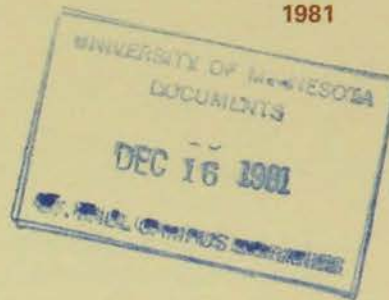




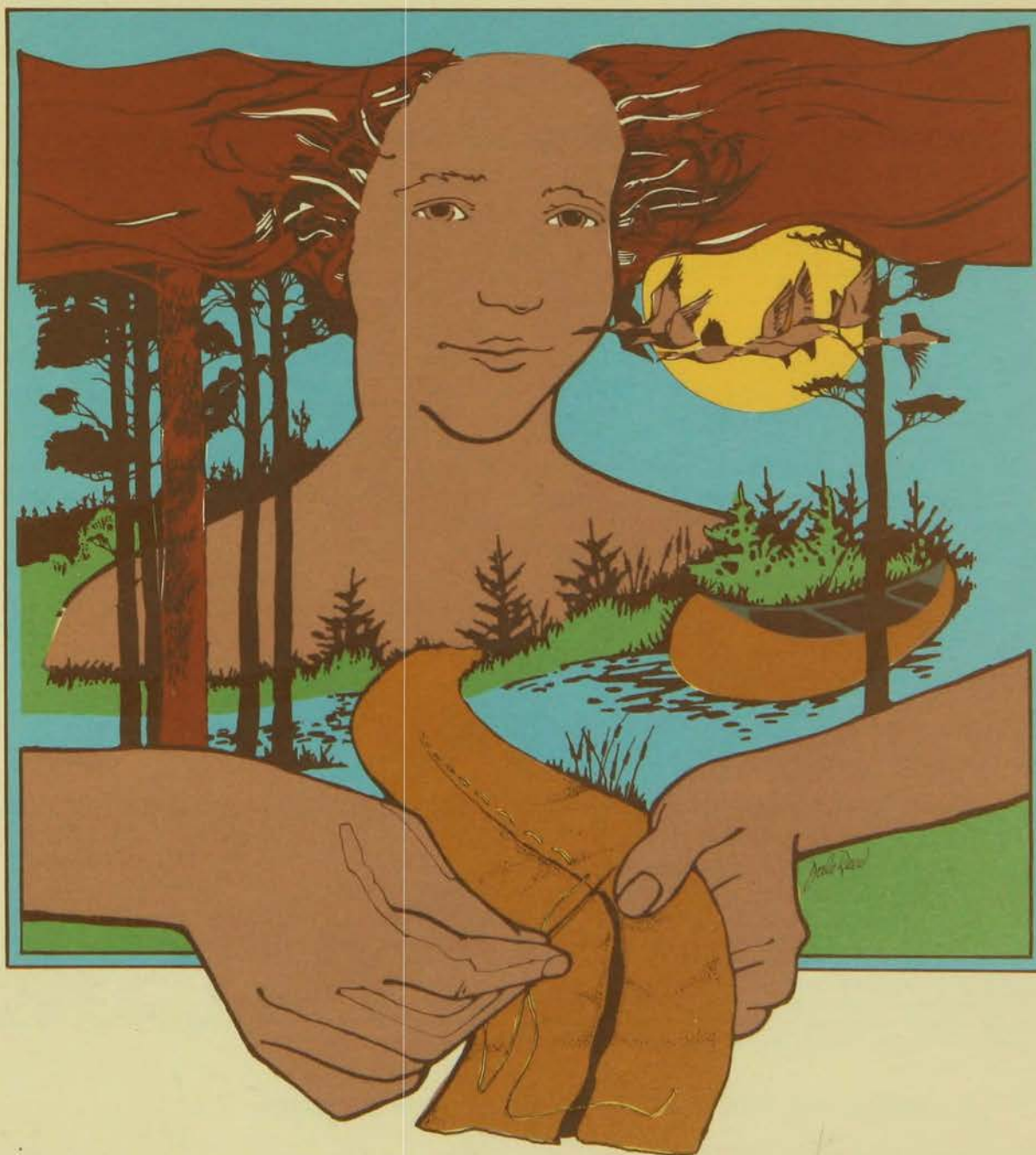
Minnesota 4-H

4-H M-25
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LEADER'S GUIDE Units 1,2,3

Beginning Clothing



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ALL ABOUT 4-H MEMBERS

Being a 4-H leader can be a great challenge because of the planning and organizing involved plus the consideration of the particular characteristics of each 4-H member. The current developmental stage of members will have a great impact on the learning activities that should be used. Biological, social, and emotional changes are all a part of the developmental stages.

Members involved in clothing units 1, 2, and 3 are usually ages 9 through 12 and are considered as preadolescents and adolescents. The personal transition between these two stages is often difficult for the member. Unique problems and changes must be dealt with while members are in these two developmental stages.

Preadolescents experience periods of rapid body growth and sexual maturity. Social and emotional changes often occur as the members attempt to clarify roles and personal identity. Personal and group interaction with others is often difficult. In addition, future personal goals or plans are being tried and tested.

Adolescents are frequently concerned with peer acceptance and efforts are made to conform to peer group standards. Problems often arise when peer group standards conflict with the standards set at school and at home. Members are interested in earning and spending money in order to belong to certain peer groups. Adolescents are aware of and very sensitive about situations that may make them appear different or unique from their peer group. Members will be striving to receive adult privileges and increased personal freedom.

The biological changes of adolescents compound the personal adjustments that must be made. Secondary sex characteristics are evident and the entire physical development is rapid. Members are usually concerned with making the most of their new physical maturity by improving their personal appearance. Most members need to be reassured that certain biological changes are normal and are also experienced by their friends.

SPECIAL MEMBERS

It must be recognized that some 4-H members will be experiencing developmental patterns that vary from the "normal" member. The gifted, mentally or physically handicapped, or socioeconomically deprived can find personal success and growth through 4-H activities. Extra help and assistance from the leader, parents, and resource people in the community can guide the member through 4-H experiences. The flexible learning that occurs in nontraditional settings such as 4-H groups is often the key to healthy development and learning for these special individuals.

IMPORTANCE OF THE MEMBERS

Building a positive self concept within each member is an important part of the role of the 4-H leader. Members in the preadolescent and adolescent age group often are searching for self-identity. They need assistance in building a strong sense of positive personal confidence for success in their adult life.

Each member will bring a wealth of personal experiences to the 4-H group. The personal experiences will be based upon the social status, ethnic group, and life style of each member. In group interaction, similarities will be as evident as differences. The differences must be recognized and should not hinder group 4-H activities, as the goals of learning and growing are common to all participating members.

