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Advanced Clothing— Exploration in Textiles and Clothing



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EXPLORATION IN TEXTILES & CLOTHING

	Page
Introduction	1
Step 1-Select a Topic	2
Step 2-Define the Topic	5
Step 3-Develop a Plan For Action	7
Step 4-Carry Out the Plan	8
Step 5-Presentation of the Exploration	9
Step 6-Evaluation of Presentation	10
and Total Exploration Project	11

NEW HORIZON

Introduction	14
Step 1-Select an Occupation	15
Step 2-Define the Occupation	18
Step 3-Develop a Plan For Action	20
Step 4-Carry Out the Plan	23
Step 5-Presentation of the Occupational Information	24
Step 6-Evaluation of Presentation	25
and Occupational Study	26

Acknowledgements

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Additions and changes in the text by Sherri Johnson, Extension Specialist, Textiles and Clothing.

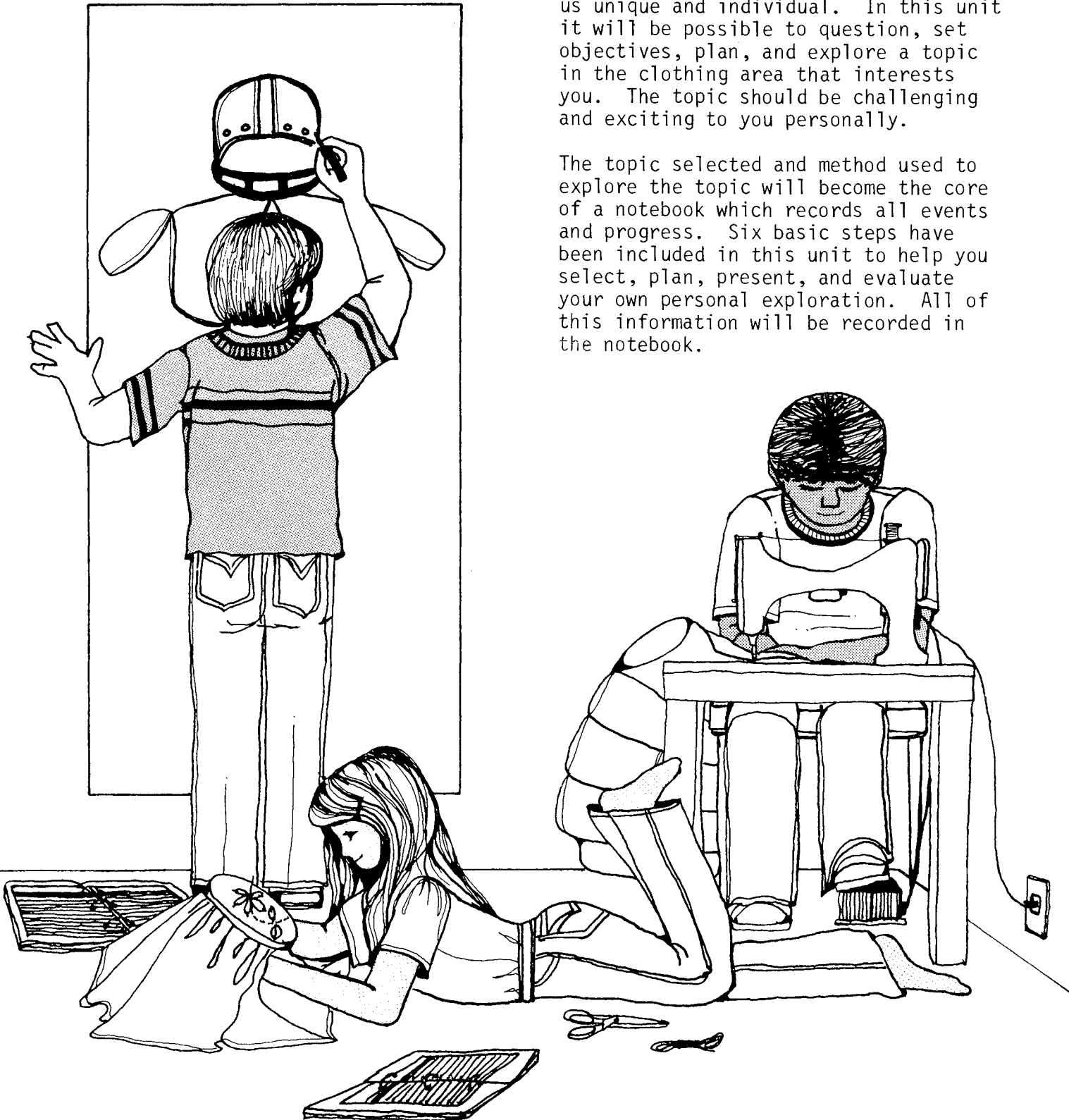
4-H Contact Person: Juanita Reed.

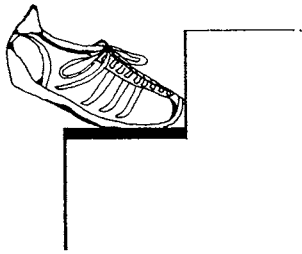
EXPLORATION IN TEXTILES & CLOTHING

INTRODUCTION

We all have different talents, experiences, goals, and interests that make us unique and individual. In this unit it will be possible to question, set objectives, plan, and explore a topic in the clothing area that interests you. The topic should be challenging and exciting to you personally.

The topic selected and method used to explore the topic will become the core of a notebook which records all events and progress. Six basic steps have been included in this unit to help you select, plan, present, and evaluate your own personal exploration. All of this information will be recorded in the notebook.





STEP 1

- Select a Topic



The most difficult part of this unit may be the selection of a topic. A wise decision made now can ensure a meaningful, fun, and satisfying learning experience in the future.

When selecting a topic, think about the following factors:

- 1.** Personal: interests, needs, talents, problem areas, concerns, and future plans.
- 2.** Needs of the family, 4-H Club, school, community, and nation.
- 3.** Current trends and issues in the news: consumer problems, energy conservation, inflation, clothing safety, clothing for special needs.
- 4.** Resources available: time, money, resource people (parents, 4-H leader teachers, members of the community), community resources (museums, libraries, stores, media centers).
- 5.** Areas being studied at school: relate the project to a class at school.
- 6.** Previous topics covered by 4-H members: try to be original in this unit, don't pick a topic that has been explored and reported by other 4-H members. Be unique-like yourself!

