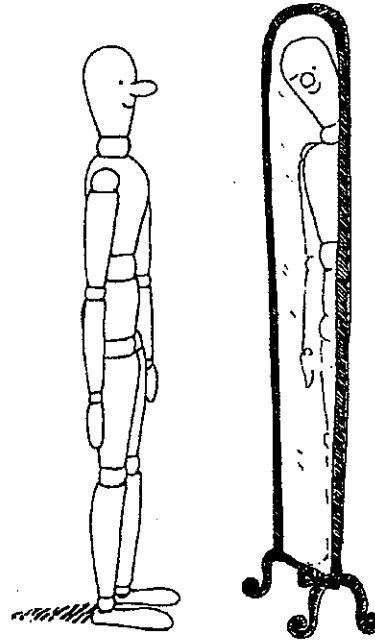
**Exercise for swaybacks:** Lie on your back and draw up your legs until feet are flat on the floor. Tighten seat and stomach muscles to pull body up to form a triangle of shoulders, knees, and feet. Hold for a count of five. Relax and then repeat.

**Exercise for Rounded Shoulders:** Stand with legs eight inches apart and weight balanced on balls of feet. Place hands, arms hanging full length behind you. Clasp fingers tightly and pull away from body. Release fingers. Take a deep breath and try to touch your elbows behind you. Hold for five seconds and then exhale. Drop hands to side. Roll both shoulders in a circle towards the back three times. Relax and then repeat.

- ◆ Play POSTURE CHARADES (Workbook page 7) if time permits. Practice good posture at home. Share what you've learned today with family members and have them remind you to stand tall, sit straight, and walk confidently!

# Posture Perfect

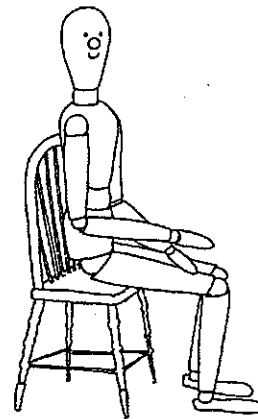
To check your standing posture, stand in front of your mirror. If you're well lined up, the three heavy sections of your body, your head, chest section, and hip section, should be nicely balanced one over the other. Hold your head and chest high and your shoulders low, your tummy flat and your fanny tucked under. Practice this posture until it becomes smooth and natural and see how much nicer your figure looks.



When you walk, keep your knees easy and your toes straight ahead. Let your thigh lead in walking; don't make the common mistake of leading with your chin. Again, your head, chest, and hip sections should be kept in line.



For proper sitting, the same rule applies with the head, chest, and hip sections in good alignment, one directly over the other. Keep your knees together and your feet as close together as possible. When sitting at a desk writing, bend from your hips rather than from waist.



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ develop good grooming and hygiene habits.</li><li>○ identify the benefits of a well-groomed personal appearance.</li></ul>
<b>LIFE SKILL:</b>	○ Self-responsibility and goal-setting
<b>MATERIALS:</b>	Mirror(s) PORTRAITS OF MYSELF Workbook page 9 CLEAN AND NEAT . . . HEAD TO FEET! Workbook page 10 GOOD GROOMING CAPER Questions Copies of GOOD GROOMING CAPER Cards & Markers for each youth Pencils Copies of SPOTLIGHT ON GOOD GROOMING Handout for each youth
<b>TIME:</b>	45 minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

How you look is more than just what clothes you wear! Good grooming is a habit. What is a habit? (Habits are something you do regularly without even thinking about it!) Let's name some of our habits. (Make a list for all to see.) Can you classify these as good or bad habits? (Mark the list.)

## Do

Complete PORTRAITS OF MYSELF . . . HOW DO YOU RATE?

- ◆ They can share the mirror(s) as needed to determine how neat they look at the moment.
- ◆ Let each participant rate their grooming habits on the "HOW DO YOU RATE?" chart on page 9 of their workbook.
- ◆ Have them record the meeting date in their first column on their chart. Instruct them to do this activity again on two more dates.

## REFLECT

After they have completed their grooming checks, discuss and reflect upon their discoveries using these questions

- ◆ First, point out that hardly anyone is clean and neat all the time! But, what are some times when it is important?

## LESSON 2: COMMUNICATION OF SELF

### Activity 3: Portraits of Myself

- ◆ How did you rate today? Which grooming habits did you rate "Yes"? Should you work harder at grooming or are you doing okay?
- ◆ Which area do you think you need to improve? (rated "No" on chart.)
- ◆ Why did you rate these areas no?  
**youth share their own reasons: might be they've been at school all day or they aren't neat/clean as a result of playing, etc.**
- ◆ Would you rate these differently if you were doing this activity at a different time or day?

## **APPLY**

Assist youth to apply what they've learned to themselves and their daily schedule:

- ◆ List some of your GOOD grooming habits you want to maintain on page 9 of the workbook.
- ◆ List some of your BAD grooming habits you want to improve on page 9.
- ◆ How does your personal appearance affect your relationships with people? Being accepted by friends? Nice to be around?
- ◆ How does your personal appearance affect how you feel/think about yourself?  
**positive/negative feelings result when you don't feel good about yourself, how you look, and what you feel others think about you.**
- ◆ How does personal appearance affect what your opinion of other people are? Would your answer be different for people you know versus someone on a street corner or a new kid at school that you did not know?
- ◆ Using page 10 in your Workbook CLEAN AND NEAT...HEAD TO FEET, set up a personal care schedule to take home and keep you thinking about and checking your grooming habits! Hand out copies of SPOTLIGHT ON GOOD GROOMING take-home posters as reminders to keep to their schedule.
- ◆ Instruct youth to do this exercise 1 or 2 more times and complete their chart to see if changes occur/progress is made.
- ◆ If time permits, a fun way to reinforce and check their knowledge is by playing GOOD GROOMING BINGO.



**GOOD GROOMING CAPERS INSTRUCTIONS AND QUESTIONS**

Looking good is always a top priority with young people. And what better way to reinforce their basic grooming skills than by playing a fun, easy, educational game? Here's that all time favorite --BINGO!

By encouraging youth to play you will be able to: 1)review a variety of grooming aides; 2) identify different factors that influence appearance; and 3) discuss and evaluate individual daily and weekly grooming habits in a non-threatening way.

**GAME INSTRUCTIONS:**

- Cut 1/2 by 1/2 inch squares of paper for markers.
- Read each question to the youth. The correct answer to each question is illustrated on the cards. Instruct youth to place a marker on the illustrated square that correctly corresponds to the question, and write the question number on the marker.
- The first youth who forms a straight line of markers, either vertically, horizontally, or diagonally on the card should call out "GOOD GROOMING".
- Have the youth then call out the question numbers written on the markers to verify that the answers are correct.
- If all the answers are correct, the youth is a winner. If not, continue playing until another young person calls out "GOOD GROOMING".
- In addition to the 24 questions, there are three bonus questions which can be used at any time during the course of the game. Youth who correctly answer any bonus question can place a marker on any bonus square that enables them to complete, or nearly complete, a straight line.

**QUESTIONS: (ANSWERS APPEAR IN PARENTHESES)**

1. An appliance used to dry and style hair. (BLOW DRYER)
2. Skin that is not properly protected from the is subject to premature aging and wrinkling. (SUN)
3. Another word for athletics activities. (SPORTS)
4. A grooming product that is splashed or spritzed on the body for a pleasant scent. (FRAGRANCE)
5. A grooming tool with teeth, used to keep hair neat and tidy. (COMB)
6. The manner in which a person carries him/herself. (POSTURE)
7. A grooming tool that helps distribute scalp oils along the entire hair shaft. (BRUSH).
8. A product that frequently contains fluoride to prevent bacteria growth and decay. (TOOTHPASTE)
9. A food loaded with vitamins which contribute to good eyesight. (CARROTS)

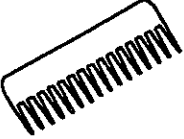





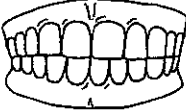


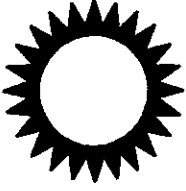






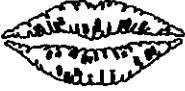




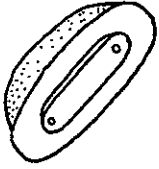

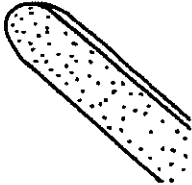
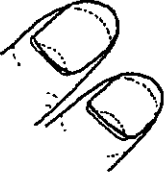
## **LESSON 2: COMMUNICATION OF SELF**

### ***Activity 3: Portraits of Myself***


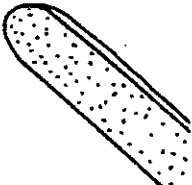









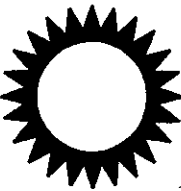





10. A skin-cleansing product. (SOAP)
11. An important body function that is necessary to both feeling good and looking good. (SLEEP)
12. A facial feature that needs more frequent moisturizing in cold weather to prevent chapping. (LIPS)
13. A form of physical exertion that is performed on a regular basis to condition and tone the body. (EXERCISE)
14. A grooming tool used to clean teeth. (TOOTHPASTE)
15. A grooming product that, if used regularly, contributes to healthy teeth and gums. (DENTAL FLOSS)
16. Thirty-two parts of the body that should be cleaned at least three times a day. (TEETH)
17. A grooming tool that can be used to remove dead skin and calluses (PUMICE STONE)
18. This liquid is an essential part of daily grooming habits. (WATER)
19. Parts of the body that must be trimmed and filed regularly to keep them in top condition. (NAILS)
20. A hair-cleansing product. (SHAMPOO)
21. Grooming tools used to file and shape nails. (EMERY BOARDS)
22. Fabric squares that help to clean the face and body. (WASHCLOTHS)
23. \_\_\_\_\_ that is cleaned and trimmed regularly contributes to a neat and well-groomed appearance. (HAIR)
24. A grooming product that should be used daily to prevent perspiration odor. (DEODORANT)

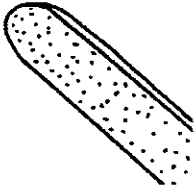
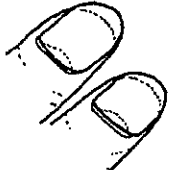
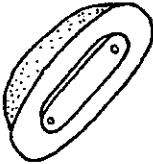


#### **BONUS QUESTIONS**

1. Physical \_\_\_\_\_ should be a goal of every human being. (FITNESS)
2. The secret to good \_\_\_\_\_ is to do everything you can to look your best. (GROOMING)
3. If you look good, you \_\_\_\_\_ good, too. (FEEL)

BE A PART OF A GOOD GROOMING				
C	A	P	E	R
 <b>COMB</b>	 CLOTHING CAPERS <b>BONUS</b>	 <b>SHAMPOO</b>	 <b>DENTAL FLOSS</b>	 <b>TOOTHPASTE</b>
 <b>BLOW DRYER</b>	 <b>TEETH</b>	 <b>EXERCISE</b>	 CLOTHING CAPERS <b>BONUS</b>	 <b>SUN</b>
 <b>SOAP</b>	 <b>FRAGRANCE</b>	 <b>WATER</b>	 <b>CARROTS</b>	 <b>HAIR</b>
 <b>DEODORANT</b>	 <b>LIPS</b>	 <b>BRUSH</b>	 <b>SPORTS</b>	 <b>SLEEP</b>
 <b>POSTURE</b>	 <b>PUMICE STONE</b>	 <b>WASH CLOTH</b>	 <b>EMERY BOARD</b>	 <b>NAILS</b>

BE A PART OF A GOOD GROOMING				
C	A	P	E	R
	 CLOTHING CAPERS  <b>BONUS</b>			
		SHAMPOO	DENTAL FLOSS	TOOTHPASTE
				
PUMICE STONE	TEETH	EXERCISE	BRUSH	SUN
				
SOAP	FRAGRANCE	WATER	CARROTS	HAIR
 CLOTHING CAPERS  <b>BONUS</b>				
	COMB	EMERY BOARD	SPORTS	LIPS
				
POSTURE	BLOW DRYER	WASH CLOTH	NAILS	DEODORANT

BE A PART OF A GOOD GROOMING				
C	A	P	E	R
 <p>SHAMPOO</p>	 <p>SOAP</p>	 <p>WATER</p>	 <p>EMERY BOARD</p>	 <p>SLEEP</p>
 <p>FRAGRANCE</p>	 <p>CLOTHING CAPERS</p> <p><b>BONUS</b></p>	 <p>POSTURE</p>	 <p>COMB</p>	 <p>NAILS</p>
 <p>SPORTS</p>	 <p>HAIR</p>	 <p>TOOTHPASTE</p>	 <p>EXERCISE</p>	 <p>BLOW DRYER</p>
 <p>DENTAL FLOSS</p>	 <p>LIPS</p>	 <p>PUMICE STONE</p>	 <p>SUN</p>	 <p>WASH CLOTH</p>
 <p>BRUSH</p>	 <p>TEETH</p>	 <p>CLOTHING CAPERS</p> <p><b>BONUS</b></p>	 <p>DEODORANT</p>	 <p>CARROTS</p>

BE A PART OF A GOOD GROOMING				
C	A	P	E	R
 <p>HAIR</p>	 <p>SOAP</p>	 <p>SUN</p>	 <p>EMERY BOARD</p>	 <p>CLOTHING CAPERS</p> <p><b>BONUS</b></p>
 <p>FRAGRANCE</p>	 <p>SLEEP</p>	 <p>POSTURE</p>	 <p>COMB</p>	 <p>NAILS</p>
 <p>SPORTS</p>	 <p>SHAMPOO</p>	 <p>TOOTHPASTE</p>	 <p>EXERCISE</p>	 <p>BLOW DRYER</p>
 <p>DENTAL FLOSS</p>	 <p>CLOTHING CAPERS</p> <p><b>BONUS</b></p>	 <p>PUMICE STONE</p>	 <p>WATER</p>	 <p>WASH CLOTH</p>
 <p>BRUSH</p>	 <p>TEETH</p>	 <p>LIPS</p>	 <p>DEODORANT</p>	 <p>CARROTS</p>

# ***SPOTLIGHT ON...Good Grooming***

## **STEP 1: Take a shower or bath every day**

You need a shower, bath, or scrub-down every day to remove perspiration, oil, and dirt.

- Don't count on just a quick once over with water. Use plenty of soap and scrub. Then rinse well with clean water and dry.



## **STEP 2: Use a deodorant or antiperspirant under the arms every day**

- A deodorant eliminates odor; it doesn't stop perspiration.
- An antiperspirant eliminates odor and also checks perspiration.

## **STEP 3. Keep hair clean, groomed, trimmed**

Wash your hair at least once a week - more often if it is oily or if you've been exercising a lot. If you have dandruff or oily hair, use a shampoo specially made for these conditions. If your hair is dry, don't wash it every time you take a shower.

- Brush hair often and have it trimmed as needed.
- A dirty brush and comb will make clean hair dirty, so make sure yours are clean.



## **STEP 4: Take care of your teeth**

Brush your teeth after every meal and before going to bed. Frequent brushing whitens teeth, helps prevent cavities and bad breath. Using dental floss daily also helps prevent cavities.

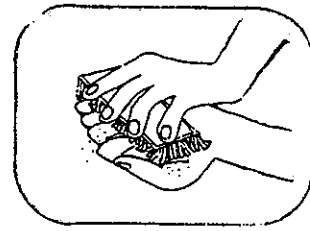
- See your dentist at least every six months.

Continue 

**STEP 5: Check up on hands**

Wash hands often during the day. Scrub fingernails, gently push back cuticles, and file nails to an oval shape.

- Use hand cream before doing dirty jobs. It keeps dirt from getting ground into the skin.

**STEP 6: Remember your feet**

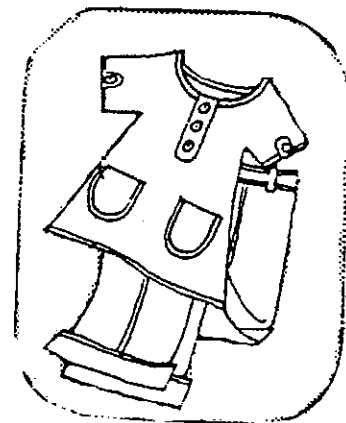
Trim toenails weekly. To prevent ingrown toenails, cut nails straight across.

- Wear clean socks every day. If possible, have two pairs of well-fitting shoes and alternate wearing them.

**STEP 7: Keep clothes neat and clean**

To be well groomed your clothes must be mended, washed, and pressed.

- Set up a schedule and make clothing care a part of your weekly routine.

**CLOTHING CAPERS**

COMMUNICATION OF SELF, Activity 3



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ be able to identify healthy hair practices.</li><li>○ be able to identify use of hair products.</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Self-confidence and esteem of self</li><li>○ Self-responsibility for personal care</li></ul>
<b>MATERIALS:</b>	HAIR MANIA Game board 2 travel size hair product bottles (used for markers) HAIR MANIA QUESTIONS Dice
<b>TIME:</b>	45 Minutes
<b>SETTING:</b>	A comfortable area to play to game.
<b>ADVANCE PREPARATION:</b>	Prepare game board(s).

## INTRODUCTION

How your hair looks says a lot about your grooming, your health or your self-concept. Shiny, clean hair is important to everyone. Dull hair in sticky strands doesn't look good on anyone. This may mean washing your hair once a day if it is extremely oily or if you participate in lots of sports/exercise programs. Or, you may only wash it once a week if it is dry. Washing it at least once a week will prevent your pores from getting clogged and allow the oil glands to function properly. This is very important during early adolescence when your body is changing and your oil glands are becoming more active.

## Do

Test your knowledge with HAIR MANIA!

- ◆ Divide group into 2 teams.

NOTE: if your group is large you can provide game boards and a die to separate groups and all teams can play simultaneously as you call out questions.

- ◆ Team 1 rolls the die. A question is asked to team 1, if the question is answered correctly the team will advance the amount rolled. If an incorrect answer is given, team 1 loses their turn.
- ◆ Team 2 follows the same procedure.
- ◆ The winner is the first team to cross the finish line.

## **R**EFLECT

- ◆ Why is it important to take good care of our hair?
- ◆ What are some important hair care procedures?  
**regular brushing, shampooing, protection from chemicals or sun/wind**
- ◆ What are your current hair care habits? Does your hair consistently look and give you the appearance you want?

## **A**PPLY

- ◆ What are some hair care habits you need to work on? What are your plans?
- ◆ What regular hair care habits do you have scheduled and how often on your **CLEAN AND NEAT...HEAD TO FEET** (shampoo, wash combs and brushes) personal care schedule on Workbook page 10?

**QUESTIONS FOR HAIR MANIA:**

What product do you use to hold your hair in place after it is dry?

**Answer: Hair Spray**

What product do you use to style your hair while it is wet?

**Answer: Gels or Mousse**

Name three of the six basic face shapes?

**Answer: Oval, heart shaped, round, square, diamond, pear or triangle.**

True or False: People are often judged by the way they care for and style their hair?

**Answer: True**

Name 3 things that affect our hair?

**Answer: what we eat, exercise and sufficient rest**

Name the 3 types of hair?

**Answer: Dry, Normal, Oily**

Mane one reason we comb and brush our hair?

**Answer: stimulates blood circulation of the scalp, hair roots get oxygen, removes any loose scales and distributes oil evenly.**

What helps to prevent tangles?

**Answer: Conditioner and cream rinse**

Shampoo left on your hair can leave a dulling film and cause what to happen?

**Answer: Your scalp to flake and itch**

For shampoo to be effective it must remove what?

**Answer: Oil, dirt, and loose flakes, soot, dust from the air**

True or false: 100 stroke with a brush each day is best for everyone's hair?

**Answer: False (Not everyone's)**

What is the best way to take care of fine hair?

**Answer: frequent washing and use a conditioner. Also short styles are best.**

**QUESTIONS FOR HAIR MANIA (Continued):**

True or False: Split-ends can be caused from the shampoo you use?

**Answer: True**

Dandruff is often caused by \_\_\_\_\_.

a. dry scalp b. oily scalp c. normal scalp

**Answer: b. oily scalp**

How do you prevent split-ends?

**Answer: Trim hair regularly**

\_\_\_\_\_ hair is a reflection of a \_\_\_\_\_ body.

**Answer: Healthy**

When your hair is wet it is \_\_\_\_\_. a. strong b. weak

**Answer: Weak**

What product comes in strengths of mild and super hold?

**Answer: Hair spray**

True or false: The best way to determine a shampoo for you is by the smell of them.

**Answer: False (By the type of hair you have)**

The care of your hair begins with \_\_\_\_\_.

**Answer: cleanliness**



# HAIR MANIA



START

## **LESSON 2: COMMUNICATION OF SELF**    *Activity 5: Special Features: Hands and Feet*

- OBJECTIVES:** For youth to:
- identify the benefits of well kept hands and shoes.
  - develop good hygiene and grooming routine to meet individual needs.
- LIFE SKILLS:**
- Self-confidence and esteem of self
  - Self-responsibility for personal care
- MATERIALS:**
- Small bowls filled with water
  - Hand soap
  - Nail files
  - Nail brush
  - Cuticle cream or olive oil
  - Nail buffer
  - Orange stick (a pencil-like stick typically made from the wood of an orange tree and is used in manicuring)
  - Hand towels
  - Copies of HEALTHY HANDS Crossword Puzzle and HEALTHY HANDS take-home activity for each youth.
  - Copies of SHOES DO MORE THAN WALKING take-home activity for each youth
  - Assortment of shoes and shoe care products and cleaning tools.
- TIME:** 1 hour
- SETTING:** A comfortable room with tables and chairs.
- OPTION:** Use sinks if available to wash hands.
- ADVANCE PREPARATION:**
- Set up the bowls with clean water and soapy water. Have the instruments ready for each group to use. Have towels handy. Gather several different shoe care products and cleaning items for use with your group. Ask a local shoe repair shop owner to assist with this portion of the meeting.

### **INTRODUCTION**

Have you ever thought about how often you use your hands? Many people use them for gestures as they talk. Do you? (Check this. One exercise is to ask youth to tell a story sitting on their hands. Many people play musical instruments, were their hands on show?)

Your hands tell other people a lot about you as a person. If your hands are always dirty and your nails ragged, other might think that you are careless. It is important to give our hands special care for clean and healthy fingernails.

## Do

Focus on SPECIAL FEATURE I: HEALTHY HANDS!

- ◆ Have the group divide into smaller groups of two or three.
- ◆ Using soapy water and a nail brush or fingernail file, have the participants clean the dirt from under the nails.
- ◆ NOTE: Dry hands thoroughly after removing the dirt. Nails are weaker when wet and should only be filed when they are dry.
- ◆ Instruct the participants to file their nails in an oval shape with the rough side of the nail file. Boys should file their nails short. File in one direction only and then underneath each nail.
- ◆ Nails should not be filed too deeply at the ends because this will cause splits or chipping.
- ◆ Filing should be finished with the smoother side of the file, smooth out the rough edges of the nail.
- ◆ Dip fingers in warm soapy water to soften the cuticles. Applying cuticle cream or olive oil, massage the cuticles.  
NOTE: Leader should be sure participants are familiar with their cuticles.
- ◆ Gently push back the cuticles with an orange stick. Do not trim or cut cuticles.
- ◆ Dip nails into soapy water to remove the last traces of the cream or oil using nail brush. Dry hands thoroughly.
- ◆ Buff nails with a nail buffer. Buffing adds extra shine and stimulates circulation in the nails.

## REFLECT

- ◆ What were some of the instruments you used today?  
**nail brush, orange stick, nail file, buffer**
- ◆ What is this process for your hands called? What is this process called for your toe nails? Are these processes for both boys and girls?  
**manicure; pedicure; yes**

## **LESSON 2: COMMUNICATION OF SELF    *Activity 5: Special Features: Hands and Feet***

- ◆ How often should you give yourself a manicure?  
**every 7-10 days**
- ◆ How did you take care of your cuticles?  
**soaked them, massaged them with cream or oil, and pushed them back with an orange stick; no cutting or snipping**
- ◆ What do clean hands and nails tell others about you?  
**that you are a clean person; not careless**
- ◆ Are your hands a feature that others notice about you right away?  
**most often**

### **APPLY**

- ◆ Practice good nail hygiene. Give yourself a manicure or pedicure every 7-10 days. Check your CLEAN AND NEAT...HEAD TO FEET personal care schedule on page 10 of your workbook. Is this on your schedule?

Take home your copy of HEALTHY HANDS to remind you of this important grooming activity. Also, show someone in your family or a friend what you learned about taking care of your hands and nails.

- ◆ Complete the HEALTHY HANDS Crossword Puzzle.

### **Do**

Focus on SPECIAL FEATURE II: SHOES - CLEAN & NEAT!

Your shoes do more than just walking...they do a lot of talking, too! Yes, that's right...what do your shoes say about you? Learning to properly care for your own shoes is a great habit that will pay off for you for many years. Not only will it help how and what others think about you it will also extend to life of your shoes. Let's learn how to care for different types of shoes.

- ◆ Demonstrate how to clean and polish different types of shoes that youth in your group may need to know. Also identify different care products.

NOTE: This activity may be a good one to invite a local business person that does this to your group.

- ◆ Provide the youth with the opportunity to clean and polish (if suitable) their own shoes.



## REFLECT

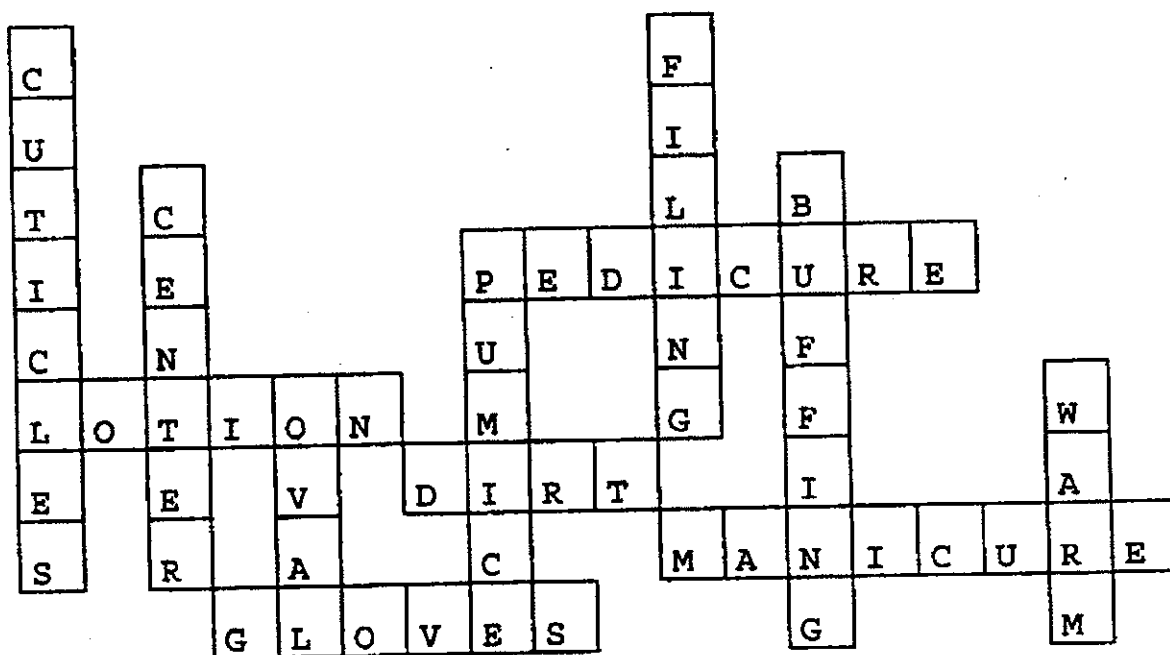
After the youth have completed their task, follow up with these questions:

- ◆ What products do you have or will you need to keep your shoes clean and neat?
- ◆ What steps do you follow to properly care for your shoes? Do these vary with different types of shoes? How?

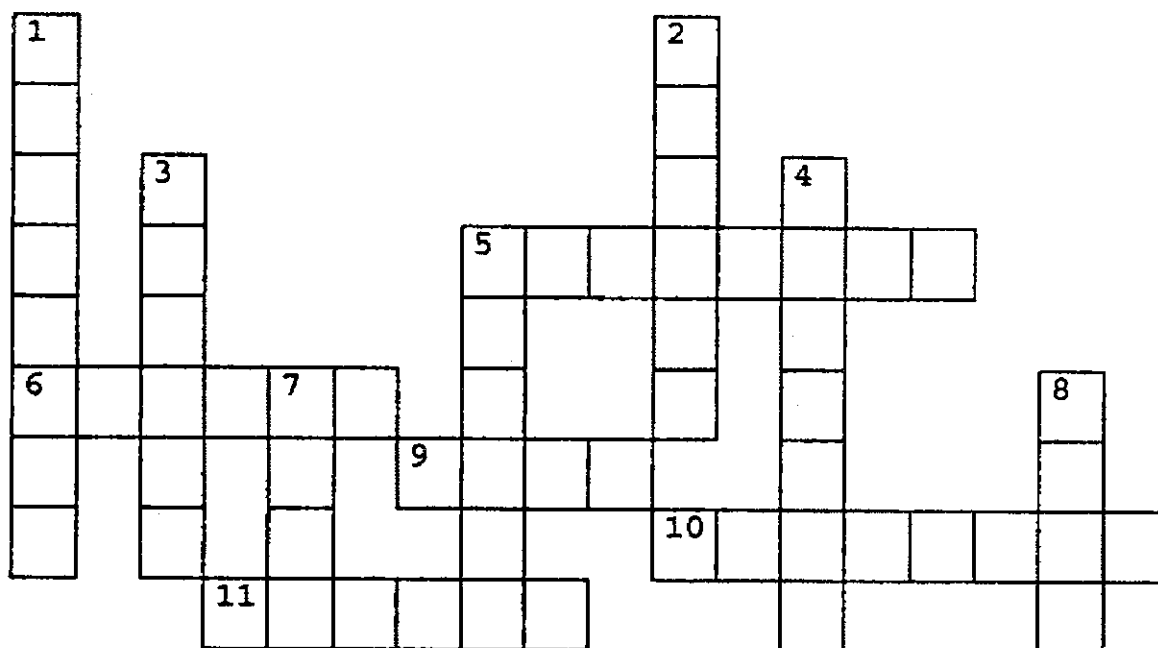
## APPLY

- ◆ How many of you care for your shoes on a regular basis? How often or when? Is this on your CLEAN AND NEAT...PERSONAL SCHEDULE?
- ◆ Take home your handout on SHOES DO MORE THAN WALKING.. to remind you to take care of your shoes on a regular basis. Create your own shoe care kit as shown on the handout.

## Healthy Hands! Answers



# Healthy Hands!



## ACROSS

5. A manicure for your feet is called a \_\_\_\_\_.
6. Apply this after washing your hands to moisturize them.
9. The first step to a manicure is to remove this from under your nails with a brush or nail file.
10. You should give yourself a \_\_\_\_\_ every 7-10 days.
11. These protect your hands in cold weather.

## DOWN

1. Never trim or cut these. Gently push them back with an orange stick.
2. After washing your hands, you should dry them thoroughly before \_\_\_\_\_ them.
3. When filing your nails, you should file from sides to \_\_\_\_\_, using short, one-way strokes.
4. This adds extra shine and stimulates circulation in the nails.
5. This form of stone is porous or spongy. It is rubbed on skin to remove roughness.
7. You should file your nails in an \_\_\_\_\_ shape.
8. Always wash your hands in \_\_\_\_\_ water.



# HEALTHY HANDS



**Wash** your hands often. Use plenty of soap and warm water and wash in between your fingers and over your wrists. Rinse off the soap and lather up a second time if your hands are very dirty. Use a nail brush for stubborn dirt around knuckles and under nails.

**Dry** your hands thoroughly. Gently work the cuticle back with the towel at the side and base of each nail. This will keep it soft and prevent it from tearing. Finish with hand cream or lotion to keep your skin soft.

## WHAT YOU WILL NEED:

Once a week you'll want to manicure your nails.

Supplies include:

- ✓ Nail clippers
- ✓ Emery board or nail file
- ✓ Cuticle remover
- ✓ Orange stick

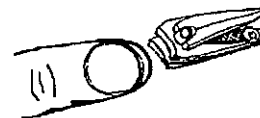
Optional:

- Cotton balls
- Nail polish
- Polish remover



First, if you're wearing polish remove it. Moisten a cotton ball with polish remover. Hold it on the nail a few seconds, then wipe off the polish.

File nails to a nice round shape. File from sides to center, *using short, one-way strokes* or clip nails to only a slight curve. File if necessary to a smooth edge.

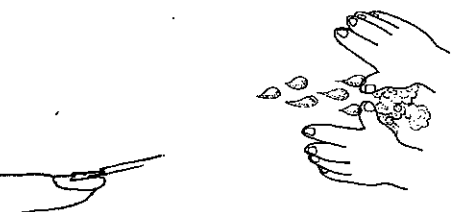


Soak your hands in warm soapy water for a few minutes. Use an orangewood stick wrapped in cotton or push back your cuticle with a towel each time you dry your hands. If desired apply cuticle remover.



Wash and rinse your hands to remove cuticle remover. Dry hands and apply cream or lotion.

If you will apply polish, be sure nails are free of oil. Apply polish in long even strokes.



Do your hands look better after your manicure? Tell what you've learned about hand care.

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Explain how you'll change your hand care habits.

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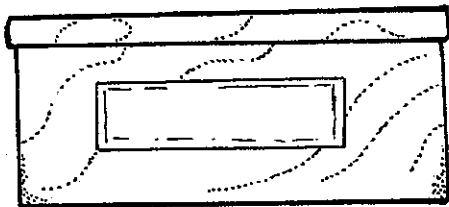
# SHOES

## DO MORE THAN WALKING!

Yes, they can do a little "talking" by showing others how you care about yourself. What do your shoes say about you?

### MY SHOE CARE KIT!

Make a shoe care kit using an old shoe box. Collect your supplies for ready use each week.



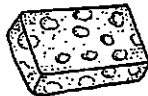
- Soft brush



- Old sock, soft cloth



- Sponge



- Polish/Cleaner



### SHOE CARE

Shoes may be made from plastic, fabric, suede or leather.

Some shoes are easy to care for:

- wash fabric shoes, such as tennis shoes and the laces.
- Wipe off plastic shoes with a damp cloth.
- Brush suede with a fine brush.
- Clean and polish leather shoes with special cleaners/polish.

### WHAT YOU DO:

- Clean shoes daily - scrape off mud and wipe with a damp cloth or paper towel.
- Store your shoes neatly in your room/closet.
- Wash/Polish as needed.

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ practice complimenting others.</li><li>○ to demonstrate common courtesies.</li><li>○ practice etiquette when receiving gifts and giving gifts.</li><li>○ write a thank you letter.</li><li>○ demonstrate proper table etiquette.</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Practice social skills.</li><li>○ Affirmation of others.</li></ul>
<b>MATERIALS:</b>	Paper and pencils Glue or paste Fabric scraps, lace, other flat decorations A present that is an item of clothing (one present appropriate for girls, and one for boys) Copies of SAMPLE THANK YOU NOTE for each youth Silverware, glasses, plates, bowls and place mats for place settings TABLE MANNER FOLLIES Copies of ACTIONS COUNT! handout for each youth (optional)
<b>TIME:</b>	45 Minutes
<b>SETTING:</b>	Tables and chairs required.
<b>NOTE:</b>	This is a good activity to conduct after the Christmas and Hanukkah season because many children need to write thank you notes for gifts received.

## INTRODUCTION

How you communicate yourself goes beyond your appearance and posture...it includes your actions as well! How you act how others see you act make a big difference in what they think about you! Let's discuss three "Acts" that will help you create a positive image! These acts are:

- ▶ Giving and receiving compliments
- ▶ Using please and thank you; and
- ▶ Minding your manners!

Let's start with compliments: Everyone likes to be complimented. What is a "compliment"? (Allow youth to describe or explain their interpretation). Compliments can reflect your "outside" self as well as your "inside" self.

## **Do**

### **ACT I: COMPLIMENTARY ACTIONS!**

- ◆ If you have a large group, split up into groups of four or six.
- ◆ Have each person write a compliment about each person in the group.
- ◆ When they are finished writing the compliments, have each person compliment one another, reading their compliments one at a time.

Note: Watch to see the manners of the participants. Did they thank each other for their compliments? You will use this information in the next activity.

## **REFLECT**

- ◆ What is a compliment?  
**a nice comment about another person, their appearance, or their actions**
- ◆ What are two types of compliments?  
**compliments to one's inner self and to one's outer self**
- ◆ What are some inner compliments?  
**compliments on actions, inner feelings, inner qualities**
- ◆ What kind of compliments did you make to others? Inner or Outer?
- ◆ When someone compliments you on an outfit, does that make you like the outfit better?  
**answers will vary, mostly yes Why? because humans want to be accepted by others; we like to look nice**
- ◆ Why should we compliment others?  
**because everyone needs a boost to their self esteem**
- ◆ Should you compliment someone if you really do not mean it?  
**no, be honest but do not be mean**

## APPLY

- ◆ Be sure to compliment someone if you think they look nice, don't just think it!
- ◆ Remember that you can compliment actions and feelings also, not just outside appearance.
- ◆ Give out at least three sincere compliments everyday.

## Do

### ACT II: PLEASE AND THANK-YOU!

Giving and receiving gifts is a nice thing and should be enjoyed by both people involved. In order to make sure that everyone is happy, there are some guidelines that should be followed. When you give someone something, do you appreciate being thanked? How do you feel when they do not thank you? How many of you thought to thank the person giving you a compliment earlier? Let's try a few more situations where your actions count! Giving "thank-yous" in return for compliments or other acts of kindness is just as important as for tangible gifts.

- ◆ Ask two youth volunteers to exchange a present. (The receiving person pretends to like the present.) Have them exchange dialogue as they would if it was their birthday.
- ◆ Instruct two youth volunteers to exchange another present. (The receiving person does not like the outfit.) Have them exchange dialogue as they would if it was their birthday.
- ◆ Have the rest of the group give any suggestions to what either party could have done better.
- ◆ Ask a volunteer what they would do if they received a garment as a present and it did not fit them. How would they handle the situation? If the answer is inappropriate, make a suggested improvement.
- ◆ Make thank you notes using the plain paper and fabric scraps. Fold the paper into fourths. Have the participants cut out designs from the fabric scraps and glue them to the front of the card.

## REFLECT

- ◆ Why do people give presents?  
because they want to do something nice for someone else; for special occasions

- ♦ What do you do if you receive a gift that you do not like?  
**always thank the person because they have gone out of their way to do something nice for you; later you might be able to return the gift for something else that you do like**
- ♦ What do you do if you receive a gift that is the wrong size?  
**thank the person, but do not tell them it is the wrong size unless you know the person very well; you might be able to exchange the garment for one in your size without consulting the person who gave you the gift**

## **APPLY**

- ♦ How can we show our thanks for a gift?  
**say thank you, and then write a thank you note within two weeks**

Write a thank you note for a gift you received recently. Look at the **SAMPLE THANK YOU NOTE** for guidance. Do not say things you do not mean on the thank you note, but be sincere and polite.

- ♦ What are some things to consider when giving an outfit for a gift?  
**try to guess the correct size, or find out discreetly; try to find something you think the person would like; keep the receipt so that if necessary, the person can return the gift**
- ♦ Always be pleasant and thankful for gifts you receive. Give gifts to make people happy.

## **Do**

### **ACT III: MIND YOUR TABLE MANNERS!**

Dinner is not always eaten in front of the television or with plastic forks and knives. Sometimes eating dinner requires knowledge of which utensil to use and how to use it correctly. Banquets, restaurants and special holiday dinners are all occasions that might require you to use more than one fork, plate or spoon. Let's learn the proper actions to take!

- ♦ Set up a place setting in view of all the participants. Discuss the use of each utensil, plate, glass, napkins etc. Have each participant or small groups of participants set their own place mat.



- ◆ Have the participants practice identifying each utensil by calling out an item and having the participant pick up the item and replace it correctly. Have one participant describe a way to use the item correctly.
- ◆ Using the TABLE MANNER FOLLIES sheet, have youth "draw" and act out the scene.
- ◆ After each scene, have the group identify the "good" and "bad" actions.

## **REFLECT**

- ◆ When do you think these skills will come in handy?  
**4-H awards banquet, fancy dinner, etc.**
- ◆ Why should your napkin be placed on your lap half folded?  
**so that you can easily wipe hands, but not soil your clothing**
- ◆ Why are there so many utensils? Why not use the same for everything?  
**if you are at a fancy dinner, there will probably be several courses; you use different forks because it is proper to begin each course with a clean fork**
- ◆ Describe the proper way to hold a fork.  
**the fork should rest on the third finger and be held in place by the thumb; the rest of the fingers should aid in steadying the fork**
- ◆ What are some topics that are appropriate for table talk?  
**news of the day, the weather, upcoming events; nothing that is offending or would ruin the appetite**

## **APPLY**

- ◆ Why are table manners important for us to learn?
- ◆ How does our table actions affect how others view us?
- ◆ Have a formal dinner at your house, setting the table like you have learned today. Remember to use all of your utensils properly.

Practice with your family the different "ACTIONS" you've learned and why they count. Use the take-home ACTIONS COUNT Poster to share with your family.

## SAMPLE THANK YOU NOTE

November 30, 1993

Dear Mrs. Wilson,

I would just like to thank you for remembering me on my 12th birthday. I really like the sweater you gave me. I am sure that I will wear it a lot on cold school days. Again, thank you very much. I hope to see you soon.

Sincerely,

(YOUR NAME)

## TABLE MANNER FOLLIES

- 
1. Shawn always eats with his elbows on the table, and with his mouth open. He often uses his fingers to push food on to his fork. He never touches his knife. He often takes big noisy gulps out of his glass and places his glass close to the edge of the table.
  2. LaKeesha eats correctly with her fork and knife, but she always makes loud noises banging her fork and knife against the plate. She is a noisy eater. She is not careful with her glass and almost spills it by placing it on the edge of her plate.
  3. José puts his napkin on his lap correctly, but after a while it slides off and he just wipes his hands on his jeans. He is a sloppy eater and wipes his mouth with his hand. He drops food off his fork on to the floor and leaves it there.
  4. Katie eats everything with a spoon and often pushes food off her plate while trying to get it on the spoon. She uses her fingers instead of a knife. Katie does use her napkin properly though.
  5. Brad only thinks that it is necessary to use one fork for the entire meal. He plays with the salad fork and the desert spoon making noises for everyone to hear throughout the entire meal. He constructs something with the extra utensils on the table and his napkins which he has found no use for.
  6. Milán eats perfectly using all her utensils properly. She places the napkin on her lap half folded and neatly uses it. She uses the proper fork for salad, dinner and desert. She quietly sips out of her glass, and turns over the coffee cup at the end of the meal to tell the waiter that she does not want coffee. She finishes her meal and compliments the cook. Her manners are a very good example for all of us to follow.
-



CLOTHING CAPERS

# Actions Count!

## ★ ★ ★ REMINDERS ★ ★ ★

### ***Act I: Complimentary Actions***

- ★ Give sincere compliments
- ★ Express appreciation by saying "thank you"!

### ***Act II: Please and Thank You***

- ★ Use PLEASE when asking someone's help
- ★ Express verbal or written thanks for gifts or other acts of kindness

### ***Act III: Mind Your Table Manners!***

- ★ Use utensils correctly
- ★ Choose appropriate table talk

# LESSON 3

# CUTTING EDGE

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9-11 YEAR OLDS

## PURPOSE

To learn about the science and technology of different fabrics, their uses, and how they are made.

## OBJECTIVES

Youth will be able to:

- ◆ identify fiber families.
- ◆ distinguish between fabric structures: knitted and woven.
- ◆ evaluate selected fabric characteristics.
- ◆ name textile items that are not clothing.
- ◆ become aware of special uses of fibers and fabrics.

## LESSON TIME

30 Minutes

## LEARNING ACTIVITIES

FIBER FAMILIES  
WHAT'S MY NAME?  
THE "IN'S" AND "OUT'S" OF FABRICS  
FABRIC ABSORPTION  
AM I COLORFAST?  
TEXTILES IN DISGUISE  
SPACE AGE TEXTILES

## ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Cutting Edge.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 3

# CUTTING EDGE

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## Do

The following is suggested for using the activities on Lesson 3. Materials needed for each are listed within the activity.

- ◆ Learn about fibers and their sources in FIBER FAMILIES.
- ◆ Distinguish between weaves and knits in WHAT'S MY NAME? and learn how to weave in THE "IN'S" AND "OUT'S" OF FABRICS.
- ◆ Conduct and evaluate fabric characteristics in FABRIC FUN EXPERIMENTS and AM I COLORFAST?
- ◆ Discover our dependency upon the world of textiles that are not clothing in TEXTILES IN DISGUISE.
- ◆ Become aware of clothing that protects in SPACE-AGE TEXTILES.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ What are the two sources of fibers?  
**natural, man-made**
- ◆ What is the difference in how a woven and a knit fabric are made?  
**weaving is an interlacing of yarns and knitting is an interlooping of yarns.**
- ◆ What are two types of weaves?  
**plain, basket**
- ◆ What were three specific fabric characteristics you learned through experiments?  
**drape, absorbency and colorfastness**
- ◆ What was the most surprising item you found that was a textile?
- ◆ What would our world be like today without textiles?
- ◆ What are some uses of protective clothing?  
**clothing worn to protect from hazards such as fire, bullets, insects, and chemicals**

## APPLY

# LESSON 3

# CUTTING EDGE

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Help youth learn to apply what they have learned to their daily clothing choices.

- ◆ Can you identify the generic fiber, their tradename, and whether the fabric is woven or knitted in garments you buy?
- ◆ How can you use the fabric characteristics you experimented with to evaluate fabrics in garments you make or clothes you buy?
- ◆ What are three examples of textile items in your room that are not clothing.
- ◆ How can you use other information you've discovered in these activities?
- ◆ Encourage youth to:
  - ◆ Go to the library to learn more about textiles in space or other protective clothing.
  - ◆ Prepare a demonstration/illustrated talk on one of the activities/topics in this lesson.
  - ◆ Prepare an exhibit on THE WORLD OF TEXTILES in our lives for the public.

# LESSON 3

# CUTTING EDGE

## BACKGROUND BASICS...Cutting Edge

Fibers are where our fabrics and apparel begin. They are made into yarn. There are two basic types of fibers -- *natural* (from plants and animals) and *man-made* (from chemicals). Sometimes more than one fiber is put together to make a fabric -- the fabric is then called a fabric blend. An example is cotton and polyester blended together.

The Federal Trade Commission (FTC) is responsible for approving new fibers. When they are approved they are given a generic (a family) name. All fibers with the same generic name have similar chemical structures, compounds, and characteristics. The manufacturer of a generic fiber may also use a trademark name to identify who made the fiber (such as Trevira® polyester, Celebrate® acetate).

## TYPES OF FABRICS

### Natural Fibers

Natural fibers come from plants and animals. The most common types of plant fibers are cotton, linen (flax), and ramie. The most common animal fibers are wool (from sheep) and silk (from silkworms).

- Cotton is a medium strength fiber and is very absorbent.
- Wool is the most resilient, is naturally absorbent, has a tendency to shrink, and is the most wrinkle resistant natural fiber.
- Linen has good absorbency, a natural slub, a natural luster, and is strong for a natural fiber.
- Ramie is very strong, has unusual resistance to mildew, but is a stiff fiber so if repeatedly flexed will break.
- Silk is a very fine fiber, moderately wrinkle resistant, and is weakened by sunlight.

☞ The use of tradenames in this publication is solely for the purpose of providing specific information. It is not a guarantee, warranty, or endorsement of the products' names and does not signify that they are approved to the exclusion of others.



# LESSON 3

# CUTTING EDGE

## Man-Made Fibers

Man-made fibers are made from chemicals or a combination of natural materials and chemicals. Rayon and acetate are the most common of these combinations of natural materials and chemicals. The most common manufactured fibers made from chemicals are polyester, nylon, spandex, and acrylic.

- Rayon is the most absorbent man-made fiber, is inexpensive, wrinkles easily, weakens when wet, and may water spot.
- Acetate is very sensitive to heat, wrinkles easily, is inexpensive, takes color easily, and is not very durable.
- Polyester is easy care, wrinkle-resistant, is heat sensitive, and is oil-loving.
- Nylon is lightweight, very strong, easy care, heat sensitive, and accumulates static electricity.
- Spandex has a high degree of stretch and resists abrasion.
- Acrylic is made to look and feel like wool, resists fading, is heat sensitive, and may pill.

## FABRIC CONSTRUCTION

Fibers are made into yarns and yarns are made into fabrics. A yarn is a continuous strand of fiber. They may be twisted together, be small or large, rough or smooth, tightly or loosely twisted. Loosely twisted yarns make a fabric that will wrinkle easily and have a tendency to pill. Fabric is cloth made of textile yarns.

The two most common methods of making fabric are by *weaving* and *knitting*. The way a fabric is constructed affects its durability, use, warmth or coolness, and appearance.

### Woven

A woven fabric is made by interlacing two sets of yarns. They go over and under, back and forth. Lengthwise yarns form the foundation of the fabric and are usually stronger (more tightly twisted), and there are more of them per inch. They run parallel to the selvage, which is the finished edge. Crosswise yarns are perpendicular to the selvage. The selvage is made by doubling the number of lengthwise yarns.

A *plain weave* is the most common method of making fabric. It is a basic one-under and one-over combination of a lengthwise and crosswise yarn. When yarns are woven closely together you will have a strong, dense fabric. Examples are: percale, broadcloth, seersucker, organdy. A variation of the plain weave is the *basket weave* which is two or more yarns that are carried together under and over weaving. An example is oxford cloth.

# LESSON 3

# CUTTING EDGE

A *twill weave* is very strong, has good shape retention, and is durable. It is formed by the crosswise yarns going over one or more lengthwise yarns and then under groups of lengthwise yarns. It gives the effect of a tiny diagonal line on the right side of the fabric. Examples are: denim, gabardine, flannel. A variation of the twill weave is the *herringbone weave* which gives a chevron effect.

A *satín weave* creates a fabric with beautiful luster, but it is easily snagged. In this weave, the crosswise yarns cross the lengthwise yarns in a pattern of under one and over four or more. In reality, it is a variation of the twill weave, but the diagonal effect is not present because the point at which the yarns cross are more widely spaced. The smooth, shiny surface is caused by the right side being almost entirely composed of yarns that run in only one direction. Examples are satin (comes in a variety of different fibers both natural and man-made).

A variation of this weave is the *sateen weave*. In this weave, the process is reversed with the crosswise yarns showing on the right side. An example is polished cotton.

A *pile weave* interlaces three sets of yarns in such a way that one set forms loops or cut ends on the surface. There are two sets of yarns woven either in a plain or twill weave with another set of yarns woven in at the same time to form loops. These loops may be cut as in corduroy and velvet or left uncut as terrycloth. This weave makes a "soft to the touch" fabric that tends to crush and flatten with wear. Examples are: corduroy, velvet, velveteen, terrycloth.

## Knits

The two basic methods for making knitted fabrics are *weft* and *warp* knitting. You can usually tell a weft knit from a warp knit by the way it stretches. Weft knits stretch both crosswise and lengthwise equally well. Warp knits stretch more crosswise than lengthwise. Another way to identify a warp knit is by the continuous line of W's on the wrong side of the fabric.

Warp knits have parallel yarns and are formed by loops running lengthwise of the fabric. These loops interlock and connect one lengthwise row with the next. Each needle makes a separate chain stitch and the chains are tied together by the zigzag of the yarns from one needle to the other. They are firmer than double knits and are less likely to snag. The two most common types are *tricot* and *raschel*.

*Tricot* (a type of warp) knits can be recognized by the fine vertical ribs (wales) on the right side and crosswise ribs (courses) on the back. The greatest stretch is across. It is runproof, snag resistant, and does not ravel. Variations of tricot include velour and a wet, leather-like look.

# LESSON 3

# CUTTING EDGE

*Raschel* (a type of warp) knits are usually noted for their lacy, open-work appearance, but they may also be compact and close-knit. They are a more complex warp knit. They are not as durable as other knits. Examples are: hairnets, bridal veils, power net, some laces, dishcloths, and some curtains.

Weft knits have one continuous strand of yarn that runs crosswise to form a horizontal row of interlocking loops. The yarn is carried back and forth to make a flat fabric, or knit around to make a circular fabric. Hand knitting is a simplified form of weft knitting. Weft knits drape well and may have a high degree of stretch. These fabrics may be unraveled. There are four main types of weft knits -- single, rib, purl, and double.

*Single knits* (sometimes referred to as plain or jersey) are like hand knitting. There is a definite right and wrong side. They have lengthwise ribs on the outside and cross ridges on the back. They are usually lightweight, economical to produce, and therefore less expensive.

*Rib knits* have lengthwise ribs that alternate on the front and back of the fabric. It gives controlled stretch. They are used in tank tops, waistbands, cuffs, crew and turtlenecks.

*Purl knits* are made of purl stitches, which cause the right and wrong sides to look the same. Purling is done by reversing consecutive stitches in a course so that loops, which would appear on one side, appear on the other. These knits are known for their lengthwise elasticity.

*Double knits* have two interlocking layers which cannot be separated. Two single layers are knitted together. This interlocking gives built-in stability with comfort stretch. They are more durable than single knits and hold their shape better. These fabrics look the same on both sides, unless one has texture or pattern.

## Fiber Content Labeling

The Textile Fiber Product Identification Act was passed in 1960. The purpose of this law is to protect consumers and producers from false advertising and mislabeling of the fiber content of textile fiber products.

At the point of purchase fiber content information must be available either as a hangtag, printed on the packaging, or it can be on a permanent label. It must list the generic (family) names and percentages of all fibers in the product in amounts of 5 percent or more listed in the order or predominate by weight. Less than 5 percent may be listed as "other fiber" or "other fibers."

On a permanent label the textile item must name the manufacturer OR give a registered identification number that has been filed with the Federal Trade Commission.

# LESSON 3

# CUTTING EDGE

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## PROTECTIVE CLOTHING

Some types of jobs need special clothing in order to protect the worker. One of those is the special clothing that is needed by the astronaut. Space suits were created because of the hostile environment in outer space. In order for them to survive air and pressure, moderate temperatures had to be contained in a shell surrounding them. One method of doing this is to encase the astronaut in a protective flexible capsule called the space suit.

Every year technology improves and space suits become lighter, less bulky, and more comfortable. The suit, which will be worn only outside the shuttle, is modular and features many interchangeable parts. Torso, pants, arms, and gloves come in several different sizes and can be assembled for each mission in the proper combinations to suit individual astronauts.

### **Occupations that use Protective Clothing**

There are several occupations that need protective clothing. Some of them are: doctors, nurses, deep sea divers, farmers, carpenters, firefighters, police, sports players, cooks, race car drivers, factory workers, pesticide applicators.

### **Some Uses of Textiles Other Than Clothing**

There are several uses of textiles other than clothing. They include: rugs, window shades, venetian blind cords, upholstered furniture, blankets, sheets, pillows, towels, tires, water hoses, convertible tops, padded dashes, artificial grass, tennis and other sport balls, bandages, sterilized gowns and masks, artificial heart and arteries, and books.

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ learn about fiber families.</li><li>○ understand the sources for making fibers.</li><li>○ practice matching trademark name with family (generic) name and source of fiber.</li></ul>
<b>LIFE SKILL:</b>	○ Critical thinking skills
<b>MATERIALS:</b>	CUTTING EDGE OF FIBERS AND FABRICS Workbook page 11 Copies of FIBERINGO game board for each youth Copies of FIBERINGO Answer Sheet for each youth Dried beans Pencils
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

Fibers have two sources: natural and man-made. Natural fibers may be from plants or animals. Man-made fibers may be from chemical or from plant material and chemicals. The family name of fibers is called a generic name. A company or particular species of a plant or animal can give their fiber a trademark name. Today, we will begin to learn about fiber families.

## Do

Learn about FIBER FAMILIES!

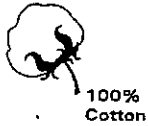
- ◆ Hand each youth a FIBERINGO game board, answer sheet, and dried beans.
- ◆ As you call out a tradename or source have them find the appropriate column by the generic name on the answer sheet and write in the tradename or source. Allow a count of 5 before calling the next one.
- ◆ Continue until a column has been filled horizontally, vertically, or diagonally.
- ◆ Take up answer sheets and repeat process using the beans as markers in place of writing in the name.
- ◆ As soon as someone fills a column, they are to call out "Fiberingo." Be sure to review the trade names or sources to make sure correct markings occurred.

## **REFLECT**

- ◆ What are the two sources of fibers?  
**natural and man-made**
- ◆ What does generic mean?  
**the family name**
- ◆ What is a tradename?  
**a name given by the name of a plant, an animal or by the company manufacturing the fiber.**
- ◆ What are the sources of natural fibers?  
**plant or animal**

## **APPLY**

- ◆ Complete the FIBERS AND FABRICS Workbook Activity on page 11.
- ◆ Look at the labels in five of your garments to see how many fiber families and how many tradenames you find.



# FIBERINGO

## Answer Sheet



GENERIC NAME	TRADEMARK NAME	SOURCE
Cotton	Pima Suprima	Plant
Wool	Merino Lamb's	Animal
Polyester	Trevira Dacron Fortrel	Chemical
Nylon	Antron Cordura Zafran	Chemical
Rayon	Avril Zantrel Fibro	Plant and Chemical





# FIBERINGO

COTTON	WOOL	POLYESTER	NYLON	RAYON
				FREE
	FREE			





**OBJECTIVES:** For youth to:

- distinguish between two common methods of fabric construction.
- identify and associate fabric names to how they are made.

**LIFE SKILL:** ○ Classification Skills

**MATERIALS:** Pencils

Posters of Different Weaves and Knits

FABRIC MATCH Activity Sheet

Glue

Magnifying glasses

Fabric swatches

Broadcloth

Denim

Rib Knit

Oxford cloth

Sateen

Corduroy

Satin

Single Knit

Tricot

WHAT'S ITS NAME Workbook page 12.

**TIME:** 30 minutes

**SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATION:**

Collect fabrics and cut into swatches. Make poster and copies of FABRIC MATCH Activity Sheet.

## INTRODUCTION

The two most common methods of making fabric are weaving and knitting. A woven fabric is made by interlacing two sets of yarns in different patterns. A knit fabric is made by interlooping one or more yarns. Let's look at fabrics to learn how they are made.

## Do

Discover HOW I'M MADE and WHAT'S MY NAME.

- ◆ Use posters to explain the different weaves and knits.
- ◆ Hand each youth a magnifying glass and fabric swatches.
- ◆ Using the magnifying glass and posters identify how each fabric was made.
- ◆ Now hand out the FABRIC MATCH sheet.
- ◆ Place fabric in square that matches its description.

## **REFLECT**

- ♦ What are the two most common methods of making fabric?  
**weaving, knitting**
- ♦ Name three weaves.  
**plain, basket, twill, satin, sateen, pile**
- ♦ What is the difference in how a woven and a knit fabric are made?  
**weaving is interlacing of yarns, knit is interlooping of yarns**
- ♦ What did you see when you looked at a fabric with the magnifying glass?
- ♦ What did you learn about how fabrics are made?

## **APPLY**

- ♦ Fill out WHAT'S ITS NAME in the Workbook, page 12, matching the name with the letter of the weave or knit illustration.
- ♦ Look at six textile fabric items at home and identify them as a knit or woven.
- ♦ Show a family member or friend the difference in how a weave or knit stretches.