PURPOSE OF THE TEXTILE & CLOTHING 4-H PROJECT

A well-rounded clothing program is more than just learning to sew. The 4-H Clothing Project includes many topics including: aesthetics of clothing, cultural perspectives of dress, personal appearance, careers in textiles and clothing, family economics of clothing, social-psychological aspects of clothing, textile science and clothing construction. The Clothing Project should serve as a tool in the emotional, social, and physical development of each club member whether they be girl or boy. The leader should be familiar with the overall goals for units 1, 2, and 3 of Beginning Clothing. The purpose of the national and Minnesota 4-H clothing program is to help club members build self-confidence and poise through developing:

- Skills in choosing clothing they make or buy;
- Appreciation of, and skill in making the most of, one's personal self;
- Appreciation of, and skill in care of, clothing;
- Appreciation of, and skill in the use of, the decision-making process;
- Judgment and creativity in planning clothing and accessories;
- An attitude of wanting to share with others their knowledge and skill;
- An evaluation of projects and changes within the member;
- Skills in keeping 4-H clothing records.

To attain these overall goals, specific objectives have been stated at the beginning of each unit for the members to read and use. These objectives have been repeated in the following pages of the leader's manual with suggestions for meeting activities for various group sizes. The learning experiences have been carefully designed so that the members learn basic skills that they build on as they progress through the various units of the project. A condensed member and objective check list has also been included so you will have a record of all members' progress in completing the objectives for each unit. A member objective check list will be found in the back of each manual to enable members to record their progress in the same manner. To complete an objective, members must participate in a meeting activity. They must demonstrate their mastery of the skill, understand certain sewing concepts, and display attitudes that are in keeping with 4-H codes. The leader must determine if a member has met the objective by using just one suggested activity, or if alternate activities are needed.

BEGINNING CLOTHING SEWING PROJECT INFORMATION

The sewing projects for Beginning Clothing unit 1 have been divided into three groups. Group 1 projects are easy to make, while group 2 projects have more parts and details, and the patterns in group 3 have patterns to trace. They also require more sewing skills and more time. It is suggested that at least one project should be completed from group 1 before making any group 2 projects. Group 3 projects are more advanced and should be sewn after projects have been satisfactorily completed from groups 1 and 2. The chicken bun warmer is considered to be the most difficult project as it involves sewing bias tape around curved areas. Reserve this project as a challenge for the most skilled 4-H members in Beginning Clothing.

The patterns to be traced for the projects in unit 1, group 3, can be found on the large folded sheet in the back of the member's manual. All patterns should be traced onto tissue paper. Transfer special markings as specified in the pattern directions, using a pencil. By tracing the patterns, the members will have a permanent collection of patterns for use during the Beginning Clothing unit 1 as well as for sewing in the future.

It should also be noted that metric conversions have been included in parentheses for each of the project patterns. A special metric information sheet has been provided on pages 16 to 17 of the Leader's Manual. The information sheet has been designed to help make the metric system easier to understand and use in sewing.

The commercial pattern is introduced for use in unit 2 of Beginning Clothing. Simple sewing projects made with a limited number of pattern pieces and details should be selected. The suggested projects include a simple blouse, shirt, T-shirt, skirt, vest, jumper, pants or shorts. Basic sewing techniques will be presented along with fundamental fabric information.

Unit 3 of Beginning Clothing includes sewing projects that use more difficult commercial patterns. The garment each member selects to construct should be 1) needed in their wardrobe, 2) compatible with their present sewing skills, and 3) include one or more of the following construction techniques: collar, set-in sleeves, buttons and buttonholes. More than one garment can be constructed if there is enough time.

MEMBER AND OBJECTIVE CHECKLIST

Unit Objectives of Beginning Clothing

Unit 1 - I WISH, I WISH

Learn:

| | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1. Grooming--proper care of hands and nails | | | | | | | | | | | | | | | | | | | | |
| 2. How clothing makes you feel | | | | | | | | | | | | | | | | | | | | |
| 3. How to select and use small equipment | | | | | | | | | | | | | | | | | | | | |
| 4. How to use a needle and thread | | | | | | | | | | | | | | | | | | | | |
| 5. Use and care of a sewing machine | | | | | | | | | | | | | | | | | | | | |
| 6. How to sew a straight seam | | | | | | | | | | | | | | | | | | | | |
| 7. How to turn a corner | | | | | | | | | | | | | | | | | | | | |
| 8. About fabric terms and purchases | | | | | | | | | | | | | | | | | | | | |
| 9. How to prepare fabric for cutting | | | | | | | | | | | | | | | | | | | | |
| 10. How to press | | | | | | | | | | | | | | | | | | | | |
| 11. Care of clothing--how to sew on buttons, mending | | | | | | | | | | | | | | | | | | | | |
| 12. How to keep 4-H records | | | | | | | | | | | | | | | | | | | | |
| 13. How to help other 4-H members | | | | | | | | | | | | | | | | | | | | |

Unit 2 - SMART DRESSING

Learn:

| | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1. Grooming | | | | | | | | | | | | | | | | | | | | |
| About hair care | | | | | | | | | | | | | | | | | | | | |
| Selection of a hair style | | | | | | | | | | | | | | | | | | | | |
| How to make the most of a hair appointment | | | | | | | | | | | | | | | | | | | | |
| 2. How clothing speaks | | | | | | | | | | | | | | | | | | | | |
| 3. How to select clothes that help you look your best | | | | | | | | | | | | | | | | | | | | |
| 4. What to consider when planning a wardrobe | | | | | | | | | | | | | | | | | | | | |
| 5. How fabric is made | | | | | | | | | | | | | | | | | | | | |
| 6. How to care for your sewing machine | | | | | | | | | | | | | | | | | | | | |
| 7. How to select a pattern and fabric | | | | | | | | | | | | | | | | | | | | |
| 8. How to make a simple garment | | | | | | | | | | | | | | | | | | | | |
| 9. How to show and tell others what you have learned | | | | | | | | | | | | | | | | | | | | |

Unit 3 - MODERN YOUTH

Learn:

| | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1. How to choose clothing that is becoming and goes well with the things you have | | | | | | | | | | | | | | | | | | | | |
| 2. How to express yourself through clothing | | | | | | | | | | | | | | | | | | | | |
| 3. Simple pattern alterations | | | | | | | | | | | | | | | | | | | | |
| 4. How to press a garment | | | | | | | | | | | | | | | | | | | | |
| 5. How to fit a garment | | | | | | | | | | | | | | | | | | | | |
| 6. New clothing construction techniques | | | | | | | | | | | | | | | | | | | | |
| 7. How to be a wise shopper | | | | | | | | | | | | | | | | | | | | |
| 8. How to improve your personal appearance | | | | | | | | | | | | | | | | | | | | |
| 9. About care of clothing | | | | | | | | | | | | | | | | | | | | |
| 10. More about fabrics and interfacings | | | | | | | | | | | | | | | | | | | | |
| 11. How to select sewing machine needles | | | | | | | | | | | | | | | | | | | | |

