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Leading to Help Youth Grow with the Clothing Project

What Does a Clothing Project Leader Do?
A clothing project leader:

- Visits with 4-H'ers who may be interested in the clothing project.
- Helps 4-H'ers in the clothing project decide what they want to learn during the year and how they might accomplish their goals.
- Helps clothing project groups choose group presentations and activities. Big groups may want to form a planning committee after all 4-H'ers have shared ideas.
- Helps youth arrange who will be responsible for what parts of the program and when they will happen.
- Helps 4-H'ers prepare a presentation or lead an activity.
- Helps 4-H'ers find publications and resource people for a project.
- Helps 4-H'ers learn how to instruct using the information they have.
- Teaches clothing subject matter or helps the youth recruit someone to teach.
- Keeps the 4-H organization leader up to date on clothing project group plans.

- Attends clothing project leader training provided by Extension Service.
- Encourages clothing project 4-H’ers to go beyond the local 4-H group and participate in county clothing selection, Fashion Revue, presentations, awards programs, and working exhibits.
- Helps youth understand what they have learned and how the information can be used in other areas of their life. This evaluation process will help youth complete their 4-H records.

Why 4-H?
4-H is designed to help youth develop skills and knowledge that will help them be productive, contributing members of society. Through projects, 4-H challenges youth to learn:

- Leadership;
- Citizenship;
- Healthful living;
- Cooperation with others;
- How to speak, write, and listen; and
- Decision making.

4-H'ers also have the opportunity to learn life skills by being part of a 4-H group and helping to operate the group.

4-H experiences are more satisfying to 4-H'ers and leaders when:

- Youth help set priorities for the group;
- Programs are based on the priorities and needs of the 4-H'ers;
• Program content is both exciting and educational;

• Programs allow 4-H’ers to “learn by doing;” and

• Leaders are prepared to help identify resources.

**Family Involvement in 4-H**
Families are an important 4-H resource. As one senior 4-H’er said, “Because of 4-H, Mom helped me learn to sew.” 4-H may be the reason that a parent or friend helps a youth learn a skill at a particular time. Group meeting time is limited, so during 4-H meetings a youth cannot learn all there is to know about the clothing project. Parents or helpers are valuable in helping 4-H’ers use their project manuals to prepare for a group or county presentation. They also help 4-H’ers learn about the “total look,” achieving grooming habits, clothing care, selecting clothes and sewing equipment, and construction skills.

Families also are important to the 4-H group. They share their living space and time with the group. Family members have knowledge and skills they can teach or share.

**Community Involvement in 4-H**
The community likes to see what youth are doing in 4-H. Involving community members in 4-H activities, as spectators or participants, helps them learn about 4-H. News media reports about what is happening or what a youth has done and learned help tell more families about 4-H.

Businesses and individuals often help with 4-H if they know where, and how to help. The 4-H group needs to ask for specific help. Businesses may be able to donate supplies, space in a window for a poster, or provide professional advice on a variety of topics. A clothing store manager or merchandising buyer may be able to discuss criteria to be considered in making a purchase, or help youth understand the wide number of choices available in the market. A sales person may be able to demonstrate criteria to be used in coordinating an outfit and/or accessories. Many individuals in the community who are interested in youth are potential resource people. When you know that a person has knowledge or skill, ask the person to teach the 4-H group.

You will want to use other resources in the larger community. The library can provide magazines with the latest information, while books or pamphlets give more information. School teachers have a lot of information that can be useful in 4-H programs, particularly home economics teachers, physical education teachers, and guidance counselors. Each county has an Extension office with resource people, information from Cornell University, and research sources. This publication also lists Extension resources.

4-H’ers also have a responsibility to plan activities that benefit the community. 4-H’ers need to be gracious if businesses deny their requests. They have an obligation to write thank you notes when the requests are granted.

Extension publications on clothing topics can provide additional material for 4-H’ers who have specific goals not covered in the clothing projects or who need additional content for presentations. A single copy of these publications can be requested from the county Extension office when you need it. If multiple copies of the publication are needed for a group learning experience, please request them a month before they will be used.

**Knowing 4-H’ers in the Group**
A 4-H’er usually needs help identifying what he/she wants and needs to learn from a project. The process provides the leader with an opportunity to learn more about the 4-H’er. A leader often can help a youth learn by asking questions that stimulate the youth to think and the leader to listen to ideas. You may want to ask the 4-H’er to review his/her 4-H record or bring the 4-H record and review what the person has learned in the clothing project.
Having the 4-H’er list what he or she has learned from the clothing project’s eight areas is an easy way to start. The 4-H’er will probably be surprised to see all that has been learned, for example, making shanks on buttons, making consumer comparison criteria when purchasing clothing, testing for fiber identification, doing physical fitness exercises, learning how to talk to a judge, or selecting styles of clothing.

Here are questions that will help you to get to know the 4-H’er and remind the 4-H’er of knowledge and skills learned.

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

The next step is to help the 4-H’er decide what new knowledge or skill to learn during this year. Ideally, the 4-H’er should want to learn something in each area of the clothing project. Start with the ideas listed in the 4-H’er’s books.

Encourage youth to be creative and identify what they really want to learn, and then have them work with the leaders and parent(s) to find ways to learn. Repetition of learning helps 4-H’ers gain greater understanding and skill. However, youth also should have challenging new learning experiences.

4-H’ers can better see what they have done and learned by:

- Writing project goals (what to learn) and keeping a record from year to year;
- Writing project accomplishments (what was done in textiles and clothing and what life skills were gained)—Giving presentations; Planning and/or attending county project learning experiences; Teaching; Becoming involved in community events; Exhibiting; Giving and/or attending workshops; Choosing new experiences, and Keeping records; and
- Evaluating project experiences through a discussion with the leader (being very specific is helpful to the member).

**Youth Characteristics 9- to 11-year old youth:**

- Often need to improve their posture;
- Are learning to think abstractly (their plans may extend over several weeks);
- Need activities to develop self-expression and self-directed skills;
- Need to know and understand “why;”
- Find that their peer group is of increasing importance;
- Find that independence from adults is important;
- Fear failure and nonacceptance;
- Are beginning to develop fine muscle coordination;
- Maintain attention through active participation;
- Find cooperation and competition with own sex; and
- Have abounding energy.
12- to 14-year old youth:
• Experience growing spurts;
• Find large muscle coordination changing so walking may be awkward;
• Show improvement in fine muscle coordination;
• Show increasing persistence in tasks;
• Are able to take more responsibility in planning and evaluating their own work;
• Are more interested in individual problem-solving experiences;
• Find increased peer group pressure;
• Increase their interest in social activities; and
• Find personal appearance is important.

15- to 18-year old youth:
• Are approaching adult mental ability (abstract thinking and problem-solving capabilities need practice);
• Can set goals, make plans, and evaluate results;
• Are developing their own personal philosophy;
• Have a strong desire for status among friends;
• Need freedom from adult control (self-direction in decision making is necessary);
• Need to know and understand limitations;
• Vacillate between the worlds of the adult and child;
• Are actively exploring occupations; and
• Have a strong interest in appraising personal abilities.

Helping During the Program
During the program planning period, the 4-H’ers will need your guidance and experience in determining presentations and choosing group experiences. They need encouragement and support in understanding that 4-H and clothing are worth the time and effort.

Once a group program has been planned and approved by the organizational leader and 4-H’ers, 4-H’ers should lead the program. Youth are capable of teaching and sharing with other youth. However, they may not be equally capable or equally willing to assume those responsibilities.

It is extremely helpful to discuss with the 4-H’ers what they have done and learned and what they want to learn. This knowledge will usually provide clues about how you can help during the program.

4-H’ers may need help in obtaining resources or may need prompting to assume responsibility. They may need to be encouraged to spend time preparing or doing a task when their peer group is doing something else.

Group Program Planning
A committee of youth and adults can decide what group experiences can best help the 4-H’ers accomplish their goals. Parents and leaders on the committee can help the 4-H’ers identify which experiences can best be led by 4-H’ers, leaders, or resource people. Youth often can teach others what they have learned. Most teachers will say they learned the most in preparing to teach others.

Additional tips on program planning are available in the 4-H Program Resource Guide and the Program Development Handbook, both available from your county Cornell Cooperative Extension office.

The following sections of this leader guide provide ideas about the eight areas of the clothing project. They include key ideas presented in the 4-H clothing materials. The outlines provide ideas for meetings, presentations, and learning experiences. These are idea starters. Planning committees can match meeting suggestions with wants and needs of 4-H’ers.