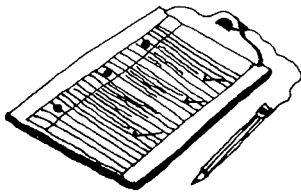
If you are having trouble selecting a topic to explore, consider the following suggestions. Remember these are just a few of the many possible topics that can be chosen or modified to meet your needs. As the list is reviewed, it may make you think of more new ideas not on the list.

- 1.** Learn how to customize clothing with hand embroidery, monogramming in machine embroidery, or machine stitched applique designs.
- 2.** Create your own fabric designs using tie dying, batik, or silk screen printing.
- 3.** Stretch your clothing budget by doing clothing alterations and updating past styles.
- 4.** Study the clothing needs of a handicapped or elderly person and perhaps make the needed changes in present or future clothing purchases.
- 5.** Examine the clothing needs of children or infants. Construct a garment or make a list of guidelines that can be distributed to parents including considerations such as: safety, allowances for growth, easy care, clothing used to teach children.

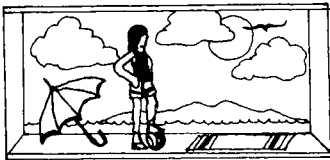
6. Make a folder to show how accessories can be used to increase a wardrobe at a minimal cost. For this project you may want to make a few samples. Learn how to make an inexpensive macrame belt, choker or necklace, for example.



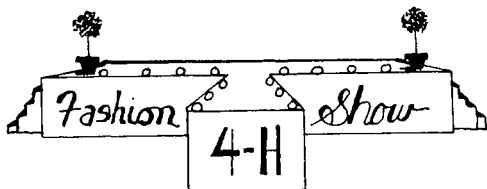
7. Develop a check list of consumer buying tips to use when determining the quality of ready-to-wear garments.



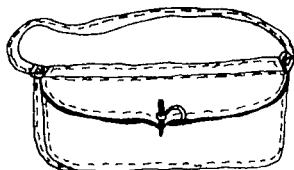
8. Learn more about creating effective window and in-store displays. Visit stores in your area, talk with store managers and review resource materials in the library. Apply this information by making a display of 4-H projects.



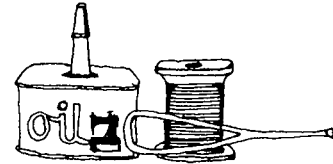
9. Compile a guide sheet of what must be done in order to create a 4-H fashion show. Use this guide sheet to organize and present the fashion show for your 4-H group.



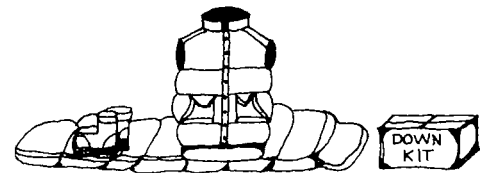
10. Increase your sewing skills by making a garment using a fabric you have never sewn with: fake fur, leather, vinyl, velour, stretch terry, corduroy, etc.



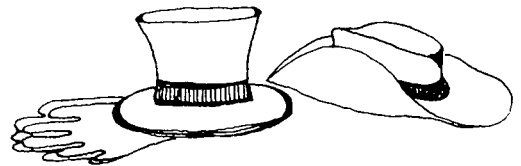
11. Make a booklet on sewing machine care. Include solutions for common sewing machine problems. Give a demonstration on how to care for a sewing machine.



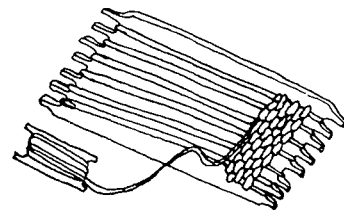
12. Compare the cost and quality difference between down outerwear kits and ready-made down outerwear. Construct a down outerwear kit and keep a record of the time required, clarity of the directions, and quality of the finished product.



13. Conduct a search into the fashions of the past. Look at the fashions of the last 5 years and state similarities or modifications that resemble past fashions. Note how fashions reflect the economic and social concerns in each period. Include all fads and trends.



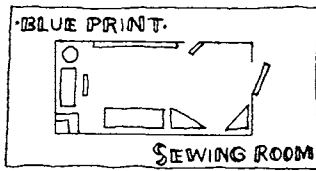
14. Make a simple loom and weave samples of assorted patterns. Card looms or Inkle looms are easy to make and operate.



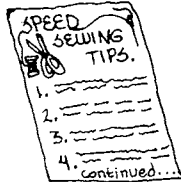
15. Make samples of the many ways that sewing machine decorative stitches may be used in creating fashion garments.



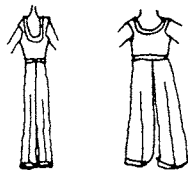
16. Design a sewing room that will conserve time, money, space, and personal energy. Organize a sewing area in your home that uses some of these ideas.



17. Compile a list of speed sewing tips from industrial manufacturing sources, pattern directions, sewing booklets, experienced seamstresses, alteration specialists, tailors, sewing teachers, and extension agents.



18. Identify problem figure types and the appropriate clothing styles needed to enhance each figure type.



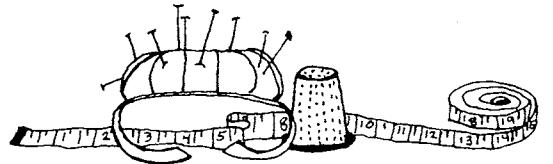
19. Study local advertising for clothing promotions in the newspaper and nationwide magazines. Consult advertising agencies and local businesses to identify effective advertising techniques.



20. Improve your sewing skills by constructing a garment using new and more difficult techniques.

Designed by...

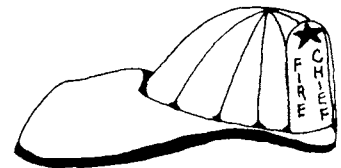
21. Construct a garment for someone else. Work with this person to select the pattern, fabric, make pattern alterations, and final fittings.



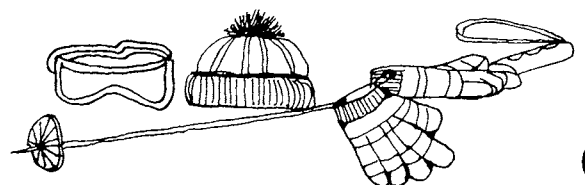
22. Organize a consumer awareness bulletin on labeling, textiles and clothing legislation, and governmental agencies available to help with consumer problems.



