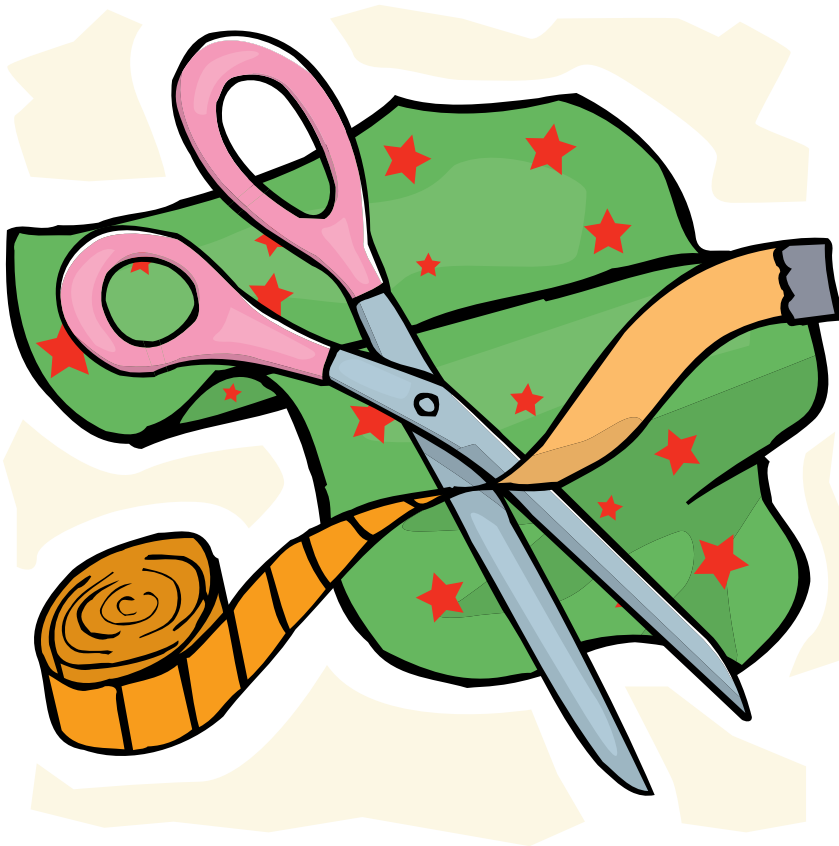




Oregon 4-H

# Sewing/Clothing Advancement Guide



# Oregon 4-H Sewing/Clothing Advancement Guide

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## Oregon 4-H Advancement Programs

*An introduction for leaders, parents, and members*



4-H advancement programs consist of a series of steps that provide a framework for progressive learning within a specific project area. Advancement programs encourage 4-H members to learn at their own speed based on their interests and abilities. Advancement programs are self-paced and age- and skill-level appropriate. Advancement programs also can be a tremendous help to members as they set their goals each year. In addition, advancement programs are useful to Junior Leaders and more experienced 4-H members who wish to work with younger or less experienced members.

### Benefits of 4-H advancement programs

Advancement programs:

- Make projects more interesting
- Help members set and achieve goals
- Encourage self-paced learning
- Help members learn more about their projects
- Encourage age-appropriate skill-level building
- Provide new, enjoyable experiences

- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Give incentive to members to stay in a project over a longer period of time

### Life skill development and 4-H advancement programs

Participation in 4-H advancement programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H not only gain knowledge about their project area, they also develop skills that they will use throughout their lives.

Specifically, the 4-H advancement programs are designed to develop life skills in:

- Learning to learn
- Making decisions
- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

## About the advancement program steps

The advancement steps are written to provide a learning sequence for all members. Although all members should start with Step 1, the advancement program is designed so a 4-H member may advance as fast as he or she desires based on interest, effort, and ability. A fourth- or fifth-grade 4-H member may take 2 or 3 years to complete Step 1; an eighth- or ninth-grade member may complete one or two steps in a year.

Members should work on one step at a time. However, there are times when a member may accomplish an activity in another step before completing the step on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time.

Much of the information that leaders and members need to complete advancement steps can be found in project materials. For the more advanced steps, members will need to refer to other sources.

## Recording progress in the advancement program

Leaders should encourage members to keep the advancement guide with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

## Reviewing advancement progress

Once a member has completed an advancement step, the leader then should arrange for a review of the experience. This review often is conducted through an interview process.

If it is feasible, the interview can be conducted by someone other than the leader. It is a valuable experience for members to be interviewed by others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

Leaders also might want to arrange for an advancement chairperson or committee to review each member soon after he or she has completed the step requirements.

The review is also an excellent opportunity to involve parents in club activities. Several parents can serve on the committee, and two or three of them can conduct the interviews. The interviewers should be familiar with the 4-H program, its objectives, and the project area.

The advancement chairperson or committee should approve the advancement only when they are satisfied the member is ready to continue on to the next step.

## How to use the advancement program

The advancement program should be presented at the beginning of the 4-H year.

### *Review what was done last year*

Before deciding on specific things to include in the club program, leaders should review what the members and club did previously. A review allows discussion on the following questions:

- “What did we do?”
- “What did we like?”
- “What needs improvement or expansion?”
- “Was everyone involved?”

### *Review the members' present interests*

Encourage members and parents to express their interests, needs, and goals. This allows them to feel important and committed to the final club program.