BEGINNING CLOTHING OBJECTIVES

| <u>UNIT 1 Objectives</u> | <u>Activity</u> | <u>Suggested Group Size</u> |
|---|---|-----------------------------|
| 1. Grooming--proper care of hands and nails | a) Guest speaker--beautician to demonstrate manicures and pedicures. | Small to large group |
| | b) Identify personal problem(s) in hand and foot care, and establish a written plan for improvement. | Individual |
| | c) Collect samples of hand and body lotions to compare ingredients, effectiveness, and price. | Small to large group |
| 2. How clothing makes you feel | a) Discuss appropriate clothes for different occasions by finding pictures of clothing for school, football games, church, picnic, long distance traveling, job interviews, bicycling, school dance, etc. | Small to large group |
| | b) Compile a list of types of clothing worn by many members of this age group that make them feel a part of a group or express unique individuality. | Small to large group |
| | c) Discuss the styles and colors of clothing that each 4-Her likes to wear because of its comfort, appearance, or self-expression. | Individual to small group |
| 3. How to select and use small equipment | a) Leader names and demonstrates uses of small equipment. | Small to large group |
| | b) Organize a 4-H sewing box: review pages 13 to 14 in manual as a guide to collect essential small equipment. Check off equipment 4-Hers have already. | Small to large group |
| | c) Take a field trip to local fabric stores to see essential small equipment and other equipment items. | Small to large group |
| 4. How to use a needle and thread | a) Have a member of a quilters or handicraft group give a demonstration. Using the stitches, make a small craft item such as square pin cushion, placemat, or potholder. | Individual to small group |

- | | | |
|---------------------------------------|---|---------------------------|
| | b) Demonstrate the completion of the sample page in the manual and have samples available. | Individual to large group |
| | c) Collect 4-H and adult projects used in the fair last year. Have members examine and identify hand stitches used. | Small to large group |
| 5. Use and care of the sewing machine | a) Take a field trip to a local sewing machine business for demonstration. | Small to large group |
| | b) Show two different models of sewing machines. Discuss differences and similarities in machine parts and operation. | Small to large group |
| | c) Play "Pin the Parts on the Sewing Machine." Print names of machine parts on tags, then tape to appropriate part of sewing machine. Members must then state the function of each part. (Use pages 20 and 21 of the manual as a guide.) | Small group |
| 6. How to sew a straight seam | a) Purchase fabric with woven stripes or plaid designs for members to follow as they stitch. An old blanket, towel, or a new thin layer of polyester batting can be placed between two pieces of fabric for a quilted effect. (Later this can be made into a pillow top, placemat, table covering under house plants, pad for portable sewing machines, etc.) | Individual to small group |
| | b) Make posters that state messages about sewing machine safety points or correct posture that leads to straight seams. | Small to large group |
| | c) Practice using the seam guides on the needle plate to make seams of varying widths. | Individual |
| 7. How to turn a corner | a) Demonstrate pivoting and turning smooth, round corners. | Small to large group |
| | b) Sew simple round and square shaped fabric appliques on a larger piece of fabric to create a fabric picture. | Small to large group |
| | c) Make small kitchen spice bags that are tied with yarn and hand stitched to a strip of felt, then hung in the kitchen. | Small to large group |

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|--------------------------------------|--|---|
| 8. About fabric terms and purchases | <ul style="list-style-type: none"> a) Collect small pieces of fabric scraps and yard goods for members to examine; separate wovens from knits. b) Make a bulletin board with a piece of fabric identifying the selvage, lengthwise fold, crosswise and lengthwise grain, bias, and fabric width and length. Discuss each labeled part. c) Examine clothing worn by 4-Hers that day to identify the uses of woven and knit fabrics. d) Take a field trip to a local fabric store to review the labeling information on the end of a fabric bolt and variations in fabric widths, weaves, and knit patterns. | <ul style="list-style-type: none"> Small to large group Small to large group Small to large group Small group |
| 9. How to prepare fabric for cutting | <ul style="list-style-type: none"> a) Demonstrate techniques in manual, then allow members to try straightening fabric. b) Conduct experiment on shrinkage of 100% cotton, 100% polyester, polyester and cotton blends in wovens, and in knits before and after washing and drying. Draw squares showing dimensions before preshrinking, then attach fabric piece to square after it has been preshrunk. Use this as a display or a bulletin board. c) Demonstrate how to fold and prepare fabric before pattern pieces are pinned onto the fabric. Be sure to mention using a table or cutting board and keep work area clean. | <ul style="list-style-type: none"> Small to large group Individual to large group Small to large group |
| 10. How to press | <ul style="list-style-type: none"> a) Demonstrate the difference between pressing and ironing. b) Have appliance salesperson as guest speaker to talk about various models of irons, care, and heat settings. | <ul style="list-style-type: none"> Small to large group Small to large group |

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|---|--|---------------------------|
| | c) Let members experiment with press cloths, steam and dry irons, and high, medium, and low heat settings on various types of fabrics. Check for firmness in creases, surface shine, flattening of naps, seam ridges showing on right side, etc. | Individual to small group |
| 11. Care of clothing-- how to sew on buttons, mending | a) Have a "Mend-it" lesson where members bring in articles of clothing needing repairs. Discuss all initial repair operations with members. Use Coats & Clark leaflet, <u>Mending</u> , No. 2151. | Small group |
| | b) Repair doll clothing for local day care center, church Sunday school, hospital, etc. | Small to large group |
| | c) Have a "Patches" meeting where 4-H members will learn how to make creative patches for their jeans using decorative machine or hand embroidery edges. | Small group |
| 12. How to keep 4-H records | a) Review how to keep the 4-H clothing record and garment completion plans in manual. | Small to large group |
| | b) Have an older 4-H member as a guest speaker to show the project records kept; explain how this has helped in the learning process. | Small to large group |
| | c) The leader should discuss and post important deadlines for all project work. Keep a calendar of club activities. Encourage members to keep a personal calendar. | Small to large group |
| 13. How to help other 4-H members | a) Each club member must assist at least four other club members throughout the year. | Small group |
| | b) Each club member must work in different small groups throughout the year. | Small group |
| | c) Each club member must prepare and give a demonstration related to textiles, clothing, or sewing. | Individual to large group |

Unit II ObjectivesActivitySuggested Group Size

- | | | |
|---|--|---|
| 1. Grooming- -About hair care -Selection of a hair style -How to make the most of a hair styling appointment | a) Plan a field trip to a local hair style salon for a demonstration on shampooing, conditioning, cutting, and styling for a member. b) Collect pictures of popular hair styles and discuss appropriateness for facial features, hair types, and life style. c) Purchase special litmus paper from the drug store and test members' shampoo used at home. (The lower the acidity as shown with the test paper, the better the shampoo is for the hair. A pH of 5.3 to 5.5 is the same as the acidity of your hair.) Make a bulletin board with the test results. | Small group Small to large group Small to large group |
| 2. How clothing speaks | a) Complete the clothing speaks work sheets in the manual. b) Have a fireman or other professional with special uniform needs as a guest speaker to talk on the special protective garments worn on the job. c) Discuss the effects of certain current fads in clothing purchases made by members. | Individual to small group Small to large group Small to large group |
| 3. How to select clothes that help you to look your best | a) Create a personal scrapbook with pictures of clothing styles that are attractive for the individual member's figure type. Include fabric swatches and color choices. b) Go on a shopping trip and try on various styles. Note attractive and unattractive styles and colors. c) Invite a local clothing store to put on a small fashion show using members as models. | Individual to small group Individual Small to large group |
| 4. What to consider when planning a wardrobe | a) Plan a comparison shopping trip. Identify certain clothing items and evaluate quality of fabric and construction, appearance, price, and customer service, etc. at different stores in the area. | Individual to small group |