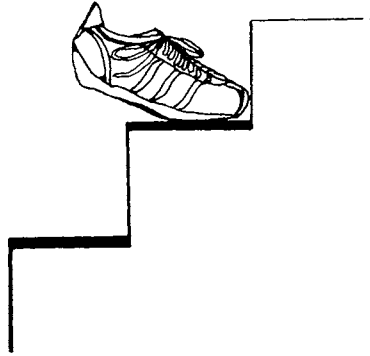
23. Describe how clothing is made to meet the needs of specific jobs and activities. For example: police, firemen, athletes, construction workers, etc. Include fiber content, fabric construction, clothing designs, and clothing construction techniques.



24. Identify how clothing can be used to conserve "natural energy" from our bodies.

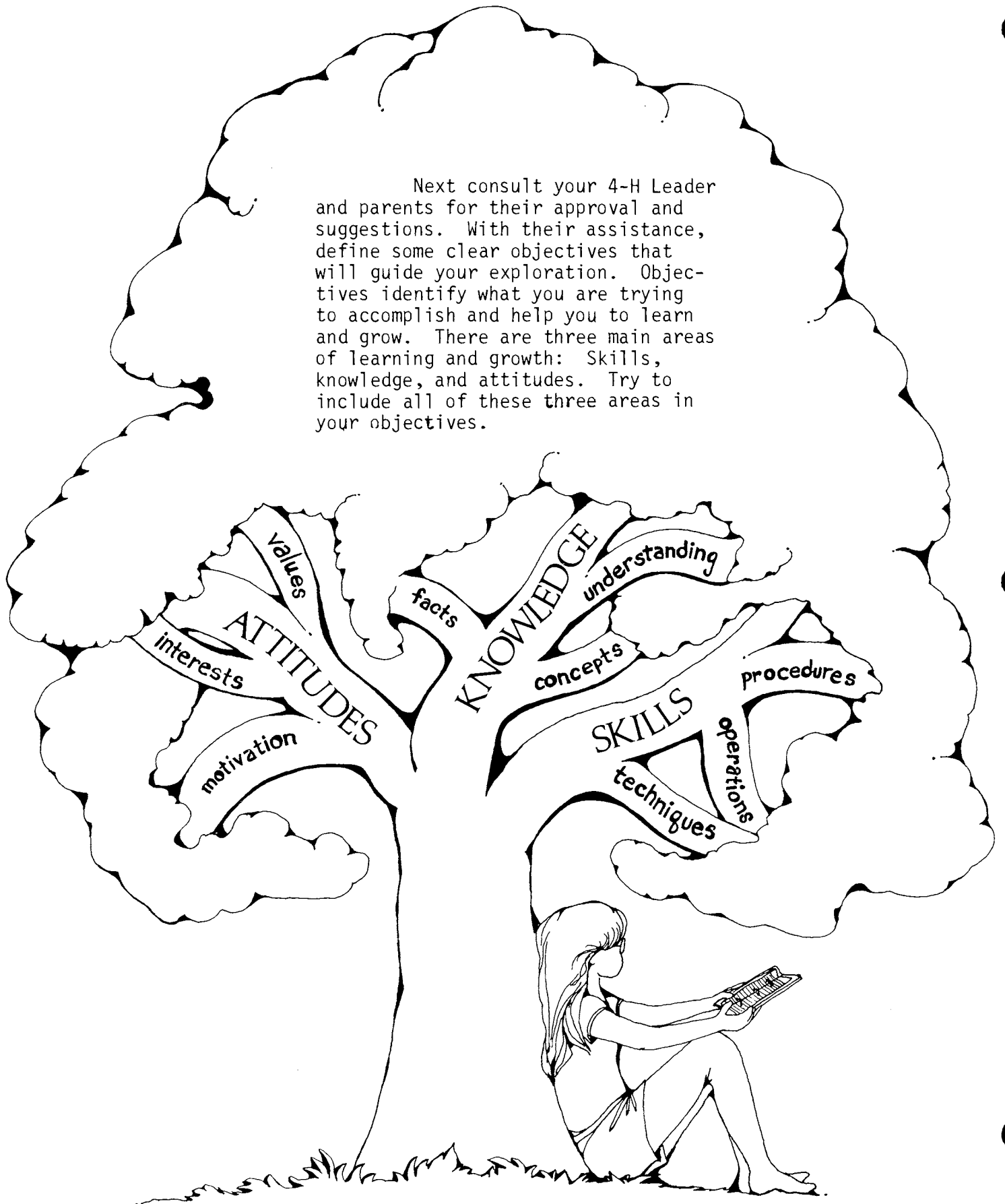


STEP 2 - Define the Topic



		step 1
		step 2
Start a notebook to put your thoughts down in writing. A loose leaf notebook with sections can help to record and organize your exploration.		step 3
	Write down the major topic you would like to explore. Be sure to include the factors that led to this decision.	step 4
		step 5
		step 6

Next consult your 4-H Leader and parents for their approval and suggestions. With their assistance, define some clear objectives that will guide your exploration. Objectives identify what you are trying to accomplish and help you to learn and grow. There are three main areas of learning and growth: Skills, knowledge, and attitudes. Try to include all of these three areas in your objectives.