### *Share county/statewide special programs*

Tell your members about activities available to them through your county or the state. Share your special interests with members and parents. This allows members and parents to learn about new opportunities and helps determine whether the club should set specific goals related to them.

### *Develop your program*

If your group of 4-H participants is small, all the members should be involved in

determining the group goals for the year. If the group is large, a special committee may identify the goals for the year's program.

Base your goals on the current-year members' range of grades, levels of achievement, and interests. Design the program to meet the needs and interests of each member. Establish goals to meet the interests and needs of youth, to allow individual achievement for each member, and to be within range of accomplishment for each member.

If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a Junior Leader. This enhances the learning and satisfaction of all members.

## Recognizing advancement

The National 4-H Recognition Model outlines five different ways in which 4-H members can be recognized.



### **Participation**

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.

### **Progress toward self-set goals**

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

### **Achievement of standards of excellence**

Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

### **Peer competition**

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under the age of eight.

### **Cooperation**

Learning and working together promote high achievement. Cooperation takes advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

## Advancement certificates

The 4-H advancement program is an excellent way to promote and recognize members' efforts in progressing toward self-set goals and achieving standards of excellence through learning. Advancement certificates that are customized for each project area are available from your local OSU Extension office. Contact a 4-H staff member to request advancement certificates in your project area.

Earning an advancement certificate deserves recognition. When members have completed a level of advancement, recognize it. You could do this at an achievement meeting or other community event. Extension 4-H staff members also can help leaders prepare pieces for newspaper and radio releases on the members' achievement.

*Prepared by Mary Arnold, Extension 4-H youth development specialist, Oregon State University.*

# Using the Advancement Program in the 4-H Sewing/Clothing Project

## A note to leaders and parents

This *Oregon 4-H Sewing/Clothing Advancement Guide* is a series of activities to support and enhance the 4-H Sewing/Clothing curriculum. It helps expand the member's experiences beyond sewing construction and can be used with the *Sewing Skills Checklist* (4-H 9200), which deals with construction knowledge and skills in more detail.

The Advancement Guide also allows members to make choices in defining their project, with your help. As members complete activities in each step, leaders or parents review their work and initial their record. After a member has accomplished all the activities selected for one step, he or she receives an "Advancement Certificate" and may concentrate on the next step.

The guide consists of nine steps in three skill levels: Basic Skills, Expanding Skills, and Advanced Skills. Members have the option of developing and completing a plan for each year they are in the project. Each skill level and step has activities in five learning areas:

1. Planning and evaluation
2. Individual development and outreach
3. Management, consumership, and wardrobe building
4. Textiles
5. Construction

It is suggested that all members progress through the skill levels and steps in the order they appear. Each step includes knowledge and skills that form a foundation for the next steps. The steps have been created with the developmental skills of most members in mind.

Members may enter a level or step at any time and progress at their own pace. Learning activities are designed to correlate with the *4-H Sewing/Clothing Project Guidelines for Leaders* (4-H 9210L) and leader curriculum resources.

Some advantages of using the 4-H advancement program are:

- Members are given a chance to develop decision-making skills by making choices. At early skill levels, members make decisions with leaders and parents. At later skill levels, members assume more individual responsibility.
- Members broaden their experience by selecting activities in all five learning areas.
- Parents and members know exactly what the project involves.
- Advancing through the program gives members (as well as leaders) a sense of accomplishment.
- Leaders can use the 4-H Advancement Program as a tool to plan project experiences.

## A note to members

Participating in the 4-H Sewing/Clothing Advancement Program is a great way to get more involved in your sewing/clothing project. It can make your project more interesting by suggesting new, enjoyable activities to expand your understanding. Use it along with the *Sewing Skills Checklist* (4-H 9200) to make choices about your project goals. You can develop your own plan and advance according to your ability, interest, and enthusiasm.

There are nine steps within the three skill levels (Basic Skills, Expanding Skills, and Advanced Skills). Each step has activities in five learning areas:

1. Planning and evaluation
2. Individual development and outreach
3. Management, consumership, and wardrobe building
4. Textiles
5. Construction

The 4-H advancement program is an important part of your project. Include it as part of your project records. Work with your leader and parents to plan your activities and record your progress.

## ***How to use the 4-H Sewing/Clothing Advancement Program***

All 4-H members should progress through each of the skill levels and steps in the order they appear. They have been created with developmental skills in mind. The levels progress from Basic Skills—First year—Step 1 to Advanced Skills—Step 9. You may enter a level or step at any time. But, rather than rushing through them, be sure you have explored the opportunities fully at each skill level. With the help of your leader and parents, work in a level and step that is appropriate for your age and skills.

Start with Basic Skills: Step 1. Read through all the activities. With your leader and/or parent, plan which activities you will do. Your plan will include some activities in each of the five sections. Some items are marked with an asterisk (\*) and must be included, while other items on the list you can choose as you wish. If there is a blank space, you also may make up your own activity.

Some activities ask you to tell or explain about what you did or learned. Do this in the presence of your leader or parent. As you complete an activity, fill in the date. Ask your leader or parent to initial that you have completed it. When you have completed all the activities in your plan for a specific level and step, your leader can approve your completion and give you an Advancement Certificate. Then, go on to the next step, and plan what you will do next.

*Revised by Elaine Schrumpp, Extension 4-H youth development specialist, Oregon State University. Original publications prepared by Ardis W. Koester, Extension textiles and clothing specialist emeritus, and Barbara J. Sawyer, Extension specialist emeritus, 4-H youth development, Oregon State University.*



# Basic Skills—First Year—Step 1



## Planning and evaluation

Complete items marked with \* and choose at least one more.