## **FABRIC MATCH**

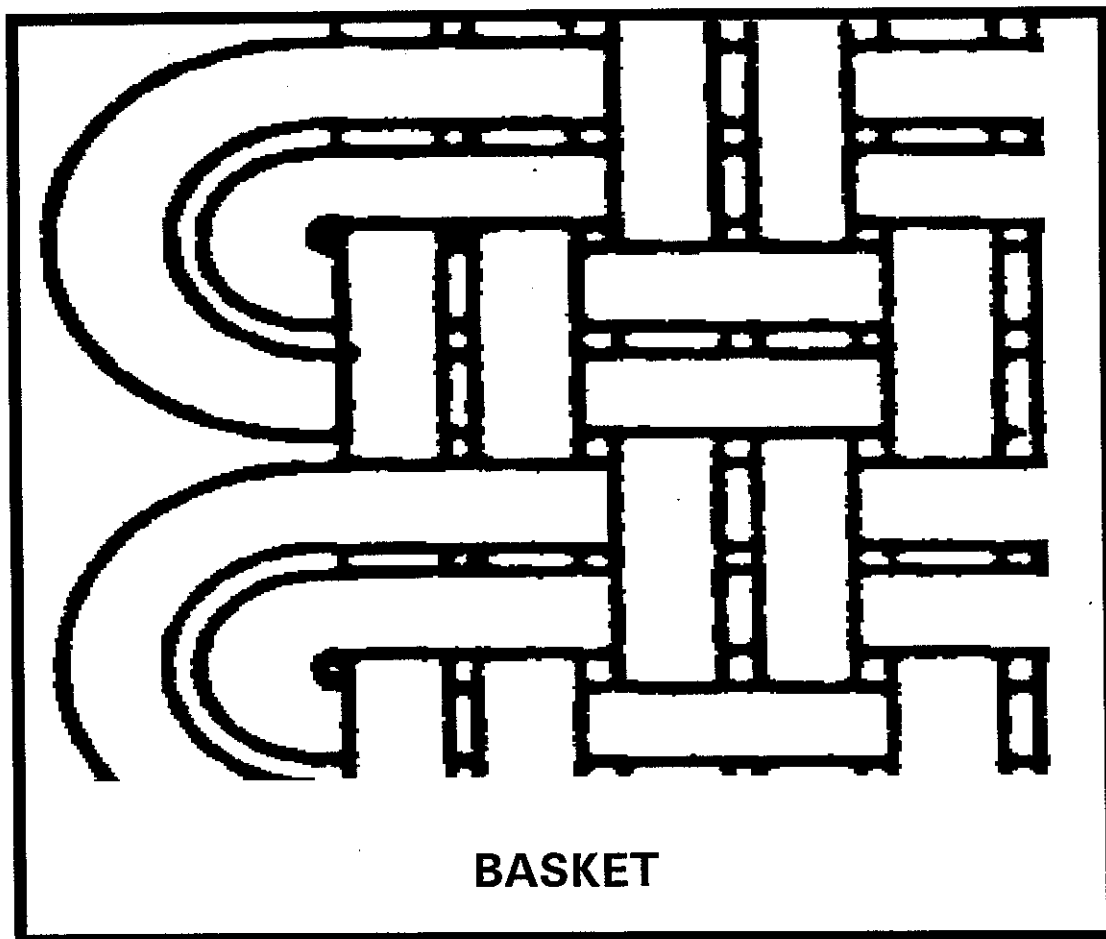
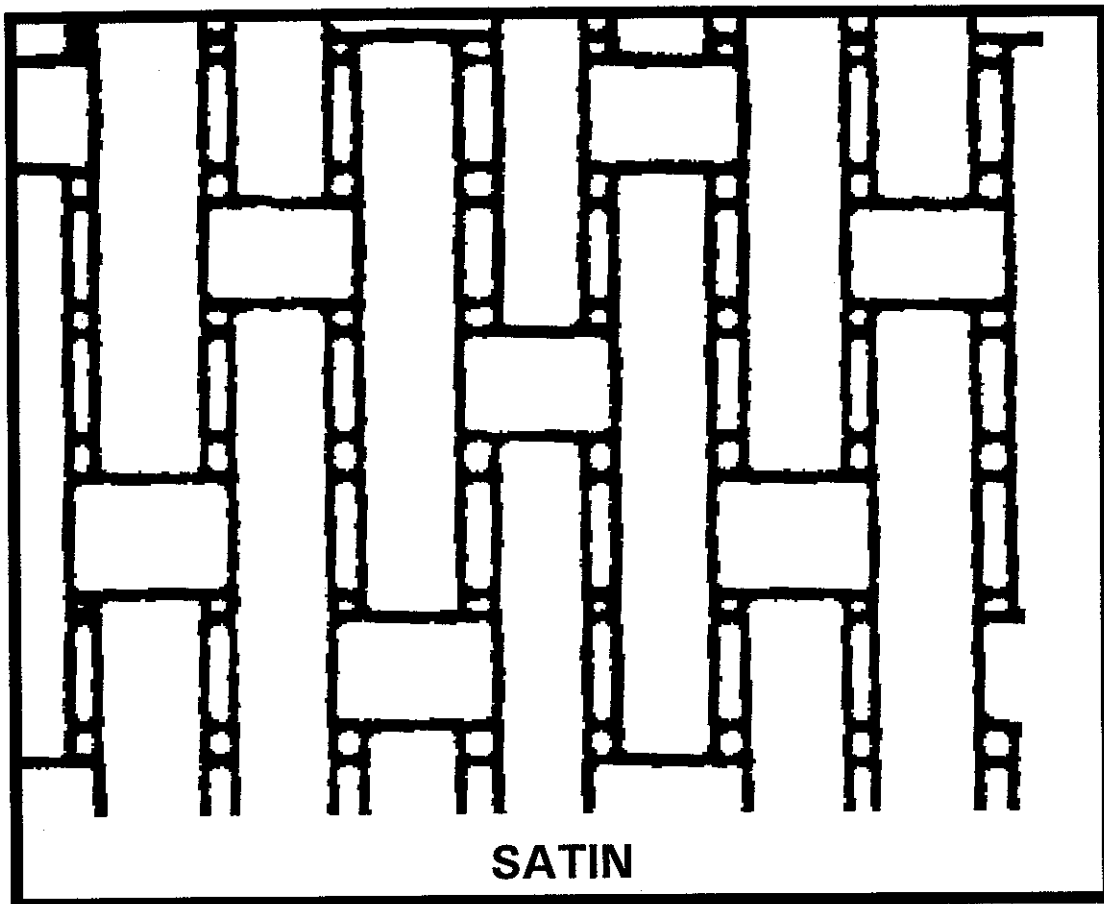
### **Answer Key**

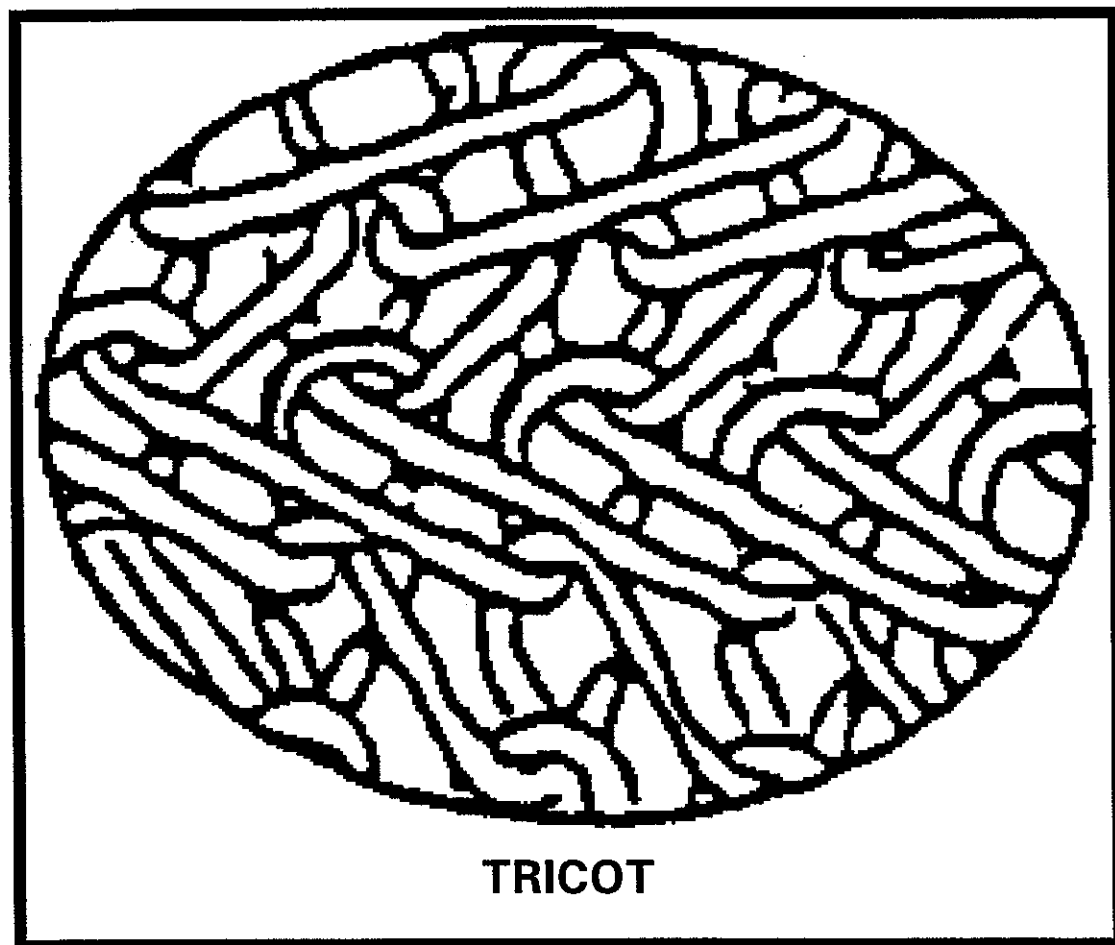
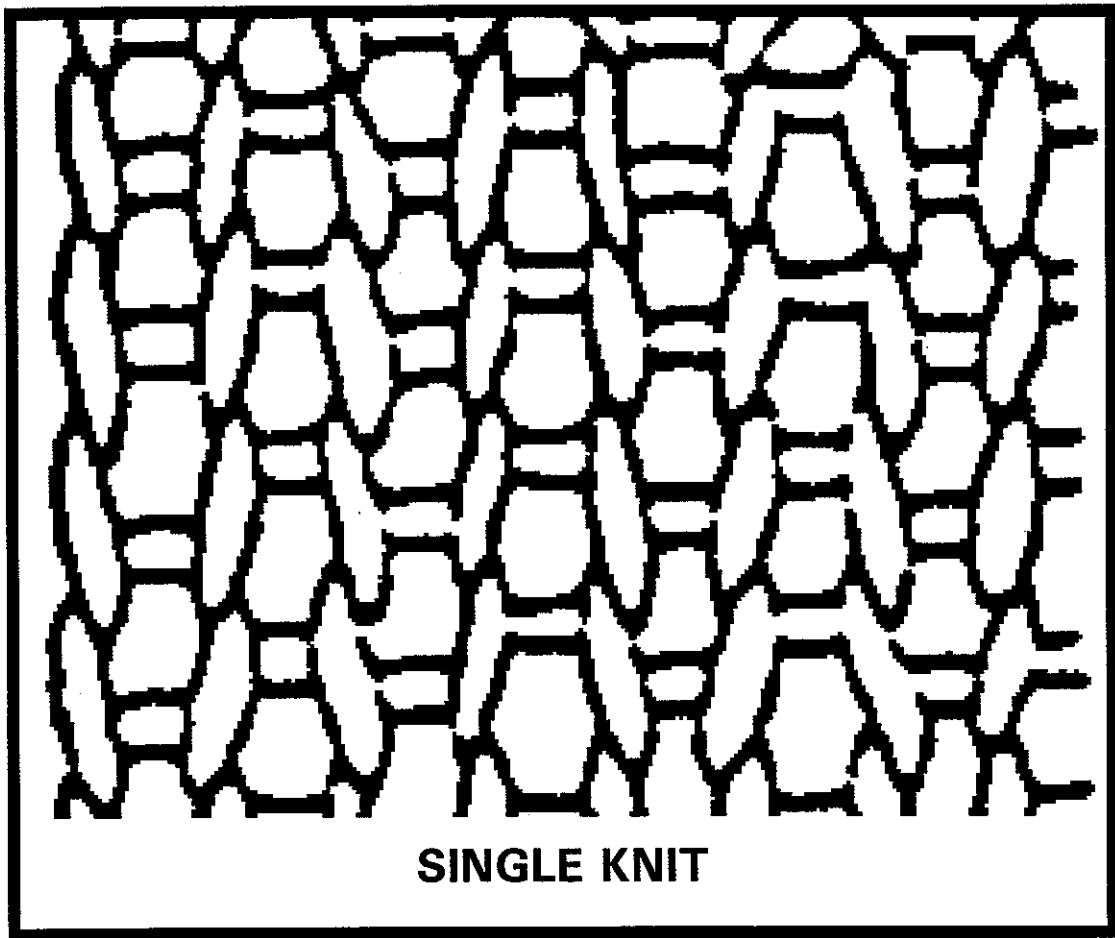
- |               |                 |             |
|---------------|-----------------|-------------|
| 1. Broadcloth | 2. Denim        | 3. Sateen   |
| 4. Rib Knit   | 5. Oxford Cloth | 6. Corduroy |
| 7. Satin      | 8. Single Knit  | 9. Tricot   |

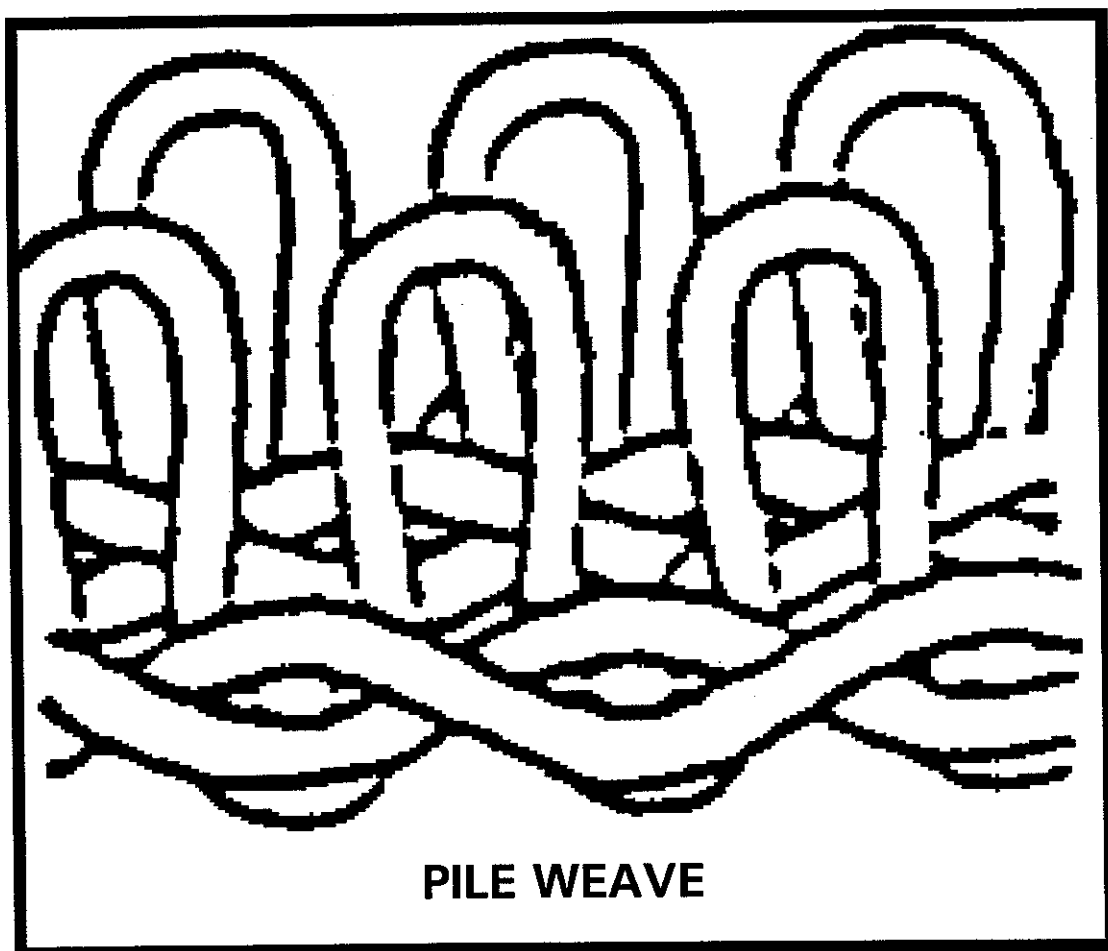
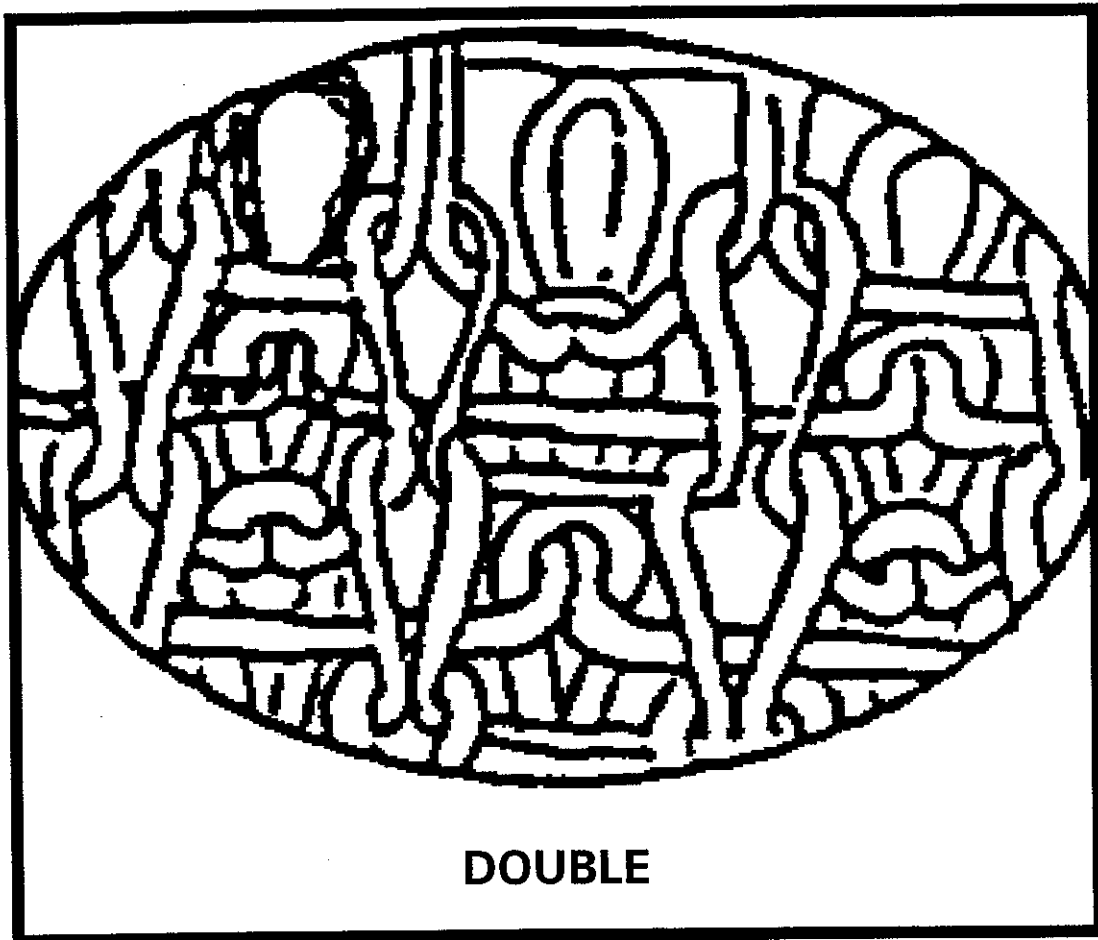
## **WHAT'S ITS NAME**

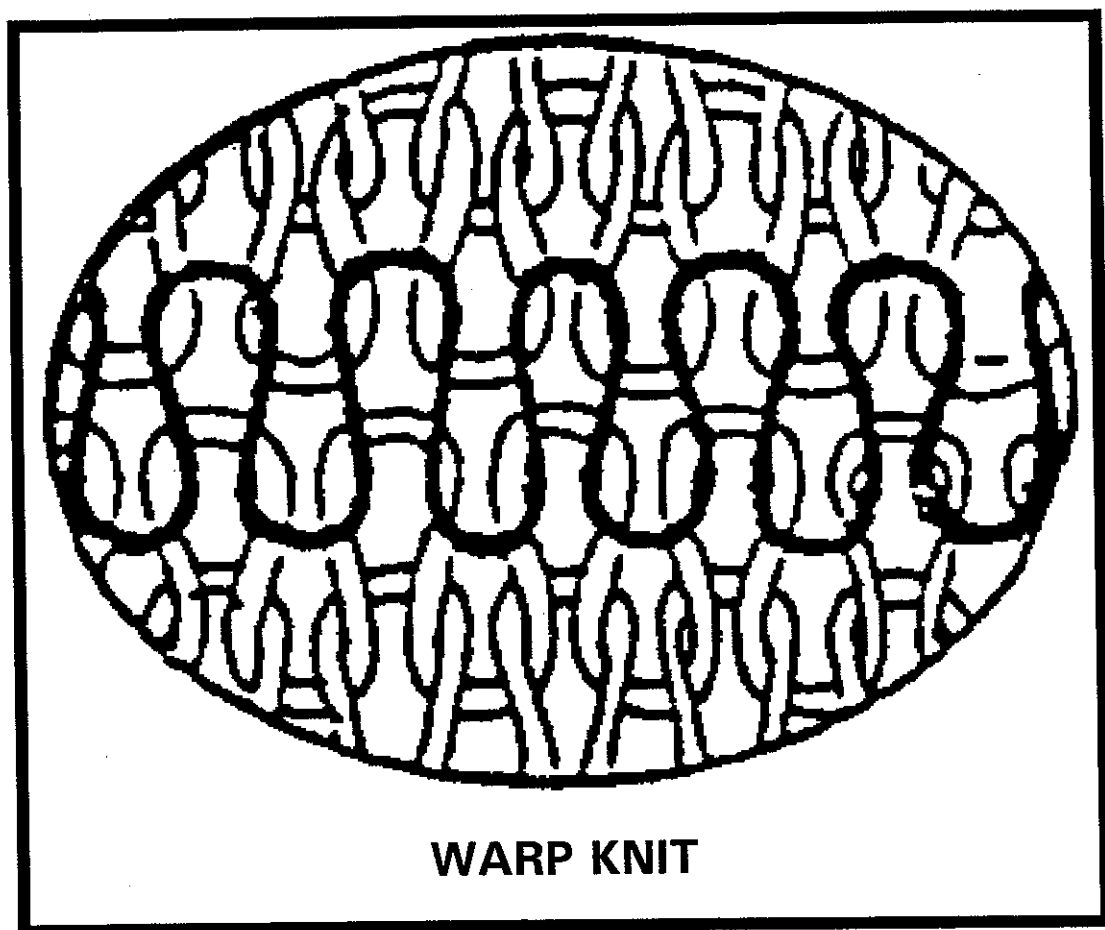
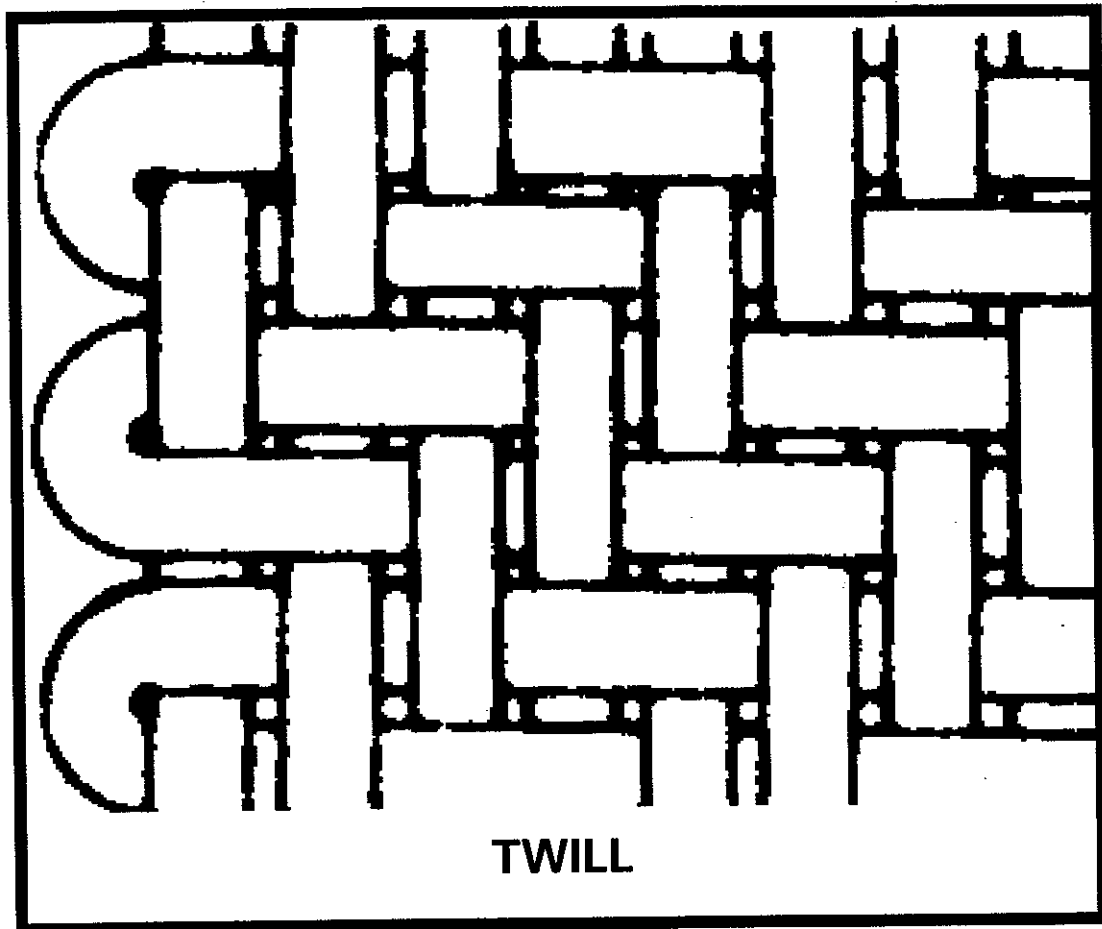
### **Answer Sheet**

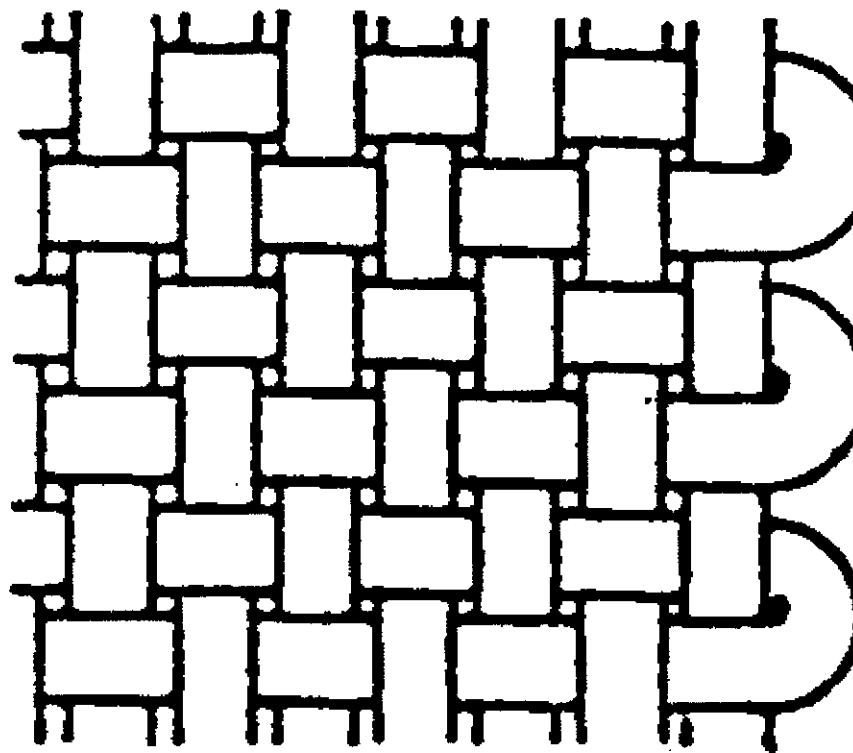
- |                  |                   |                  |
|------------------|-------------------|------------------|
| 1. D Plain Weave | 2. I Pile Weave   | 3. G Twill Weave |
| 4. C Weft Knit   | 5. B Basket Weave | 6. H Double Knit |
| 7. F Satin Weave | 8. E Single Knit  | 9. J Tricot Knit |
| 10. A Warp Knit  |                   |                  |



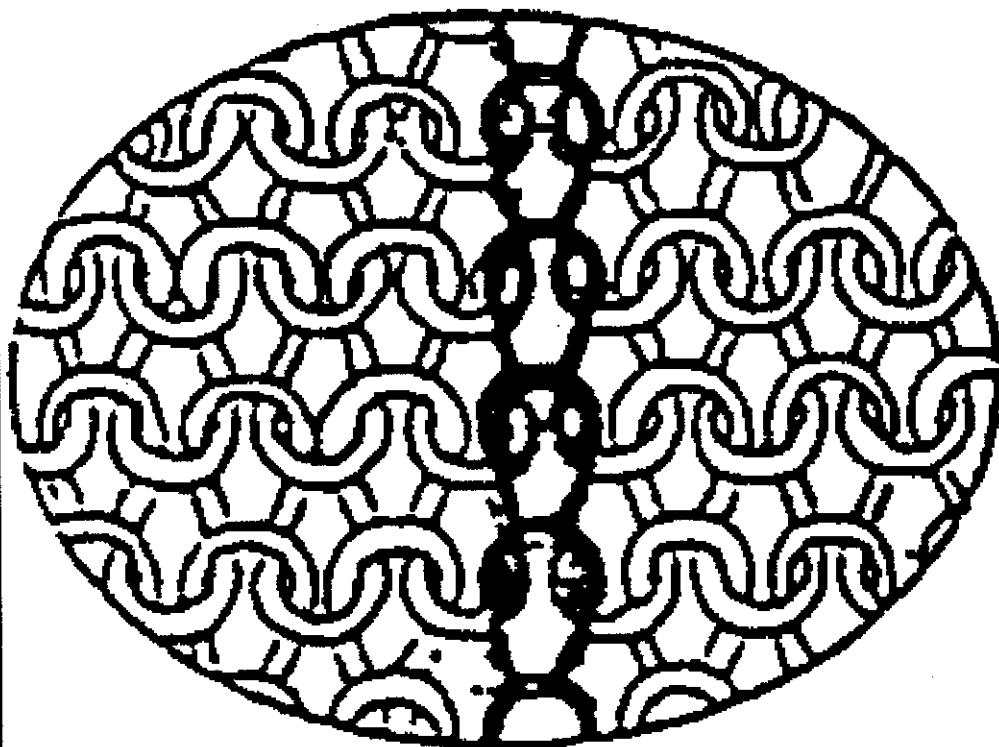








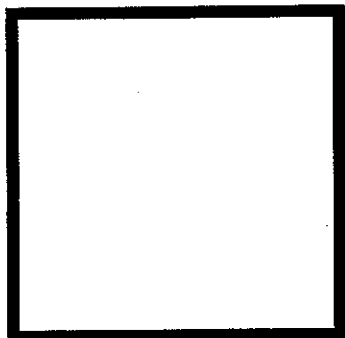
PLAIN WEAVE



WEFT KNIT

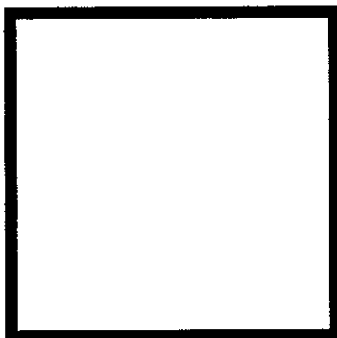


## FABRIC MATCH



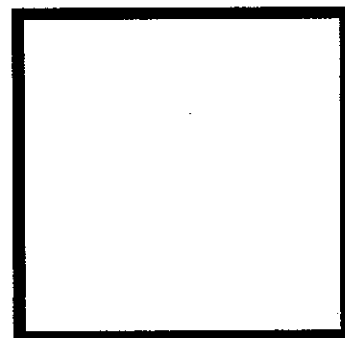
ONE OVER AND  
ONE UNDER

Fabric Name: \_\_\_\_\_



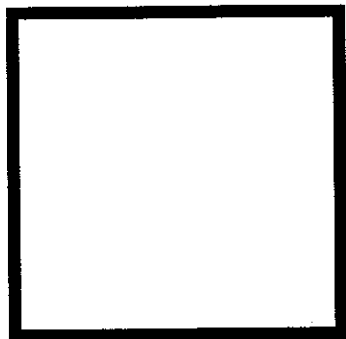
DIAGONAL PATTERN  
ON WRONG SIDE

Fabric Name: \_\_\_\_\_



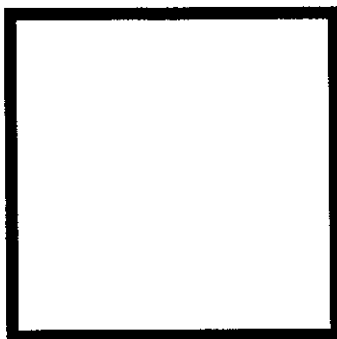
VARIATION OF  
SATIN WEAVE

Fabric Name: \_\_\_\_\_



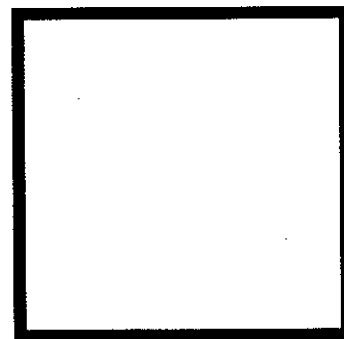
HAS RIBS ON BOTH  
SIDES

Fabric Name: \_\_\_\_\_



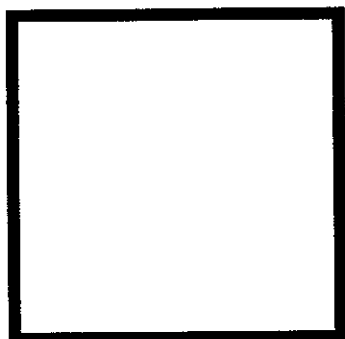
VARIATION OF PLAIN  
WEAVE

Fabric Name: \_\_\_\_\_



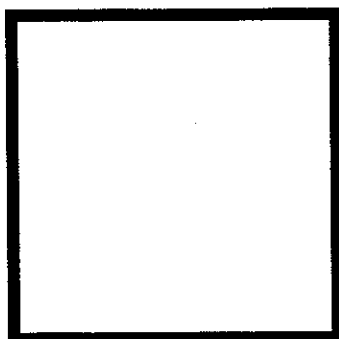
WEAVE WITH LOOPS  
ON BOTH SIDES

Fabric Name: \_\_\_\_\_



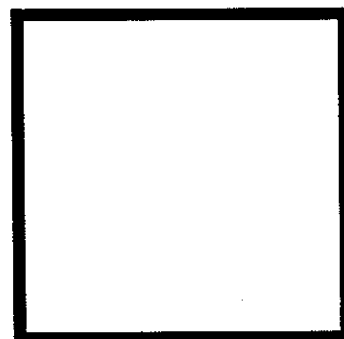
BEAUTIFUL LUSTER

Fabric Name: \_\_\_\_\_



SINGLE KNIT

Fabric Name: \_\_\_\_\_



USED TO MAKE LINGERIE

Fabric Name: \_\_\_\_\_



**OBJECTIVES:** For youth to:

- identify how fabrics are woven.
- demonstrate the process of weaving.

**LIFE SKILL:** ○ Express individuality and creativity.

**MATERIALS:** Old denim jeans or denim fabric  
 Fabric scraps of natural and man-made fabrics  
 Sewing machine, fabric glue or glue gun  
 Scissors  
**COASTER PATTERN**  
 Foamboard  
 Pins or Tacks  
 Magnifying Glass  
 The "INS" and "OUTS" of FABRIC Workbook page 13

**TIME:** 30 minutes

**SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATION:**

Ask some youth to bring in old jeans to be recycled. (You will not need all of them to bring in denim.) Cut 4½-by-4½ inch squares of denim. Make slits in the denim ¾" apart at ½" from the top and bottom. As an option, the youth could be allowed to cut the denim themselves with assistance. Tear fabric scraps into 1-inch strips.

## INTRODUCTION

Some fabrics are made by weaving yarns together. Two types of weaves are the plain weave (one over, one under) and the basket weave (two yarns over and under). We are going to have fun by weaving a coaster using denim and other fabrics.

## Do

Make a COASTER!

- ◆ Give each youth a 4½ inch x 4½ inch denim square with the slits cut and various 1 inch strips of fabric.
- ◆ Demonstrate how to tack/pin denim to foamboard and then do the plain weave and the basket weave.
- ◆ Allow the youth to choose a weave, select their strips, and create their coasters.
- ◆ After the coaster is complete, the edges should then be machine stitched or glued on all sides. If gluing, allow to dry before removing from foamboard.
- ◆ Cut off any fabric that extends beyond the denim square.
- ◆ Give each participant a magnifying glass and several woven fabrics. Have them examine the fabric and look for the type of weave. They can also unravel so "they can see" how it has been woven.

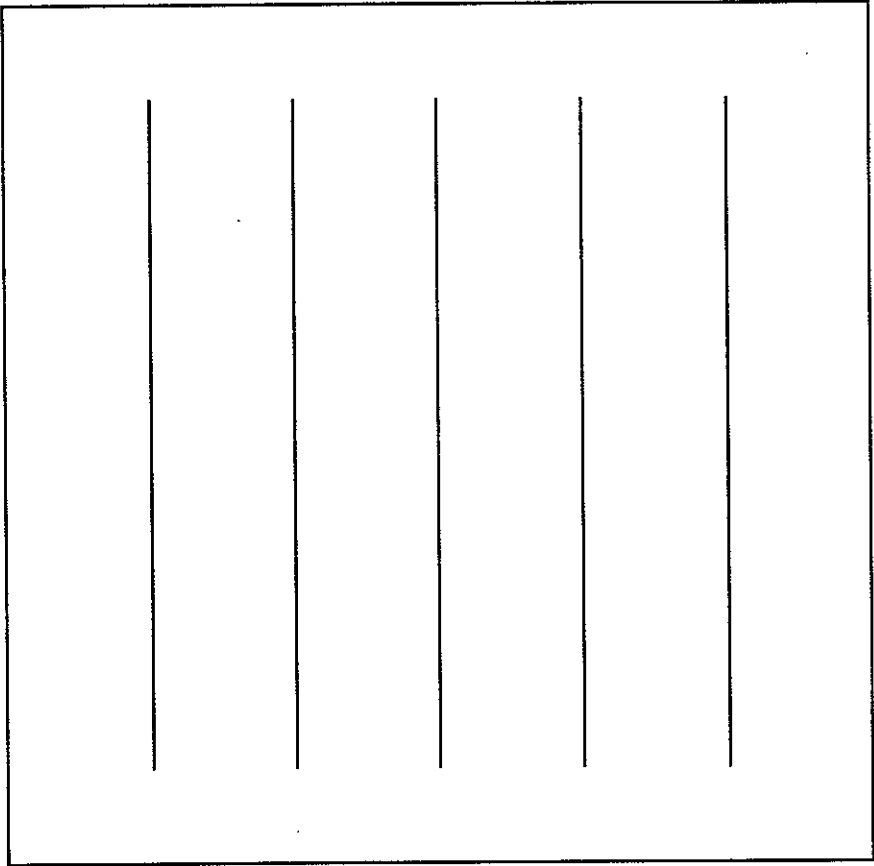
## **REFLECT**

- ♦ What are the two main ways that fabrics can be manufactured?  
**by weaving or knitting yarns**
- ♦ What are two types of weaves?  
**plain and basket**
- ♦ How is a plain weave made?  
**one yarn under and one yarn over**
- ♦ How is a basket weave made?  
**equal yarns of more than one over and under**
- ♦ What did you learn from looking at the different fabrics under a magnifying glass?
- ♦ How did you use this information on recognizing or knowing the fabric construction?  
**fabric selection for garment construction; care of garments may vary by nature of fabric**

## **APPLY**

- ♦ Make a set of coasters to give as a gift. As an option, make each coaster with a different fiber content or color.
- ♦ Make a set of matching placemats.
- ♦ Look at two garments to see if you can identify the weave.

Pattern for Denim Coaster



- OBJECTIVES:** For youth to:
- learn about the characteristics of fabrics.
  - conduct and evaluate fabrics for drape and absorbency.
- LIFE SKILL:** ○ Observation, analysis and evaluation skills
- MATERIALS:** FABRIC FUN EXPERIMENTS in Workbook, page 14  
Each work station will need:
- FABRIC ABSORPTION TESTS Sheet
  - Blue food coloring
  - Eye dropper
  - Water
  - Aluminum foil
  - White paper towels
  - Ruler
  - Container for colored water
  - Fabric Swatches of 100% cotton broadcloth, 100% cotton denim, 100% silky polyester, 100% acetate satin and 100% rayon
- TIME:** 30 minutes
- SETTING:** A comfortable room with tables and chairs and space for groups to work.
- ADVANCE PREPARATION:**  
Color water. Make copies of FABRIC ABSORPTION TESTS. Gather supplies for each workstation.
- NOTE:** Write the names of the fabrics you've collected on small slips of paper from which each team chooses.

## INTRODUCTION

Absorbency is the ability of fibers and fabrics to take up moisture. How absorbent a fabric is relates to its comfort. This is especially important for sports garments as we will discover. Let's do an experiment today with different fabrics to see how absorbent they are.

## Do

Conduct FABRIC FUN EXPERIMENTS!

- ◆ Ask each youth/team to draw a slip of paper in which you have written fabric names. This determines their group and their "work" station.
- ◆ Review items at their work station such as fabrics, eye dropper, water colored with blue food coloring, aluminum foil, white paper towel, and a ruler.

- ◆ Review FABRIC ABSORPTION TEST Observation Sheet so that each youth/team knows how to complete it.

VARIATION: Have youth "predict" or "hypothesize" (as scientists would) the rate of absorption before beginning. Then conduct their experiment to "test" their "hypothesis."

- ◆ Procedure:
  - Place fabric swatches 2 inches apart on white paper towel mounted on aluminum foil.
  - Drop one drop of water from a height of three inches on each fabric.
  - Write observation on the FABRIC ABSORPTION TESTS Sheet.
  - Place a white paper towel on top. Press down with fingers.
  - Write observation on the FABRIC ABSORPTION TESTS Sheet.

## REFLECT

- ◆ Which fabric was the most absorbent?
- ◆ How did you make this determination?
- ◆ Which was the least absorbent?
- ◆ Which fabric quickly absorbed the water?
- ◆ Which was slow?
- ◆ What happened when you placed the paper towel and pressed down on to the fabric?
- ◆ How does fabric absorbency relate to comfort?  
**more absorbent (natural fibers and plant modified by chemicals) appear to be closely related to greater comfort**

## APPLY

- ◆ At home do the FABRIC FUN EXPERIMENTS in your Workbook, page 14 with a family member or friend.
- ◆ Share with at least two people what you learned about fabric absorbency.
- ◆ How will you use the information on fabric absorbency when you purchase clothing for active sports?

# FABRIC ABSORPTION TESTS

Rate in order of absorbency. Star fabrics that are the most absorbent.

FABRIC	RATE OF ABSORBENCY (Circle the correct answer)	RESULTS	
		WATER	WHEN PRESSED
100% COTTON BROADCLOTH	FAST		
	SLOW		
100% COTTON DENIM	FAST		
	SLOW		
100% SILKY POLYESTER	FAST		
	SLOW		
100% ACETATE SATIN	FAST		
	SLOW		
100% RAYON	FAST		
	SLOW		



- OBJECTIVES:** For youth to:
- learn that not all fabrics are colorfast.
  - explore and evaluate colorfastness in fabrics.
- LIFE SKILL:** ○ Observation, analysis and evaluation skills
- MATERIALS:** Copies of TESTING FOR COLORFASTNESS Activity Sheet for each youth  
Each work station will need:
- Pencils
  - Water
  - Chlorine bleach
  - Eye dropper
  - Fabric scraps of natural and man-made fibers for each youth
  - White cloth or paper towel for each youth
- TIME:** 30 minutes
- SETTING:** A comfortable room for group work at different tables.
- ADVANCE PREPARATION:**  
Make copies of TESTING FOR COLORFASTNESS Activity Sheet. Find a fabric that bleeds dry and wet (some bright colors in cotton and cotton blends especially reds and blues). Gather work station materials for each group/youth.

## INTRODUCTION

"Bleeding" is a word used to describe when color on a fabric "rubs off", runs or changes color. In addition, some dyes are not colorfast to chlorine bleach. Let's test some fabrics for colorfastness. "Colorfast" means the fabric dyes do not fade or "bleed."

## Do

### Conduct AM I COLORFAST?

- ◆ Divide youth into groups of four. Assign each group to a "work" station.
- ◆ Review their workstation materials: white cloth/paper towel, water, chlorine bleach, eye dropper, and fabric scraps.
- ◆ Give each person 3 squares of one of the fabrics. Each group will then have different fabrics to see and compare.
- ◆ Instruct them to do the three different tests for colorfastness on "their" fabric.
- ◆ Review the TESTING FOR COLORFASTNESS Activity Sheet for procedures to follow.
- ◆ Review with all groups to compare results.



## **REFLECT**

- ◆ What is "bleeding" of a fabric?  
**color rubs off, runs or changes color**
- ◆ Did any of the dry fabrics bleed? Which ones?
- ◆ Did the same fabrics bleed when wet?
- ◆ What happened when you used chlorine bleach?
- ◆ What did you learn from this activity?  
**can check dry bleeding before purchasing; be very careful when using chlorine bleach.**

## **APPLY**

- ◆ Interview three individuals who are responsible for doing the laundry about their experiences with fabrics bleeding.
- ◆ Share what you have learned with your family.

# TESTING FOR COLORFASTNESS

<b>Dry: Rub with white cloth or white paper towel.</b>	
<b>Fabric Tested:</b>	<b>Results:</b>
<b>Water: Dip in water. Place on white paper towel.</b>	
<b>Fabric Tested:</b>	<b>Results:</b>
<b>Chlorine Bleach: Place fabric on white paper towel. With an eye dropper -- drop</b>	
<b>Fabric Tested:</b>	<b>Results:</b>

- OBJECTIVES:** For youth to:
- name textile items that are not clothing.
  - discover the extent that we depend upon textiles in everyday life.
- LIFE SKILLS:** ○ Critical thinking skills
- MATERIALS:** Story, A WORLD WITHOUT TEXTILES  
Collect textile items to place around room such as toothbrush, cotton balls, billfold, soft luggage, fishing line, typewriter ribbon, map, pet collar, rope, flag, tire (toy), garden hose, baseball or tennis ball, dust mask  
Paper  
Pencils  
Blackboard or flip chart  
Markers
- TIME:** 45 minutes
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Place items around room as inconspicuously as possible. Make copies of story.

## INTRODUCTION

We live in a world of textiles. There are many things we depend on everyday that are textiles in disguise. Textiles are not used just in clothing. Today we are going to explore "our world" to see how textiles are all around us. Let's go on a scavenger hunt.

## Do

Discover TEXTILES IN DISGUISE!

- ◆ Divide the youth into pairs.
- ◆ They have ten minutes to write down all the different items that use textiles they can see in the room on a sheet of paper.
- ◆ At the end of this time, compare their answers.
- ◆ List on a blackboard or flip chart the textiles they found and the ones they missed.
- ◆ Hand them the story, A WORLD WITHOUT TEXTILES.
- ◆ Circle each word that is a textile in the story.
- ◆ Count how many they found.

## **R**EFLECT

- ◆ What did you learn from this lesson?
- ◆ What was the most surprising item you found that was a textile?
- ◆ How many different textile items did your team find?
- ◆ Did you find any that were different from the rest of the group?
- ◆ What did you learn from the story?

## **A**PPLY

- ◆ Give three examples of textile items in your room that are not clothing?
- ◆ Read the story to a young friend.
- ◆ As you go home today, look for textile items that are not clothing.



## A WORLD WITHOUT TEXTILES

We live in a world of textiles. You don't believe it! Then think for a minute what life would be like in a world without textiles.

We'd all be naked! NO clothes. No underwear. No stockings or socks. Not even shoes!



Animal skins would be no substitute. We'd soon kill off all the animals for their fur and hides and even then only a few people would be clothed...probably no one you know.

Of course, there's always the trees and bushes. We could strip all the foliage bare to make grass skirts, and fig leaf shorts...but what would we do when winter comes?

No, skins and leaves are no substitutes. We'd all have to move South just to survive. Think what tremendous over-crowding that would produce! I think a world without textiles would be a world without so many people on it...maybe without you!

In a world without textiles our homes would be bare, too. No carpets on the floor or drapes on the windows. No window shades! Or even Venetian blinds! Our chairs would all be hard wood. Our beds would be boards, cushioned only by straw or leaves. We'd have no blankets. No sheets. No pillows! We'd have to wash with our bare hands and shake ourselves dry.

In a world without textiles we'd ride to work on a horse or in a wooden-wheeled wagon pulled by a horse. There would be no automobiles because there would be no air-filled tires, no water hoses to cool the engine, nor wires to carry the spark to the piston! No upholstered bucket seats. No carpet on the floor boards. No convertible tops. No padded dash or even, in some cars, air scoops, bumpers or fenders.



In a world without textiles baseball wouldn't be played...not even on real grass! There would be no football, no soccer, no basketball. No tennis, no volleyball, no badminton. Croquet would be the game...a wooden ball struck by a wood mallet!

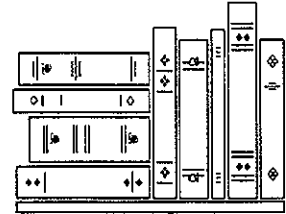
In a world without textiles there would be no space program. No astronaut could survive without their space suit. Nor could they return without the heat shield on their rocket, or even the parachute to slow their descent! Once in the water, how would they stay afloat without the flotation collar, or in an emergency, the life raft or even their own life jacket! The fact is, they'd never leave on a space flight without hoses for fueling, wires and cables for control, seat belts to hold themselves in -- even the seats themselves.





In a world without textiles many people would die without bandages, sterilized gowns and masks. Damaged or diseased arteries and wind pipes would stay damaged or diseased and the patient might die because there would be no Dacron polyester replacement. The "Iron Lung" wouldn't have saved so many polio victims. The kidney machine wouldn't be keeping so many others alive today. And the artificial heart would probably be impossible!

In a world without textiles there would be few libraries, because there would be few books...because there would be only hand-made paper. Without hundreds of thousands of tons of cheap, ready paper there would be no newspapers, no computers, no banks, no stocks, no business, except that which could be done directly, like trading a bushel of potatoes for a sack of wheat...except there would be no sack in a world without textiles.



In a world without textiles we wouldn't have progressed very far beyond the caveman, even after hundreds of thousands of years. Man's discovery of iron may have been important, but without the even earlier more important discovery of textiles and the simple textile process of weaving reeds and twisted grasses into mats and cloth, we'd all be wearing iron underwear, and that doesn't sound like much fun.

Just what is a textile? Anything woven or knitted or made into a fiber. Not just from cotton or wool or silk, or man-mades, like nylon or rayon or polyester. But fireproof spits made with asbestos fiber! Supersonic airplane parts made with carbon fiber. Space suits made with glass fiber. Artificial tendons made with stainless steel fibers. And even more fantastic things yet to come!

Yes, we live in a world of textiles...and the world we live in, we live in because of textiles!



- |                             |                                                                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>OBJECTIVES:</b>          | For youth to: <ul style="list-style-type: none"><li>○ become aware of clothing that protects.</li><li>○ identify and evaluate how clothing provides protection.</li></ul> |
| <b>LIFE SKILLS:</b>         | <ul style="list-style-type: none"><li>○ Critical thinking skills</li><li>○ Group Cooperation skills</li></ul>                                                             |
| <b>MATERIALS:</b>           | Copies of PROTECTIVE CLOTHING Activity Sheet for each youth<br>Pictures of protective clothing<br>Pencils<br>Paper                                                        |
| <b>TIME:</b>                | 30 minutes                                                                                                                                                                |
| <b>SETTING:</b>             | A comfortable room with tables and chairs.                                                                                                                                |
| <b>ADVANCE PREPARATION:</b> | Make copies of activity sheet and cut out color pictures provided or collect pictures of other uses of protective clothing.                                               |

## **INTRODUCTION**

Some clothing is made to protect us from special hazards. In fact one of the reasons for wearing clothing is protection -- from the sun, rain, and insects. Much of the research for the fabrics and finishes now used in protective clothing was done in the space program. As a result many people who are frequently in contact with hazardous materials have benefitted. Let's learn about some of these items of protective clothing.

## **Do**

Identify SPACE-AGE TEXTILES!

- ◆ Instruct youth to take a piece of paper and write down as many different jobs or activities they can think of that requires special clothing.
- ◆ Next, have them get into small groups to share and compare their lists. Let each small group make a complete list to share with the larger group.
- ◆ Hand out activity sheet, PROTECTIVE CLOTHING.
- ◆ Ask youth to compare their lists and fill in as much information as possible.
- ◆ Hold up pictures one at a time.

### **LESSON 3: CUTTING EDGE**

### ***Activity 7: Space-Age Textiles***

- ◆ Discuss why the person needs "special" clothing.
- ◆ Ask them to identify ways clothing provides that protection.
- ◆ Have them fill in or correct the information they completed earlier.
- ◆ Continue with the remainder of the pictures.

## **REFLECT**

- ◆ What is protective clothing?  
**clothing worn to protect from special hazards such as fire, insects, bullets, and chemicals**
- ◆ Where is much of the research done to improve fabrics and finishes?  
**by companies doing research for the space program**
- ◆ What did you learn from this activity?

## **APPLY**

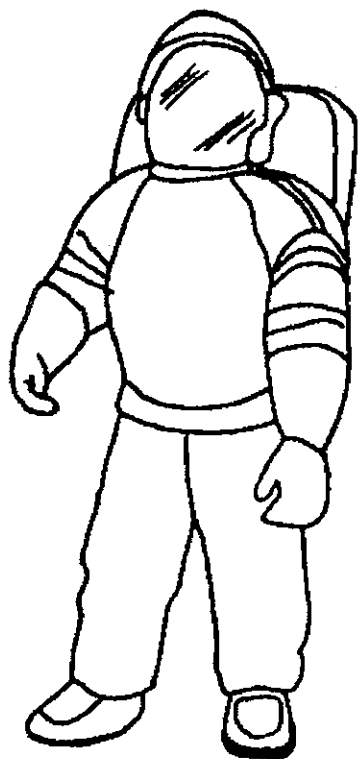
- ◆ Interview three individuals in your neighborhood to find out if their occupation requires special protective clothing.
- ◆ Share with your family what you learned.
- ◆ Go to the library to learn more about textiles in space or other protective clothing.



## PROTECTIVE CLOTHING

OCCUPATION	PROTECTIVE CLOTHING WORN	HOW ITEM PROTECTS
DOCTOR (surgery)		
SCUBA DIVER		
FIREFIGHTER		
COOK		
FOOTBALL PLAYER		
ASTRONAUT		
POLICE		
RACE CAR DRIVER		
HUNTER		
BOXER		
BABY		
FARMER		
LIST OTHER OCCUPATIONS THAT REQUIRE PROTECTIVE CLOTHING.		





ASTRONAUT



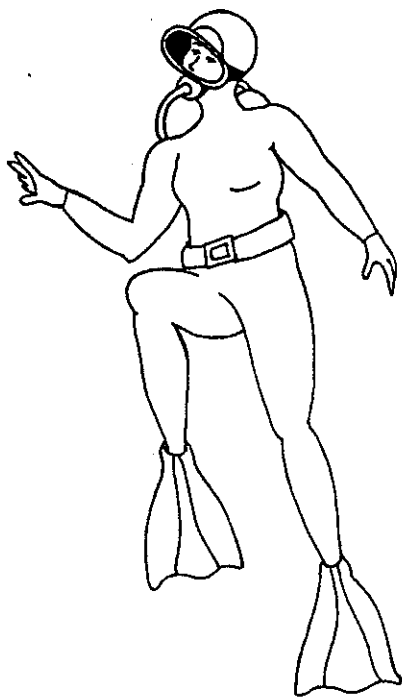
FIREFIGHTER



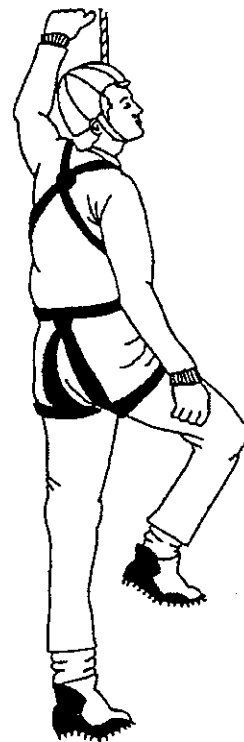
FOOTBALL PLAYER



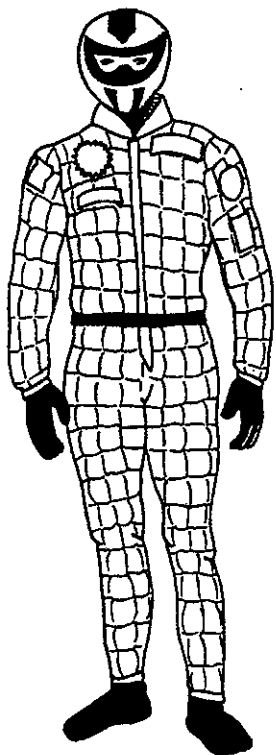
SURGEON



SCUBA DIVER



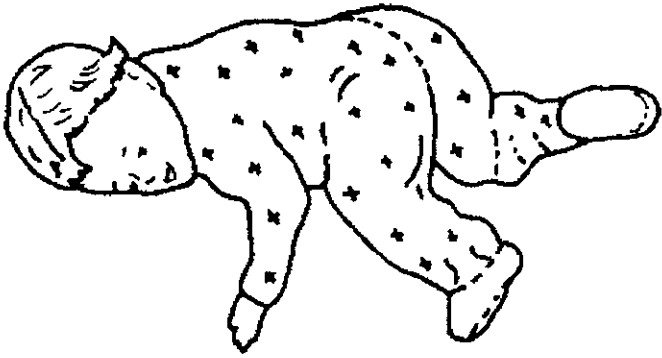
MOUNTAIN CLIMBER



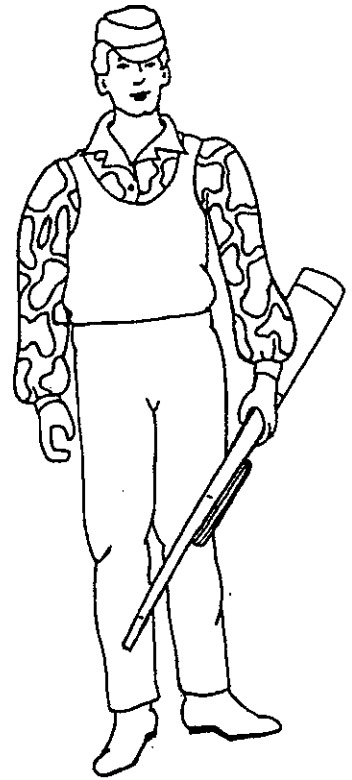
RACE CAR DRIVER



POLICEMAN OR  
POLICEWOMAN



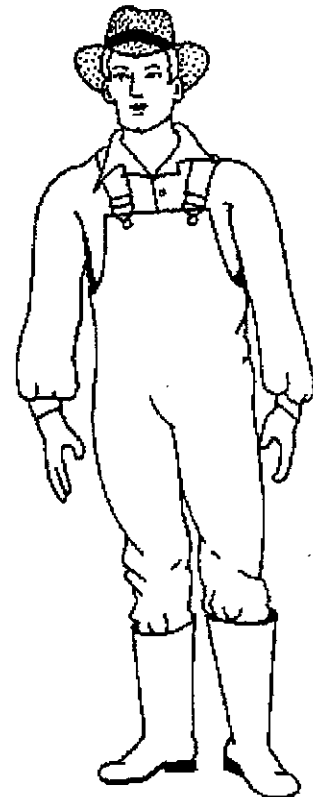
BABY



HUNTER



PAINTER



FARMER

# LESSON 4

# CHOICES

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## 9-11 YEAR OLDS

### PURPOSE

To make youth aware of the choices that are made when selecting clothing to wear.

### OBJECTIVES

Youth will be able to:

- ◆ select clothing to create a desired image.
- ◆ select appropriate clothing for different occasions.
- ◆ identify and analyze factors that affect fashion trends and fads.
- ◆ identify the use of line, design and color in choosing becoming clothing.
- ◆ mix and match to make the most of their clothes.
- ◆ use their wardrobe inventory to plan future purchases.

### LESSON TIME

30 - 45 Minutes

### LEARNING ACTIVITIES

ATTITUDE IMAGES  
CHOICES COLLAGES  
FASHION FORECAST  
THE MAGIC OF LINES  
COLORS PLAY A LEADING ROLE!  
MIX 'N MATCH  
YOUR WARDROBE

### ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Choices.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 4

# CHOICES

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## Do

The following is suggested for using the activities in Lesson 4. Materials needed for each are listed within the activity.

- ◆ Discuss the images clothing can give to others with ATTITUDE IMAGES and match clothing with appropriate situations in the activity CHOICES COLLAGES.
- ◆ Analyze current trends in clothing with FASHION FORECAST.
- ◆ Identify the optical illusion created by lines in THE MAGIC OF LINES!
- ◆ Discover the roles color plays in clothing choices in COLOR PLAYS A LEADING ROLE!
- ◆ Coordinate outfits with MIX 'N MATCH to make better use of clothing.
- ◆ Analyze your clothing wardrobe by conducting a WARDROBE INVENTORY.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ What does one's clothing tell us about a person's image?
- ◆ What is the difference between a fad and a classic?  
**a classic will remain in style for many years while a fad is a shot-lived line of fashion**
- ◆ Which lines are most becoming to you?
- ◆ What did you learn about the use of color in your planning and selecting your clothing choices? What are your more becoming colors?
- ◆ What is a "separate"?  
**a top (shirt or blouse) and a bottom (skirt or pant)**

# LESSON 4

# CHOICES

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- ♦ What types of clothing make it easy to identify the occasion?
- ♦ What did you learn from doing the wardrobe planning activities?

## APPLY

Help youth learn to apply what they have learned to their daily clothing choices.

- ♦ When dressing for an activity or a season, be sure that your clothing is appropriate.
- ♦ Coordinate outfits with the information that you have learned about colors.
- ♦ Purchase outfits accordingly with the information that you have learned about fads and fashion trends.

# LESSON 4

# CHOICES

## BACKGROUND BASICS...Choices

### FADS and FASHION

There are many fashion terms which will help us evaluate the clothing we have. A *fashion* is the current mode of dress and will last one or more years. A *fad* is a short-lived fashion, a passing fashion. *Style* refers to the current fashionable way of dressing. A *classic* is a style that remains in fashion. Over the years certain fashions have become known for their classic styling. These garments, from a design viewpoint, are always fashionable when made in quality fabric and quality workmanship. Some examples are straight skirts, straight leg pants, shirtwaist dress, blazer, cardigan jackets or sweaters, tailored blouse, and v-neck sweater. They are usually of simple lines and fairly straight. Changes are made to bring them to current fashion such as the color and type of a fabric and changes in design details such as width of lapel, collar and sleeve design.

In building a wardrobe, think about putting the majority of your dollars into fashions that will last more than one season or one year. Spend little money on fads, which are short lived fashions -- maybe only around for one season. Frequently fads are the accessory items that "perk" up your clothing.

### Color

All colors come from three primary colors - red, yellow, and blue. Mixing two primary colors will give you secondary colors - green, orange and purple/violet. Taking this one step further, mixing a primary with its neighboring secondary color will produce an intermediate color such as blue-green. If more green is used than blue, then it would be called green-blue. When you add white to a color it becomes lighter and is called a *tint*. When you add black to a color it becomes darker. This is then called a *shade*.

Sometimes we refer to analogous colors or color families. We are referring to colors that are next to each other on the color wheel. When we refer to complimentary colors or color cousins we are referring to colors that are opposite each other on the color wheel.

Color communicates a feeling, a message, a mood. Red, orange, and yellow are referred to as warm colors. They appear to advance and make objects look larger. Blue, green, and violet are cool colors. They appear to recede and make objects look smaller.

Color may have an effect on your psyche. Most individuals have likes and dislikes about certain colors. Wearing colors that you like tend to make you feel better about yourself. We need to think about why we like and dislike certain colors.



# LESSON 4

# CHOICES

## Color and Skin Tone

Each of us either has a warm skin tone or a cool skin tones. Warm skin will have warm color undertones --yellowish or golden. Cool skin tones will have bluish undertones. One of these groups of colors will be the most becoming to you. If you have warm skin, then warm colors (such as brown, orange, tan, warm greens, golds) will be more becoming to you. If you have cool skin, then cool colors; such as blues, black, pure white, pinks, cool greens, or cool reds will be more becoming to you.

To check for accurate skin tone, you must look at skin at the waistline or midriff, or other area that has not been exposed to the sun. The warm or cool nature of skin tone is true regardless of ethnic/cultural backgrounds. While you can assist youth by letting them determine more becoming colors, always stress that color choices is an individual and personal one -- what you feel good about and are happy wearing is just as important.

## Build A Wardrobe

Before adding to your wardrobe, you need to carefully consider what clothing and accessories you already have. Take a hard look at your wardrobe -- begin to evaluate what you have and take time to do an inventory. You may want to have the advice of a good friend. The key is to have clothing that meets your needs.

- Step 1        Remove everything from your drawers.
- Step 2        Try on everything -- you want only clothing that fits and clothing that you will wear. This is a time for you to try different combinations and different looks -- especially with those garments you haven't been wearing. DO NOT keep clothing that you can not or do not wear (maybe you will want to do a clothing swap with friends or have a garage sale).
- Step 3        Evaluate everything -- do you wear, will you wear? Only keep those items that you will wear OR that you will repair so that you can wear them. Make various piles, such as keep as is, need repair, worn out or out of style, don't like/won't wear, haven't worn in 1-2 years.
- Step 4        Record each item that you are keeping.
- Step 5        Plan combinations -- write these down. Try the clothing items on again to check out all possible combinations with the garments and accessories.
- Step 6        Identify needed items that would extend and add to your present garments. Remember that color is the key to coordinating a wardrobe. It is the most important consideration in having garments that will mix and match. Color is what holds the parts together.
- Step 7        Record everything by garment category.

# LESSON 4

# CHOICES

## Clothing For Occasions

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Before deciding what clothes to wear for an occasion, you have to determine where you are going and what you are going to do. Your clothing and accessories should reflect your lifestyle and activities. Clothing worn to a wedding would not be the same as what you would wear for an outing with your friends.

The occasion and activity influence the types of clothing to be worn. Attending a wedding may require dressier clothing. When going to a sporting event, casual clothes are the accepted dress. As your interests and activities change, your clothing may need changes.

In addition to considering the occasion and the activity, you may need to consider the weather and how your friends will be dressing. If you feel insecure about your clothing selection, ask a friend to help you.

Also, remember that each school or community may have an influence over how people dress for various occasions. If you are going to visit another town or school for a special occasion, you may want to ask someone from that town what is appropriate to wear to the event. Because of warm weather and tourist atmospheres, many places in Florida have a more casual approach to dressing than does most of the United States.

Choosing the right garment for the occasion can be easy with a few helpful guidelines. Athletic activities usually require clothing appropriate to the sport. Whatever the activity, one should be able to move comfortably with restrictions. Breathable fabrics like cotton also help to keep our bodies cooler and comfortable during exercise and activity. Proper shoes are also important.