Evaluation in 4-H
Evaluation is an important step in the learning process. It provides a review of knowledge and skills learned. Repeating learning experiences in various ways helps 4-H’ers remember longer what they have learned. The evaluation process also provides a check on how the subject matter was learned and applied.
Competitive Opportunities

4-H is an educational organization where the learning experiences should help the 4-H’er apply learned knowledge and skills. Competition is included in the 4-H program as an incentive and is also a method of evaluating the amount and quality of abilities learned.

4-H is both a content and process learning opportunity. Competition provides an opportunity for reviews of the learning process through conference judging and written explanations attached to exhibits. Conference judging allows the judge and 4-H’er to discuss the process used to create the exhibit and the quality of the exhibit. It is often used on exhibits, presentations, working exhibits, Fashion Revue, clothing selection, or Share-the-Fun. The standard of quality that judges use in evaluating clothing project items is predetermined.

Sometimes, the evaluation of 4-H project records is considered competition. The 4-H clothing project record is used for 4-H’ers and leaders in evaluating what was learned during the program. If a 4-H’er and/or leader decide the 4-H’er’s records should be considered for a county award, the record book (including the clothing project), will be used as the basis for the decision.

The committee that selects the award winners uses the records to tell whether or not the 4-H’er has used the project to increase knowledge and skills. The committee also looks at the amount of leadership and community service provided by the 4-H’er in the award area.

4-H’ers can learn a lot in 4-H even if they choose not to be involved in competitive aspects of 4-H. 4-H’ers are encouraged to use all opportunities for enjoyment and learning. They also are encouraged to repeatedly use what they have learned in their daily lives.

Leader/4-H’er Conference

One of the most important parts of the evaluation process is the discussion that takes place between the 4-H’er and leader. This discussion is additional review of what the 4-H’er has done and learned.

The best thing about these conferences is that they occur as needed. The opportunity may come before and/or after a presentation or judging experience, when a new skill has been learned at a workshop, or whenever the 4-H’er wants or needs to share feelings about an experience.

These discussions usually happen when support and understanding are needed. A positive attitude by a leader about 4-H clothing opportunities and what has been learned can help a 4-H’er in the personal evaluation process.

It often is suggested that having a conference after the 4-H records have been completed can be helpful in evaluating the program experience and in planning for the future.
Evaluating Your Own Experience

Evaluation is an important part of the educational process. All experiences, particularly ones that involve people, are educational. So you will want to evaluate your experience as a clothing project leader.

Competencies needed by 4-H volunteers who work with youth in groups have been discussed earlier. The staircase in the figure below illustrates how leaders can climb to their own special place at the top. Volunteers and 4-H'ers who have accomplished all their goals have reached the top of the stairs. 4-H'ers who have reviewed the goals that they set and feel good about what they have accomplished, but know that they didn’t quite accomplish all they had hoped to, are at the top of the stairs, too. Both groups are challenged and want to do better and have more learning experiences. They are thinking about planning another program.

Also at the top are the 4-H leaders who have climbed the stairs with the 4-H'ers and feel good about the learning experiences and the changes in the lives of the people involved in the experiences. There are 4-H leaders who have reached their goals for the year and are challenged to strive further to help the 4-H'ers learn more. There also are the leaders who wish they had motivated the 4-H'ers more this year. They, too, are planning for greater accomplishments next year.

Some questions to ask yourself that may help in your evaluation:

- How do you feel about your relationship with the youth? (Do the youth ask for your involvement in their activities? Do the youth respect your opinions?)

- Do you feel that you know the interests, abilities, and needs of the youth in your group?

- How do you feel about the group planning process? (Were the 4-H'ers given responsibility to make decisions or to identify and secure resources?)

- How do you feel about the program? (Did the 4-H'ers assume the responsibility for their part of the program? Were the experiences challenging? Were the experiences fun? Did the 4-H'ers learn?)

- How do you feel about the evaluation process? (Do the 4-H'ers feel they learned during the program? Do the 4-H'ers feel comfortable in the evaluation process? Should there have been different learning experiences?)

Evaluation is easiest and best when the person being evaluated already has determined early in the experience what to accomplish. The evaluation process can be done alone or with other leaders or the Extension staff. Evaluating your experience as a 4-H clothing project leader will happen naturally. You may find some of the preceding questions helpful in clarifying your thoughts.
Looking Good

Key Points

From Adventures in Clothing
- The primary colors are red, yellow, and blue. Their various combinations make all other colors.
- Color is an essential element in selecting clothes.
- Color can affect the way you feel.
- Learning to use color schemes, special effects, and color value can improve appearance.
- Clothes have design lines that show the silhouette of a garment and are formed in the construction of a garment, for example, seams and collars.

From Challenges in Clothing
- The elements of design are color, line, texture, and form.
- Good color choices help improve personal appearance.
- One guide to color selection is your own personal coloring.
- Color combinations can create illusions of body build or size.
- Design lines in clothes can bring out the best features and hide those that are less desirable.
- Fabric texture in a garment can affect how large or small a person looks.

From Strategies for Clothing
- Principles of design help arrange the design elements into a pleasing appearance.
- Proportion is the relationship of the size of spaces to each other.
- Balance is the feeling of steadiness that comes with an equal attraction on both sides.
- Rhythm helps your eye move from one part of the outfit to the other.
- Emphasis is the center of interest.
- There is unity when all parts of an outfit create a satisfying combination.
- Wardrobe planning uses design principles and budget limits.

Preparation Pointers
Review the materials in the Looking Good section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also ask 4-H'ers to review the Looking Good section in the 4-H clothing project guides listed above.

Plan what you will wear to the meeting so that 4-H'ers can see your outfit as an example of color, design lines, texture, proportion, balance, rhythm, emphasis, and unity. Whether you discuss your outfit or not, you are a role model for the youth. A well-coordinated outfit does not need to have new or special clothes, just some thought.
Roll Call Ideas
How does your garment color or combination of colors make you feel?

What is the main design line in your outfit (example: curved, horizontal, vertical, diagonal)?

What color highlights your skin, hair, eyes, and personality best?

Educational Presentation Ideas

Recommended for Junior 4-H'ers
Refer to Adventures in Clothing (4H-315a) for additional ideas.

Color Wheel
Use the color wheel to explain the basic concept of combining primary colors to form secondary and tertiary colors.

Colors and Feelings
Show swatches of fabric that are bright, dark, cool, warm, print, and plaid. Ask the audience how the color makes them feel. Explain how clothes can express these same feelings to people we meet.

Color Schemes
Show an example of each of the color schemes: monochromatic, analogous, and complementary. Explain these three color schemes.

Line Lingo
Using sample garments or pictures drawn on paper, explain straight and curved design lines. Explain how curved, vertical, horizontal, and diagonal lines attract our eyes and create illusions.

Line Choices
Describe the four body shapes. Explain how garments can be used to highlight or disguise physical features.

Recommended for Intermediate 4-H'ers
Refer to Challenges in Clothing (4H-315b) for additional ideas.

Colors for You
Show examples of clothes that do and do not look good on you because of their color.

Textures and You
Illustrate how texture affects appearance.

Accessories
Show how the design elements of accessories can change the total look of a basic outfit.

Design Elements in Clothing
Show how to use design elements to add or subtract height or width.

Color Selection and Wardrobe Planning
Read a book on wardrobe planning or color selection. Discuss how the book might be used to help plan a wardrobe. (Recommended for intermediates and seniors).

Recommended for Senior 4-H'ers
Refer to Strategies for Clothing (4H-315c) for additional ideas.

Proportion and Accessories
Demonstrate how the size of the person makes a difference in the size and number of accessories selected.

Design Principles in Current Fashion
Show examples of design principles in outfits illustrated in current magazines.

Balance—Formal or Informal
Using pieces of clothing, show the principle of balance.

Achieving Emphasis
Demonstrate how accessories or construction features in a garment can be used to achieve emphasis.

Wardrobe Planning References
Review a book on wardrobe planning or color analysis. Discuss how the book might be used for personal planning. During discussion, note how the design elements and principles are used with the contents of the book.
Activity Ideas for the Meeting

Activity ideas in the 4-H project guides are appropriate for group meetings.

To get the group really involved, write questions on pieces of paper that the 4-H’ers will randomly select and then answer about themselves.