- \*1. Plan your 4-H Sewing/Clothing project with your leader and parent(s) by choosing activities from this advancement level and step and your *Sewing Skills Checklist*. You might have more than one time to plan during the year.  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
- \*2. Keep track of your progress by completing your *4-H Clothing Record* and *Sewing Skills Checklist*.  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
3. Make a calendar to help you plan work on your project and keep track of important 4-H events.  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
- \*4. Explain how you would evaluate one of the following. Guidelines in *Measuring Up: Quality Standards for Sewn Items* (4-H 92011) might help you.
  - A plain seam for evenness of fabric edges, length and tension of stitches, lack of tangles or knots, reinforcement at ends of stitching, appearance of puckering, skipped or broken stitches
  - The quality of cutting out a piece of fabric
  - Some other basic sewing skill (list skill) \_\_\_\_\_

\_\_\_\_\_
5. Start a sewing skills notebook or file to hold samples as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique.  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Individual development and outreach

Complete items marked with \* and choose at least two more.

- \*1. Select at least four options from page 28 (“Individual Development Options”). List them below.
  - (1) \_\_\_\_\_  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
  - (2) \_\_\_\_\_  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
  - (3) \_\_\_\_\_  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
  - (4) \_\_\_\_\_  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_
- \*2. Use something you’ve learned in your project to help others in some way. Describe.  

\_\_\_\_\_

\_\_\_\_\_
3. Make a checklist of personal care habits (washing hands and face, flossing and brushing teeth, bathing or showering, shampooing hair, cleaning and caring for nails on hands and feet). Record your habits for 1 week.  

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

4. Check your posture and learn the correct posture when sitting at the sewing machine. Be sure your feet can touch the floor and the sewing machine is at a comfortable level.
5. Attend a modeling “help-session” (a workshop to help members learn to model their garments).
6. Make a list of five jobs for which people wear special clothing. Find pictures if you can. Talk about why they wear that particular clothing.
7. Find pictures of people wearing traditional dress or special clothing from different countries. Talk about when and why they wear this clothing.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Management, consumership, wardrobe building

Complete the item marked with \* and choose at least two more.

- \*1. Begin to collect a basic set of sewing tools. Be able to explain the correct and safe use of each one. Make or find a box or container to keep the tools organized and all in one place.
2. For 1 week, hang up or fold and put away your clothes after wearing them, without being reminded. Tell why this is important.
3. List your favorite colors and tell why these are favorites. Tell whether these are primary or secondary colors. Find a sample of paper or fabric that shows these colors.
4. Describe two outfits you like and wear a lot. Explain why you like them. Describe something you have but don't like or wear very often. Explain why you don't like it.
5. Make a mending kit for someone to use.
6. Learn what information should be on a garment label. Make a poster or explain this to someone else.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

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Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Textiles

Complete items marked with \* and choose at least one more.

- \*1. Make some fabric identification sheets for a sewing skills notebook or file. Find at least four fabric samples. Mount the samples on a page, and for each sample write the name of the fabric, type of fiber, and whether the fabric is woven, knit, or nonwoven. When you make an item, add a new sheet with a sample of the fabric and give the same information.
- \*2. Tell what you did to prepare your fabric before cutting, and why.
3. Show where to find the fiber content and care information on a ready-to-wear garment and on a bolt of fabric.
4. Learn how to tell the difference between woven, nonwoven, and knit fabrics. Make a poster or explain this to someone.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



5. Explain or make a poster to show the parts of a woven fabric, including lengthwise grain, crosswise grain, selvage, and bias.
6. Explain or make a poster to show the difference between stable and stretchy knit fabrics.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_  
 Date \_\_\_\_\_  
 Approved by \_\_\_\_\_



## Construction

Complete items marked with \* and choose at least one more.

You'll find a more detailed list of individual basic skills in the *Sewing Skills Checklist*. Use the checklist as a guide to complete the following activities.

- \*1. Learn to use five pieces of basic sewing equipment listed in the *Sewing Skills Checklist* safely and correctly.
- \*2. Learn to use a sewing machine safely and correctly:
  - Start, stop, and reverse while controlling speed.
  - Sew a straight seam and turn a square corner.
  - Sew a curved seam.
- \*3. Name the parts of a sewing machine and tell what they do:  
 Needle, presser foot, presser foot lifter, feed dog, hand or balance wheel, spool pin, thread guide, needle thread tension, thread take-up, stitch length regulator, throat plate, bobbin
4. Show how to do these basic hand sewing steps: thread a needle, knot or secure a thread. Make samples or use two of the stitches listed in the *Sewing Skills Checklist*.
- \*5. Make one or more garment(s) or article(s) using skills you have learned. Mark the skills in your *Sewing Skills Checklist*. (Suggestion: Medium weight, firmly woven cotton and cotton blend fabrics or wool and wool blend fabrics work well for beginners. Polar fleece should be stable and not too bulky.)
6. Show how to sew on one or more of these fasteners: buttons, snaps, hooks and eyes, hook and loop tape.
- \*7. Show that you can do the following pressing skills:
  - Press a seam open.
  - Press an even width for a hem or casing.
8. Add your own embellishment to something you made.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_  
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## Completion

### Basic Skills—First Year—Step 1

\_\_\_\_\_ has completed all requirements for  
 Basic Skills—First Year—Step 1 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Basic Skills—Steps 2 and 3



## Planning and evaluation

For each step, complete items marked with \* and choose at least one more.

