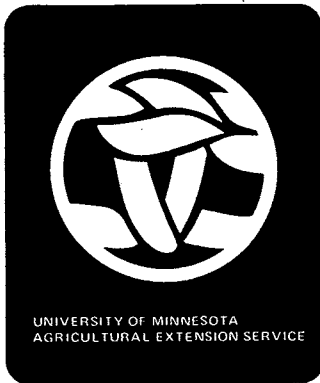
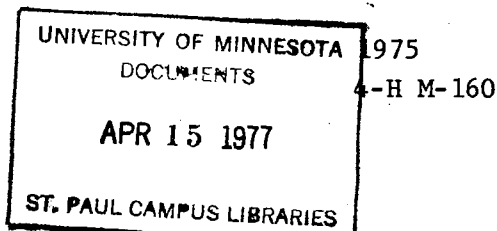


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Crocheting Leader's Guide



You have been selected as a 4-H project leader in crocheting because of your interest in crocheting and your interest in young people. Working with young people in learning a skill like crocheting can be a real challenge for you, but it can also be a very rewarding experience.

You will find that 4-H members you work with will vary greatly in their muscle coordination and manual dexterity. Some will master crocheting skills easily and quickly while others will struggle hard and have little success.

Purpose of the Crocheting Project

In the 4-H crocheting project members have an opportunity to create clothing, personal accessories and home accessories. Through participation in the project a young person has an opportunity to:

- (1) experience satisfaction and enjoyment which come from being creative and completing crocheted articles.
- (2) develop ability to make wise decisions about buying and caring for crocheting materials and equipment.
- (3) develop skill in crocheting techniques.
- (4) develop appreciation for beauty in yarns, patterns and crocheted items.
- (5) develop appreciation for cultural and heritage influences on life.

Resources for Members and Leaders

"How-To" information on crocheting is available from many sources. 4-H members enrolled in crocheting will be provided: 1) A planning and report form to help the member and you make decisions about planning goals and activities; the last page of the form is the project report form to be used in the member's record book and 2) "The ABC of Crocheting." Member materials are available for right-handed crocheters. If you have a left-handed crocheter check with your extension agent to get appropriate directions for crocheting. Be sure each member receives the most helpful material. The packet also provides space to collect other commercial materials.

You will want to have additional references on crocheting for your use and to suggest to members. Go to your local yarn shop to see what references they have to suggest for you and your members. Some resources we have found include:

This archival publication may not reflect current scientific knowledge or recommendations.
Current information available from University of Minnesota Extension: <http://www.extension.umn.edu>.

Learn How Book. No. 170-B. Coats and Clark, Inc. Cost \$.40. Generally available in variety stores.

Learn to Crochet. No-210-A. Coats and Clark, Inc. Cost \$.55. Generally available in variety stores.

Learn to Crochet. Vol. 448. Bernhard Ulmann Co., 30-20 Thomsen Ave., Long Island City, New York 11101.

Teach Yourself to Crochet. Book 777. Columbia Minerva. Cost \$1.50.

Creative Crochet. Missouri Publication. Available through your extension agent.

Broomstick Crochet. Available through your extension agent.

Kits are available from a few sources.

Crochet Beginners Kit. Coats and Clark, Inc. P.O. Box 1010, Toccoa, Georgia 30577. Kit includes 3 balls Coats and Clark O.N.T. "Speed-Cro-Sheen" or one 4 oz. skein Coats and Clark Red Heart "Wintuk" yarn, 2 crochet hooks, tapestry needle. "ABC of Crochet" leaflet and "Crochet Projects" leaflet, \$1.75 each.

Knit and Crochet Kit with American Wool Yarn. Available from Educational Department, National Hand Knitting Yarn Assoc., Inc., 15 East 26th Street, New York, New York 10010. Student kit includes a Crochet Primer, a Knitting Primer, knitting needles, point protectors, 2 oz. of wool yarn and a yarn sewing needle. Cost \$1.25 each. The teacher's kit includes a complete student kit, teacher's manual and wall charts. Cost \$1.50 or free with 6 student kits.

What to Teach When

In teaching crocheting you will find that each 4-H member may be at a different level. Some will have learned the basics from you, another leader, a family member, a teacher, or a friend. Crocheting techniques vary, and members may have a technique that's different from yours. Can you learn from the member and then proceed to learn new skills together? Other members will be starting at the beginning. You may want to divide them into two or three groups to make your teaching easier and to make the meetings helpful to all.

The following is a list of crocheting skills divided into three levels. It will be easier for members to learn if they master all skills at the beginning level before going on to the intermediate or advanced skills.

Beginning

- selection of crocheting tools
- selection of yarn or thread
- abbreviations--terms
- reading a pattern
- chain stitch
- single crochet stitch
- double crochet stitch

Intermediate

- adjusting gauge
- pattern selection
- pattern stitches (shell afghan, popcorn, cluster, etc.)
- seam finishes
- simple trims (pompon, fringe, etc.)