Here are questions you could ask junior 4-H’ers that relate to Adventures in Clothing:

- How does the color of your outfit make you feel? How could you change the feeling?
- Is the color scheme of your outfit monochromatic (different values of same color), analogous (colors next to each other on the color wheel), or complementary (colors opposite each other on the color wheel)?
- How does your outfit include light, bright, and neutral colors?
- Are the lines in your outfit straight or curved?
- Which body shape are you most like?
- Which line (straight or curved) do you most often choose for clothes? Why?

Here are questions you could ask your intermediate 4-H’ers that relate to Challenges in Clothing.

- Is your outfit mainly of warm or cool colors?
- Find an example of design lines of T, Y, or T.
- Describe the lines of your accessories and outfit.
- How does the color of your outfit affect the way you look?
- How does the texture in your outfit affect your size and/or appearance?
- What is the line first seen in your outfit?

Here are questions you could ask your senior 4-H’ers that relate to Strategies for Clothing.

- What is the center of interest in your outfit, or where is the emphasis?
- How do you use proportion in your outfit?
- What gives your outfit unity?
- Explain the pattern of rhythm in your outfit.
- How is your outfit balanced?
- Give one example of how design principles are used in other places in our environment.

Divide 4-H’ers into small groups. Ask each group to brainstorm colors or color combinations they would wear to express or change their feelings when the situation is a: sunny spring day, rainy and cold day, professional job interview, best friend’s birthday party, funeral or wake, school homecoming, or competitive athletic event.

Have someone in your community who helps people select clothes visit the group. Some possibilities include retailers of men’s and/or women’s clothing or fabrics, home economics teachers, or Extension home economists. Ask them to show you how to coordinate clothes. If the guest uses different words for the terms your group has learned, try to explain what has been said using the design element and principle terms with which your group is familiar. You can do this as a group using Challenges in Clothing and Strategies in Clothing.

Have the 4-H’ers comment on the outfits they are wearing, using the design principles.

Show a basic garment or outfit and have the 4-H’ers select accessories for various occasions that blend with the garment. Materials needed for the activity would include two or three pairs of shoes, a variety of accessories, and a basic garment or outfit. The clothing could be discussed as it is modeled or hanging.
Near the End of the Meeting
Help 4-H’ers to summarize what they have learned. Discuss with them how they can use what they have learned in their daily lives.

Discuss with the 4-H’ers the possibilities of making an exhibit related to “looking good.”

Remind 4-H’ers that design elements (color, line, texture, and form) and design principles are important factors in judging exhibits, clothing selection, and Fashion Revue.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Ask the 4-H’ers to evaluate the “looking good” meeting and make suggestions for the next clothing meeting.

Additional Activities for 4-H’ers
Design a display showing how color expresses a person’s feelings. Also, show how color values and combinations affect your appearance and feeling. Check into placing the display in a school showcase or library window (citizenship activity).

Use the Fun with Color activity found in Adventures in Clothing (4H-315a) as a presentation to teach how mixing colors forms new colors. Reach out beyond 4-H to educate peers in class or possibly people in a lower grade. Offer to teach the Fun with Color activity to a church group, summer camp, or other youth organization. This activity may be recommended for juniors who are searching for something more in their clothing work (leadership activity).

Make a display showing what accessories look best with an outfit. Point out what design principle(s) has been used to achieve unity. Check into placing your display in a clothing store window or in a community location that many people will see, perhaps a bank or community center (citizenship activity).

Help younger 4-H’ers achieve unity in their outfits. Perhaps you could help them decide which shirt looks best with a skirt or pants. The 4-H’er might help a younger person identify the center of interest for emphasis (leadership activity).
Choosing Clothes

Key Points

From Adventures in Clothing
- Selecting clothes is a decision-making process: defining needs, considering alternatives, and making choices.

- When you lack appropriate clothing for a particular activity, you have a clothing "need."

- Clothing "wants" are items you desire but don't have to have.

- Quality in clothes is a combination of good design, fabric selection, and fine construction.

- Comparison shopping is looking at the same item in several stores to see how the price and quality vary. It is important to try on garments before purchasing to check fit and appearance.

From Challenges in Clothing
- Different clothing is needed for different reasons, such as sports activities, temperature control, work, interviews, and dress-up.

- You tell others about yourself by the way you dress.

- Information on garment or fabric labels can help you decide whether to buy the item.

- Stores differ in prices as well as kinds and quality of clothing they offer.

- Clothing decisions are made when fit, design elements, and needs have been considered.

From Strategies for Clothing
- Fashion is considered in many ways in our lives, for example, car designs, building designs, songs, and clothes.

- The cost of constructing clothes involves supplies purchased plus the time spent sewing.

- Clothing can be obtained by using cash, credit, layaway, or rental.

- Credit buying costs more than paying cash, if payment is delayed.

- The cost per wearing can be used as a tool in shopping for clothes.

- Shopping at sales can stretch your clothing dollar if the clothing fits you, your needs, and your budget.

Preparation Pointers
Review the materials in the Choosing Clothes section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H'ers to review the Choosing Clothes section in the 4-H clothing project guides listed above.

Obtain copies of current fashion magazines, pattern books, or catalogs to use in wardrobe planning discussion.

Ask 4-H'ers to bring current issues of their favorite magazines to use in discussing today's fashions.

Roll Call Ideas
Name an example of what to look for when checking for quality in ready-made garments.

Name a clothing item that you need, and explain your reason for needing rather than just wanting that garment.
Educational Presentation Ideas

Recommended for Junior 4-H’ers
Refer to Adventures in Clothing (4H-315a) for additional ideas.

Needs versus Wants
Using examples, explain how garment needs and garment wants are different.

Clothing Inventory
Make a poster to show a clothing inventory, and explain how to use this tool to plan a wardrobe.

Selecting Quality Construction
Select a garment (jeans, T-shirt, or blouse), and explain its good or poor quality features.

Fit
Use catalog or magazine pictures to discuss waistlines and other places that show a good fit.

Recommended for Intermediate 4-H’ers
Refer to Challenges in Clothing (4H-315b) for additional ideas.

Clothes with a Purpose
Explain how to choose clothes for a particular purpose. Use actual clothing examples.

Using Labels
Use labels found in garments and fabric to explain the purpose of these labels and the meaning of care instructions. Discuss fiber content labeling and its implications for quality and care of the fabric.

Comparison Shopping
Comparison shop, and record your findings about price, quality, and selection. Report to the group what you learned about the stores and their merchandise.

Coat Selection
Use a variety of coats and jackets from 4-H’ers or family members to compare the fabric and quality of construction. Describe characteristics of fabric layers needed for warmth.

Recommended for Senior 4-H’ers
Refer to Strategies for Clothing (4H-315c) for additional ideas.

Cost of Construction
Show how to estimate or calculate the cost of constructing a garment. Compare that cost to the cost of purchasing a similar garment.

Cost per Wearing
Show how to compute cost per wearing of a garment. Discuss how this can be used in shopping.

Spending Plan
Discuss the importance of having a clothing spending plan.

Fads and Classics
Explain fads and classic fashions using a poster to illustrate clothes currently in fashion magazines.

Sales
Collect newspaper advertisements to show how each represents a different type of sale.

Methods of Payment
Compare the cost of garments obtained using cash, credit, layaway, and rent.
Activity Ideas for the Meeting
Activity ideas in the 4-H project guides are appropriate for group meetings.

During group discussion, have participants consider: What items do I need? What activities do I need clothes for? What items do I want? What purpose do my garments serve? Have each 4-H’er select one or two needed garments and think about buying versus making the item, places to shop for the item, and whether it is a fad or a classic. Ask participants to use fashion catalogs or pattern books to select an item similar to the one they might purchase. Have a discussion of current fashion trends. Use magazines you have collected ahead of time.

Invite a retail salesperson, banker, or 4-H’er to compare the price of a purchase using cash and various forms of credit.

During a group tour the 4-H’ers can shop for a specified item, and find out what the item will cost if purchased using cash and the various forms of credit available in that store.

Visit a store that rents clothing to learn the costs, what is available, and what information (measurements) is needed.

Near the End of the Meeting
Review the Choosing Clothes section in the guide and the key points of Choosing Clothes in the leader guide. Summarize the main points of presentations and activities.

Let 4-H’ers tell how the information they have learned will help them in purchasing or constructing their next garment.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Additional Activities for 4-H’ers
Design a display for or with a store, school, or library. Emphasize how to select good quality in clothing (from Adventures in Clothing) or fashion classics and fads (from Strategies in Clothing). Use the display in as many locations in your county as possible (citizenship activity).