- \*1. Plan your 4-H Sewing/Clothing project with your leader and parent(s) by choosing activities from this advancement level and in your *Sewing Skills Checklist*.
- \*2. Keep track of your progress by completing your *4-H Clothing Record* and *Sewing Skills Checklist*.
3. Make a calendar to help you plan work on your project and keep track of important 4-H events.
- \*4. Use the guidelines in *Measuring Up: Quality Standards for Sewn Items* to help you evaluate one of the following:
  - A casing
  - The choice of seam finishes on a woven fabric
  - Some other basic sewing skill (list skill): \_\_\_\_\_
5. Start or add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique. Samples might include any of the skills you have learned from the *Sewing Skills Checklist* on different types of fabrics.
6. Evaluate garments or articles you have made to decide which skills need more practice.

2

3

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

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Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Individual development and outreach

For each step, complete items marked with \* and choose at least two more.

- \*1. Select at least four options from page 28 (“Individual Development Options”). List them below.
 

Step 2: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

Step 3: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

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Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

\*2. Use something you've learned in your project to help others in some way.

(Step 2) Describe: \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

(Step 3) Describe: \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

3. Record your body measurements. Find your figure type on charts from three different pattern companies.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

4. Make a list of your physical features. Tell which ones can be changed or enhanced by the clothing you wear.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

5. Check your posture and learn the correct posture when sitting and standing.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

6. Attend a modeling "help-session." Practice good posture and smiling.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

7. For 3 days, keep a record of what you eat, when you sleep, and when you exercise or mostly sit. Keep track of when you feel tired or energetic.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

8. Visit a place where there are lots of different people. Make a list of the types of clothing you see five people wearing. Discuss what their clothing suggests to you about them.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

9. Make a list of the different types of activities you participate in and the kinds of clothing you wear for each activity.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

10. Make a list of the types of work that people do to make a new item of clothing available for purchase.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

11. Learn to use a sewing technique that originates in a different country or culture.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

12. Make a collage or display showing apparel (clothing) of different cultures.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_



### Management, consumership, wardrobe building

For each step, complete the item marked with \* and choose at least two more.

\*1. Show that you can determine the amount of fabric to buy for a garment by reading the back of the pattern envelope.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

2. For 2 weeks, hang up or fold and put away your clothes after wearing them, without being reminded. Tell why this is important.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

3. For 2 weeks, sort your clothes by color, weight of garment, and amount of soil, and get them ready for laundering.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

4. List 10 different garments you own. Describe the texture of each fabric.
5. Learn about design lines and optical illusions. Find magazine pictures or some of your own clothing that show examples of vertical, horizontal, diagonal, and curved lines.
6. List six items in your wardrobe. Describe each in terms of silhouette lines (shapes resulting from skirt length, skirt fullness, flared or straight pants) and design lines (such as pockets, yokes, tabs, and other seam details).
7. Explain how to maintain a sewing machine, including oiling and cleaning.
8. Compare a ready-to-wear item with a similar item you've sewn. Describe the differences in construction techniques, fabric, and cost. Be sure to place a value on the time you spent sewing.
9. Learn about a serger, including parts of a serger and how to evaluate serged seams. If you don't have access to a serger, visit a sewing machine store for a demonstration.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

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Approved by \_\_\_\_\_



## Textiles

For each step, complete the item marked with \* and choose at least two more.

- \*1. Add some fabric identification sheets to your sewing skills notebook or file. Find at least four fabric samples. Mount the samples on a sheet, and, for each sample, write the name of the fabric, type of fiber, and whether the fabric is woven, knit, or nonwoven. Also, describe each sample in terms of its weight, texture, and amount of stretch or stability.
2. Make a poster or tell someone about natural fibers.
3. Tell how to check for straight grain (yard or thread direction) and why it is important.
4. Learn about fabric structure by making a woven item such as a belt or potholder, or a knitted item such as a scarf or cap.
5. Test four fabrics for absorption. Tell how this might influence how you would use the fabric.
6. Explain how to tell the differences among the five different types of knits: single, rib, double, tricot, and warp.
7. Collect samples of at least three of the five knits listed above. Compare their stretchability (stable, moderately stretchy, very stretchy). Describe their care.
8. Select four fabrics and test them for colorfastness. Describe how this might determine how you would use the fabric.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

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Approved by \_\_\_\_\_

9. Select four fabrics and determine their drapability or “hand.” Try to find fabrics that differ in their drapability. Describe a garment that you might make using each fabric.
10. Share a technique that creates or changes a fabric. Discuss where you would use the technique and what you like about it.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Construction

For each step, complete the item marked with \* and choose at least one more.

You’ll find a more detailed list of individual basic skills in the *Sewing Skills Checklist*. Use the checklist as a guide to complete the following activities.

- \*1. Make at least one garment or item using a simple commercial pattern. Select at least six new skills or knowledge areas from the first two divisions of the *Sewing Skills Checklist*: Fun with Clothes and Clothing Capers. They do not all need to be in the same garment or item. (Suggestion: Stable knitted and firmly woven fabrics work best for this skill level. Simple commercial patterns are appropriate.)

