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4-H 168 Sewing for Fun : Leader's Guide

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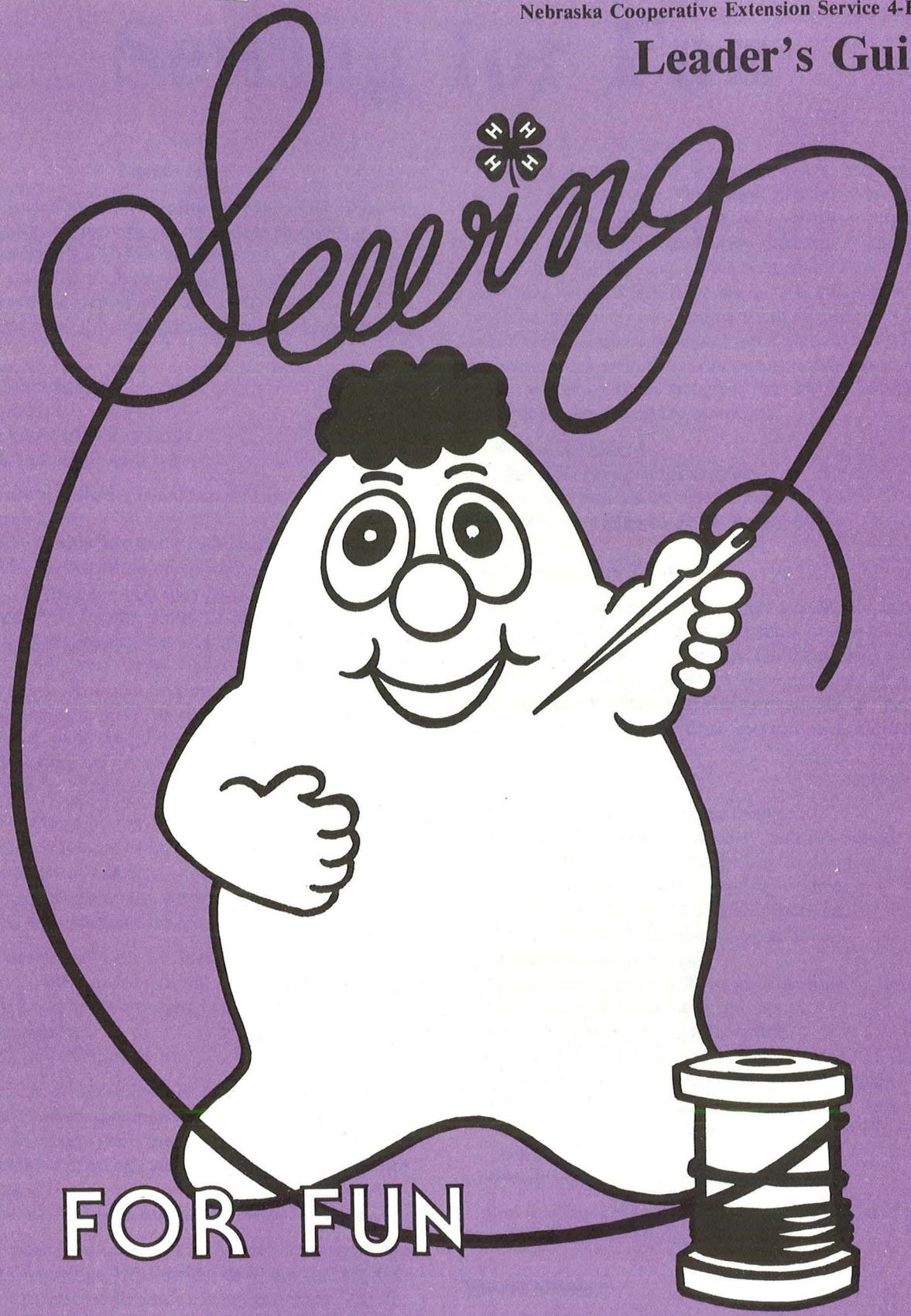
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Nebraska Cooperative Extension Service 4-H 168