The first rule of casual dressing to remember is that casual does not mean sloppy. Casual clothing is more relaxed and comfortable than formal wear, but is still neat and presentable. Our casual wardrobe may include pants, skirts, dresses, shirts, sweaters, shorts, jackets, wind breakers, and more. These are the clothes that go with us to school, church, after-school functions, the movies, and shopping. These clothes may be cotton, cotton blends, corduroy, polyester, denim and made of woven or knitted fabrics. They should be easy to care pieces that are washable.

There are many occasions when it is appropriate to wear clothing that is dressy. These events are special and a place where you want to look extra nice. Such occasions may be church, banquets, or weddings. For these occasions choose fabrics and styles that are dressier than casual or school dress. Fabrics like washable silk, polished cotton, jacquard cottons or polyesters, and velvet are nice for dressy occasions. Details like lace collars or a special belt often make a simple design look dressy. Choose an outfit that you can wear to a variety of events. Accessories like a pearl necklace and earrings are classic for dressy occasions. Young men would choose dress pants, shirt, and tie with dress shoes and socks. A blazer or suit would also be appropriate.

# LESSON 4

# CHOICES

When dressing for any occasion, remember to strive for a complete look. Make sure your individual pieces form one polished look. Become familiar with fabric and styles as well as accessories by looking through fashion magazines or clothing stores.

## Lines

Lines create the silhouette or shape of clothing. The lines you wear can help you create your desired look. There are two categories of lines -- structural and decorative. Structural lines are seams or construction details that hold the garment together. Decorative lines are used to emphasize a feature, such as topstitching or piping in a contrasting color.

Lines can help you create optical illusions. An optical illusion "fools the eye." Lines can be used to create images of your figure. A fine line creates a dainty look while a heavy one appears bold, and a tightly curved one looks ready to spring.

An understanding of line directions and line combinations is necessary before you can create effective design. Lines can go in many directions: vertical, horizontal, diagonal and curved. Vertical lines are dignified and usually carry the eye upward creating an illusion of taller and slimmer. Horizontal lines are restful and usually carry the eye across creating an illusion of wider and heavier. Diagonal lines slant, are read from left to right, are active and require caution when using. Try to determine if the slant is more horizontal or vertical to determine the appropriate illusion desired. Curved lines are gay and graceful. They are soft when slightly curved, and bold when tightly curved.

The lines in a garment become more dominant when they are accented by stitching, trim or contrasting fabric. Use this to your advantage in creating a desired look. The eyes tend to follow the dominant line. Details of a garment also create lines. Therefore, look carefully at size and placement of pockets, size of cuffs, width of collar, width and kind of belt, length of skirt, and kind of buttons used.

## Mix And Match

Mixing and matching is the key in stretching your clothing resources. By building your wardrobe around 2 or 3 of your most becoming colors and purchasing separates (tops and bottoms) you will be able to look like you have a lot of clothes with only a few pieces. The secret is in really looking at "all" the clothing and accessories you have and trying new combinations. Sometimes we get in a "rut" of wearing this shirt with this pair of pants and don't even think about other separates that it might go with.

# LESSON 4

# CHOICES

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## Accessories

Accessories are used to complement your garment and to complete your look. They are defined as an object that adds beauty or effectiveness to complete one's costume. They add the finishing touch and include such items as shoes, belts, jewelry, handbags, hosiery, scarves, hair ornaments, and ties.

There are many fashion terms which will help us as we evaluate the clothing that we have. A fashion is the current mode of dress, which lasts for one or more years. A fad is a short-lived fashion, a passing fashion. Style refers to the current fashion of dressing. A classic is a style that remains in fashion. Over the years certain fashions have become known for their classic styling. These garments, from a design viewpoint, are always fashionable when made in quality fabric and of quality workmanship. Some examples are straight skirts, straight leg pants, shirtwaist dress, blazer, cardigan jackets or sweaters, tailored blouse, and v-neck sweater. They are usually of simple lines and fairly straight. Changes are made to bring them to current fashion such as, the color and type of fabric and changes in design details such as width of lapel, collar and sleeve design.

## LESSON 4: CHOICES

### Activity 1: Attitude Images

- OBJECTIVES:** For youth to:
- explain the images that can be drawn from appearance.
  - describe outfits appropriate for different images or attitudes.
  - select outfits to create a desired image.
  - identify image characteristics of others.

- LIFE SKILL:**
- Use of nonverbal communication
  - Decision-making skill

- MATERIALS:** Pictures of famous people to fit the following images:
- |                       |              |
|-----------------------|--------------|
| professional          | conservative |
| immodest              | sloppy       |
| "hippie" or "preppie" | neat         |

**ROLES I HAVE.. CLOTHES I WEAR,** Workbook page 15.  
Pencils

- TIME:** 30 Minutes

- SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATION:**

Find the pictures to fit the images above. Check *People Magazine* for good examples.  
Or, you might ask youth to bring in a picture of themselves, someone else or a cut-out.

## INTRODUCTION

Your clothes tell others many things about you, such as; what you do, what you like, or where you are going. You often choose your clothing to match a "role" (what you do) or a special occasion.

The way we dress tells people about us and what we want them to think of us. The way we dress is our "image" and we may need to be careful in portraying certain images. Let's identify the "images" and "roles" these people exhibit.

## Do

- ◆ Look at each picture and discuss what image the person in the picture might be trying to portray. Be sure to identify the types of clothes worn or other appearance factors that create the image.

## REFLECT

- ◆ What do you think the person in each picture is trying to communicate about themselves?

## LESSON 4: CHOICES

### *Activity 1: Attitude Images*

- ◆ What signifies a "professional" image?  
**Professional Image:** clean cut; well-groomed; dressy clothing; well accessorized
- ◆ What signifies a immodest image?  
**Immodest Image:** revealing clothing; lots of make-up; extremely tight clothing
- ◆ What signifies a conservative image?  
**Conservative Image:** clean; shirts tucked in; no torn clothes; school uniforms; well-fitting clothes; simple lines; solid colors, especially navy and gray
- ◆ What signifies a sloppy image?  
**Sloppy Image:** shirt untucked; dirty clothes; clothes too big; hair unkept; unpolished or dirty shoes
- ◆ What signifies a "hippie" or "preppie" image?  
**Hippie Image:** sandals; wears lots of beads; clothes often too large; tie-dyed clothing  
  
**Preppie Image:** loafers, crewneck sweaters; buttoned down collar shirts; neat, well-fitting clothes
- ◆ What things do clothes tell us?  
**the person's role or job; where we are going; how we feel about ourselves; what we like to do**

## APPLY

- ◆ Think about what your clothes tell others. Do you think other people (friends or strangers) respond to you differently by the way you dress? What would be some examples? Dress carefully to create the image you want to portray. Complete the chart ROLES I HAVE . . . CLOTHES I WEAR on page 15 of your workbook.
- ◆ Notice what others might be saying through their clothing.
- ◆ Look at old family photos. What images did you see? Was it more acceptable to wear shorter skirts? pants?
- ◆ Cut pictures out of magazines or ads to keep a record of current fashion trends and images or research trends during a particular period of history and prepare an illustrated talk for others in your club. What clothing "images" or "trends" have been created over time? How have these changed?

- OBJECTIVES:** For youth to:
- match clothing with appropriate situations.
  - identify occasions where certain clothes are worn.
  - identify the characteristics of clothing for certain situations.
- LIFE SKILL:** ○ Decision-making
- MATERIALS:** Old magazines and catalogs  
Crayons  
Scissors  
Glue  
OCCASION COLLAGE CARDS and container  
CHOICES COLLAGE, Workbook page 16  
Copies of CHOICES Activity Sheet for each youth
- TIME:** 30 Minutes
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Cut out OCCASION CARDS and place in container for youth to draw from.

## **INTRODUCTION**

How do you decide what you like or dislike or what to wear each day? What factors influence your choices? (list the responses of everyone.) Several factors affect what our clothing choices are:

- ▶ our likes and dislikes are determined by several things like what's comfortable and what's not;
- ▶ what we feel looks good on us (these are usually influenced by color, line or design to the garment);
- ▶ what the current styles are and how we like them;
- ▶ what our friends are wearing;
- ▶ where we are going and what we will be doing (the occasion); and
- ▶ we may choose what to wear by what's clean and ready to wear!

How much time do you spend deciding what to wear to school? church? a party? Sometimes it takes longer to decide what to wear because of the event. Let's discuss what needs to be taken into consideration when dressing for different occasions.

## Do

Make a CHOICES COLLAGE!

- ◆ Have each youth or team of two draw an OCCASION CARD. (Don't let the rest of the group see what your occasion is!)
- ◆ Distribute magazines, catalogs, scissors, crayons, and glue to each table.
- ◆ Instruct them to create a CLOTHING CHOICES COLLAGE representing the type of clothes one would select as appropriate for their chosen occasion. They can cut and paste or draw illustrations for their collage, using workbook page 16.

## REFLECT

After all youth have completed their collage, let each present it to the group. Let the group member guess what the occasion is by using these questions to demonstrate what our clothing choices communicate.

- ◆ What kinds of things could you tell about the people in the collage? What occasion do you think these people are participating in?
- ◆ What types of clothing made it the easiest to identify the occasion?
- ◆ What are some of the factors that determine what clothes we choose to wear? weather; where we are going; what we will be doing; a certain career or special task

## APPLY

- ◆ What are the most important factors that influence your clothing decisions?
- ◆ Complete the CHOICES Activity Sheet to learn more about your likes, dislikes and factors that influence your decisions.



## OCCASION COLLAGE CARDS

<b>Going to School</b>	<b>Going to work as a lawyer</b>	<b>Going to work as a physician, dentist or nurse</b>
<b>Going to the beach</b>	<b>Your Choice - choose your own occasion!</b>	<b>Going hiking</b>
<b>Playing outside at home</b>	<b>Going to bed</b>	<b>Playing a sport</b>
<b>Going to the movies</b>	<b>Going to a fancy party</b>	<b>Going to a costume party</b>
<b>Going to a friend's house</b>	<b>Going to work as a teacher</b>	<b>Going to a family wedding.</b>



# CHOICES...

## WHERE YOU GO AND WHAT YOU DO...

Think about places you go every week. List them in the space below

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## WHAT YOU LIKE....

Do you have 1 or 2 outfits that you wear more often than your other clothes? List them:

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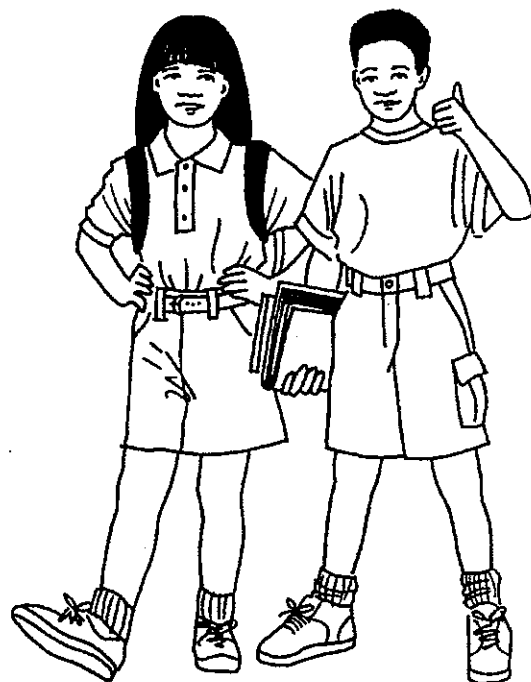
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Can you think of reasons why you like these clothes better than others?

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(Is it the way they fit? Is it the way they feel? Is it because they are your favorite colors? Do they look especially good on you? Is it because they are like what your friends are wearing?)



Now, think about an outfit you haven't worn for a while or one you don't like to wear. Describe it:

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Why don't you like it?

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(Is it because the color or style is not right for you? Or, is it the type of garment or that you've outgrown it and it does not fit well?)

OBJECTIVES:	For youth to: <ul style="list-style-type: none"><li>○ identify local fashion trends.</li><li>○ compare local trends to national trends.</li><li>○ record specific fads in their community.</li></ul>
LIFE SKILL:	○ Observation, data collection and analysis
MATERIALS:	FASHION COUNT FUN Workbook page 17 Pencils OPTIONAL: recent ads or catalogs FAD poster
TIME:	45 minutes
SETTING:	This activity needs to be conducted in a busy area such a mall, restaurant or park.

## INTRODUCTION

One of the factors that strongly influences our clothing choices is the current clothing styles. Fashion helps us choose what clothes we wear and how we wear them. Sometimes we wear clothes like our friends or because we saw it on TV. This may be a **fad**. A fad is a short-lived fashion.

One way to tell what is in fashion is to see what people are wearing. Remember that people dress differently for different situations, so go somewhere that you think represents a variety of what is in fashion. Look to see what people are wearing!!

## Do

### FASHION COUNT FUN!

- ◆ Have the youth brainstorm and list what clothing items are the current fashion.
- ◆ Have them "forecast" (guess or predict) which items they will see the most on their field trip.
- ◆ Go to a place where you can "people watch."

#### Field Trip Alternative:

Have the youth look through ads or catalogs to determine what is in style, or as a group discuss and choose some things that are in style.

- ◆ Conduct a fashion count to determine what are the current fashions in their community.

OPTION: Have youth work in teams and collect data by different age ranges of children and adults.

- ◆ Write the items on the FASHION COUNT charts on page 17 of the workbook and tally the number of items you see.
- ◆ Using the FAD poster, discuss fads. What are they?
- ◆ Show examples of fads and classic fashions.

## REFLECT

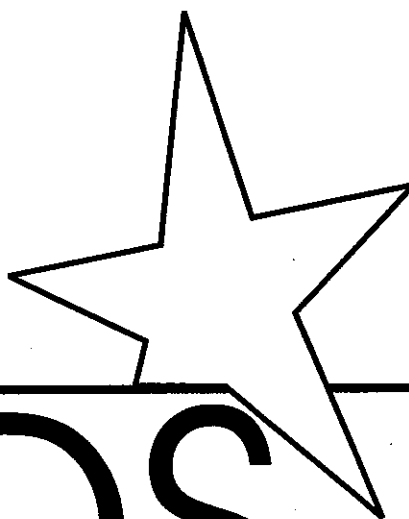
- ◆ What was the most popular item you observed in your community?
- ◆ Were your guesses (predictions) as to what is popular correct?
- ◆ If you did this count in a different city, do you think you would find the same results?  
**probably, but also consider that weather has an impact on clothing choices**
- ◆ If you did this count for youth and adults, would you see different results?
- ◆ If you did this count in six months, do you think you would get the same results?  
**probably not for items that are a fad, but maybe for the fashion classics; think of the weather also!**
- ◆ Were the most popular items fads or fashion?
- ◆ Name some current fads.
- ◆ How long does a fad normally last?  
**short periods of time; probably a month or two**
- ◆ What is the difference between a fad and fashion?  
**a fad is short-lived and trendy; a fashion is a classic design that stays in style for years**
- ◆ Is it good to buy clothes that are in fad?  
**not generally because in a short time they will go out of style**

## **APPLY**

- ◆ Be aware of good fashion choices when buying clothes.
- ◆ Evaluate a possible purchase in the long run before buying it because your best friend has one.
- ◆ Track the FADS - interview older friends and family members for FADS they remember. Record the dates when the FAD was popular. Chart the trends and compare your FAD trend chart with others in your group!
- ◆ Watch the ads for fashion changes. Make a list of the new items that are fads. Notice how much money you spend on fads and if you continue to wear the clothes after the fad fades!!!
- ◆ Conduct another fashion count in six months counting the same and new items. What are the differences? Similarities?



**CLOTHING CAPERS**



# FADS

## For what reasons?

Why are there fads? Because people enjoy spice in their wardrobe. New and different garments are fun to experiment with.

## Actually, it's cool, dude!

People jump on the band wagon when it comes to fashion fads. They choose to look like their favorite stars on TV or the rock stars on MTV. They look in the ads to see what everyone else is wearing, but do we really need to do that? No - be yourself!

## Do you think it'll be here next month?

Fads do not last long because they sometimes are not comfortable or practical. People get tired of one fad and move on

- OBJECTIVES:** For youth to:
- identify lines in garments.
  - identify the optical illusion effect of lines.
- LIFE SKILL:** ○ Decision-making skills
- MATERIALS:** OPTICAL ILLUSION Posters  
Copies of THE MAGIC OF LINE Scavenger Hunt List for each youth  
Magazines, ads/catalogs  
Scissors
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables and chairs
- ADVANCE PREPARATION:**  
Collect a variety of magazines, ads, and catalogs that have pictures of pre-teen and teen clothing.

## INTRODUCTION

Lines can play tricks on our eyes called optical illusions. Learn to use lines to emphasize your best features and to de-emphasize others. Let's learn about lines and how they are used in clothing.

## Do

Conduct THE MAGIC OF LINES!

- ◆ Hold up each optical illusion poster (in order) and ask them to respond to the question.
- ◆ Hold up the Lines in Design poster and have youth respond to the questions.
- ◆ Divide into groups of 2 or 3.
- ◆ Give each group a variety of magazines, ads, and/or catalogs.
- ◆ Ask them to locate 3 garments with each of the lines; vertical, horizontal, diagonal and curved.

## **R**EFLECT

- ◆ What did you learn about optical illusion of lines?
- ◆ What did you learn about identifying lines used in garments?
- ◆ Which of these lines would be more becoming to you? Why?

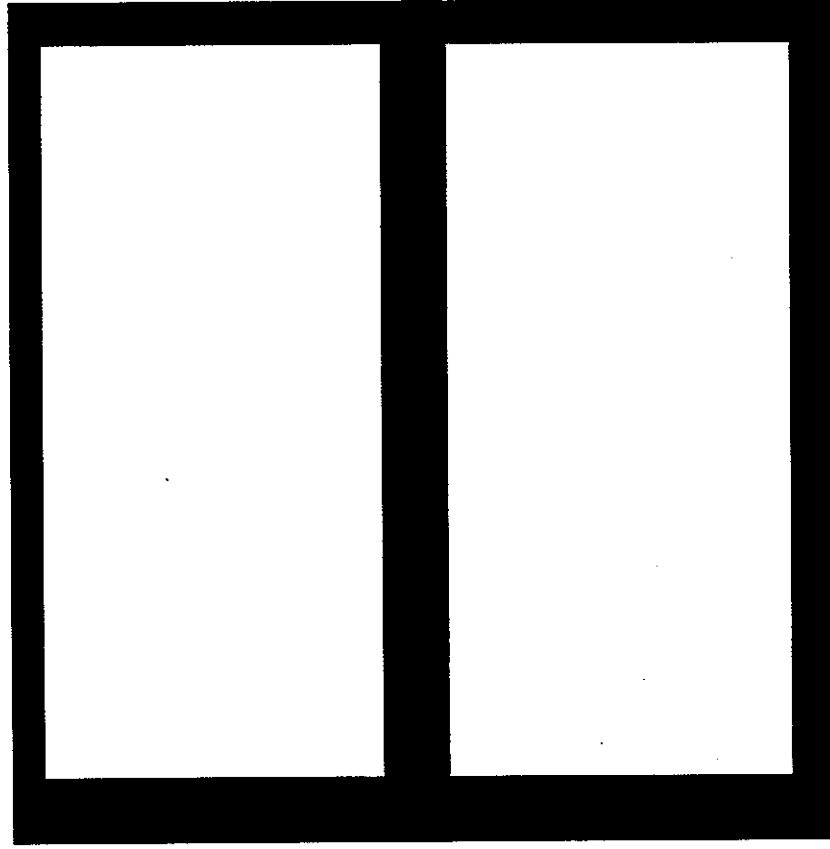
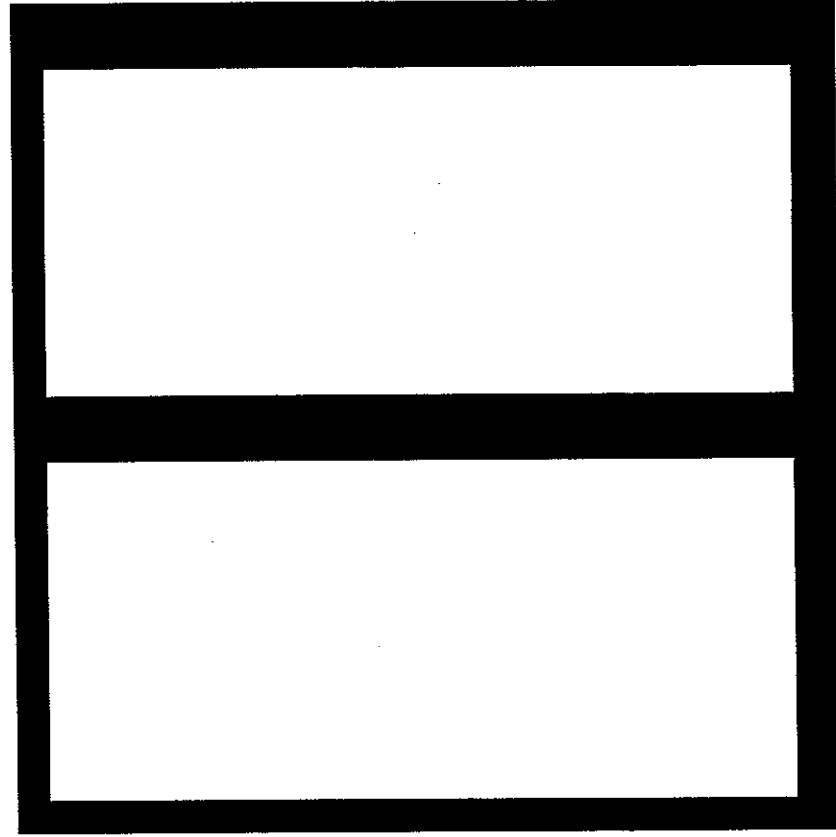
## **A**PPLY

- ◆ Go to your closet and find three garments that have your most becoming lines.
- ◆ Evaluate the lines in 6 additional garments.



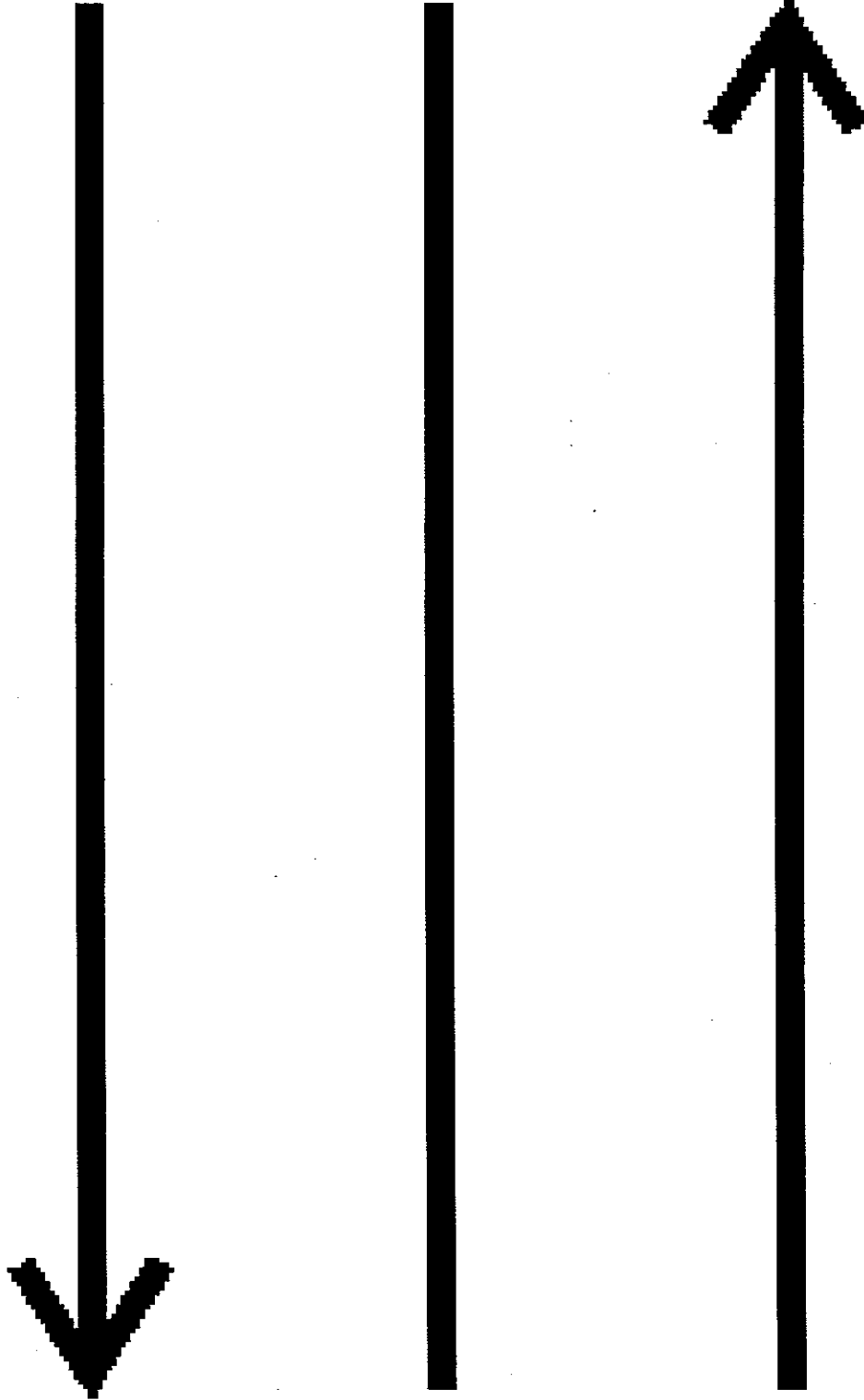
## OPTICAL ILLUSION POSTER 1

Do these shapes look the same size?



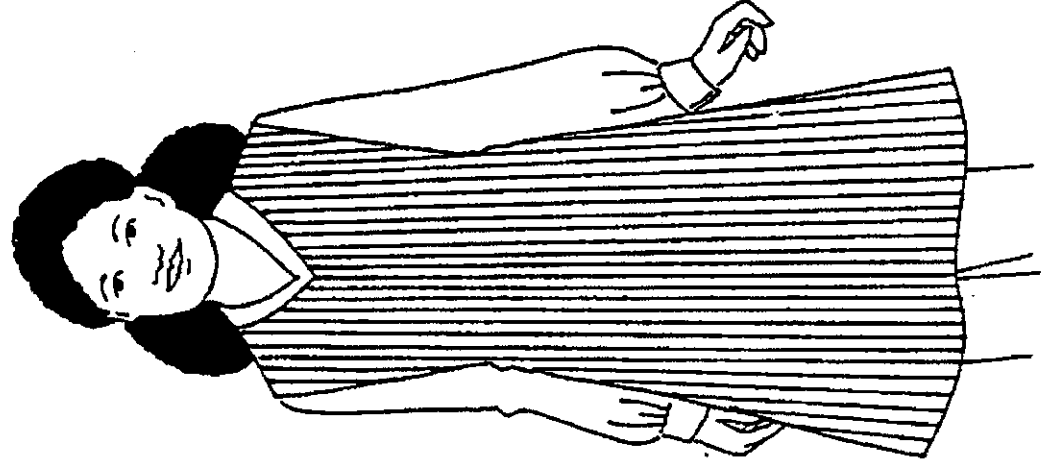
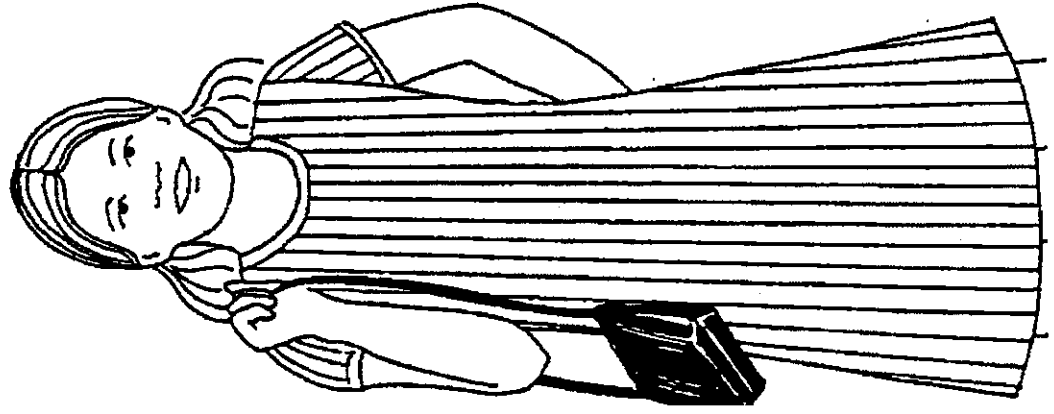
CLOTHING CAPERS

## OPTICAL ILLUSION POSTER 2

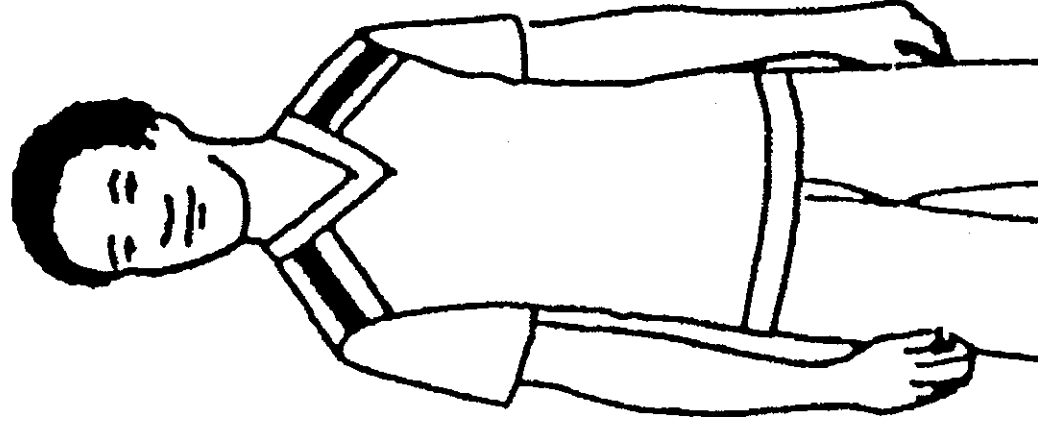
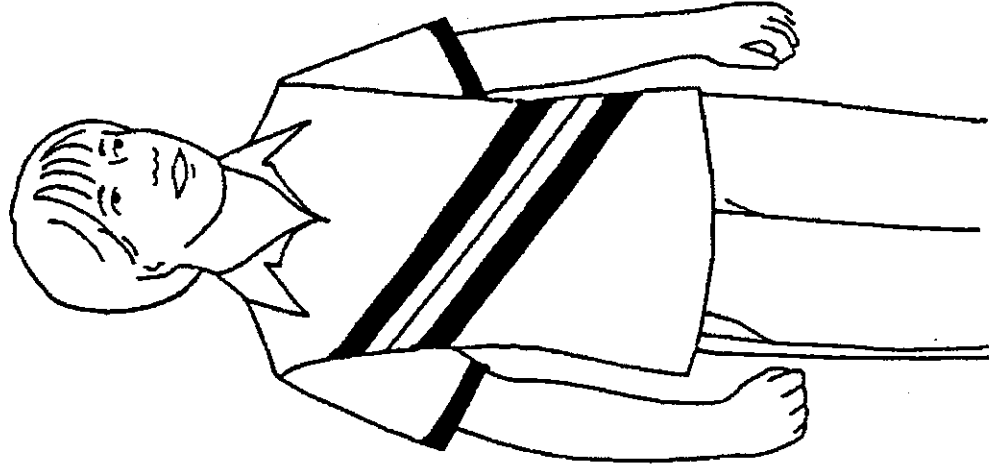


Which line looks the longest?

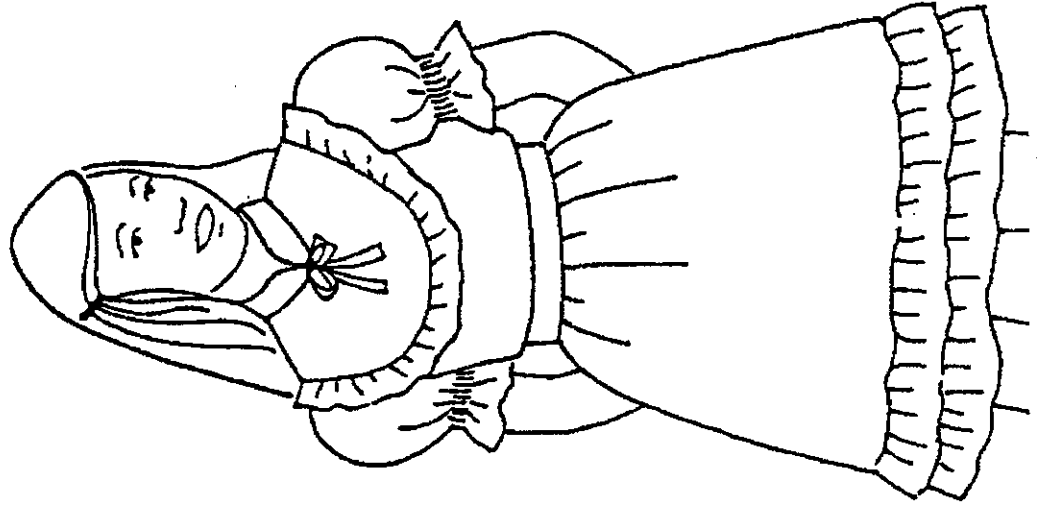
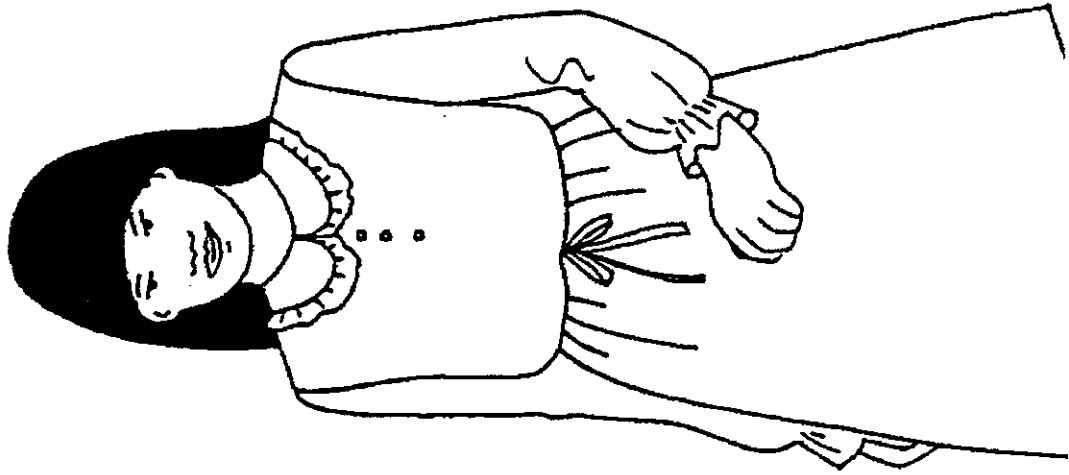
## LINES IN DESIGN



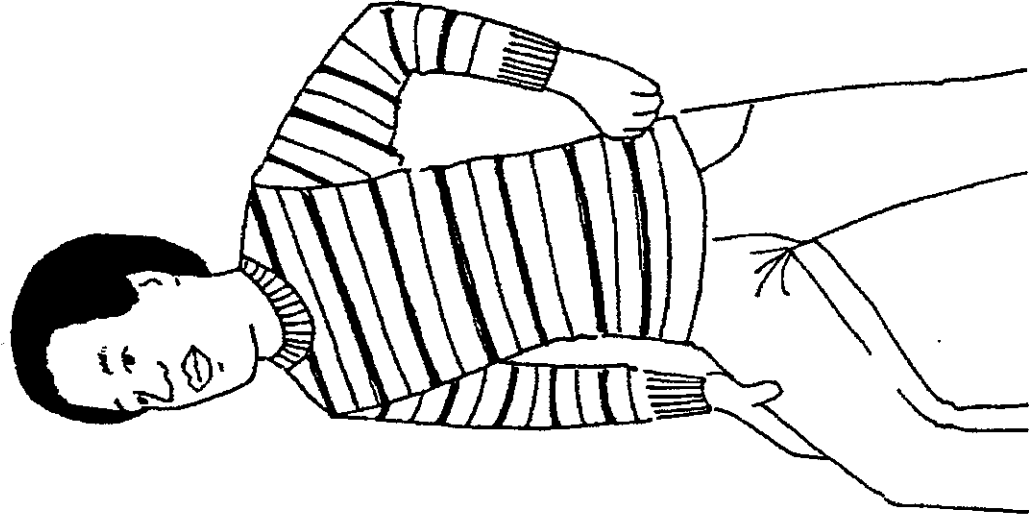
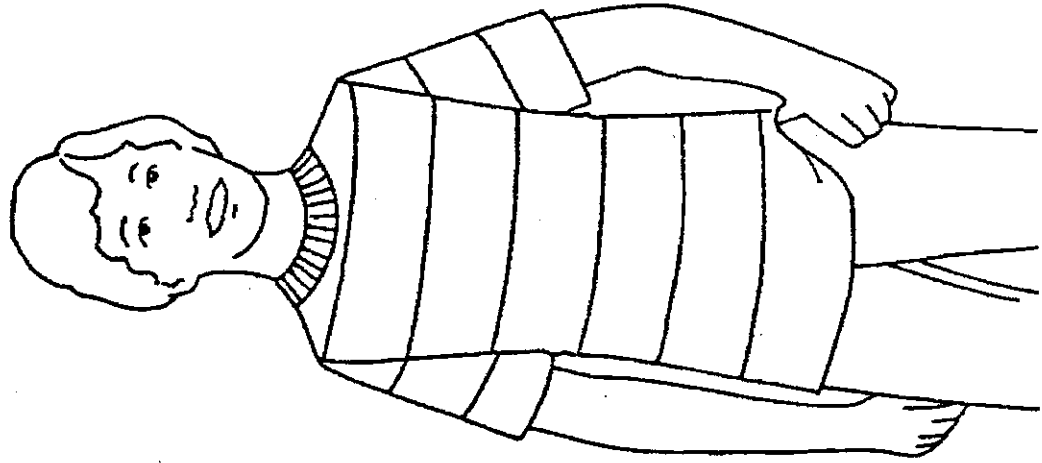
## LINES IN DESIGN



## LINES IN DESIGN



## LINES IN DESIGN





# THE MAGIC OF LINE

## Scavenger Hunt List



*Find examples of garments to fit each situation. Cut and paste items from a magazine, catalog or ad onto separate pages and show and tell about each at your next meeting.*

1. Find two examples of lines making an object look taller (vertical lines)?
2. Find two examples of lines making an object look shorter (horizontal lines)?
3. Find an example of curved lines.
4. Find an example of many vertical lines.
5. Find an example of many horizontal lines.
6. Find an example of diagonal lines.

- OBJECTIVES:** For youth to:
- identify the relationship between the clothes we wear and feelings.
  - identify the primary colors, secondary colors, intermediate colors and their shades and tints.
  - determine warm and cool skin tones and colors that compliment each other.
- LIFE SKILLS:**
- Expresses oneself verbally
  - Critical thinking skill
- MATERIALS:** COLOR PLAYS A LEADING ROLE, Workbook page 18  
 COLOR WHEEL Poster/Activity Chart for each youth  
 COLOR CHANGES Activity sheet for each youth  
 Water color/tempura paints  
 Brushes  
 Copies of FEELING COLORS Activity for each youth  
 Copies of WHAT'S YOUR COLOR? Handout for each youth  
 Fabric drapes that compliment warm and cool tones:  
     Cool: white; black; hot pink; light pink  
     Warm: beige; brown; hot orange; light orange  
 One white bed sheet/large piece of fabric
- TIME:** 45 Minutes
- SETTING:** An area with natural light for color analysis will be best. An outdoor picnic table for color experiments and activities could be used.
- ADVANCE PREPARATION:**  
 Color the COLOR WHEEL to use in lesson activity.

## INTRODUCTION

The colors you wear can change the way you look and feel. For instance, you might wear bright clothes to cheer you up on an overcast day. Certain colors give different feelings. Let's talk about the way colors affect our choice in clothes.

## Do

### COLOR PLAYS A LEADING ROLE!

- ◆ Discuss the COLOR WHEEL using a colored poster. Ask the youth to identify the primary colors (red, yellow and blue). Give each youth a COLOR CHART to make their own color wheel with paints.
- ◆ Determine what colors you can get from mixing the primary colors. Follow the activity instructions on page 18 of their workbook "COLOR PLAYS A LEADING ROLE".



Primary colors mixed together result in the secondary colors. Discuss warm and cool colors:

**Warm colors** are red, yellow and orange. These colors are the colors of the leaves changing as well as red reminding you of fire and yellow of the sun. These may help you feel warmer.

**Cool colors** in blues, greens or purple help you feel cooler. Blue reminds you of cool water or a clear sky, purple of shadows, and green of cool grass and trees.

- ◆ Next, instruct youth to continue mixing neighboring colors to create the intermediate colors to complete their **COLOR CHART**.
- ◆ Assist youth in experimenting with "shades" and "tints" of colors by mixing black and white with their primary/secondary colors.

## **REFLECT**

- ◆ Describe an outfit you might wear if you were sad. What colors would it be?  
**answers will vary, but the youth might think of blue, soft colors or dark colors**
- ◆ Describe an outfit you might wear on a happy day.  
**bright colors, stripes or patterns**
- ◆ Describe an outfit you might wear on a clear crisp cool day, dark rainy day, etc.?  
What colors would it be?
- ◆ Name some colors that are "complimentary."  
**yellow and violet; green and red; orange and blue**
- ◆ Name two other family members of the color orange.  
**yellow and red**
- ◆ What are the primary colors?  
**red, blue, yellow**
- ◆ What are the secondary colors? What two colors form each of these colors? (Who are the parents?)  
**orange (red and yellow), green (blue and yellow), violet (red and blue)**

- ◆ What colors do you get by mixing black with other colors? What term do we use to refer to these variations?  
**these color variations are called "shades"**
- ◆ What are the color variations called when white is added to the color?  
**tints**

## **APPLY**

Let's look at how color affects the clothes we choose or like to wear. Color plays two majors "roles" in our clothing choices.

### **I. COLOR and FEELINGS:**

- ◆ Have the youth look through advertisements and catalogs to find pictures of clothes that represent feelings and also represent the relationships between the colors using the **FEELING COLORS** Activity Sheet.
- ◆ Go through your wardrobe at home and match some happy outfits, sad outfits.
- ◆ Notice what people are wearing and see if it relates to their mood or the weather.

### **II. BECOMING COLORS: WHAT'S YOURS?**

Have you ever noticed that an outfit can really look good on one person and bad on another? Have you ever been complimented repeatedly on a certain outfit. Often the color of the outfit plays a role in your total look. Certain colors look better on certain people and today we are going to find out why.

- ◆ Read **WHAT'S YOUR COLOR?** skin tone descriptions. Have the youth identify their skin tones.
- ◆ Using the fabric swatches, determine which colors are more becoming on which skin tones.

**NOTE:** Have the youth sit side-by-side and drape with white sheet/cloth before draping fabric swatches around their faces.

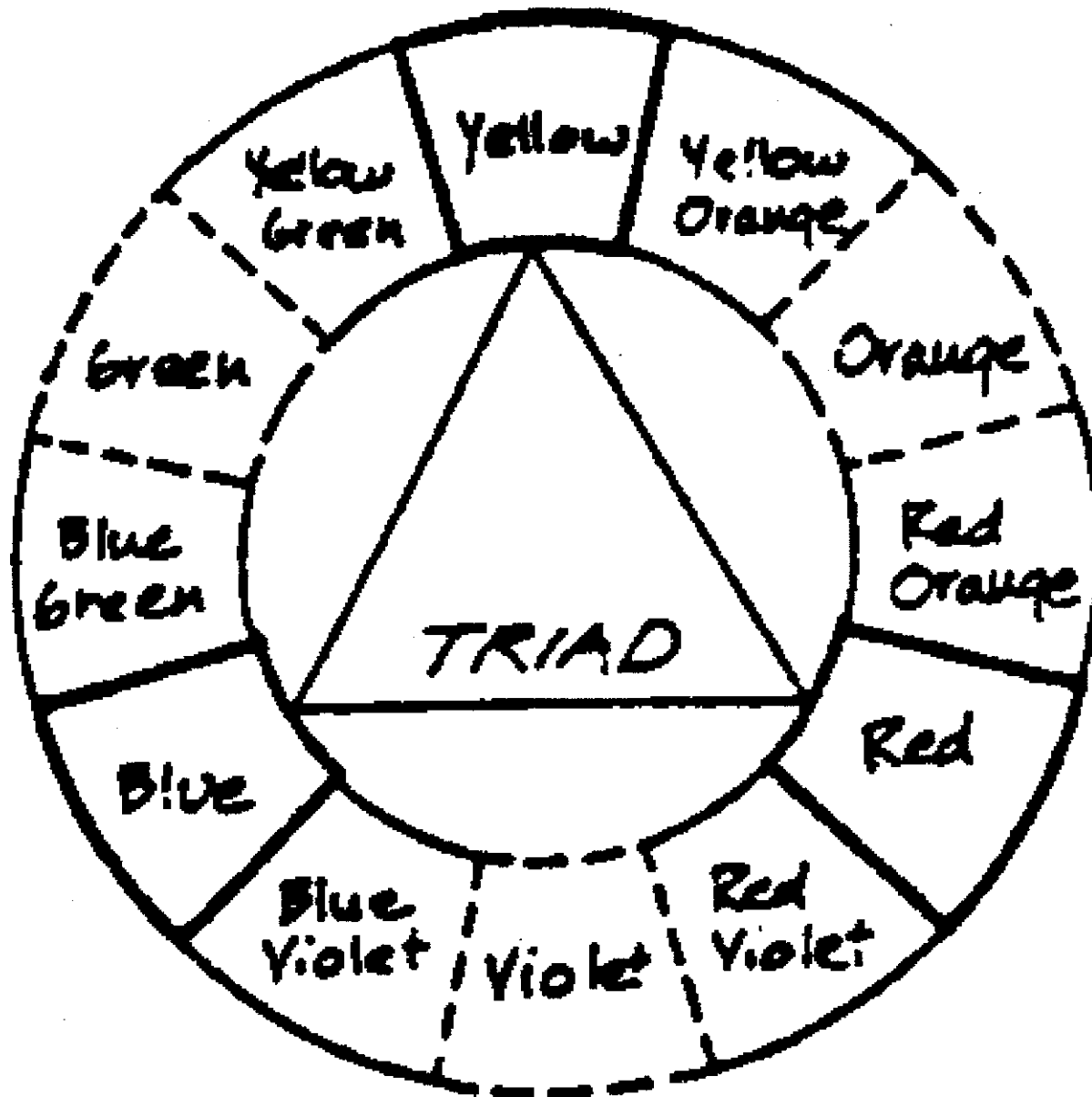
## **R**EFLECT

- ◆ Describe a cool skin tone.  
**pink and blue undertones**
- ◆ Describe a warm skin tone.  
**golden brown or yellow undertones**
- ◆ Do you look better in colors that are warm or cool? Do these match your skin tone? Do you receive the most compliments when you wear these colors?  
**yes; most likely**
- ◆ What is your favorite color? When you wear clothes that are that color do you feel better about yourself? Do you receive more compliments?

## **A**PPLY

- ◆ Try to wear colors that compliment your skin. Check your wardrobe for colors that are in your color scheme.
- ◆ Make a list of colors that are for warm skin tones and for cool skin tones. Keep them in mind when you shop.

# COLOR WHEEL

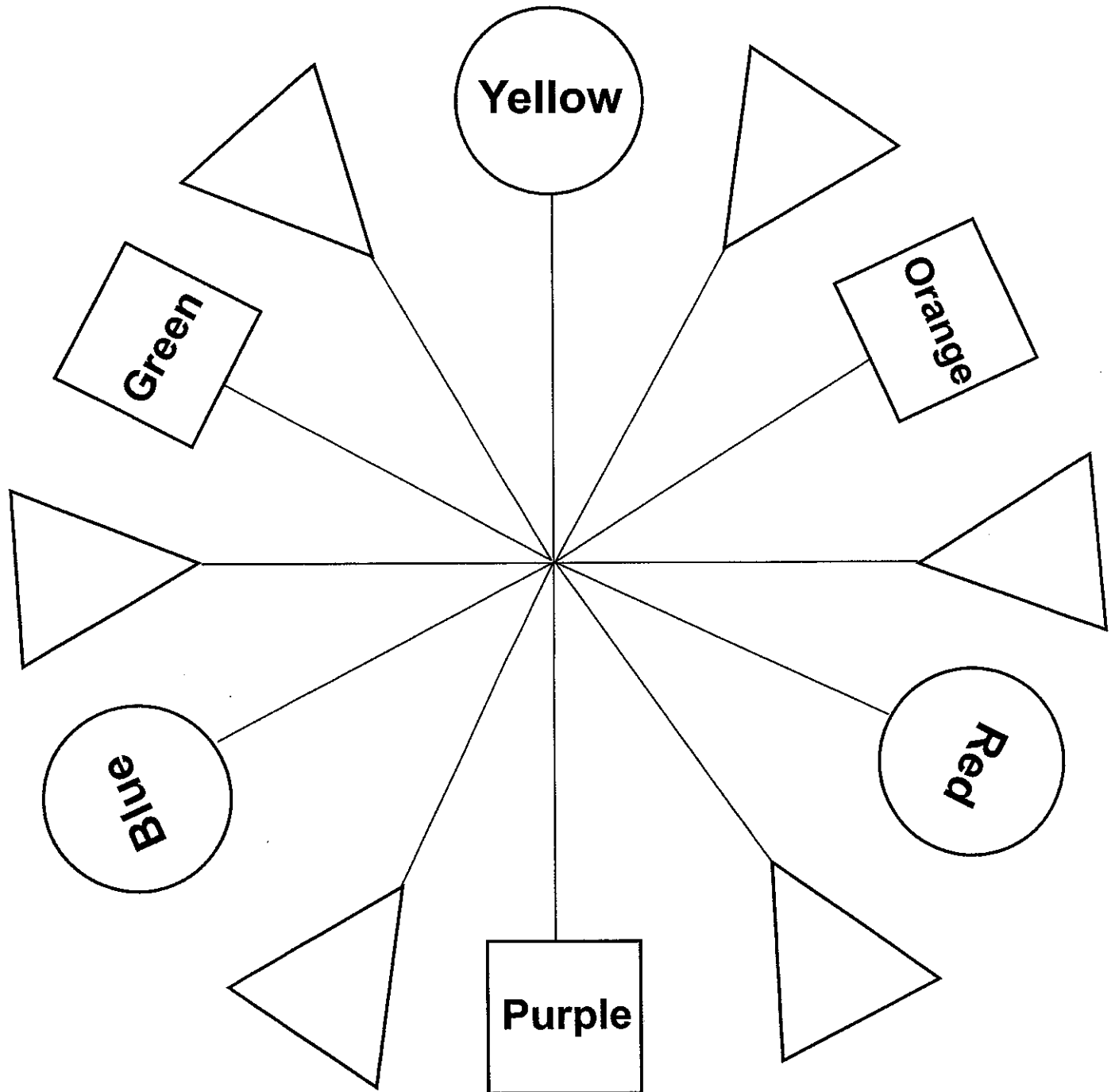


CLOTHING CAPERS

Color Wheel Poster

# COLOR Chart

Starting with the primary colors, mix and paint to complete your color chart.



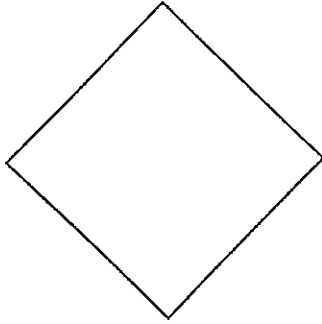
- = Primary Colors
- = Secondary Colors
- △ = Intermediate Colors

# COLOR CHANGES

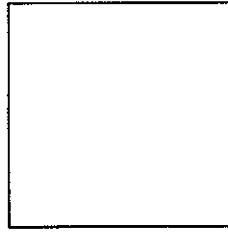
Add white or black to find the tint and shade of the primary colors!

## RED

Tint

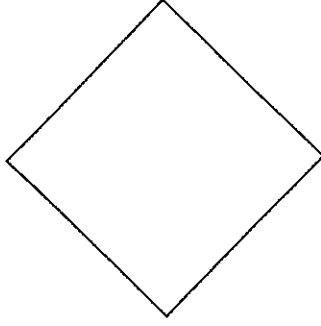


Shade

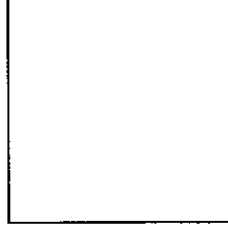


## BLUE

Tint

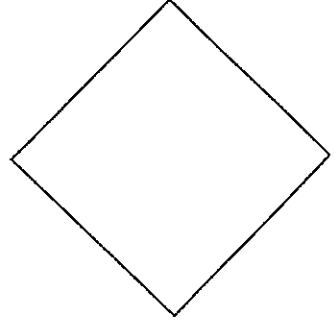


Shade

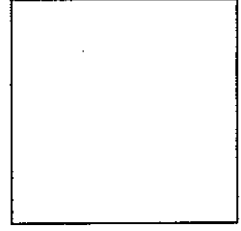


## YELLOW

Tint



Shade





CLOTHING CAPERS

# FEELING COLORS

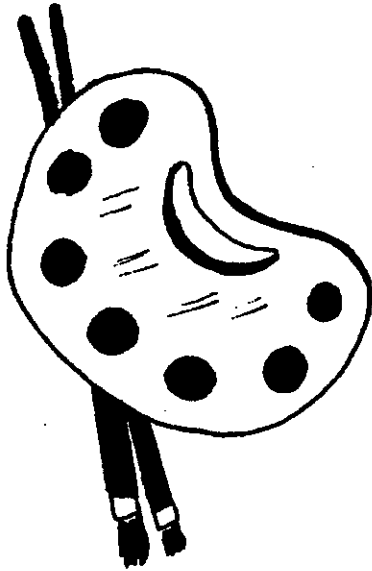
Paste pictures of outfits that match the mood.

Happy

Sad

Warm

Cold



# What's Your Color?

## SKIN TONE DESCRIPTIONS

These skin tone characteristics extend to all individuals regardless of race, gender or ethnic background. Read the descriptions and check to see what your skin tone is by looking at an area of your body that has not been exposed to the sun.

**COOL:** Cool skin tones have bluish undertones.

**WARM:** Warm skin tones have yellowish undertones.

Does your skin have a blue/white cast, or a blue/black cast? Then your skin tones are cool. If you have yellowish or golden brown tones, then your skin tones are warm.





<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>o become aware of ways to add to their wardrobe through mixing and matching.</li><li>o practice mixing and matching to make better use of their clothing.</li></ul>
<b>LIFE SKILL:</b>	o Planning and organizing skills
<b>MATERIALS:</b>	WARDROBE PLANNING Workbook pages 19-20 Copies of MIX AND MATCH SCENES for youth Pencils Crayons Paper
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

Your closet probably has a lot of separates, such as; T-shirts, jeans, pants, and shirts. Learning to mix and match or "coordinate" many separate garments helps you expand your clothing options. Today, let's see how many different combinations you can make.

## Do

- ◆ Have youth color and/or create fabric designs (they would wear) on the garments on page 20 in their Workbook.
- ◆ Ask them to record their combinations in the scene boxes on page 19 in the workbook.
- ◆ Give them additional sheets of "scenes," as needed.
- ◆ Let each youth add one additional garment. Then continue adding combinations.

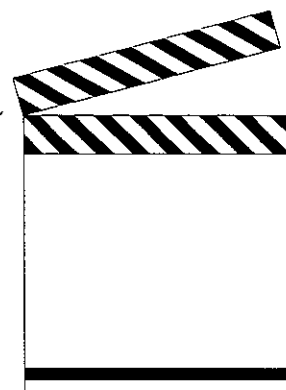
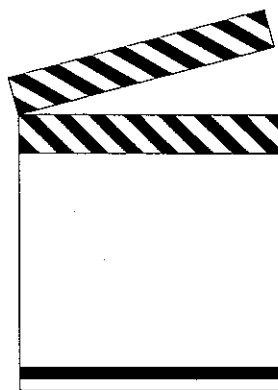
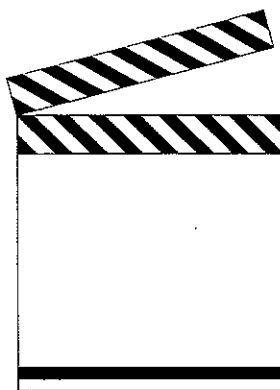
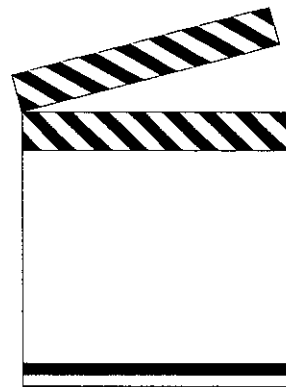
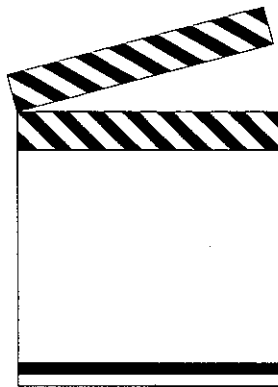
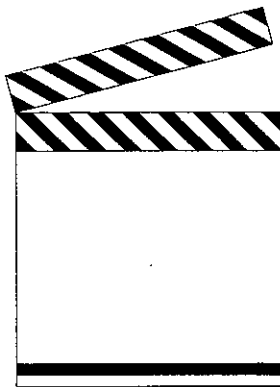
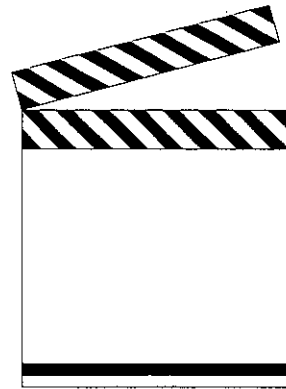
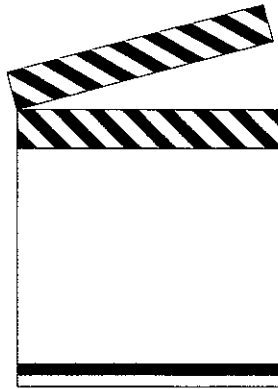
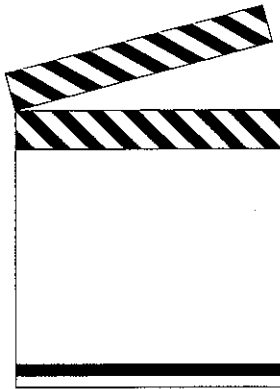
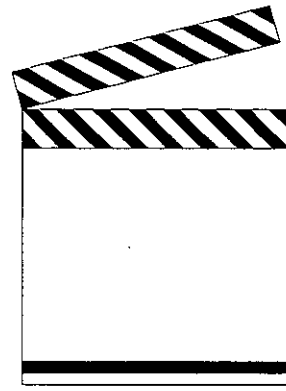
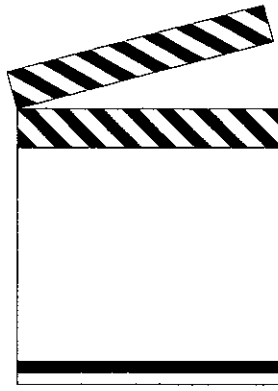
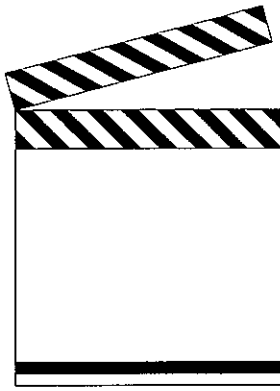
## **REFLECT**

- ◆ Why did you select the colors and fabric designs you did?
- ◆ Did you create some combinations you had never thought of? Why?
- ◆ How many different combinations did you make from the garments on page 20?
- ◆ What garment did you add? Why?
- ◆ How many additional combinations were you able to create with this one addition?

## **APPLY**

- ◆ Create at least three new combinations of separates in your closet.
- ◆ Share what you learned with a family member or a friend.
- ◆ Do the garments on page 20 reflect what is in your wardrobe?
- ◆ How can you use what you've learned in this activity in changing your wardrobe or clothing choices?

## MIX 'N MATCH SCENES



**OBJECTIVES:** For youth to:

- do an inventory of their clothing and shoes.
- plan how to extend their current wardrobe.

**MATERIALS:** Completed YOUR WARDROBE INVENTORY Sheets\*

1 - 2 garments they don't wear

Copies of I DON'T WEAR IT Activity Sheet for each youth

Pencils

**TIME:** 45 Minutes**SETTING:** Comfortable room**ADVANCE PREPARATION:**

\* Copy and hand out YOUR WARDROBE INVENTORY for youth to complete prior to the lesson. Ask each to bring in 1 or 2 garments from the "I don't wear it" category and their inventory to the next meeting.

## INTRODUCTION

How much and what kinds of clothing do you need? This is not easy to answer. You need to reflect back to the previous lesson's activities. Making decisions about clothing items to extend your wardrobe is an important step toward building and managing your wardrobe. By looking at your wardrobe from a different point of view, you may find new ways of combining garments you had not thought about before. Noticing what you have or rediscovering something at the back of your closet can lead to a new outfit for you to wear!

## Do

- ◆ Hand out the I DON'T WEAR IT Activity Sheet for youth to complete.
- ◆ Divide youth into groups of 4.
- ◆ Brainstorm ways that the "I Don't Wear It" garments they brought in could become "I Wear It."
- ◆ Write in possible solutions and mark the ones they like best.

- ◆ How many different solutions were given?
- ◆ How do you feel about trying one or more of the solutions?
- ◆ Do any of the solutions involve purchasing another item? If yes, how will this piece coordinate with other garments?

## **APPLY**

- ◆ Remove all the clothing on the "I Won't Wear It" sheet and give to someone who will use it.
- ◆ Brainstorm with family members or friends on how to make other "I Don't Wear It" garments into ones you will wear.
- ◆ Make a list of clothing items you would like to add to your wardrobe. Remember to consider how many other items they will coordinate with.



A vertical strip of a collage featuring various items including a knife, a dark bag, a hat, a pair of shoes, a pig's head, a dark jacket, a patterned garment, and a small heart-shaped object.

**I'll Never Wear It  
Because...**

Garment

I Wear It  
Because...

I Don't Wear It  
Because...

I'll Never Wear It  
Because...

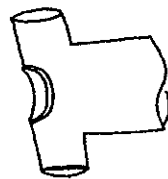
*Pants*



*Shirts/  
Blouses*



*T-shirts*



*Shoes*



Garment

I Wear It  
Because...

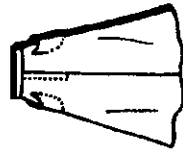
I Don't Wear It  
Because...

I'll Never Wear It  
Because...

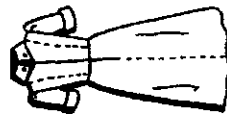
*Sweater*



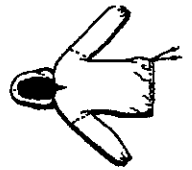
*Skirts*



*Dresses*



*Jackets*





# I DON'T WEAR IT!!

Evaluate why you do not wear the two garments you brought in. After brainstorming with your group, add possible solutions.

DESCRIPTION	WHAT IS THE PROBLEM?	SOLUTION
GARMENT #1		
GARMENT #2		

# LESSON 5

# CONSUMERISM

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## 9-11 YEAR OLDS

### PURPOSE

To learn wise shopping practices.

### OBJECTIVES

Youth will be able to:

- ◆ use the information on garment labels when buying or caring for the item.
- ◆ identify the steps and potential countries in which a garment is manufactured.
- ◆ identify the rights and responsibilities of being a good consumer.
- ◆ identify quality of fabric, construction and care in comparison shopping for clothing items.
- ◆ shop with a budget.