STEP 3

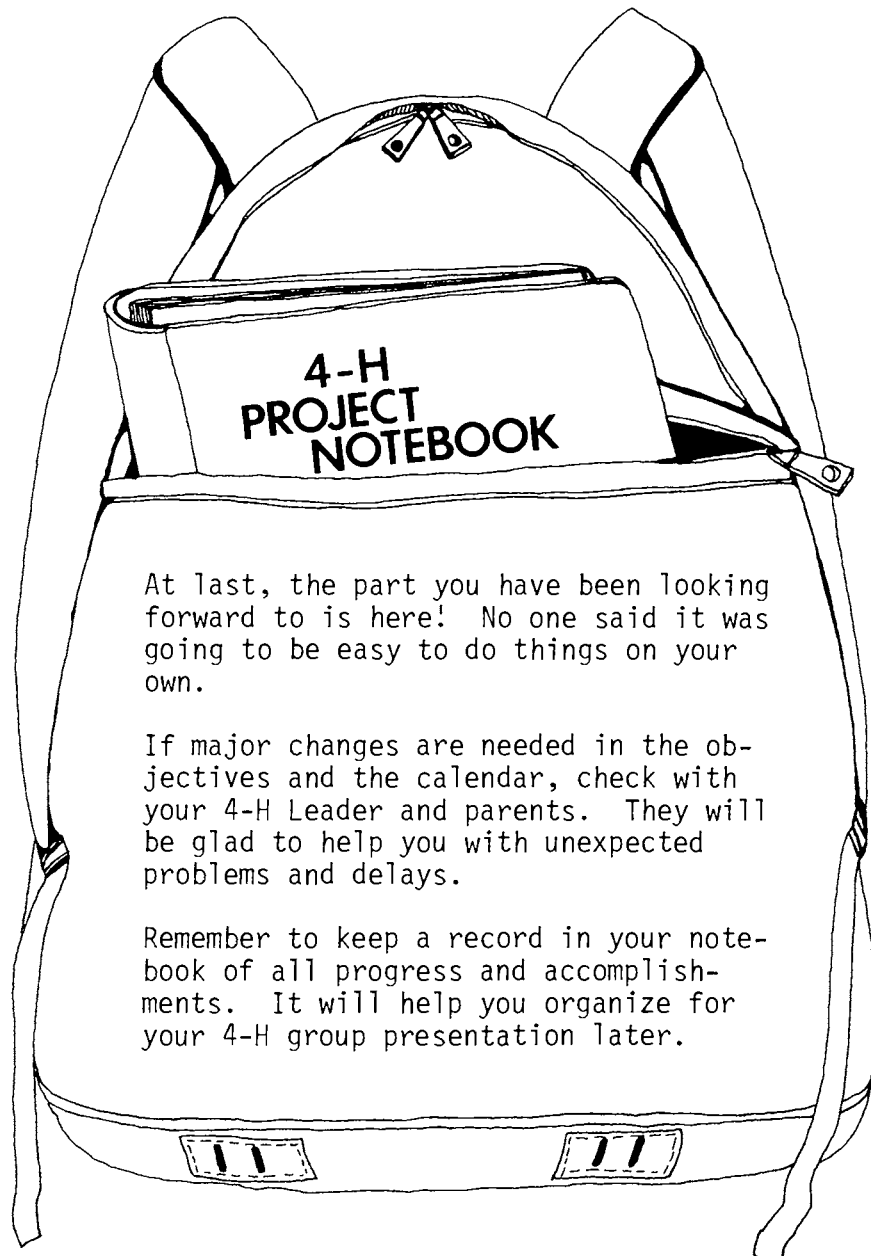
- Develop a Plan for Action

* THIS MONTH *						
sunday	monday	tuesday	wednesday	thursday	friday	saturday
1	2	3	4	5	6	7
- Project how much time will be needed to complete all of the objectives. (Times will vary with each objective.)						
8	9	10	11	12	13	14
- Make a calendar and mark all deadlines. - Schedule the time you can work on the exploration.						
15	16	17	18	19	20	21
- List all the resources needed for each objective. - Find out if the resources will be available when you need them.						
22	23	24	25	26	27	28
- Check with your 4-H Leader and parents for approval of your calendar and list of resources. They may find something you overlooked - better now than later!						



STEP 4

- Carry Out the Plan



At last, the part you have been looking forward to is here! No one said it was going to be easy to do things on your own.

If major changes are needed in the objectives and the calendar, check with your 4-H Leader and parents. They will be glad to help you with unexpected problems and delays.

Remember to keep a record in your notebook of all progress and accomplishments. It will help you organize for your 4-H group presentation later.



STEP 5

- Presentation of the Exploration

All of the hard work and dedication needed to complete the exploration should be shared with other 4-H members in the group. This sharing of experiences will provide members with new information, renewed motivation, while giving you an opportunity to express yourself in front of a group.

The outline for the presentation may include:



DATE, TIME & PLACE:

TITLE:

PURPOSE OF PRESENTATION:

VISUAL AIDS NEEDED:

INTRODUCTION: **SPEAKER'S
NAME, GRADE, NUMBER OF
YEARS IN 4-H; BRIEF EXPLA-
NATION OF WHAT WILL BE
PRESENTED**

LENGTH of PROJECT WORK

BODY OF PRESENTATION:

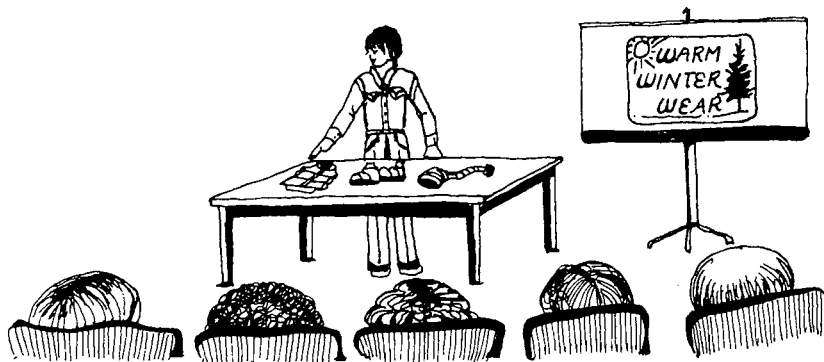
**REVIEW OF WORK COMPLETED
EXPECT and UNEXPECTED
OUTCOMES**

**SUMMARY: REPEAT MAJOR
POINTS; RECOMMENDATIONS
FOR THE FUTURE;
QUESTIONS**



STEP 6 ~

Evaluation of Presentation & Total Exploration



Evaluation of Presentation Check List

Personal Qualities

Appearance-neat and appropriate
 Voice-loud, clear, expressive
 Posture-straight but comfortable
 Expression-proper use of hands for gestures and emphasis, used facial expressions to emphasize points and draw response from audience
 Knowledge-knew subject very well, felt confident in answering questions

Good | Needs to be Improved

Presentation Qualities

Good | Needs to be Improved

- Introduction-short and to the point, included all important points
- Equipment-tables and chairs arranged so all of the audience could see and hear, visual equipment was checked before and properly used
- Visual aids-clear, attractive, neat, used correctly during presentation
- Vocabulary and grammar-expression clear, correct use of words in sentences
- Organization-all points were in correct order and all were included
- Summary-reviewed all important points, ending was not "up in the air"
- Timing-presentation time as anticipated
- Audience reaction-showed interest, asked questions