Leader's Guide



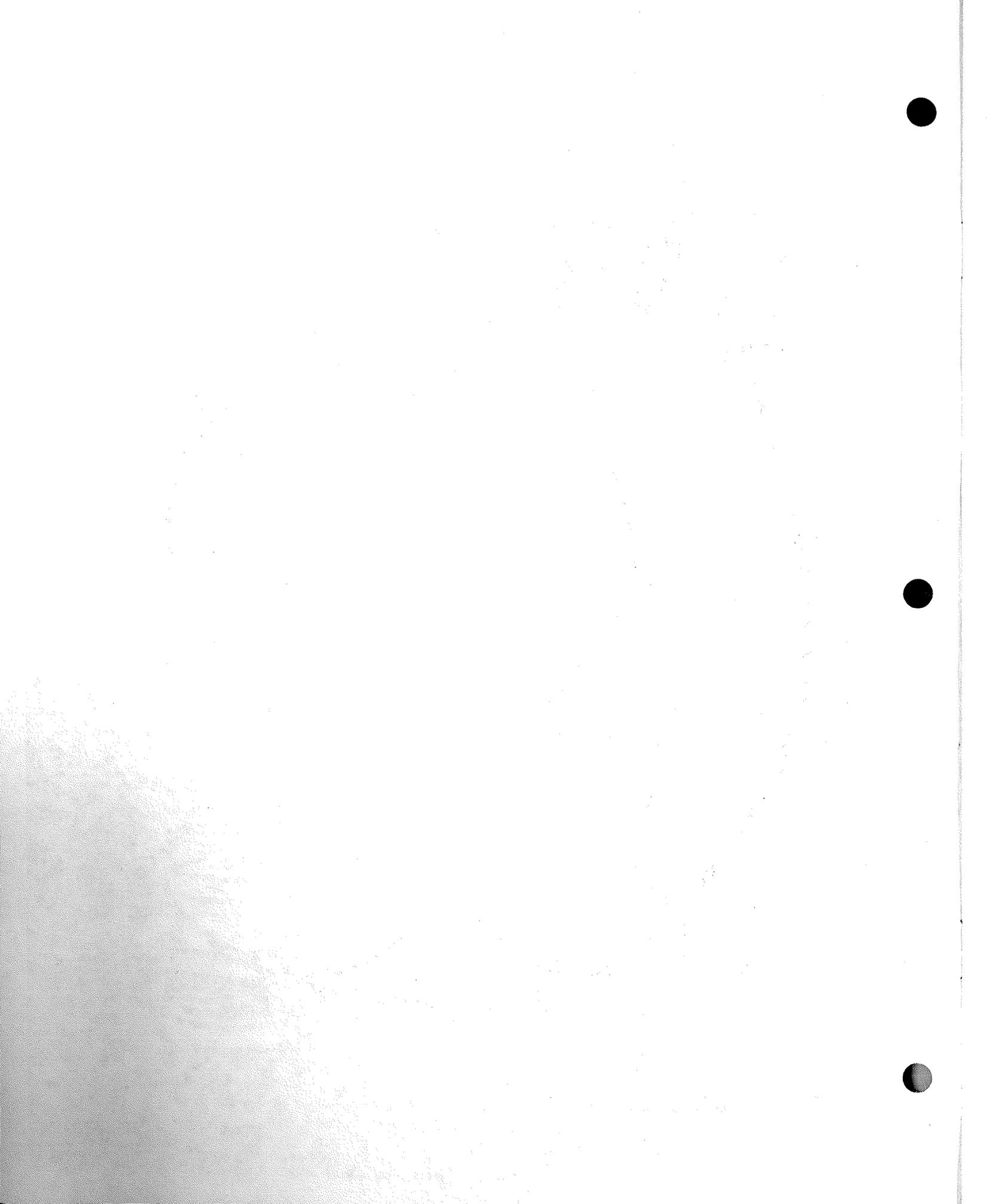
FOR FUN



Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.



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Sewing for Fun

Introduction

Congratulations on assuming the role of a 4-H sewing project leader. Teaching young people to sew is a satisfying activity in which you can take part. Like most 4-H leaders, you will probably learn as much as, or more than, the young people in your project group.