- | | | |
|--|---|----------------------|
| | b) Complete the clothing inventory. | Individual |
| | c) Have a clothing recycle day where alterations are done to revitalize certain articles of clothing. | Small to large group |
| 5. How fabric is made | a) Make samples of different weaves on a cardboard loom. | Small to large group |
| | b) Make samples of various stitches and patterns by knitting. | Small to large group |
| | c) Arrange for a local weaver to give a demonstration. | Small group |
| | d) Learn more about fabric dying by completing a tie dying activity . Instructions are on page 29 of this manual. | Small group |
| 6. How to care for your sewing machine | a) Demonstrate cleaning and oiling a sewing machine. | Small to large group |
| | b) Read <u>Know Your Sewing Machine</u> and <u>Master the Sewing Machine</u> booklets. | Individual |
| | c) Have all members clean their home sewing machine with adult supervision. | Individual |
| 7. How to select a pattern and fabric | a) Discuss different figure types--show how to measure and find examples of each figure type in the 4-H group. | Small to large group |
| | b) Show members different sections in pattern book (such as coats, suits, sportswear) and how to use them effectively. Look for artist sketch, yardages, back-views, listing of pattern numbers in back for reference, etc. | Small group |
| | c) Plan field trip to store to match patterns with appropriate fabrics. | Small group |
| 8. How to make a simple garment | a) Have members read and follow printed pattern directions before leader helps in construction steps. Check off completed steps on directions. | Individual |
| | b) Use small group demonstrations to show similar construction steps to members. | Small group |
| | c) Acknowledge quality construction steps completed by a member in front of the group. | Small group |

9. How to show and tell others what you have learned

- a) Help members prepare for a demonstration on clothing construction, textiles, etc.
- b) Evaluate demonstration after completion.
- c) Help to organize and present a 4-H fashion show.

Unit III Objectives

Activity

Suggested Group Sizes

1. How to choose clothing that is becoming and goes well with the things you have

- a) Revise clothing inventory. Include new clothing made or purchased.
- b) Develop a seasonal plan to mix and match clothing.
- c) Plan a shopping trip to try on new styles and colors before purchasing or sewing, or have a local store representative bring examples of new fashions to the meeting.

Individual

Individual to small group

Small group

2. How to express yourself through clothing

- a) Complete the two paragraphs using the unfinished sentences in the member's manual, page 12.
- b) Identify clothing styles and colors each member especially likes to wear. Discuss why.
- c) Decide on the image you want others to identify you with and make a clothing plan for the present and one for the future.

Individual

Small group

Individual to small group

3. Simple pattern alterations

- a) Identify the alteration lines commonly found on various pattern pieces.
- b) Using a pattern for pants, shirt, skirt, and/or dress, show how to shorten or lengthen a pattern and how to increase or decrease the width of the garment.
- c) Alter the individual member's pattern as needed when comparing measurements and tissue fitting.

Small to large group

Small to large group

Individual

4. How to press a garment

- a) Demonstrate use of tailor's ham, sleeve roll, rolled towel, pressing mitt, and press cloth.

Small to large group

- | | | |
|---|---|---------------------------|
| | b) Have members experiment with shaping over pressing equipment and pressing flat in garment construction steps. (Make sample darts, seams, pleats or tucks, etc.) | Individual to small group |
| | c) Design a work area for sewing that provides ample and safe room for an ironing board and pressing equipment. | Individual to small group |
| 5. How to fit a garment | a) Compile list of construction steps for pants, shirt, skirt, and dress. Identify when fitting should occur and why. | Small to large group |
| | b) Demonstrate how to take in or let out side seams for proper fit. | Small to large group |
| | c) Discuss amount of garment ease needed for comfort and movement. Identify common areas for garment alterations. | Small to large group |
| 6. New clothing construction techniques | a) Have members prepare demonstrations on a new sewing technique learned. | Small to large group |
| | b) Invite a representative from a local fabric store to demonstrate a new construction technique for a new fabric. | Small to large group |
| | c) Provide examples to show different construction techniques which can be used to get the same results. (Example: two ways to secure the end of a dart--backstitch, hand tie; two ways to put in zipper--from manual directions, or pattern. | Small to large group |
| 7. How to be a wise shopper | a) Compile a list of quality points to be examined when purchasing certain articles of clothing. Make this into a display or a bulletin board. | Individual to large group |
| | b) Make a calendar that identifies clothing sale periods at local store. | Individual to large group |
| | c) Collect pictures of current fashions and fads, plus classic styles. | Small to large group |

- | | | |
|--|--|--|
| 8. How to improve your personal appearance | <ul style="list-style-type: none"> a) Identify strengths and weaknesses in your appearance. Make an improvement plan and follow it. b) Invite a beautician to talk about make-up and grooming aids for young adults. c) Invite a guest speaker from health club, community recreation center, or school physical education department to demonstrate exercises and discuss diet and rest needed for good health and appearance. | <ul style="list-style-type: none"> Individual to small group Small to large group Small to large group |
| 9. About care of clothing | <ul style="list-style-type: none"> a) Help each member plan how to reorganize their personal clothing storage areas at home. b) Experiment with stain removal problems on natural and synthetic fibers, plus blends. c) Plan a field trip to a dry cleaning establishment. | <ul style="list-style-type: none"> Individual Small to large group Small group |
| 10. More about fabrics and interfacings | <ul style="list-style-type: none"> a) Identify areas on a garment that need interfacing. b) Discuss woven, nonwoven, fusible, and nonfusible interfacings. Have samples of different types of interfacings. c) Experiment with using various types of interfacings on different sample fabrics. Report findings to group. | <ul style="list-style-type: none"> Small to large group Small to large group Small to large group |
| 11. How to select sewing machine needles | <ul style="list-style-type: none"> a) Compare different types and sizes of needles by making a display of needles. b) Have members match needle sizes and types with fabric samples. c) Have members pick a needle size and type to match the fabric used for their project. | <ul style="list-style-type: none"> Individual to large group Small to large group Individual to small group |

PLANNING MEETINGS

The objective and suggested activities will serve as the core for planning meetings. These activities should be completed as well as the regular sewing projects that are worked on during the meetings. Three different activities have been listed for each objective. One, two, or all three activities may be selected and completed depending upon the time and resources available. Try to include a variety of activities that can occur both at the regular meeting area and in the community. By doing these activities you will increase the interest of members. You will find that community businesses and resource people will be happy to cooperate with 4-H activities providing the objectives and purposes are clearly stated. Prompt "thank-you" notes of appreciation from the 4-H members, or newspaper coverage on participation in 4-H activities, will insure continued mutual efforts in the future.