Evaluation of Exploration Project

INFORMATION

STEP 1~



- Careful selection of a topic included consideration of all factors
- Personal
- Needs of the family, 4-H Club, community, and nation
- Current trends and issues
- Resources available
- Areas being studied at school and Previous topics covered by 4-H members

Comments:

STEP 2~

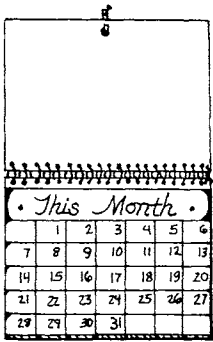


- Clearly defined topic and appropriate objectives for the topic
- Notebook was kept with all information leading to topic decision
- Topic decision was approved by 4-H Leader and parents
- Objectives were clear and helped to plan work in the topic area
- Objectives were written to include attitudes, knowledge and skill growth

Comments:

STEP 3 ~

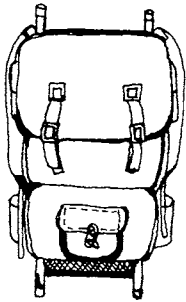
Good | Needs to be Improved



Plan to complete topic being studied
 Projected time(s) needed to complete objectives were accurate
 Calendar showed all deadlines and work periods
 Calendar planning considered other activities in school, home, 4-H club
 All resources were identified and available when needed
 Calendar planning was approved by parents and 4-H Leader

Comments:

STEP 4 ~



Plan carried out
 All responsibilities were met and completed
 Deadlines were met as planned
 Work periods were followed as planned
 Resources were useful in fulfilling objectives
 Notebook was kept up to date
 Notebook was neat, complete, and organized
 Notebook served as outline for presentation

Comments:

STEP 5 ~



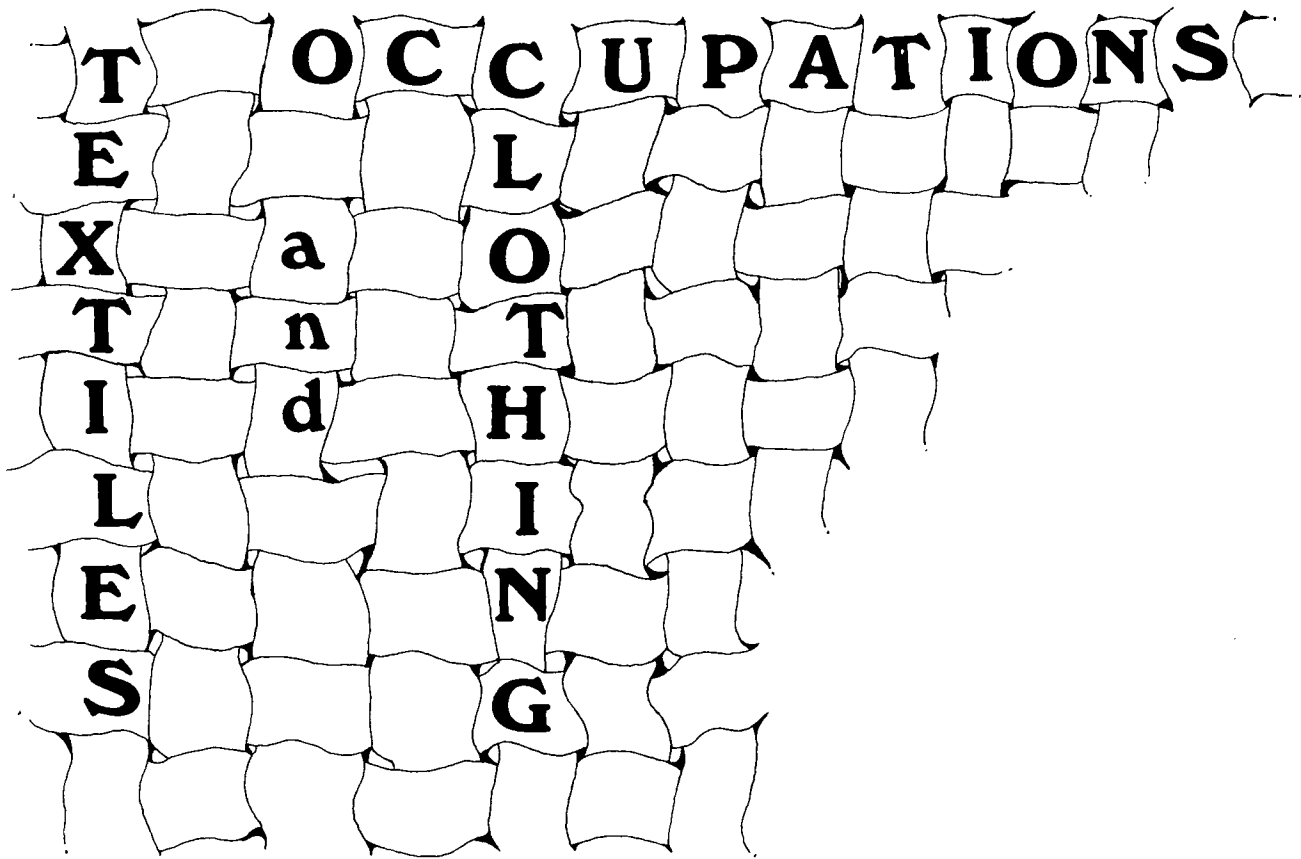
Presentation of the Exploration
 Include a copy of the Presentation
 Check List

Additional comments about the Exploration:

● CREATE YOUR OWN

NEW HORIZON

INTRODUCTION



Throughout history, textiles and clothing have been a vital part of man's day to day living. Today, and in the future, textiles and clothing will continue to be needed and wanted in various forms by everyone.

The field of textiles and clothing is often associated with the fashion industry. Seasonal changes in fashion styles coupled with fiber and fabric production plus the merchandising area create an immense business world.

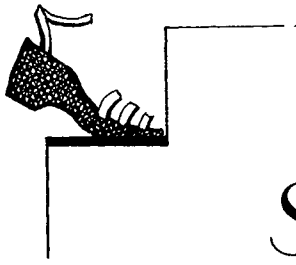
Other areas such as interior decoration should also be included in a study of textiles and clothing. A simple survey of the use of textiles and textile products in the home will yield many items. Both public and private institutions also utilize many textiles and textile products in order to function successfully.