This 4-H sewing project gives members opportunities to:

- Make decisions.
- Be creative.
- Gain knowledge and skills.
- Work and share with others.

Your role as a leader is to help set the stage for these opportunities.

This 4-H sewing project is designed for young girls and boys as an introduction to basic sewing techniques and skills. Sewing for Fun may be taken for one or two years depending on the skills of the members. After completing this project the 4-H member may want to continue in Clothing Level I and Level II to learn to make clothing. For the 4-H'ers who do not want to make clothing, but want to continue to sew, they may take projects in Home Environment, Child Development and Sewing for Your Animals.

The focus for Sewing for Fun is on:

- Tools and equipment necessary for sewing.
- Fabric characteristics and construction.
- Preparation of fabric.
- Reading and following directions.
- Making non-garment items.

It was developed with the idea that sewing is a skill. To become skillful at something, it takes practice. Practice makes perfect! This project is to be fun and interesting for the 4-H'ers.

Use the Skills Checklist to:

- Determine what skills 4-H members already know and what skills they need to learn or improve.
- Help members plan their projects. The skills for each project can help members select their goals for the year.
- Review accomplishments at the end of the year.

The purpose of this project is to teach the knowledge and skills of sewing. This project does not include taking body measurements and sewing garments that fit. Therefore, there are no items to be modeled in a fashion revue. The sewing projects are all non-garment items. Garments to be modeled begin in the Clothing Level I and Level II projects.

Four-H'ers enroll in sewing projects because they want to learn to sew. They want articles they can use and enjoy. If leaders always expect perfection, members may be discouraged and lose interest. Rather than demanding perfect items, teach members to evaluate their own work. Help them see how a mistake or poor workmanship will look and let them decide to "rip" or not. Teach members to accept good standards and to be proud of work well done. Encourage members to informally evaluate their progress by having them ask themselves the following questions:

- What did I learn?
- Where do I need improvement?
- How do I feel about what I did?
- What shall I plan to do or learn next?

Characteristics of Pre-teens

Members involved in this project are usually ages 8-10 and are considered as pre-adolescents or pre-teens.

However, remember that each child develops at his or her own pace. These general characteristics will not be observed in all children at the same age or at the same stage of development. Each person is a unique individual.

Pre-teen characteristics:

- Interest is high in making things.
- Large muscle control is fairly well developed.
- Fine finger control is beginning to develop.
- Peer group is of increasing importance.
- Independence from adults is important.
- Have limited decision-making abilities.
- Have abounding energy.
- Find it hard to sit still for long periods of time.
- Need to experience early success.
- Need to feel loved and accepted.
- Attention span is good for short periods of time.
- Active participation increases attention span.
- They are searching for self-identity and need assistance in building a strong sense of positive personal confidence.
- Need help in managing their time.

For further information read in the 4-H Leader Handbook 4-H 69 Understanding Youth.

Special Members

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 from the leader, parents, guardians, and resource people in the community can guide the member through 4-H experiences. Leaders should network with teachers in school and with the parents to share thoughts and ideas about the member's ability. Even the smallest completed step in a project or activity means success to that person. Take one step and break it down into smaller parts. The flexible learning that occurs in non-traditional settings such as 4-H groups is often the key to healthy development and learning for these special individuals.

Responsibility of the 4-H Leader

1. Attend leader training meetings when possible to receive information on teaching sewing and sewing related activities.
2. Provide space and equipment for work meetings. This will encourage the 4-H'ers to participate. You need good lighting, a sewing machine and good tools.
3. Explain what the program can offer. Encourage 4-H'ers to pursue areas of individual interest and share their findings with others.
4. Help individuals evaluate their projects.
5. Encourage participation in presentations, and exhibits for growth in poise and confidence.
6. Learn and grow with the members. Broaden your own background in the sewing area.
7. Ask your Extension Agent-Home Economics for help in providing bulletins, materials and added resources listed in this guide.
8. Involve parents in your 4-H club. Begin by encouraging 4-H'ers to discuss their project plans with their parents. Parents can take part in 4-H and relieve you of some of the responsibilities. For example they can help with transportation; work out details for a tour or field trip; have meetings in their homes; or serve as resource persons for games, activities, or lesson presentations.