### LESSON TIME

30-45 Minutes

### LEARNING ACTIVITIES

LABEL LINGO!  
LABEL BLACK OUT  
THE TRAVELING ADVENTURES OF JAMS  
WISE BUYS IN JEANS  
SHOPPING WITH A BUDGET  
DO'S AND DON'TS  
SHOPPING ETIQUETTE

### ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Consumerism.
2. Review activities and choose the appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 5

# CONSUMERISM

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## Do

The following is suggested for using the activities in Lesson 5. Materials needed for each are listed within the activity.

- ◆ Identify and correctly use the information on a label with LABEL LINGO and LABEL BLACKOUT!
- ◆ Determine where and how garments are constructed and explore the path they take before reaching your closet with THE TRAVELING ADVENTURES OF JAMS.
- ◆ Evaluate quality of garments when shopping in WISE BUYS IN JEANS!
- ◆ Practice good consumer etiquette and learn the rights of the consumer with SHOPPING ETIQUETTE and DO'S AND DON'TS.
- ◆ Practice shopping realistically with SHOPPING WITH A BUDGET.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned using these questions:

- ◆ What was your favorite activity? What did you learn?
- ◆ What information is required to be on a label?  
**size, care instructions, fiber content, country of origin, registration number**
- ◆ What information is the permanent label, but must be available at point of purchase?  
**price, fiber content**
- ◆ Where are some places labels are located in different garments?  
**the neck, side seam, waist band, soles of shoes**

# LESSON 5

# CONSUMERISM

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- ◆ Why do garments travel so far before reaching a store near you?  
**because the fibers are produced in a different country, the labor force is located elsewhere, and the people who are buying the product often live in a different place**
- ◆ What are some consumer responsibilities?  
**to be informed, select carefully, follow directions, report complaints**
- ◆ Is it hard to shop with a budget? What did you learn from the shopping games and activities?

## APPLY

Help youth learn to apply what they have learned to their daily clothing choices.

- ◆ How will you use label information when you shop for clothes in the future? Which information will be most important to you and why?
- ◆ How can you practice good consumer etiquette?
- ◆ What new skills or practices will you use in shopping for your clothes in the future?

# LESSON 5

# CONSUMERISM

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## BACKGROUND BASICS...Consumerism

### Garment Labels

How do you know which garment or fabric to select? One guide is to read the label. Labels are on your clothing. By law most apparel items (some exceptions are hosiery, gloves, hats, and reversible garments) must have a label or labels with the following:

- fiber content
- care
- country of origin
- registered identification number

*Fiber content* may be permanently attached or on a hangtag at the point of purchase. It must list the percent above 5 percent of the fiber by generic name, unless less than 5 percent, then it may say "5 percent other fiber". The generic names of fibers must be used. Tradenames, or brands, may be used with the generic name, e.g., 100% Trevira (brandname) polyester (generic). If a tradename is used, then its generic name must be used in the same size print.

*Care labels* must be permanently attached to the garments and be readable for the life of the garment. For fabric the care is given on the end of the bolt. It is your responsibility to copy the information for future reference. Currently by law, manufacturers have to list only one method of care. Care information is to include washing, drying, ironing, using bleach or drycleaning. If you use a method other than the one stated on the label you accept the responsibility for any damage that will be done to your garment. Care labeling is based on the warning system. If the label says "machine wash" then any temperature of water may be used. Otherwise it will tell you to use hot, warm, or cold water.

The required disclosure of the *country of origin* became effective in 1985. Its purpose is to inform the consumer of the country of origin of fabrics and apparel. The label must list the country of origin of the apparel manufacturer and identify if an imported fabric. Catalogs are required to also list this information.

*Registered identification numbers* (RN or a WPL) are registered by the Federal Trade Commission (FTC). The number is a manufacturer's number and is your way of finding out who manufactured the garment, if not given on the label.

*Hangtags* are cardboard tags that hang on strings attached to garments. They are not permanent or required, but they can give you some additional information. Hangtags may include information such as price, finishes, extra buttons/thread, fabric types (i.e. stretch), mini advertisements, brand names, trademarks, logos, special features, guarantees/warranties, seals of approval, and laboratory testing performance standards.

# LESSON 5

# CONSUMERISM

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## How To Select Quality Clothing

Price is not always an indication of the quality of a garment. You can find good quality fabrics and construction at all price levels. Learning how to determine a good quality garment will help you get your money's worth.

A good quality garment must start with a good quality fabric. Often you can upgrade the quality of a garment by changing buttons or restitching some seams. But you cannot upgrade the fabric. Judging the quality of fabric is often difficult. The fiber content will give you some clues as to the durability of the fabric. Nylon and polyester are the most abrasion-resistant and strongest of the fibers used in clothing. Adding one of these fibers to cotton, rayon, or wool can increase the strength or durability of the garment.

Durability can also depend on the construction of the fabric. Smooth surface fabrics such as denim will usually stand up to harder wear than soft napped fabrics like corduroy. Also, the more yarns used or the closer the yarns are in woven or knitted fabric, the more durable the fabric should be. Also, look at the dyeing and/or printing of the fabric. Is it an even color throughout, is the printing perfectly in place?

If the quality of the fabric is acceptable you are now ready to judge how well the garment is made. A variety of techniques can be used to construct a quality garment. The important thing to remember is that the technique used should be compatible with the fabric, garment design, and intended use. Look for adequate hems, even width and finished hems, seams that are flat and finished to prevent raveling, garment cut on-grain, matched designs in plaids and stripes, firm buttonholes, secure fasteners and trims, secure stitching.

Another indication of quality is the overall appearance of the garment. Has it been properly pressed? Do the trims add or distract from the garment. If your first impression of the garment says poor quality, that's what it will say to others.

## Clothing Budget

After you have done a wardrobe inventory and made a list of the garments (in order of importance) that you need/want to add -- you must decide how much to spend. Make an estimate of the amount for each item. It is a good idea to set a limit on the amount you will spend for each clothing item. Keep a realistic cost in mind. You may want to decide on an amount yearly or seasonally. Do some shopping to compare quality and price in different types of stores. You will spend less if you plan ahead for seasonal sales and resist impulse buying, and plan for mix and matching of your garments.

Remember to buy the "necessary items" first. Having a list will help you avoid impulse buying. Sales, garage sales, and thrift shops may offer savings if the garment suits your needs, but remember these items can seldom be returned.

# LESSON 5

# CONSUMERISM

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What you buy reflects your clothing priorities, your personal image and your lifestyle. How much you spend reflects how you evaluate sale merchandise, and the quality and appropriateness of your clothing.

Buying quality is important for those garments that you will wear frequently. Buy the best quality you can afford for these items. For those seldom worn garments, quality is not as important. However, you want these garments to give a good appearance for a low price.

The price of a garment is related to:

- ☞ quality of fabric
- ☞ quality of workmanship
- ☞ number of details
- ☞ trim
- ☞ brand name or designer name
- ☞ store where being sold

Before making a final decision to purchase a garment ask yourself:

- ☞ does it improve my appearance?
- ☞ will it be easy to care for?
- ☞ is it comfortable when I move around?
- ☞ does it fit into my present wardrobe?
- ☞ is it the price I have budgeted?
- ☞ where can I wear it?
- ☞ is it really me?
- ☞ do I need it?

If you can answer YES to each of the above questions, then you have found the right garment for you.

## Where To Shop

In addition to the usual apparel sources there are many unusual places which sell items of apparel -- from the grocery store to the city sidewalks -- from garage sales to shops in hotel lobbies. Let's look more closely at a few of these:

*Department store* -- a large store that carries a variety of merchandise, features regular clothing sales, has more than one price level for clothing.

*Specialty store* -- carries only clothing, offers an edited selection of clothing that fits their image and/or community.

# LESSON 5

# CONSUMERISM

---

*Variety store* -- prices are lower, frequently an excellent source for fads.

*Discount store* -- makes clothing prices available for everyone, sales ticket does not reflect a price reduction -- unless the item is on sale.

*Off-price stores* -- have some of the same merchandise that you would find in department or specialty stores, but is closeout merchandise or overruns from a manufacture, so they are able to pay less than wholesale.

*Outlet stores* -- retail store when you can buy clothing directly from the designer or manufacturer.

*Catalog* -- some are directed toward a specific clientele and some include very specific information about their fabrics, workmanship, and sizing.

*Resale clothing* -- can be found at special resale stores, garage and yard sales.

## **Rights and Responsibilities of the Consumer**

Under the Consumer Bill of Rights that was proclaimed by President Kennedy in 1962, consumers have some basic rights. They have the right to safety, to be informed, to choose, to be heard, to redress, to consumer education.

But with rights also come some consumer responsibilities. These include the responsibility to use safely, use information on the garments, to choose efficiently, to express satisfaction or dissatisfaction about products, to participate in resolving consumer problems, to seek a remedy to consumer problems, and to be an educated consumer.

As we assume our responsibility as shoppers of clothing we want to be sure to return items carefully to their hangers, or carefully fold. We need to be careful that we do not soil the merchandise and that we practice good manners when we are at the store and talking with store personnel.



- OBJECTIVES:** For youth to:
- identify the parts of a label.
  - discuss the importance of the information provided in labels.
- LIFE SKILL:** ○ Acquiring, analyzing and using information.
- MATERIALS:** LABEL PARTS CLUE Cards  
A picture of Mickey Mouse or a Mickey Mouse stuffed doll  
A globe or map  
A recipe (easily identifiable as such)  
A teddy bear  
A driver's license  
A LABEL LINGO card for each youth  
Tokens to mark bingo cards (buttons, beans, popcorn, candy)  
LABEL LINGO calling cards  
LABEL RATINGS, Workbook page 22
- TIME:** 45 minutes
- SETTING:** A comfortable room with tables and chairs
- ADVANCE PREPARATION:**  
Cut out LABEL PARTS CLUE cards and LABEL LINGO calling cards. Make copies of LABEL LINGO cards for all youth in group. Place the items around the room before youth arrive.

## INTRODUCTION

Most clothing items we wear has a label on it somewhere (or it had one when purchased such as socks). Take a look at the clothes you are wearing - can you find all the labels? Be sure to check you shoes. These labels provide us with information about the clothes. What kind of information do they tell us? Let's find out.

## Do

Play LABEL LINGO!

- ◆ Discuss the parts of a clothing label using a label example. The parts of a label are:
  - name brand
  - registration number
  - country of origin (Made in...)
  - fiber content
  - care instructions

## LESSON 5: CONSUMERISM

### Activity 1: Label Lingo

- ◆ Break the youth into teams for a scavenger hunt to locate items that symbolize parts of a label. Give each group a LABEL PARTS CLUE card.
- ◆ Using the LABEL PARTS CLUE cards, have the youth locate the described items that relate to a part of the label.
- ◆ After each item is found talk about how the item relates to the label part. (Example: the globe is a place where you can find other countries that might be noted on the label; the driver's license has an identification number that is used in many ways, it tells people who you are.)
- ◆ Play LABEL LINGO just as you would play bingo, calling out the letter before you call out the item.

## REFLECT

After playing the LABEL LINGO game, review what youth have learned with these questions:

- ◆ What are the parts of a label or what kind of information can you find on a label?  
**fiber content; care instructions; country of origin; registration number; brand**
- ◆ Why is this information important?  
**to properly care for the garment, helps determine quality**
- ◆ Where can you find labels?  
**sewn into seam...usually neckline or side seams**
- ◆ Does every item of clothing have a permanent label? What about shoes?  
**yes, every textile item has a label (socks - label is on package). On shoes, the information is printed inside or imprinted on bottom of sole.**

## APPLY

- ◆ Conduct LABEL RATINGS! Workbook Activity, page 22. Take a field trip to a local clothing store, choose 5 garments of the same type and rate the labels!

**LABEL PARTS CLUES AND EXPLANATIONS**

1. The name brand on a label may be a logo identifying the company who produced the product. Look around the room to find a mousey friend who represents a world of fun. His initials are M.M. (Mickey Mouse symbolizes Disney World. Many people recognize this creature and have an image in their minds about Disney and fun.) Label brands also carry with them an image.
2. The registration number(RN) of a label identifies the manufacturer. It is a very specific way to identify who is responsible for the quality of clothing. Look around the room and find something that is also a piece of identification. This little card has a picture of the owner on it as well as other important information about a person. You can get one of these when you turn 16.  
(driver's license)
3. Every clothing label tells where the item was made. Sometimes our clothes are made in far away countries. The item you are looking for will help you locate those countries.  
(globe)
4. Fiber content tells us what fibers were used to make the garment. You are looking for something that tells you what is in food dishes. It also contains instructions on how to cook different dishes. Your mom probably has lots of these. (recipe)
5. Care instructions are very important in the life of a garment. If it is not taken care of properly, the life of the garment will not be as long. Look for a warm furry friend that you might have taken care of when you were little. Everyone had a different name for their furry friend, but the most common name is Ted. (You cared for a teddy bear when you were little. He was important in your life.) Following care instructions is very important in the life of your garment.

## LABEL PARTS CLUE CARDS

The name brand on a label is often a logo identifying the company who produced the product. Look around the room to find a mousey friend who represents a world of fun. His initials are M.M.

The registration number of a label identifies the manufacturer. It is a very specific way to identify a piece of clothing. Look around the room and find something that is also a piece of identification. This little card has a picture of the owner on it as well as other important

Every clothing label tells where the item was made. Sometimes our clothes are made in far away countries. The item you are looking for will help you locate those countries.

Fiber content tells us what the garment fibers were used to make. You are looking for something that tells you what is in food dishes. It also contains instructions on how to cook different dishes. Your mom probably has lots of these.



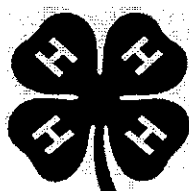

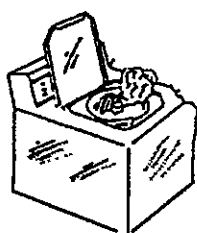

Care instructions. These are very important in the life of a garment. If it is not taken care of properly, the life of the garment will not be as long. Look for a warm furry friend that you might have taken care of when you were little. Everyone had a different name for their furry

## Label Lingo Calling Cards

Cut out the letter cards and category cards below, shuffle and place in separate containers. Draw one letter card and then one category card.

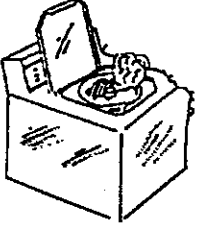

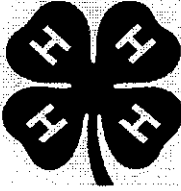
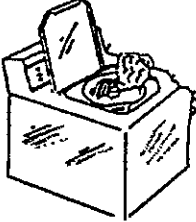




<b>L</b>	<b>Care</b>
<b>A</b>	<b>Size</b>
<b>B</b>	<b>Country of</b>
<b>E</b>	<b>Fiber</b>
<b>L</b>	<b>RN #</b>

# Label Lingo Playing Card


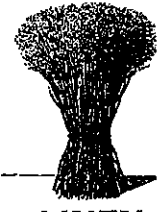
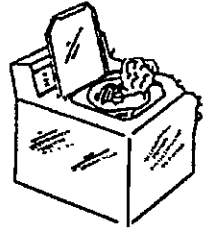
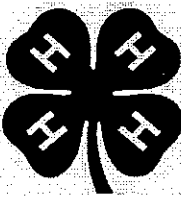



<b>L</b>	<b>A</b>	<b>B</b>	<b>E</b>	<b>L</b>
<i>Made in the U.S.A.</i>		<b>S</b>		<b>M</b>
<b>L</b>	 100% Cotton		RN 2300S78	
 <b>LINEN</b>	RN 1900Z45		 100% Silk	<i>Made in the U.S.A.</i>
RN 1900Z45			<i>Made in Taiwan</i>	 100% Cotton
	<b>L</b>	RN 2300S78	<b>XXL</b>	



# Label Lingo Playing Card

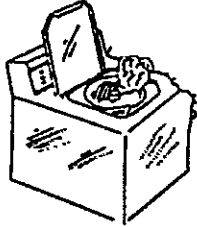
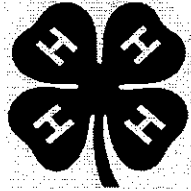


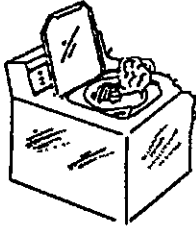

<b>L</b>	<b>A</b>	<b>B</b>	<b>E</b>	<b>L</b>
	RN1900Z45	<b>S</b>	<i>Made in the U.S.A.</i>	
	 <b>LINEN</b>	RN 2300S78		<b>M</b>
<b>XXL</b>			<b>L</b>	
 <b>100% Silk</b>	<i>Made in Taiwan</i>		RN1900Z45	 <b>100% Silk</b>
<i>Made in the U.S.A.</i>		 <b>100% Cotton</b>		<i>Made in Taiwan</i>

# Label Lingo Playing Card

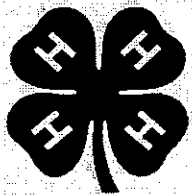

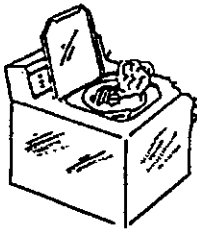

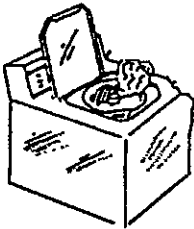

<b>L</b>		<b>B</b>	<b>E</b>	
<i>Made in the U.S.A.</i>	<b>M</b>	 100% Cotton	RN1900Z45	
 LINEN	RN 2300S78		<i>Made in Taiwan</i>	<b>L</b>
<b>XXL</b>				 LINEN
	 100% Silk		<b>S</b>	
<b>M</b>		<i>Made in Taiwan</i>		



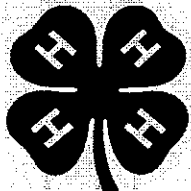

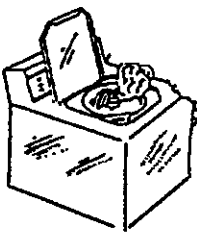


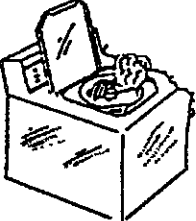
# Label Lingo Playing Card

<b>L</b>				
<b>S</b>		<b>XXL</b>		Made in the U.S.A.
			RN 2300S78	
<b>M</b>	RN 1900Z45			 <b>LINEN</b>
RN 1900Z45		 <b>100% Silk</b>		
 <b>100% Cotton</b>	<b>L</b>	Made in the U.S.A		RN 2300S78

# Label Lingo Playing Card

<b>L</b>	<b>A</b>	<b>B</b>	<b>E</b>	<b>L</b>
		<b>XXL</b>		Made in the U.S.A
<b>L</b>			RN 2300S78	
<b>M</b>	RN 1900Z45			 <b>LINEN</b>
RN 1900Z45		 <b>100% Silk</b>		
 <b>100% Cotton</b>	<b>L</b>	Made in the U.S.A		RN 2300S78

# Label Lingo Playing Card

<b>L</b>	<b>A</b>	<b>B</b>	<b>E</b>	<b>L</b>
<b>M</b>		<b>XXL</b>		Made in the U.S.A
<b>L</b>			RN 2300S78	
	RN 1900Z45			 <b>LINEN</b>
RN 1900Z45		 <b>100% Silk</b>		
 <b>100% Cotton</b>	<b>L</b>	Made in the U.S.A		RN 2300S78

**OBJECTIVES:** For youth to:  
○ read and understand information on a label.

**LIFE SKILLS:** ○ Strengthen observation and information gathering skills.

**MATERIALS:** LABEL BLACKOUT cards for each child  
Board markers for each child (beans, buttons, popcorn)

**TIME:** 30 minutes

**SETTING:** Area with tables and chairs

**ADVANCE PREPARATION:**  
Copy and cut out cards needed for youth group.

## **INTRODUCTION**

To make informed decisions about buying a garment, and to properly care for a garment, we should be aware of the information provided on a garment label. We should be able to interpret the information provided so that we can make informed decisions about buying a garment. Let's learn what we should look for on clothing labels in LABEL BLACKOUT!

## **Do**

### **LABEL BLACKOUT!**

- ◆ Give each youth a LABEL BLACKOUT card and markers. (You can give them more than one card for variation.)
- ◆ Read questions regarding information that might be on the label.
- ◆ If that information is located on the label, the youth would mark that spot on the LABEL BLACKOUT Card.
- ◆ The first person to cover all of the spaces on his/her card is the winner.

## **REFLECT**

- ◆ What information is required to be on a label?  
size, care instructions, fiber content, country of origin, Registration Number

- ◆ What other information might be on a label?  
**brand name or manufacturer's name; special finishes**
- ◆ What did you learn by playing this game?

## **APPLY**

- ◆ How will you use this information when you shop for clothes?  
**look at labels in your clothes before buying them.**
- ◆ How will you use label information to care for clothes?  
**look at care instructions on labels before washing the garment.**
- ◆ Go to a clothing store. Find garments described in the LABEL HUNT take-home activity. Write down what you find. Share your results with a family member that helps you shop.

***LABEL QUESTIONS***

*(Call these out in random order.)*

- If your label says the garment was Made in Taiwan, place a marker on that spot.
- If your label says the garment is 50% cotton/50% polyester, ...
- If your label says the manufacturer is Haines, ...
- If your label says the garment is size Small, ...
- If the label says your garment was Made in U.S.A, ...
- If your label says Made in France, ...
- If your label says 100% polyester, ...
- If your label says the garment is size Extra-Large, ...
- If your label says the garment's manufacturer is Bob's Coats,...
- If your label says the garment's manufacturer is Joe's Clothes, ...
- If your label says the garment is size Large, ...
- If your label says the garment is size Medium, ...
- If your label says the garment is 100% rayon, ...
- If your label says the garment was Made in Japan, ...
- If your label says the garment is 100% acetate, ...
- If your label says the garment is 100% nylon, ...
- If your label says the garment's manufacturer is Sport's Fits, ...
- If your label says the garment was made in Brazil, ...
- If your label says the garment is 100% wool, ...
- If your label says the garment was Made in Italy, ...
- If your label says the garment is size Extra Small, ...
- If your label says the garment's manufacturer is Jungle Fever, ...
- If your label says the garment's manufacturer is Gator Mania, ...
- If your label says the garment was made in China, ...
- If your label says the garment's manufacturer is Bee Bops Bests, ...
- If your label says the garment is 100% cotton, ...
- If your label says the garment's manufacturer is Jaguar, ...
- If your label says the RN number begins with a 1,...
- If your label says the RN number begins with a 6, ...
- If your label says the RN number begins with a 2, ...
- If your label says the RN number begins with a 7, ...
- If your label says the RN number begins with a 9, ...
- If your label says the RN number begins with a 0, ...
- If your label says the RN number begins with a 3, ...

## LABEL BLACKOUT CARDS

### HAINE'S T-SHIRTS

SMALL

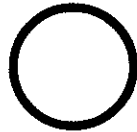


50/50 cotton/polyester

*Made in China*



RN# 123456



### GATOR MANIA

Med.

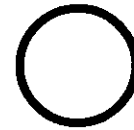


100% Rayon

*Made in USA*



RN# 645321



### JOE'S CLOTHES

Large

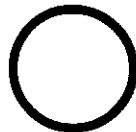


100% Wool

*Made in Taiwan*



RN# 232343



### BEE BOPS BESTS

XL

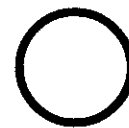


100% Acetate

**Made in Brazil**



RN# 787898



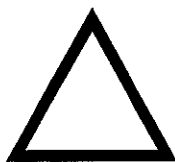
## LABEL BLACKOUT CARDS

Sport's Fits

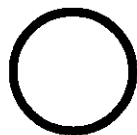


100% Nylon

*Made in Italy*



RN# 997650



**JUNGLE FEVER**

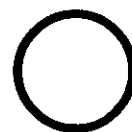


**100% Cotton**

Made in France



RN# 001056



Bob's Coats

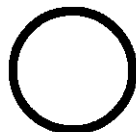


100% Wool

*Made in Japan*



RN# 348772



*Jaguar*



*100% Polyester*

*Made in U.S.A.*



*RN# 392401*





# LABEL HUNT CHART

Go to a clothing store and find clothing that fit the qualification. Write down a description of the item you found under each then record the care instruction and cost.

	<u>Type of Care Required</u>	<u>Cost of Item</u>
1.	Find a garment with a popular name brand.	
2.	Write down the RN number of a T-shirt.	
3.	Find a garment that requires dry cleaning only.	
4.	Find a garment that was made in the U.S.A.	
5.	Find a garment with symbols on the care label.	
6.	Find a garment that was made in another country.	
7.	Find a garment that is made from 100% cotton.	
8.	Find a garment that is made from 50% rayon/50% polyester.	
9.	Find a garment that is made from 100% rayon.	
10.	Find a garment without a name brand.	

What have you learned from this activity to help be an informed shopper?

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How will you use what you've learned in the future?

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- OBJECTIVES:** For youth to:
- identify the steps in manufacturing a pair of jams.
  - trace the jams' journey around the world.
  - locate countries involved in ready-made jams' or other clothing construction.
- LIFE SKILLS:**
- Critical thinking skills and sequencing skills
  - Group cooperation skills
- MATERIALS:** A world map  
JAM LOCATION PIECES  
Glue stick or straight pins  
ADVENTURES OF JAMS narration cards
- TIME:** 30 Minutes
- SETTING:** An area where the map can be spread in view of all participants.
- ADVANCE PREPARATION:**  
Prepare the narration cards for the activity. You may choose to prepare a set for each youth or team of youth, depending on group size. Mix up the cards before giving to youth.

## INTRODUCTION

Have you ever thought about how or where your clothes are made? You know they don't just appear in department stores, so how are jams made? Let's find out by going on "The Traveling Adventures of Jams."

## Do

### TRAVELING ADVENTURES OF JAMS!

- ◆ Pass out a set of ADVENTURES OF JAMS narration cards and one JAMS LOCATION PIECE to each youth or group of youth.
- ◆ Have each youth or group put their narration cards in order to trace the jams' adventures.  
NOTE: Youth may create different routes (not one linear path of travel) depending on their interpretation of the information given.
- ◆ Have each group read one of their narration cards (in order) to the entire group and check to see if they were then in correct order. Have them place the JAMS LOCATION PIECE on the map in the appropriate location.

**REFLECT**

- ◆ How many countries did the jams pass through before it reaches your hometown?
- ◆ How many oceans did it cross?
- ◆ What path did the jams travel?  
**let youth/groups share their routes of travel. Compare and contrast variations, if they wish.**
- ◆ Did you know how far your jams traveled before it came to your hometown? Has your jams traveled more than you have?
- ◆ Why do you think your jams have to travel to so many different places to be completed?  
**because the fibers are produced in one country, the labor force and manufacturing processes are located elsewhere, and the people who are buying this type of product live in a different place**
- ◆ What were the different manufacturing processes used in producing the jams?

**APPLY**

- ◆ Find a clothing label on your shirt/blouse, where was it produced? Scout out how many different countries are represented in your closet. How far do you think they traveled before landing in your closet?
- ◆ Are any fibers produced in your area that are later made into clothing? Find out where the fibers are shipped to be processed into clothing. Where is the clothing sold?
- ◆ Are apparel items produced in your county? What type?
- ◆ What are other items you buy that are manufactured in different countries. Investigate the travels and processes of other consumer goods and compare them to clothing items.

## **THE TRAVELING ADVENTURES OF JAMS!**

### **ANSWER SHEET**

#### **GROUP 1: El Salvador**

Workers in this Central American country harvest cotton on long, hot days. They may earn about \$2 a day. This may seem like a small amount of money by United States standards, but for the workers in El Salvador it is a fair salary.

---

#### **GROUP 2: North Carolina**

A large United States company has bargained with the Salvadoran landowner to purchase the cotton at the lowest price. After the cotton is harvested in El Salvador, it is shipped to North Carolina where it is sold to a large textile company, made into cotton yarn and shipped to the textile mills in Alabama.

---

#### **GROUP 3: Venezuela**

Here in the South American country of Venezuela, the workers produce oil. In an oil field far off the coast, they work long hours in hot weather for cheap wages. The conditions they work under don't have federal standards, so the job may be very dangerous. Serious accidents are quite common. The oil they pump and refine will be purchased by a United States petroleum company and some of it will eventually be made into polyester fabric.

---

#### **GROUP 4: Trinidad**

Just like the workers off the coast of Venezuela, these workers work in unsafe and unhealthy conditions. The same United States company, that purchased the petroleum in Venezuela, drops off the oil at one of the Trinidad refineries where it will be refined even further.

---

#### **GROUP 5: Missouri**

The United States oil company now ships the very refined petroleum from Trinidad to a large chemical factory here in Missouri. At the St. Louis factory, the petroleum (now called petrochemicals) will be shot through machines and made into miles of polyester thread.

---

#### **GROUP 6: Alabama**

Here in Alabama, people work at large weaving machines called looms. Here they weave the polyester and cotton into long rolls of fabric. The fabric is now ready for cutting out your jams or other clothing item. The fabric might also be put on bolts and sold to retail or wholesale fabric stores. The Alabama mill will soon be visited by a buyer from a large department store chain that will later sell the jams to the consumer.

---

#### **GROUP 7: Dominican Republic**

Women here in the Dominican Republic work at sewing machines for long and hard hours in small, dusty, noisy shops. These shops sometimes are called sweatshops. This work is called piece work, because the women are paid for every jams--or piece--they make.

---

#### **GROUP 8: Miami**

When the finished jams arrive in the United States they are checked through U.S. Customs in Miami prior to being shipped to Dallas.

---

#### **GROUP 9: Texas**

The finished jams finally arrive in the large downtown area of Dallas called the garment district. Here in the garment district the jams are packaged and distributed through the United States.

---

#### **GROUP 10: Your Hometown**

The jams have finally arrived at our local department or discount store after its long journey. They are priced at \$14.99. Listen as a shopper tries it on--he or she might comment on the high cost of clothes. What do you think?

## THE TRAVELING ADVENTURES OF JAMS

### NARRATION CARDS\*

Either copy these statements onto index cards or cut them into strips so they can be handed out to the small groups.

.....

#### El Salvador

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**Texas**

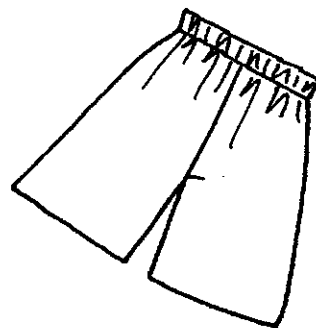
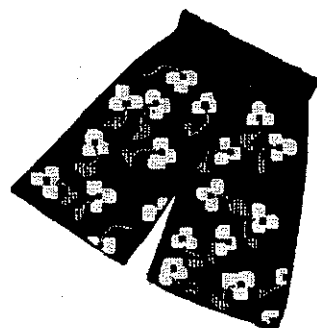
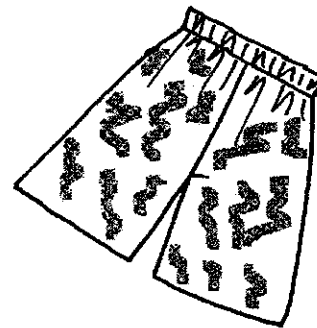
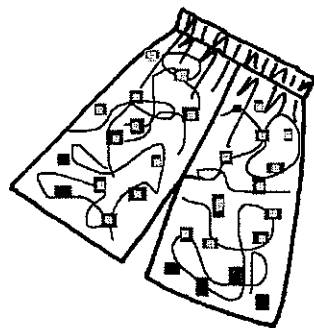
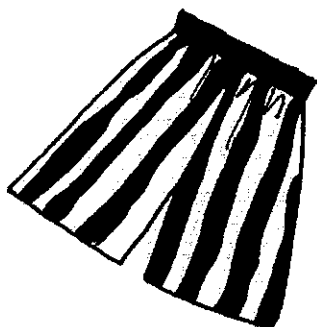
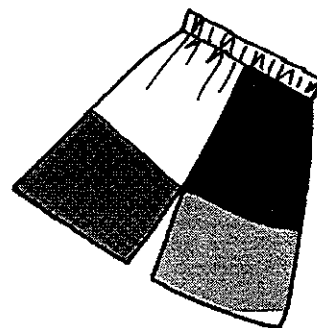
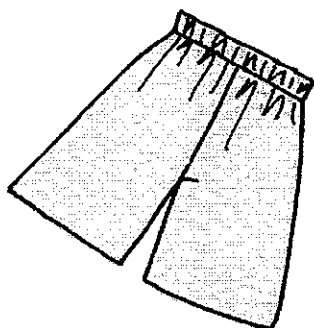
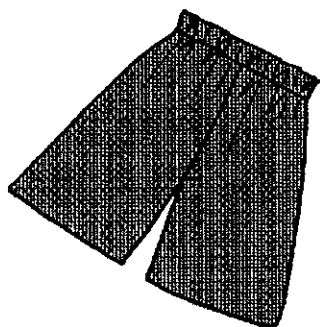
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## JAMS LOCATION PIECES



- OBJECTIVES:** For youth to:
- become aware of qualities to look for when buying jeans
  - identify fiber content and care of jeans
  - evaluate jeans on quality of fabric and workmanship
- LIFE SKILLS:**
- Wise use of resources
  - Decision-making and critical thinking skills
  - Working in groups
- MATERIALS:** 6 pairs of jeans (different brands and fiber content)  
WISE BUY IN JEANS evaluation sheet  
Pencils  
Poster, WISE BUYS IN JEANS  
WISE BUYS IN JEANS Judgement sheet  
HOW GOOD A CRITIC ARE YOU? Workbook page 23
- TIME:** 45 minutes
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Borrow jeans from a local retailer. Number jeans. Make copies of activity sheet and judging situations.

## INTRODUCTION

Are jeans in your closet? I would guess they are! They are worn by all ages throughout the world. Levi Strauss made the first pair in the mid-1850's -- miner's pants. They were first made in brown canvas from a tent. A few years later he switched to denim, a twill fabric and dyed them indigo blue. And, that's why we have "blue" jeans, even when they aren't always blue.

## Do

- ◆ Divide youth into 6 groups.
- ◆ Hand each group a copy of the evaluation sheet, WISE BUYS IN JEANS.
- ◆ Give each group one pair of jeans to evaluate.
- ◆ You have three minutes to evaluate on good and poor points and complete your chart.



- ◆ At the end of the time, jeans are passed to the next group. Continue until each group has seen all jeans.
- ◆ Use poster to review.

## **REFLECT**

- ◆ Why is it important to do comparison shopping of jeans?  
**not all of the same quality fabric and workmanship**
- ◆ What did you learn from doing the evaluation of good and poor points of jeans?
- ◆ Describe what to look for in quality fabric?  
**firm twill weave, even color throughout**

## **Do**

- ◆ Place a set of four jeans on table. (Place numbers (1-4) by each.)
- ◆ Using the WISE BUYS IN JEANS Judging sheet, read judging situation for selecting "best to worst" choices.
- ◆ Have them judge one or both situations recording their "placings" on their cards.  
NOTE: You may need to change your jean selections for "judging" the second situation.
- ◆ Ask them to compare their sheet on good and poor points with their ratings.  
NOTE: For youth involved in previous judging situations you may want them to practice giving "reasons" why they placed the items in the order they did.

## **REFLECT**

After youth have completed placing the jeans in one or both situations, discuss what they learned and observed:

- ◆ What were your placings in Situation #1? Why?
- ◆ What factors within the situation itself influence your decisions?
- ◆ What factors regarding the fabric and fabric construction influenced your decisions?

- ◆ How did price affect your decision?
- ◆ Were there other factors that influenced it?
- ◆ Repeat the above questions for Situation #2.

## **APPLY**

- ◆ How will you change your shopping habits the next time you shop for jeans?
- ◆ How can you use what you learned in shopping for other garments?
- ◆ Practice comparison shopping by doing **HOW GOOD A CRITIC ARE YOU?** Activity on page 23 in your workbook.
- ◆ Show someone how to compare quality of two pairs of jeans.
- ◆ As a group you may wish to look into competitive opportunities in **CONSUMER CHOICES** contests at your local or regional fair or organize your own.



# WISE BUYS IN JEANS

## Evaluation Sheet

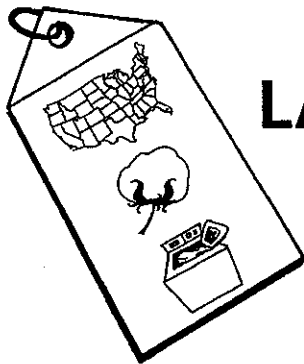
JEANS	GOOD	POOR
#1		
#2		
#3		
#4		
#5		
#6		



# WISE BUYS IN JEANS

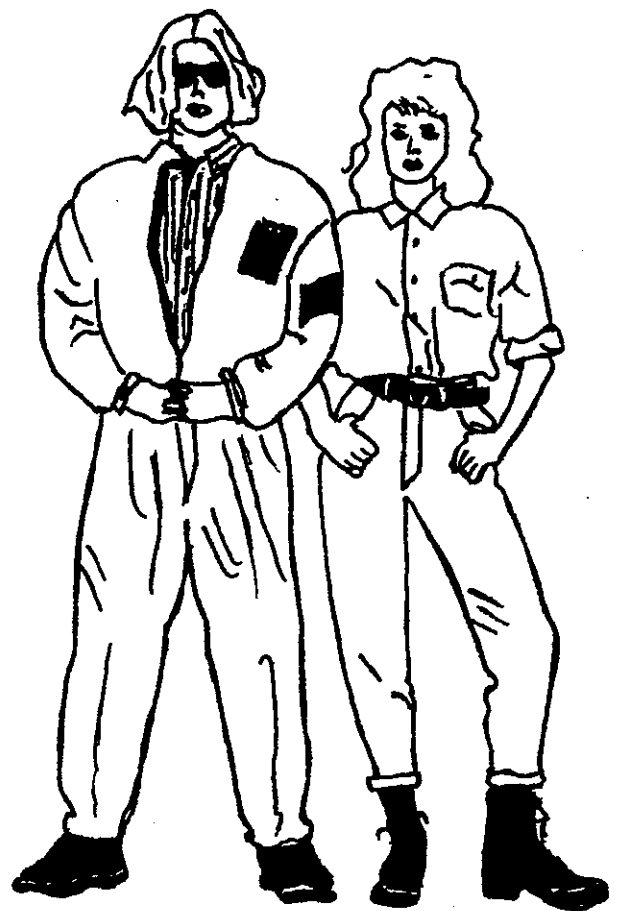
LOOK AT

FABRIC



LABEL

FIBER CONTENT  
CARE



CONSTRUCTION

SEAMS

POCKETS

WAISTBANDS

BELT LOOPS

ZIPPER

FASTENERS



CLOTHING CAPERS



# WISE BUYS IN JEANS

## Judging Sheet

### JUDGING SITUATIONS:

1. Becky and Brian want to add a pair of jeans to their wardrobe. Since they are popular with Becky and Brian's peers and the jeans will be worn frequently, they want ones that are durable and fashionable. Which would be their choice?
2. Tracy and Steve show beef cattle. They need to add a pair of jeans to their wardrobe. Which would be the best buy based on durability, quality of workmanship and cost?

WISE BUYS IN JEANS Judging Card	
<b>Situation #1</b>	<p style="text-align: center;">Record Your Placings:</p> <div style="text-align: center; margin-top: 20px;"> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black;"></div> </div> <div style="text-align: center; margin-top: 5px;"> <span style="margin: 0 10px;">1</span> <span style="margin: 0 10px;">2</span> <span style="margin: 0 10px;">3</span> <span style="margin: 0 10px;">4</span> <span style="margin: 0 10px;">5</span> </div>
<b>Situation #2</b>	<p style="text-align: center;">Record Your Placings:</p> <div style="text-align: center; margin-top: 20px;"> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black; margin-right: 10px;"></div> <div style="display: inline-block; width: 15%; border-bottom: 1px solid black;"></div> </div> <div style="text-align: center; margin-top: 5px;"> <span style="margin: 0 10px;">1</span> <span style="margin: 0 10px;">2</span> <span style="margin: 0 10px;">3</span> <span style="margin: 0 10px;">4</span> <span style="margin: 0 10px;">5</span> </div>



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ identify good values and selection criteria when shopping on a budget.</li><li>○ demonstrate use of a budget.</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Express individuality and choice-making.</li><li>○ Demonstrate wise use of resources.</li></ul>
<b>MATERIALS:</b>	Colored construction paper Scissors Glue Crayons or markers Clothing catalogs Calculators, if available <b>BE A SUPER SHOPPER GAME BOARD &amp; MATERIALS (optional)</b>
<b>TIME:</b>	1 Hour
<b>SETTING:</b>	Area with tables and chairs.
<b>ADVANCE PREPARATION:</b>	Collect catalogs from neighbors, friends and 4-H families. Make gameboard, copy cards onto different colored paper and cut out.

## INTRODUCTION

Shopping for clothing is fun. It would be even more exciting if we had enough money to buy anything we wanted. Since that is not always the case, we have to be wise shoppers and budget our money. We also may choose to shop from different "sources" (major department stores, discount stores, garage sales or catalogs). Let's first try to do some "shopping" on a budget using catalogs as our sources.

## Do

- ◆ Provide each group of youth with catalogs, glue, scissors, and crayons. Each youth should have their own piece of construction paper.
- ◆ Allow the youth to look through the catalogs for current fashions.
- ◆ Encourage them to choose a complete outfit (shirt, shorts, shoes, socks, underwear, for example) that they like and glue them to the construction paper, writing prices under the picture. Explain to them that at this point, not to worry about how much they are "spending."
- ◆ When this is complete have the youth add up the total cost of their outfits.
- ◆ Now, with a budget of \$75, have them do the same activity.

## **REFLECT**

- ◆ Was your first outfit less than \$75?
- ◆ If not, what changes did you have to make when selecting the second one?
- ◆ What is a budget? Can you spend more than is budgeted? Less?  
**a limit to how much you have planned to spend; yes, but that puts you into debt or takes money away from another budgeted item**

## **APPLY**

- ◆ Play the BE A SUPER SHOPPER Game. Let's now explore shopping with a clothing budget of \$100. The goal is to see how many different complete outfits you can purchase with your money when you have access to different clothing "sources" for doing your shopping.

Discussion questions to use after the game:

- ◆ What was the largest number of complete outfits anyone was able to acquire? How many different items or garments did this person acquire for their \$100? Compare and contrast each other's outfits, number of garments, purchase prices, number of different stores/sources used, and remaining money (if any).
- ◆ Where did you get the "best" buys"? How were you able to expand your wardrobe on a fixed budget?
- ◆ Do you do this in real shopping situations?
- ◆ What have you learned from playing BE A SUPER SHOPPER that you can use?

## **BE A SUPER SHOPPER GAME**

### **Instructions**

What you will need:

- One die
- Clothes Closet and Chance Cards (copied on colored paper and cut out)
- Game Board
- Play money (Cut-out)
- Game markers

Playing Instructions:



1. Using the play money, distribute an equal amount to each player as follows:





\$1 - 10 each	\$10 - 2 each
\$5 - 6 each	\$20 - 2 each
2. Players purchase clothing to make complete outfits. The game goal is to purchase as many complete outfits as possible with their money.
3. Players begin at HOME and take turns rolling one die to advance around the board. When the players land on a store they may purchase something from the store. They may purchase as many as 2 items from a store or they may choose not to purchase anything. When an item is purchased, a player gets the appropriate picture card and fills in the price paid for it. Players keep track of their outfits using the garment picture cards.
4. If a player lands on CLOTHES CLOSET or CHANCE, the player must follow the instructions written on the card.
5. The game continues until the players are bankrupt or one person definitely wins by reaching home with the most outfits.

NOTE: You can keep those that quickly use their budgeted amount on 1-2 outfits playing by letting them continue to play until they reach "HOME" with exact rolls of the die.

6. After completing the game, be sure to have youth observe all the purchasing made by each player and discuss the implications to real life situations.



<p><i>Clothes Closet</i></p>	<p><i>Sassy Solutions</i></p> <p>Vest \$15.00 Jeans \$30.00 Shirt \$25.00</p>	<p><i>T's and MORE!</i></p> <p>Tank top \$8.00 Plain T-shirt \$10.00 Screen Print \$15.00 T-shirt \$15.00</p>	<p><i>thes set</i></p>
<p><b>Capers &amp; Sons Department Store</b></p> <p>Backpack \$10.00 Wallet \$5.00 Watch \$10.00</p>	<div data-bbox="427 420 972 741"> <p><i>Clothes Closet</i></p> </div> <div data-bbox="1019 583 1580 1266"> <p>Be A Sho</p> </div> <div data-bbox="586 1430 769 1619"> </div> <p><b>CLOTHING CAPERS</b></p>		
<p><i>Chance</i></p>			
<p><b>Shoes For Less!</b></p> <p>Sneakers \$20.00 Sandals \$15.00 Loafers \$20.00</p>			
<p><b>Garage Sale</b></p> <p>Jeans \$5.00 Cap \$1.00 Vest \$3.00</p>			
<p></p> <p>Lose A Turn</p>	<p><i>Fashion Mart</i></p> <p>Pants/Skirt \$25.00 Jacket \$30.00 Loafers \$25.00</p> <p></p>	<p><i>Salvation Army</i></p> <p>Pants \$2.00 Coat \$5.00 Socks \$1.00</p>	<p><i>Clot Clos</i></p>

<i>C/o</i> <i>C/o</i>	<b>The Cover Up!</b> Jacket \$15.00 Coat \$30.00 Cap \$7.00	 <b>Pony Expressions</b> Jeans \$20.00 Vest \$25.00 Boots \$40.00	<i>Chance</i>
<div data-bbox="678 422 1114 667">   <b>CLOTHING CAPERS</b> </div> <div data-bbox="77 575 699 1346"> <h1>Super pper</h1> </div> <div data-bbox="532 1388 1105 1728"> <i>Chance</i> </div>			<div data-bbox="1170 401 1479 674"> <b>SPORTING OUTLET</b>            Pants \$15.00            Shirt \$10.00            Shoes \$30.00         </div> <div data-bbox="1170 726 1479 1052"> <b>The Half Bottom</b>            Jeans \$20.00            Pants/Skirt \$25.00            Shorts \$15.00         </div> <div data-bbox="1170 1062 1479 1377"> <i>Chance</i> </div> <div data-bbox="1170 1388 1479 1734"> <b>DISCOUNT CITY</b>            Sneakers \$10.00            Knit Skirt \$8.00            Socks \$3.00         </div>
<i>hes</i> <i>et</i>	<b>Clothes-Go-Round</b> Thrift Shop Cap \$2.00 Shorts \$3.00 T-shirt \$2.00	<b>Capers &amp; Sons Department Store</b>  T-shirt \$7.00 Shorts \$5.00 Shirt \$15.00	<b>HOME</b> 

## Clothes Closet Cards

Copy on to colored paper and cut out

Donated old clothes to the Salvation Army	Held a craft class to make thrifty presents
Mended your family's clothes	Budgeted your allowance and saved some
Sewed a Halloween costume for a neighborhood child	Saw a craft item in a catalog and instead of purchasing it, you constructed one for yourself, saving money and learning new techniques
Helped hand out clothing at the local homeless shelter	Bought a quality outfit for a more expensive price because the cheap outfit was not of lasting quality
Recycled old pants, turning them into shorts	Wrote out a complaint you had about an item and mailed it to the manufacturer instead of yelling at the store clerk that sold it to you

## CHANCE































### Cards

Copy on to colored paper and cut out































Spent up to your limit on your budget for clothing	Threw away old clothes instead of giving them to someone who could use them
Spent all of your allowance and did not save any money	Planned to spend \$40 on an outfit and only spent \$38
Donated to a local charity	Planned to spend \$50 on an outfit and spent \$67
Shopped only for sale items	Bought only clothing that you <u>really</u> needed, not just wanted
Got mad at your Best Friend and went shopping to feel better	Spent money on an outfit you will only wear once

# BE A SUPER SHOPPER CLOTHING CARDS

























Copy as needed and cut.

<b>JEANS</b> 	<b>T-SHIRTS</b> 	<b>SNEAKERS</b> 	<b>VEST</b> 	<b>CAP</b> 
<b>JEANS</b> 	<b>T-SHIRTS</b> 	<b>SNEAKERS</b> 	<b>VEST</b> 	<b>CAP</b> 
<b>JEANS</b> 	<b>T-SHIRTS</b> 	<b>SNEAKERS</b> 	<b>VEST</b> 	<b>CAP</b> 
<b>JEANS</b> 	<b>T-SHIRTS</b> 	<b>SNEAKERS</b> 	<b>VEST</b> 	<b>CAP</b> 
<b>JEANS</b>  \$ _____	<b>T-SHIRTS</b>  \$ _____	<b>SNEAKERS</b>  \$ _____	<b>VEST</b>  \$ _____	<b>CAP</b>  \$ _____
<b>JEANS</b> 	<b>T-SHIRTS</b> 	<b>SNEAKERS</b> 	<b>VEST</b> 	<b>CAP</b> 

4-H CLOTHING CAPERS

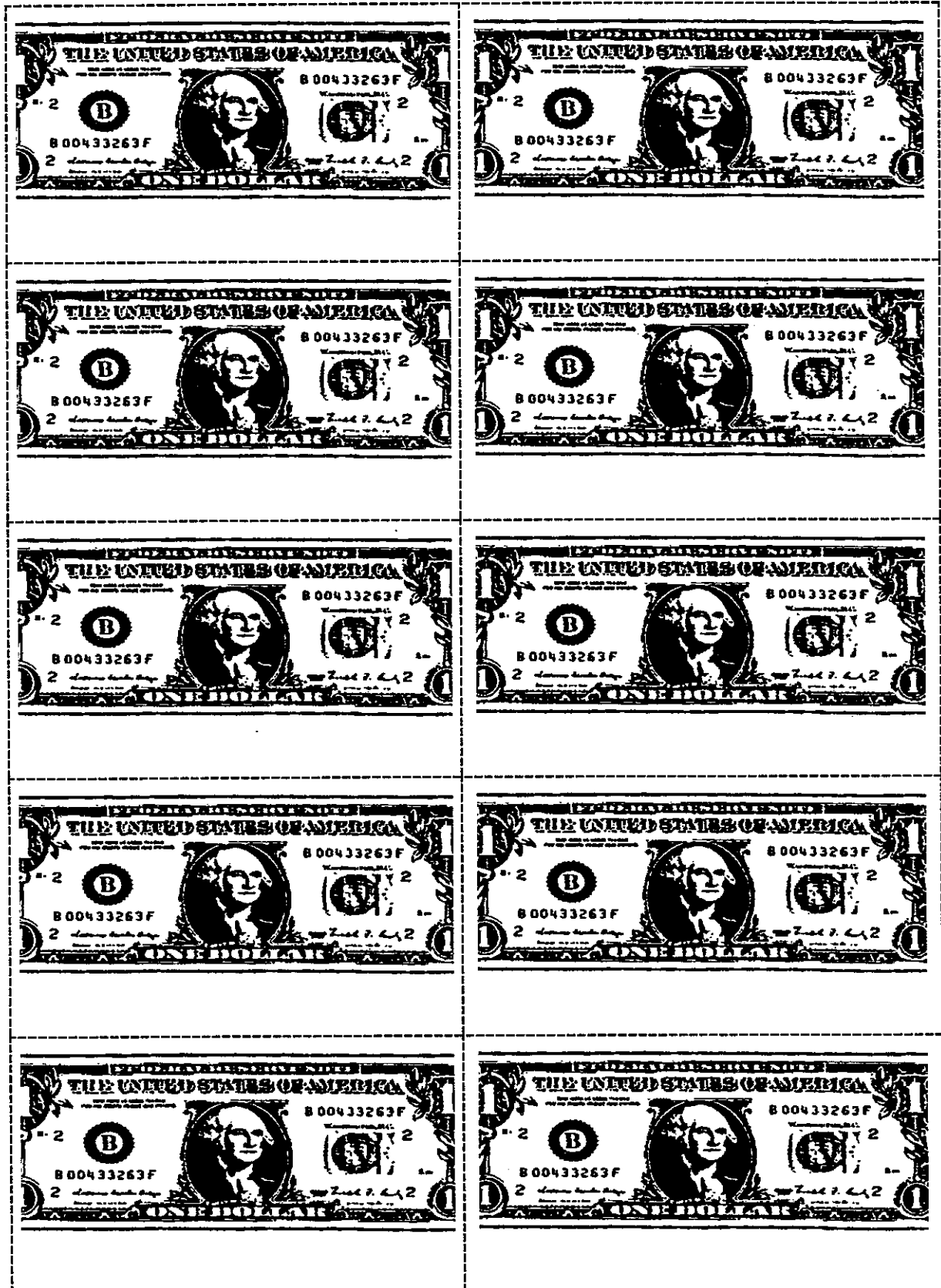
<p>JACKET</p> 	<p>COAT</p> 	<p>PANTS</p> 	<p>SOCKS</p> 	<p>SHIRT</p> 
<p>JACKET</p> 	<p>COAT</p> 	<p>PANTS</p> 	<p>SOCKS</p> 	<p>SHIRT</p> 
<p>JACKET</p> 	<p>COAT</p> 	<p>PANTS</p> 	<p>SOCKS</p> 	<p>SHIRT</p> 
<p>JACKET</p> 	<p>COAT</p> 	<p>PANTS</p> 	<p>SOCKS</p> 	<p>SHIRT</p> 
<p>JACKET</p>  <p>\$ _____</p>	<p>COAT</p>  <p>\$ _____</p>	<p>PANTS</p>  <p>\$ _____</p>	<p>SOCKS</p>  <p>\$ _____</p>	<p>SHIRT</p>  <p>\$ _____</p>
<p>JACKET</p> 	<p>COAT</p> 	<p>PANTS</p> 	<p>SOCKS</p> 	<p>SHIRT</p> 

4-H CLOTHING CAPERS

<b>BOOTS</b> 	<b>LOAFERS</b> 	<b>SHORTS</b> 	<b>SANDALS</b> 	<b>OTHER</b>
<b>BOOTS</b> 	<b>LOAFERS</b> 	<b>SHORTS</b> 	<b>SANDALS</b> 	<b>OTHER</b>
<b>BOOTS</b> 	<b>LOAFERS</b> 	<b>SHORTS</b> 	<b>SANDALS</b> 	<b>OTHER</b>
<b>BOOTS</b> 	<b>LOAFERS</b> 	<b>SHORTS</b> 	<b>SANDALS</b> 	<b>OTHER</b>
<b>BOOTS</b>  \$ _____	<b>LOAFERS</b>  \$ _____	<b>SHORTS</b>  \$ _____	<b>SANDALS</b>  \$ _____	<b>OTHER</b>  \$ _____
<b>BOOTS</b> 	<b>LOAFERS</b> 	<b>SHORTS</b> 	<b>SANDALS</b> 	<b>OTHER</b>

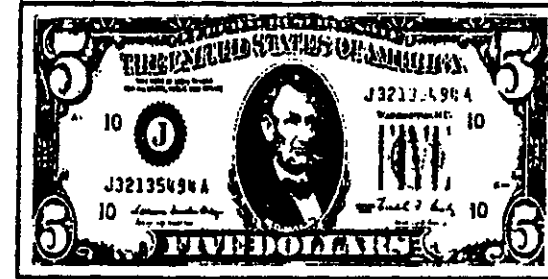
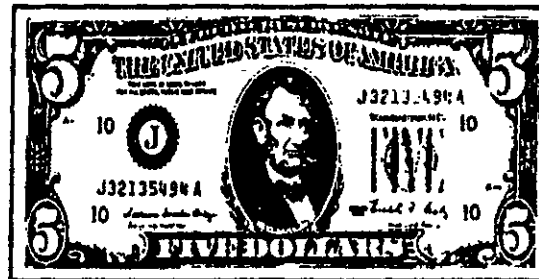
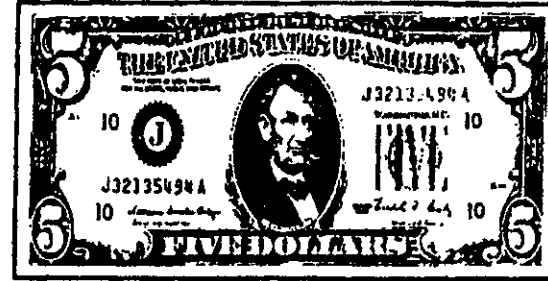
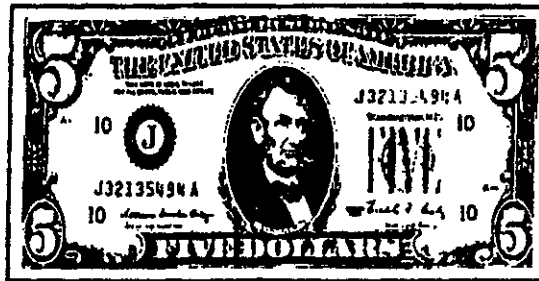
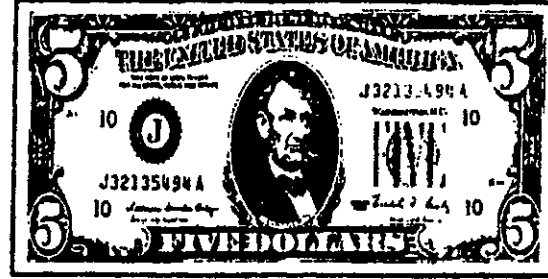
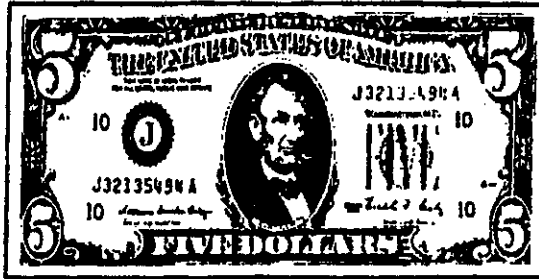
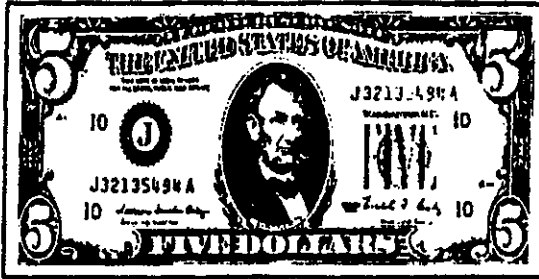
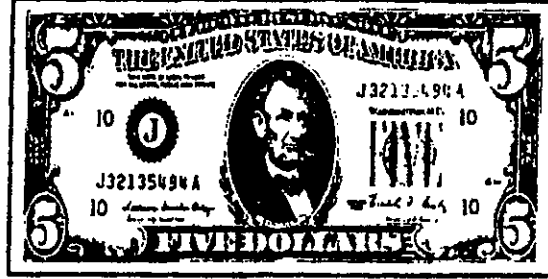
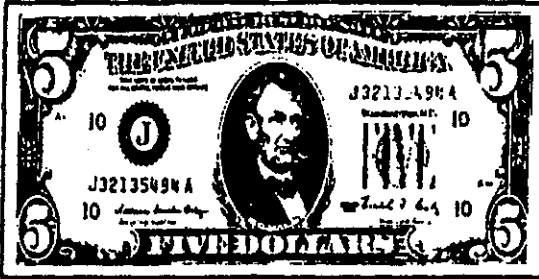
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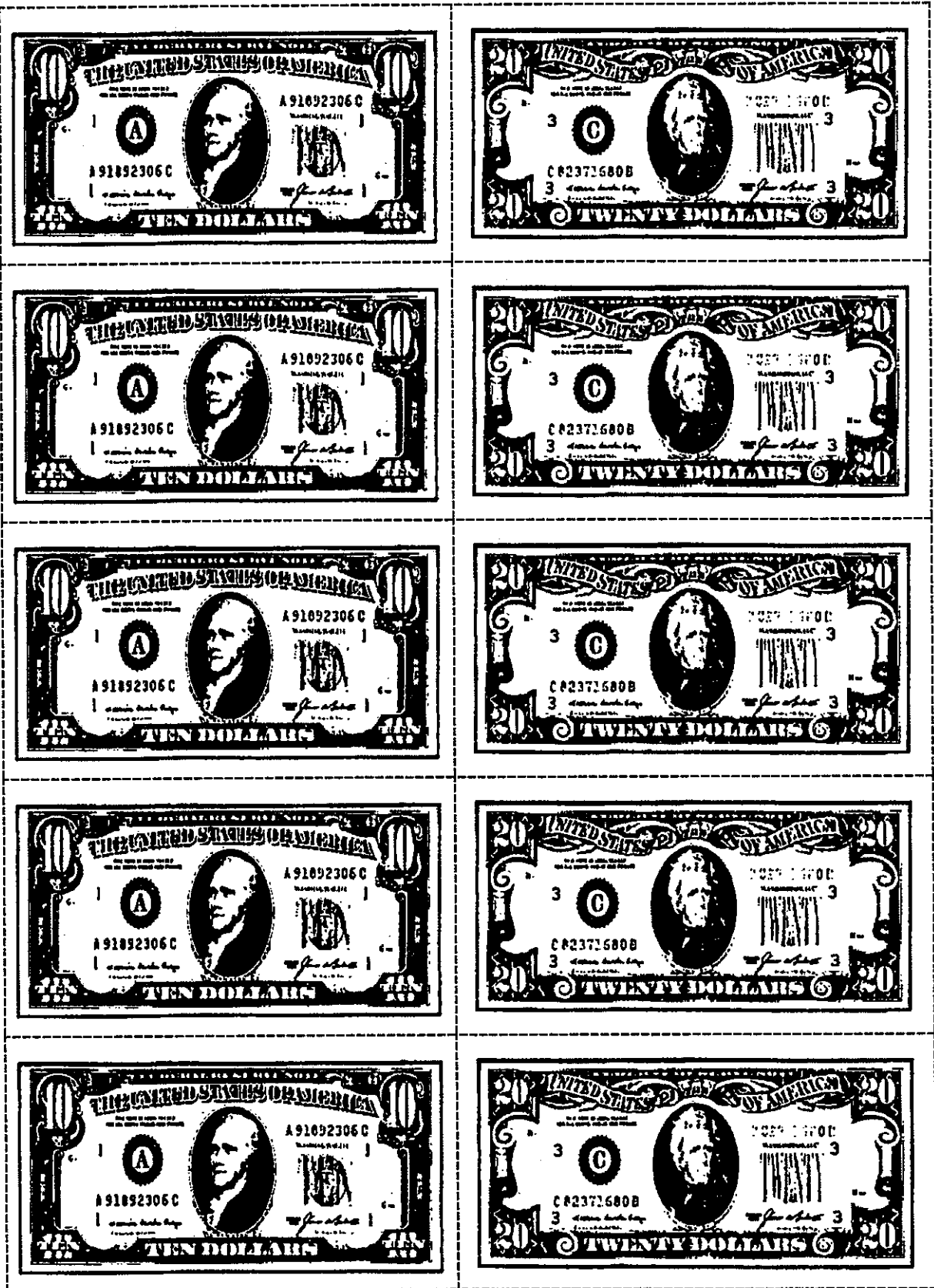
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4-H CLOTHING CAPERS





- OBJECTIVES:** For youth to:
- demonstrate good consumer etiquette.
  - identify good and bad consumer etiquette.
  - list consumer rights and responsibilities.
- LIFE SKILLS:** ○ Self-responsibility and responsible citizenship
- MATERIALS:** DO'S AND DON'TS game board  
Game pieces (spools of thread, bobbins, buttons)  
SHOPPING ETIQUETTE, Workbook page 24  
BE A SUPER SHOPPER, Workbook page 21  
DO'S AND DON'TS game cards  
Pencils
- TIME:** 1 Hour
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Prepare game board and cards.

## INTRODUCTION

Consumers have rights, but we have responsibilities too. There are many shopping situations where we can demonstrate these. Our actions and choices show our knowledge of consumer etiquette. Let's learn good etiquette.

## Do

Play DO'S AND DON'TS!

- ◆ Play the DO'S AND DON'TS card game. Each player gets four identical game pieces. The object is to move all of the pieces from START to HOME. The first player turns one card over, reads the card, and moves their piece according to the number on the card. The next player turns over the next card. At the end of the deck, shuffle the cards and begin again. Continue until all four persons have moved their game pieces to HOME.
- ◆ **SPECIAL NOTES:**
  - ▷ Only cards with the numbers 1 or 2 can be used to remove a player from START. If a 2 is drawn, then the player can move one piece from START and then draws a free card.