Teach classmates or younger students about the process of choosing clothing. Select information from the Choosing Clothes sections of the three project guides. Limit your presentation to one idea (leadership activity).

Lead a group discussion at school, church, or other group about how to be a wise clothing consumer. Consider topics such as deciding what you need, clothes with a purpose, places to shop, buying versus making clothes, and how to pay for clothes (leadership activity).

Write a newsletter, newspaper article, or radio announcement to help consumers make wise clothing choices. Ask your local Extension home economist or 4-H and youth leader if the article could be used in the local paper, Extension newsletter, or radio station (citizenship activity).

Keep a detailed record of personal clothing expenditures including grooming products and clothing construction supplies.

Keep a detailed record of clothing expenditures for the family. After a month or two discuss the records with family members. Were these typical months? How much of the family budget is needed for clothing?
Learning about Fabric

Key Points

From Adventures in Clothing
• Fiber content affects the performance of fabrics and the care required.

• Natural fibers come from plants or animals. Cotton, wool, linen, and silk are natural fibers.

• Manmade fibers are made from chemicals. Polyester, nylon, acrylic, acetate, and rayon are manmade.

• Fiber characteristics include durability, wrinkle resistance, absorbency, and care.

• Fibers are usually made into fabrics by one of three ways: bonding, knitting, or weaving.

• Woven fabrics have at least two sets of yarn. The lengthwise set is called warp yarns, and the crosswise set is called filling yarns.

• The basic weaves are plain, twill, and satin.

From Challenges in Clothing
• Factors that influence fabric quality are fiber content, yarn type, fabric structure or construction, finish, and color method.

• Generic names are based on chemicals used to make the fiber.

• Fiber trade names are assigned by manufacturers and widely advertised.

• A finish changes the characteristics of a fabric.

• Color can be added to fabrics at any stage in the manufacturing process. When fibers or yarns are dyed, the color penetrates more thoroughly, which makes the fabric more resistant to fading.

From Strategies for Clothing
• Fiber content affects the performance of fabrics and the care required.

• Elastomeric fibers stretch many times their length and return to shape quickly when released.

• New synthetic fibers and fiber modifications are providing interesting fabrics with special performance characteristics.

• Fabric finishes change the appearance and performance of fabrics.

• Textured yarns are heat set to have crimp or kinkiness to make fabrics more stretchy and thicker.

• Decorative weaves and other ways of making cloth provide a great variety of textile fabrics to choose from.

Preparation Pointers
Review the materials in the Learning About Fabrics section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also ask 4-H'ers to review the Learning About Fabrics section in the 4-H clothing project guides listed above.

Bring fabric samples with various methods of printing and/or coloring to the meeting.

Collect a variety of yarns made of different fibers and spun in various ways.

Locate a small loom or picture of a loom to aid in discussion of woven fabrics.
Roll Call Ideas
Name a fiber, and tell whether it is natural or manmade.

Name a type of fabric finish, and explain its purpose.

Name a method for making cloth in addition to simple weaving.

Name a generic fiber class.

Name a process of dyeing or coloring fabrics.

Name a fiber trade name.

Name the fibers in your outfit.

Name a garment that may be made from an elastomeric fiber.

Weaving
Teach the basic concept of weaving by having 4-H'ers complete a woven paper mat.

Fabric Weaves
Show examples of plain, twill, and satin fabrics and give their names. Explain advantages of each weave.

Recommended for Intermediate 4-H'ers
Refer to Challenges in Clothing (4H-315b) for additional ideas.

Fabric Finishes
Tell about fabric finishes and what they do. Give trade names and purposes. Explain how to identify a fabric that has been treated with a finish.

Wrinkle Recovery
Show other people how to compare wrinkle recovery in fabrics. Use fabric swatches as examples to illustrate the importance of wrinkle recovery. Have 4-H'ers test their own garments.

Fabric Shrinkage
Demonstrate the shrinkage test, and share results with others. Explain possible reasons for different amounts of shrinkage or dimensional stability.

Recommended for Senior 4-H'ers
Refer to Strategies for Clothing (4H-315c) for additional ideas.

Fiber Modifications
Explain the difference between modified cross section, bicomponent, and biconstituent fibers.

Newer Synthetic Fibers
Report on the properties and characteristics of synthetic fibers. Explain how they are used.

Other Ways to Make Fabrics
Show several fabrics illustrating ways fabrics are made in addition to simple knitting and weaving (lace, bonded, needle punched, quilted, etc.)

Texturizing
Explain why texturizing is important. Identify several fabrics made from textured yarns (e.g., nylon carpeting, acrylic knit sweaters, textured polyester shirt fabric).

Chemical Finishes
Explain how chemical finishes change fabric performance. Show examples of fabrics.

Calendering Finishes
Explain how calendar changes fabric appearance. Show examples of fabrics.

Educational Presentation Ideas

Recommended for Junior 4-H'ers
Refer to Adventures in Clothing (4H-315a) for additional ideas.

Fabric Properties
Explain the meaning of durability, wrinkle resistance, absorbency. Show examples of fabrics and garments that have these qualities.

Fabric Construction
Explain the process in making bonded, knitted, and woven fabrics. Use diagrams and examples to illustrate.
Activity Ideas for the Meeting

Activity ideas in the project guides are appropriate for group meetings.

Ask a guest speaker to talk about spinning wool. Watch a spinning demonstration; point out how the fibers are twisted to form a yarn, and tell how the yarn is woven to form cloth.

Unravel yarns from fabric scraps with different weights and textures. Untwist the yarns and look at them under a magnifying glass to identify whether they are single, ply yarns, or fancy yarns. Fancy yarns may have more than one part.

Use a small tabletop loom to demonstrate basic weaving. Name the loom parts. Identify the warp and filling yarns. If possible, allow the 4-H'ers to try weaving.

Visit several stores to find examples of regular and fused quilted products. Compare prices. List advantages and disadvantages of each.

Catalog shop, looking for information about synthetic fibers, finishes, textured yarns, etc.

Use fabric scraps, or visit a store to identify jacquard weaves, dobby weaves, quilted fabrics, foam laminated fabrics, needle punched fabrics, and lace.

Near the End of the Meeting

Brainstorm ways to share information from this meeting with others.

Discuss how this information may be important to 4-H'ers when preparing fair exhibits or in planning their own wardrobes.

Review plans and responsibilities of each 4-H'er for the next meeting. Suggest that each 4-H'er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Summarize the key points that have been covered in the meeting.

Additional Activities for 4-H'ers

Teach youth in your school or other organizations how to weave using paper strips. Discuss how this project is similar to creating some fabrics. For more details about this project refer to Adventures in Clothing (4H-315a) (leadership activity).

Collect fabric swatches, and organize them in a textile book. Write the fiber content, yarn structure, fabrication method, finish, and care method for each swatch. Share this book with others in your community to use as a learning tool. Be sure to label the book with your name and 4-H emblem (citizenship activity).

Write a newsletter, newspaper article, or radio announcement on a textile topic that would be helpful to consumers. Ask your local Extension home economist or 4-H and youth leader if the article could be used in the local paper, Extension newsletter, or radio station (citizenship activity).

Offer to help an elderly or handicapped person shop for clothing. Discuss which qualities are important to the person (durability, style, easy care, warmth, etc.). Knowing the fabric characteristics will help in the selection (citizenship activity).
Creative Sewing

Key Points

From Adventures in Clothing

- Learning to use and control a sewing machine takes practice.

- Pinning holds two or more pieces of fabric together so they can be cut or sewn more easily.

- Selecting the correct pattern size includes taking a complete and accurate set of body measurements. The size you need will change as you grow.

- The information on the pattern envelope can be used to identify the size, amount of fabric needed, notions, and number of pattern pieces.

- Good fabric selection can help make a project easy to sew.

- The pattern guide gives directions for using the pattern, ways to lay out the material for cutting, and steps for making the garment.

- Pattern markings show location of buttonholes, darts, pockets, gather lines, and tops of sleeves.

- Sewing seams and darts, applying ribbing, and distributing fullness, are all basic sewing techniques that may be used in a beginning project.

- Single thread is used for most hand sewing. Buttons are sewn more securely with double thread.

- Hems may be done in several ways depending on the fabric and use of the garment.

- Ironing is a sliding or gliding motion on the fabric to smooth out wrinkles.