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Possible choices might include:

- Casings
- Facings
- Hemming (machine stitched, fused, hand stitched)
- Darts
- Seam finishes (appropriate for your fabric)
- Gathers
- Easing
- Waistband
- Crotch seam
- Zipper
- Machine buttonholes
- Taping to stabilize a seam in stretchy wovens or knits
- Applying ribbing
- “Stitching in a ditch”
- Other: \_\_\_\_\_

2. Show how to do the cutting skills of clipping, notching, and grading. Tell where each is used (inward curves, outward curves, enclosed seams). These could be samples for your sewing skills notebook or file.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

3. Learn to do staystitching and understitching, and explain why each is used. Make samples for your sewing skills notebook or file.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

4. Show how to press seams open during construction and how to press a fold an even width for hems or casings.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

5. Try a new technique to add interest to your garment. It might not be suggested by the pattern.

(Step 2) Describe: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(Step 3) Describe: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

6. Learn at least one hand stitch suitable for hems.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

7. Explain what the markings on a pattern mean.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

8. Make samples of two or three types of seam finishes. Use them to decide which one might be best for a garment or item you are making. Add them to your sewing skills notebook or file.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

9. Explain the difference between easing and gathering. Tell where each might be used.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

10. Make samples of a new skill. Include simple steps on how to do it. Add them to your sewing skills notebook or file.

(Step 2) List the skill: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(Step 3) List the skill: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Completion

### Basic Skills—Step 2

\_\_\_\_\_ has completed all requirements for Basic Skills—Step 2 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Basic Skills—Step 3

\_\_\_\_\_ has completed all requirements for Basic Skills—Step 3 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_



# Expanding Skills—Steps 4, 5, and 6



## Planning and evaluation

For each step, complete items marked with \* and choose at least one more.

- \*1. Plan your 4-H Sewing/Clothing project with your leader and parent(s) by choosing activities from this advancement level and your *Sewing Skills Checklist*.
- \*2. Keep track of your progress by completing your *4-H Clothing Record* and *Sewing Skills Checklist*.
- 3. Make a calendar to help you plan work on your project and keep track of important 4-H events.
- 4. Add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique. Samples might include any of the skills you have learned from the *Sewing Skills Checklist* on different types of fabrics.
- \*5. Use the guidelines in *Measuring Up: Quality Standards for Sewn Items* to help you evaluate a garment or item that you have sewn.

4

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Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Individual development and outreach

For each step, complete items marked with \* and choose at least one more.

- \*1. Select at least five options from page 28 (“Individual Development Options”). List them below. Try to include options you haven’t done before.

Step 4: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

4

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Step 5: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

Step 6: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

\*2. Use something you've learned in your project to help others in some way.

(Step 4) Describe: \_\_\_\_\_

(Step 5) Describe: \_\_\_\_\_

(Step 6) Describe: \_\_\_\_\_

3. As you grow, recheck your body measurements and decide whether your figure type has changed. Compare your measurements to the charts in pattern books and determine your pattern size.

4. Learn how to make good features more attractive through:

- Posture
- Hair care and styling
- Skin care
- Selecting clothing to minimize or accentuate specific features

5. Consider your personal appearance and special qualities.

- List 10 words describing your appearance.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

Date \_\_\_\_\_

Approved by \_\_\_\_\_

Date \_\_\_\_\_

Approved by \_\_\_\_\_

Date \_\_\_\_\_

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Approved by \_\_\_\_\_

Date \_\_\_\_\_

Approved by \_\_\_\_\_

Date \_\_\_\_\_

Approved by \_\_\_\_\_

- List three skills you do especially well.
  - Describe one of your best features.
6. Help someone fit a garment he or she is making.
  7. Become aware of clothing problems of someone with limited mobility. Tell your club about the differences.
  8. Become aware of the clothing problems of the elderly or others with limited manual dexterity (limited strength and use of their hands and fingers). Share some ways that this affects the clothing they need.
  9. Make or do something for someone with limited manual dexterity (limited strength and use of their hands). Describe how this helped: \_\_\_\_\_

<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____



## Management, consumership, wardrobe building

For each step, complete items marked with \* and choose at least two more.

- \*1. Tell your club about the information you found in one new sewing resource (for example, book, class, website, newsletter, store display).
  - (Step 4) List the resource: \_\_\_\_\_
  - (Step 5) List the resource: \_\_\_\_\_
  - (Step 6) List the resource: \_\_\_\_\_
- \*2. Learn about and try two new tools or notions. Mark them or add them to your *Sewing Skills Checklist*. If you make samples, add them to your sewing skills notebook or file. List the tools or notions:
  - Step 4: (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - Step 5: (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - Step 6: (1) \_\_\_\_\_
  - (2) \_\_\_\_\_

<i>Date</i>	_____		
<i>Approved by</i>	_____		
		<i>Date</i>	_____
		<i>Approved by</i>	_____
			<i>Date</i>
			<i>Approved by</i>
<i>Date</i>	_____		
<i>Approved by</i>	_____		
		<i>Date</i>	_____
		<i>Approved by</i>	_____
			<i>Date</i>
			<i>Approved by</i>