- ▷ A card with the number 4 requires a player to move 4 spaces backwards.
  - ▷ A card with the number 10 has two options: you can move forward 10 spaces or you can move backwards 1 space.
  - ▷ A card with the number 11 has two options: you can move forward 11 spaces or you can switch spaces on the board with anyone else's piece not in START or SAFETY ZONE.
  - ▷ All other cards require the player to move the said number of spaces.
- 
- ◆ If a player lands on a space occupied by another piece, that piece is sent back to START. Also, pieces are returned to START if it is knocked by a player moving on a slide. (SLIDE (Noted by arrows): A player may land on the beginning space of a slide and move to the end of the slide. If in doing so the player travels over another piece, that piece must be returned to START.)
  - ◆ SAFETY ZONE: A player cannot be forced to return to START once within the SAFETY ZONE.

## REFLECT

- ◆ How can you practice good consumer etiquette?  
**by following the tips on the game cards**
- ◆ What are some consumer responsibilities?  
**to be informed, select carefully, follow directions, report complaints**
- ◆ Why are these things important to know when you are shopping?

## APPLY

- ◆ Know your RIGHTS AND RESPONSIBILITIES to be a SUPER SHOPPER! Mark your answers on page 21 in your workbook.
- ◆ Practice good consumer etiquette when shopping.
- ◆ Go to a store and observe others' consumer etiquette. Using your list of "Do's & Don'ts" from SHOPPING ETIQUETTE, page 24 of your workbook, how many examples did you see? Place a check by the ones you saw. Are the customers generally polite? What do they complain about? Which of the behaviors did you observe most often? What were the consequences of their actions?

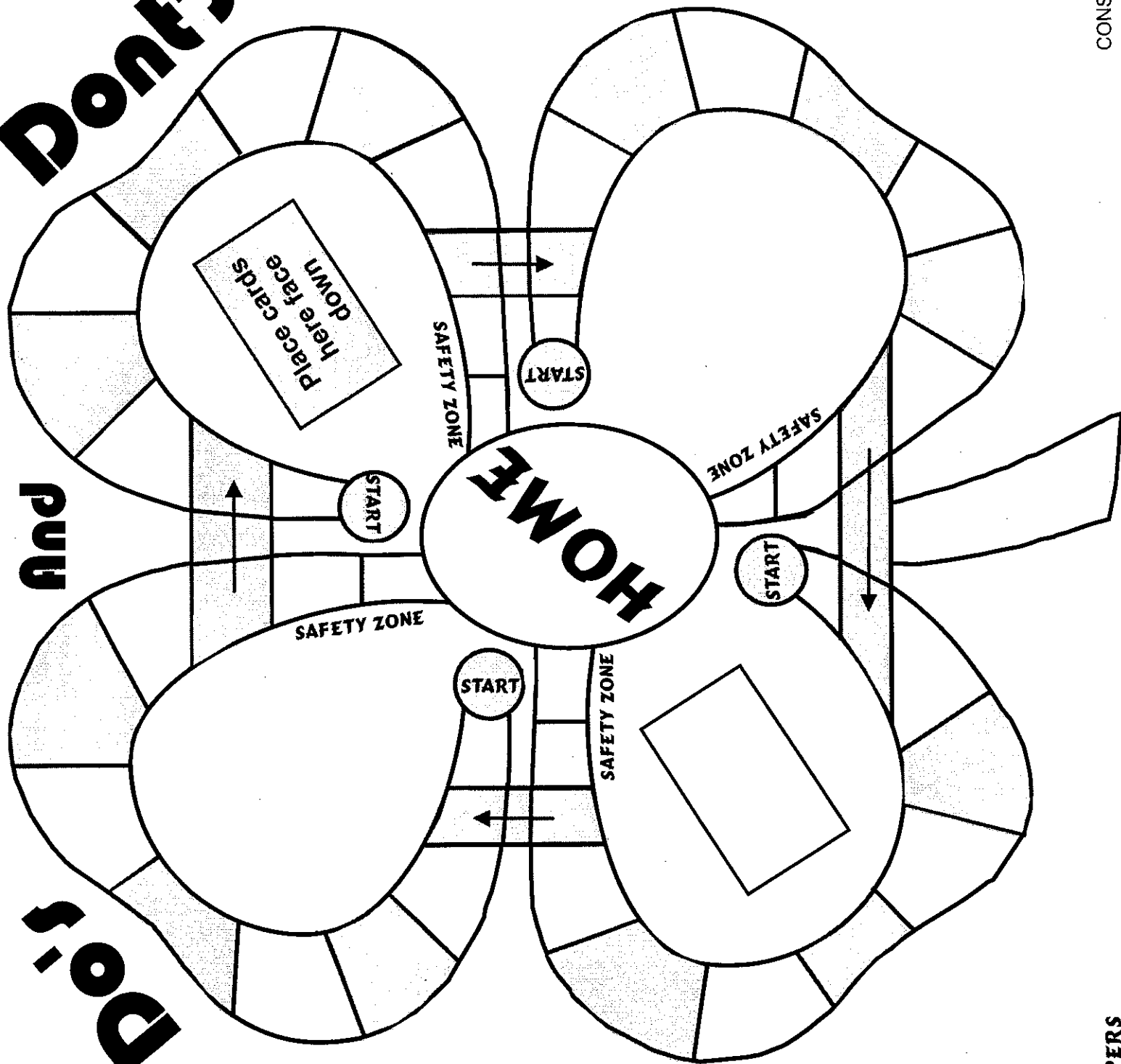
**Don'ts**

**And**

**Do's**

**S H O P P E R S**

**S U P E R**



## DO'S &amp; DON'TS GAME CARDS

Bought a garment with a snag or a rip without realizing this flaw.

**MOVE 4**

Looked at the items on the sale rack before looking at the newest items.

**MOVE 5**

Kept the receipt to a purchase.

**MOVE 3**

Washed a dry-clean only wool jacket in the washing machine instead of taking it to the dry cleaners.

**MOVE 4**

Played football while wearing a silk shirt.

**MOVE 4**

Tried on a garment for fit.

**MOVE 8**

Went to the flea market and looked for a costume for a Halloween Party.

**MOVE 2**

Took clothes that are rarely worn to the second-hand shop.

**MOVE 10**

Bought summer clothes at end of summer (for next year) when they were on sale.

**MOVE 6**

Started Christmas shopping before December 20th.

**MOVE 2**

Compared prices on jeans at several stores before purchasing.

**MOVE 11**

Read fashion information.

**MOVE 2**

Went to a clothing store's "going out of business" sale.

**MOVE 1**

Looked for clothing bargains at garage and yard sales.

**MOVE 3**

Properly hand washed a delicate item.

**MOVE 9**

Asked store policy on returns before purchasing item.

**MOVE 2**

Read care label before purchasing.

**MOVE 7**

Kept hangtags with the manufacturer's name until after the garment had been worn and cleaned several times.

**MOVE 1**

Was careful not to stain garments while trying them on.

**MOVE 9**

Mended a rip in a shirt.

**MOVE 11**

Bought something made in the U.S.A.

**MOVE 1**

Looked in advertisements for something you needed, not just something to buy on an impulse.

**MOVE 8**

Sewed on a button.

**MOVE 7**

Bought a pair of shoes on sale even though I did not need them.

**MOVE 4**

Took a shirt shopping to find a matching vest.

**MOVE 5**

Tried garments on and left them on the floor of the dressing room.

**MOVE 4**

Shopped for school clothes using a budget.

**MOVE 10**

Bought by name brand rather than by quality.

**MOVE 1**

Bought something without trying it on.

**MOVE 1**

Bought a cap because a friend had the same one.

**MOVE 4**

Had a problem with a garment but did not return it.

**MOVE 1**

Wrote the manufacturer about a defect in a garment.

**MOVE 6**

Shopped from a clothing needs list.

**MOVE 3**

Planned a clothing purchase.

**MOVE 11**

Shopped from a catalog.

**MOVE 2**

Repaired a hem.

**MOVE 10**

**OBJECTIVES:** For youth to:

- determine proper etiquette when shopping.
- discuss consumer rights and responsibilities.

**LIFE SKILLS:**

- Strengthen decision-making skills.
- Strengthen social skills.

**MATERIALS:** CONSUMER ETIQUETTE role playing scenarios

**TIME:** 30 - 45 minutes

**SETTING:** Large area with tables and chairs for role playing and follow-up activity.

**ADVANCE PREPARATION:**

Cut apart role playing scenarios for use.

## **INTRODUCTION**

When shopping for clothes, it is important to know your rights and responsibilities as a consumer. Your rights are to choose, to know, to be safe, and to be heard. Your responsibilities are to be informed, to select carefully, to follow directions, and report complaints. All of these things can be done in a polite and intelligent manner.

## **Do**

- ◆ Discuss the rights and responsibilities of a consumer, and what each means to the group using SHOPPING ETIQUETTE Workbook page 24.
- ◆ Have youth role play the shopping scenarios.
- ◆ Allow youth to identify what is being done wrong, and how it could be corrected. Also, identify the rights and responsibilities that are being exercised.

## **REFLECT**

- ◆ In each scenario, which person did the right thing? What was some of the poor behavior demonstrated?
- ◆ Why should we be polite and courteous when shopping?
- ◆ What do you think the consequences of poor behavior should be?
- ◆ How would you feel if you were the salesperson in the store? How would you



want shoppers to act when looking at clothing?

- ◆ What are the rights of a consumer?  
**to choose, to know, to be safe, to be heard**
- ◆ What are the responsibilities of a consumer?  
**to be informed, select carefully, follow directions, report complaints, return items to shelf or rack after trying on, handle merchandise carefully without soiling or staining**

## **APPLY**

- ◆ Practice good etiquette when shopping.
- ◆ Write a complaint appropriate to this scenario:

You bought a T-Shirt at the mall. Before you washed it you read the label and followed the suggested instructions. Even though you followed the care instructions it shrank and the seams twisted. You know that if you take the shirt back to the store where you bought it, the manufacturer will probably never know of the problem with their product. So instead you write a complaint directly to the manufacturer. The manufacturer is:

**T-SHIRTS AND MORE**  
Public Relations Department  
1234 99th Street  
New York, NY, 09876

### **Steps to Writing a complaint:**

1. Start the letter on a positive note, telling how you came to purchase the product and what you like about it.
2. State what you did.
3. What happened.
4. End in a pleasant manner, expressing hope that the problem can be resolved.

## SHOPPING ETIQUETTE SCENARIOS

### Returning a garment with a complaint

- #1 There is a hole in the pocket of these shorts! I didn't find it until I got home, and I didn't do it! I guess this store is too cheap to have someone to inspect the clothes before you sell them. I want my money back NOW, and I will never shop at this stupid store again.
- #2 When I got home, I noticed that there is a hole in the pocket of these shorts. I forgot to check the pockets before buying these shorts. This must be a mistake by the manufacturer. Could I please exchange these shorts for another pair without a rip? Here is the receipt.

### Etiquette in the dressing room

- #1 Stephanie went into the dressing room to try on a pair of white pants. She forgot to take off her shoes when trying on the pants. She stepped into the pants and got dirt all over them. Since the pants fit, she did not want the dirty pair. So she found another pair on the rack that was the same size and hung the dirty ones back on the rack.
- #2 Anna found a nice pair of tan pants that she liked. She went into the dressing room to try on the pants. She took off her shoes and put them to the side so as not to get the new pair of pants dirty. After trying on the pants, she decided that she did not like them. She put the pants back on the hanger and gave them to the salesperson to rehang them on the rack in the proper place.

### Etiquette in the store area

- #1 Tyrone went shopping for a new shirt. He looked through the racks and found several shirts that he liked. As he found a shirt that he liked, he took it off the rack and carried it with him. Since he could only afford to buy one shirt, he carefully looked over the shirts to see how well they were made and to see how much they cost. After deciding on the one shirt that he wanted, he went back to the other racks and hung the shirts in the proper place.
- #2 Robbie wanted a new shirt, too, so he went shopping. As he looked through the racks he found a shirt that he liked. As he looked further he found a shirt he liked better on a different rack. So he took that shirt off the rack and hung the other one in its place. As he was walking to pay for the shirt, he knocked a pair of pants off the hanger onto the floor. He turned around to see what he had done, and kept on walking.

# LESSON 6

# CARE

## 9-11 YEAR OLDS

### PURPOSE

Practice daily care of personal clothing.

### OBJECTIVES

Youth will be able to:

- ◆ do simple repair techniques.
- ◆ read care labels and understand the information.
- ◆ demonstrate simple stain removal practices.
- ◆ exhibit increased awareness of laundry techniques.
- ◆ experiment and evaluate basic laundry products.
- ◆ identify the proper ways to care for clothing.

### LESSON TIME

30 Minutes

### LEARNING ACTIVITIES

LET'S MEND IT!  
LABEL CONCENTRATION  
LABEL ACTION  
TEMPERATURE SCRAMBLE  
GOING, GOING, GONE  
"X" MARKS THE SPOT  
LAUNDRY GAME  
CLOTHING . . . TAKE CARE

### ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Care.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 6

# CARE

## Do

The following is suggested for using the activities in Lesson 6. Materials needed for each are listed within the activity.

- ◆ Practice simple mending techniques and explore different methods of closure with LET'S MEND IT.
- ◆ Identify the care information on a label and utilize it correctly with LABEL CONCENTRATION and practice sorting garments by fiber content and care label with LABEL ACTION.
- ◆ Practice matching garments with temperature in TEMPERATURE SCRAMBLE and experiment with laundry products with GOING, GOING, GONE.
- ◆ Experiment with and evaluate stain removal techniques with "X" MARKS THE SPOT.
- ◆ Demonstrate new knowledge of appropriate laundry products and procedures on garments in THE LAUNDRY GAME.
- ◆ Practice daily clothing care with CLOTHING...TAKE CARE.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Why should we mend our clothing?  
**by mending and caring for our clothes properly, we can make them last longer and look nicer for longer**
- ◆ What are some pieces of sewing equipment that can be used when mending?  
**needle, thread, buttons, pins**
- ◆ Why do we fold some of our clothes?  
**easier storage; no wrinkles; so knits won't stretch out of shape**
- ◆ Why is it important to treat a stain right away?  
**because it is harder to remove a stain once it has set**

# LESSON 6

# CARE

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- ♦ Should all garments be washed in the washing machine?  
**NO, look at the label to tell if the garment needs to be dry cleaned or hand washed**
- ♦ What could happen to a garment that is washed in an incorrect temperature?  
**the garment could shrink or change shape or color, have many wrinkles**

## APPLY

- ♦ What new skills did you learn from these activities?
- ♦ How can you use these skills daily?  
**help your family with the laundry at home by sorting, folding, and hanging; watch for spots and stains and take care of them immediately; use proper storage techniques daily; and mend your clothing and maybe your families also, as needed.**
- ♦ What skills will you use most in the future?

# LESSON 6

# CARE

## BACKGROUND BASICS...Care

### Care Labels

Begin the care of your clothing by reading the labels and hangtags. Because of new fibers, fabrics, and finishes used on your clothing, you need to take the time to carefully read how to launder each time you purchase a new garment. By law, clothing must have a permanently attached label that tells you how to care for the item. This label is the manufacturer's guarantee. If you follow the directions and have a problem you should return to the manufacturer. If you do not follow the directions and have a problem -- then the problem is yours.

Care labels must be readable for the life of the garment. For fabric the care is given on the end of the bolt. It is your responsibility to copy the information for future reference.

As you shop for clothing, labeling should be used to help you in making a decision of whether to purchase. There are several factors that are considered in the care information you find on labels: fiber content of fashion fabric, interfacing, lining, fabric construction (woven, knitted) trims, notions, special fabric finishes, dye. Care labels list only one method of care for the garment. Other methods may be suitable, but you must assume all responsibility, if the garment is damaged.

Care labels will give only one type of care a garment or fabric needs. This will include washing, drying, ironing, drycleaning, and using bleach. They do not have to warn against cleaning procedures that would harm the garment. Care labels must be legible, permanent, and available to the consumer when purchasing a garment.

Notice that care labeling is based on the warning system. If the label says "machine wash" then any temperature of water can be used. Otherwise it will tell you to use hot, warm, or cold water. The Federal Trade Commission is responsible for checking to be sure that care labels are not misleading.

### Terms Found On Label

For washing by machine: machine wash, machine wash, warm, machine wash cold, delicate or gentle cycle, durable press or permanent press cycle, separately, with like colors, wash inside out, warm rinse, cold rinse, rinse, no spin or do not spin, no wring or do not wring.

For washing by hand: hand wash, hand wash warm, hand wash cold, separately, with like colors, no wring or twist, rinse thoroughly, damp wipe only.

For drying, all methods: tumble dry, medium, low, durable press or permanent press, no heat, remove promptly, drip dry, line dry, line dry in shade, line dry away from heat, dry flat, block to dry, smooth by hand.

Ironing or pressing: iron, warm iron, cool iron, do not iron, iron wrong side only, no steam or do not steam, steam only, steam press or steam iron, iron damp, use press cloth.

# LESSON 6

# CARE

For bleaching: bleach when needed, no bleach or do not bleach, only non-chlorine bleach when needed.

For washing or drycleaning: wash or dryclean any normal method

## Laundry Procedures

After reading the garment's label, then take the time to read the laundry product's label before washing. Frequently manufacturers are making changes to their product -- and still using the same name.

Careful sorting of clothes is essential for a clean, lint-free wash and for saving energy and money. If problems occur because they were not carefully sorted, you will need to do them again -- which will cost you in time, energy, and dollars. Also, sometimes you cannot "undo" the problem. Take time to sort your laundry according to:

Color - Whites with whites, lights with lights, darks with darks.

Soil - lightly soiled with lightly soiled, heavily soiled with heavily soiled.

Fabric type - delicates with delicates, heavy with heavy.

Tendency to lint - lint receivers from lint givers.

If whites are washed with pastels or heavily soiled whites they may look dingy after washing. Man-made fibers, such as nylon and polyester, are scavengers of color. Restoring to whiteness takes time, more water, detergent and energy.

Towels and cottons are lint givers. Man-made fibers, such as polyester are lint receivers. Permanent press fabrics and knits containing man-made fibers especially attract lint.

The general rule still holds true that the hotter the water the cleaner the clothes and the colder the water, the more difficult the cleaning job. Hot water is 130 degrees or hotter, warm water is 110-120 degrees, and cold water is 80 degrees or cooler. However, you must follow the care label in the garment as to the water temperature to use. All three temperatures have a place in today's laundering.

Most washers have at least two fills in relation to the size of the wash load. They usually have two or more water temperature selections. Most washers have more than one cycle for you to select such as normal, permanent press/knit, and delicate.

Always carefully check your garments while you are sorting. Check all pockets, zip all zippers, and close other fasteners. Check carefully for any stains and pretreat/remove before putting into the washing machine. Turn knits, napped, and man-made fibers wrong side out. Turn down any cuffs. Mend all rips and tears.

# LESSON 6

# CARE

Be sure to always use the recommended amount of detergent, do not overload the washing machine, always pretreat heavy soil/stains, and select the appropriate water fill, temperature and cycle for the load of clothing you are washing. Then, remember to remove promptly to minimize wrinkling.

## Stains

One of the most frustrating problems in the care of clothing is the removal of spots and stains. The most important factor in removing a stain is to remove it promptly. The longer the stain is in a fabric, the more difficult (or even impossible) it will be to remove.

For removing mustard stains on washable clothing you are dealing with a dye and an oil stain. Gently scrape excess. Sponge or soak in cool water. Rub with liquid detergent or paste of granular detergent. Launder with detergent and appropriate bleach in hottest water recommended for the fabric.

For removing catsup stains on washable clothing you are dealing with a dye and an oil stain. Take the same steps as above with the mustard stain.

To remove chocolate, sponge or flush with drycleaning solvent. Let air dry. Sponge or soak in cool water. Let dry. Rub with laundry bar soap. Treat with a prewash stain remover and launder as usual using bleach if safe for fabric.

Grass stains are removed by sponging and then flushing with a drycleaning solvent. Rinse. Rub with detergent and launder with detergent and recommended bleach.

## Laundry Products

**Detergents** come in two forms - liquid and granular. They may be low, controlled or high sudsers. Remember suds are not needed to clean clothes. One problem that may occur when using granular detergents is they may not completely dissolve. It is important that you make sure they dissolve -- otherwise you will have a white residue on your clothing when you remove from the washing machine. A detergent booster helps maintain the whiteness or brightness of laundry.

**Bleach** is a laundry additive. It is formulated to be used with detergent. Good laundry techniques and the correct use of bleach complement each other. Purposes of bleach are to clean better, help remove soil and stains by breaking up dirt through the process of oxidation, help remove the color from some soil and stains, help to clean bleach-safe colors and whiten whites, and serve as a deodorizer and disinfectant agent.

There are two types of bleach: chlorine and oxygen. Chlorine comes in liquid form. Oxygen comes in liquid and granular forms. Always carefully follow directions for using. Never pour bleach directly on clothing.



# LESSON 6

# CARE

Liquid chlorine bleach is the most powerful bleach. It is most effect when used with a detergent. It deodorizes and disinfects. Never use on wool, 100% cotton flame retardant (FR) sleepwear, silk, mohair, acetate, spandex, or non-fast colors.

Oxygen bleach is a milder bleach. It is a preventive bleach and is most effective when used regularly. It is effective in maintaining overall whiteness at certain water temperatures.

**Enzyme pre-soaks** have the ability to loosen fresh stains, so they are easier to remove. They are particularly effective in removing the protein ones, such as blood or baby formula. Using with chlorine bleach reduces the effectiveness of the pre-soak. Enzymes do not affect color, however, soaking and prolonged exposure to water can be factors in causing sensitive dyes to bleed or fade. Do not use on wool or silk garments.

Heavy duty (all purpose) detergents come in granular and liquid form. Use granule for all washable fabrics. Liquid detergents are especially effective in handling oily soils and pretreating grease spots and stains. Light duty laundry detergents (granular only) are for delicate fabrics and baby clothing.

**Laundry bar soaps** are good for pretreating heavy soils an stains prior to laundering. Handwashing lingerie and hosiery are other uses. Soaps give excellent cleaning results if used in "soft" water. In hard water, if a water conditioner has not been added it forms a soap curd, which sticks to the fabric. The fatty acids in soaps have combined with the water hardness minerals, calcium and magnesium. This makes cleaning difficult.

**Fabric softeners** are available in liquid, sheets, or as part of the detergent. Some are formulated to be used in the washer, some in the dryer. Follow directions for use. They work well in cold or warm water temperatures. It is possible to overuse. This will cause garments and towels to be less absorbent. Their purposes are to soften fabrics, make fabrics fluffier and bulkier, minimize wrinkling in dryer, make ironing easier, impart a fragrance, reduce drying time, lubricate fabrics so they will shed water.

The purpose of **water conditioners** are to modify tap water to make it more efficient to use and to soften water. The best cleaning action takes place in soft water. A laundry solution is made up of about 99.85% water, and 0.15% detergent. So, water is a very important ingredient. Most of Florida has very hard water (over 12 grains per gallon or 105.2 milligrams per liter).

## Washer Option Selection

Select the available options on your washing machine, such as water temperature for wash and rinse; cycle, such as delicate or permanent press; and water level, such s small or normal. These decisions should be made on each load of clothes to be washed. If using a cold water wash selection -- wash longer. Select the longest cycle on your washer or add agitation time to a short cycle. For the greatest soil removal, agitate the wash load 12 to 14 minutes or use a presoak to give extra washing.

# LESSON 6

# CARE

## **Folding**

Proper storage of clothing is important to prolong its life and for it to be ready to wear. Hand clean clothing that has been laundered or folded carefully before storing in a drawer to eliminate wrinkles. If placed on hangers for storage remember to button garment (at least every other button) and zip zipper. Be sure the garment is on the appropriate hanger and is centered on the hanger. To minimize wrinkling, do not crowd clothing into a closet or drawer.

When you take off your clothing, if it is dirty, place in the dirty clothes container. If you can wear again - store the item appropriately.

## **Mending**

Sometimes clothing requires mending, such as a button is missing or you have a small rip. Know where the mending supplies are kept such as needles, thread, safety pin, straight pins, buttons, other fasteners.

### **How To Sew On A Button**

Hide the knot and secure thread under the button OR between fabric layers. Use a double thread, bring thread up through hole allowing for shank (if not one) by using a toothpick or pin to help maintain this space. Go through the second hole taking thread through fabric. Continue stitching in the same place for 6 stitches. Remove the toothpick or pin. Wind thread around stitches under the button to create the thread shank. Secure thread.

For sew through buttons use a double thread of either all purpose, topstitching, or buttonhole thread. Hide knot under the button. Bring thread up through hole allowing for shank (use toothpick or pin). Go through second hole taking thread through fabric. Continue stitching in the same place for 6 stitches. Remove toothpick or pin and wind thread around stitches under button. Secure thread.

For shank buttons, stitch through fabric and shank 6 times.

### **How To Sew On A Hook And Eye**

The straight eye is used with edges lap and the loop eye is used with edges meet. Hooks and eyes are used when there is strain on a garment. Stitches should completely cover the ring. Be sure to anchor down the end of the hook with a few stitches.

**Sewing Hooks and Eyes** - For sewing hooks and eyes anchor the thread where the hook or eye is to be located by taking 2 tiny stitches. Bring the thread up through the ring to be sewn. Use an overhand or buttonhole stitch with stitches close together and stitch around the ring, being sure the stitches do not show on the right side. Secure thread.

# LESSON 6

# CARE

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## **Sewing On Snaps**

For sewing on snaps anchor thread where the snap is to be placed by taking 2 tiny stitches. Bring the thread up through one of the holes in the snap. Use the overhand or buttonhole stitch, placing stitches close together and filling up the space before going to the next hole. Secure thread. Note: The ball part of the snap is placed to the overlap, the sock to the underlap. Snaps are used where there is little strain.

NOTE: Overhand Stitch is taking stitches over an edge. A buttonhole stitch is a very strong stitch, because the needle is inserted in the loop before pulling the stitch tightly and forming a knot on the edge.

**OBJECTIVES:** For youth to:

- make a mini mending kit.
- learn how to sew on buttons.
- practice sewing on fasteners.

**LIFE SKILL:** ○ Demonstrate use of fine motor skills.

**MATERIALS:** For MINI MENDING KIT, each youth will need:

Small pill or small film container

2 inch x 5 inch strip of felt

Sewing equipment: 3 needles, 2 safety pins, 2 straight pins, 5 different colors of thread (white, black, beige, navy, red) 2 buttons (one sew-through button and one shank button)

5 toothpicks

For CLOSURE CREATURES, each youth will need:

2 snaps

2 hooks and eyes

3 buttons

Scissors

Needle and thread

Brown felt, 12 inches by 12 inches

Posters on Sewing on Fasteners

**NOTE:** Purchase the largest size of fasteners possible since this may be a difficult task for younger youth.

**TIME:** 45 Minutes

**SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATIONS:**

Collect supplies for mending kits and closure creatures.

## INTRODUCTION

What happens when a button comes off your shirt? Where are the supplies for sewing it back on? Where can you learn how to do it? Right here, right now. You are going to put together your own personal mini mending kit. And, then you are going to learn how to sew on different fasteners.

## Do

Make your own MINI MENDING KIT!

- ◆ Give each youth a strip of felt and five toothpicks.

- ◆ Demonstrate inserting toothpicks through the felt about ½ inch from the top and back through about ½ inch from the bottom. Have toothpicks about ½ inch apart.
- ◆ Give each youth one color of thread at a time to be wrapped around the toothpick.
- ◆ Place the needles, straight pins, and safety pin through the felt.
- ◆ Roll up your kit and place in the container.
- ◆ Place two buttons on top of the roll.
- ◆ Give each youth a kit containing felt for their bear, thread, and fasteners. They will use a needle from their mini mending kit.
- ◆ Post large illustrations of how to sew each fastener and demonstrate how to sew on each of these fasteners:
  - buttons
  - snaps
  - hook and eyesand how to fasten bear together.
- ◆ Make a Closure Creature.
- ◆ Demonstrate how to add a loop at top so they can hang their "Closure Creature."

## **REFLECT**

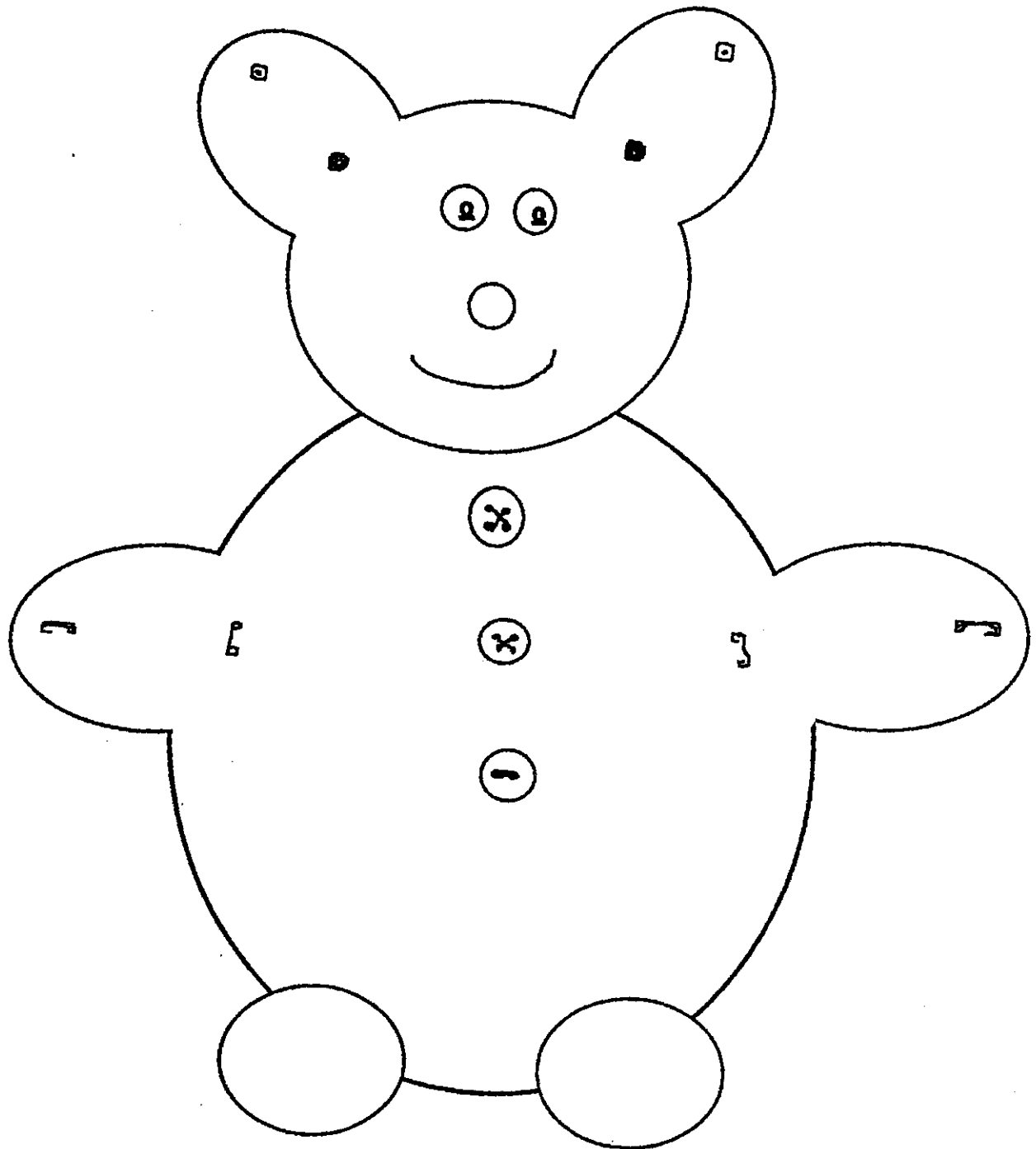
- ◆ What were the items we put in your mini mending kit?  
**needle, thread, buttons, straight and safety pins**
- ◆ What can you mend with this kit?  
**sew on buttons or other fasteners, repair a hem, mend a small hole in seam**
- ◆ What is one additional sewing tool you would need?  
**scissors**
- ◆ What types of clothing do you find buttons on?  
**shirts, pants, jackets**
- ◆ Where do you find hooks and eyes?  
**waistbands of pants and skirts**

- ◆ Where do you find snaps?  
blouses, dresses, some jackets
- ◆ What did you like best about today's activities on mending?
- ◆ Are there other mending skills you need in order to keep your clothes ready to wear?

## **APPLY**

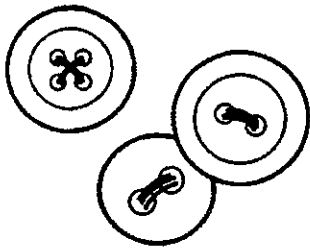
- ◆ Make a MINI MENDING KIT for a family member or friend.
- ◆ Check your garments for loose or lost buttons and fasteners and mend them.
- ◆ Use the mending kit to mend your clothes or your family's clothes.

# Closure Creature Pattern



**CLOTHING CAPERS**

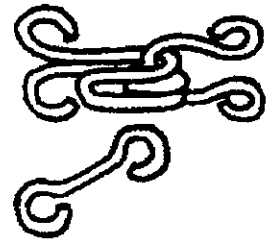
# Know Your Fasteners!



**Buttons**






**Snap**



**Hooks & Eyes**

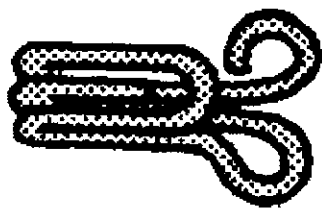
**The fastener should:**

-  **be sewn on with a single thread and small even stitches.**
-  **have stitches that do not show on the right side.**
-  **be secure.**





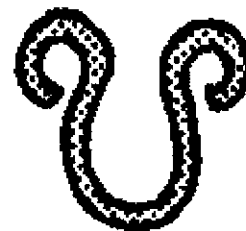
# Hooks and Eyes



**Regular hook**

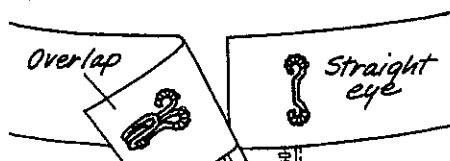


**Straight eye**

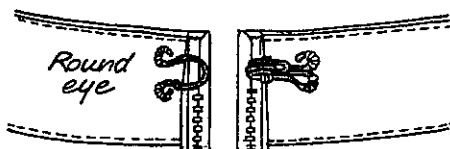


**Round eye**

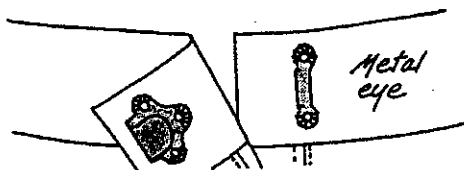
The straight eye is used when edges overlap.



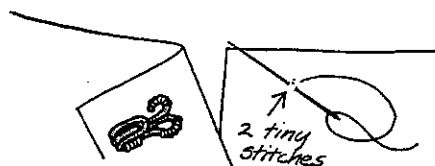
The round eye is used when edges meet.



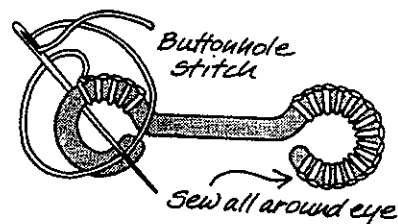
The metal eye is used when there is strain or pull, such as a waistline.



## How To Sew On



Take two tiny stitches to anchor the thread where the hook and eye is to be located.

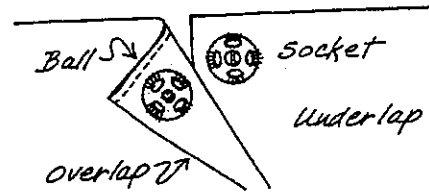


Bring the thread up through the ring to be sewn.

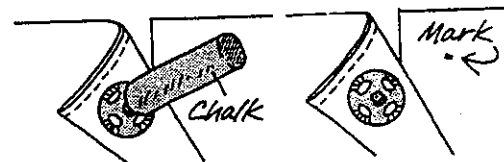
Use an overhand or buttonhole stitch around the ring. Slip needle through fabric layers to next ring. Complete stitching. Securely anchor thread.

# It's A Snap!

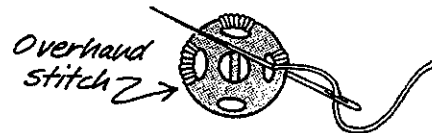
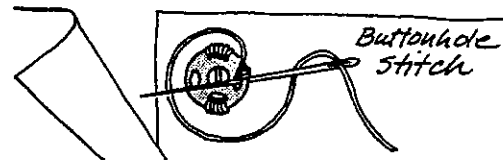
The ball part is placed on the top (overlap). The socket is placed on the bottom (underlap).



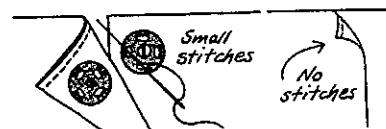
Sew the ball on first. Lightly rub ball with chalk and press to opposite side to mark socket location.



Stitch the snap in place using an overhand or buttonhole stitch.



When you have filled all the spaces on the snap, securely anchor the thread.



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ read and understand care information on garment labels.</li><li>○ sort laundry by identifying specific care information.</li></ul>
<b>LIFE SKILL:</b>	○ Classification skills.
<b>MATERIALS:</b>	CONCENTRATION CARDS
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	Area for children to spread cards out, either floor or table.

## INTRODUCTION

All of your clothes have labels when you buy them. The information on these labels is very important. We've learned that they provide us with instructions on the care of our garments. Let's take a closer look at these instructions with a LABEL CONCENTRATION game and sort the labels into groups by care instructions.

## Do

Play LABEL CONCENTRATION!

- ◆ Give the youth a set of CONCENTRATION CARDS.
- ◆ Have youth mix the cards up and turn all of them face down.
- ◆ One at a time the youth should turn over two of the sample garment labels to look for a match. The match could be made on care instructions!
- ◆ If a match is identified, the cards are kept and that child may select two more cards.
- ◆ If a match can not be made or identified incorrectly, the cards are turned back over and the next person takes a turn.
- ◆ Play ends when all of the cards have been matched correctly. The person with the most number of matches is the winner.

## REFLECT

- ◆ What information can be found on a garment label?  
**fiber content, country of origin, size, care instructions, name brand**
- ◆ Can you think of other helpful information that might be on a garment label?  
**special finish**
- ◆ What were some of the different care instructions given on these labels?  
**dry cleaning or washing instructions; dryer instructions; use of bleach**
- ◆ Ask youth to look at all the labels to answer this question - For all machine washable items, did the label include drying information?  
**yes, it is required by law**
- ◆ Where are labels located in different garments?  
**sewn in seams - usually side or neckline seams; care labels for socks are on the package**
- ◆ Why is it important to read the information on a label?  
**the information can help us make our garments last longer and look nicer; it tells us who made the garment and what the fiber content is**
- ◆ How will you use this information in laundering our clothes?

## APPLY

- ◆ Look at labels before buying or washing clothes.
- ◆ Share what you learned with your family.

## CONCENTRATION CARDS

<p><b>Taylor Made</b> 100% Wool</p> <p>8 Dry Clean Only RN 611</p> <p>made in Britain</p>	<p><b>ABClothes</b></p> <p>size 8 100% acetate Dry clean only RN 490</p>
<p><b>Sweetie C.</b></p> <p>50% Rayon/50% Polyester 10 Dry clean only RN 540</p> <p>MADE IN GERMANY</p>	<p><b>ABClothes</b></p> <p>size 12 50% Rayon/50% Polyester</p> <p>Hand Wash RN490 Made in Mexico</p>
<p><b>COLOR RAMA</b></p> <p>size 6 100% nylon</p> <p>Machine Wash - Cool Tumble Dry - Low Remove Promptly</p>	<p><b>Bongo Bongo</b></p> <p>X-LARGE</p> <p>50% Wool/50% Acrylic Dry Clean</p> <p>Made in Austria</p>
<p><b>ZEE DEE</b></p> <p>XX-Small</p> <p>50% Wood/50% Acrylic Dry Clean</p> <p>MADE IN AUSTRIA</p>	<p><b>Wondermania</b></p> <p>40% Nylon/60% Acrylic XX-Large Machine wash warm, Tumble dry medium, Remove promptly.</p> <p><b>Non-Chlorine Bleach Only</b> made in Egypt</p>

**CONCENTRATION CARDS**<sub>(cont.)</sub>

<p><b>COOL TEE'S</b></p> <p>100% Wool</p> <p><b>8</b></p> <p>Dry Clean Only</p> <p>made in Taiwan</p>	<p><b>COOL TEE'S</b></p> <p><b>MEDIUM</b></p> <p>60% COTTON/40% POLYESTER</p> <p>MACHINE WASH WARM</p> <p>Dry Flat</p> <p><i>made in taiwan</i></p>
<p>Carla's Collection</p> <p><b>L</b></p> <p>100% Rayon</p> <p>Dry clean only</p> <p>MADE IN CHINA</p>	<p><b>ZING CO.</b></p> <p>100% Silk</p> <p><b>X-Small</b></p> <p>Hand Wash, Hang to Dry</p> <p>No Bleach, No Iron</p>
<p><b>ZING CO.</b></p> <p>100% Nylon</p> <p>made in Hong Kong</p> <p><b>X-Small</b></p> <p><b>HAND WASH</b></p>	<p><b>GATOR WEAR</b></p> <p><b>X-LARGE</b></p> <p>50% RAMIE/50% COTTON</p> <p>MACHINE WASH WARM SEPARATELY</p> <p>TUMBLE DRY</p>
<p><b>Carlington &amp; Co.</b></p> <p>ONE SIZE FITS ALL</p> <p>45% Polyester</p> <p>35% Lamb</p> <p>20% Rayon</p> <p><i>Dry Clean Only!</i></p>	<p><b>Carlington &amp; Co.</b></p> <p>ONE SIZE FITS ALL</p> <p>45% Acrylic</p> <p><i>Machine Wash Warm. Dry Flat.</i></p>

CONCENTRATION CARDS(cont.)

<p>100% Cotton</p> <p><b>COOL TEE'S</b></p> <p><b>ONE SIZE FITS ALL</b></p> <p>RN 0Z3350B MADE IN JAPAN</p> <p>MACHINE WASH WARM SEPARATELY TUMBLE DRY LOW</p>	<p><b>Breezy Blues</b> <b>9/10</b></p> <p>RN 3359206 Machine Wash Warm Tumble Dry-Medium Remove Promptly</p> <p>Made in USA</p>
<p><b>Jimmy B's</b> <b>S</b></p> <p>100% Silk RN 53967750</p> <p>HAND WASH, WARM DO NOT TWIST OR WRING HANG TO DRY.</p>	<p>100% WOOL</p> <p><b>Hatchfield &amp; Co.</b> <b>L:32 W:34</b></p> <p>RN 5537670B DRY CLEAN ONLY MADE IN BRITAIN</p>
<p><b>THE EXTENT</b></p> <p>5/6 100% Linen</p> <p>Machine Wash Warm, Chlorine Bleach, if needed, Tumble Dry - Low Remove Promptly. Iron, if needed.</p>	<p>100% Rayon</p> <p><b>Brennen &amp; Brennen</b></p> <p>16</p> <p>MACHINE WASH-COOL DELICATE CYCLE NO BLEACH, TUMBLE DRY-LOW REMOVE PROMPTLY RN7766433</p>
<p><b><i>liza * liza</i></b></p> <p>100% acetate DRY CLEAN ONLY!</p> <p>RN6223450A Made in Taiwan</p>	<p><b>Ashton's Follies</b> <b>30 30</b></p> <p>50% Cotton/50% Polyester</p> <p>Machine Wash-Warm. Chlorine Bleach, if needed Tumble Dry-Low Remove Promptly</p>

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ read and understand information on garment labels.</li><li>○ sort laundry by identifying specific care information from garment labels</li></ul>
<b>LIFE SKILL:</b>	○ Strengthen classification skills
<b>MATERIALS:</b>	Copies of LABEL ACTION Activity Sheet for each youth 2 - 3 baskets/groups of assorted clothing
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	Area for children to sort clothes, either floor or table.

## **INTRODUCTION**

We've learned that all our clothes have labels and/or hangtags when we buy them. The information on these tags is very important. Let's review what information we find on these labels. Who can name them? (size, fiber content of the article of clothing, the country in which the garment was made, the RN number and care instructions) Which item of information is required by law to be permanently attached to the garment? (care instructions, country of origin, registered trademark number) By conducting this laundry sort we will look at the information more closely and sort the clothes into care groups.

## **Do**

Do a LAUNDRY SORT.

- ◆ Assign each "laundry team" to a basket/group of clothes.
- ◆ Give each of them a LABEL ACTION Sheet.
- ◆ Provide them with the following instructions.
- ◆ As a team, sort and record the clothing by fiber content and care information on your "laundry."
- ◆ Give each group 5 pieces of paper and markers to make "sorting" cards. They need to make one each of the following:
  - Machine Wash Cold
  - Machine Wash Warm
  - Machine Wash
  - Hand Wash
  - Dry Clean Only!



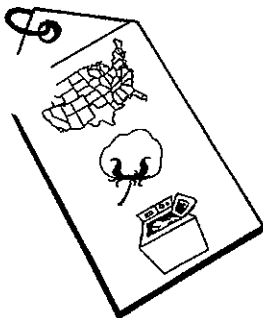
## REFLECT

After each group has completed their laundry sort, discuss and compare their results with these questions.

- ◆ Which care instruction group had the most clothes?
- ◆ What was the most frequently found fiber content among your "laundry" in this stack?
- ◆ Look at your other stacks and your chart. From what type of fabrics are these garments made?
- ◆ Which care method is most expensive?  
**dry cleaning**
- ◆ Which fibers most frequently require dry cleaning?
- ◆ What types of garments required dry cleaning most often?
- ◆ What types of garments required hand washing or other special instructions?
- ◆ What other observations can you make about the relationship between the type of garment, the fiber content and the required care?
- ◆ How does this affect what you buy?

## APPLY

- ◆ Look at labels before buying or washing clothes.
- ◆ Share what you learned with your family.



LABEL ACTION

Sort and Record Your Garments, Fiber Content and Care Instructions.

CARE CODES

- 1. Machine Wash
- 2. Machine Wash Cold
- 3. Machine Wash Warm
- 4. Hand Wash
- 5. Dry Clean

	FIBER	CARE

**OBJECTIVES:** For youth to:

- identify temperatures relating to washing machine settings
- match correct clothes with temperatures by reading their care label

**LIFE SKILL:** ○ Critical thinking skills

**MATERIALS:** THERMOMETER Poster  
CLOTHES SAMPLES  
Blindfold  
Masking tape  
Copies of TEMPERATURE GUIDE Handout for each youth

**TIME:** 30 minutes

**SETTING:** Room with a wall and open space.

**ADVANCE PREPARATION:**  
Prepare poster and cut out clothes samples.

## INTRODUCTION

Every washing machine has a hot, warm and cold cycle, but exactly how hot is hot? We know that fabrics react differently to water temperatures. Let's talk about the effect of water temperature on our laundry.

## Do

Play TEMPERATURE SCRAMBLE!

- ◆ Tape the THERMOMETER to a wall facing an open space.
- ◆ Discuss the different temperature levels on the thermometer. What kinds of garments should be washed in each? (Refer to TEMPERATURE GUIDE)
- ◆ Ask for a volunteer. Give the volunteer a garment (with tape on the back) from the CLOTHING SAMPLES. Blindfold the volunteer and spin around three times. Have the youth place the garment on the thermometer.
- ◆ Remove the blindfold from the youth. See how close the garment was placed to where it's proper place is on the thermometer.
- ◆ Repeat with the other youth.

## REFLECT

- ◆ What could happen to a garment that is washed in an incorrect temperature?  
**the garment could shrink, change shape, change color, have excessive wrinkles**
- ◆ Why is it necessary to wash some things at a hotter temperature?  
**the garment may be very soiled; the hot water is needed to remove the soils**
- ◆ Name some garments that might could be washed in hot water.  
**leave in heavily soiled white or light colored cottons; diapers, light colored cotton towels and sheets**
- ◆ Name some garments that should be washed in warm water.  
**usually T-shirts, knit pants, knit skirts or shirts, permanent press garments**
- ◆ Name some garments that should be washed in cool water.  
**usually washable woolens, bright colored garments, lightly soiled garments**
- ◆ **REMEMBER:** Always check the care label.

## APPLY

- ◆ Help check for heavily soiled clothes in your family's laundry. Treat them properly.
- ◆ Check the temperature of your washing machine cycles at home. **(Do this with an adult!)**
  1. Set the machine at the hot wash cycle.
  2. Let the water run until it is hot. (about 1 minute)
  3. Hold a glass under the source of the water.
  4. Put a candy or meat thermometer in the glass and check the water temperature.
  5. Do the same for the warm and cold wash cycles.

# Temperature Guide

Use **ONLY** if care label recommends.

Use **HOT, 130°F (55°C), or warmer** for:

- 100 percent white and colorfast cottons.
- Heavily soiled white or light-colored cottons.
- Greasy, oily stains on the above-mentioned fabrics which generally need hot water to melt and remove fats.
- Perspiration and deodorant stains.
- Diapers.

Use **WARM, 100° to 110°F (38° to 42°C), for:**

- Man-made fabrics, knits or wovens, permanent press or wash and wear, all of which require less pressing with warm wash and cold rinse.

Use **COOL, 80°F (26°C), or cooler** for:

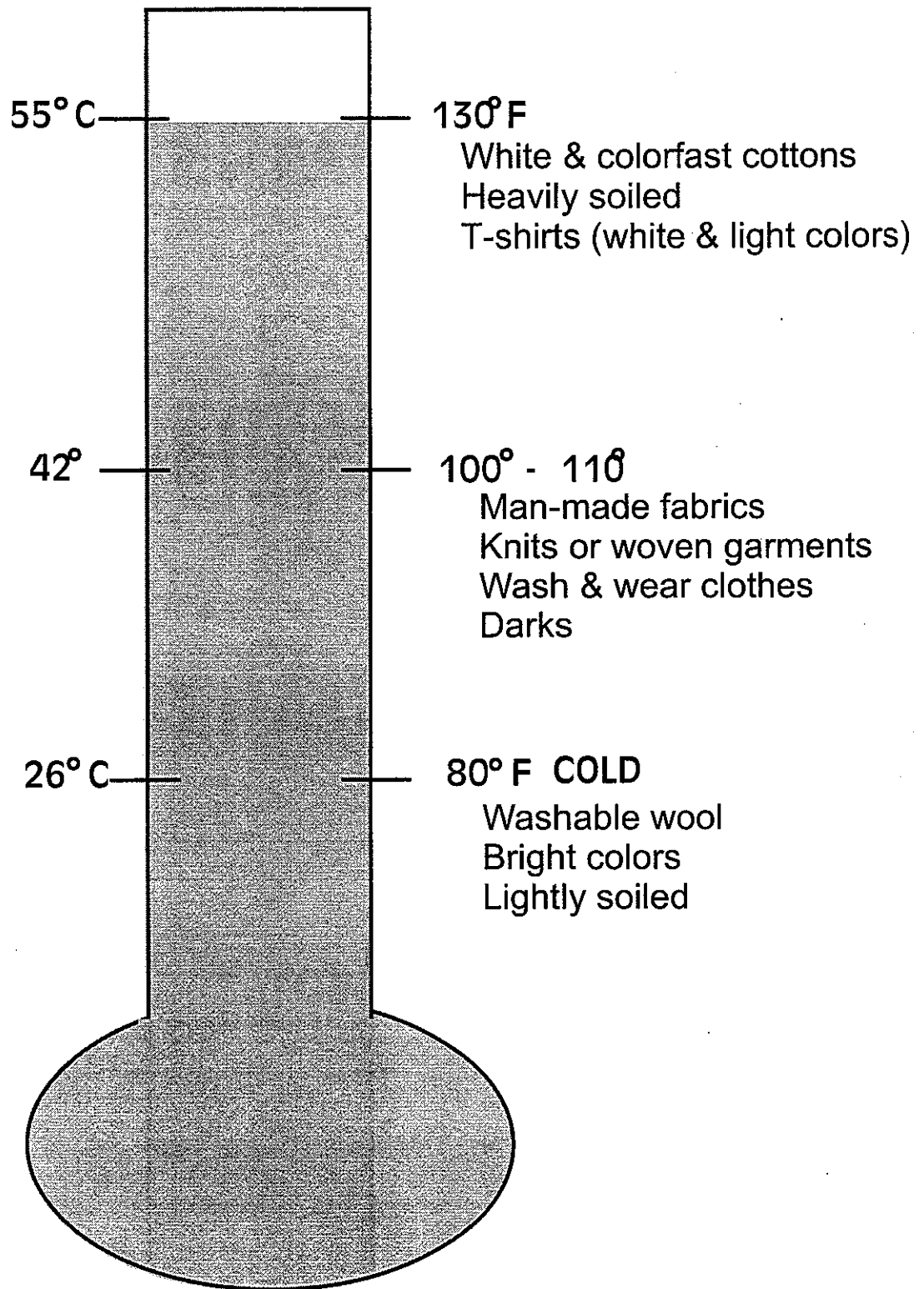
- Washable woolens.
- Bright or intense colors, unless heavily soiled.
- Dark or bright colors that bleed.
- Lightly to moderately soiled items that have been presoaked and/or pretreated.

Use **COLD, 80°F (26°C), or cooler** for:

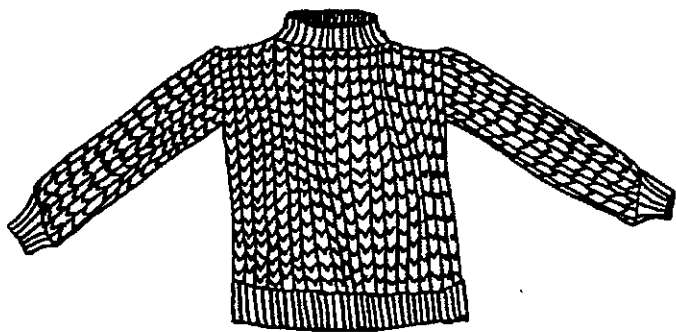
- All rinsing unless you have lower cost gas-heated water and higher cost electric drying. Then you conserve energy by using a warm rinse for more complete water removal before drying. You can use cold water for rinsing, regardless of wash-water temperature.



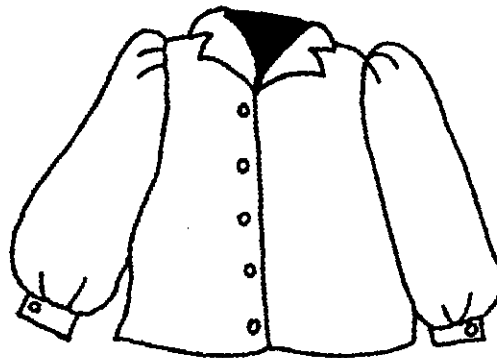
# THERMOMETER



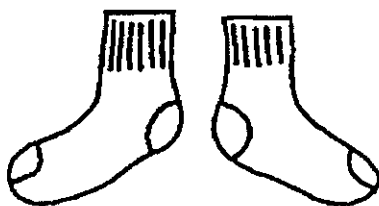
# CLOTHES SAMPLES



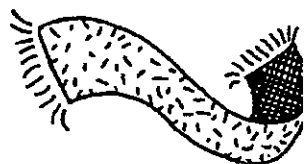
*Knit Sweater*



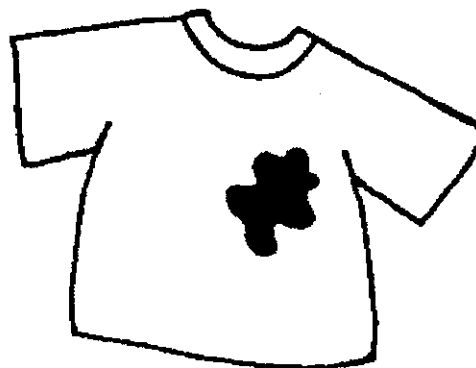
*Shirt/Blouse*



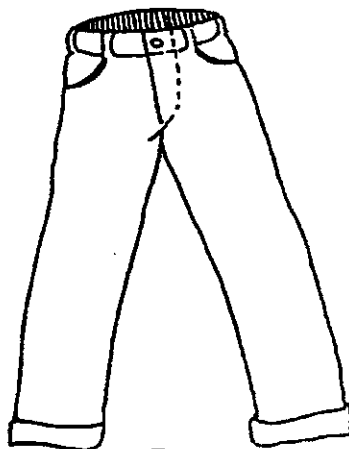
*Socks*



*Scarf*



*Stained T-shirt*



*Jeans*

**OBJECTIVES:** For youth to:

- develop knowledge about solubility of detergents
- exhibit increased awareness of laundry techniques
- experiment with basic laundry products

**LIFE SKILLS:** ○ Enhance math skills by measuring.  
○ Observation, analysis and evaluation skills.**MATERIALS:** GOING, GOING, GONE and WHICH ONE IS BEST? Workbook Activities, pages 27-28

6 pint-size jars with lids  
Warm and cold water  
2 different brands of granular detergent  
1 brand of liquid detergent  
1 set of measuring spoons and cups  
Paper towels or hand towels  
Copies of take-home OBSERVATION CHART (optional)  
Thermometer

**TIME:** 30 - 45 minutes**SETTING:** Area accessible to hot and cold water with tables (sink optional)**ADVANCE PREPARATION:**

Gather and organize materials for each work station. It is recommended one set of materials for every 4-5 youth.

## INTRODUCTION

Different detergents dissolve differently in cold water than in warm water. In order to get clothes completely clean when doing the laundry, the detergent should be completely dissolved before the textile items are added. We are going to experiment with some detergents to see which one is the most soluble in different temperatures.

## Do

Experiment with GOING, GOING, GONE!

- ◆ If materials and space are available, let each youth complete their own experiments, otherwise divide youth into groups of 4-5.
- ◆ Review the supplies and the workbook instructions with youth before beginning. Also, have each youth "predict" their expected results prior to beginning the experiments.
- ◆ Put one cup of cold water into two different jars.



- ◆ Put 2 tablespoons of one brand of granular detergent into one jar and another brand in the other.
- ◆ Follow the same procedure for the warm water.
- ◆ Tighten the lids on all jars and label them with water temperature (warm/cold) and brand of detergent.
- ◆ Shake each jar vigorously five times and observe what happens. Record the results on your WHICH ONE IS BEST? observation chart in the workbook on page 28.
- ◆ Try the same experiment with the liquid detergent and record the results.
- ◆ Be sure to note which detergents are concentrated and those that are not.

## REFLECT

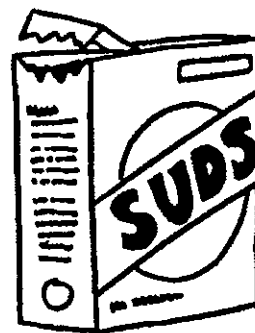
- ◆ Which brand of granular detergent was the most soluble?
- ◆ Was the granular detergent more soluble in the warm water or the cold?
- ◆ Was the liquid detergent more soluble in the warm water or the cold?
- ◆ How did the results compare to your "predictions" or expectations?

## APPLY

- ◆ How can you use this information at home?  
**when washing clothes at home, pay attention to the water temperature indications on the detergent instructions**
- ◆ Check the temperature of the water used in your washing machine. Record a reading for the cold, warm and hot cycles. Test how soluble the detergents used at home are in different water temperatures, using the take-home copy of the GOING, GOING, GONE OBSERVATION CHART.



# GOING, GOING GONE! OBSERVATION CHART



DETERGENT	TEMPERATURE	RESULTS
Granular Detergent (1)	COLD	
	WARM	
Granular Detergent (2)	COLD	
	WARM	
Liquid Detergent	COLD	
	WARM	

**OBJECTIVES:** For youth to:

- develop knowledge about stains and stain removal on washable fabrics
- have an experience in using different products on the same stain
- practice stain removal

**LIFE SKILLS:** ○ Critical thinking skills.

- Observation, analysis, and evaluation skills.

**MATERIALS:** Fabric Stain Swatches:

- 100% cotton knit fabric
- 50% cotton/50% polyester knit fabric
- 100% cotton denim
- 65% cotton/35% polyester, shirt/blouse woven fabric (optional)
- 100% cotton or cotton/polyester blend poplin (optional)
- Chocolate
- Mustard
- Catsup
- Grease (optional)
- Grass (optional)

**Supplies Needed for "Experiment" Stations:**

- Chlorine bleach
- Oxygen bleach
- Pre-wash stain remover
- Jars with tight lids
- Liquid detergent
- Measuring spoons
- Granular detergent
- Copies of "X" MARKS THE SPOT Recording Sheet
- Old newspapers

**TIME:** 45 minutes

**ADVANCE PREPARATION:**

Cut fabric into 4 inch squares. Pre-stain fabrics as described below. Make copies of recording sheet.

## INTRODUCTION

Have you ever had to discard a garment because a stain could not be removed? Why was that? Did you not treat immediately? Did you not tell your mom? Did you just put it with the other dirty clothes? The sooner a stain is treated the easier it is to remove. Let's do some experimenting with stains and fabrics in clothing you wear such as T-shirts and jeans.

## Do

Experiment with X MARKS THE SPOT!

- ◆ Divide youth into six groups (as specified below), give each group of youth five fabric swatches that have been pre-stained and labeled as to: 1) dried in dryer, 2) one week old, 3) overnight, 4) just happened and 5) not stained)

Group 1.	100% cotton knit, chocolate
Group 2.	100% cotton knit, mustard
Group 3.	50% cotton, 50% polyester, chocolate
Group 4.	50% cotton, 50% polyester, mustard
Group 5.	100% cotton denim, chocolate
Group 6.	100% cotton denim, mustard

Note: For older youth you can use the optional fabric blends and additional stains for more intensive stain removal challenges!

- ◆ Ask each group to get newspaper to cover working area, jars, and measuring spoons.
- ◆ Review with them the recording sheet.
- ◆ Show that a variety of laundry products are available for them to use. Emphasize that each has its own measure (spoon or cup) to use.
- ◆ Have them do the experiment and record their observations.  
**CAUTION: Do not mix chlorine and oxygen bleach!!**

## **REFLECT**

- ◆ Have the groups with the same stains and different fabrics and the groups with same fabrics and different stains share the results they observe.
- ◆ What difference did it make in how long the stain had been in the fabric?
- ◆ What difference did you see in the laundry products used? Was one more effective?
- ◆ Share an experience that you have had with a stain on a favorite garment.
- ◆ What did you learn from this activity?
- ◆ How will you use this information in the future?

## **APPLY**

- ◆ Look at your clothing to see if any have stains. Use what you learned to try to remove them.
- ◆ Practice immediately blotting and diluting with tap water the next stain you have on a washable garment.



**CLOTHING CAPERS**

## "X" MARKS THE SPOT

Fiber Content: \_\_\_\_\_

Stain: \_\_\_\_\_

FABRIC SWATCH  
CONTROL  
(No stain)

CONDITION	PRODUCTS	WATER	
Put in clothes dryer until dry.			
One week old			
Overnight			
Just Happened			

<b>OBJECTIVES:</b>	For youth to : <ul style="list-style-type: none"><li>◦ identify appropriate laundry products and procedures for washable items</li></ul>
<b>LIFE SKILLS:</b>	◦ Critical thinking and decision making skills.
<b>MATERIALS:</b>	20 "I" (item) cards 60 "P and P" (product and procedure) cards (You will need to have 1 set of these cards for each group of 4-6 players)
<b>SETTING:</b>	A comfortable room with tables or floor space for playing cards.
<b>ADVANCE PREPARATION:</b>	Copy and cut card sets. Color code different sets for ease in sorting and using again.