- Pressing is an up and down motion with the iron to smooth out seam lines and edges.

From Challenges in Clothing

- To decide on a construction project, it is important to consider sewing skills already developed and those the person wants to learn.

- Fabrics labeled “preshrunk” may shrink even more when washed or cleaned.

- Dry cleaning does not prevent fabric shrinkage.

- Interfacing is an extra layer of fabric put inside collars, necklines, and other places to make them stiffer, stronger, or less stretchy.

- Interfacings come in a variety of types including fusible, sew-in, woven, nonwoven, knitted, and range from very soft to very stiff.

- Selection of quality sewing equipment will allow you to do the best job.

- Knowing the sewing machine and what the knobs and dials do is important in making the most of it.

- If a sewing machine is not kept clean, it may need adjustment more often and the parts may wear out faster. Information about cleaning the machine is in the machine’s guide book.

- When making a garment, matching stripes and plaids enhances its appearance.

- Recycling garments can include removing stains, patching, mending a rip, adding trim, changing a hemline, altering fit, remodeling design, or reusing fabric to create an entirely new garment.

- Evaluating garments includes considering the construction, the total look, and the resources needed.
From Strategies for Clothing

• Pressing as you sew makes clothes look professional.

• Sewing machines should be selected with care to meet your needs.

• Ease is the extra fullness in clothes to allow movement and to give clothes their style.

• Shortcut sewing is using quick techniques to make the most of your sewing time.

• Designer construction techniques show off the fabric and styling of the clothes.

• Tailoring is a sewing method that adds shape and durability using interfacing, accurate sewing, and pressing.

• Sewing clothes for active sports requires special functional techniques.

• Combining patterns is one way to create designs.

• Designing both the garment and the fabric for the garment expands your design skill.

• Experimenting with a new fabric is one way to learn to sew on it.

• Sewing for other people requires good sewing skills, time, and ability to get along with other people.

Preparation Pointers

Review the materials in the Creative Construction section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H’ers to review the Creative Construction section in the 4-H clothing project guides listed above.

Gather sewing tools to use with the youth.

Ask each person to bring a pattern to discuss pattern guide, appropriate fabrics, pattern sizes, and difficulty of pattern.

Roll Call Ideas

Name a sewing technique you would like to learn.

Name a sewing skill you have learned in 4-H.

Name some piece of information found on a pattern envelope.

Name one thing to check when evaluating your constructed articles.

Name one recycling method you could use.

Name a sewing problem you have had in the past, or a problem you need help with.

Educational Presentation Ideas

Recommended for Junior 4-H’ers

Refer to Adventures in Clothing (4H-315a) for additional ideas.

Sewing Machine

Name the parts of the machine and the function of each part. Show the 4-H’ers how to thread the machine and wind the bobbin properly.

Pinning Fabric

Demonstrate two ways to pin layers of fabric together. Discuss when each method should be used.

Seam Finishes

Demonstrate how to do seam finishes, and show examples.

Hand Stitching

Demonstrate basic hand stitches. Then give each 4-H’er a needle, thread, and scrap of fabric. Have each person try the hand stitches demonstrated.

Darts

Demonstrate how to transfer pattern markings, pin, stitch, and press darts.

Gathers

Demonstrate how to transfer pattern markings, pin, stitch, and press gathers.

Fabric Grainline

Explain how to tell if a fabric is on grain. Discuss the reasons for using grainline when sewing.
Determining Pattern Size
Demonstrate taking measurements on someone who is willing to be a model. Then use the body measurements to determine the nearest pattern size listed on a pattern company chart or pattern envelopes.

Hemming
Compare hand, machine, and fused hemming methods using visual examples of each.

Trimming and Grading Seams
Show how to eliminate bulk and create smoothness in enclosed seams.

Recommended for Intermediate 4-H'ers
Refer to Challenges in Clothing (4H-315b) for additional ideas.

Selecting Interfacing
Choose one piece of fabric. Apply several types of interfacing to it. Show these samples to the group as you explain how to select the proper interfacing for your project.

Care of Sewing Machine
Demonstrate care and maintenance of a machine. Use the machine's guide book, brushes, and oil for the cleaning process.

Sewing Equipment
Explain the use of basic sewing tools and ways to organize your sewing equipment.

Matching Plaids
Demonstrate how to lay out the pattern on plaid fabric so the plaid will match when sewn.

Recycling
Tell ways clothing can be recycled. Show an example.

Recommended for Senior 4-H'ers
Refer to Strategies for Clothing (4H-315c) for additional ideas.

Pressing Equipment
Tell how to select and use pressing equipment.

Testing Sewing Machines
Tell how to test and compare sewing machines.

Ease
Show how ease influences the way clothes fit.

Shortcut Sewing
Demonstrate shortcut sewing methods. Refer to books available from the library, home economics classes, or an Extension office.

Tailoring Features
Point out features on a tailored jacket that are characteristic of a tailored garment. Refer to tailoring and sewing books from the library, home economics classes, or the Extension office.

Sewing Elastic
Demonstrate how to sew elastic on swimwear fabric.

Combining Patterns
Show how to design clothes by combining two or more patterns.

Nylon Seam Finish
Demonstrate searing cut edges of nylon fabric used in outdoor wear. Remember that the clothes you and others are wearing are flammable, so use candles in a safe place such as over a kitchen sink.

Designing Clothes
Explain a procedure for decorating fabric and designing a garment that uses the fabric effectively.

Sewing for Others
Explain points to consider when sewing for other people.

Using New Fabrics
Describe steps to take when sewing on a fabric for the first time.

Activity Ideas for the Meeting
Activity ideas in the 4-H project guides are appropriate for group meetings.

Discuss uses of various sewing tools.

Hold a workshop on making a stuff bag.

Have a workshop on selecting patterns.

Hold a workshop on sewing with knits. If time permits, sew a basic T-shirt.

Ask a fabric store manager to talk about new trends in fabric and to show some special sewing notions.

Have a professional sewer or home economist demonstrate pattern layout for matching plaids and stripes.
Have 4-H'ers try doing padding stitches used in tailoring.

Hold a workshop on using lace or trims in sewing. Refer to Extension publications.

Purchase a dozen diapers, and share/divide among your group for press cloths. Practice using the press cloths on a variety of fabrics and colors. Press other swatches of the same fabric without a press cloth. Compare the results when press cloths are used and when they are not used.

Demonstrate tailoring techniques for collars, lapels, sleeves, shoulder pads, etc. Refer to tailoring sections in sewing books from libraries, home economics teachers, or Extension home economists.

Hold a workshop on shortcut sewing techniques for sleeves, facings, gathers, machine hems, etc. Refer to sewing books with sections on shortcuts, and/or a person who sews professionally.

Show how to design a garment by combining two or more patterns. Refer to Strategies for Clothing. A person who sews professionally might be a good resource.

Experiment with one or several methods of decorating fabric including tie dye, batik, block printing, applique, weaving, or embroidery. Resources may be found at the library, home economics class, craft store, or the Extension office.

Conduct a workshop on sewing with new fabrics. See Strategies for Clothing.

Near the End of the Meeting
Review the main points covered in the meeting. Help 4-H'ers summarize what they have learned during the meeting.

Encourage 4-H'ers to begin projects on their own and to bring them to show to the group at the next meeting.

Encourage 4-H'ers to expand their sewing skills by trying some new methods.

Encourage 4-H'ers to share their sewing skills with others by helping a young person learn to sew, sewing for someone who does not sew, or sewing for a handicapped or elderly person who may have special fitting problems.

Review plans and responsibilities of each 4-H'er for the next meeting. Suggest that each 4-H'er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Review the clothing construction opportunities in 4-H such as Fashion Revue, working exhibits, and presentations at the county level.

Additional Activities for 4-H'ers
Make a display or poster showing steps in recycling a garment. Point out the money saving potential. Check into placing a poster in a second hand clothing store, library, or school (citizenship activity).

Take sewing classes to learn and improve sewing ability. Then share some of the new things you have learned with your group at the next meeting (leadership activity).

Acquire a collection of pressing equipment that will be used in sewing projects.

Enter the 4-H Fashion Revue program and other opportunities for competition, and learning.

Give an educational presentation at the local or county level.

Compare the cost and features of sewing machines. Be sure to record details accurately. Prepare a talk on your findings. You may ask the Extension home economist to suggest a group that might wish to hear such a presentation. Refer to Strategies for Clothing for information (leadership activity).