- \*3. Make or update your wardrobe plan.
- Inventory your clothing and accessories.
  - List your activities (school, sports, social). Compare them with wearable clothing and accessories in your inventory. Decide where there are gaps or needs in your wardrobe.
  - With your parent(s), plan which additions to make, when to make them, and how much they might cost.
4. Use and compare an iron-on patch and a sew-on patch.
5. Describe the following types of laundry products and when each should be used:
- Pretreatment sprays
  - Bleaches
  - Water softeners
  - Fabric softeners
  - Detergents
6. Explain the difference between various washing machine cycles and when to use each cycle:
- Normal
  - Permanent press
  - Delicate
7. Describe the following methods of drying and when to use each:
- Tumble drying with various cycles and temperatures
  - Line drying
  - Hanger and flat drying
8. Learn about spot and stain removal by starting a resource library of books, pamphlets, and charts from OSU Extension, appliance instruction booklets, and cleaning products.
9. Make a list of sources for fabric that could be recycled. Think of a garment that could be made from the fabric from each source.
10. Compare the costs of buying a similar item in a store, by mail order, or over the Internet. Be sure to add the shipping costs. Find out the return policy of each of the options.
11. Investigate consumer rights agencies, consumer responsibilities, and how to make a consumer complaint.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
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Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

12. Evaluate possible design or silhouette choices for attractiveness with your face and body. Choices might include: necklines, skirt fullness, pant styles, sleeve fullness and length, pocket styles, waistline treatments.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

13. Learn about materials available in at least three different types of accessories. Describe advantages and disadvantages in terms of cost and care:

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

- Shoes
- Belts
- Socks/stockings
- Jewelry
- Sweaters
- Hats
- Scarves/ties
- Purses

14. Develop a plan to accessorize one outfit you now own. Decide how best to use the accessories you have. With your parent(s), develop a plan to obtain any needed accessories.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



## Textiles

For each step, complete the item marked with \* and choose at least one more.

1. Identify at least three textile fibers and their characteristics and care by collecting information from fabric bolts and ready-to-wear labels. If you can get samples, add them to your sewing skills notebook or file.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

- Cotton
- Silk
- Acrylic
- Nylon
- Wool
- Acetate
- Modacrylic
- Rayon
- Linen
- Triacetate
- Polyester

2. Use textile testing techniques to determine characteristics of fabrics made from various fibers.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

\*3. Keep samples of the fabrics you have sewn, and identify fiber content, characteristics (weight, hand, drape), and care. Keep track of these in your *Sewing Skills Checklist* and add samples to your sewing skills notebook or file.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

4. Learn about the different interfacings available by identifying examples of at least three of the following types. Describe where each might be used and with what types of fabric. Add the information to your sewing skills notebook or file, or make a poster to share the information.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

- Woven sew-in
- Nonwoven sew-in
- Woven fusible
- Nonwoven fusible
- Knitted fusible

5. Collect several samples of one of the following groups of fabrics. Identify care instructions. Make samples trying several types of interfacings, thread, needle size, and seam/seam finish construction details to help decide what would work best on each fabric. Add these to your sewing skills notebook or file.

- Napped or pile fabrics
- Sheer or lightweight fabrics
- Fabrics with stretch
- Uncoated outdoor fabrics
- Wovens requiring more care
- Bulky knits or fleeces

6. Read labels on ready-to-wear garments to find at least three of the textile finishes listed below.

Describe the care required by the three textile finishes you found.

Describe the advantages and disadvantages of the three textile finishes you found.

- Permanent press
- Soil release
- Antistatic
- Flame-retardant
- Water-repellant
- Shrinkage control

7. Try a technique that manipulates (changes) or creates a fabric. Use the fabric in something you make.



## Construction

For each step, complete the item marked with \* and more if you choose.

You'll find a more detailed list of individual skills and knowledge areas in the *Sewing Skills Checklist*. Use the checklist as a guide to complete the following activities.

\*1. Make two or more garments or items to try new fabrics or techniques. Use the *Sewing Skills Checklist* to add at least six more skills or knowledge areas. Possibilities include:

- Simple pattern alterations (add width or length, pivot darts, shoulder area, waist-hip area)
- Design details (yokes, pockets, collar and cuff application, set-in sleeves, a variety of closures)
- Structural details (topstitching; ruffles; plackets; pleats; hemming techniques for a variety of fabrics, textures, and weights; complex seams and seam finishes)

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Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_



- Knit and stretchy knit techniques
- Multiple layer coordination (underlining, interfacing, lining)
- Other: \_\_\_\_\_

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2. Explore the options of recycling fabric. Make a garment or item from recycled fabric.
3. Try a different type of pattern than you have used before. See your *Sewing Skills Checklist*.
4. Use a serger. Keep track of your skills in your *Sewing Skills Checklist*.
5. Try a new kind of embellishment for a garment or item you make.

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_

Date \_\_\_\_\_  
 Approved by \_\_\_\_\_



## Completion

### Expanding Skills—Step 4

\_\_\_\_\_ has completed all requirements for  
 Expanding Skills—Step 4 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Expanding Skills—Step 5

\_\_\_\_\_ has completed all requirements for  
 Expanding Skills—Step 5 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Expanding Skills—Step 6

\_\_\_\_\_ has completed all requirements for  
 Expanding Skills—Step 6 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Advanced Skills—Steps 7, 8, and 9



## Planning and evaluation

For each step, complete items marked with \* and choose at least one more.

- \*1. Plan your 4-H Sewing/Clothing project with your leader and parent(s) by choosing activities from this advancement level and your *Sewing Skills Checklist*.
- \*2. Keep track of your progress by completing your *4-H Clothing Record* and your *Sewing Skills Checklist*.
3. Make a calendar to help plan work on your project and keep track of 4-H events.
4. Add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique. Samples might include any of the skills you have learned from the *Sewing Skills Checklist* on different types of fabrics.
- \*5. Use the guidelines in *Measuring Up: Quality Standards for Sewn Items* to help you evaluate a garment or item that you have sewn.