USE VARIED TEACHING TECHNIQUES

Work Meetings

Encourage members to work on their garments at the project meetings under leader supervision. Several types of work meetings may be held depending upon the facilities, time available, and age of members.

You might work with the entire group, or divide it into groups of two to four members. Small groups are advisable for young members who require much individual attention or when only one or two sewing machines are available. Have enough group meetings to allow for necessary social development.

Meetings may be all-day, half-day, or short one- or two-hour sessions. The longer meetings provide more actual work time, but breaks need to be scheduled during the sewing period for demonstrations and other activities.

Meetings might be held in the homes of leaders or members, in a community building, or in other suitable places where facilities are available or equipment can be brought in.

Visual Aids and Illustrations

Supplement your meetings with movies, filmstrips, flannelboard presentations, posters, and other visual aids. Ask your Extension agent for aids which you might secure.

Discussions and Reports

A discussion helps members express themselves and share ideas. You can be sure they understand what is being planned if it is discussed accurately. You may want to discuss:

| | |
|-------------------------------|--------------|
| Grooming | Pressing |
| Color | Mending |
| How clothing makes you "feel" | Hair care |
| Sewing equipment | What to make |
| Fabric selection | |

What to wear for different occasions
Clothing styles
Selecting undergarments
Care of clothing
How fabrics are made
Pattern selection, size, style, use
Pattern alteration
Clothing construction techniques

Tours

Tours are valuable if they are educational, have a purpose, and relate to the project. You may want to consider one or more of the following tours as you plan your yearly program:

Tours to stores. Make arrangements with the store ahead of time. Have each member look at specific things: fabrics, notions, garments, etc.

Educational tours to a dry cleaning plant or laundry, beauty shop to discuss grooming and styling, museums with costume or textile exhibits.

Demonstrations

Demonstrations are used to show a recommended process or technique. They are particularly important in the clothing project where it is often difficult to describe a process.

You may wish to use a demonstration when teaching the members. Encourage your members to give at least one demonstration during the year.

Invite leaders, junior leaders, members, parents, and others to demonstrate before your group. Some ideas include:

| | | |
|-----------------------|------------------------|--------------------------|
| Applying a zipper | Hems | Selecting scissors |
| Applying a facing | Knotting the thread | Sewing on a button |
| Buttons & buttonholes | Laying and cutting | Shopping |
| Clothing care | Marking pattern pieces | Shopping for slips |
| Collars | Pattern alterations | Sleeves |
| Color | Pattern markings | Squaring fabric |
| Darts | Pattern sizes | Stay-stitching |
| Designs for you | Pattern styles | Taking measurements |
| Fabric weaves | Pedicure pointers | Using sewing equipment |
| Fastenings | Pressing | Using the sewing machine |
| Fiber facts | Purchasing panties | Using a thimble |
| Giving a manicure | Reading the pattern | Wardrobe planning |
| Hair care and styling | Seam finishes | Your sewing box |
| Handy hand stitches | Selecting fabric | |

Exhibits

4-H members are encouraged to exhibit their finished garments at county fairs and other public showings. Members might be interested in having a Fashion Revue for their mothers or other community people, putting some of their garments in a window display for National 4-H Week, or entertaining other community groups or organizations.

Evaluation (Decision Making)

Possible evaluation classes might include:

| | | |
|---|----------------|-------------|
| Sewing boxes | Slips | Darts |
| Shears for cutting out a garment | Panties | Hems |
| Selecting good fabric for a skirt, apron, or any other garment. | Undergarments | Zippers |
| Buttons | Pattern layout | Fastenings |
| Fabric selection for a specific pattern | Facings | Collars |
| | Seam finishes | Sleeves |
| | | Buttonholes |

Consumer Education

Some shopping helps and buymanship materials are given in each project manual. If members are interested, help them to continue with other consumer education activities.

Meeting Arrangements

Make a calendar of events to coordinate local, state, and national 4-H activities. Also mark school and community special events and functions to avoid schedule conflicts for members. Identify resources that will be needed for the completion of each planned activity.

Remember that adequate meeting and work areas with good lighting are just as important as the planned activity that will occur in that location. Members will need clean and ample areas to work in order to have successful meetings.

As noted in the activities suggested, members may be working individually, in small groups of two to six members, or in large groups of six or more members. Enough time should be allotted to complete specific activities. Young and eager members are often frustrated and discouraged when they do not have enough time to complete projects or activities. In many cases adults at home are not able to help the member as well as the prepared leader can at the regular meeting.

METRIC INFORMATION SHEET

HISTORY

The metric system was developed by the French Academy of Sciences in 1795. It was not widely used until 1840 when it became mandatory in France. Due to its simple application and ease in making conversions in units of measurement, the metric system was adopted in many other European countries. In 1866 the United States Congress passed a law allowing the use of the metric system in legal documents, contracts, and transactions.

The United States signed the Treaty of the Meter in 1875. Specific metric standards for length and mass were defined, and the International Bureau of Weights and Measures was organized as a result of the Treaty. One hundred years later the Metric Conversion Act was passed to help increase the voluntary use of the metric system in the United States. The United States Metric Board was organized to supervise and assist in the voluntary conversion to the metric system.

INTRODUCTION

Currently the metric system is used in many countries throughout the world because of its simplicity and accuracy. It appears to be logical for the United States to gradually convert to the metric system because it is based on units of 10, the same system used in our currency. The metric system has the advantage of not involving the use of fractions. Measurements are increased, decreased, and converted to other units by simply moving the decimal point.

The metric units used in the home sewing industry include the meter, centimeter, and millimeter. These replace the yard, foot, and inch. The following chart may be helpful in identifying relationships between the two measurement systems.

| | |
|-----------------|----------------------------|
| 39 1/4 inches | = 1 meter (1.0 m) |
| 1 meter (1.0 m) | = 100 centimeters (100 cm) |
| 3/8 inch | = 1 centimeter (1.0 cm) |
| 1 centimeter | = 100 millimeters (100 mm) |
| 1/16 inch | = 1 millimeter (1 mm) |

To convert a measurement of 0.50 meter (0.50 m) to centimeters, simply move the decimal point over two places to read 50. centimeters (50 cm). This measurement of 50. cm can be converted to millimeters by moving the decimal point again to read 500. millimeters (500 mm)

When measuring something such as an 8" X 11" piece of paper in the metric system, the width of 8" (20 cm plus 4 mm) is expressed as 20.4 cm.

USE IN THE HOME SEWING INDUSTRY

The home sewing industry is deeply involved in the voluntary effort to convert to the metric system. Beginning with the tools for measuring--meter sticks, metric tape measures and sewing gauge are commonly found in the home sewing market. Many of these tools now are made with both the metric and standard systems. These types of measuring tools are helpful to have when first learning about the metric system.