Select basic sewing tools. Do comparison shopping and record the variance in price and quality. Cooperate with a fabric store to create an attractive window display. If your community doesn't have a fabric store, inquire about placing the display in your local bank or library. Refer to Challenges in Clothing (citizenship activity).
Clothing Care

Key Points

From Adventures in Clothing

- Clothes should be dry before going into the hamper to prevent mildew from growing.
- Good laundry procedures include sorting colors, pretreating stains, and using proper detergent, water temperature, and washing time.
- Care labels suggest cleaning methods. Follow directions carefully.
- Clothes have a better appearance if simple repairs are made as needed.

- Shoes need regular cleaning, buffing, or dyeing to maintain their appearance, and to help them last longer.

From Strategies for Clothing

- Water temperature affects cleaning, and hot water helps kill bacteria.
- Stains come out more easily if removed promptly.
- Spot treatment keeps stains from spreading.
- Sweaters, down filled and fiberfill garments need special care when washed at home.
- Dry cleaning is helpful for tailored clothes, stains on nonwashable garments, and when time is limited.
- Learn about fabric characteristics, and learn to read care labels to learn how to care for clothes.

Preparation Pointers

Review the materials in the Clothing Care section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H’ers to review the Clothing Care section in the 4-H clothing project guides listed above.

- Bleaches help keep clothes white, remove some stains, and kill germs.
- Dry cleaning usually gives a professional press for clothes.
- Pressing can improve the appearance of clothes.
- Iron settings on synthetic clothes must be low to prevent melting the fabric.
- Snags in knits can be repaired by working the yarn back into the fabric.
Ask 4-H’ers to bring a clothing item that needs to be repaired. Discuss appropriate repair methods.

Remind 4-H’ers with assignments to prepare educational presentations and lead activities.

Make or review arrangements for guest speakers or tours.

Gather a variety of laundry products and stain removers to discuss with the group and/or to use in a stain removal workshop.

**Roll Call Ideas**

Identify a stain, and suggest a way to remove that stain.

Bring a garment and tell what the care and fiber content labels say.

Name one way you have helped care for your own and your family’s laundry.

Name an article that usually requires dry cleaning or care other than home laundering.

Explain how you would care for the garment you are wearing.

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**Educational Presentation Ideas**

**Recommended for Junior 4-H’ers**
Refer to *Adventures in Clothing* (4H-315a) for additional ideas.

**Care Labels**
Show where to find care labels on fabric bolts and purchased clothing.

**Make Laundry Storage**
Demonstrate how to make a laundry bag or hamper.

**Sew on a Button**
Demonstrate steps in sewing on a button. Remember the shank.

**Repair Snags**
Demonstrate how to repair a snag.

**Mend a Seam**
Demonstrate how to mend a seam by hand and by using a sewing machine.

**Apply an Iron-on Patch**
Demonstrate how to patch a hole using iron-on patches.

**A Clothing Repair Kit**
Explain what items are found in a repair kit. Show an example kit to the other 4-H’ers.

**Recommended for Intermediate 4-H’ers**
Refer to *Challenges in Clothing* (4H-315b) for additional ideas.

**Selecting Washing Time and Water Temperature**
Explain why water temperature and washing time are important in cleaning clothes.

**Ironing and Pressing**
Explain the difference between ironing and pressing. Demonstrate how to do both.

**Shoe Care**
Demonstrate how to care for shoes.

**Recommended for Senior 4-H’ers**
Refer to *Strategies for Clothing* (4H-315c) for additional ideas.

**Brighten Dingy Clothes**
Demonstrate a method to improve dingy clothes.

**Stain Removal**
Show common stains on fabric swatches with different fiber content and how to remove these stains.

**Ironing a Shirt**
Demonstrate how to iron a shirt.

**Caring for Sweater Knits**
Demonstrate laundry and storage methods for sweater knits.

**Care Labels**
Discuss what information should be found on a care label and what the care symbols mean.

**Using Dry Cleaners**
Tell what clothing should be dry cleaned. What information should the clothing owner provide the dry cleaner?

**Care of Down Filled or Fiberfill Garment**
Explain the importance of reading the care label and points to consider in deciding on care for these garments.
Activity Ideas for the Meeting
Activity ideas in the 4-H project guides are appropriate for group meetings.

Discuss clothing repair methods needed for clothes that 4-H’ers bring.

Ask a parent to share some tips that make laundry quicker or easier.

Using products you have collected, talk about laundry products and their effectiveness. Then visit a local grocery store to compare prices of basic laundry items. Emphasize being a wise consumer.

Visit a dry cleaner and have the 4-H’ers learn about the dry cleaning process.

Demonstrate removing stains on various fabrics using methods recommended in Strategies for Clothing in the Clothing Care section and in the Extension publications.

Practice sorting clothes for laundry, and then determine laundry aids, water temperature, and washing cycle needed for each load of clothes.

Visit a commercial laundry or an institution’s laundry facilities to see commercial equipment and the process used for large quantities of laundry.

Near the End of the Meeting
Help youth summarize what they learned during the meeting.

Make a list of ways that youth can help care for their own or their family’s laundry.

Remind 4-H’ers of opportunities beyond the group such as educational presentations and working exhibits.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Additional Activities for 4-H’ers
Prepare an educational display for your community explaining basic clothing repairs (citizenship activity).

Learn techniques for mending fiberfill or down filled garments. Ask for teaching resources at the county Extension office, or consult a library book. Demonstrate these mending techniques in a presentation at your local shopping mall or to an adult club (leadership activity).

Do clothing care tasks for an elderly or handicapped person (citizenship activity).

Write a newsletter, newspaper article, or radio announcement about a topic related to clothing care. Ask your local Extension home economist or 4-H youth leader if the article could be used in the local paper, Extension newsletter, or radio station (citizenship activity).

Care for down filled garments according to the care labels.

Assume responsibilities for the family clothing care.

Study the opportunities for careers in clothing care.

Study conservation methods recommended in caring for historic clothing or textiles. Ask for resources at your county Extension office.
Safety and Clothes

Key Points

From Adventures in Clothing

- Clothes can protect you from the sun, cold, and rain.

- White clothing increases your visibility at night.

- Clothes that fit close to the body, so they move with you, are less likely to get caught in moving parts of equipment.

From Challenges in Clothing

- Most flame resistant fabrics in clothing today are made by using flame resistant versions of polyester, nylon, and acetate fibers.

- Fabrics that are open weaves or knits catch fire easily and burn very fast because oxygen is available to support the burning.

- Flame resistant fabrics need special care during laundering.

- Pesticide poison can enter the body through mouth, nose, or skin. Clothing helps form a protective barrier to prevent skin absorption of pesticides.

From Strategies for Clothing

- Protective clothing may be specified by employers, and different kinds are needed for different jobs.

- Bright orange is required for visibility by hunters during shotgun deer season.

- Materials such as Tyvek and Gortex breathe but prevent moisture penetration from outside.

- Pesticide soiled clothing should be kept separate from family clothing and should be washed following special precautions to minimize exposure levels.

- Children and the elderly are more likely than middle-aged people to die from clothing related burn injuries.

- Government flammability standards help, but aren’t perfect.

Preparation Pointers

Review the materials in the Safety and Clothes section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H’ers to review the Safety and Clothing section in the 4-H clothing project guides listed above.

Collect a variety of clothing examples to demonstrate how color and fit affect clothing safety.

Obtain examples of flame resistant fabric and garments. Note the fabric care and fiber content labels attached to these clothes. (Sleep-
wear for children may be the only flame resistant clothing available in your locality.)

Check out and show Extension slide sets concerning clothing safety.

Collect magazine photographs showing various types of protective dress.

Assemble supplies to make posters—felt tip markers, poster paper, glue, etc.

Check with public relations offices of local companies; they may be able to suggest speakers who can tell about clothing needs in their industry.

Obtain examples of Tyvek or Gortex fabrics or garments to show 4-H'ers. (Borrow from stores, etc.)

**Roll Call Ideas**

Name something that clothing can protect you from.

Name a garment you own that has safety features, and tell what the features are.

Name an occupation requiring special safety clothing.

Tell about a flammability fact you have learned.

Name a flame resistant fiber (review *Challenges in Clothing, [4H-315b]*).

Name a clothing feature that could be hazardous, and tell why (for example, string ties on sweatshirts).

**Educational Presentation Ideas**

**Recommended for Junior 4-H'ers**

Refer to *Adventures in Clothing* (4H-315a) for additional ideas.