7

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Date	_____	_____	_____
Approved by	_____	_____	_____
Date	_____	_____	_____
Approved by	_____	_____	_____
Date	_____	_____	_____
Approved by	_____	_____	_____
Date	_____	_____	_____
Approved by	_____	_____	_____



## Individual development and outreach

For each step, complete items marked with \* and choose at least one more.

- \*1. Select at least six options from page 28 (“Individual Development Options”). List them below.

Step 7: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_

Step 8: (1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Date	_____
Approved by	_____
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Date	_____
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Date	_____
Approved by	_____
Date	_____
Approved by	_____
Date	_____
Approved by	_____

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(4) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(5) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(6) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

Step 9: (1) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(2) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(3) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(4) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(5) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(6) \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

\*2. Use something you've learned in your project to help others in some way.

(Step 7) Describe: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(Step 8) Describe: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

(Step 9) Describe: \_\_\_\_\_

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

3. Learn about appropriate or expected dress and grooming for interviews and careers. Use pictures or drawings to show a complete outfit for an interview or specific career.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

4. As you grow, recheck your body measurements and decide whether your figure type has changed. Compare your measurements to charts in pattern books and determine your pattern size.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

5. Learn how to make good features more attractive (posture, hair care and styling, skin care, selecting clothing to minimize or accentuate). Share what you learn with members in your club.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

6. Identify a personal clothing style and collect pictures or drawings to describe it.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

7. Learn new modeling techniques. Learn about accessories and undergarments for a variety of clothing types.

Date \_\_\_\_\_  
Approved by \_\_\_\_\_

8. Organize a clinic to teach modeling, grooming, and/or accessorizing.
9. Learn about the organization needed for a fashion revue from a manager's view and a model's view.
10. Explore some of the different aspects of clothing. Share what you learn through a presentation or educational display. Some options might include:
  - Clothing history
  - Pattern design
  - Clothing of other cultures
  - How clothing affects behavior
  - Fashion analysis
  - Economics and marketing of clothing
  - Other \_\_\_\_\_
11. Investigate potential career options related to clothing, textiles, and personal appearance. Possibilities include:
  - Education
  - Merchandising—buyer, salesperson
  - Journalism, communications
  - Art and design
  - Museum curator
  - Textile preservation and restoration specialist
  - Sewing machine repair
  - Cosmetologist, beautician, barber, hair stylist
  - Other \_\_\_\_\_

	7	8	9
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____



## Management, consumership, wardrobe building

For each step, complete items marked with \* and choose at least one more.

- \*1. Tell your club about the information you found in one new sewing resource (for example, book, class, website, newsletter, store display).

Step 7: \_\_\_\_\_

Step 8: \_\_\_\_\_

Step 9: \_\_\_\_\_

<i>Date</i>	_____		
<i>Approved by</i>	_____		
		<i>Date</i>	_____
		<i>Approved by</i>	_____
			<i>Date</i>
			<i>Approved by</i>

- \*2. Learn about and try two new tools or notions. Mark them or add them to your *Sewing Skills Checklist*. If you make samples, add them to your sewing skills notebook.

List the tools or notions:

7

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Step 7: (1) \_\_\_\_\_

Date \_\_\_\_\_

(2) \_\_\_\_\_

Approved by \_\_\_\_\_

Step 8: (1) \_\_\_\_\_

Date \_\_\_\_\_

(2) \_\_\_\_\_

Approved by \_\_\_\_\_

Step 9: (1) \_\_\_\_\_

Date \_\_\_\_\_

(2) \_\_\_\_\_

Approved by \_\_\_\_\_

3. Develop or update a personal wardrobe plan including types of clothing you wear, what you already have, and what you might need.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

4. Help plan a complete wardrobe for a person you know with special needs (infant, child, elderly, person with limited mobility).

Date \_\_\_\_\_

Approved by \_\_\_\_\_

5. Plan a complete wardrobe for someone with a limited income. Set up a budgeted amount on a per-season or per-month basis. Develop the plan to include purchase and care costs during 1 year.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

6. Explore the use of mix-and-match separates to expand a wardrobe.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

7. Learn about more design features in clothing and how they can enhance personal features.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

8. Do a comparison study of clothing care products on the market. Compare features and cost of products in one or more of the following categories:

Date \_\_\_\_\_

Approved by \_\_\_\_\_

- Washing machines
- Dryers
- Detergents and soaps
- Laundry additives (water softeners, fabric softeners, bleaches)

9. Plan and organize a sewing center for your house, room, or apartment.

Date \_\_\_\_\_

Approved by \_\_\_\_\_

10. Learn more about agencies for consumers: whom they help, what they do, and how consumers can use them (Better Business Bureau, Credit Bureau, consumer protection agencies).

Date \_\_\_\_\_

Approved by \_\_\_\_\_

11. Learn about methods of paying for clothing. Compare the features, advantages, disadvantages, and costs (for example, layaway, cash, bank credit card, store credit card). Consider the total cost if it takes three payments to cover credit card charges.

Date \_\_\_\_\_

Approved by \_\_\_\_\_



## Textiles

7

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9

For each step, complete the item marked with \* and choose at least one more.