Pattern figure type charts found in all pattern books have both the standard and metric measurements. Pattern envelope information concerning fabric amounts, notions, and sewing aids are listed in the standard and metric system in many instances. Fabric will be sold and expressed in terms of the meter in metric measurements. Sewing instructions found in the patterns, notions, and sewing aids often have metric measurements stated in parenthesis.

Many imported sewing machines have seam allowance guides based on the metric system. A mark of 1 indicates 1.0 cm or 3/8" for topstitching. The standard 5/8" seam allowance is equal to 1.5 cm on the seam guide markings. A mark of 2.0 is used for gathering while 2.5 cm mark is used to make 1" seams in tailored garments. Stitch length and width regulators frequently are based on the metric system also. A number 2 stitch length yields a stitch 2 mm long or about 12 stitches per inch. Similar stitching results occur on the stitch width regulator. For example, a setting of 2 will produce a stitch that is 2 mm wide.

A number of metric conversion charts have been included to show some of the common uses of the metric system in home sewing.

| | YARDS | 1/8 | 1/4 | 3/8 | 1/2 | 5/8 | 3/4 | 7/8 |
|---------|--------|------|------|------|------|------|------|--------|
| | METERS | 0.10 | 0.20 | 0.35 | 0.45 | 0.60 | 0.70 | 0.80 m |
| 1 YARD | 0.90 | 1.05 | 1.15 | 1.30 | 1.40 | 1.50 | 1.60 | 1.75 m |
| 2 YARDS | 1.85 | 1.95 | 2.10 | 2.20 | 2.30 | 2.40 | 2.55 | 2.65 m |
| 3 YARDS | 2.75 | 2.90 | 3.00 | 3.10 | 3.20 | 3.35 | 3.45 | 3.55 m |
| 4 YARDS | 3.70 | 3.80 | 3.90 | 4.00 | 4.15 | 4.25 | 4.35 | 4.50 m |
| 5 YARDS | 4.60 | 4.70 | 4.80 | 4.95 | 5.05 | 5.15 | 5.30 | 5.40 m |
| 6 YARDS | 5.50 | 5.60 | 5.70 | 5.85 | 5.95 | 6.10 | 6.20 | 6.30 m |

| INCHES | CENTIMETERS |
|--------|-------------|
| 25 | 65 |
| 27 | 70 |
| 35-36 | 90 |
| 39 | 100 |
| 44-45 | 115 |
| 48 | 122 |
| 50 | 127 |
| 54-56 | 140 |
| 58-60 | 150 |
| 68-70 | 175 |
| 72 | 180 |

| ZIPPERS | |
|---------|-------|
| 7 in. | 18 cm |
| 9 in. | 22 cm |
| 12 in. | 30 cm |
| 14 in. | 35 cm |
| 16 in. | 40 cm |
| 18 in. | 45 cm |
| 20 in. | 50 cm |
| 22 in. | 55 cm |

| BUTTONS | |
|-----------|-------|
| 1/4 in. | 7 mm |
| 3/8 in. | 9 mm |
| 7/16 in. | 11 mm |
| 1/2 in. | 13 mm |
| 5/8 in. | 16 mm |
| 3/4 in. | 19 mm |
| 7/8 in. | 22 mm |
| 1 in. | 25 mm |
| 1 1/8 in. | 28 mm |
| 1 3/8 in. | 34 mm |

CONDUCTING MEETINGS

The leader must show an active interest in all members. Identifying and acknowledging member's success in any activity is by far the best method to motivate members to work harder. This will also make it easier for the members to accept constructive criticism in areas needing improvement.

Leaders must also be able to evaluate member's work and projects. The following information entitled "Helping Members Evaluate" presents valuable suggestions to make the process both effective and enjoyable.

HELPING MEMBERS EVALUATE

POINTERS FOR EVALUATING WITH 4-H MEMBERS

If the leader works with the member throughout a project in planning, accomplishing, and evaluating, the member will have a good idea at the end of the project how successfully the plan has worked. Evaluation should be a continuous process that takes place throughout the project as each step is accomplished. In this way, evaluation is a learning tool. This is not true if the evaluation is done only after the project is completed.

The following suggestions may help the leader conduct meaningful evaluation discussions with the clothing project members:

1. Choose pleasant surroundings that are free from noise and interruption.
2. Help the member feel at ease with a warm greeting and friendly conversation.
3. Begin and end the evaluation with a positive approach, that is, find something successful about the project and compliment the member on this.
4. Encourage the member to talk about the project.
5. Find out how the member feels about the project. Where does the member feel he/she has been successful or unsuccessful in this project?
6. Try not to talk at but with the member. Lead the member into discovering the successful or unsuccessful aspects of the project.
7. Help the member discover what could be done to improve the project. You might be surprised to learn the member has some excellent ideas for improving the work.
8. Keep an open mind about methods and techniques. Don't consider only one technique or method as being acceptable.
9. Consider individual capabilities when deciding on the results of a project. Guard against accepting everything as being successful, however. When you think the member could have improved upon the work, tell him/her how.
10. Consider the garment's uses in evaluating construction techniques and selection of pattern, fabric, trimming, and accessories.

11. Help the member feel pride and accomplishment in the work done.
12. Try to inspire the member for future work. Describe how to analyze the work so each successive project will be a more successful experience.
13. Remember--the member's development and growth are more important than the methods used or the results achieved in the project.
14. Try not to be concerned as much with small details as you are with how the project relates to each individual member.
15. Be a good listener. Be interested in why the member did what was done. You may learn something new.
16. Allow time during the discussion for the member to ask you questions.

The following questions may include some that a leader would use in an evaluation session with a 4-H clothing project member:

1. Why did you take this project?
2. What did you think you might learn in the project?
3. How much experience did you have before you started this project?
4. What did you like most about the project?
5. What did you like least about the project?
6. What did you do for the first time in this project?
7. Who helped you decide what your project would be?
8. Where did you get help?
9. What new things did you learn?
10. How will you use what you have learned?
11. What would you like to learn next?
12. If you were to do the project again, would you do anything differently?
13. How do you feel your project could be improved?
14. Did your project turn out as you planned? If not, how did it differ?
15. How does this garment fit in with the other garments in your wardrobe?
16. Where do you plan to wear this garment?
17. What accessories are you planning or what accessories do you already have to wear with this garment?

EVALUATING A CONSTRUCTED GARMENT

This list of criteria for evaluating a constructed garment is a guide and only a guide. It is not designed to tell how to construct a garment nor to tell what must be done to each garment to meet a supposed "4-H standard." There is no one 4-H way to construct a garment.

Many techniques may be used to judge whether a garment is well made. The evaluation, therefore, should be based on the final result rather than placing special emphasis on the specific techniques used to construct the garment.

Evaluate all construction details, their appearance, and the way they fit together. The criteria listed may be used by members, leaders, and judges to determine the improvements needed and to evaluate the quality of the garment. This section can also be used by the member, leader, or judge to show garment-by-garment progress and learning.