**Protective Clothing**

Show garments or pictures of garments worn for protection. With the group's help, make a list of protective garments and their purposes.

**Clothing Fit and Safety**

Wear an outfit that is for a particular task. Explain the potential dangers of clothing.

**Pesticide Protection Provided by Clothes**

Explain what to wear to avoid overexposure to pesticide.

**Use Protective Trim**

Show how reflective trim can be added to a garment that you wear outdoors at night. Explain why it is recommended.

**Recommended for Intermediate 4-H'ers**

Refer to *Challenges in Clothing* (4H-315b) for additional ideas.

**Flame Resistant Fabrics**

Look at children's sleepwear in a department store or store with a mail order department. Compare labels and find examples of flame resistant fibers.

**Fabric Flammability**

Tell which fibers are most and least flammable.

**Laundering Flame Resistant Fabrics**

Show how to launder flame resistant fabrics.

**Recommended for Senior 4-H'ers**

Refer to *Strategies for Clothing* (4H-315c) for additional ideas.

**Protective Clothing for Work**

Discuss types of clothing needed by workers in local industries.

**Protective Clothing for Hunting**

Discuss features on hunting clothes (for example, waterproof insulated waders for duck hunting and orange hats).

**Tyvek and Gortex**

Compare Tyvek and Gortex materials with regular waterproof or water resistant rain gear. Obtain examples from local stores, or use mail order catalogs to show pictures of this type of clothing.

**Pesticide-contaminated Clothing Care**

Discuss steps to use in care of pesticide-contaminated clothing.

**Fire Safety**

Explain why fire is a special hazard for children, the elderly, and the handicapped. Then discuss protection measures.

**Flammability Standards**

Share the government flammability standards. Discuss their contribution to safety and their limitations.
Activity Ideas for the Meeting
Activity ideas in the 4-H project guides are appropriate for group meetings.

Show an Extension slide set concerning clothing safety.

Have participants bring an article of clothing (jacket, hat, or shoes) that they wear in the dark. Attach reflective trim to the clothing.

Discuss the ways color and fit affect safety using clothing examples you have collected.

Visit a fabric store; look for flame resistant flannelette suitable for children’s sleepwear. Compare labeling on flame resistant flannelette and regular flannelette. Have 4-H’ers write the care instructions for laundering each fabric.

Invite a physician to visit the meeting to talk about burns caused by clothing that has caught fire.

Visit a children’s or department store to compare labels on flame resistant sleepwear currently available.

Discuss the advantages and disadvantages of substituting undergarments or sweatsuits for flame resistant sleepwear.

Tell about adults who wear protective clothes in their jobs; describe the job and the clothes.

Develop a skit showing what to do if your clothing catches fire.

Visit a sporting goods store to examine hunting clothes. Look for safety features.

Make a collage of safety clothing using magazine clippings to display in a community building. Follow design principles to make the collage.

Develop a skit to help people learn how to care for pesticide-contaminated clothing.

Plan a protective clothing fashion show. Include as many types of protective clothing as can be found in your community. This could be a paper doll show using catalog and magazine clippings.

Near the End of the Meeting
Review the important points from the meeting. Help 4-H’ers summarize what they have learned.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Ask 4-H’ers to be conscious of clothing safety in their homes. Have 4-H’ers make a list of ways they educated others to help them be aware of safety.

Discuss possible exhibit ideas related to clothing safety.

Encourage 4-H’ers to be alert in observing protective clothing as they see people in their work settings.

Encourage 4-H’ers to help their families adopt safe procedures in laundering clothing if pesticides are used in the family.

Additional Activities for 4-H’ers
Write a radio public service announcement on clothing safety. Ask your local radio station to make the announcement, or volunteer to tape it for future broadcasts (citizenship activity).

Give a presentation on clothing safety to your classmates or other groups (leadership activity).

Make a display that shows fabric strength (tear resistance) of 100 percent cotton and 50 percent cotton/50 percent polyester. Check into placing the display in a clothing store or library window. Refer to Adventures in Clothing for more information (citizenship activity).

Select protective clothing to wear in a clothing selection program.

Study features that contribute to safety in clothing for special activities such as clothes for bicycling, hiking, and hunting.
Personal Pointers

Key Points

From Adventures in Clothing

- Clothes are important, but so is being clean, well groomed, and physically fit.
- Good grooming requires only a few minutes each day.
- Good grooming helps you feel good about yourself and your appearance, which will help you build self-confidence.
- With good posture, clothes will look better on you, and you'll feel better too.

From Challenges in Clothing

- Skin problems often are improved by a daily cleansing routine.
- Within a given category, grooming products are similar in their chemical composition. Comparing ingredients in grooming products leads to informed decisions.
- Shaving is a grooming job that needs to be done regularly.
- Make-up should highlight your good looks, not cover them up.
- Washing, brushing, and styling hair is important to personal appearance.
- Good posture includes good body alignment, easy stance, good balance, and readiness of movement.
- Confident modeling for fashion shows includes a smile, an easy walk, and smooth turns.

From Strategies for Clothing

- Advertising has an influence on grooming products selected.
- Good posture makes you look trimmer, more confident, allows your internal organs a chance to function normally, distributes weight so body is in better proportion, and helps a person wear clothing with distinction.

Preparation Pointers

Review the materials in the Personal Pointers section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H'ers to review the Personal Pointers section in the 4-H clothing project guides listed above.

Review food and nutrition project material, Fit It All Together, to see how it complements the clothing project.

Gather a number of grooming products so 4-H’ers can compare ingredients.
**Roll Call Ideas**
Name a grooming product you use and why.

Tell one thing you would like to learn about grooming (make-up, shaving, cleansing, or modeling).

Identify your face shape.

Tell about a television advertisement for a grooming product that you like or dislike.

Demonstrate an exercise you do daily.

**Educational Presentation Ideas**

**Recommended for Junior 4-H'ers**
Refer to *Adventures in Clothing* (4H-315a) for additional ideas.

**Good Posture**
Demonstrate how to check and practice good posture. Involve the audience in teams of two.

**Daily Grooming**
Explain guidelines for daily grooming routines, including cleansing. Explain the use of soaps, cleansing creams, and astringents.

**Recommended for Intermediate 4-H'ers**
Refer to *Challenges in Clothing* (4H-315b) for additional ideas.

**Make-up Products**
Explain the purpose of several grooming products and how they are used. Tell why using too much make-up is unattractive.

**Choosing a Hair Style**
Make a poster showing face shapes and hair styles that are good for each.

**Recommended for Senior 4-H'ers**
Refer to *Strategies for Clothing* (4H-315c) for additional ideas.

**Skin Care and Acne**
Consult a local doctor or pharmacist for advice on skin care in addition to that found in 4-H project guides. Find out the active ingredient to look for in products for skin care, and plan a way to present this information to a group.

**The Sun and Your Tan**
Compare sun tanning products and learn the system used to designate degrees of protection.

**The Sun and Skin Cancer**
Study the relationship between overexposure to the sun and skin cancer. Use your local library for references.
Activity Ideas for the Meeting
Activity Ideas in the 4-H project guides are appropriate for group meetings.

Discuss information from *Fit It All Together* that relates to clothing and grooming.

Ask a beautician or barber to speak to the group about hair care and maintenance.

Discuss new hair styles presented in current magazines.

Take the group to a local drug store or department store. Compare cost and ingredients in grooming products or compare those brought to the meeting.

Have a modeling workshop to help 4-H’ers develop confidence and skill in walking and turning when modeling clothes.

Discuss claims made and information given in cosmetic and grooming product advertisements. Consider magazine, newspaper, and television advertising. How does it influence you?

Practice using some skin care products.

Practice good posture exercises or modeling techniques with some upbeat background music. Refer to *Strategies for Clothing* in the *Personal Pointers* section.

Ask a medical doctor or Extension home economist to visit with 4-H’ers about the importance of physical fitness and a nutritious diet.

Prepare a fashion show for people at a senior citizen center, community groups, or the public.

Create an advertising plan to sell the community fashion show using strategies observed in selling products. Refer to *Strategies for Clothing* in *Personal Pointers* section.

Near the End of the Meeting
Help the group to summarize the key points from the meeting. Review the things they have learned.

Discuss how the youth might study grooming further by doing additional activities and by sharing what they have learned with other family members.

Review with 4-H’ers the opportunities beyond the local group such as Fashion Revue, clothing selection, working exhibits, and educational presentations.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Additional Activities for 4-H’ers
Design attractive educational displays for your local store or library windows that teach about the steps in grooming, posture, or comparison shopping when purchasing grooming products (citizenship activity).