Advanced

- buttonholes
- history of crocheting
- filet crochet
- creating own patterns
- hairpin lace

Beginning (continued)

- treble stitch
- slip stitch
- half double crochet stitch
- double treble stitch
- triple treble stitch
- increasing and decreasing
- ending off
- yarn over
- measuring gauge
- measuring work
- tension control
- correcting twisted stitches
- winding yarn
- joining yarn
- crocheting borders or edgings
- granny squares and round crochet
- blocking
- evaluating work
- storage
- laundering

Intermediate (continued)

- types of yarn
- yarn properties

Advanced (continued)

- broomstick crochet

Helping Members Plan Their Projects

One of the important jobs of 4-H leaders is helping members learn how to plan their projects. Because it takes time to learn this skill and you'll need to work individually with each member, you may find you have to devote more time in this area of project leadership than you had expected. Taking time to do this teaching should improve the learning of members as well as increase their satisfaction. Would you agree that this is why you give of your time and want the best results possible?

The following steps can help you think through the process you may want to use in helping members to set project goals:

STEP I

How You Get Ready:

There are four things you'll want to do to get ready to work with the member.

- 1) Prepare yourself. Think through what you know about the member. Give some thought to what you expect of the member.
- 2) Provide a pleasant room free from noise and interruption. The place where you meet with the member should allow you to sit next to the member to work out the plan. The kitchen table would be an ideal spot.
- 3) Decide on an appropriate time to plan with each member. If your project group is small (three to five members), you might be able to do this planning at your first project meeting. Allow 10-15 minutes per member. Explain what you will be doing to the entire group before you begin.

Another suggestion is to have members come to your home (or you go to their home) for individual conferences. This may be a good way to involve parents in understanding what the child is interested in doing. Be sure the member sets goals--not the parent.

If you have a large project group (more than five members), you may want to divide the group into ability or age groups for planning. Have separate planning times for each of the groups. Perhaps you could identify another parent, project leader assistant, or junior leader who could help you with the planning conferences.

You are a creative leader and will think of other ways to manage these planning conferences.

- 4) Arrange and review materials. The following items may be useful materials:
 - a) member packet including the planning and report form.
 - b) a planning and report form for you to use.
 - c) this crochet leader's guide.
 - d) crochet pattern and instruction books that provide specific project ideas that are appropriate for the member's ability range.

STEP II
Setting the Stage with
the Member:

Establish a feeling of warmth and acceptance between you and the member. The member needs to feel secure with you before talking freely. The following ideas will help.

- 1) Greet member warmly and talk in friendly manner.
- 2) Try to talk with but not at the member.
- 3) Help the member understand the purpose of the meeting--to plan his or her project.
- 4) By asking some of the questions listed in the next section, discuss the member's interests, abilities, desires, etc.

STEP III
Helping the Member
Set Goals:

Goals can be set for learning and doing. The member must accept these goals personally if learning is to result. Goals should be in line with the member's ability. Perhaps you can help members know about learning goals that are basic to developing beginning skills in crocheting. Be sure to explain why these goals would be important. The member might offer several ideas about the doing activities that would help him or her learn the skills.

The following questions will help bring out important information about the member's interests, abilities, and background:

QUESTIONS FOR
A
NEW MEMBER

- 1) How old are you?
- 2) What previous experience have you had in crocheting?
- 3) Is there anyone at home or in your family who can help you with your crocheting project?
- 4) What crocheting equipment and materials are currently available in your home for you to use in your project?

QUESTIONS FOR
A
NEW MEMBER OR
FOR
A MEMBER RE-
ENROLLING

- 5) What would you like to learn in your crocheting project this year? (Refer to member planning guide and earlier section in this guide.)
- 6) What would you like to do to learn these things? (Commercial books or instruction sheets could provide many ideas from which the member and leader could choose and agree.)
- 7) How sure are you that you can learn and do the things you want to? (Most members will set goals beyond those they are sure they can reach. Members often like a challenge and should be encouraged to tackle new experiences. They will have greater feelings of success when they accomplish the challenging goal. However, help the member select realistic goals in terms of ability. A goal that you consider to be too challenging may be considered a long range goal and you can help the member set more short term goals that are on the way to the long range goal.)

Help the member write down goals in his/her own words on the planning and report form. List the specific "things to learn" and "things to do" as well as the other information on the first section of the form. You may want to write down the member's goals on a second copy of the form or in a separate notebook you keep for all members. This information can help you in planning group and individual learning activities and can also be a help when you and the member evaluate progress throughout the project time.

Explain to the member why it is important to record goals. This will help the member measure progress in reaching goals at the end of the project time. Each member will have different project goals so each person's report form is very special. It's unnecessary to compare individual goals.

Meeting with Members

You will probably find that workshop meetings where you can demonstrate crocheting techniques and members can practice them with your supervision will be an effective way to teach. Most members will be anxious to start doing crocheting. If they can actually start making something at their first meeting they will feel as if they are going to learn a lot during the year.

The number of meetings you hold with members depends on the time you and the 4-H'ers have to devote to crocheting as well as the crocheting skills of members. Beginners will need more help than those who have done crocheting before. Some crocheting project groups may want to get together many times for the fun of working and learning together.

The following outline of meetings may help you plan meetings with your beginning crocheters. This is only a suggestion. You will want to organize your meetings to fit your situation.