Sometimes you may see new or different construction methods. Because of the variety of fabrics and finishes now available, everyone who sews is forced to experiment. Sometimes the results are not what we expect, but problems are solved successfully in a manner that is quite different from what we've been taught. Experimentation is encouraged because each fabric must be handled according to its own characteristics. When in doubt about a method, ask yourself, "Can it be done this way? Will it work?" Unless you can think of a reason why you can't use the method, go ahead and use it.

Examples of criteria for general garment construction are listed on the following pages. Remember that these are only a few examples and they contain words such as "may" and "generally."

| GENERAL APPEARANCE | Good | Needs Improvement | Comments |
|--|------|-------------------|----------|
| 1. Garments worn, laundered, or mended prior to exhibiting should not be discounted. | | | |
| 2. Garment is well pressed. Sleeves should be pressed without a crease, and hems pressed lightly on the wrong side so ridges or marks do not show on the outside. | | | |
| 3. Seams, darts, tucks, sleeves, and hems should be pressed. All should be pressed in direction of grain or as indicated by pattern. | | | |
| <u>DESIGN AND COLOR</u> | | | |
| 1. The design, fabric texture, weight, color, trim, and accessories are appropriate for the garment, occasion, and the person. | | | |
| 2. Colors should blend and look as if they belong together. Plaids and stripes should be matched. | | | |
| <u>MATERIALS AND GARMENT</u> | | | |
| 1. The fabric is suited to the garment or article made. Only the best materials should be used. "Best" means something is well made, not expensive. | | | |
| 2. The trimming selected should wear well and harmonize with the fabric in the garment. | | | |
| 3. Is the garment worth the time and money spent on the materials to make it? | | | |
| 4. Will the fabric launder or dry clean? | | | |
| <u>WORKMANSHIP</u> | | | |
| The grain of the garment should show evidence of "grain-perfect" work. This includes laying the pattern, cutting, stitching, and fitting to achieve the best design effects. | | | |
| 1. All pieces of the garment should be cut on the true grain lines, true bias, or same nap direction according to the directions on the pattern. | | | |
| 2. Lengthwise threads of the fabric usually run perpendicular to the floor. Crosswise threads run parallel to the floor. | | | |
| 3. Collars, belts, and waistbands are usually cut on the lengthwise thread unless otherwise directed. | | | |
| 4. Grain lines in the finished garment usually run straight up and down at center front and back, and straight across the figure at bust or chest and hip lines. | | | |

| | Good | Needs Improvement | Comments |
|--|------|-------------------|----------|
|--|------|-------------------|----------|

THREAD

Thread should be suited to color, weight, and fiber content of fabric.

| | | | |
|---|--|--|--|
| 1. The thread should match the fabric background color. | | | |
| 2. Polyester thread may be used on knit or woven fabrics, while core-spun cotton/polyester thread may be used on cotton stretch or stretch fabric of cotton blends. | | | |

MACHINE STITCHING

Machine stitches should be balanced and the length should be adjusted to the fabric.

| | | | |
|---|--|--|--|
| 1. The number of stitches per inch, thread tension, and top-stitching should be set according to the weight of the fabric. All seams should be securely fastened by backstitching or shortening stitches. | | | |
| 2. Top-stitching may be done on any fabric using thread such as a single or double strand of regular thread or by using silk or polyester buttonhole twist. | | | |

HAND STITCHING

The type and durability of hand stitches should be adapted to the fabric and design.

| | | | |
|---|--|--|--|
| 1. Single thread is used for making hems. | | | |
| 2. Ends of thread should be securely fastened, cut close, and hidden. | | | |
| 3. Hand stitching should be even, small, inconspicuous, and not puckered. | | | |

SEAMS AND SEAM FINISHES

These depend entirely upon fabric type, style of garment, use the garment will serve, and method of laundering.

| | | | |
|---|--|--|--|
| 1. Seams should be trimmed and graded so they will not be bulky. | | | |
| 2. All curved seams should be clipped at right angles to the stitching line so they will not pull or pucker. Check the neckline and collar seams. | | | |
| 3. Seams and seam finishes are appropriate for the fabric and design of garment. | | | |

| | Good | Needs Improvement | Comments |
|--|------|-------------------|----------|
| <u>DARTS</u> | | | |
| 1. Darts should gradually taper to nothing at the point and be finished so they will not ravel. | | | |
| 2. Darts should fit the body contour. | | | |
| 3. Corresponding darts should be uniform in length and width. | | | |
| 4. Darts are pressed down or toward the center of the garment unless the pattern indicates otherwise. | | | |
| <u>COLLARS</u> | | | |
| 1. The collar should be correctly sewn to the garment according to the pattern. | | | |
| 2. Both ends of a collar should be the same in shape and length unless the pattern indicates otherwise. | | | |
| 3. Collar seams and interfacing should be trimmed or graded, and round corners notched so seam is smooth and flat. | | | |
| 4. The under collar and the back neck facing should not be seen. | | | |
| <u>FACINGS</u> | | | |
| 1. Understitching keeps the facing from showing on the right side. Understitching looks smooth and even. | | | |
| 2. Seams in facings or bindings should be trimmed; seams next to the body should be trimmed narrower than others. | | | |
| 3. Facing edges may be attached to the garment by stitching "in the ditch" or by light hand stitching at seams and darts. | | | |
| <u>BINDINGS</u> | | | |
| 1. Bindings show on both sides of a garment. | | | |
| 2. Bias binding is often a desirable finish for sheer fabrics at neckline and armhole. A binding should be of uniform width and be cut on a true bias. | | | |
| 3. The binding strips should be joined on the bias grain where they will be less conspicuous. | | | |

| | Good | Needs Improvement | Comments |
|--|------|-------------------|----------|
| <u>INTERFACINGS</u> | | | |
| 1. Interfacings should be similar in weight, crispness, and color to the fabric and style of the garment. They must also require the same care as the garment. | | | |
| 2. Interfacing should give support, plus look smooth and natural. | | | |
| 3. Interfacing is used in collars, cuffs, facings, and other areas that require it. | | | |
| <u>LININGS</u> | | | |
| 1. Linings are used to support a fabric, add weight or stability, prevent irritation, give shape, and help the garment wear longer. | | | |
| 2. Grain line perfection must be kept on linings as well as on the garment itself. | | | |
| 3. There are several ways of lining clothes. Darts may be sewn through both lining and fabric or sewn separately. Two fabrics may be treated as one or sewn separately. | | | |
| 4. Linings should require the same laundry or dry cleaning care as the garment fabric. | | | |
| <u>GATHERING</u> | | | |
| 1. Fullness should be evenly distributed throughout the space to be gathered. | | | |
| 2. If a row of gathering stitches is left in after the seam is finished, it should be even and parallel to the seam line. | | | |
| <u>SLEEVES</u> | | | |
| 1. Sleeves should be grain perfect with the lengthwise grain running straight down from the shoulder. Crosswise grain should be parallel to the floor. | | | |
| 2. Set-in sleeves should have a smooth, rounded cap, fullness evenly distributed, and no gathers, pleats, or puckers. | | | |
| 3. The sleeve should be set into the garment with straight, even stitching. Two rows of stitching are recommended from notch to notch under the arms, for reinforcement. | | | |
| 4. Seams may be clipped at notches and trimmed from notch to notch under the arm. | | | |