Teaching Tips For Leaders

As a 4-H club leader you are concerned with teaching youth. The way you teach is just as important as what you teach. The following tips will guide you in helping 4-H'ers achieve success and feel good about themselves.

1. **Cooperation** - Be certain that the child wants to learn to sew.
2. **Participation** - Let the 4-H'er make some choices about the projects to be made, but limit the field of selection.
3. **Explanation** - Define terms. Four-H'ers need to know what they mean. Don't assume they know.
4. **Division** - Break down the learning process into small distinct tasks.
5. **Flexibility** - Remember there is no such thing as "the 4-H Way." You may be shown a better way or several ways.
6. **Reconstruction** - Never redo the 4-H'ers work. If the 4-H'er is happy with the results, leave it be. By redo-

ing their work you are saying, "Your work isn't good enough for me." What 4-H'er wants to keep trying if a parent or leader feels that way.

7. **Pace** - Learning takes time and practice requires even more. Be patient! Watch for the "STOP" signs such as boredom, disinterest, fidgeting.

8. **Share** - Share ideas and feelings with each other: Leaders with 4-H'ers, 4-H'ers with 4-H'ers, parents with 4-H'ers.

9. **Criticism** - Some positive suggestions are constructive, repeated negative comments are destructive. Criticism tends to come easier than praise.

10. **Praise** - Give it out frequently and generously. There is always something worthy of a compliment in everyone's work.

Teaching Techniques

Using various teaching techniques can help stimulate and maintain interest in the project. Members learn most when they receive information through as many of their five senses as possible. Some of these techniques are:

Demonstrations - To demonstrate is to show by doing. Encourage members to give demonstrations to help them develop poise and self-confidence. Give each member an opportunity to speak in front of the group. Begin by having each person give an informal mini-demonstration, such as showing how to fill and thread a bobbin, use a seam gauge, straighten fabric, sew square corners, or do different hand stitches. Later members can make a more formal, planned presentation. The 4-H Sewing Skills Checklist and the list in the project manual of what members should learn are good sources of demonstration topics.

Field Trips - Store personnel usually welcome visits from 4-H groups, if notified in advance. Before you go, plan the particular things you want to see and do. Let the store personnel know the purpose of your trip.

Games - Games can be an enjoyable way to learn. Adapt the games to your group according to age, size of group; available space, and the particular learning you wish to reinforce.

Audiovisuals - The use of a set of slides does not in itself guarantee a successful meeting, but it can help in presenting ideas if used skillfully. Select the audiovisual aids from the 4-H loan library on Form 0-41-79 by contacting your Extension office. Be sure these materials are consistent with what you want to teach or show your group. Preview the audiovisual aid before using. Plan how it will be introduced and prepare discussion questions at the close of the presentation.

Exhibits and Displays - Exhibits and displays are optional and may be a part of project meetings, fairs, or other community display or "showcase" opportunities. Generally, young people like to show others what they have learned. Exhibits and displays may also offer opportunities for both formal and informal evaluation.

Fair Exhibits

Exhibiting items made by the 4-H'er provides needed recognition. It is a way to let others see what has been done. Four-H'ers have the opportunity to choose their best work, evaluate their work against standards and experience.

Basic Construction

Sewing for Fun

This project introduces 4-H members to sewing. They learn to use the sewing machine, understand fabric, and make simple projects. Each 4-H'er is expected to read the information provided in the member manual. Have members volunteer to read parts of the lesson at a meeting. Cover one or two concepts at a time. How much you accomplish at a meeting depends on you, as the leader, the ability of 4-H members, the time available, and available resources.

To complete this project, members should be able to check off 40 of the 52 skills listed in the Sewing Skills Checklist in the back of Sewing for Fun manual. They should make at least four items for themselves or others using those skills. Encourage members to continue to sew after completing the project requirements. The

more items made, the more experience the member will gain.