## INTRODUCTION

This business of doing the laundry can be really complicated -- what products to use, how to sort, what water temperature, how long to wash, how to dry, how to treat stains. Let's have fun today and play THE LAUNDRY GAME and learn more about how to do the laundry.

## Do

Test your knowledge with THE LAUNDRY GAME!

- ◆ Divide into groups of 4 to 6 players.
- ◆ Hand each group a set of cards.
- ◆ Let each group select a dealer, who shuffles the "I" cards.
- ◆ Each person selects a card.
- ◆ The dealer shuffles the "P and P" cards and deals each player 7 cards.
- ◆ Review the "Goal and Rules of the Game."
- ◆ Play "THE LAUNDRY GAME."

## REFLECT

- ◆ What were the products and procedures you needed to follow for laundering your item?
- ◆ Why do you need to know what products to use for doing the laundry?
- ◆ Why do you need to know what procedures to use for doing the laundry?
- ◆ What did you learn from playing this game?

## APPLY

- ◆ How can you use the information you've learned from this game at home?  
**share what you have learned about doing the laundry with a family member; start practicing good laundry habits.**
- ◆ Have you ever done laundry at home? Would you feel confident that you could do this job?

# THE LAUNDRY GAME RULES

Goal: To have each player choose one "I" card, then continue picking and discarding "P and P" cards until all the "P and P" cards in player's hand describe the most appropriate products or procedures for the "I" card item. Several of the products or procedures might be adequate, but winner is the first person who collects the most appropriate group of "P and P" cards first. (Leader can serve as judge.)

## Rules of the Game:

Dealer shuffles the "I" cards and allows each player to select one.

Dealer shuffles the "P and P" cards and deals 7 to each player. Remaining "P and P" cards are placed face down in the center of the table.

The person to the left of the dealer begins play. Player reviews the "P and P" cards received in the deal and compares them to the item described on the "I" card. Player selects one "P and P" card which is not appropriate and discards it, face up, beside the pile of "P and P" cards in the center of the table. The player then picks up the top card on the pile of "P and P" card which is facing down.

Play continues in a clockwise direction.

When the pile of face down "P and P" cards is exhausted, the dealer shuffles those that have been discarded and turns them face down to continue play.

A player can stop discarding and drawing cards any time that person believes that the cards in hand represent the most appropriate combination of "P and P" cards for the "I" card item.

The judge rules whether, in fact, those "P and P" cards are the most appropriate ones. If so, the player is the winner. If not, the player is eliminated and the remaining players continue drawing and discarding "P and P" cards.

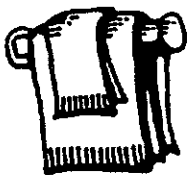
The first player to assemble 7 appropriate "P and P" cards wins.

SOURCE: The Texas Agricultural Extension Service.



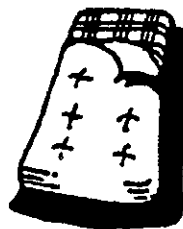


#### 4-H CLOTHING CAPERS



##### **Towels**

100% cotton,  
heavily soiled,  
hard water area



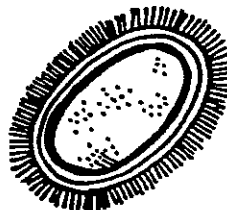
##### **Sleeping Bag**

80% polyester  
20% cotton, heavily  
soiled, hard water area



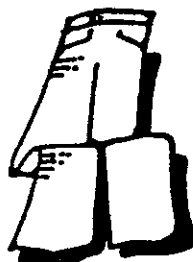
##### **Dress Shirt**

65% polyester  
35% cotton,  
heavily soiled around  
collar and cuffs,  
soft water area



##### **Bathroom Rug**

100% nylon,  
moderately soiled,  
hard water area



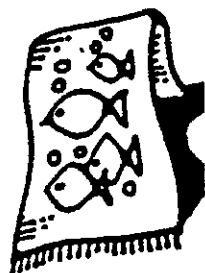
##### **Pants**

100% polyester,  
greasy spots,  
lightly soiled,  
hard water area



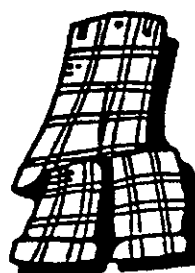
##### **Jacket**

65% polyester/35%  
cotton, chocolate  
ice cream stains on  
front, heavy soil  
around collar and



##### **Beach Towel**

100% cotton, suntan  
lotion stains,  
soft water area



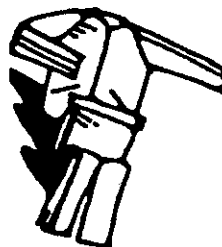
##### **Plaid Slacks**

100% cotton,  
"guaranteed to  
bleed", lightly soiled,  
hard water area



##### **Bathing Suit**

85% nylon,  
15% spandex,  
lightly soiled,  
hard water area



##### **Sweats**

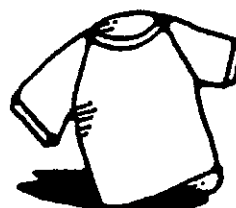
100% acrylic,  
heavily soiled,  
soft water area

4-H CLOTHING CAPERS



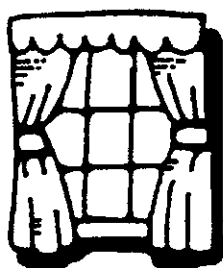
**Football Jersey**

100% nylon,  
heavily soiled,  
soft water area



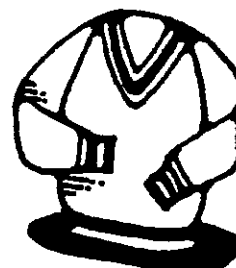
**T-Shirt**

50% cotton/50%  
polyester,  
heavily soiled,  
hard water area



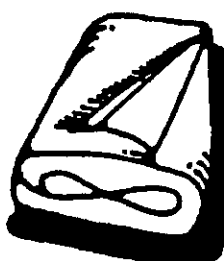
**Curtains**

100% nylon,  
moderately soiled,  
hard water area



**Sweater**

100% acrylic,  
moderately soiled,  
soft water area



**Blanket**

100% acrylic,  
lightly soiled,  
soft water area



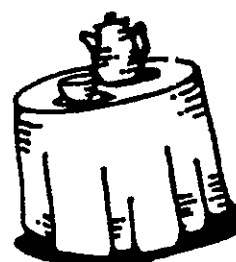
**Jeans**

50% cotton  
50% polyester,  
soiled,  
grass stained,  
hard water area



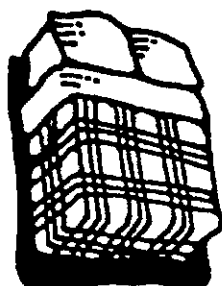
**Baby Clothes**

100% cotton,  
moderately soiled,  
food stains,  
soft water area



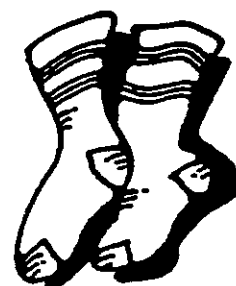
**Tablecloth**

100% linen,  
lightly soiled but  
stained with coffee,  
hard water area



**Sheets**

50% cotton  
50% polyester  
lightly soiled,  
soft water area



**Gym Socks**

85% acrylic  
15% nylon  
heavily soiled,  
hard water area

**4-H CLOTHING CAPERS**

<b>Tumble dry on low heat</b>	<b>Tumble dry, regular cycle</b>
<b>Tumble dry, regular cycle</b>	<b>Tumble dry, permanent press cycle</b>
<b>Set wash cycle on normal (or regular)</b>	<b>Set wash cycle on normal (or regular)</b>
<b>Set wash cycle on normal (or regular)</b>	<b>Set wash cycle on normal (or regular)</b>
<b>Set wash cycle on permanent press cycle</b>	<b>Set wash cycle on permanent press cycle</b>

<b>Use all-purpose detergent to launder</b>	<b>Use all-purpose detergent to launder</b>
<b>Use all-purpose detergent to launder</b>	<b>Use all-purpose detergent to launder.</b>
<b>Use cool water.</b>	<b>Use cool water.</b>
<b>Use warm water.</b>	<b>Use warm water.</b>
<b>Use warm water</b>	<b>Use warm water</b>

#### 4-H CLOTHING CAPERS

<b>Pretreat by applying special soil and stain remover, then wait 1 minute.</b>	<b>Pretreat by applying special soil and stain remover, then wait 1 minute.</b>
<b>Add fabric softener to the rinse cycle or according to manufacturer directions.</b>	<b>Add fabric softener to the rinse or according to manufacturer directions.</b>
<b>Use soap to launder.</b>	<b>Use soap to launder.</b>
<b>Set wash cycle on gentle (or delicate)</b>	<b>Set wash cycle on gentle (or delicate)</b>
<b>Use hot water.</b>	<b>Use hot water.</b>

<b>Add water softener to the wash cycle.</b>	<b>Add water softener to the wash cycle.</b>
<b>Tumble dry, permanent press cycle</b>	<b>Tumble dry, permanent press cycle</b>
<b>Line dry, indoors or outdoors</b>	<b>Air dry by placing flat on a towel.</b>
<b>Pretreat by soaking in enzyme pre-soak/warm water solution, 30 minutes or more.</b>	<b>Pretreat by soaking in enzyme pre-soak/warm water solution, 30 minutes or more</b>
<b>Pretreat by applying concentrated detergent or rubbing laundry bar soap on heavily soiled areas.</b>	<b>Pretreat by applying concentrated detergent or rubbing laundry bar soap on heavily soiled areas</b>

<p><b>Set wash cycle on permanent press cycle.</b></p>	<p><b>Set wash cycle on permanent press cycle.</b></p>
<p><b>Length of wash cycle should be 1 - 2 minutes (woolen).</b></p>	<p><b>Length of wash cycle should be 4 - 6 minutes (delicate)</b></p>
<p><b>Pretreat by soaking in chlorine bleach/warm water solution, 10 - 15 minutes or more.</b></p>	<p><b>Line dry, indoors or outdoors.</b></p>
<p><b>Pretreat by soaking in detergent warm water solution, 30 minutes or more.</b></p>	<p><b>Pretreat by soaking in detergent/warm water solution, 10 minutes or more</b></p>
<p><b>Use heavy duty liquid detergent to launder.</b></p>	<p><b>Use heavy duty liquid detergent to launder.</b></p>

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ learn importance of daily care of clothing</li><li>○ practice proper storage of clothing</li><li>○ explain benefits of caring for clothing properly</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Wise use of resources.</li><li>○ Self-responsibility.</li></ul>
<b>MATERIALS:</b>	Variety of different types of hangers and storage boxes CLOTHES CLOSET game Pictures of clothing items Die T-shirt
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	A comfortable room with table and chairs.
<b>ADVANCE PREPARATION:</b>	Make copies of game board. Collect pictures of clothing.

## INTRODUCTION

Clothes last longer and look better if they receive proper care and storage. What do you do with your clothing when you take it off? Zip zippers, empty pockets, check for stains, hang up or fold or put in dirty clothes - all need to be done. What is worse when getting dressed for school than to find your favorite garment is not clean or it is all wrinkled because you didn't properly care/store it.

## Do

### CLOTHING TAKE CARE!

- ◆ Brainstorm benefits of daily proper care and storage of clothing.
- ◆ Hand each youth a hanger or storage box.
- ◆ Ask them to explain what type of garment could be hung on the hanger or put in the storage box.
- ◆ Play CLOTHES CLOSET
  - Divide into groups of 4-6 players.
  - Give each person a game board.
  - Give each group a die and game directions.
  - Place pictures face down in front of each group.
  - Roll die once, highest number will start with play moving to the left.
  - Have the players refer to the game directions as they begin play, since the number of the die determines what they do.
  - Continue play until there is a winner - a clothing article in each pie.
  - Check to make sure a correct storage procedure has been selected for all articles of clothing.



- ◆ Demonstrate how to fold a T-shirt for storage.
- ◆ Have them practice folding a T-shirt.

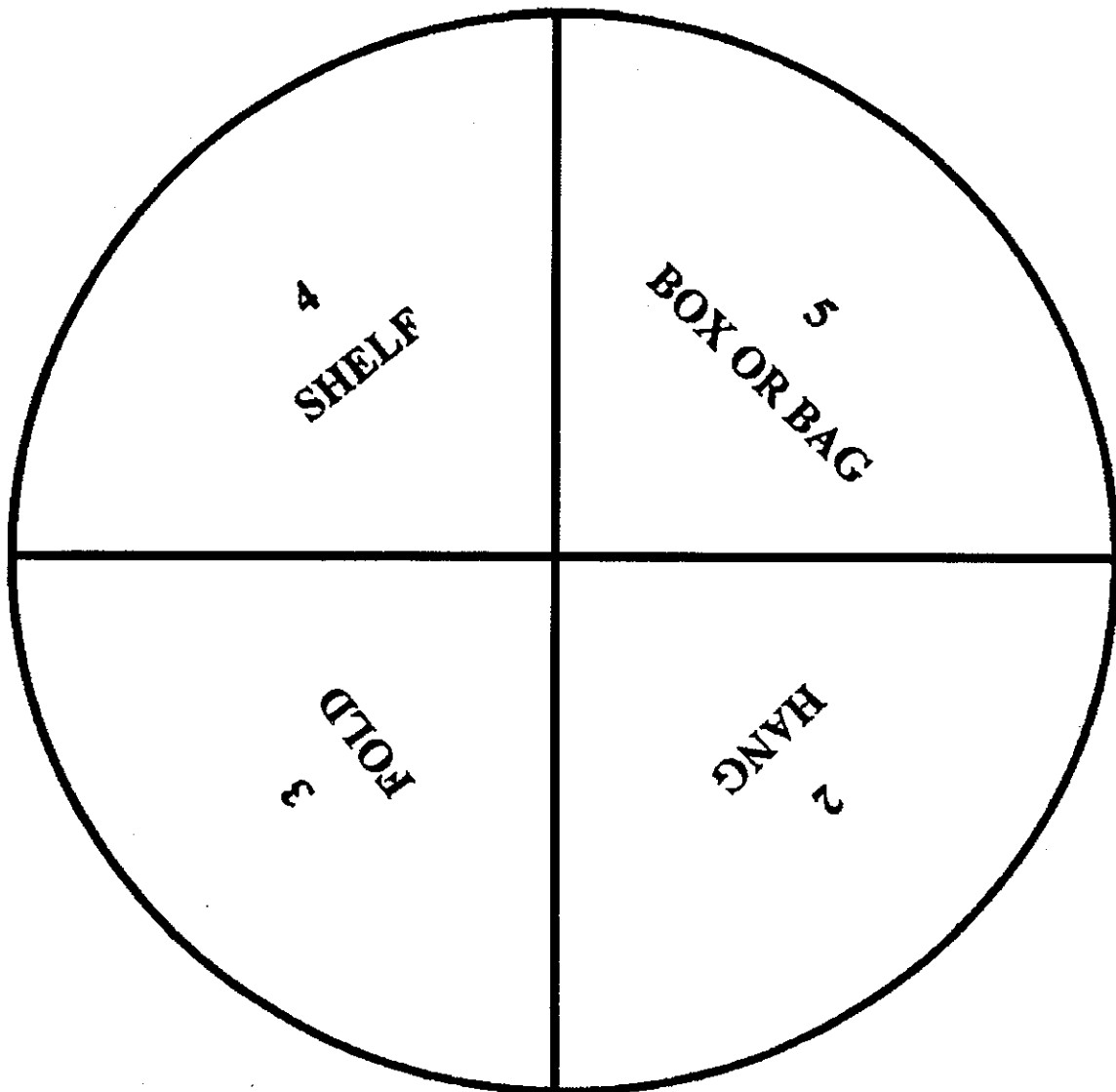
## **REFLECT**

- ◆ What determines whether a garment should be hung or folded?  
**woven fabrics usually hang and knit fabrics are usually folded**
- ◆ What difference does it make what type of hanger you use?  
**need to select one for the size of garment or one that is same shoulder shape as garment**
- ◆ Why is it important to practice proper care of clothing daily?  
**extends the life of the garment, increase your choices if clothes are clean, neat, and ready-to-wear**

## **APPLY**

- ◆ What did you learn from this activity? What can you do at home as a result?  
**look at how you currently store your clothing, begin to practice proper storage of your clothing, evaluate how you can better store your clothing**

# CLOTHES CLOSET GAME BOARD



**CLOTHING CAPERS**

# LESSON 7

# CULTURE

## 9-11 YEAR OLDS

### PURPOSE

To introduce cultural influences on clothing styles and choices.

### OBJECTIVES

Youth will be able to:

- ◆ identify how and why cultures have different clothing styles.
- ◆ develop an appreciation of cultural differences in clothing, including historical perspectives.
- ◆ identify cultural influences on modern trends.
- ◆ identify traditional dress of several cultures and the geographic location of other countries.

### LESSON TIME

45 Minutes

### LEARNING ACTIVITIES

FABRIC FAMILY HISTORY  
CLOTHES FROM AROUND THE WORLD!  
THE DRESS OF INDIA  
TIE-DYEING FUN  
SEMINOLE PATCHWORK

### ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Culture.
2. Review the activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

# LESSON 7

# CULTURE

## Do

The following is suggested for using the activities in Lesson 7. Materials needed for each are listed within the activity.

- ◆ Learn the history of fibers with **FABRIC FAMILY HISTORY**.
- ◆ Explore clothing trends in other countries with **CLOTHES FROM AROUND THE WORLD!**
- ◆ Dress up in the clothing of another culture with **THE DRESS OF INDIA**.
- ◆ Experiment with African dyeing techniques with **TIE-DYEING FUN**.
- ◆ Learn about Seminole Indian patchwork by creating a pin cushion in **SEMINOLE PATCHWORK**.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Where on the map is India, Mexico, Scotland, Japan, Hawaii, Africa, Dutch, China?
- ◆ What other countries have you learned about through this project?
- ◆ Do people from different countries dress the same way as Americans?  
**not generally, this is because the people of each country have different customs and live in different climates**
- ◆ What evidence of other cultures can you see in today's fashions and fabrics?
- ◆ What kinds of dyes do African use?  
**natural dyes: berries, mud, clay, crushed leaves, urine, bark, etc.**

## APPLY

Help youth to apply what they have learned to their daily clothing choices.

- ◆ Take a trip to the library to find books or magazines on other cultures and their clothing.
- ◆ Share what you have learned with your friends and family.
- ◆ Study maps and identify the locations of other countries and their culture.

# LESSON 7

# CULTURE

## BACKGROUND BASICS...Culture

Cultural identity is one of many forms of identification that an individual may express through clothing. Conformity helps determine characteristics of a culture because the members often want to show they belong. Clothing is one very visible way to demonstrate culture.

Some aspects of conformity include loyalty to an organization, university or country. Conformity creates a sense of solidarity with others. Individualism is present in every culture, but it is more common in Western cultures. Individualism is shown through our clothes, jewelry and our actions. Whether we are expressing conformity or individuality, much can be observed from our appearances. Our clothing can tell others many things about yourself and we can learn from the clothing of other cultures.

When studying other cultures, be sure to have a map handy so that you can locate the country you are talking about. Note the surrounding countries. How close is the country to the equator? What kind of weather do you think they have? Does this affect the clothing worn in that country?

**Why do we study other cultures?** So that we can learn about how other people live and also to discover influences in our own culture.

## CLOTHES FROM AROUND THE WORLD

### Eskimo Culture

Eskimos still live as their ancestors did carrying on the same traditions and way of life. The name *Eskimo* means "eaters of raw flesh." Eskimos live in Greenland, the northern fringe of North America and in Eastern Siberia. They mainly live in the coastal regions of these areas.

In the regions where Eskimos live, there are short summers and very long winters. They dress in heavy fur coats most of the year, and they used to build houses out of ice blocks. Hunting was a way of life for the Eskimos. They would hunt seals, walruses and in Canada, they hunted caribou. They also hunted white whales in groups. The Eskimos also eat a lot of fish.

Caribou skins were used to make hooded parkas. Fitted trousers, fur mittens and boots with seal skin soles complete the Eskimo winter wardrobe. Today the Eskimos have adopted the culture of the country in which they live and many of the old clothing traditions have been abandoned. In hunting communities, the seal skin soles are still used to an extent. The Eskimos have welcomed new technologies to make live in the cold climate easier.

# LESSON 7

# CULTURE

## Mexico

Traditional clothing in Mexico consists of hand woven cotton cloth. This cloth is often embroidered with wool to create designs. The traditional dress for a male is the *mestizo* (mās-tē'zō) which is cotton pants that come below the knee and a cotton shirt, a wool poncho and a *sombrero*. The sombrero is good protection from the hot sun. Because of the influence of Western culture, this traditional dress has given way to Western fashion trends.

The sombrero is a broad-brimmed, high-crowned hat made of felt or straw. It is worn especially in Spain, Mexico and the Southwestern United States. The sombrero derived its name from the Spanish word *sombra*, meaning shade, and first appeared in the 15th century. Gentlemen often wore tan, white or gray felt sombreros while the peasants wore straw ones. The sombrero was modified into the cowboy hat we know today.

## Scotland

Clans became associated with the tartans, a skirt or kilt, with distinctive plaid on it. A clan is made up of people who trace a their ancestry to a common descendent. All members of a clan are considered to be kin. They fight together and are very territorial. In the 18th century the kilt became a common characteristic of each clan. The clans developed different plaid designs that distinguished them.

## India

The dhoti (dō'tē) and the sari (sā'rē) are common garments that have been worn in India for thousands of years and are still worn today.

In India, the men wear the *dhoti* (dō'tē), similar to pants, and the women wear a *sari* (sā'rē), a cloth wrapped around to make a dress. All classes wear variations of these garments, but the quality of the fabric varies with class.

Men wear the close-fitting dhoti as pants, and shoes are sometimes worn. Often a scarf is thrown on one shoulder and tucked in at the waist. The dhoti is worn by men of all castes not depending on social or economic status. The dhotis worn by the Hindus always have distinctive narrow borders.

More indication of social and economic status can be seen in the women's attire. Also changes in fashion are also more easy to follow in women's clothing than in men's clothing.

Saris are made of many different weights of fabric, and they are not always completely concealing. Often tie-dyed scarves are worn over the sari as decoration. Women of different localities wear varying garments under the sari also. The Bengali women only wear the sari, but the women of Maharashtra wear a sort of petticoat underneath the sari.

# LESSON 7

# CULTURE

In some regions, when the yellow mustard plant blooms, the men and women deck themselves in yellow-colored dress. Sparkling green garments are worn during the rainy season. Dark-red garments are commonly worn the rest of the year, and white garments indicate purity.

The color and decorations of the saris and dhotis indicate in what region one resides. There are as many variations of the dhotis and saris as there are localities in India, but the basic design remains the same as it did two thousand years ago.

For men, headdress is very distinctive. Aside from the many ways to wrap a turban, a small black hat in the shape of a rimless bowler may be worn, or an angora wool hat. Women do not wear any particular headdress other than a shawl or the end of the sari.

Often religion can be distinguished by the colors of the saris or dhotis and the way in which they are worn.

The turban is of Oriental origin consisting of a long scarf wound around the head or an inner hat. Today, however, we associate the turban with the Turks and those of the Islam faith. The turban varies in shape, color and size, some reach lengths of up to 50 yards. The length of a turban depends on one's position in society. The longer the turban, the higher the status. In wearing a turban, the forehead must be left bare so the forehead can touch the ground when praying.

## Japan

In Japan, it is important to always dress neatly and to have your garments well-pressed and clean. Their use of color is traditional. Elderly people avoid wearing bright colors and stick to somber, muted colors. The Japanese *kimono* (ki-mō'nō), worn by the women, is reserved for special occasions and the Japanese generally wear Western style clothing. Men wear somber gray or dark suits that almost seem like a uniform for the businessman of today's Japan.

Japanese women are just as comfortable in the traditional kimono as they are in Western clothing like we wear in the United States. Men often wear business suits and have embraced Western business wear as the norm.

The sash worn around the kimono is called the *obi* (ō'bē). The obi is tied tightly behind the back in an ornate bow. An obi is used to decorate a kimono for different occasions, and it is also meant to accent the waist. Some obis are embroidered with designs of pine, bamboo, plums, orchids or chrysanthemums. Thin obis are worn in the summer and thicker ones in the winter. Young girls wear a simple obi with their kimonos, but with age, the obis become wider and more elaborate.

# LESSON 7

# CULTURE

## Hawaii

Hawaii's climate is subtropical and the temperature is generally in the mid-70s. The ancient Hawaiian customs provide entertainment for visitors. The luau, a traditional feast, and hula dances are performed for the tourists. Soft flowing sundresses are worn by the women and the necklace of flowers traded as a sign of welcome are called a *lei* (lā).

The Hawaiian culture has had many influences as the discovery of the new world expanded. In the 1850s, the Chinese were a gradual influence and then missionaries from American brought a New England influence. The Hawaiian culture was one of oral history and not written so not much is know of the Hawaiian history before the 18th century. Hawaii became our 50th state in 1959.

## Africa

Dress patterns are our symbolic language. Dress tells others many things about ourselves. Our clothing shelters us from the elements and reveals the conscious and unconscious priorities we hold.

The *dashiki* (da-shē'kē) is a tunic-like garment worn by males in parts of Africa. The dashiki is often decorated through tie-dying or beads are sewn on the fabric.

In Africa, where the dashiki is worn, another form of adornment is skin decorations, both permanent and temporary. We call them *tattoos*. It is a sign of bravery for boys and girls to endure this painful process. Skin demarcations are made all over the body.

Strands of beads and jewelry have great significance. The number of strands indicate rank. Royalty is shown by the adornment of expensive and rare beads. In Nigeria, in order to wear certain beads, it is necessary to receive permission from the king (Oba). Punishment for disobeying this law is death. It is common to wear sixty iron rings around the left arm and on the right wrist to wear a brass bracelet engraved with patterns. An ornate pattern signifies wealth.

Islam has brought much improvement to the clothing of the Nigerians. Improved methods of weaving and decorating garments has made it easier for the people to clothe themselves. Tie-dying is a common form of decoration. The cloth after being dyed is laid over a flat log and beaten with heavy mallets. This process caused the cloth to shine like satin, producing a much desired effect. Favored colors are blue, natural shades and crimson.

## Seminole Indians

Deep in the Florida Everglades, around the turn of the century, the Seminole Indians used their ingenuity and pattern making skills to develop Seminole patchwork. It was probably the first time that patchwork was made on a sewing machine. It is known that they used horizontal bands of simple patchwork in their clothing as early as the 1920's.



# LESSON 7

# CULTURE

Seminole patchwork is the art of sewing long, narrow strips of fabric together, then cutting into rectangular or triangular shapes. These shapes are re-assembled into geometric patterns. Originally these strips were torn in order to have strips on grain.

In authentic Seminole patchwork, solid color (plain) fabric and very bright colors were used, especially red, blue, yellow, and green. Background colors were frequently black and white. Fabric type was typically broadcloth. By varying the number and width of strips, the angles, offsets of pieces, an unlimited number of variations can be created.

## Batik

Batik (bǎt ēk) is a method of dying where areas of the fabric are covered with wax so they will not receive the color. This is mainly done on cotton fabric in the colors of blue, brown and red. Multicolored and blended effects are obtained by repeating the dying process several times. It is not known where batik started, but it is commonly practiced in Southeast Asia.

## Sabot

The *sabot* is a heavy wooden shoe worn by the European peasants in the late 19th century and through World War I. There are two kinds of sabots, one is shaped and hollowed from a single piece of wood. This kind is called *klompen* by the Dutch. The other is heavy leather shoe with a wooden sole.

## Toga

The toga is a loose, draped outer garment of Roman citizens. The toga was originally worn by both sexes of all classes, but it was gradually abandoned by the women. It remained the dress of state officials and the Roman emperor. The color of the toga was also very important. Senators and public officials wore white togas. Roman boys until wore purple bordered togas and they men wore plain togas. People in mourning wore dark colors and those celebrating wore richly embroidered togas.

## Bloomers

Bloomers were named for Amelia Jenks Bloomer who advocated their use. The fad was short lived but the name persists to be used for divided skirts, knickerbockers, and for loose, baggy underwear.

## BIBLIOGRAPHY:

- Dar, S.N. (1969). *Costumes of India and Pakistan*, D.B. Taraporvela Sons and Co. Private Ltd.: India
- de Negri, Eva (1976). *Nigerian Body Adornment*, Academic Press Ltd.: Lagos

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ tell the history of different natural fibers.</li><li>○ identify countries where natural fabrics are produced or grown.</li></ul>
<b>LIFE SKILLS:</b>	○ Work on group interaction skills.
<b>MATERIALS:</b>	Copies of the HISTORY STORIES for each youth Copies of the CROSSWORD PUZZLE for each youth Pencils Swatches of cotton, linen, wool and silk fabrics Map or globe
<b>TIME:</b>	45 Minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

Did you ever wonder how cotton was discovered or how silk was first made? Today we will read stories of how natural fibers were discovered and how they are made into fabric.

## Do

- ◆ Let youth take turns reading the stories to the group.
- ◆ Use map or globe to locate countries where each fiber is grown. Talk about when the fibers were first used.
- ◆ Divide into groups of three or four. Have youth complete the crossword puzzle together.

## REFLECT

- ◆ Name something new you learned about cotton, linen, wool, silk.
- ◆ What fiber was first used in the history of man?  
    **wool was first used during the Stone Age about 10,000 years ago**
- ◆ What fiber does the flax plant produce?  
    **linen**

## LESSON 7: CULTURE

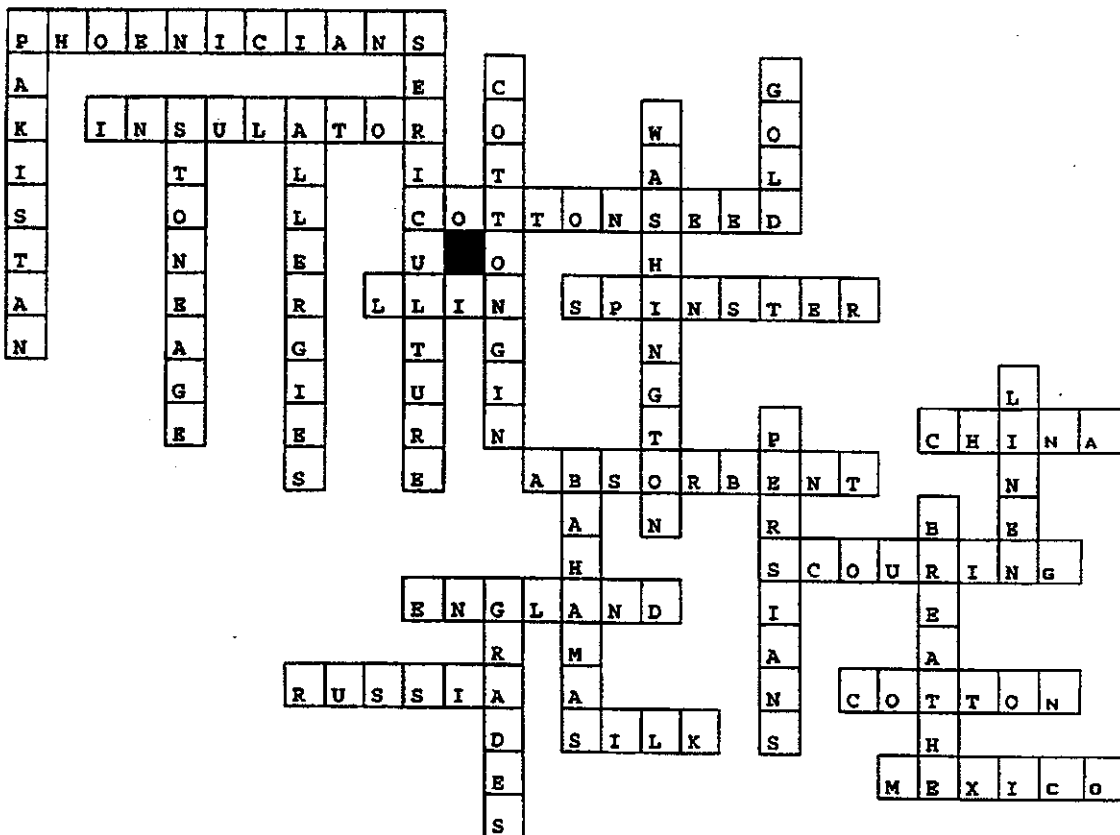
### Activity 1: Fabric Family History!

- ◆ What fiber has the longest, strongest and shiniest fibers?  
silk
- ◆ What is the most widely used fiber in the world?  
cotton

## APPLY

- ◆ Share the history of your favorite natural fiber by writing a story in your local 4-H newsletter.
- ◆ Give a speech telling the history of a natural fiber. (Be sure to do more research to find out more facts!)

### CROSSWORD PUZZLE ANSWERS



## HISTORY OF NATURAL FIBERS

### SILK



Silk was discovered in China about 2640 B.C. It is the longest, strongest and shiniest of all natural fibers. The story goes like this:

*To shield herself from the hot Spring sun, the Empress of China, Si-Lang-Chi, moved to the shade of the mulberry trees. From the low branches, she noticed silk-moth caterpillars spinning cocoons. Fascinated by the way the tiny animals spun yards of lustrous silk around their bodies, she plucked a golden-white cocoon from the branch. Finding the end of the silken strands, she unwound the threads of the cocoon.*

*Together with her ladies-in-waiting, Si-Lang-Chi began to unwind several cocoons, rewinding the silken threads on to reels made from twigs. With the silken fibers, the Empress wove the threads into a beautiful cloth.*

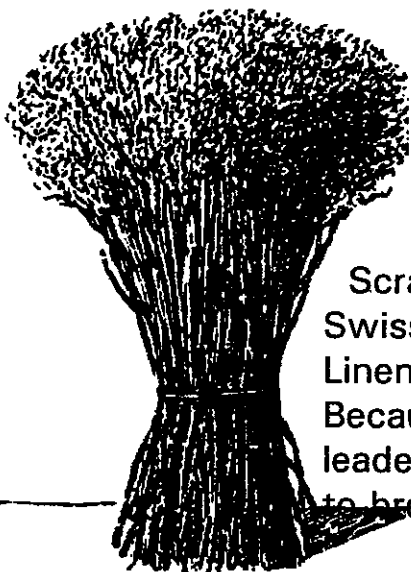
*They presented this robe to the emperor. The Chinese kept the process of sericulture a secret until the first century. Japan was the first to unfold the secret of silk production, but it was years before the Western world understood the mystery of silk cloth.<sup>1</sup>*

Throughout history silk has been a treasured fiber. Greeks made their finest togas out of silk, and in Rome, silk was worth its weight in gold. American colonists wore silk as a status symbol. Silk remains the queen of fibers and is very desired in America, Europe and the Far East.

Today there are many different kinds of silk: satin, faille, chiffon, brocade, shantung, taffeta, charmeuse and velvet. China, Japan, Italy and India are countries that produce silk today.

<sup>1</sup>MAKING IT! Spring, 1986 p.12

## LINEN



Linen is a fiber that was used in biblical times and is a popular textile. The Phoenicians called linen the "golden yarn". Linen was given its name by the Celts. Linen is derived from the Celtic word *llin*.

Scraps of linen were found to be used by Swiss Lake dwellers as early as 8,000 BC. Linen is a strong, highly durable, absorbent fiber. Because of its coolness and luster it is the leader of fabrics consistently used. Linen is said to breathe in the summer.

In the ancient world, white linen was worn only by those of royal birth as a sign of purity.

Linen is a vegetable fiber plant grown in Europe, Russia, China, Argentina, Chile, Korea and Japan. Russia cultivates over 50% of the linen today.

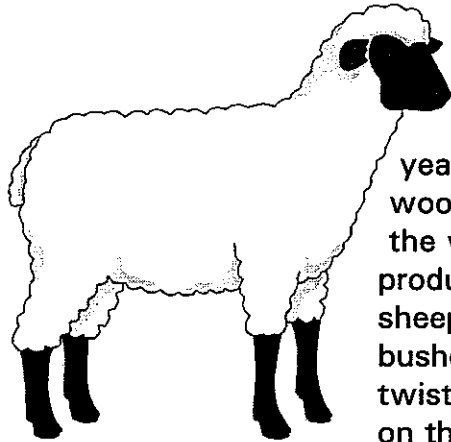
Linen is made from the flax plant. Most of the fabric comes from Italy and Ireland. The fiber that linen is made of is found between the center and the outer skins of the flax stem.

The flax plants are harvested by hand or by machine. The flax is then tied in bundles and left in the field to dry. Through a combing process, the seeds and leaves are then removed. The bundles are untied and the stalks soaked in water for two or three weeks.

The stalks are then dried again and the linen fibers are separated from the woody sections of the stalk by steel or iron combs. This process is called *retting*. The long fibers are then spread into a continuous sheet that is then spun into yarn. The yarn is then woven.

Linen is perfect for people with allergies because of its

## WOOL



During the Stone Age, man used sheep for the three basic human needs: food, clothing and shelter. After many years, man stopped killing sheep for their wool coats and learned to harvest only the wool, leaving the animal alive to produce more wool. One theory is that the sheep's wool would get caught on bushes and brambles and the shepherds twisted strands of yarn from the loose wool on the shrubs.

Sheep were easy to move and soon flocks were spread across the world. Between 3,000 and 1,000 BC, the Persians, Greeks and Romans distributed sheep and wool throughout Europe. A wool factory was established in England as early as 50 AD. Wool trade and industry helped fund Columbus' journey to the new world. In the American colonies, Massachusetts required young people to spin and weave wool. It was tradition that the oldest unmarried daughter of the family do the spinning. This is where the term *spinster* comes from. Both President Washington and President Jefferson maintained flocks of sheep and were inaugurated in wool suits.

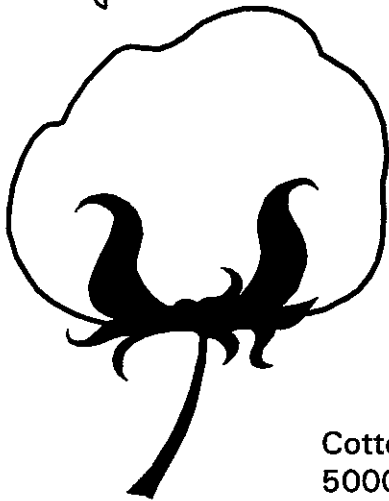
Flocks of sheep are rounded up once or twice a year to be sheared. The shearer separates the animal from its fleece with electric clippers. The fleece is then laid on a table and is sorted into various grades of wool.

The wool is separated by length of fibers, fineness, strength, and color. The wool is shipped to a warehouse where it is given a soapy bath. This is called *scouring*. The wool is then dyed.

To dye the wool, it is gathered into five-hundred-pound lots and dumped into kettles. After the wool is rinsed it is put through a drier. The wool is then carded, combed, and spun into yarn. Different breeds of sheep produce varying grades of wool.

Because of its fine fibers, wool is a good insulator. It traps air between the fibers creating a warm insulating layer.

Sheep thrive in all 50 states and in most nations. They often live in barren ranges or high altitudes where other animals cannot survive because of lack of vegetation.



## **COTTON**

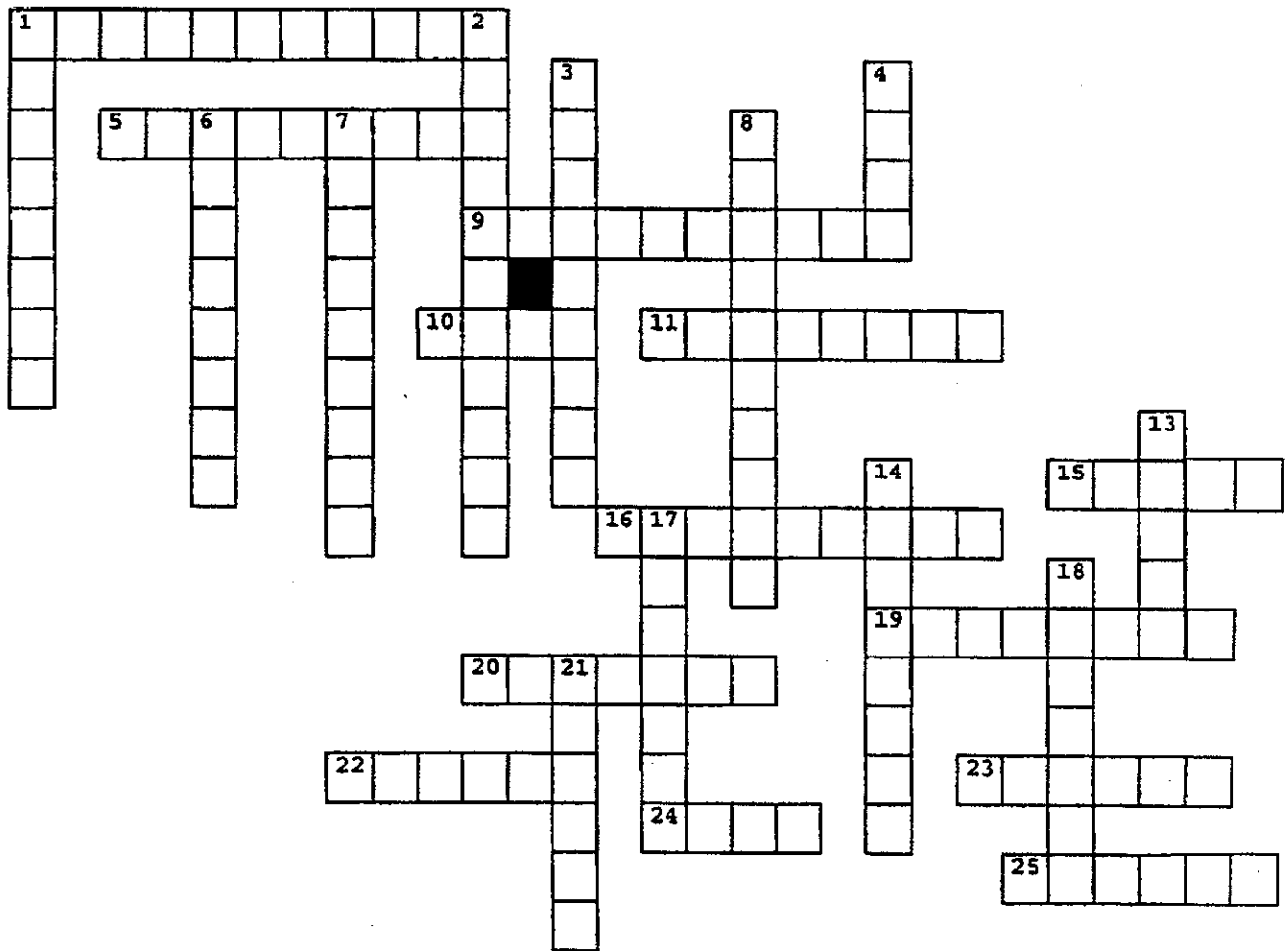
Cotton is the most widely used fiber in the world. The cotton plant is a small brushlike plant with broad leaves. Cotton is picked from the plant and the seeds are separated from the fibers by machine.

Cotton was first cultivated in Mexico about 5000 BC. The spinning and weaving of cotton was practiced in Pakistan about 3000 BC.

Cotton textiles existed in Peru about 2500 BC, and it was used by the Hopi and Zuni Indians in the Southwestern United States about 500 BC. Arab merchants brought cotton cloth to Europe about 800 AD, and when Columbus discovered America in 1492, he found cotton growing in the Bahamas. Cotton was known around the world by 1500 AD.

The cotton blooms into white puffs. These blooms contain seeds that must be removed. For every 100 pounds of fiber which the cotton plant produces 162 pounds of cottonseed are produced. Eli Whitney invented the cotton gin. The gin made it much easier to remove the seeds from the cotton. This invention increased cotton production by 50 times. Today, the United States produces most of the world's cotton, but the most valuable cotton comes from the Sea Island in the Bahamas.

## CROSSWORD PUZZLE



## ACROSS

1. They called linen the "golden yarn".
5. Because of its fine fibers, wool is a good \_\_\_\_\_.
9. For every 100 pounds of fiber, the cotton plant produces 162 pounds of this.
10. The Celtic word for linen.
11. The name of the oldest, unmarried daughter who spun wool.
15. The country where silk was discovered.
16. Linen is an \_\_\_\_\_ fiber.
19. The process of giving wool a soapy bath.
20. Country where the first wool factory was established in 50 AD.
22. This country cultivates 50% of linen today.
23. The most widely used fabric in the world.
24. The Queen of fibers.
25. Country where cotton was first cultivated about 5000 BC.

## DOWN

1. The spinning and weaving of cotton was practiced here in 3000 BC.
2. The process of farming silk worms to produce silk.
3. Invented by Eli Whitney.
4. Silk was considered as valuable as this in Rome.
6. The time period in which wool was first used.
7. Linen is the perfect fabric for people with these.
8. This president was inaugurated in a wool suit.
12. The plant linen is made from.
13. The fiber that goes through a process called retting.
14. These people distributed sheep all over Europe.
17. Columbus discovered cotton growing here.
18. Linen is said to \_\_\_\_\_ in the summer.
21. Different varieties of sheep produce different \_\_\_\_\_ of wool.



- OBJECTIVES:** For youth to:
- identify items of clothing that represent a culture.
  - match these items with the country of origin.
  - find examples of other cultures in our own society.
- LIFE SKILL:** ◦ Locate different countries on a map or globe.
- MATERIALS:** Map or globe  
'ROUND THE WORLD POEM  
POEM BACKGROUND SHEET  
'ROUND THE WORLD WORKSHEETS  
Crayons  
Magazines, newspaper and ads  
Scissors  
Glue or paper cement  
Paper
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables and chairs or large floor area to work.

## **INTRODUCTION**

Clothing can tell others many things about you. People learn from observing what you wear and how you wear certain items. They can even tell what country you are from.

Our culture is influenced by the dress and customs of other nations because our nation is made up of immigrants from every other country in the world. Let's look for evidence of these influences in our society.

## **Do**

Learn about CLOTHES FROM AROUND THE WORLD!

- ◆ Read the 'ROUND THE WORLD POEM to the youth. Ask them if they know what each of the words mean.
- ◆ Discuss each of the items mentioned in the poem. First discuss crinoline, its use, where it originated from, who used it. This information can be found on the POEM BACKGROUND SHEET. Continue for each item mentioned.
- ◆ Have the youth complete the 'ROUND THE WORLD WORKSHEET and locate each originating country on the map or globe.

## **REFLECT**

- ◆ Could you identify any of the items mentioned in the poem before this activity?  
**crinoline, sabot, toga, bloomers, sombrero, dashiki, poncho, jellaba, clogs, turban, kimono**
- ◆ Have you ever worn any of these items? Was it a special occasion? Was it part of a costume?
- ◆ Can you identify the country from which each of these items originates?  
**crinoline/England, sabot/Europe/Japan, toga/Rome, bloomers/Europe, sombrero/Mexico, dashiki/Africa, poncho/South America, jellaba/Islam, clogs/Holland, turban/Middle east, kimono/Japan**
- ◆ Can you identify how any of these items influence current trends and fashion?

## **APPLY**

- ◆ Write your own poem about another culture. Create a rap, a song or a play.
- ◆ Have a parents night on culture and have food, songs and games from another culture.

## **Do**

Make a **CULTURE COLLAGE**

- ◆ What are some examples of the dress of other cultures? Have the youth identify some examples such as tie-dyeing, braids, plaids, etc.
- ◆ Have the youth make a collage with pictures found in the magazines and newspapers.
- ◆ Have the youth present their collage to the group and identify the cultures that they have represented on their collage.

## **REFLECT**

- ◆ Did everyone end up with the same collage? Why?  
**no, because we are all different**

## **LESSON 7: CULTURE**

### ***Activity 2: Clothes from Around the World!***

- ◆ Are all examples of one culture the same? Are they similar?  
each culture will have dominant characteristic, but the pictures will still be different
- ◆ How can we tell the difference between different cultures? What are some examples?  
every culture will have dominant characteristics that distinguish it from other cultures

## **APPLY**

- ◆ Put up your collage in your classroom or your room at home.
- ◆ Look for examples of other cultures in your daily life, the people you meet, the places you go.

# **'ROUND THE WORLD BACKGROUND SHEET**

- crinoline:** a coarse, stiff fabric of cotton or horse hair used to stiffen garments, especially skirts; a petticoat, a hoop skirt used in America and England during the 18th, 19th century.
- sabot:** a wooden shoe with the toes pointed upward in a tip worn in several European countries.
- toga:** a loose one-piece outer garment worn in public by male citizens of ancient Rome.
- bloomers:** a costume formerly worn by women and girls that was composed of loose trousers gathered about the ankles and worn under a short skirt; worn in the 19th century by women as under garments and athletic costumes; used in western cultures.
- sombrero:** a large straw or felt hat with a broad rim and tall crown worn especially in Mexico and the American Southwest.
- dashiki:** a loose brightly colored African tunic, usually worn by men.
- poncho:** a blanket-like cloak having a hole in the center for the head; vinyl version now used as raingear; worn in Spain, usually of woolen fabric.
- clogs:** a heavy, wooden soled shoe.
- turban:** a headdress of Moslem origin, consisting of a cap attached to a long scarf of linen, cotton, or silk that is wound around the head.
- kimono:** a long, loose, wide-sleeved Japanese robe worn with a broad sash (obi), mainly worn by women on special occasions.



# **'ROUND THE WORLD AND LONG AGO**

'Round the world and long ago,  
Here are words you may not know:

Crinoline and sabot,  
Toga, bloomers, sombrero,  
Dashiki, poncho, jelleba,  
Clogs and turbans, kimono.  
Join your hands, and let's all go  
'Round the world and long ago.



**CLOTHING CAPERS**

# 'ROUND THE WORLD AND LONG AGO

*MATCH THE WORD WITH THE PICTURE.*

**turban**



**kimono**



**crinoline**



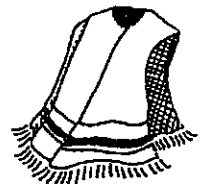
**sabot**



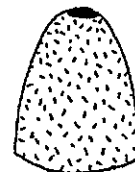
**poncho**



**clogs**



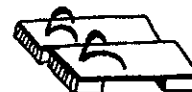
**toga**



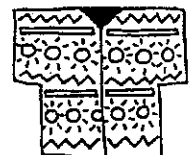
**dashiki**



**bloomers**



**sombrero**



- OBJECTIVES:** For youth to:
- identify the dress of other cultures.
  - experience the traditional dress of a foreign culture.
  - discover comforts they take for granted in their own society.
- MATERIALS:** 6 yards of soft fabric, 36 to 45 inches wide for each SARI  
4 yards of fabric, 36 to 45 inches wide for each DHOTI  
One safety pin for each DHOTI  
A globe or world map, preferably with natural resources or products signified on the map  
DHOTI and SARI instruction sheet for each participant
- TIME:** 1 Hour
- OPTION:** Play Indian music during the parade of costumes.
- NOTE:** Read information from the background piece for supplemental topics to cover during this activity.

## INTRODUCTION

Every culture has very distinctive styles of dress. The clothes are usually designed specifically to fit the weather of the country or the activities generally done by the person wearing the clothes.

The DHOTI is a type of pants worn by men in India. The pants are made from a cotton or silk fabric that sometimes has a printed border. The pants are made differently in each region of India. Usually a large tunic is worn to cover the upper body.

The SARI is the garment worn by women in India. This garment is generally worn over a close fitting top with short sleeves (called a CHOLI), and a long petticoat that reaches the ankles. Sari's are made differently in different parts of the country, but is usually out of silk, cotton or nylon. Some sari's have simple patterns and some have elaborate. This type of dress is still worn by Indian women today.

## Do

- ◆ Using the globe or map, have the youth locate India. Discuss what products are made in India, what they can grow, and what language they speak. (Use the background piece for this information.)
- ◆ Have one girl and one boy volunteer to be the models. Drape one SARI and then one DHOTI. After you have made one model of each, have the other participants put on their own Indian garments.

- ♦ **Draping the SARI:** Have the model tuck one corner of the fabric in the waist of their pants or skirt on the right side. Wrap the fabric once around the waist of the model going counter clockwise. Wrap the fabric over the model's head, gathering it over the left of the shoulder. Then wrap the fabric around the model's back. The fabric is then wrapped under the model's right arm and around the front of the model. Gather the remaining fabric and drape it over the model's left shoulder.
- ♦ **Draping the DHOTI:** Have the model stand in the middle of the length of the fabric. Bring one side of the fabric to the center front of the model and fold it towards the back. Bring the other side to the center front and fold it towards the back. Be sure to overlap the two sides slightly. Pin the fabric together. Wrap one side of the fabric around the models leg, bringing it to the front by going between the legs. Tuck this loose edge into the waist. Repeat with the other leg.
- ♦ Help the other participants dress in either a SARI or DHOTI. Have a parade around the building or for the parents. Play Indian music if possible.

## REFLECT

- ♦ What are some things that you have learned about India?  
answers will vary
- ♦ Where is India located? What countries are it's neighbors? Would you ever like to visit?
- ♦ Do people from different countries dress in the same way?  
Why?  
no, because the people of each country have different customs and live in different climates  
Do you know of any other cultures that dress in this same manner? Where are those countries located?
- ♦ Why do you think Indians wear clothes like this? Are they designed for a special purpose?
- ♦ Do the people who wear SARI's and DHOTI's have the same feelings as you?  
yes, just because they dress differently does not mean that they do not have the same feelings or wants

## APPLY

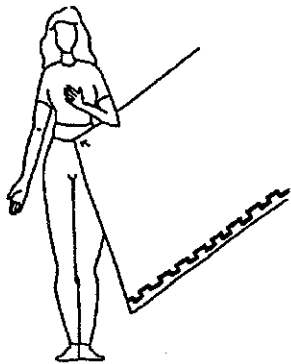
- ♦ Share what you have learned with someone else.
- ♦ Show a friend how to drape a Sari or Dhoti.
- ♦ Go to the library to learn more about the Indian culture and their dress for special events; ie. weddings, funerals.



## SARI

The Sari is a garment worn by women in India. The Sari is generally worn over a close fitting midriff top with short sleeves called a choli. Under the Sari, Indian women also wear a long petticoat which reaches the ankles and is tied at the waist with a drawstring. Saris are worn different ways in various parts of the country. The fabric used is between 5 and 9 yards long and a yard wide. It may be made of a variety of fibers including cotton, silk, and nylon. The Sari may have a simple pattern or be elaborately adorned. The end of the Sari which is draped over the shoulder often has a decorative pattern. Saris are still worn by Indian women today.

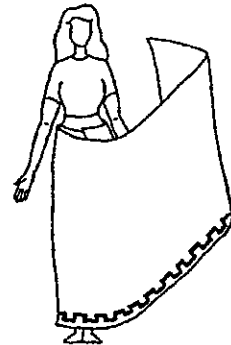
**MATERIALS:** 6 yard piece of 36 inch or 45 inch wide fabric.



1. Have the model tuck one corner of the fabric in the waist of their pants or skirt on their right side.



3. Wrap the fabric over the model's head, gathering it over the left shoulder. Then wrap the fabric around the model's back.



2. Wrap the fabric once around the waist of the model going counter clockwise.

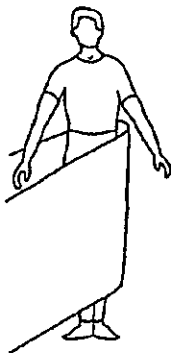


4. The fabric is then wrapped under the model's right arm and around the front of the model. Gather the remaining fabric and drape it over the model's left shoulder.

## ***DHOTI***

The Dhoti is a type of pants worn by men in India. A length of cotton or silk fabric, sometimes printed with a border, is used for the pants. There are numerous ways to make the garment depending on the region. A shirt or loose tunic is worn to cover the upper body. The upper garment also varies from region to region. Some men also wear turbans to cover their hair which, for religious reasons, is never cut.

**MATERIALS:** 4 yards of 36 inch or 45 inch fabric  
1 safety pin



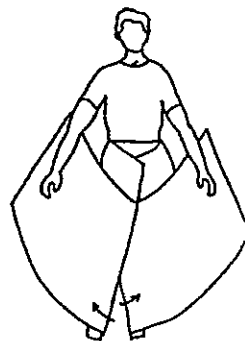
Have the model stand in the middle of the length of fabric.



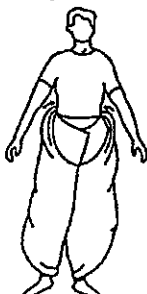
2. Bring one side of fabric to the center front of the model and fold it towards the back.



3. Bring the other side to the center front and fold it towards the back. Be sure to overlap the two sides slightly. Pin the fabric together.



4. Wrap one side of the fabric around the models leg, bringing it to the front by going between the legs.



5. Tuck this loose edge into the waist. Repeat with the other leg.

- |                     |                                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>OBJECTIVES:</b>  | For youth to: <ul style="list-style-type: none"><li>○ learn how to properly tie-dye.</li><li>○ tell the history of this practice.</li><li>○ list the natural dyes the Africans used.</li></ul> |
| <b>LIFE SKILLS:</b> | <ul style="list-style-type: none"><li>○ Appreciate the clothing of other cultures.</li><li>○ Express creativity and individuality.</li></ul>                                                   |
| <b>MATERIALS:</b>   | T-shirts<br>Rubber bands<br>Several colors of dye<br>Bowls for the dye<br>Clothes hanger, or place for the shirts to dry<br>Newspapers or sheets to protect the working space                  |
| <b>TIME:</b>        | 1 hour                                                                                                                                                                                         |
| <b>SETTING:</b>     | This activity is best done outside because it is often messy.                                                                                                                                  |

## INTRODUCTION

Other cultures decorate their clothes in different ways than we might, but copying what they do can be a fun and educational experience. Let's learn about the way African cultures dye their clothing. You might even like to try some projects on your own.

## Do

Make a TIE-DYE T-shirt

- ◆ Read directions on dye on how to use.
- ◆ Prepare the dye in bowls following the directions on the package. Be sure to place newspapers or sheets to protect the area where the participants will be working.
- ◆ Lay the T-shirts flat and then pull the center front up towards you. Place rubber bands around the fabric at two or three places. Place each section separately in the dye, wringing out excess water from each section.
- ◆ Do the same for the back of the shirt and the sleeves.
- ◆ Dip the sections in the dye. You can dye the shirt in two or three colors by carefully dyeing each section a different color.
- ◆ Leave the rubber bands on the shirts until they are dry. Do not remove the rubber bands because the colors will run into the white sections.

- ◆ While the shirts are drying, have the participants clean up the area.
- ◆ To keep the colors bright, place shirts in the drier before washing or, if recommended in dye instructions, rinse in salt water and then dry.
- ◆ Have the participants wear their new T-shirts and have a parade.

## **REFLECT**

- ◆ Have you seen examples of African tie-dyeing before? If so, where?
- ◆ Do you know what the Africans used for their dye? Remember they did not have grocery stores!  
**they used natural dyes**
- ◆ What are some examples of natural dyes?  
**berries, mud, clay, crushed leaves, urine, bark, etc.**
- ◆ What else would you tie-dye if you had the chance?  
**shorts, hair bows, other articles of clothing**
- ◆ What were the steps you followed to end up with your tie-dyed shirt?  
**prepare the dye, rubber band your shirt, dip t-shirt into the dyes, let it dry, remove the rubber bands, dry it in a drier.**
- ◆ Why did you put your shirt in the drier and then dry it?  
**to lock the colors in the fabric**

## **APPLY**

- ◆ Tie-dye other items if possible and show a friend how.
- ◆ Look for other examples of tie-dyeing. Make a list of the examples you find, are any unique?

**OBJECTIVES:** For youth to:

- become aware of the culture of the Florida Seminole Indians.
- develop skill in creating patchwork by machine.
- make a Seminole patchwork pin cushion.

**LIFE SKILLS:** ○ Develop creative skills.**MATERIALS:**

Copies of SEMINOLE PATCHWORK Activity Sheet for each youth  
Three 1½ x 6 inch wide solid color fabric in different colors for each youth  
Two 1½ x 6 inches of fabric in one of the colors for each youth  
One 4 inch x 4 inch of fabric in one of the colors for each youth  
Thread  
Sewing machine  
Ruler  
Pins  
Saw dust  
Scissors

**TIME:** 45 minutes**SETTING:** Comfortable room for youth to work.**ADVANCE PREPARATION:**

Cut fabric and put into kits for each youth. Make arrangements with a lumber store/builder to get saw dust. Set up sewing machines. Make a large poster with the steps for making the pin cushion.

## INTRODUCTION

Today we are going to learn something about the cultural heritage of the Florida Seminole Indians. They developed Seminole patchwork, which is known for its bright colors and unusual color combinations and designs. It looks difficult, but it's not! It is made from long narrow strips of fabric. Let's see how it's done by making a pin cushion from a basic square.

# Do

Design your own SEMINOLE PATCHWORK!

- ◆ Give each youth a kit with their fabrics.
- ◆ Demonstrate each step for making Seminole patchwork. Refer them to the SEMINOLE PATCHWORK Activity sheet for instructions or the poster.
- ◆ Let them complete each step before demonstrating the next one.

## **REFLECT**

- ◆ What did you know about the Florida Seminole Indians culture prior to today?
- ◆ Did you know what Seminole patchwork was?
- ◆ What did you learn today?
- ◆ Why is it important to learn about other cultures?
- ◆ Describe what you did to make the Seminole patchwork.

## **APPLY**

- ◆ Show someone else how to make Seminole patchwork.
- ◆ Share what you learned about the Seminole Indians with a friend.
- ◆ Go to the library to learn more about the Seminole Indians and their patchwork.

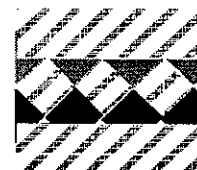
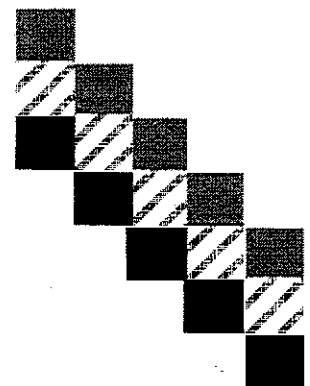
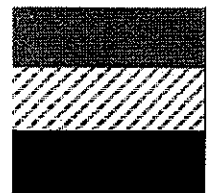
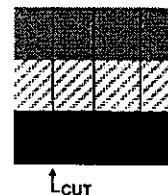
# SEMINOLE PATCHWORK

## WHAT YOU NEED:

- ✓ Three 1 ½ x 6 inch wide strips of solid color fabric in different colors.
- ✓ Two 1 ½ x 6 inches of fabric in one of the colors.
- ✓ One 4 inch x 4 inch fabric in one of the colors.
- ✓ Thread
- ✓ Sewing machine
- ✓ Ruler
- ✓ Pins
- ✓ Saw dust
- ✓ Scissors

## WHAT YOU DO:

- Cut three 1 ½ inch wide strips of fabrics of three different colors.
- Place right sides together along the long edges of two strips. Stitch a ¼ inch seam.
- Add the third strip and stitch.
- Press seams to one side.
- Cut strip into 1 ½ inch wide strips.
- Place the same color on top. With right sides together, move one of the pieces down one square and stitch.
- Continue until all pieces have been added.
- Press seams.
- Turn so points are parallel.
- Cut off the points (top and bottom) leaving ¼ inch for seams on each side.



- Stitch 1 ½ inch piece of fabric at top and bottom.
- Add back of pin cushion by placing right sides together leaving a 1 inch opening on one side and stitch.
- Turn to right side.
- Fill with sawdust.
- Close opening with a short hand stitch.

# **LESSON 8**

# **CAREERS**

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## **9-11 YEAR OLDS**

### **PURPOSE**

To learn about specific types of clothing and textile careers and occupations.

### **OBJECTIVES**

Youth will be able to:

- ◆ identify five jobs or careers in the textiles and clothing area.
- ◆ classify jobs and careers related to textiles and clothing by various job characteristics or skills.
- ◆ identify jobs and careers in textiles other than those related to clothing and fashion.