Every mode of transportation uses textiles and textile products to provide an interior that is comfortable and functional for passengers. Trains, planes, busses, cars, and boats for example all need interior coverings and upholstered seats.

There are many products and services involved in the operation of the multifaceted field of textiles and clothing. A wide variety of machines, tools, and other equipment must be available along with trained personnel to operate them.

A complete explanation of all of the areas that are involved in the field of textiles and clothing could continue and fill many volumes of books. For the purposes of this study only a brief overview has been presented as an orientation to the large field of textiles and clothing.

There are many occupational opportunities related to textiles and clothing. Each specific occupation requires a diverse range of abilities, interests, and education providing an almost unlimited variety of career possibilities. This unit is designed to help you select and study an occupation that interests you now and could become a career goal in the future. The occupational information you collect will be shared with other 4-H members through a group presentation.



STEP 1 ~ Select an Occupation

Exploration in Textiles and Clothing involved the selection of a topic that was of interest to you. Now you may select an occupation that was directly or indirectly involved in the area you previously explored. It is also possible to select an occupation that is completely unrelated to the topic you explored.

Review the six factors listed for Exploration in Textiles and Clothing, Step 1, to help in the selection of an occupation.

A list of occupational groups and specific occupations within each group has been provided to help you identify an occupation to study. This list does not include all of the specific occupations related to textiles and clothing, but it should provide suggestions.

List of Occupational Groups and Specific Occupations

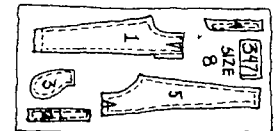
MANUFACTURING - fibers and fabric:

- Fiber production engineer and chemist
- Fabric production engineer
- Fiber and fabric librarian
- Educational consultant
- Industry consultant
- Publicity executive
- Market researcher
- Textile artist
- Color stylist
- Machine operator
- Spinner

- Weaver
- Record clerk
- Mechanic
- Production supervisor
- Warehouse manager
- Transportation and shipping director
- Personnel director
- Public relations representative
- Purchasing director
- Fashion coordinator

APPAREL PRODUCTION:

- Sketcher
- Designer
- Pattern maker
- Samplemaker
- Advertising and promotion manager
- Sales representative
- Production supervisor
- Finisher
- Machine Operator
- Draper
- Fashion Coordinator
- Fitters and Alterationist
- Sewing Instructor
- Cutter
- Marker
- Spreader
- Presser
- Examiner
- Production inspector
- Machine mechanic
- Plant engineer
- Plant manager
- Personnel director



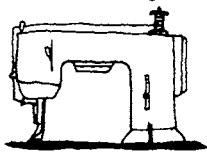
RETAIL STORE - independent, chain, mail-order:

Merchandising
Sale personnel
Head of stock
Department manager
Buyer
Assistant buyer
Display personnel
Advertising and Promotion manager
Fashion coordinator
Personnel manager
Merchandise distributor
Comparison shopper
Market researcher and reporter
Customer service manager



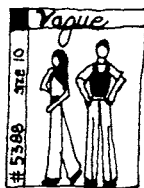
HOME SEWING INDUSTRY - sewing machine companies:

Demonstrator
Sale personnel
Educational representative
Advertising and promotion manager
Machine mechanic
Market researcher
Machine engineer



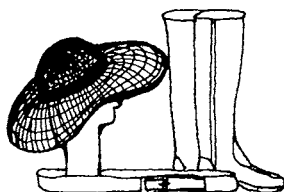
PATTERN COMPANIES:

Designer
Artist
Sample maker
Pattern drafter
Pattern grader
Draper
Educational consultant
Pattern direction editor
Catalog photographer
Catalog editor
Pattern layout and measuring specialist
Market researcher and reporter
Promotion director and assistant



NOTION SUPPLIERS - home sewing and apparel production companies:

Production consultant
Sales representative
Educational consultant
Machine operator
Production supervisor
Machine mechanic
Plant manager



ACCESSORIES TRADE:

Designer
Production consultant
Sales representative
Fashion consultant
Advertising and promotion manager

PLANNING AND PROMOTION - advertising agencies:

Account executive
Copy writer
Art director
Illustrator
Fashion coordinator
Photographer
Researcher and Marketing manager

CONSUMER AND TRADE PUBLICATIONS:

Fashion editor
Merchandiser
Advertising sale
Distributor
Researcher
Reporter
Public relations representative



CONSULTING SERVICES:

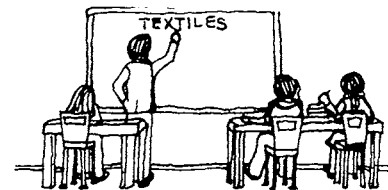
Consultant
Researcher and reporter
Account executive

TELEVISION AND RADIO COMMERCIAL PRODUCTION:

Researcher
Fashion reporter and writer
Broadcaster

TRADE ASSOCIATIONS:

Researcher--Market and Legislation
Publicity director
Convention director



TEACHING:

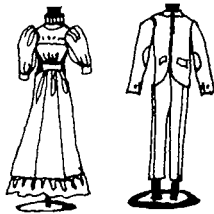
Elementary, junior high, and high school teacher
High school vocational education teacher
Adult education teacher
Junior college, university and college teacher
Youth and adult organization teacher

COOPERATIVE EXTENSION SERVICE:

Extension Agent
Extension Advisor
Textile and Clothing Specialist
Administration-County Director, District Director, Director

MUSEUMS:

Photograph file clerk
Reference file clerk
Display supervisor
Care and preservation specialist
Researcher
Educational consultant
Editor of museum publication



FINE ARTS AND THEATER:

Costume designer, seamstress, and alterationist



DRY CLEANING AND UNIFORM SERVICES:

Counter sales
Dry cleaner-Spotter
Route sales
Sales representative
Plant manager
Alterationist
Uniform fashion coordinator
Inspector
Assembler and recorder

TOY MANUFACTURING:

Stuffed animal designer
Doll clothing designer
Sample maker
Cutter
Marker
Production worker
Production supervisor



INTERIOR DECORATION:

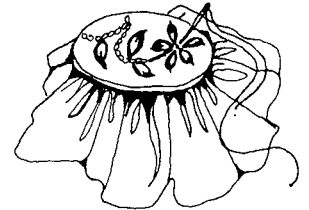
Furniture and upholstery designer
Upholsterer
Drapery seamstress
Carpeting specialist

TRANSPORTATION INDUSTRY:

Automobile, truck, bus, train, airlines, subway interior and upholstery designer and upholsterer

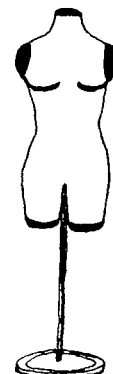
HANDICRAFT, ART OBJECT, AND RECREATIONAL:

Designer
Materials production
Instruction writer
Display specialist
Demonstrator
Materials tester
Market researcher
Manufacturing supervisor
Sample maker
Sales representative
Distributor



FREE LANCE:

Lecturer
Demonstrator
Custom clothing construction seamstress
Writer
Designer
Consultant
Fashion Modeling in:
Retail stores
Catalogues
Fashion magazines
Trade publications
Bill boards
Television



Personal Information

- Personal abilities, interests, aptitudes, past experiences, family background, self-concept, educational background, goals in life and future plans.
- Compile this personal information into a resume.

<p style="text-align: center;">Resumé</p> <p>Name Address Telephone Date of Birth Health-excellent, good, poor</p> <p>Work Experience List jobs-put most recent job first</p> <p>Extracurricular Activities (Such as band, choir, boys club, girls club, FHA, FFA)</p> <p>Achievements</p> <p>Interests (Hobbies)</p> <p>Skills (Lifeguard and water rescue)</p> <p>References-List three unrelated persons who know you well</p>
--

Occupational Information

- General description of the job (consult the Dictionary of Occupational Titles available in your library or employment office).
- Occupational outlook now and in the future, (include social, political, economic, and technological influences on the occupation plus the number of people currently employed in your state and nation).
- Uses of products or services produced.

- Types of consumers using the products and services (age groups, income levels, sex, etc.).
- Education and training needed.
- Personal competencies needed: skills, knowledge, and attitudes.
- Machines, tools, materials used on the job.
- Working conditions.
- Geographic location of the occupation.
- Promotion and opportunity to advance or enter other occupations.
- Salary range per year.
- Additional information.



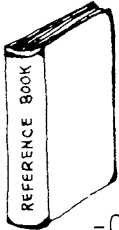
STEP 3 ~

Develop a Plan for Action

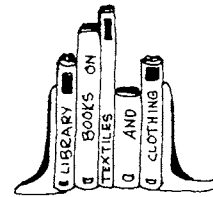
In order to collect the occupational information listed in Step 2, you may want to consider a few of the following activities.

-Interview people in the occupational area, in government and legislature, personnel officers, community organizations, guidance counselors, teachers.

-Check library reference books:
Dictionary of Occupational Titles, U.S. Department of Labor
Occupational Outlook Handbook, U.S. Department of Labor
Vocational Education and Organizations, U.S. Department of Education



-Check library periodicals:
American Fabrics
Apparel Manufacturer
Bobbin
Clothes Magazine
Daily News Record
Dry Cleaning World
Fabricare News
Fashion Calendar
Handbags and Accessories
Modern Textiles
Store Magazine
Women's Wear Daily



-Review library books:
Careers and Opportunities in Fashion, by Barbara Brenner. Dutton and Co.
Clothing, A Comprehensive Study, by Hazel Craig. Lippincott
Fashion Merchandising, by Mary D. Troxell. McGraw Hill
Home Economics Careers, by Penelope Kupsinel and Vera Channels. The Interstate Printers and Publishers, Inc.
Opportunities in Clothing, McDermott and Novis. Bennet Books.
Is the Fashion Business Your Business, Eleanor Tried. Fairchild Pub.
Aim For a Job in the Textile Industry, Sidney Cone. Richards Rosen Press.
Home Economics in Action, Nancy Mills. Scholastic Book Services.

Clothes: Part of Your World, Margil Vanderhoff. Gin and Co.
Exciting Careers for Home Economists, Lela Spencer. Julian Messner.

Dress, Eleanor Gawne and Bess Oerke. Charles Bennett Company.
Clothing--Your Way, Jan Jones. Prentice Hall, Inc.

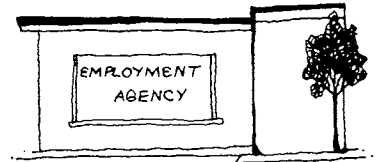
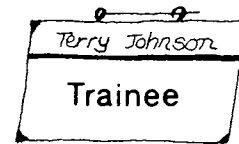
Clothes, Clues, and Careers, Margil Vanderhoff. Gin and Co.
Inside the Fashion Business, Jeanette Jarnow and Beatrice Judelle. John Wiley and Sons.
Your Future as a Model, Gillis McGill. Richards Rosen Press.

The Fashion Director, Elaine Jabenis. John Wiley and Sons.
Facts About Merchandise, William Logan and Helen M. Mann. Prentice-Hall, Inc.

Fashion and Textiles Careers, Martha Servian. Prentice-Hall.
Your Career in Teaching, Dorothy Dowdell and Joseph Dowdell. Julian Messner.

Your Future in the Fashion World, The Fashion Group. Richards Rosen Press. New York, NY.
The Pattern Industry. Simplicity Pattern Company, 200 Madison Ave., New York, NY.

- Review job training programs.
- Participate in a local job training program.
- Work as a "shadow" with a person in the occupation for one day.
- Talk with local private and public employment agency personnel.
- Write to trade association headquarters and union offices.



Trade Associations:

American Apparel Manufacturers Association, 1611 N. Kent St., Arlington, VA 22209.

American Textile Manufacturers Institute, 1501 Johnston Building, Charlotte, NC 28202.

California Fashion Creators, 110 E. 9th St., Los Angeles, CA 90015.

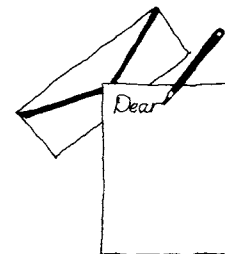
Clothing Manufacturers Association, 135 W. 50th St., New York, NY 10020.

Men's Fashion Guild, 353 Fifth Ave., New York, NY 10019.