A firm, woven, medium-weight fabric of cotton or cotton blend and felt is best for this project. A list of suggested items to make is in the member's manual and the Sewing For Fun Packet. Members may choose from this list or make other similar items. Encourage them to start with something simple. Any item can be made which helps teach:

- Use of basic equipment.
- Use of the sewing machine.
- Basic construction techniques.
- Selection of fabric for item sewn.
- Basic pressing.
- Reading and following directions.

The Sewing For Fun Packet has directions for several projects. Each project lists what supplies will be needed and what sewing skills will be learned. Projects build in the number of things to learn and the difficulty of the project. They are organized from simple to more complex learnings. Don't push 4-H members into projects that will cause frustration. Remember to recognize and allow for individual differences.

MEMBERS SHOULD LEARN

SEWING TOOLS

Identification and use of sewing tools.

Shears, scissors
seam gauge
tape measure
pins, pincushion
needles
point turner
thimble
iron, ironing board.

TEACHING IDEAS

Display sewing tools. Name each one and tell how it is used. Ask members to repeat identification and use. Use member manual as a guide. Play "Equipment Lingo" game.

Encourage members to make sewing boxes for their sewing tools.

Do "Sewing Tools" crossword puzzle in member's manual. Answers are at the end of this guide.

RESOURCES: Sewing tools, sewing boxes, "Equipment Lingo", and Sewing Tools Crossword Puzzle in members manual.

USE AND CARE OF A SEWING MACHINE

Control of speed and placement and guiding of fabric.

Threading the machine.
Filling and inserting bobbin.
Stitching with thread:
regulation stitch
baste stitch

Name the parts of the sewing machine and explain their function. Play "Pin the Parts on the Sewing Machine" in back of this guide. Do "Sewing Machine Parts" crossword puzzle in member's manual. Answers are at the end of this guide.

Show 2 different models of sewing machines. Discuss differences and similarities.

Show slides "You and Your Machine"

MEMBERS SHOULD LEARN**TEACHING IDEAS**

backstitch
stitching over pins
pivoting at corners
stitching a shallow curve
using a seam guide.
Recognize good machine stitching.

Stitch on lined paper without thread in the machine. Have 4-H'ers put samples of a regular stitch and a baste stitch in their manual.

Always change the needle before sewing on fabric because sewing on paper will dull it.

Demonstrate threading the sewing machine. Ask each member to practice threading.

Demonstrate and practice stitching with thread. Each type of stitching could be a mini-demonstration by member.

Show slides "Straight Stitching".

Show samples of good and bad stitching to teach recognition only. Parents or leader should make necessary adjustments on machine.

Care of sewing machine:
how to change needle
importance of cleaning lint.

Ask members to bring their sewing machine instruction booklet.
Discuss care required.

Good habits at sewing machine:
adequate light
posture
disposal of waste

Demonstrate good habits.
Check members as they work at the machine.

Sign a Sewer's License in member's manual.

RESOURCES: Sewing machines, "Pin the Parts on the Sewing Machine" game, Sewing Machine Parts Crossword Puzzle in member's manual, 4-H 125 "You and Your Machine" slide set, sewing charts found in the back of the member manual, fabric scraps, 4-H 124 "Straight Stitching," instruction booklet, lint brush, and Sewer's License in member's manual.

FABRIC FACTS

woven, knit, felt

Introduce the difference between woven, knit and felt fabrics. Have members sort a variety of samples.

Fabric terms

grainline
lengthwise
crosswise
on grain
off grain
bias
selvege
raw edge
folded edge

Show slides on "Fabric Construction."

Have 4-H members identify type of construction they are wearing.

On a piece of checkered cloth label and identify sewing terms.

Discuss terms.

Members fill in "Fabric Lingo" chart.

Plan a trip to a fabric store. Check ahead to see if store will provide a reliable tour or organize tour yourself with store's permission.

MEMBERS SHOULD LEARN**TEACHING IDEAS**

Show members information to be found on the end of a fabric bolt. Explain the information given (fiber content, care instructions, manufacturer, width, price).

Encourage members to write down fiber content and care label for fabric when purchased.