### **LESSON TIME**

30 Minutes

### **LEARNING ACTIVITIES**

CAREER VOCABULARY  
CAREER CHOICES  
CAREER CAPERS  
CAREER CONNECTIONS

### **ADVANCE PREPARATION**

1. Read the BACKGROUND BASICS on Careers.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.



# LESSON 8

# CAREERS

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## Do

The following is suggested for using the activities in Lesson 8. Materials needed for each are listed within the activity.

- ◆ Identify careers related to clothing and textiles with CAREER VOCABULARY and CAREER CHOICES.
- ◆ Explore the world of textiles occupations and opportunities within your local communities in CAREER CAPERS.
- ◆ Identify career clusters by categorizing careers with CAREER CONNECTIONS.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ Name five of the careers that you learned were in the textile industry.
- ◆ Name some careers that you discovered were in the clothing and textile industry.
- ◆ What are elements of a career you should consider?  
**education requirements, salary, region, and working conditions**

## APPLY

Help youth learn to apply what they have learned to their daily clothing choices.

- ◆ Look at your local community and the jobs available in the textiles and clothing industry.

# LESSON 8

# CAREERS

## BACKGROUND BASICS...Careers

Career opportunities in the textile industry have grown with the increased use of the computer and other new technologies. Careers in textiles are no longer limited to those dealing directly with fabric or fashion designs.

For example, computers are a necessary part of the textile industry. Not only do computers help to track shipments, keep inventory and forecast future sales, but they help in the designing and creating of items also. Using CAD (Computer Aided Design) computers can be programmed to tell a machine how to weave the fabric. They can analyze a color sample and tell you how to dye a particular fabric to match other fabrics. Computers are used to quickly create fabric designs and to arrange pattern pieces on the smallest amount of fabric possible. Even the sewing machines in our homes are becoming computerized. These machines sew faster and can be programmed to do a lot of the work for us.

It is important to recognize those careers that are indirectly related to textiles, but still play a large role in providing us with the choices in clothing and other items made from textiles. Some examples of the non-traditional textile jobs include those of the chemist, the engineer, the mechanic, and the interior decorator. The activities in this lesson will explore those careers, hopefully increasing awareness of the steps needed to bring the consumer the items they desire but also to help youth recognize the world of occupations and career opportunities available to them.

### Career Clusters

A career cluster is a group of occupations that are alike in the kind of work that each involves, and each cluster focuses on certain types of business related skills and interests. Some clusters might be more business related while other might concentrate more on creativity. The skills that define the jobs in a career cluster should be transferable from one job to another in the cluster. If you have skills for one of the jobs in the career cluster, it should be easy to make a career move to another job in the cluster.

Identifying career cluster can be important in planning career goals and exploring opportunities. A career cluster that has many transferable skills might be better for a person just beginning their career, while as they become more specialized, they could move into a career cluster with less transferable skills. Identifying career clusters helps identify opportunities that might not have been considered before.

When identifying career clusters, there are several categories of information that it is important to consider. The actual job and the responsibilities entailed, the wage, the skills and education needed; working conditions and lifestyle conditions that the job demands are a few examples.

# LESSON 8

# CAREERS

Careers in the Clothing and Textile Industries can be classified into several general categories by the nature of the jobs. The following classifications are used in the activities in this lesson.

By focusing in on classifying and clustering careers, we hope young people will begin to see the basic skills or competencies that are needed in most jobs today. During recent years, a national effort has been in force to help educate youth for the future workforce. Five nationally recognized competencies can be learned by youth at early ages in out-of-school settings when curricula is coordinated with formal learning. The workforce competencies are:

## RESOURCES

They know how to allocate time, money, materials, space, and staff.

## INTERPERSONAL SKILLS

They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

## INFORMATION

They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

## SYSTEMS

They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

## TECHNOLOGY

They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

In addition, competent workers in high-performance workplaces need these Foundation Skills:

## BASIC SKILLS

Reading, writing, arithmetic, and mathematics, speaking, and listening.

## THINKING SKILLS

The ability to learn, to reason, to think creatively, to make decisions, and to solve problems.

## PERSONAL QUALITIES

Individual responsibility, self-esteem and self-management, sociability, and integrity.

# LESSON 8

# CAREERS

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Many of the activities throughout this project have been designed with these skills in mind. As you conduct any activity throughout this project, help youth reflect of the skills they are acquiring and those they will use throughout life!

<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ identify careers in clothing and textiles.</li></ul>
<b>LIFE SKILLS:</b>	<ul style="list-style-type: none"><li>○ Practice creative thinking skills.</li><li>○ Group cooperation skills.</li></ul>
<b>MATERIALS:</b>	CAREER WORD SEARCH workbook page 31 JOB IDEAS FROM A TO Z LIST Paper and pencils Chalk board/chalk or flip chart/markers
<b>TIME:</b>	30 Minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

A career is the job you want to hold when you grow up. There are many careers that you may not realize exist. You may be surprised at all the job opportunities that exist that relate to the clothing and textile industry. Let's focus in on jobs and career possibilities that we can explore.

Let's start with what we know...think about when you went to a fabric store to shop for your pattern, fabric and notions, what kinds of jobs did you see? (list on a chalkboard or flipchart)? Now, think about all the textile items around you. They all have to be made by someone and there are many people involved in the process. What different kinds of jobs can you think of that produces, markets and delivers these items to your community? Think of all the ads you see on television, magazines and catalogs. These are all produced by people, many who have a career in textiles.

## Do

Create a CAREER VOCABULARY - Jobs from A to Z!

- ◆ Have the participants complete the CAREER WORD SEARCH on page 31 of their workbooks.
- ◆ Now that you're beginning to think about some careers and job opportunities in the clothing and textile industry, using the alphabet let's see how many jobs you can write down from A to Z.

NOTE: Youth may wish to team up to do this. You can encourage them to think about the learning experiences from all their previous activities (making fabric, cutting out garments, caring for clothing, etc).

## LESSON 8: CAREERS

### Activity 1: Career Vocabulary

- ◆ Use the CAREERS: "Jobs A to Z" IDEAS LIST to draw suggestions from the group if they can't think of possibilities.

## REFLECT

- ◆ Was it hard to find the careers in the word search? Did you help your friends?
- ◆ Could you think of a career for each letter of the alphabet?
- ◆ Did you mind if others helped you think of a career?  
**no, working together helps create more ideas**
- ◆ Let's name some careers that you identified were in the clothing and textile industry.
- ◆ What is a related career to the textile industry?  
**truck driver, engineer, mechanic**
- ◆ Did you realize the number of jobs created and the people it takes to make a garment? Get it to the consumer? Keep it clean?
- ◆ Name a career that you might be interested in?

## APPLY

- ◆ Demonstrate the use of your new career vocabulary. Play the Career Vocabulary game. Seat your group in a circle. Have a participant volunteer to be *it*. *It* points to someone in the circle and calls any letter of the alphabet (excluding the letter x). The person called upon must then respond with a career in textiles that begins with that letter. Give the respondent 30 seconds to respond.
- ◆ Allow the participants to be creative in the answers. If they can justify an answer then give them credit. Be sure to include related careers. If the person says a career, then they get to be *it* and choose the next person and letter. If they do not call out a correct career, the original *it* chooses another person and a different letter. Encourage the participants to choose a variety of letters and try not to repeat careers.

## **"Jobs from A to Z" IDEAS LIST**

### **A**

Advertising Account Manager  
Alterations Expert  
Artist

### **B**

Buyer/Assistant Buyer -  
goes to the wholesale markets and fashion shows and chooses merchandise for their stores

### **C**

College Instructor/Professor  
Colorist -  
a color chemist that formulates or matches color dyes for fabric/yarns.  
Computer Programmer  
Copywriter - composes ads, prepare material to promote sales through newspapers, catalog, leaflets and direct mail.

Cotton Farmer  
Customer Service Personnel

### **D**

Delivery Truck Driver  
Department Manager  
Display Director -  
designs displays for the store for promotion of merchandise, special looks for holidays or promotions  
Dressmaker -  
a garment maker with excellent sewing skills, who sews the final samples of the original designs.  
Dry Cleaner  
Presser - operates the machines that iron clothes  
Sorter - separates clothes that can be washed together  
Spotter - examine clothes for stains

### **E**

Engineer -  
chemical and environmental/textile engineers might work with fiber and fabric industries, dry-cleaning industries, etc.  
Extension Home Economist

### **F**

Fabric Buyer -  
selects and buys fabric for retail fabric stores or fashion designers.  
Fabric Designer -  
is an artist who designs new fabric patterns, designs and color combinations for fabric companies  
Fabric Finisher -  
applies finishes to fabrics: sizing, flame retardants, perma-press finish.  
Fashion Coordinator -  
establish fashion policy for their stores, plan special programs for schools and other groups, produce style shows, and occasionally work with sales personnel to keep them up to date on fashion trends.

## **LESSON 8: CAREERS**

### ***Activity 1: Career Vocabulary***

Fashion Stylist - thinks up original new ideas for garments

Fashion Designer -

designs garments for special customers, ready-to-wear manufacturers, motion pictures or stage productions, or pattern companies.

## **G**

Garment Construction:

Cutters - operate machines that will cut through the fabric

Finishers - complete any hand sewing on a garment

Markers -

transfer the outline of the pattern to the fabric for cutting

Sorters - sort fabric pieces into bundles according to piece

Patternmaker -

draft final patterns from the original designers' sketches; prepare muslin sample garment; work with designer to help designs succeed.

Pattern grader -

expand the patternmaker's first sample to all other sizes the consumers will buy.

Spreader -

a skilled person who precisely stacks smooth layers of fabric so that many garments can be cut out at the same time

## **H**

Home Economics/Family Consumer Sciences Teacher

## **I**

Interior Decorator

Inspector -

someone who inspects at several levels within the manufacturing processes within the textile industries

## **J**

Jobber - the job title of the garment distributor from wholesale to retail.

## **K**

Knitter/Knitting machine operator

## **L**

Laboratory Technician

Laundry Worker

Lawyers - work with industries requiring patents, federal regulations, etc.

## **M**

Maintenance Worker

Mechanic

Merchandise Manager -

oversees the merchandise supply for an entire retail store; may participate in buying trips and help plan store promotions

Models

## **N**

## **O**

Operators - looms, knitting machine or other machine operators



## **LESSON 8: CAREERS**

### ***Activity 1: Career Vocabulary***

#### **P**

Pattern Designer -

an artist who creates the fashion designs for a home-sewing company who makes retail patterns.

Photographer - shoots the photos for fashion layouts for promotions/advertisements/commercials

Promotions Director - organizes sales and when they are going to have them

#### **Q**

Quality Control Expert - designs the quality control systems used in manufacturing fabrics/garments.

#### **R**

Researcher - finds out what fashions, fabrics, stores, etc. people like best through surveys

#### **S**

Salesperson - answers questions about merchandise and sells the clothes and accessories.

Security Guard

Sheep Rancher (wool)

Shoe Salesman

Stock Clerk

#### **T**

Tailor

Textile Chemist-

develops new fibers and finishes to treat fabrics (fire resistant; stain resistant)

Textile Technologist-

expert on mechanical processes in fabric manufacturing

#### **U**

Upholsterer

#### **V**

Vat dye workers

#### **W**

Warehouse Manager

Weaver

#### **X**

#### **Y**

Yarn Converter - changes fibers into yarns

#### **Z**

Zipper Manufacturer

- OBJECTIVES:** For youth to:
- identify and define careers in the textile industry.
  - identify and explore careers related to the textile industry.
- LIFE SKILL:** ○ Careers and the world of work.
- MATERIALS:** CAREER CHOICES questions  
YES AND NO CHOICES CARDS for each team  
CAREER EXPLORATION Workbook activity, page 32  
Suggested gameboard plan
- TIME:** 30 Minutes
- SETTING:** Room with tables for participants to work in small teams.
- ADVANCE PREPARATION:**  
Copy Yes and No Cards for each team and cut out. Or, provide scissors to youth to prepare their own before starting.

## INTRODUCTION

Many people work in the clothing and textile industry, but we often do not realize this because their job is behind the scenes. Often we do not see them working, but we do enjoy the benefits of their work.

## Do

### Play the CAREER CHOICES GAME

- ◆ Divide the participants into teams of two or three. Give each team a stack of yes and no cards. Have teams seated at tables so they can work independent of each group.
- ◆ The leader shuffles the question cards and calls out the name of an occupation allowing the teams to answer in only a few seconds. The team answers either yes or no as to whether the career is in the textile industry, and the leader reads the rest of the statements. If the team answers it correctly, they score. The teams can answer questions simultaneously by quickly choosing their answer card and placing it out front on the table.
- ◆ Only correct answers will be rewarded with a score and incorrect answers result in no score.

## REFLECT

- ◆ Name five of the careers that you learned were in the textile industry.
- ◆ Name some careers that you already knew were related to the textile industry.
- ◆ Do all these jobs relate to actual garments or parts of the process?  
**most jobs relate to part of the process of making a garment and then marketing and getting it to the consumer**
- ◆ Name a job that has to do with research or developing new fabrics.  
**engineer, chemist, scientist**

## APPLY

- ◆ Complete the CAREER EXPLORATIONS Workbook activity on page 32.
- ◆ Play this game with a friend or your family.
- ◆ Go on a scavenger hunt around your community and look to see what kind of jobs people are doing in clothing and textile related industries. Make a list of the jobs these people do.

**QUESTIONS FOR CAREER CHOICES GAME**

1. sells shoes- (yes) our shoes are made from textiles such as canvas
2. writes TV advertisements -(yes) that is one way to find out about new sales at the malls and what the newest fashions are
3. raises sheep - (yes) you can advance one more if you can name what fiber comes from sheep (wool)
4. picks cotton - (yes) cotton comes from cotton plants and many of our clothes are made out of cotton
5. computer programmer - (yes) the computer programmer designs programs that display the fashion on the screen for fashion designers
6. drives a delivery truck - (yes) this person works to bring the clothes to the store for you to buy
7. an engineer - (yes) they design the sewing machines at the factories; they also design heating and cooling systems for the factory; have a lot to do with the production process
8. drives a school bus - (no) they do not have anything to do with textiles
9. a chemist - (yes) they can create more durable fibers, dyes and finishes to suit our needs
10. government worker - (yes) there are many government regulations on fabric quality and what has to be on a fabric label
11. grocery store clerk - (no) they do not have anything to do with textiles
12. English teacher - (no) they do not have anything to do with textiles
13. home economics/family and consumer sciences teacher -(yes) this person works with students to help them learn more about textiles and sewing
14. an accountant - (yes) they do the bookkeeping for manufacturers/retailers.
15. a dry cleaner - (yes) this person cleans garment through a special process, helping people care for their clothing properly
16. operates a laundromat - (yes) lets other people care for their clothing properly, cleaning it on a regular basis
17. fashion designer - (yes) designs original ideas for clothing

## LESSON 8: CAREERS

### *Activity 2: Careers Choices*

18. construction worker - (no)
19. policeman - (no)
20. interior decorator - (yes) works with different fabrics to cover couches and match curtains and rugs with appropriate fabrics
21. mechanic - (yes) somebody has to fix the production machines
22. shipping clerk - (yes) this person is in charge of sending out the right amount of clothing to the stores
23. buyer - (yes) this person goes to the apparel marts like in Atlanta or New York and purchases clothes and decides the fashions that their stores will carry
24. alterations expert - (yes) this person alters clothing just slightly so that it will fit the person better
25. dog catcher - (no)
26. forest ranger - (no)
27. sales clerk - (yes) these are the people who help you when you are shopping, and they operate the cash register
28. janitor - (yes) these people are needed to keep manufacturing plants and retail stores clean and safe.
29. someone who works for a chemical company - (yes) they might produce dyes that color your clothing or chemicals that give fabric a shiny finish, or a rough finish
30. quality control inspector - (yes) this person checks the fabrics, garments for flaws; they sometimes put a sticker on your garment saying that it had been checked
31. lifeguard - (no)
32. gas station attendant - (no)
33. secretary - (no)
34. doctor - (no)
35. photographer - (yes) fashion photographers shot the photos for advertising and commercials.

<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>

<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>
<b>YES</b>	<b>YES</b>	<b>YES</b>

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**

**NO**



<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>
<b>NO</b>	<b>NO</b>	<b>NO</b>

**SUGGESTED AGE:** 10-11 years old

**OBJECTIVES:** For youth to:

- list job opportunities in the community.
- describe elements needed for textiles careers.

**LIFE SKILLS:**

- identify career clusters and opportunities.
- determine similar requirements for job clusters.
- identify qualities that contribute to job success.

**MATERIALS:** Chalk board or flip chart  
Chalk or markers  
JOBS From A to Z Ideas List  
FOCUS ON CAREER CONNECTIONS Activity sheet  
CAREER CAPERS Workbook page 33

**TIME:** 45 Minutes

**SETTING:** A comfortable room with tables and chairs.

**ADVANCE PREPARATION:**  
Make set(s) of cards of the jobs identified in Activity to sort or use the one in Activity 4 and add additional ones to it.

## INTRODUCTION

Let's explore some connections between the different clothing and textile related jobs.

A **career cluster** is a group of occupations that are alike in the kind of work that each involves, and each cluster focuses on certain types of business related skills and interests. Some clusters might be more business related while other might concentrate more on creativity. The skills that define the jobs in a career cluster should be transferable from one job to another in the cluster. If you have skills for one of the jobs in the career cluster, it should be easy to make a career move to another job in the cluster.

When identifying career clusters, there are several categories of information that it is important to consider. Let's start with the type of jobs. In the clothing and textile industry there are usually seven different job areas we can use to sort the different types of jobs. These are:

- ▶ **Research and Development:** create and develop new fibers, fabrics, laundry detergents, cleaning products or other developments related to various industry products or procedures. Careers include scientists, chemists, engineers, computer programmers, etc.

- ▶ **Design and Merchandising:** while considered the "glamour" and most exciting side of the industry, it is the most limited and competitive for jobs. This is a highly creative team of people that create the designs and fashions.
- ▶ **Production:** all the manufacturing processes involved in the production of clothing and textile merchandise, everything from growing cotton to cutting patterns.
- ▶ **Communications:** communicating and promoting the merchandise to the consumer.
- ▶ **Retailing:** This probably the area you know the best...when you visit shopping malls and retail stores... all the employees you see are involved in the retail career opportunities.
- ▶ **Education:** Educating others whether it's the consumer, high school or college student is the nature of these career opportunities.
- ▶ **Special Services:** Several careers and jobs provide specialized services to consumers in the clothing and textile arena of making, repairing or cleaning clothes or other textile items.

## Do

Identify CAREER CONNECTIONS!

- ◆ Sort the JOBS from A to Z into stacks into the job areas you think they belong.

## REFLECT

- ◆ How well did you do in identifying which job cluster?
- ◆ What characteristics of the jobs in each cluster make them unique to that group?  
**these clusters are more defined toward the nature and the industry type versus similar skills**
- ◆ Would the background skills and abilities of the individuals in these jobs create a different set of clusters?  
**yes, for example have youth try to sort jobs that require creative talent/skills; writing skills; science skills; etc...**
- ◆ Would skills in one job be transferrable in another based in this classification?
- ◆ What other ways could we look at job clusters?

## Do

Career clusters can help us identify jobs in our community because they are often related. For example, some are business related while others might focus more on helping people. Let's brainstorm some career textile jobs in our community and place them in a career cluster.

- ◆ Discuss what jobs in your community are in the textile industry or related to textiles. Write the ideas up on the board or flip chart. Some ideas to include are: retailers, home economics teachers, extension workers, artist, factory worker, cleaners (furniture and clothes), alterationists, tailor/seamstress, engineers and chemists. Be sure to include all areas involved in textiles. Concentrate on your community in particular and be sure to mention and special factories, distributors, or buying marts in your community.
- ◆ Help the participants organize the occupations in to career clusters according to the type of work that is done using FOCUS ON CAREER CONNECTIONS Activity Sheet.
- ◆ Plan to visit with a person in the textile industry, either arrange for the person to come talk to your group or tour their place of work.
- ◆ Discuss and write down questions that you plan to ask the person you are visiting. Find out about their work, would you like to choose it as a career?

## REFLECT

- ◆ Name some of the careers that you identified in your community.
- ◆ Was it easy to identify career clusters? What is a main characteristic of a career cluster?  
**the type of work done, such as dealing with people or research; education requirements; transferable skills**
- ◆ What careers did you discover in your community that are related to textiles?  
**answers will vary; be sure to include community opportunities**
- ◆ What kinds of questions do you plan to ask of the person you are going to visit?  
**what are your working hours? What do you have to wear to work? How much schooling have you had? Do you travel? Did you go to a technical or special school? What are some special skills that your job requires?**

**APPLY**

- ◆ Bring a visitor to your meeting or go on a field trip. Discover the opportunities your community offers in the textile area. Be sure to use the questions you wrote out ahead of time.
- ◆ Go to the library to find out more about a particular career that interests you. Find out if you could have that opportunity in your community.
- ◆ Complete the CAREER CAPERS Workbook Activity, page 33, to discover more about what you like to do and the working conditions or "lifestyle" that youth want.



## *FOCUS on CAREER CONNECTIONS...*

*Record Jobs you found in your community in each of the categories!*

**RESEARCH AND DEVELOPMENT:**

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**DESIGN & MERCHANDISING:**

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**PRODUCTION:**

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**COMMUNICATIONS:**

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**RETAILING:**

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**EDUCATION:**

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**SPECIAL SERVICES:**

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- OBJECTIVES:** For youth to:
- identify careers in the textile field.
  - match careers with education requirements, pay, working conditions, and region of the country.
- LIFE SKILLS:**
- Practice strategy and decision-making skills.
  - Classification skills.
- MATERIALS:** CAREER CONNECTIONS CARDS  
PERSONAL PORTFOLIO Workbook page 34
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables or floor space for card game.
- ADVANCE PREPARATION:**  
Copy and cut out occupation cards. Copy and cut out characteristics cards to match the number of occupation cards used.

## INTRODUCTION

When deciding what career you would like to follow, there are many things that you should consider. You need to remember not only the glamorous things about the job, but the daily routine activities also. Knowing these things will help you be prepared to get a job in the field of your choice.

## Do

Play CAREER CONNECTIONS!

- ◆ Seat participants in a circle (Groups of 2-4). Deal out five cards to every player. Place the rest of the cards in the center of the circle. Play the game just as you would gin rummy.
- ◆ The goal of the game is to gather a career occupation and four correct characteristics of an occupation in your hand. This is a set: an occupation card, a salary amount, working conditions, education requirements and region of the country. The first person to have a set wins the game. The set must be correct (have the leader check the set to be sure).
- ◆ To play the game, the first person begins by picking up a card from the center deck. The player must then discard one card, face up, making a pile next to the extra cards. The second player can either pick up the top card of the discard pile or the extra card deck. Players continue picking up cards and discarding until one person has a correct set. Players should only have five cards in their hand.
- ◆ Once the game has ended, discuss the characteristics of the career set that has been completed. Discuss each element and how it relates to the job. Is the job one you would like?

- ◆ Repeat the game if time allows.

## **REFLECT**

- ◆ What are the elements of a career you should consider?  
**education, salary, region, and working conditions**
- ◆ Rank these elements in the order you consider most important. Would you be willing to take a job that met only three of your elements? How flexible could you be? Would you really like the job?
- ◆ Why do we think about things like the characteristics of a job?  
**because we want to be happy doing what we have chosen for a life long career**
- ◆ Name a career that requires a college education.  
**chemist, computer technician, engineer**
- ◆ Name careers that do not require a college education.  
**sales clerk, photographer, store manager, dressmaker/alterations, etc.**
- ◆ Are there any relationships between the education level required and the salary?  
**yes, generally, the more education you have, the more money you can make**

## **APPLY**

- ◆ What are some of the working conditions/job characteristics that you like or dislike?  
**working outdoors/indoors, geographic location, office setting, etc.**
- ◆ Name a career that you might like to go into.
- ◆ Talk to people who are currently working in the textile industry. Find out what their job involved, do they like their job, what do they do on a daily basis.
- ◆ Develop your own PERSONAL PORTFOLIO, on page 34 of the Workbook, by "advertising" your current or future skills for the careers of your choice.



**LESSON 8: CAREERS*****Activity 4: Career Characteristics!***

**Note to Teacher:** The goal of this activity is to introduce youth to the different dimensions to consider when thinking about a career. There are no "absolute right answers" to this game - the ranges and classifications used are general to illustrate the concepts youth will need to do specific research for more realistic salary, degree and skill characteristics.

**Annual Salary Key:**

\$	Minimum Wage or Less than \$20,000	\$\$	\$20,000 - \$50,000
\$\$\$	\$50,000 - \$75,000	\$\$\$\$	\$75,000 +

Occupation: Textile Chemist  
Salary: \$\$\$  
Region: Limited to Southern/Northeastern U.S.  
Job Characteristics: Working in a lab, doing research  
Education: College Degree, Masters, Ph.D.

Occupation: Sales Clerk  
Salary: \$  
Region: Anywhere  
Job Characteristics: Many hours of standing; talking with the public; only in large cities  
Education: High School Diploma, not required

Occupation: Buyer  
Salary: \$\$ - \$\$\$  
Region: Large City  
Job Characteristics: Travels often; attends fashion showrooms and designer shows  
Education: College Degree

Occupation: Artist  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: Deadlines  
Education: Fine Arts College Degree, artistic talent

Occupation: Store Manager  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: Handle complaints, long hours of standing, deal with employees  
Education: Experience required, some college

Occupation: Fabric Designer  
Salary: \$\$\$\$  
Region: Large City  
Job Characteristics: Need computer knowledge, artistic talent  
Education: College degree

Occupation: Home Economics/Family & Consumer Science Teacher  
Salary: \$\$  
Region: Anywhere  
Job Characteristics: School, working with youth; people skills  
Education: College Degree

Occupation: Advertising Agency  
Salary: \$\$ - \$\$\$  
Region: Anywhere  
Job Characteristics: Office setting; many deadlines  
Education: College Degree

**LESSON 8: CAREERS*****Activity 4: Career Characteristics!***

Occupation:	Quality Control Expert
Salary:	\$\$ - \$\$\$
Region:	Predominantly limited to Southern/Northeastern U.S./International manufacturing locations
Job Characteristics:	Manufacturing plants; office setting
Education:	College Degree, Masters
Occupation:	Chemical/Textile Engineer
Salary:	\$\$\$
Region:	Predominantly limited to Southern/Northeastern U.S./International manufacturing locations
Job Characteristics:	Plant laboratory
Education:	College degree
Occupation:	Copywriter
Salary:	\$\$
Region:	Anywhere
Job Characteristics:	Writing/creativity; office setting; deadlines
Education:	College degree
Occupation:	Alterations Person
Salary:	\$ - \$\$\$ - \$\$\$ (Range will vary - start merely doing the alterations but may own business)
Region:	Anywhere
Job Characteristics:	Advanced sewing skills, people skills
Education:	No degree required
Occupation:	Dry Cleaner
Salary:	\$ - \$\$ - \$\$\$ (Range will vary - start merely doing the alterations but may own business)
Region:	Anywhere
Job Characteristics:	Plant
Education:	No degree required
Occupation:	Public Relations Coordinator
Salary:	\$\$ - \$\$\$\$
Region:	Anywhere
Job Characteristics:	Office setting; people skills
Education:	College degree
Occupation:	Dressmaker for Fashion Designer
Salary:	\$\$\$
Region:	Large city
Job Characteristics:	Deadlines; precision math skills
Education:	No degree required; specialized training/advanced sewing skills
Occupation:	Fashion Illustrator
Salary:	\$\$\$ - \$\$\$\$
Region:	Large city
Job Characteristics:	Deadlines; office setting, creativity
Education:	Artist talent; fine arts college degree

## **LESSON 8: CAREERS**

### ***Activity 4: Career Characteristics!***

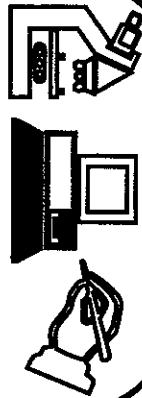
Occupation: Garment Construction  
Salary: \$ - \$\$ (May be paid by the piece)  
Region: Predominantly Southern/Northeastern U.S.  
Job Characteristics: Manufacturing plant  
Education: H.S. Degree; no college degree required

Occupation: Pattern Designer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Computer skills  
Education: College degree

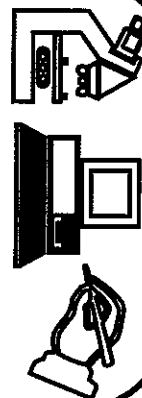
Occupation: Fashion Designer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Creativity, artistic talent  
Education: College degree or degree from a design school or appreciate for a designer

Occupation: Fashion Photographer  
Salary: \$\$\$\$  
Region: Large city  
Job Characteristics: Travel; creativity; deadlines  
Education: Creativity/artistic talent; specialized skills; no degree required

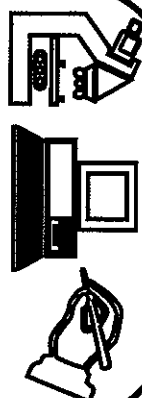
## OCCUPATION CARDS



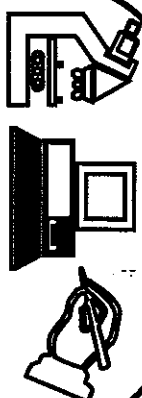
**Textile  
Chemist**



**Sales  
Clerk**



**Artist**



**Store  
Manager**



**Buyer**



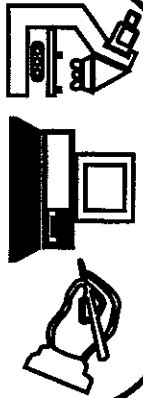
**Fabric  
Designer**



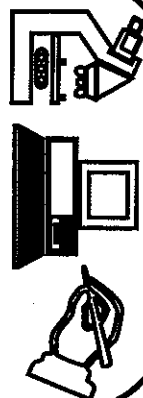
**Home  
Economics  
Family &  
Consumer  
Science  
Teacher**



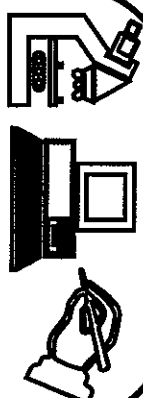
**Advertiser**



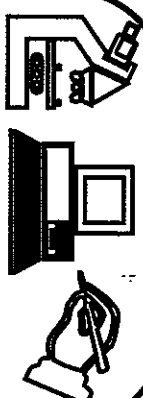
**Quality  
Control  
Expert**



**Engineer**



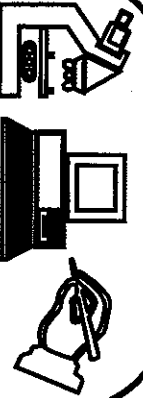
**Pattern  
Designer**



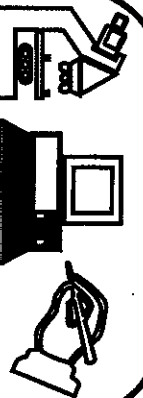
**Fashion  
Designer**



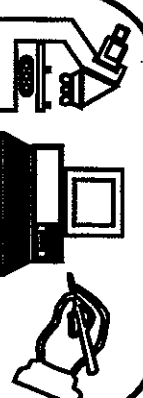
**Fashion  
Illustrator**



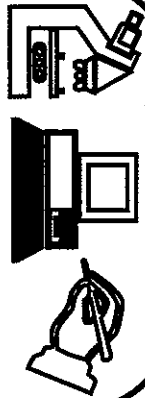
**Dress-  
maker**



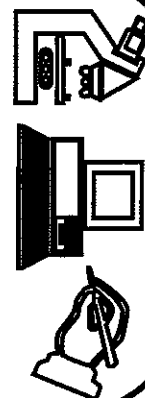
**Garment  
Construction  
Spreader  
Finisher  
Grader**



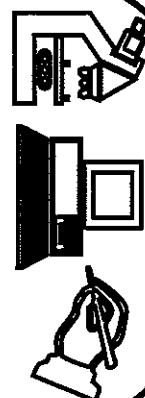
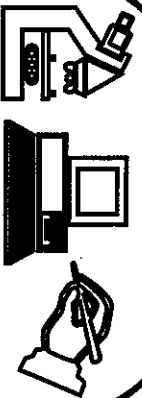
**Photo-  
grapher**



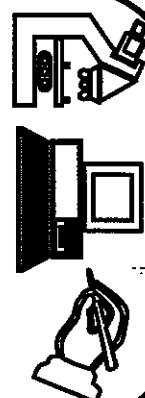
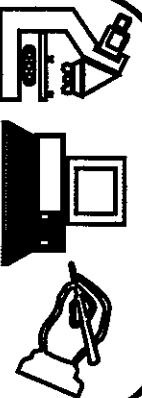
**Public  
Relations  
Coordinator**



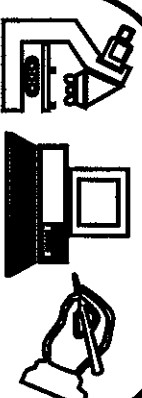
**Copywriter**



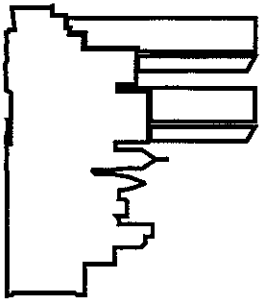
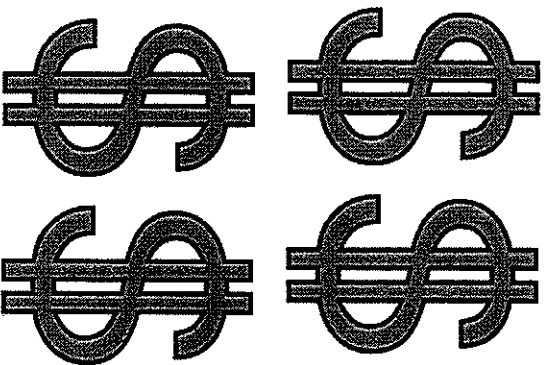
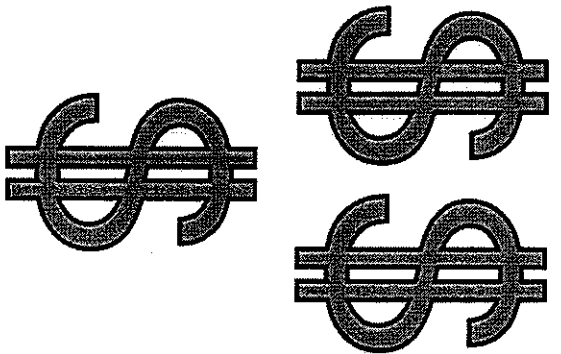
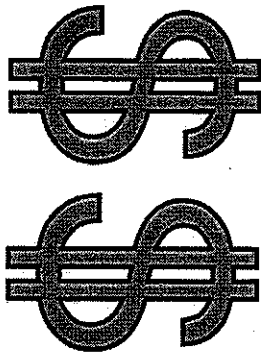
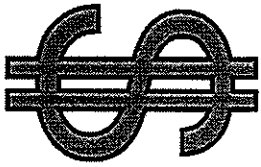
**Alterations  
Person**



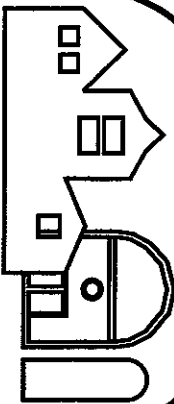
**Dry  
Cleaner**



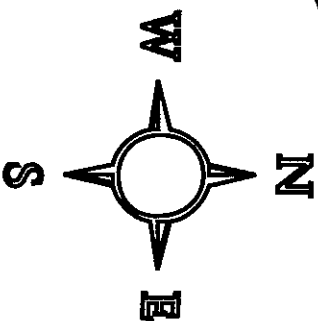
# Characteristics Cards



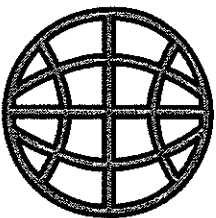
**Large  
City**



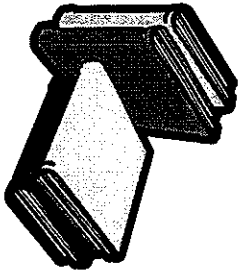
**Small  
Town**



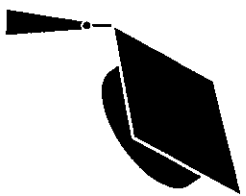
**Geographic  
Region**



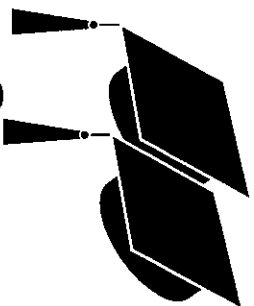
**Anywhere**



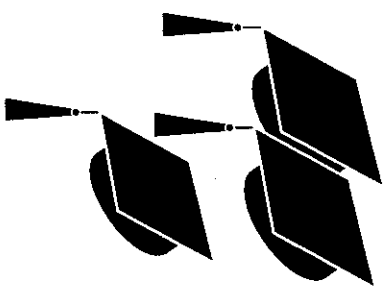
**No  
High School  
Degree**



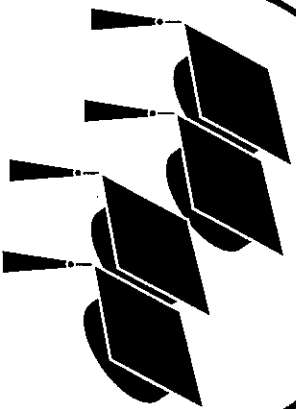
**High  
School  
Degree**



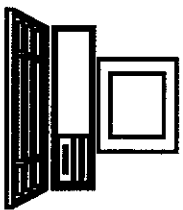
**Some  
College  
or  
Specialized  
Training**



**4-Year  
Degree**



**Advanced  
Degree**



**Office  
Setting**

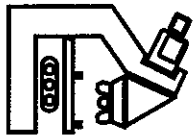


**Creativity  
Writing**

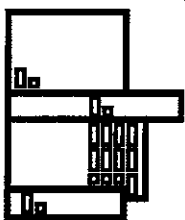


**People  
Skills**

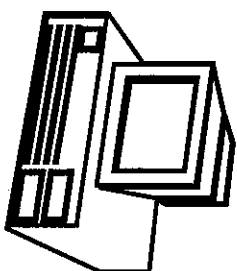




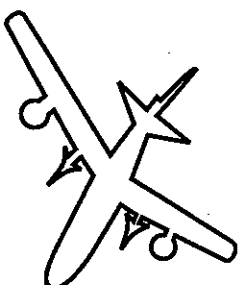
**Lab,  
Research**



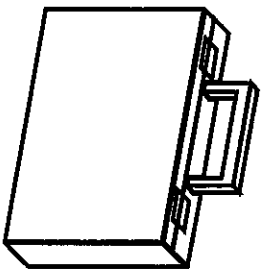
**Manufacturing  
Plant**



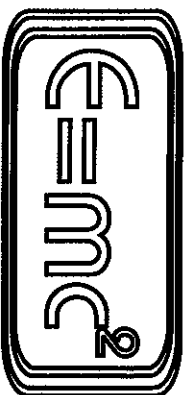
**Computer  
Skills**



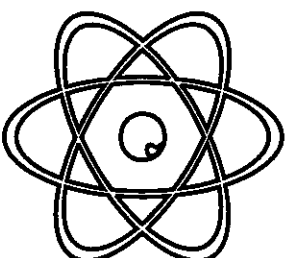
**Travel**



**Business  
Skills**



**Math  
Skills**



**Science  
Skills**



# CLOTHING CAPERS

**Creativity**  
**Communication**  
**Cutting Edge**  
**Choices**  
**Consumerism**  
**Care**  
**Culture**  
**Careers**

## WORKBOOK

4-H Clothing and Textiles Program



OUR  
PERSONAL  
WORLD

# Clothing Capers

Clothing is fun and an important part of your daily life. Think about how many places sell clothes. Think of all the different clothes that tell things about you. T-shirts tell which sports team is your favorite. Dresses and ties say that you have somewhere important to go. Warm clothes tell you that the weather is cool.

There are many ways that you can improve your wardrobe through your own skills and creativity. Through these activities, you will learn ways to care for your clothing to keep it looking its best, about fibers and fabrics, skills in being a good consumer, and even how to sew your own garments!

There are eight different action "scenes" in which you can learn new information and skills for all your future Clothing Capers! Explore the activities in each for a well balanced knowledge of clothing and textiles. There is more to learn than you ever imagined!



## CREATIVITY

- Scene 1: Creative Construction...Setting The Stage
- Scene 2: Pattern Directing...Reading The Script
- Scene 3: How Good A Director Are You?...Act 1: Sew Some Jams



## COMMUNICATION OF SELF

- Scene 1: The Spotlight's On You...Acting The Part
- Scene 2: Portraits Of Myself...Clean and Neat..Head To Feet!



## **CUTTING EDGE**

- Scene 1: Of Fibers and Fabrics...What's Its Name?  
Scene 2: The "In's and Out's" Of Fabrics...Fabric Fun Experiments



## **CHOICES**

- Scene 1: Be Yourself...Choices Collage  
Scene 2: Fashion Fun Count...Color Plays A Leading Role!  
Scene 3: Wardrobe Planning



## **CONSUMERISM**

- Scene 1: Be A Super Shopper...Label Ratings  
Scene 2: How Good A Critic Are You?...Shopping Etiquette



## **CARE**

- Scene 1: It's Important...Laundry Game  
Scene 2: Going, Going, Gone...Which One Is Best?



## **CULTURE**

- Scene 1: Zoom In On Culture...Tie-Dying Fun!



## **CAREERS**

- Scene 1: Focus On Careers...Career Explorations  
Scene 2: Career Capers...A Personal Portfolio



# Creative Construction

Act 1




**C  
R  
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A  
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V  
I  
T  
Y**

What do movie making and sewing have in common? Creativity and FUN! Creative sewing can be fun. There are many important things to consider before you sew. It is important to know the proper tools to use, how to follow instructions, and recognize pattern symbols and markings.

Making a garment allows you to creatively design your outfit to be unique. You can also creatively change or repair garments with patches or make accessories to match your outfits.

Practice makes perfect, so spend time on your project. Each time you sew, it will be easier and easier!

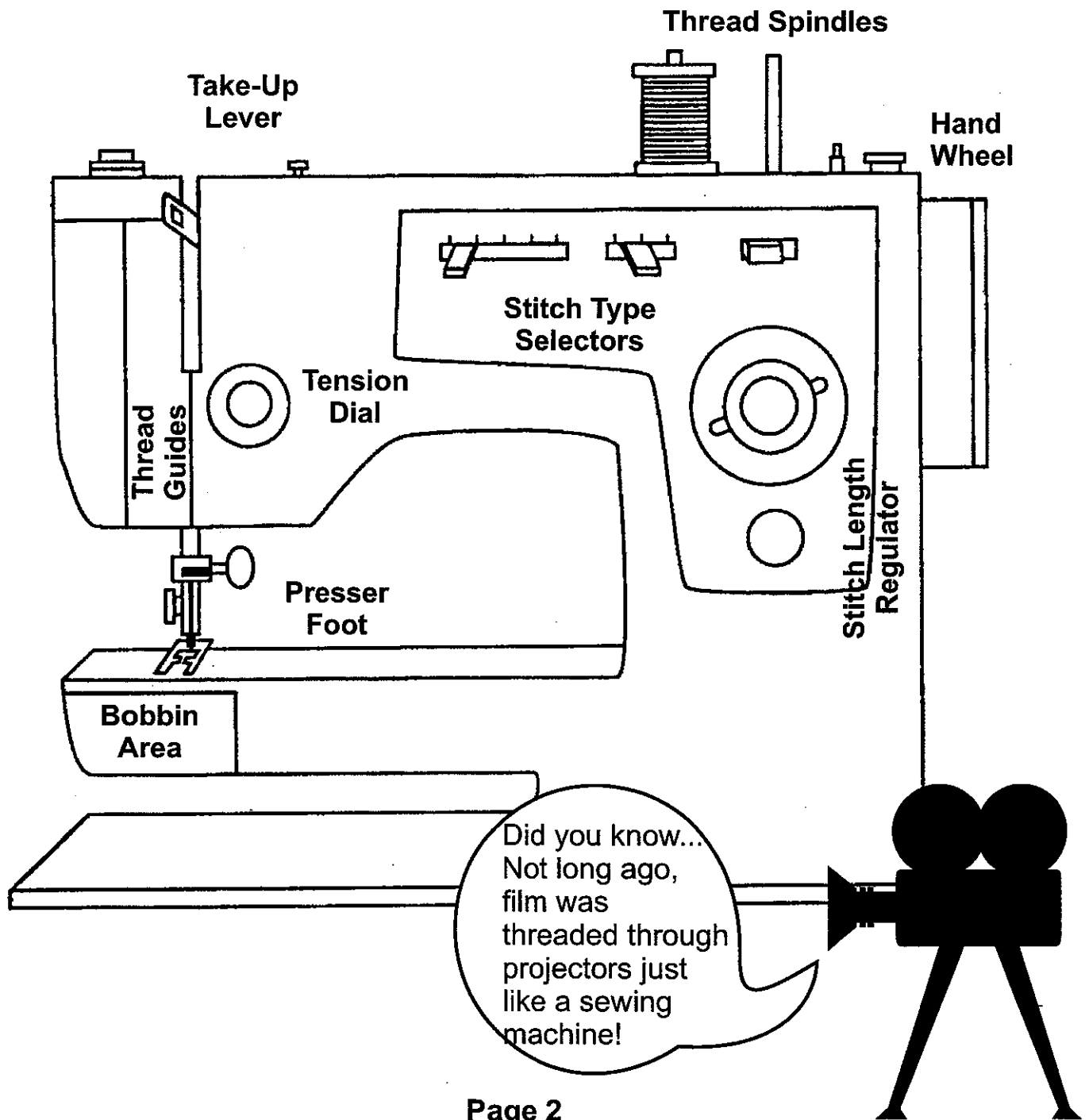
## *Quick Tips*

-  Set aside one place for your equipment. Storing everything in one place will keep you more organized.
-  Have a separate pair of scissors for your clothing and textile projects. Do not use these scissors to cut paper or other objects.
-  Develop a plan for making each project. Determine how long you think the project will take and what items you will need for each step. Finish each project before beginning another one.



# ...Setting the STAGE

Just as every movie requires a very skilled cameraman, you must become a very skilled machine operator. Demonstrate your knowledge at threading a sewing machine. Starting at the spool of thread, draw the path that the thread takes to the needle.



# Pattern Directing...

A successful movie begins with a script of all the action scenes. The same is true for creative construction projects or making a garment. They both require some important information. As the director of your own project, you will need to learn to read and follow pattern directions and instructions.

## What You Will Need:

- ✓ A pattern envelope

## What You Do:

Using a pattern envelope, answer these questions:

Determine your size and figure type according to the measurements on the envelope. What is your size?

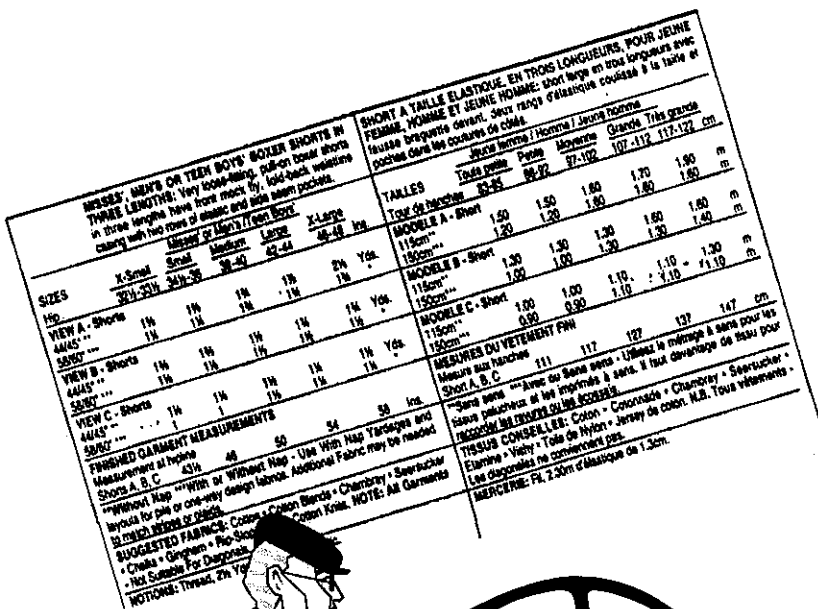
Select a view you would like to sew.

What's the fabric amount required for your view and size?

Find two suggested fabrics.

What are the required notions?

Briefly summarize the pattern description.

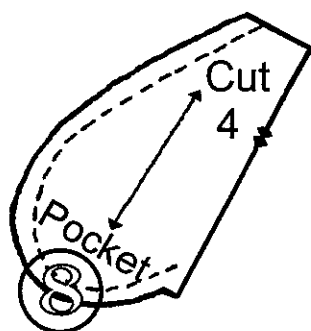
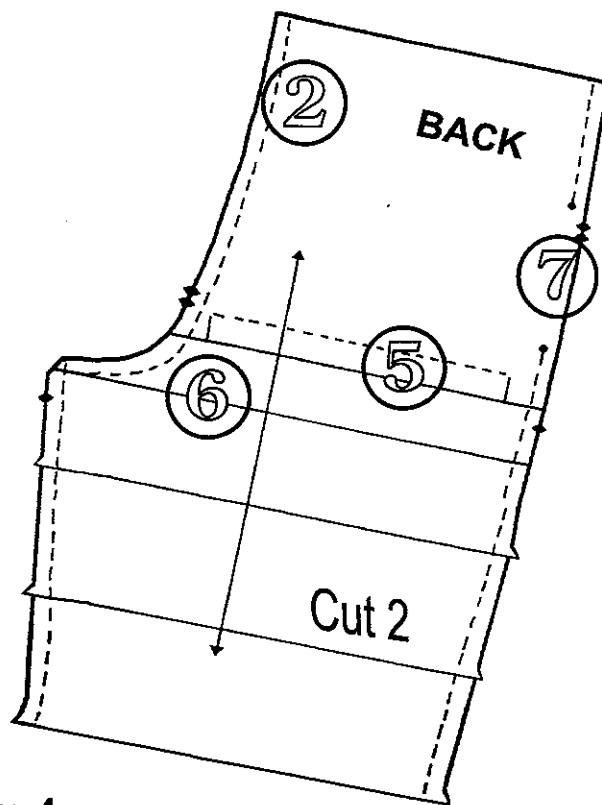
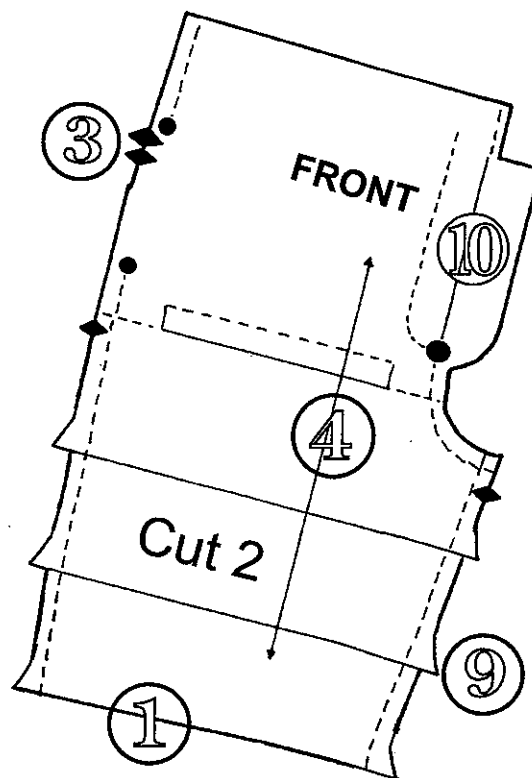


# ...Reading the Script

One of the jobs of the director is to make sure the script is followed. Understanding all the symbols and markings is part of the script for successful sewing projects. Patterns provide you with meaningful symbols and signs to keep you going in the right direction!

Do you know your pattern symbols? Beside each number below, write the name or purpose of the symbol.

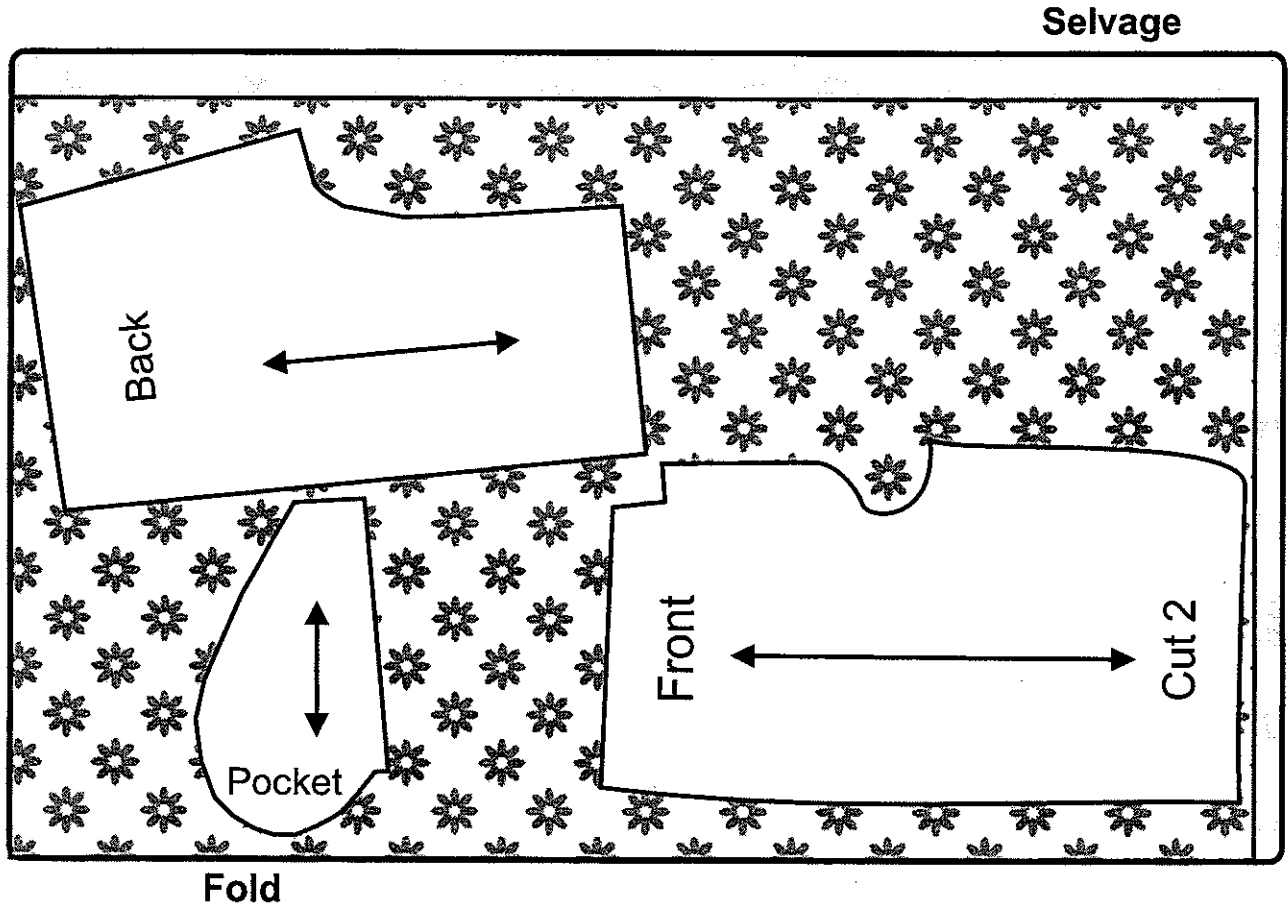
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





# How Good a Director are You?

Pattern layout means knowing what direction the fabric should be folded and successfully laying out the pattern pieces in the right direction.



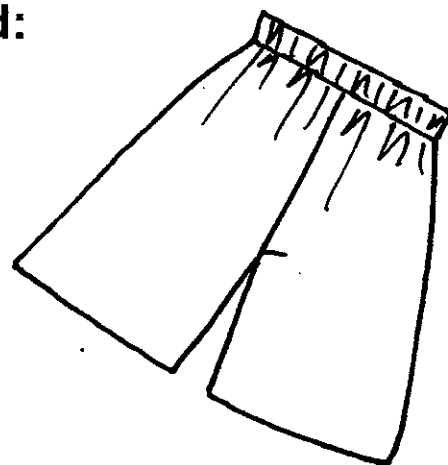
There are three mistakes in the jam's layout above. What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Act 1: Sew Some JAMS!

## Props and Equipment You Will Need:

- ✓ pattern
- ✓ sewing machine
- ✓ thread
- ✓ pins
- ✓ scissors
- ✓ fabric
- ✓ iron
- ✓ elastic
- ✓ measuring tape



## What You Do:

1. Select a pattern and fabric you like.
2. Take your measurements and purchase the needed materials.
3. Wash fabric and fold for layout.
4. Lay out pattern pieces on fabric, pin, cut, and mark.
5. Place one front to one back with right sides together. Pin inside leg seams.
6. Stitch at  $\frac{5}{8}$  inch. Press seam open.
7. Pin side seam with right sides together. Remove pins as you stitch. Press seam open.
8. Repeat steps 5 through 7 for the other leg.
9. Turn one leg wrong side out. Place second leg inside this one with right sides together.
10. Pin curved seam (crotch). Stitch at  $\frac{5}{8}$  inch. On every curved area, stitch again at  $\frac{1}{2}$  inch. Trim to  $\frac{1}{4}$  inch. Pull inside out.
11. Fold down for casing. Stitch, leaving 1 inch opening to insert elastic. Pull elastic through. Lap ends of elastic and stitch. Stitch one inch opening.
12. Fold up hem. Pin. Stitch.
13. Press and your jams are ready to wear on your next trip to the movies!



**Act 2**

# **C O M M U N I C A T I O N**

## **The Spotlight's on You!**

The spotlight's on you when in front of the camera. The same is true each day. How you communicate yourself involves the total you...

- how you look
- how you carry and care for your body
- how you act

Your clothing tells many things about yourself, but the way you stand, sit and walk also communicates to others. Good grooming and your actions and manners toward others also communicate. This communication of yourself happens whether you are thinking about it or not. You will get to know yourself better, inside and out, in the following activities.

Isn't it fun to sit in a public place and watch people going by? Some folks slouch; others seem as if they are flying by. Some waddle; others scurry; some trot; others stomp along. Really good posture means being lined up with smooth body movements. If you're well lined up, the three heavy sections of your body - your head, chest section, and hips - should nicely balance one over the other.

*Try this with your  
friends and family!*

### **Play Posture Charades!**

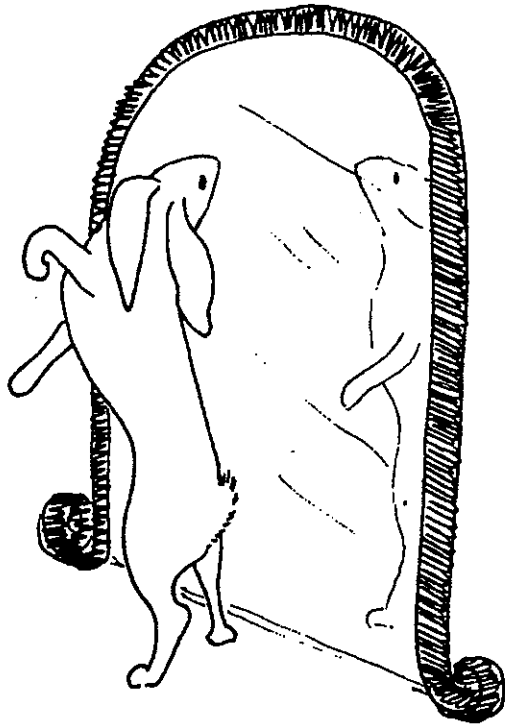
- Create a list of descriptive words you communicate through your nonverbal body actions.
- Cut apart the list and place in a container.
- Divide into teams and draw for a "charade".
- Act it out and let others guess.

# ...Acting The Part

Good posture needs to be a part of your act everyday. Good posture makes you look and feel better in every way. Good posture doesn't mean a stiff, "stand-at-attention" position, but is a body that stands, sits or walks in perfect balance.

Try standing with your body, head, chest and hip sections balanced one over the other. This will help your muscles fall in line and work smoothly as you move. It also helps your internal organs grow and work most effectively.

Practice good posture every day. Your clothes will look better on you and you'll feel better, too.



## How Is Your Posture?

	Good	Needs Improving
Head High		
Shoulder Blades Flat		
Chest Up		
Stomach In		
Buttocks Under		

# Portraits of Myself



*Look at yourself in the mirror, just as you are now. What do you see?*

*Check yourself on the grooming chart.*

*Look at yourself in the mirror on two other dates and check yourself again.*

Good grooming is necessary whether on a movie set or in real life! Good grooming is a habit learned by practice. Habits are something you do regularly without even thinking about it.

Going to bed at the same time each night is a habit. So is biting finger nails...a *bad* habit. Hanging up your clean clothes is a *good* habit.

Record the Dates 			
How Do You Rate?	yes/no	yes/no	yes/no
Hair combed?			
Face clean?			
Hair clean?			
Neck and ears clean?			
Hands and nails clean?			
Teeth brushed?			
Bath/shower today or yesterday?			
Clean clothes?			
Clothes neat?			
Shoes clean or polished?			
A smile? 			

List some of your GOOD grooming habits you want to maintain:

---



---



---

List some of your BAD grooming habits you want to improve:

---



---



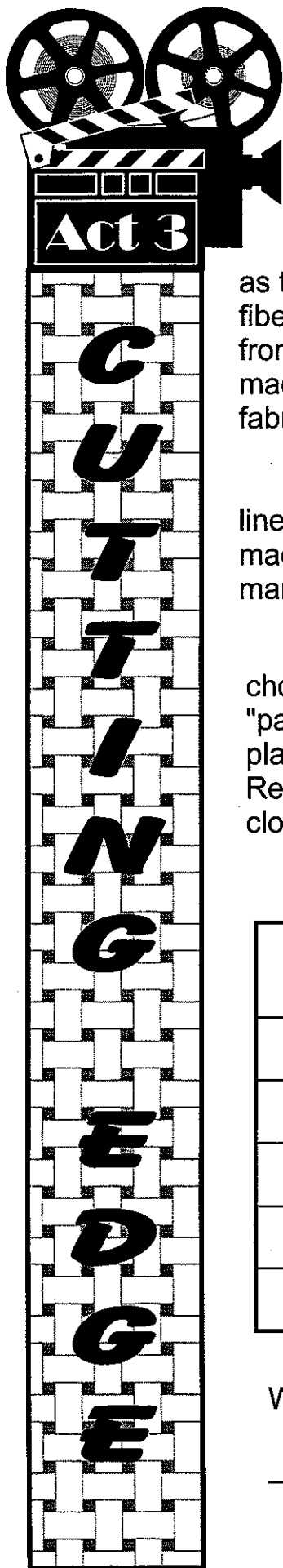
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# Clean and Neat...Head to Feet!

Good grooming means making yourself as neat and clean as can be.