- \*1. Identify at least three textile fibers and their characteristics and care by collecting information from fabric bolts and ready-to-wear labels. Use the list in the *Sewing Skills Checklist* for suggested fibers.
2. Use the textile testing techniques to determine characteristics of fabrics made from various fibers (fiber content, strength, abrasion resistance, stretch or stability).
3. Explore dyeing fabrics made from different fibers.
4. Obtain two new fabric samples, and describe them in terms of weight, hand, drape, and care. Add them to your sewing skills notebook or file.
5. Design and conduct an experiment comparing any of the following:
  - Supporting fabrics (underlinings, interfacing, linings)
  - Fusibles (webs and interfacings)
6. Choose a process to manipulate or create a fabric. Make a garment or item from the fabric or explain the process to others. Describe each process you try:  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Collect samples and note any special techniques or notions that might be used for fabrics in one or more of the following groups. Use the *Sewing Skills Checklist* for specific examples. Make samples to try new techniques or types of interfacings. Add the samples to your sewing skills notebook or file.
  - Very stretchy fabrics
  - Specialty/special occasion fabrics
  - Heavyweight fabrics
  - Fine or lingerie-type knits
  - Outerwear fabrics

Date	_____	_____	_____
Approved by	_____	_____	_____

Date	_____	_____	_____
Approved by	_____	_____	_____

Date	_____	_____	_____
Approved by	_____	_____	_____

Date	_____	_____	_____
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Date	_____	_____	_____
Approved by	_____	_____	_____

Date	_____	_____	_____
Approved by	_____	_____	_____

Date	_____	_____	_____
Approved by	_____	_____	_____



## Construction

For each step, complete the item marked with \* and others as you choose.

You'll find a more detailed list of individual skills and knowledge areas in the *Sewing Skills Checklist*. Explore skills you have not yet accomplished or skills that you need



to improve. Try fabrics with which you have not sewn before.

- \*1. Make two or more garments or items using skills and/or fabrics that offer new experiences.
2. Try using a variety of pattern types as listed in the *Sewing Skills Checklist*.
3. Combine pieces from two or more patterns to make a garment or item.
4. Use your measurements to draft your own pattern.
5. Learn to make advanced pattern alterations for yourself or someone else.
6. Make an item or garment from recycled fabric.
7. Try a new method for embellishing a garment or item. Share what you have learned with others.

<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____
<i>Date</i>	_____	_____	_____
<i>Approved by</i>	_____	_____	_____



## Completion

### Advanced Skills—Step 7

\_\_\_\_\_ has completed all requirements for Advanced Skills—Step 7 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Advanced Skills—Step 8

\_\_\_\_\_ has completed all requirements for Advanced Skills—Step 8 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

### Advanced Skills—Step 9

\_\_\_\_\_ has completed all requirements for Advanced Skills—Step 9 of the 4-H Sewing/Clothing Advancement Program.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

# Individual Development Options



These options are listed in order from simple to more difficult. Some relate directly to your sewing/clothing project, and some relate to growing as a person. Although you may repeat any of these options, try to move down the list as you gain more experience and confidence. You might find yourself doing many more than the few suggested in your plan. You also may add your own ideas.

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## Contribute to your group and organization

1. Lead the Pledge of Allegiance and/or 4-H pledge at a meeting.
2. Lead a song or game at a 4-H meeting.
3. Suggest a roll call with a project-related theme.
4. Serve as host for a 4-H meeting. See that everyone is welcomed and made to feel comfortable.
5. Attend 4-H camp.
6. Invite a friend to your club meeting.
7. Serve on a club committee.
8. Be a club officer.
9. Serve as chairperson of a 4-H club committee.
10. Make a poster or display to celebrate National 4-H Week, and tell others about 4-H.
11. Find a speaker to talk to your club, or make arrangements for a tour.
12. Attend 4-H Summer Conference.
13. Participate in a radio or television program by telling about 4-H.
14. Give a presentation about 4-H to a group other than your 4-H club.
15. Apply for a county medal in your project.
16. Serve as a clerk or chairperson at a 4-H fair or contest.
17. Serve as a Junior Leader (grades 7–12 eligible).
18. Serve as a camp counselor.
19. Serve on a county advisory committee.
20. Serve as a Teen Leader (grades 10–12 eligible).
21. Apply to be on Teen Staff at 4-H State Fair.
22. Serve on a State Advisory or Development Committee.

23. Add your own way to grow in leadership or responsibility.

## Share what you have learned

1. Teach a new member the 4-H pledge.
2. Exhibit an article or garment at a 4-H fair.
3. Participate in a club or county Fashion Revue.
4. Participate in the county 4-H Clothing Judging Contest.
5. Develop an educational display related to your project.
6. Write a thank-you note to someone who has helped you this year, and tell him or her what you have learned.
7. Help another member learn a skill.
8. Give a presentation to your club.
9. Participate in the county presentation contest.
10. Write a story about your 4-H activities for a local paper.
11. Add your own way to share what you have learned with others.

## Help others

1. Mend clothing for your family.
2. Do the family laundry.
3. Make a gift for someone using your sewing skills. Try to use new skills.
4. Participate in the “Hands for Larger Service” exhibit classes.
5. Participate in a community service project with your club. (For example, volunteer with Special Olympics, Habitat for Humanity, Red Cross, local library, meal service for the elderly, or other ideas you can think of in your community, county, or state.)

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