Show the notions area and discuss selection; thread, buttons, ribbon, etc.

RESOURCES: Samples of woven, knitted and felted fabric; 4-H 105 "Fabric Construction" slide set; 1/2 yd. of checkered fabric; fabric lingo chart in member's manual; fabric store; and bolts of fabric.

FABRIC SELECTION projects

Discuss and show samples or pictures of projects. Identify different fabrics for the types of projects to be made. Discuss the best types of fabric to select for each project. Have members work with firm, woven fabrics.

RESOURCES: Examples of projects and Sewing For Fun Packet.

SEWING BASICS

Pretreat fabric (preshrinking)

Have members pretreat fabric in the same way they will care for it before cutting out the item to be sewn.

Straightening fabric.

Demonstrate two ways to straighten crosswise threads - cut and tear and pull a thread and cut on guideline. Some fabrics are difficult to tear and may need to be cut. Demonstrate how to straighten a piece of fabric by pulling on the bias; press with heat and steam to reset fibers.

Let 4-H members experience straightening fabric.

Layout and cutting.

Demonstrate how to use a pair of shears in cutting out fabric. Have members practice cutting around a simple design.

Construction techniques:

- measuring
- pinning
- trimming seams
- clipping corners
- reinforcing
- hemming
- pressing seams

Have members do activities from Learning To Measure in manual. Check their work.

A good method for teaching construction techniques is to demonstrate the technique to a small group. First, show completed example of the technique and tell why it is done. Second, show the step-by-step procedure. Then ask a member to repeat your demonstration for the others.

Each technique could be explained in a mini-demonstration by members.

MEMBERS SHOULD LEARN

TEACHING IDEAS

Correct pressing.

Demonstrate the difference between pressing and ironing. Show and discuss the different fabric settings on an iron. Use different temperatures on different fabrics.

Demonstrate how to fill steam iron with water.

RESOURCES: Fabric, shears, design patterns such as circles, squares, and triangles; ruler or tape measure; iron - ironing board; and distilled water.

HAND SEWING

threading needle

making a knot

simple hand stitches:

running stitch

slip stitch

overhand stitch

whip stitch

Display various types and sizes of hand needles and sewing thread. Discuss differences.

Demonstrate threading a needle and tying a knot or secure thread with 2 or 3 small stitches in fabric.

Measure length of members elbow. Have them cut a piece of thread twice its length to use for hand sewing.

Demonstrate hand stitches. Explain why using a thimble is a good idea.

RESOURCES: Various hand needles and different types of sewing thread.

STANDARDS FOR CONSTRUCTION

Seams

Machine sewing

Hand sewing

Demonstrate the standards to look for in a good seam, hand and machine sewing. Explain why these standards are important.

PROJECT DIRECTIONS

Read and follow directions.

Have 4-H'ers make needle book at meeting. Directions in Sewing For Fun Packet. Let members decide what they should do.

RESOURCES: Sew Time Packet, sewing machine, shears, measuring tool, felt and thread.

Equipment Lingo Game

Number of Players In teams or individual players.

Materials needed: Sewing equipment listed in member manual.

Game Set-Up: Tape a number to each piece of equipment. Write each number on a piece of paper and place them in a container (sewing box, hat, basket).

Objective of the game: One player draws a number. The player names the piece of equipment corresponding to

the same number. The player explains and demonstrates how to use the equipment. Players receive 5 points for each correct answer. If played in teams, the team receives 5 points for each correct answer. If a player or team cannot name a piece of equipment, the number drawn is given to another individual or team. Total the scores to see who knows the equipment lingo best.

Pin the Parts on the Sewing Machine

Players: Individual or as a group.

Materials needed: Print names of machine parts on arrow shaped tags.