* Suggested Series of Meetings for Beginners

Before the first meeting, let the members know what kind of crochet hooks and thread or yarn they should bring to the meeting. Many people prefer to start members with 4-ply yarn and a size 7 hook. The work goes fast and it is easy to see the detail of the stitches. Light colored yarns are easier for a beginner to use.

First Meeting

- Invite members and a parent to attend this meeting.
- If individual planning conferences have not been completed:
 - * distribute member packets.
 - * review planning procedure and purposes.
 - * complete individual project plans or make arrangements to do planning at another time.
- If individual planning conferences have been completed:
 - * ask members to share learning and doing goals.
 - * summarize some common goals that could be worked on together at project meetings.
- Discuss equipment needed to crochet. Show good equipment and suggest what to look for in selecting equipment.
- Demonstrate how to make a chain and have members make a chain. They will need help in learning how to hold the yarn to maintain even tension.
- Demonstrate single crochet. To start, have members make a short chain (only 13 to 15 stitches). The first row of single crochet into the chain is the most difficult. Be sure the members understand the need for a chain stitch at the end of the row for turning.
- Start members on making a small article or practice square using only single crochet. Practice squares could be used to make an afghan for a nursing home, children's hospital or special family if members of the group decide they want to do this.

Second Meeting

- Check work done by member.
- Demonstrate and have members practice increasing and decreasing.
- Have members finish article at this meeting or bring them to the third meeting.

Third Meeting

- Check work done by members.
- Demonstrate and have members practice doing double crochet. If you have them practice this by making rounds, they can also learn how to increase to keep the work flat, how to mark rounds, and how to finish with a slip stitch.

- Demonstrate how to work in rounds by joining.
- Have members select another article to start at this time or the next meeting using double crochet. Some items you might like to suggest would be a scarf, purse or bag, pot holder, place mats, toy, etc.

Fourth Meeting

- Check work done by members.
- Have members work on double crochet articles.
- Demonstrate how to block and finish their articles.
- Discuss criteria for evaluating crocheted articles. Use 4-H M-6 "Evaluation Questions for Articles Knitted or Crocheted." Have members evaluate articles they have made to identify what they do well and what they need to practice.
- Plan any additional meetings to learn more skills.

Fifth Meeting-- Help the member evaluate progress.

At the fourth meeting you were encouraged to help members learn to evaluate their projects using the evaluation questions.

At this meeting we are considering evaluation of the member's progress in relation to the goals that were written on the planning report form.

Evaluation becomes more meaningful to the member when each understands the connection between goals and evaluation. Your job is not to make judgments about the member's work or to compare it to the work of other members. Your job is to help the member see progress by looking at individual goals set at the beginning of the project. Each member has a set of unique goals so it would be advisable to again have an individual conference with each member.

The first step in helping the member see individual progress is to review the goals set at the beginning of the project. Use some of these questions to help the member assess progress or use the questions on the member report form. Help the member complete the report form in his/her own words.

1. What did you like most about the project?
2. What did you like least about the project?
3. Where did you need the most help?
4. Who gave you the most help?
5. Did you learn all of the things you set out to learn?
6. Did you learn some things other than what you planned?
7. How will you use the things you have learned?
8. Did you do the things you planned to do?
9. Did you do some things other than those that you planned?
10. What would you like to learn next?
11. If you were to do this over again, what would you do differently?
12. Do you have any questions you would like to ask me?

The member should now have this report form ready to be inserted in the 4-H record book and have successfully completed this project.

You can share in the member's feelings of success and achievement and know what the member sees as possible future project goals.

* Suggested Series of Meetings For Intermediate and Advanced Members.

First Meeting (Planning member goals)

- Distribute member packets including the member planning and report form.
- Assist members in identifying and recording their individual project goals.
- Discuss and decide upon group goals such as in leadership (perhaps working with younger members) or community service or group tours (yarn stores, local crocheters who do interesting work, or fiber art shows, etc.)
- Discuss need and interest in future project meetings to work on individual projects, have demonstrations about interesting techniques, or for review of individual projects.

Additional Project Meetings

- Plan time, place, and purpose of project meetings with members.
- Individual consultations with older members may be another way for the project leader to support and assist members.

Final Meeting (Evaluation)

- Assist members in evaluating their projects using the evaluation questions found on form 4-H M-6.
- Assist members individually in reviewing progress in relation to the goals they agreed on in the planning report form. See evaluation information in fifth meeting for beginners. Adapt as appropriate for intermediate and advanced members.

Further Assistance for Project Leaders

Your county extension agents offer project leader training throughout the year. Feel free to contact them when you get questions, need additional teaching materials, or have interest in specialized crochet project leader training. Yarn shops and neighbors who crochet can also be good sources of information.

Materials adapted from Iowa, Texas, Kansas and Wisconsin 4-H publications. Adaptations made by Lois Ingels, Extension Specialist Textiles and Clothing; Linda Reece, Extension Specialist Interior Design--Furnishings; Susanne Fisher, Extension Specialist 4-H Youth Development with the assistance of selected extension home economists and 4-H project leaders.

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