| | Good | Needs Improvement | Comments |
|---|------|-------------------|----------|
| <u>WAISTLINE</u> | | | |
| 1. Seams and/or darts should be matched at waistline. | | | |
| 2. Gathers should be evenly spaced, pleats even, etc. | | | |
| 3. Two rows of stitching are suggested at waistline for added reinforcement. | | | |
| 4. Waistline seams should be trimmed but may not need a seam finish. They are sometimes pinked, overcast, or staggered, depending on fabric and style of garment. | | | |
| <u>ZIPPERS</u> | | | |
| 1. The placket must be even, neat, and flat. It should cover the zipper completely. | | | |
| 2. It should be long enough to permit the wearer to get in and out of the garment easily. | | | |
| 3. Lap of a zipper for women's clothing is from right to left. The reverse is true for men's clothing. | | | |
| <u>FASTENERS</u> | | | |
| 1. Neatly finished tailored buttonholes (piped, bound, patch, strip, etc.) add a quality look to a garment--especially in wool fabric. | | | |
| 2. All fasteners should be spaced evenly in relation to each other and to the edge of the garment. | | | |
| 3. For most garments, medium or small size snaps or hooks and eyes are used. | | | |
| 4. The buttonhole stitch is used to apply fasteners as it is a strong and neat stitch. | | | |
| 5. Buttons should be correct size, slip easily through buttonholes, and be correctly spaced. They should have a sufficient shank to avoid pull on the button. | | | |
| <u>BELTS AND WAISTBANDS</u> | | | |
| 1. Belts and waistbands should be cut on straight grain of the fabric and be of uniform width. | | | |

| | Good | Needs Improvement | Comments |
|---|------|-------------------|----------|
| 2. Top-stitching on the belt or waistband is more tailored and may be used for decoration as well as for added strength. | | | |
| 3. If a double thickness of the fabric is too heavy, grosgrain ribbon or belting may be used on the inside of the belt or waistband. | | | |
| <u>HEMS</u> | | | |
| 1. Hems should be smooth, even, and inconspicuous. | | | |
| 2. Pants, skirts, and coat hems should be an even distance from the floor. | | | |
| 3. Hems should be an even width throughout. Consider the type of fabric and style of garment. | | | |
| 4. The hem in the garment is made for hard wear and care. Hems may be stitched by machine. A machine-stitched hem is appropriate for certain garments. | | | |
| <u>POCKETS</u> | | | |
| 1. The size of pockets should be in proportion to the garment and the person. | | | |
| 2. Patch pockets should: -Be reinforced at top corners -Have facings or linings with no seams showing at top corners. -Have mitered corners on square pockets -Have clipped, curved seams on rounded pockets to reduce bulk -Have even top-stitching | | | |
| 3. Tailored or set-in pockets should have: -Even welts or flaps -Seam edges rolled to underside -Edges finished with garment fabric, not lining -Pockets which lay flat or hug the body--not stand out away from the garment | | | |

FASHION REVUE JUDGING

This score card is a suggestion to use when members model their garments.

I. The member 40 points

1. Posture
2. Poise
3. Grooming
4. Attitude

II. General appearance 60 points

1. Becomingness to the individual
2. Choice of texture, color, style, fabric
3. Stitching
4. Accurate cutting (grainline)
5. Quality of work as it contributes to the "professional look"
6. Cleaned and pressed
7. Fit
8. Accessories (right for the member, the costume, and local practice)
9. Value in relation to cost in time and money
10. Modeling

TOTAL: 100 points

AWARDS

You, as leader of your project group, will be responsible for creating a healthy attitude for any awards or recognition available for those completing the clothing project. Remember that the awards received should relate to the basic objectives of the 4-H program. Also, remember that these are incentives toward greater achievement, but must not be the ultimate goal.

When a competitive atmosphere develops, direct it toward trying to better one's own accomplishments, not toward the other person. It is your responsibility to see that the attitudes developed by the members are positive and healthy toward receiving even the slightest recognition or award. It is what they have learned and how they have developed that are the important things.

STATE FAIR FASHION REVUE EVALUATION

(The Clothes You Make)

Name _____ Age _____ Encampment _____

Category _____ County _____

| Evaluation Criteria | Very Good | Good | Fair | Comments |
|---|---|------|------|----------|
| <p>A. First impression</p> <p>What is your first impression of the total look the individual has created</p> | | | | |
| <p>B. The Individual</p> <p>Good posture and balance</p> | | | | |
| <p>Appears at ease and presents outfit with pride</p> | | | | |
| <p>Good grooming</p> | | | | |
| <p>C. Outfit on the Individual</p> <p>Outfit looks well constructed</p> | | | | |
| <p>Style and fabric express individual's personality and are suitable for individual's size and body build</p> | | | | |
| <p>Color and fabric choice are becoming</p> | | | | |
| <p>Fit is attractive and comfortable</p> | | | | |
| <p>Accessories coordinate well and are appropriate</p> | | | | |
| <p>D. Outfit for the Intended Purpose</p> <p>Appropriate factors were considered and thought through well</p> | (Based on Data From Fashion Revue Report Form and Conference Judging) | | | |
| <p>Construction shows understanding of the important factors and their relationship to fibers, fabric, design, construction and fit</p> | | | | |
| <p>Choice reflects wise use of resources for the intended purpose.</p> | | | | |

STATE FAIR FASHION REVUE EVALUATION

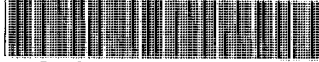
(The Clothes You Buy)

Name _____ Age _____ Encampment _____

Category _____ County _____

| Evaluation Criteria | Very Good | | | Comments |
|---|--|------|------|----------|
| | Good | Good | Fair | |
| A. First impression What is your first impression of the total look the individual has created | | | | |
| B. The Individual Good posture and balance | | | | |
| Appears at ease and presents outfit with pride | | | | |
| Good grooming | | | | |
| C. Outfit on the Individual Outfit looks well constructed | | | | |
| Style and fabric express individual's personality and are suitable for individual's size and body build. | | | | |
| Color and fabric choice are becoming | | | | |
| Fit is attractive and comfortable | | | | |
| Accessories coordinate well and are appropriate | | | | |
| D. Outfit for the Intended Purpose Appropriate factors were considered and thought through well. | (Based on Data From Fashion Revue Report Form and Conference Judging:) | | | |
| Reasons for selection show understanding of the important factors and their relationship to fibers, fabric, design, construction, and fit | | | | |
| Choice reflects wise use of resources for the intended purpose. | | | | |

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