Objective of the game: Leader tapes a tag to the appropriate part of the sewing machine. Members

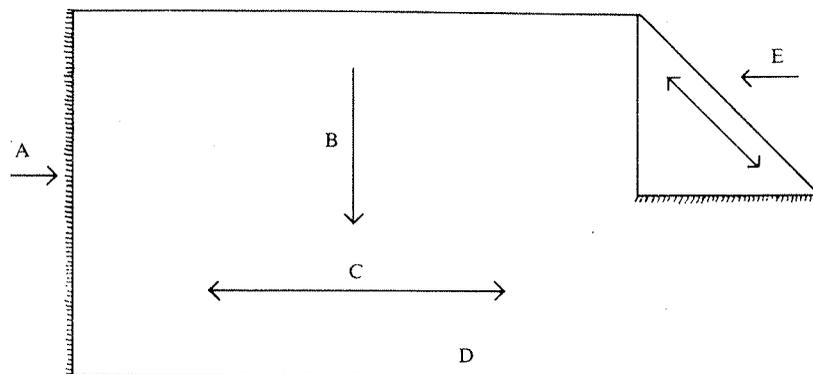
must then state the function of each part.

Alternative method: Have each member draw for a tag.

The member places the tag to the appropriate part and states the function of that part.

Fabric Lingo

Identify the different parts of woven fabric.



- A. RAW EDGE
- B. CROSSWISE YARNS
- C. LENGTHWISE YARNS
- D. SELVAGE
- E. BIAS

For Your Information Common Causes of Sewing Machine Trouble

1. **Thread Breaking**
 - a. Machine improperly threaded.
 - b. Thread is caught in slit of spool or under spool.
 - c. Thread is dry or of poor quality.
 - d. Tension is too tight.
 - e. Starting the machine with take-up lever in wrong position - always start and end sewing with take-up lever in highest position.
 - f. Needle is bent, blunt, or has a burr on it.
 - g. Needle is not inserted correctly.
 - h. Thread too coarse for needle being used.
 - i. Needle plate has been nicked by the needle, thus is sharp and cuts the threads.
2. **Needle Comes Unthreaded**
 - a. Take-up lever is not in correct position as you start sewing.
3. **Needle Breaks**
 - a. Pulling on fabric while sewing bends the needle, then it may break if it hits the plate.
 - b. Needle is inserted incorrectly.
 - c. Needle is too fine for the type of fabric.
 - d. Bobbin was not wound evenly.
 - e. Thread is too thick for needle being used.
4. **Uneven Stitches**
 - a. Pulling or holding material while sewing.
 - b. Unbalanced tension.
 - c. Thread is of poor quality or uneven thickness.
 - d. Hitting pins.
 - e. Hitting improperly fastened presser foot.
 - f. Pressure foot pressure too light.
5. **Insufficient thread pulled through needle to start seam.**

5. **Seam Puckers**
 - a. Tensions are too tight.
 - b. Improper threading.
 - c. Thread is too heavy for fabric.
 - d. Stitch is too long for fabric.
 - e. Needle is dull or it is difficult to pierce fabric.
 - f. The presser foot being used is not holding the fabric taut enough.
6. **Threads Jam at Start of Sewing**
 - a. Hold the threads to the side for the first few stitches.
7. **Machine is Noisy**
 - a. Clean and oil it.
 - b. If it is a punching sound, change the needle.
8. **Motor Runs/Machine Doesn't**
 - a. Hand wheel knob loose (set for bobbin winding).