National Retail Merchants' Association, 100 W. 31st St., New York, NY 10001.

New York Couture Business Council, 141 W. 41st St., New York, NY 10036.

The Fashion Group, 9 Rockefeller Plaza, New York, NY 10020.



SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.	Notes:

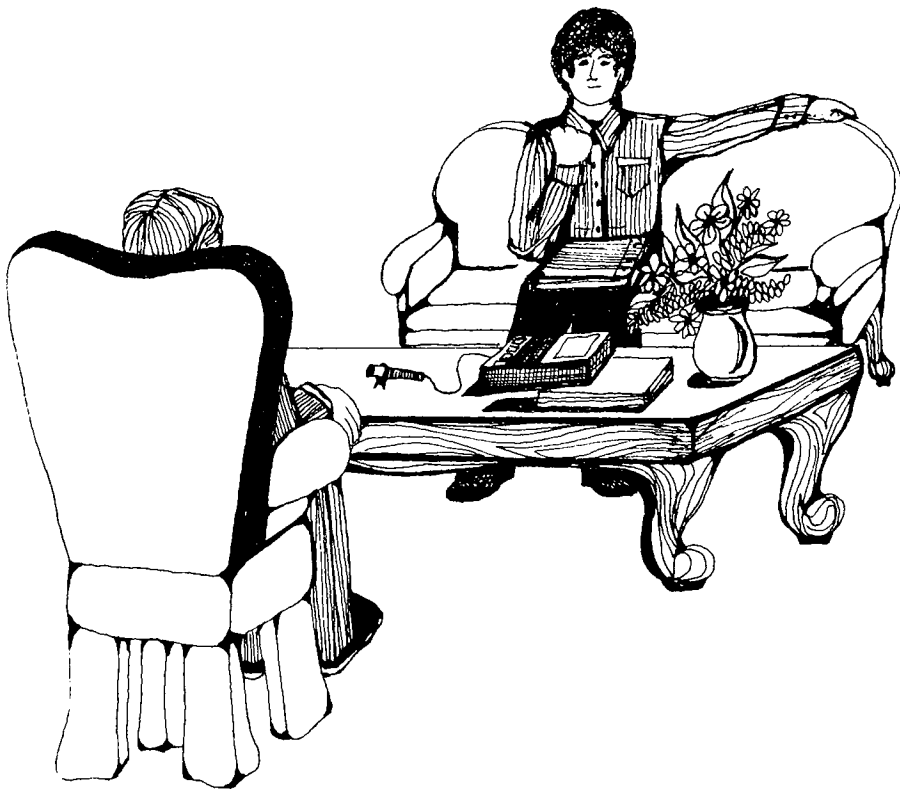
In your notebook it would be helpful to identify an activity that will complete each part of the occupational information.

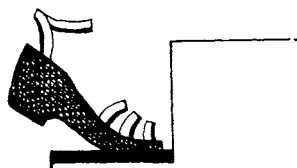
- 1) Estimate how long it will take to find all of the occupational information.
- 2) Make a calendar and mark the dates when you could work on each activity.
- 3) List all of the resources needed for each activity and check to be sure that the resources will be available on these dates.
- 4) Next have your 4-H Leader and parents review your calendar. They may know of excellent resources in the community that can help you find current and complete occupational information.



STEP 4 - Carry Out the Plan

Follow your calendar of planned activities making time adjustments as needed. Be sure to keep a complete written record in your notebook of all activities and information. This will help make the group presentation easy to organize and complete.





STEP 5 ~

Presentation of the Occupational Information

The presentation and sharing of occupational information will benefit both you and the members of the 4-H group. Try to expand and strengthen your presentation by using things such as taped interviews, slides, career booklets, posters, exhibits, demonstrations, and product samples. The presentation format is the same as that in Step 5 of Exploration in Textiles and Clothing.

Date, Time, & Place:

Title:

Purpose of Presentation:

Visual Aids Needed:

Introduction: Speaker's name, grade,
number of years in 4-H
Brief explanation of what
will be presented

Length of project work

Body of Presentation:

Review of work completed
Expected & unexpected outcomes

Summary: Repeat major points
Recommendations for the
future; Questions



STEP 6 ~

Evaluation of Presentation and Occupational Study

Using the evaluation form in Step 6 of Exploration in Textiles and Clothing, evaluate the presentation. To assist you now, the evaluation is included below.

YES	NO	COMMENTS

PERSONAL QUALITIES:

- Appearance-neat and appropriate
- Voice-loud, clear, expressive
- Posture-straight but comfortable
- Expression-proper use of hands for gestures and emphasis, used facial expressions to emphasize points and draw response from audience
- Knowledge-knew subject very well, felt confident in answering questions

PRESENTATION QUALITIES:

- Introduction-short and to the point, included all important points
- Equipment-tables and chairs arranged so all of the audience could see and hear, visual equipment was checked before and properly used
- Visual aids-clear, attractive, neat, used correctly during presentation
- Vocabulary and grammar-expression clear, correct use of words in sentences
- Organization-all points were in correct order and all were included
- Summary-reviewed all important points, ending was not "up in the air"
- Timing-presentation time as anticipated
- Audience reaction-showed interest, asked questions

EVALUATION OF THE OCCUPATIONAL STUDY

STEP 1 ~ SELECT AN OCCUPATION

The six factors were carefully reviewed and considered in the selection of an occupation to study.

The list of occupational groups was used to provide additional suggestions and information.

STEP 2 ~ DEFINE THE OCCUPATION

The notebook was kept neat and up-to-date.

The occupation chosen was approved by both your 4-H Leader and parents.

The occupational information listed in this step was complete and accurate.

STEP 3 ~ DEVELOP A PLAN FOR ACTION

A variety of activities were planned to complete each part of the occupational information.

The resources needed to carry out each activity were available when needed.

The calendar of planned activities was reviewed by your 4-H Leader and parents.

STEP 4 ~ CARRY OUT THE PLAN

The calendar was followed with only a few minor changes.

The notebook accurately represented all progress and work completed in the study.

The notebook provided the necessary information for the presentation.

YES	NO	COMMENTS

Additional comments about the study:

NOTES

The information given in this publication is for educational purposes only. Reference to commercial products or trade names is made with the understanding that no discrimination is intended and no endorsement by the Minnesota Agricultural Extension Service is implied.

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