## Setting Up A Schedule...for Personal Care

Grooming Practices I Plan To Do:	Several times A Day	Once a Day	Twice a Day	Once a Week	Once a Month
Brush teeth	✓				



# Of Fibers & Fabrics

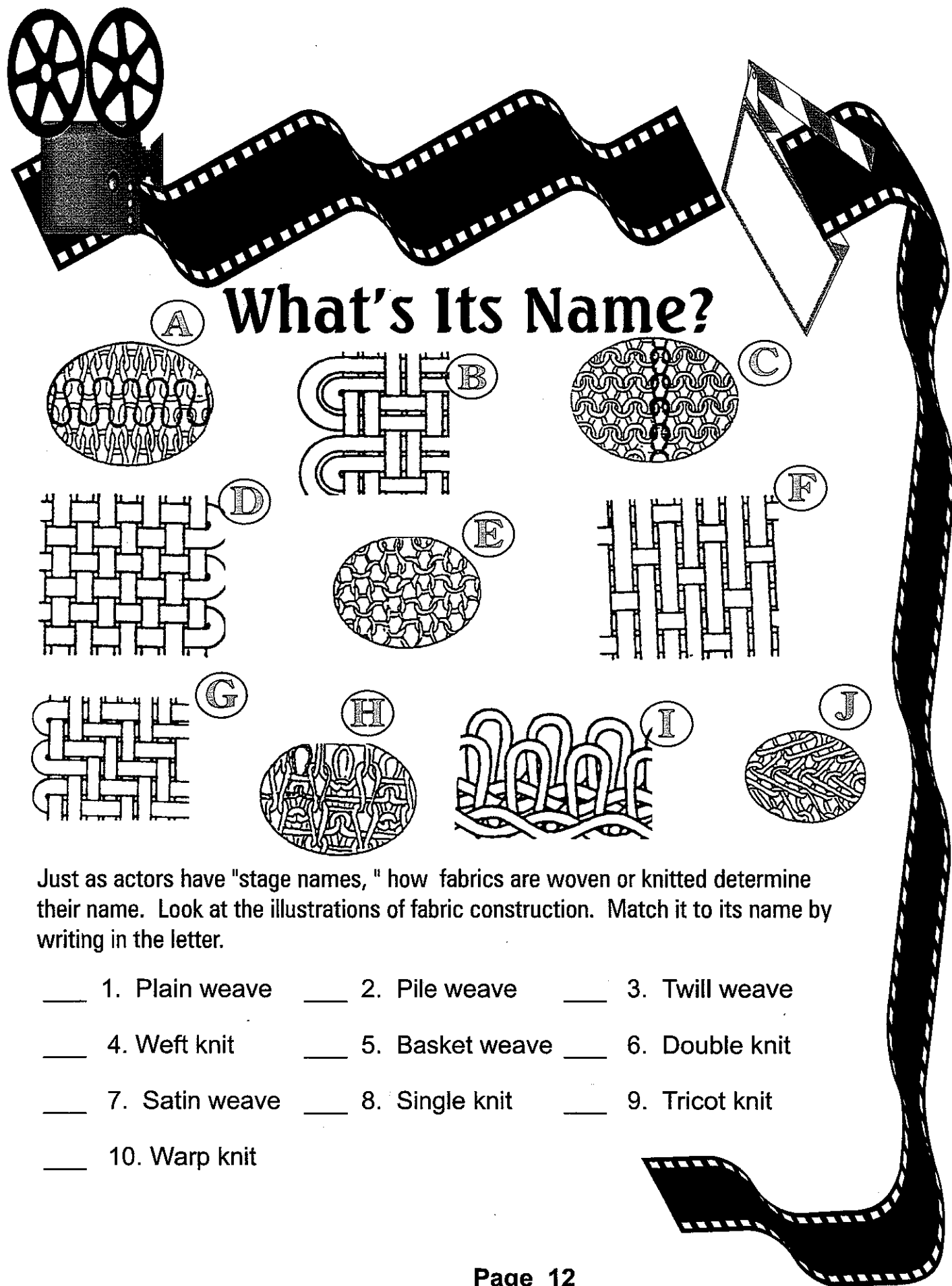
The "Cutting Edge" of fibers and fabrics can be as exciting as the latest technology in the movie business! New and stronger fibers and fabrics are engineered each year. Fabrics are made from fibers that come from either nature or chemical labs (man-made fibers). Some fabrics are made from both, these are called fabric blends.

Natural fibers come from either plants or animals. Cotton and linen are plant fibers, while wool and silk come from animals. Man-made fibers belong to certain "generic" names or "families". Some man-made fibers are: nylon; polyester; rayon; acrylic and acetate.

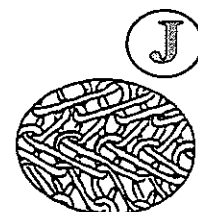
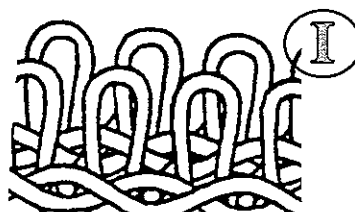
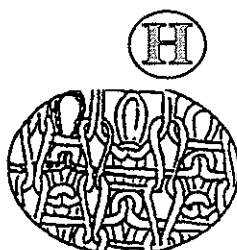
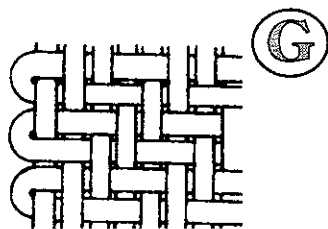
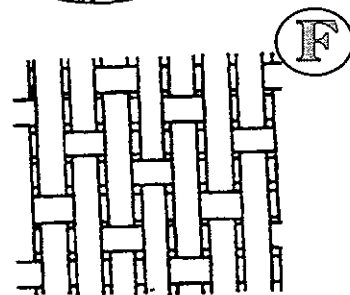
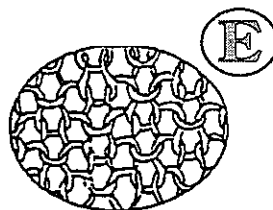
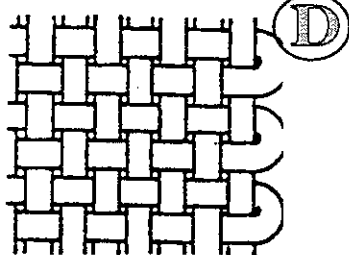
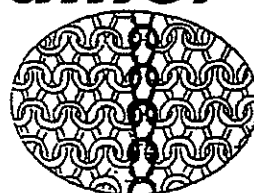
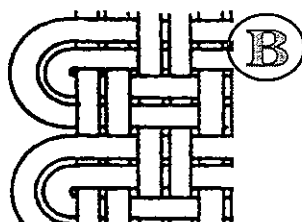
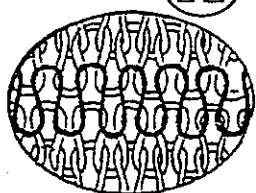
Actors or actresses are chosen if they fit a "part." When choosing clothing it's important to choose the best fabric for the "part," too. See if you can find which fibers are used to make play/sport clothes and which ones are used for dressy clothes. Read the labels on your clothes (or other family members' clothes) or use a catalog.

Garment	Type of Fiber by Percent (%)	Where Do I Wear It? or Type of Garment

What did you discover? \_\_\_\_\_  
\_\_\_\_\_



## (A) What's Its Name?



Just as actors have "stage names," how fabrics are woven or knitted determine their name. Look at the illustrations of fabric construction. Match it to its name by writing in the letter.

- |                    |                     |                    |
|--------------------|---------------------|--------------------|
| ___ 1. Plain weave | ___ 2. Pile weave   | ___ 3. Twill weave |
| ___ 4. Weft knit   | ___ 5. Basket weave | ___ 6. Double knit |
| ___ 7. Satin weave | ___ 8. Single knit  | ___ 9. Tricot knit |
| ___ 10. Warp knit  |                     |                    |

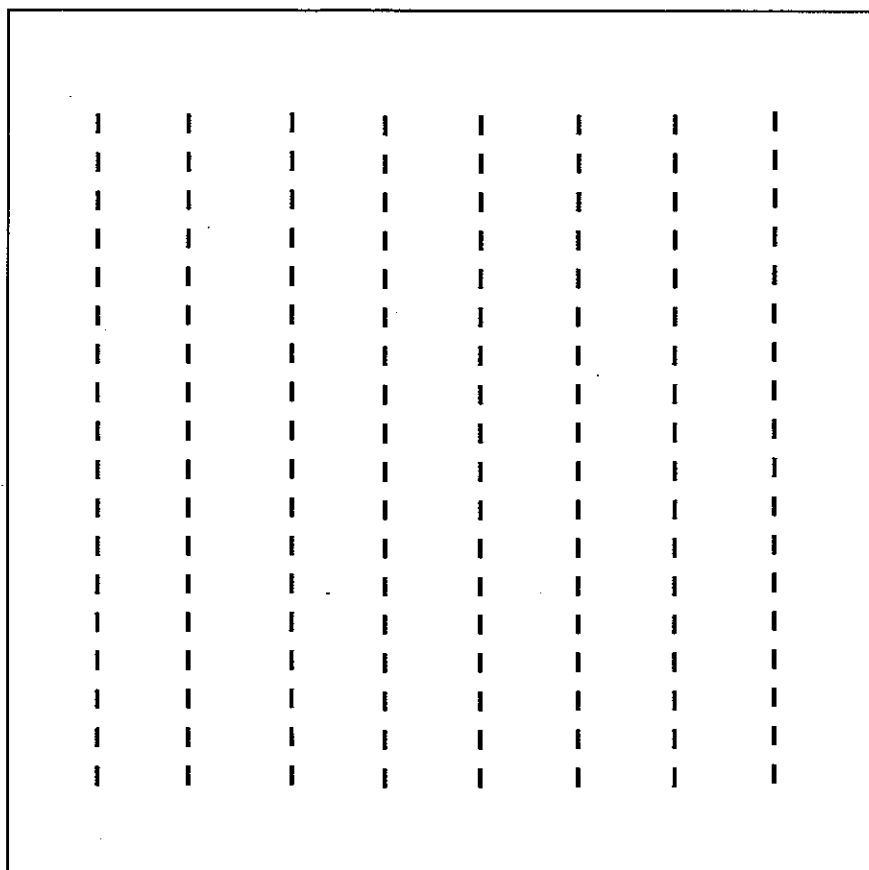


# The “Ins” and “Outs” Of Fabrics

Some fabrics are made by weaving yarns together. Two types of weaves are the plain weave (one over, one under) and the basket weave (two threads over and under). Let's have some fun weaving by making a coaster!

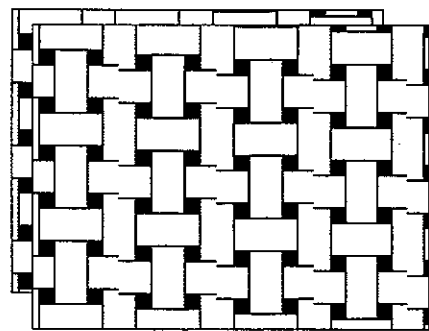
## What You Need:

- ✓ Old denim jeans or denim fabric
- ✓ Fabric scraps
- ✓ Fabric glue, glue gun or sewing machine
- ✓ Scissors
- ✓ Piece of cardboard or foamboard
- ✓ Pins or tacks



## What You Do:

- Cut 4½ x 4½ inch square from denim.
- Cut slits in the square, leaving ½ inch on each side.
- Cut or tear 1 x 6 inch strips from fabric scraps.
- Pin or tack denim square to board.
- Weave the fabric through the denim using either the plain weave or basket weave.
- After the coaster is complete, glue or stitch the edges.
- Cut off the excess ends of fabric strips.



# Fabric Fun Experiments

By looking at a variety of fabrics and doing some experimenting with them, you can learn important facts that will help you make wise choices when you buy or make your clothes. One of the facts we will explore in this experiment is "draping". The "drape" of a fabric is how it falls or looks when made into a garment. Try this test and see if you can predict the best fabrics for different clothing styles.

## What You Need:

- ✓ Empty cardboard roll from paper towels or toilet tissues
- ✓ Clean sheet of paper
- ✓ Pencil
- ✓ Fabric scraps or old clothing

## What You Do:

- If using a paper towel roll, cut it down to about 5 inches in length.
- Cut out a circle at least 6 inches in diameter from the fabric. (Use a compass or trace around a bowl.)
- Stand the tube up on a clean sheet of paper.
- Place the circle of fabric over the tube and let it fall naturally.
- Carefully draw around the outline the fabric makes as it lies naturally.
- You will have a drawing something like one of these.



Fabric Drape

How well did your fabric drape? Circle which drawing it was closest to.



Draw its shape here.

This drawing will help you imagine how the fabric will drape or fall when made into a garment.

Fabric 1 is soft and it hangs close to the tube. Fabrics like this will be good for garments with soft, flowing lines, and those with lots of gathers.

Fabric 2 has gentle curves. It would be best for garments that are not too "body-hugging."

Fabric 3 has lots of support and is stiffer than the others. This is best used in garments that stand away from the body, not soft gathered styles.

After trying this several times, you can recognize what fabrics are best for what styles. When buying garments, you can do tests in the



# ... Be Yourself!

**Act 4**

**C  
H  
O  
I  
C  
E  
S**

Your clothes tell others many things about you, such as, what you do, what you like, or where you are going. You often choose your clothing to match a "role" (what you do) or a special occasion. You may have several roles, such as student, 4-H'er, band member, or sports team member.

Just as actors in movies, you too may dress differently for roles you have. Have you ever felt uncomfortable when you weren't dressed "right" for certain activities or roles?

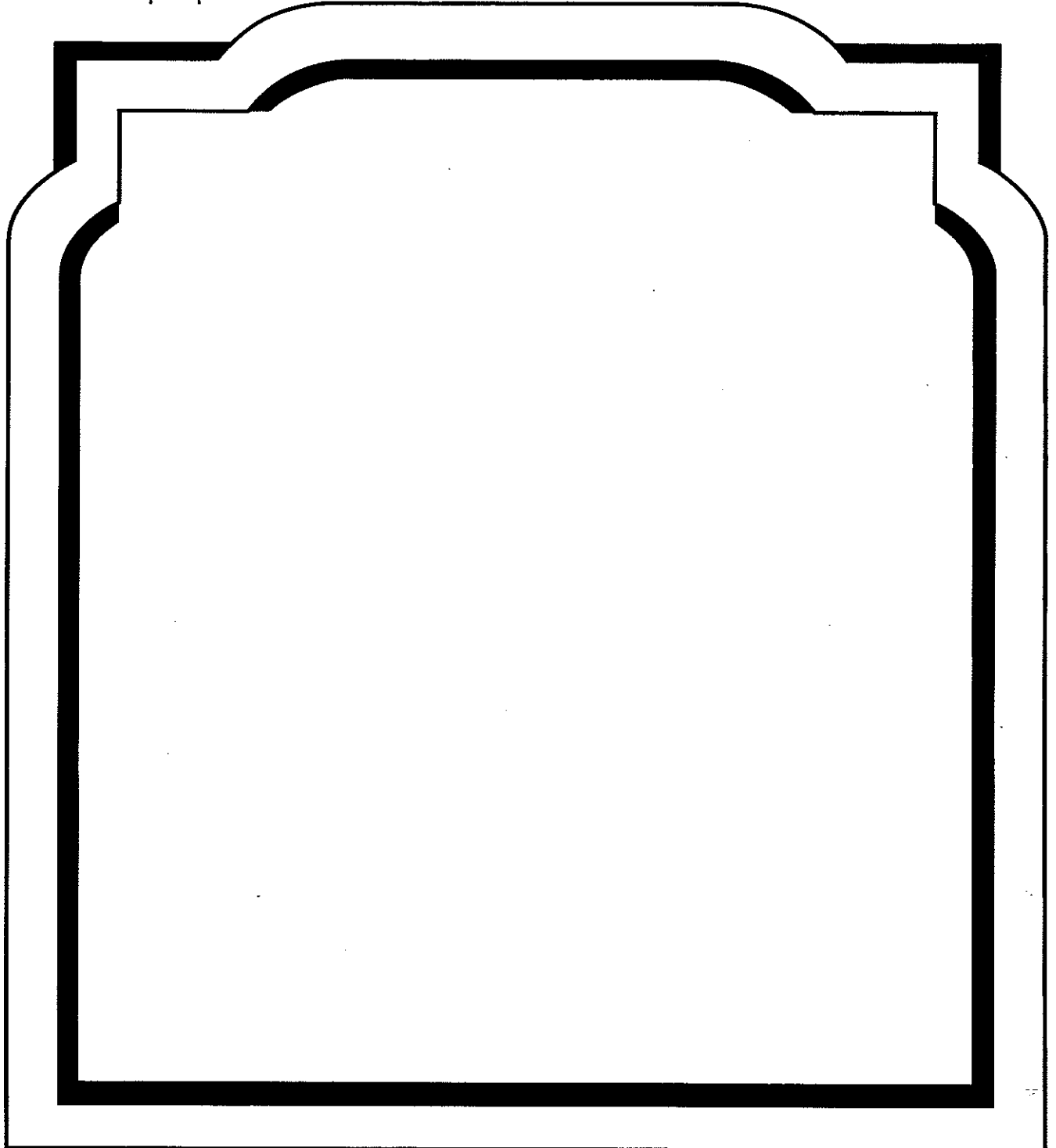
Think about the roles you have and the choices of clothing that

Roles I Have	Clothes I Wear

What about other family members...do they have certain clothes to wear for different roles?

# Choices Collage

Create a clothing collage. Cut and paste pictures of clothing that tell what people do.



# Fashion Count Fun

Another factor that affects what we choose to wear is the current clothing styles. One way to tell what styles are in fashion is to observe what people are wearing. A good way to observe people in everyday clothing is to go to a busy place such as a department store, a grocery store or the mall.

## Try This!

- Go to a crowded place.
- For one hour observe what people are wearing.
- You may want to focus on kids your age, adults or older citizens. Or go as a team and have someone observe one group while you observe another to compare notes!
- Tally the items you see people wearing to determine the latest fashion trends in your area!
- Be sure to record the number of people you observed.

Boys	
Shorts	
Pants	
Jeans	
T-Shirts	
Woven Shirts	
Socks	
Shoes: <i>Athletic</i>	
<i>Casual</i>	
Vests	
Sweats	
Sweaters/Jackets	
Hats/Caps	
Total People Counted _____	

Date: \_\_\_\_\_  
 Place: \_\_\_\_\_  
 Time: (from) \_\_\_\_\_ (to) \_\_\_\_\_  
 Weather: \_\_\_\_\_

Girls	
Skirts: <i>Long</i>	
<i>Short</i>	
Shorts: <i>Long</i>	
<i>Short</i>	
T-Shirts	
Collared Shirts	
Shoes: <i>Athletic</i>	
<i>Dressy</i>	
<i>Casual</i>	
Vests	
Jeans	
Pants/Slacks	
Sweats	
Hats/Caps	
Other:	
Total People Counted _____	

What were the top three fashion trends that you saw?

---



---



---

# Color Plays A Leading Role!

Have you ever noticed that an outfit can really look good on one person and bad on another? Have you ever been complimented on a particular outfit? Often the color of the outfit plays a role in your total look. Cool and warm colors look differently on people based on their skin tone.

## Are You Cool or Warm?

*Check to see what your skin tone is by looking on the waist or midriff area of your body.*

*List 3 items of clothing you wear in your color zone!*

*Cool skin tones have blue or pink undertones. Does the skin have a blue/white cast or a blue/black cast? If so, your skin tones are cool.*

*Warm skin tones have golden or yellow undertones. If you have golden tones, then, your skin tone is warm.*

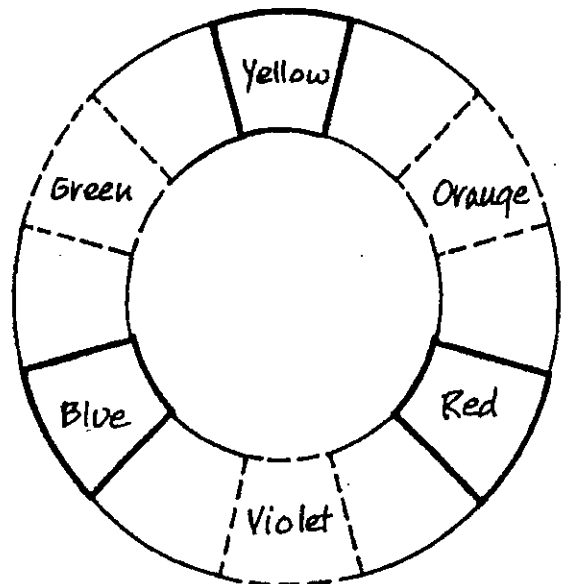
## Try This!

### What You Will Need:

- red, yellow, blue, white, black water color paints
- water
- brushes
- paper
- small dish for paint palette

### What You Do:

- Mix the three primary colors and paint a "swatch" of each on your paper.
- Add these colors together to get secondary colors of orange, green and violet. Paint swatches of each on your paper.
- Now, experiment with tints and shades by adding white or black to the primary and secondary colors. Paint swatches of a tint and shade of each of the primary colors.
- 



# Wardrobe Planning

Mixing and matching clothes to come up with a new look for different scenes is the same whether you are at home searching your closet or in the costume room of a movie set! Test your skill in "wardrobe" planning with this activity.

Fill (plaids, patterns, etc.) and color the clothing items on the next page to match clothes in your closet or items you would buy.

**Record your combinations  
in each box!**

Now that you've got your wardrobe prepared, see how many different outfits you can make from your wardrobe. Using the numbers beside each item, record the combinations in the boxes to the right.

You can add your own accessories to your basic wardrobe.

How many different combinations did you achieve?

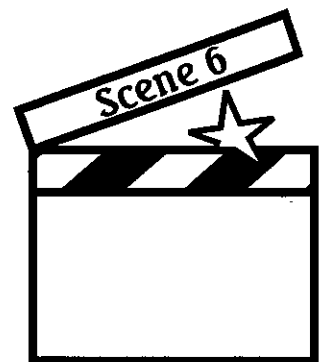
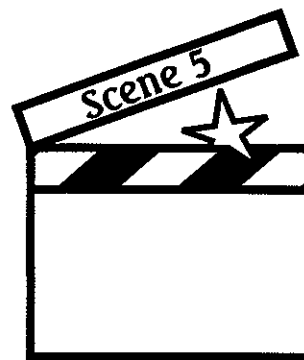
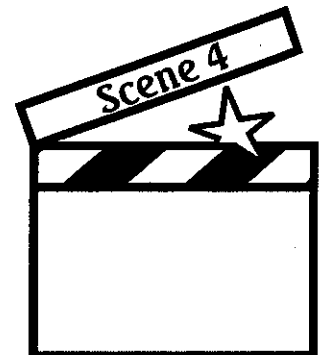
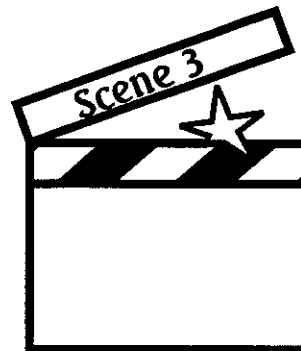
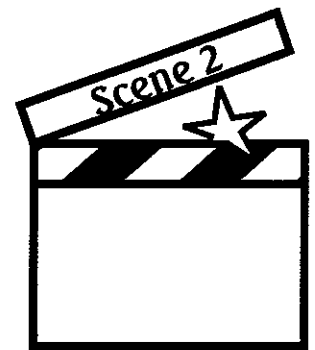
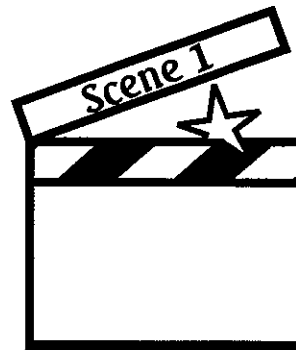
What made the task easy or difficult?

How well do you mix and match your wardrobe each week?

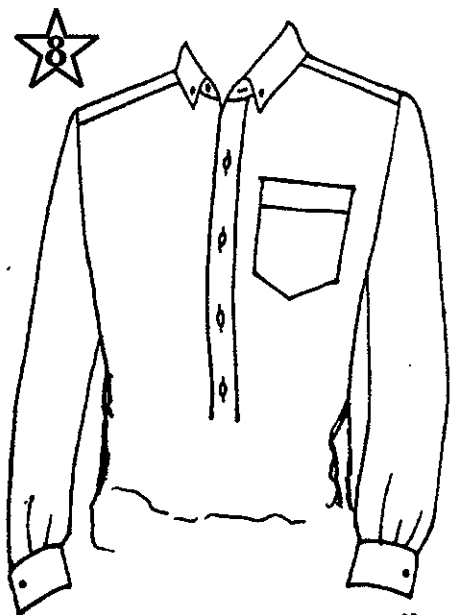
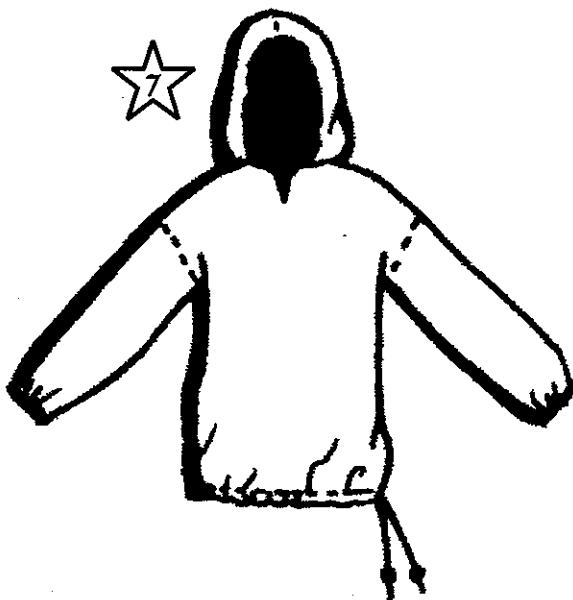
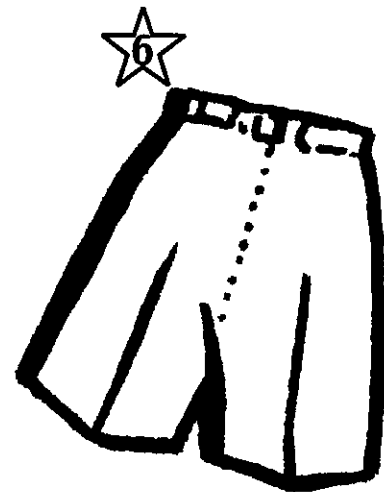
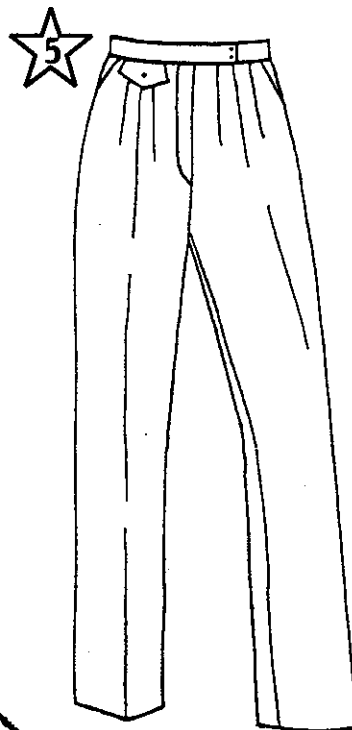
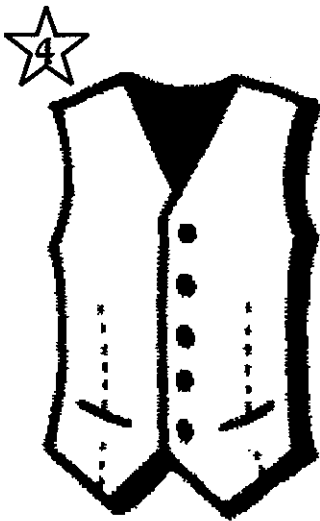
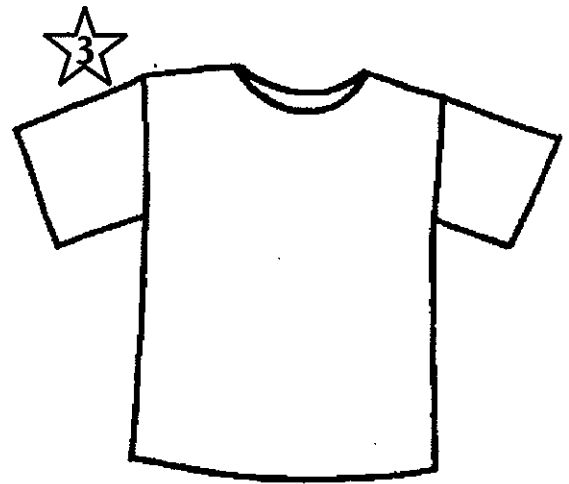
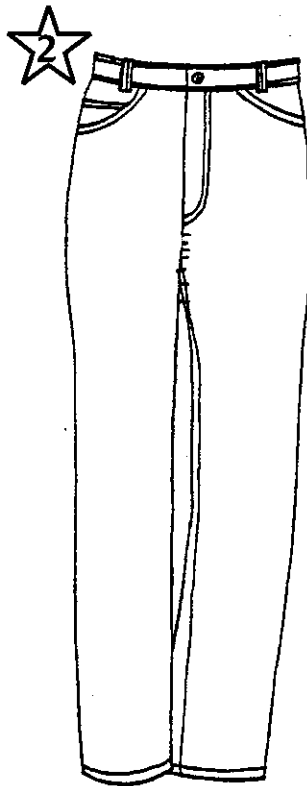
**Very**

**Some**

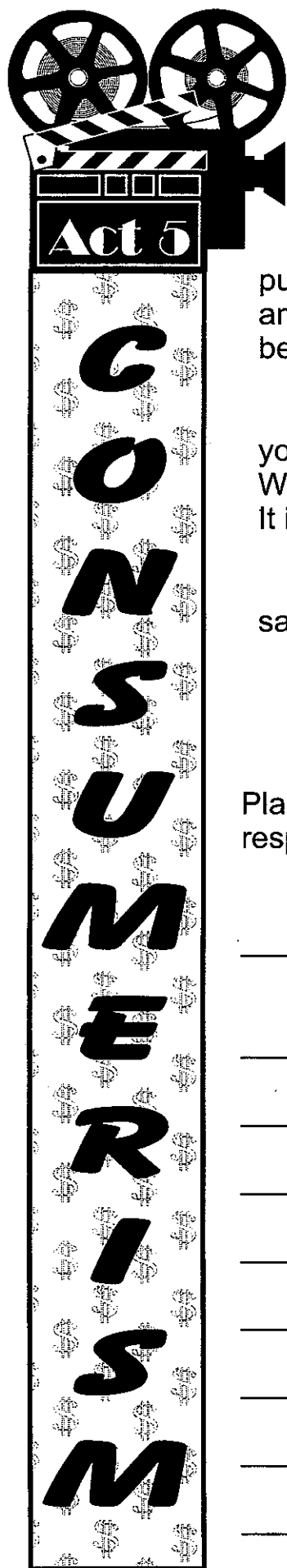
**Not Very  
Well**



Just like a great magician...you can make your clothes grow before your eyes with this new skill!!







# ...Be a Super Shopper

Everyone is a consumer. Every time you go to a movie or purchase an item, you are a consumer. Consumers have rights and responsibilities. It is important to know what you should do to be a good consumer.

As a good consumer of clothing and textiles there are things you should consider. Fabric quality, care, fit and price are a few. Where do you find most of this information? The label, of course. It is your right to know this information.

Practicing good consumerism will help you to be more satisfied with the items you purchase.

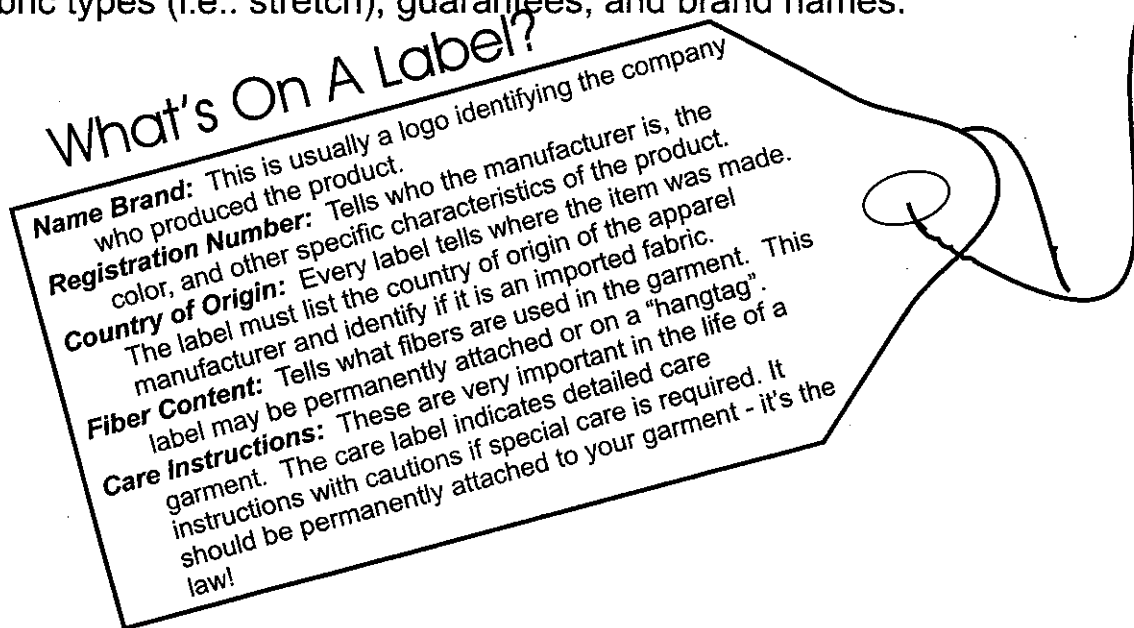
## RIGHTS AND RESPONSIBILITIES

Place a star ★ beside your rights and a ✓ beside your responsibilities as a good consumer.

- |       |       |                                                   |
|-------|-------|---------------------------------------------------|
| _____ | _____ | To expect the garment you purchase to be durable. |
| _____ | _____ | To be in a safe environment while you shop.       |
| _____ | _____ | To select your purchases carefully.               |
| _____ | _____ | To report complaints.                             |
| _____ | _____ | To know the fiber content of an item.             |
| _____ | _____ | To carefully follow care instructions.            |
| _____ | _____ | To carefully handle merchandise in the store.     |
| _____ | _____ | To know the price of an item.                     |
| _____ | _____ | To be polite.                                     |

# ...Label Ratings!

Every item you wear has a label on it somewhere. Take a look at the clothes you are wearing---can you find all the labels? Check your shoes, too! There are two types of clothing labels: those permanently attached and "hangtags." Hangtags are cardboard tags that hang on strings attached to garments when you buy them. They are not permanent and not required by law. They give you some additional information such as price, fabric finishes, fabric types (i.e.. stretch), guarantees, and brand names.



## Rate the Label!

PG 13 - Has all the information  
 PG - Pretty good - has most of the information; easy to find  
 G - Good - has some of the information; hard to find  
 R - Really bad - Doesn't have the care information!  
 X - No labels - Do NOT Buy!

## Do This!

- Visit a local store that sells clothing.
- Choose 5 garments of the same type and rate the labels!

Garment	Rating
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

# How Good a Critic Are You?

Being a critic of good clothing choices when shopping is a great skill. There are many factors to take into account: quality of fabric and garment construction; complete label information; fit; and cost. The store or brand name does not always guarantee these. Conduct your own investigation and become a great clothing critic!

## Let's Go Shopping!

Go to 2 different stores.  
Choose 1 department store  
and 1 discount store.

At each store choose 2  
garments that are almost  
identical.

Read the labels, examine the  
garments and try on each.

Record your findings in the  
chart below.

Did high price always equal high quality?  
What about low price? Explain what you  
found.

Were certain brands more expensive  
than others? Which ones?

Which of the four garments is the best  
buy?

To Check for Quality, ask Yourself:  
Good Fabric?  
Well- Made?  
Labeled Properly?

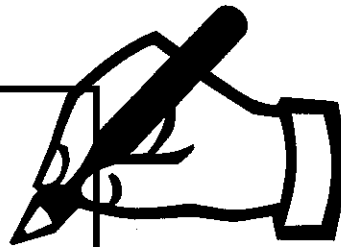
Store	Garment	Brand	Cost	Fit	Quality
<b>1</b>					
<b>2</b>					

# Shopping Etiquette

There are certain rules you must follow when you go to the movies: no talking, be polite to fellow moviegoers; don't bring in outside food or drink; throw garbage in trash cans; keep ticket stub and be polite to the usher. It is the same when you go shopping. In order to get good service you must follow certain rules.

Listed below are five things you should do when shopping and five things you shouldn't do.

## *Do's and Don'ts*



Presented a receipt for a return.

Tried on garment for fit.

Asked store policy on returns BEFORE purchasing garment.

Read care label before purchasing.

Was careful not to stain garments while trying them on.

Tried garments on and left them on the dressing room floor.

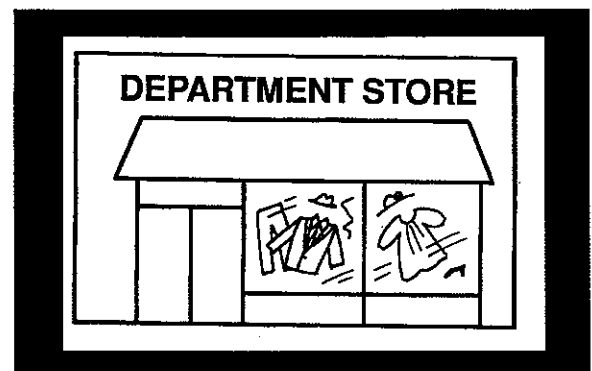
Bought a garment without trying it on.

Was rude to the store clerk.

Brought food or drink into the store.

Took too many items into the dressing room.

Go to a store and see how many customers do the things on the list. Try to find at least one example for each of the items listed.





Act 6

# CARE

## ...It's Important

There certainly would not be any exciting capers on film to watch if proper care is not taken in the storage and handling of film. The same is true for your clothing care. Caring for your clothing is important and it shows! Washing your clothes properly can make them last longer and also helps them look nicer. Caring for your clothing includes correctly mending and storing them, packing them when traveling, treating stains and caring for them according to the care instructions on the label.

The care instructions for any garment can be found on the label, just like the care of film is located on its container. It is very important to follow these instructions properly to maintain the quality of the items.







Seek out the laundry basket at home. Examine the clothing to determine how to launder.

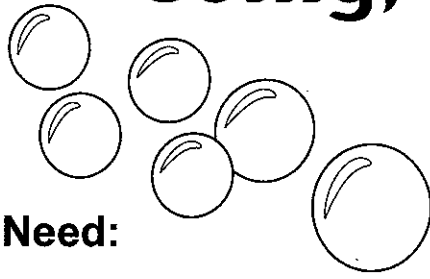
Garment Description	Fiber Content	Care Instructions	Stain Check

# LAUNDRY Game

The purpose of this game is to stay on the board as long as possible. The player who reaches the finish LAST is the winner. Players throw a die in turn, and follow the directions on the square where they land. Unless routed on a detour, players should follow the main path. You can cut out small playing pieces that look like garments.

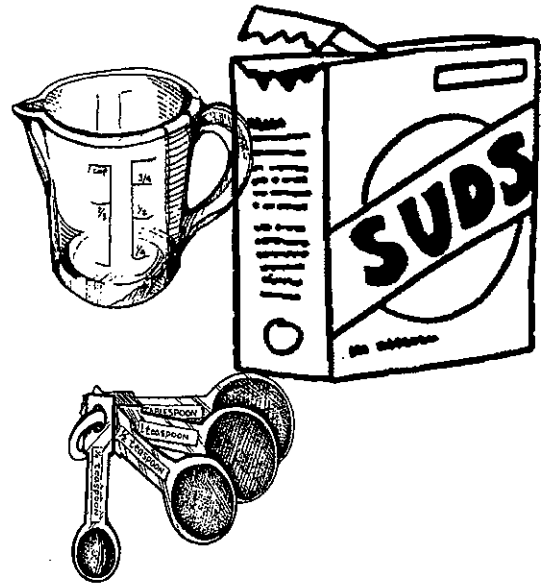
<p>Didn't mend hole in jeans before washing. Now it is even bigger.</p> <p>Advance to 3 <b>1</b></p>	<p>Measured detergent before adding it to washer.</p> <p>Wait 2 turns <b>2</b></p>	 <p><b>3</b></p>	<p>Put bath towel in wrong load; everything covered with lint.</p> <p>Advance to 7 <b>4</b></p>
<p><b>Start</b></p>			<p>Sorted clothes by color before washing.</p> <p>Wait 1 turn <b>5</b></p>
<p>Hung some clothes to dry to save energy.</p> <p>Go back to 3 <b>19</b></p>	<p><b>Finish</b></p> 		
<p><b>18</b></p>	<div> <p>Gave it to my little sister.</p> <p>Go back to 10 <b>a</b></p> </div> <div> <p>Threw it away.</p> <p>Wait 1 turn, Advance to FINISH <b>b</b></p> </div> <div> <p>Cut it up and made a pillow.</p> <p>Go back to 14 <b>c</b></p> </div>		 <p><b>7</b></p>
<p>Left clothes in hot dryer too long; now they are wrinkled.</p> <p>Advance to 18 <b>17</b></p>			<p>Used low water setting when washing a few items.</p> <p><b>8</b></p>
<p>Put t-shirt in hot dryer and it came out 2 sizes smaller. Follow detour on next turn. <b>16</b></p>			<p>Put red shirt in wash with white clothes; everything came out pink.</p> <p>Advance to 14 <b>9</b></p>
<p>Sorted washed clothes by temperature before drying.</p> <p>Wait 3 turns <b>15</b></p>			<p><b>10</b></p>
 <p><b>14</b></p>	<p>Remembered to check pockets of jeans before washing.</p> <p>Go back to 10 <b>13</b></p>	<p>Washed vest that should have been drycleaned and ruined it.</p> <p>Advance to FINISH <b>12</b></p>	<p>Read care label before washing new shirt.</p> <p>Wait 2 turns <b>11</b></p>

# Going, Going, GONE!



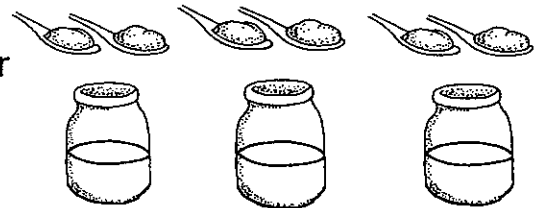
## What You Need:

- ✓ 2 brands of granular detergent
- ✓ 1 brand of liquid detergent
- ✓ measuring spoons
- ✓ measuring cups
- ✓ 6 clean, clear jars with tight lids



## What You Do:

- Prepare labels for each jar with each brand and water temperature.
- Fill 3 jars with 1 cup of cold water.

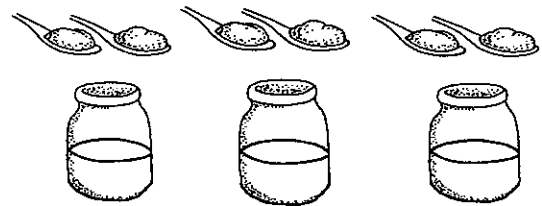


COLD WATER

- Put 2 Tablespoons of each brand in one jar of cold water.

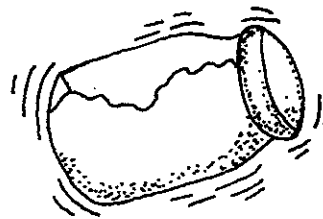
- Fill remaining three jars with hot water.

- Put 2 Tablespoons of each brand in one jar of hot water.



HOT WATER

- Place lids on and shake each jar five times.



- Record your observations.

# ...Which One Is Best?

Record a "yes" or "no" under expected results, if you think the detergent will dissolve in that water temperature. Or, rate 1-2-3 the ones you think will be Best (1) - Better (2) - Okay (3)!

Detergent	Temperature	Expected Results Yes or No?	Observations What Happened?
Granular Detergent	Hot		
	Cold		
Granular Detergent	Hot		
	Cold		
Liquid Detergent	Hot		
	Cold		

Which granular detergent was the most soluble (disappeared!)?

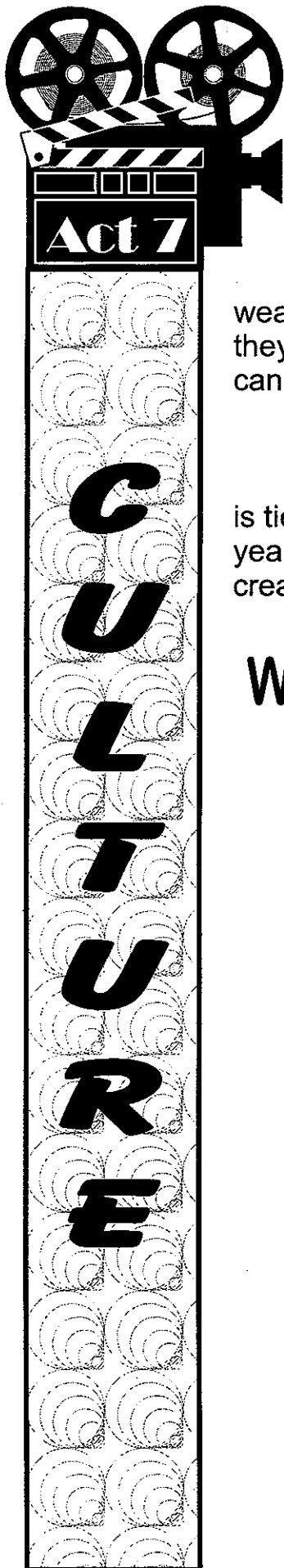
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Was the granular detergent more soluble in ☐ or ☐ water?  
Hot Cold

Was the liquid detergent more soluble in ☐ or ☐ water?  
Hot Cold

Which one would you recommend? \_\_\_\_\_





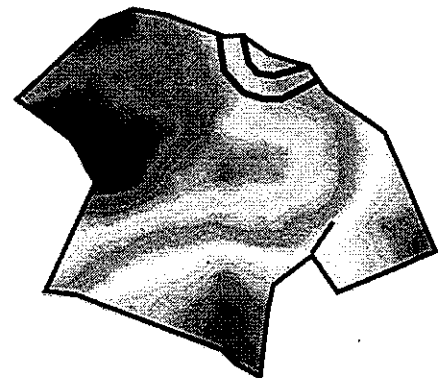
# ...Zoom in on Culture

Culture can be easily identified by the clothing a person wears. This identity is displayed by the items worn and the way they are worn. Fabric designs and decorative treatment of fabric can often identify cultures.

Fabric designs come from all over the world. One of these is tie-dyeing. Tie-dyeing has been common in Africa and India for years. Experiment with tie-dyeing and see what designs you can create!

## What You Need:

- ✓ T-shirt
- ✓ Rubber bands
- ✓ Fabric dye, salt and bowls  
or  
fabric spray dye
- ✓ Newspaper
- ✓ Water
- ✓ Hanger



# Tie-Dyeing Fun!

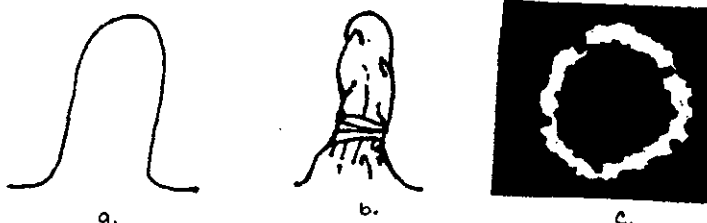
## What You Do:

- Spread newspapers over table or work area.
- Prepare the fabric dye in bowls of water according to directions on package. If using the fabric sprays read instructions for steps to follow.
- Lay T-shirt flat. Pull the shirt from the center up toward you. Place rubber bands in 2 or 3 places.
- Dye each section separately.
- If the dye directions say to, rinse the shirt in salt water solution to help colors set. Do now.
- Drape over hanger. Allow shirt to dry with rubber bands in place.
- Remove rubber bands. Rinse. Let dry.

## TRY THESE!

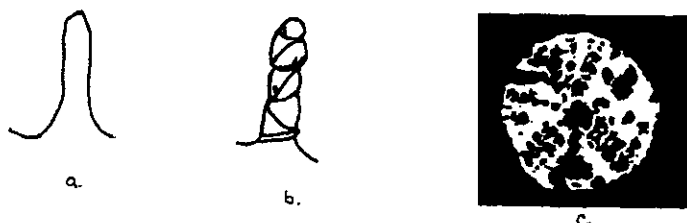
### Tie-dyed Circle:

Place fabric over index and middle finger. Gather fabric together at base of finger tying it with rubber bands as shown.



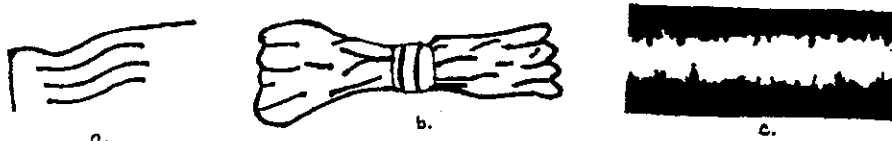
### Tie-dyed Sunbursts:

Gather fabric over fingers as you did for the circle. Secure at base with rubber band. Using an additional rubber band to wrap the entire fabric finger unevenly but tightly.



### Tie-dyed Stripes:

Using chalk and a ruler, mark a series of parallel lines where you want your stripes to be. Fold the fabric back and forth along the lines forming pleats. Bind the pleats with rubber bands as shown.





Act 8

# CAREERS

## FOCUS On Careers

It's never too early to start exploring what you'd like to do as a future job or career. You may be surprised at the many job opportunities in the field of Clothing and Textiles.

Careers range from the creative arts of advertising and design, to the science and technology used in textile chemistry. That's right, someone designs everything from the clothes you wear and the label on them, to the fabrics on chairs or the next space suit!

Let's focus on a few of the possibilities. See if you can find all these Clothing and Textile related careers in the Career Search!

### A Career Search

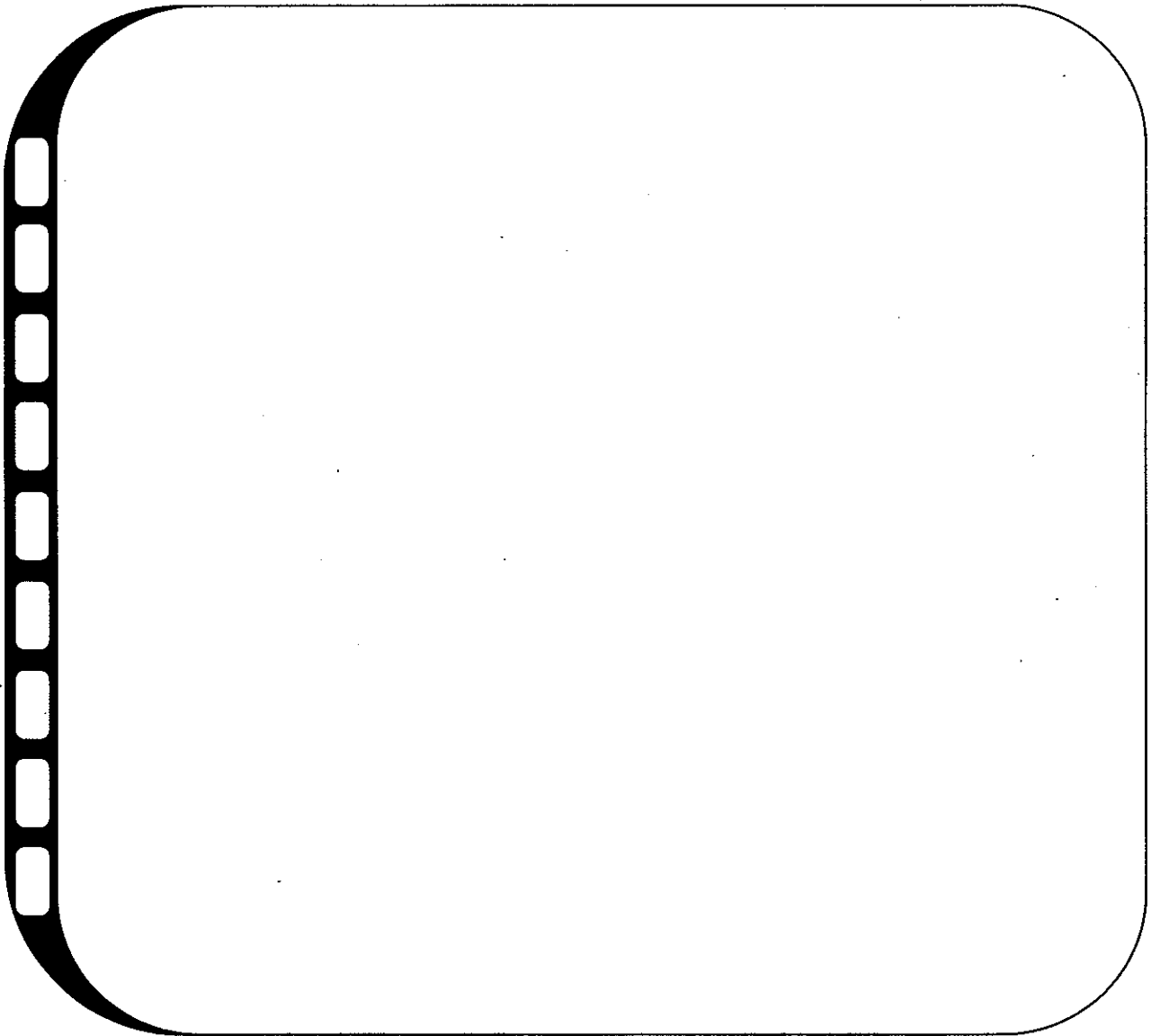
Chemist  
Dry Cleaner  
Sales Clerk  
Artist  
Engineer  
Buyer

Sorter  
Interior Decorator  
Pattern Maker  
Tailor  
Researcher  
Spotter

B	I	N	T	E	R	I	O	R	D	E	C	O	R	A	T	O	R
U	T	S	O	A	E	N	D	S	R	Z	O	F	I	W	C	M	O
H	E	P	G	H	I	B	A	X	Y	L	U	Y	S	W	Q	V	R
S	E	O	H	J	E	L	S	R	C	H	E	M	I	S	T	Y	E
I	N	T	R	O	P	Q	O	B	L	H	F	Y	A	N	L	H	S
W	G	T	F	V	M	K	E	R	E	N	S	O	R	T	E	R	E
O	I	E	B	J	L	A	Y	G	A	B	P	Y	H	A	W	S	A
J	N	R	P	A	T	T	E	R	N	M	A	K	E	R	G	A	R
A	E	Y	L	F	N	W	S	P	E	A	T	L	O	T	R	N	C
M	E	P	J	L	C	B	X	E	R	O	T	W	G	I	Z	E	H
S	R	E	S	A	L	E	S	C	L	E	R	K	A	S	L	O	E
B	U	Y	E	R	O	U	B	L	O	N	F	C	O	T	T	E	R

# ...Career Explorations

Think of all the ads you see on television, magazines, and catalogs. What about all the fashion designers, photographers and illustrators...would you like to explore these careers? Choose one of these creative occupations and create a design of your own on this page.



Career Choice: \_\_\_\_\_

# Career Capers...

How would you like to produce your own "interview show" on local career opportunities in clothing and textiles? To do this, someone must first research the topic.

Investigate the job or career possibilities in the clothing and textile industry in your local area. You can use the local newspaper or yellow pages in the phone book.

See how many different jobs in your area related to clothing and textiles you can find. Think about businesses other than places that sell clothes.

For examples look for:

- dry cleaners
- alteration shops
- garment manufacturers, or
- fabric stores

Another important step to good career planning and investigation has to do with yourself. What kinds of things do you like to do?

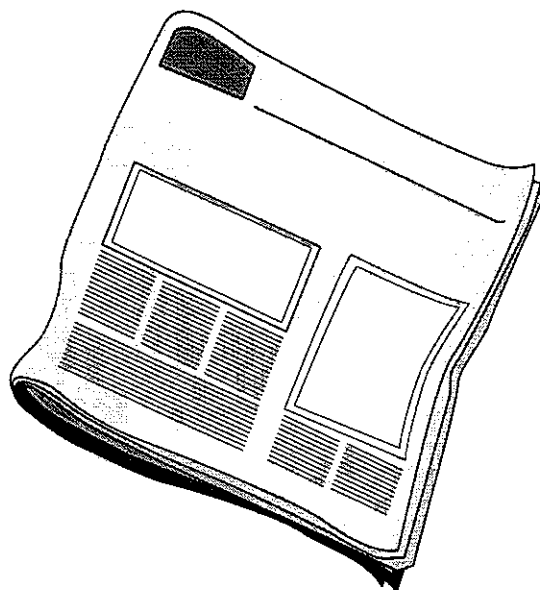
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In what kinds of places would you like to live?

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What kind of people do you like working with or around?

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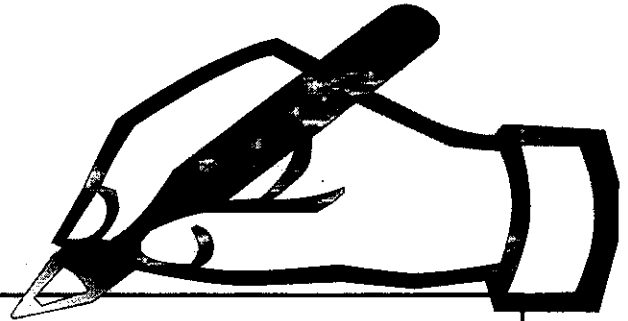
How would you like to dress?

---

Think of answers to these questions as you explore career possibilities. Next, think of words that describe your talents, personality traits and educational ambitions (creative, self-motivated, outgoing) and make a list.

# ...A Personal Portfolio

Using the list of words that describe you, create your own advertisement for yourself.



# It's A Rap!



**How did you do?**

List the items you made:

_____	_____	_____
_____	_____	_____

What did you learn?

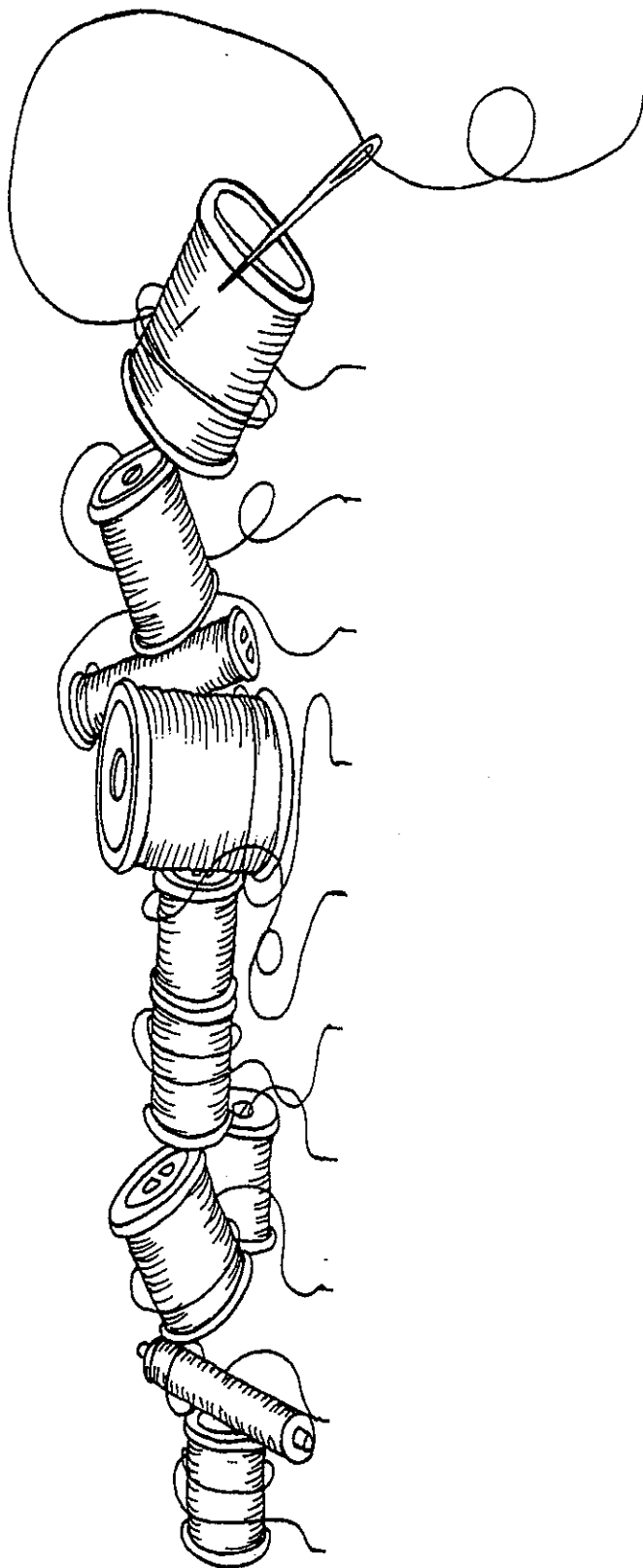
*Check the new words you learned doing this project.*

_____ grainline	_____ fiber	_____ Registration Number
_____ notch	_____ staple	_____ label
_____ tint	_____ weave	_____ granular detergent
_____ shade	_____ consumer	_____ presser foot

Write a paragraph describing your favorite activity that you completed:

_____
_____
_____
_____
_____
_____

# Chart Your Progress



## Did you...

- ☐ Sew a pair of jams?
- ☐ Learn how to read and use a pattern?
- ☐ Check your posture and plot good grooming moves?
- ☐ Experiment with color tints and shades?
- ☐ Identify different fibers and fabrics?
- ☐ Count fashions to determine fads and trends?
- ☐ Identify your rights and responsibilities as a consumer?
- ☐ Experiment with laundry detergent?
- ☐ Tie-dye an item for yourself or a friend?
- ☐ Discover new career opportunities in clothing and textiles?



# EVALUATION

## CLOTHING: Clothing Capers (9-11)

LESSON/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 1: CREATIVITY</b>			
Activity 1: Setting the Stage			
Activity 2: Bean Bag Trivia			
Activity 3: Find That Info			
Activity 4: Script Reading... Pattern Markings and Layout			
Activity 5: Act I: Sew Some Jams			
Activity 6: Act II: Sew Some Jams			
Activity 7: Choose Your Own			
<b>Lesson 2: COMMUNICATION OF SELF</b>			
Activity 1: Image Obstacles			
Activity 2: Acting The Part			
Activity 3: Portraits of Myself			
Activity 4: Hair Mania			
Activity 5: Special Features: Hands and Feet			
Activity 6: Actions Count!			

LESSON/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 3: CUTTING EDGE</b>			
Activity 1: Fiber Families			
Activity 2: What's My Name?			
Activity 3: The "In's" and "Out's" of Fabric			
Activity 4: Fabric Absorption			
Activity 5: Am I Colorfast?			
Activity 6: Textiles in Disguise			
Activity 7: Space Age Textiles			

LESSONS/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 4: CHOICES</b>			
Activity 1: Attitude Images			
Activity 2: Choices Collages			
Activity 3: Fashion Forecast			
Activity 4: The Magic of Lines			
Activity 5: Colors Play a Leading Role!			
Activity 6: Mix 'N Match			
Activity 7: Your Wardrobe			

LESSON/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 5: CONSUMERISM</b>			
Activity 1: Label Lingo!			
Activity 2: Label Black Out			
Activity 3: The Traveling Adventures of Jams			
Activity 4: Wise Buys in Jeans			
Activity 5: Shopping With A Budget			
Activity 6: Do's and Don'ts			
Activity 7: Shopping Etiquette			
LESSONS/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 6: CARE</b>			
Activity 1: Let's Mend It!			
Activity 2: Label Concentration			
Activity 3: Label Action			
Activity 4: Temperature Scramble			
Activity 5: Going, Going, Gone			
Activity 6: "X" Marks The Spot			
Activity 7: Laundry Game			
Activity 8: Clothing...Take Care			

LESSONS/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 7: CULTURE</b>			
Activity 1: Fabric Family History			
Activity 2: Clothes From Around The World!			
Activity 3: The Dress of India			
Activity 4: Tie-Dyeing Fun			
Activity 5: Seminole Patchwork			

LESSONS/ACTIVITIES	USED ACTIVITY (✓)	APPROPRIATE FOR AUDIENCE (✓)	SUGGESTIONS FOR IMPROVEMENT
<b>Lesson 8: CAREERS</b>			
Activity 1: Career Vocabulary			
Activity 2: Career Choices			
Activity 3: Career Capers			
Activity 4: Career Connections			



# RECOGNITION

*to*

For successful completion of the  
***4-H Clothing Capers Project***

\_\_\_\_\_  
Volunteer Leader

\_\_\_\_\_  
Extension Representative

\_\_\_\_\_  
Date



CLOTHING CAPERS