Answers for Sewing Puzzles

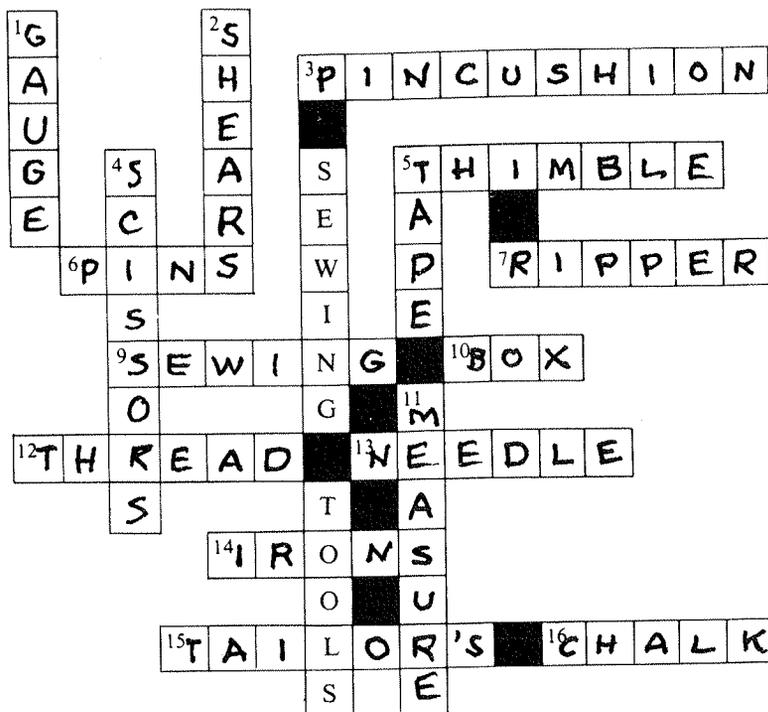
Sewing Tools Crossword Puzzle

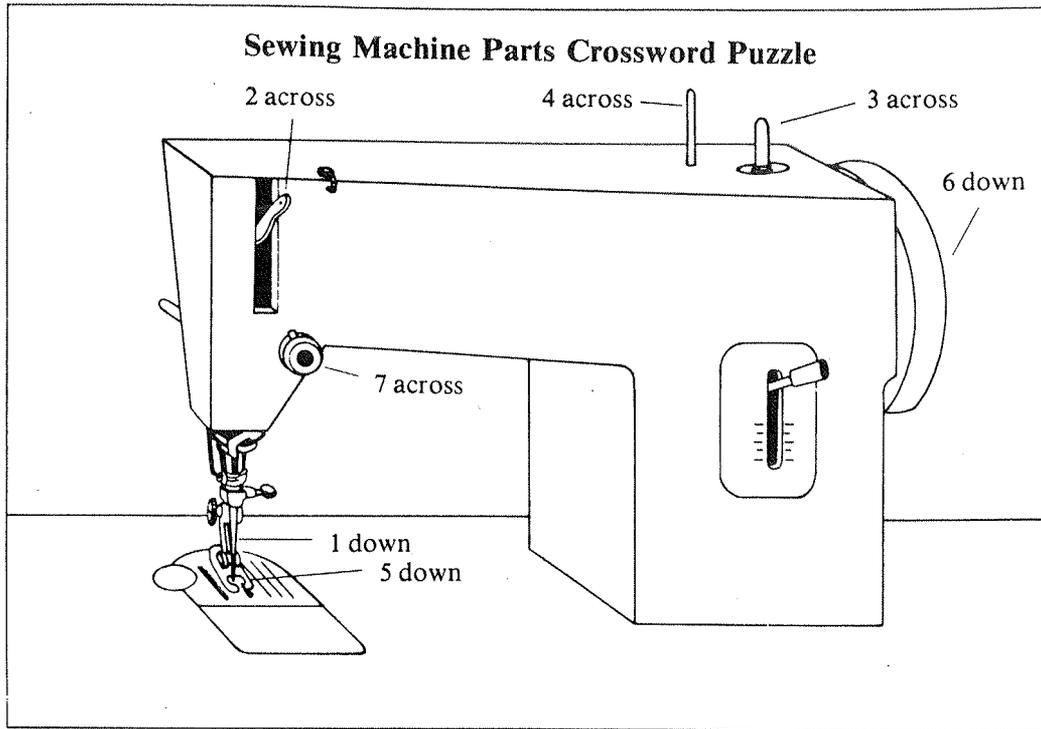
Across

3. Pincushion
5. Thimble
6. Pins
7. Ripper
9. & 10. Sewing box
12. Thread
13. Needle
14. Irons
15. & 16. Tailors chalk

Down

1. Gauge
2. Shears
4. Scissors
5. & 11. Tape measure





Sewing Machine Parts Crossword Puzzle

Across

- 2. Take up lever
- 3. Bobbin winder
- 4. Spool pin
- 7. Tension discs

Down

- 1. Needle
- 5. Presser foot
- 6. Hand wheel