Arrange for your local or county 4-H group to put on a fashion show in your shopping mall or senior citizens’ home or for a community group. Arrange a date, time, promotion plan, and the place for the show. Help to write the script (citizenship and leadership activity).

Write a newsletter, newspaper article, or radio announcement about a topic concerning Fashion Revue and clothing selection events in your county. Ask your local Extension home economist or 4-H and youth leader if the article could be used in the local paper, Extension newsletter, or radio station (citizenship activity).

Offer to help with the county Fashion Revue and clothing selection programs.

Enroll in an exercise program to establish a regular personal physical fitness program.
You and Others

Key Points

From Adventures in Clothing
- Clothing expresses your personality, how you feel, or what you are doing.
- People wear clothes for protection, comfort, modesty, and decoration.

From Challenges in Clothing
- First impressions of people based on appearance may be inaccurate stereotypes.
- Conforming in appearance to the group helps to develop social confidence.
- Dressing to be unique and different can establish your own individuality.
- Your appearance reflects the way you see yourself and what is important to you.

From Strategies for Clothing
- Citizenship opportunities in the clothing project include helping others with clothing needs and learning that clothing needs of others may be different.
- It is important to the elderly and the handicapped to have clothes that allow them to dress themselves and still look like their peers.

- Learning about clothing of other cultures and the past provides clues to the people and their activities.
- The clothing industry offers many job possibilities.
- First appearance can make a difference in job interviews.

Preparation Pointers
Review the materials in the You and Others section of Adventures in Clothing (4H-315a), Challenges in Clothing (4H-315b), and Strategies for Clothing (4H-315c). Also, ask 4-H'ers to review the You and Others section in the 4-H clothing project guides listed above.

Obtain pictures of garments worn in other cultures.

Collect fashion magazines or catalogs, glue, and paper for participants to use during the meeting activities.

Talk with adults about stereotypes associated with youths’ dress. Share these findings at the meeting.
Make arrangements with others who are to help with the program such as 4-H'ers who have educational presentations or guest speakers.

Locate clothing or pictures of clothing from the past. See Historic Clothing in the Resource List for information on how to find resources.

**Roll Call Ideas**

Name a garment worn in another culture.

Name a stereotype associated with clothing.

Explain how the outfit you are wearing expresses something unique about you.

Name one first impression you have had related to clothing.

Name a garment worn in the past, but no longer used today.

Give a song title that relates to clothing.

Tell about a person who has helped you with clothing, grooming, and posture skills and how they helped you.

Name an occupation or job related to the apparel or cosmetic industry.

What occupation in the clothing and appearance industry would you like to learn more about?

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**Educational Presentation Ideas**

**Recommended for Junior 4-H'ers**

Refer to Adventures in Clothing (4H-315a) for additional ideas.

**Uniforms**

Describe different jobs in which people wear specific types of clothes. Explain reasons for the type of clothes they wear.

**Roles Help Determine Clothing Choices**

Explain the various roles that youth or students have, and tell the appropriate clothing for each. Ask for audience participation.

**Clothing Purposes**

Use a poster to explain how clothes are used to satisfy each of the four purposes: protection, comfort, modesty, and decoration.

**Recommended for Intermediate 4-H'ers**

Refer to Challenges in Clothing (4H-315b) for additional ideas.

**First Impressions**

Discuss the different first impressions or stereotypes that are created with different outfits.

**Clothing Decisions**

Explain how values help us make decisions about our clothing and appearance.

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**Recommended for Senior 4-H'ers**

Refer to Strategies for Clothing (4H-315c) for additional ideas.

**Clothing for Special Needs**

Tell about and show clothes made for people with special needs. References on clothing for the handicapped are available from the county Extension office.

**Clothing Worn in Other Countries**

Report on clothing customs in another country. You may select the country of a foreign exchange student or a country where a 4-H' er will be going on an exchange. See Ethnic Clothing in the Resource List for resources.

**Clothing from the Past**

Studying the historical patterns of clothing in the United States shows relationships among economic, political, and religious events. Resources are available from libraries, Extension home economists, and home economics teachers.

**Displaying Historic Clothing or Textiles**

Explain the care of garments and textiles in displays to preserve them. Resources are available from the Extension home economist.

**What to Wear for an Interview**

Give ideas that will make that first impression count in an interview.
Activity Ideas for the Meeting

Activity ideas in the 4-H project guides are appropriate for group meetings.

Discuss the way clothing expresses different roles in your community.

Ask a clothing store manager to speak to the group about projecting a positive image with clothes. Emphasize that techniques should be for use with garments 4-H’ers already own.

Use magazine pictures to discover positive and negative stereotype messages people could receive from clothing. Have 4-H’ers explain the pictures they have chosen, and form collages or posters about the clothing messages.

Show pictures of garments worn in other countries; discuss how they are alike and different from those in your community. When might clothes from other cultures be worn in your community (for example, holidays, festivals)?

Use magazines or catalogs to find pictures of current fashions that have some characteristics found in clothes from the past or from another culture.

Have a person who sews for the handicapped share techniques and adaptations. References may be made to Extension resources.

Have practice interview sessions after discussing how one should be dressed for an interview. A person in the community who hires personnel may be glad to help with the interviews. Consider asking grocery and restaurant owners, gas station operators, other merchants, school guidance counselors, or principals. If there is a fast food restaurant in the community, it often may hire teens, and the manager may have had training in interviewing skills.

Visit a museum or ask an active elderly person to share clothing practices in the community in the past. The high school drama teacher may have had training in history of costume.

Invite a person who has a career in the clothing or grooming industry to explain the job, training needed, and salary expectations.

Near the End of the Meeting

Highlight the important points covered in the meeting. Help 4-H’ers to summarize what they have learned.

Review opportunities beyond the group on You and Others including exhibits, working exhibits, and educational presentations.

Review plans and responsibilities of each 4-H’er for the next meeting. Suggest that each 4-H’er write a note listing date, individual responsibility, supplies to bring, and the section to read in the project guide.

Remind 4-H’ers to record what they are doing and learning in their 4-H records.

Additional Activities for 4-H’ers

Teach your classmates or members of another youth group how values and stereotypes affect their clothing choices (leadership activity).

Prepare an educational display for your school library on a topic such as freedom of dress, clothes from our past, or clothing worn around the world (citizenship activity).

Interview or visit with a person in a clothing or grooming career you would like to learn about.

Sew for other family members or others in the community who may not know how or have the equipment.

Make a historical costume for a drama presentation or historic celebration.

Teach other people to sew from what you have learned in 4-H.
Resource List

From time to time, you or your 4-H'ers may want more information than is included in the 4-H project guides. Below is a selection of books, publications, and other resources that can build on the material found in the 4-H clothing project guides. The resources are organized by the eight main project areas.

The books may be available at school and public libraries or the Extension office. This is a list of some books available on textiles, clothing, and appearance. You may have others that are appropriate as well.

Extension publications are added all the time. Check with your Extension office for a list of titles.

**Looking Good**

**Books**


**Choosing Clothes**

See also Looking Good

**Books**


Learning About Fabric

Books


Creative Sewing

Books

**General Construction**


In addition, twice a year Simplicity, Coats and Clarks, and McCall’s send mailings about their educational leaflets to county Extension offices. The leaflets can be purchased in quantity.

**Tailoring**

Many of the general sewing books have chapters on tailoring.


**Fitting and Alterations**

Many of the general sewing books have chapters on fitting.


**Sewing Special Fabrics**


Martensson, Kerstin, *KWIK-SEW Method—Swimwear*. Sew-Knit-N-Stretch, Inc. 1971. (Other books by same author include *Sew for Baby the Fun Way, It’s Easy to Sew*.)
**Clothing Care**

**Books**
See previous list of textile books.

**Safety and Clothes**

**Periodicals**


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**Sewing for Profit**

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Includes:
- Leather and Leather-like Fabrics
- Fur and Fur-like Fabrics
- Menswear
- Lingerie and Loungewear
- Trims
- Special Fabrics

*Lingerie, It's Easy to Sew Men's Wear, and It's Easy to Sew Knit and Stretch Fabric.*)
Personal Pointers

Books

Periodicals

You and Others

Clothing for Special Needs

Books


Periodicals

Social/Cultural/Psychological Aspects of Clothing

Books

Careers

Books