

4-H Sewing Project Activity Guide



Agriculture and
Agri-Food Canada

Agriculture et
Agroalimentaire Canada



The 4-H Motto
“Learn to Do by Doing”

The 4-H Pledge
I pledge
My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service,
My Health to better living,
For my club, my community, and my country

The 4-H Grace
(Tune of Auld Lang Syne)

We thank thee, Lord, for blessings great
on this, our own fair land.
Teach us to serve thee joyfully,
with head, heart, health and hand

Acknowledgements: Written by: Lynne MacKenzie and Jade Reeve.
Adapted from the BC 4-H Sewing project, 4-H Saskatchewan Sewing Project, and the Nova Scotia 4-H Sewing Project, 1997.

Published by: Canadian 4-H Council Resource Network, Ottawa, ON

Date:

©Copyright 2014 4-H Canada

Cover image: Jorge Barrios.

4-H SEWING PROJECT - ACTIVITY GUIDE - TABLE OF CONTENTS

Introduction.....	1
How to Use the 4-H Sewing Project Activity Guide	1
I've Got a Notion	3
Everything in its Place	5
I Have a Point.....	6
Stitch-in Time	7
Your Sewing Machine.....	8
Parts of the Sewing Machine	9
And Another Point.....	10
Paper Stitching	12
Fabric and Thread	16
What's My Size.....	17
Pattern Markings	19
Designing Women and Men.....	22
Serging Ahead.....	23
Putting Your Best Foot Forward	25
Getting Closure	27
The Inside Story	29
Colours That Compliment.....	32
Fashion File.....	34
Should I Buy or Should I Sew?	35
Wardrobe Planning.....	37
Sewing Green.....	41
Answer Guide.....	43

INTRODUCTION

How to Use the 4-H Sewing Project Activity Guide

The activities in this guide are presented in a logical order of skill progression and should be presented in this order. The activities are meant for members to have an opportunity to help them learn, evaluate, make decisions, communicate and develop confidence.

Each activity has the following format:

- Title
- Topic
- Learning Outcomes
- Time
- Materials/resources
- Instructions
- Suggestions/Comments
- Processing Prompts

Each activity in the 4-H Sewing Project has learning outcomes identified at the beginning of the activity, and processing prompts at the end. To gain a better understanding of why these were added to every activity, we have included the following section about experiential learning.

Experiential Learning

Experiential learning is a model that, simply put, consists of action and reflection. Research shows that learning is often best achieved when it is fun, active, interesting and easy to understand. Participating in fun activities creates a sense of togetherness within a group and help members relate to one another, as well as allowing the group to relax, to feel safe and at ease. Through guided reflection and discussion, activities with meaning often help individuals understand concepts and skills more than if the same meaning was presented in a lecture format.

A leader can help 4-H members and groups learn, by leading activities with meaning. These activities can then be processed to help the group find the meaning. These lessons can then be applied to other area of the members' lives – helping them to transfer the meaning from the activity to the real world and everyday life.

What is Processing?

Processing is when individuals reflect, describe, analyze and communicate what they have or will be experiencing in an activity.

Each activity has processing prompts. There will be a list of questions to ask regarding the concept to focus on in a group discussion. Some or all of the questions can be used to process the activity. Feel free to add your own processing prompts if you feel there is a specific topic that you would like to discuss.

When implementing the 4-H Sewing Activity Guide, processing is most easily done with the group when sitting or standing in a circle, and when the group is attentive and focused on the discussion.

When questions are designed properly and used thoughtfully, discussion questions can be an effective learning tool that promotes creativity, as well as generates meaningful interaction and understanding for the member. Processing can be fast or slow depending on the group and the activity.

I've Got a Notion

TOPIC: Learning about sewing notions

LEARNING OUTCOMES:

To learn about basic sewing tools

TIME: 30 minutes

MATERIALS/RESOURCES:

Paper and pen/pencil

Word match exercise sheet

INSTRUCTIONS:

Distribute a copy of the Word Match exercise sheet and a pen or pencil to each member. Instruct them to match the word in the left-hand column to the correct definition in the right-hand column.

DISCUSSION/COMMENTS:

Every hobby has its own specialized tools and terms and sewing is no different. It's important to understand the terms and to know how the tools and equipment works before we start to sew.

Cutting tools

Sewing scissors are very important and you'll need your own. Choose a pair 10 cm to 15 cm long, with sharp blades for cutting threads, trimming and clipping seams. Dressmaker's shears are used for cutting fabric, and are very sharp. Use them with care. Bent-handled shears are recommended for easier cutting.

Measuring tools:

Tape measure – choose one that measures 150 cm, that has metal ends and is plastic coated, so it won't stretch or ravel.

Ruler – a 15 cm clear plastic ruler or a metal sewing gauge is handy.

Sewing tools:

Pins – choose fine, non-rusting, stainless steel dressmaker pins. Pins with coloured heads are easy to see and handle.

Pin cushions – come in different shapes and sizes. The tomato shape is popular; the type that clips to your wrist is easy to work with.

Hand sewing needles – have different thicknesses, lengths, points and eye sizes. There are numerous types of hand sewing needles and the most common are sharps, betweens, embroidery or crewel and ballpoint. The common hand sewing needles are available in sizes from 1 – 12, 1 being the thickest and longest and 12 being short and fine. Each type of needle is designed to work with specific fabrics and threads.

Sewing machine needles – come in different sizes to sew different fabrics.

Seam ripper – a useful tool used to take out stitches when you make a mistake.

PROCESSING PROMPTS:

What are the different types of needles used in Sewing? And why do they look different?

What types of scissors are used? What would happen if you used the 'wrong' type of scissors for a cutting job?

Can you think of anything else that would be useful to have in your sewing box?

WORD MATCH

Match the word in the left – hand column to the correct definition in the right – hand column

- | | | |
|-------------------------------|-------|---|
| 1. Scissors | _____ | A. Used to hold thread in the bottom of the sewing machine |
| 2. Seam Ripper | _____ | B. Somewhere to put pins when they are not being used |
| 3. Hand Needle | _____ | C. Used to hold the pattern pieces onto fabric and to hold fabric pieces together before sewing |
| 4. Sewing machine
• needle | _____ | D. Takes out stitches |
| 5. Pin Cushion | _____ | E. Tool used for cutting |
| 6. Pins | _____ | F. A long fabric ruler |
| 7. Bobbins | _____ | G. Has a small hole at one end and sharp point at the other |
| 8. Thread | _____ | H. Used in needles to stitch fabric together |
| 9. Measuring tape | _____ | I. Has a flat side at one end and a sharp point with a hole at the other end |

Everything in its Place

TOPIC: Make a container for sewing notions

LEARNING OUTCOMES:

To create a container to store notions necessary for sewing

TIME: 30 minutes

MATERIALS/RESOURCES:

Sturdy box with lid

Scraps of fabric, paper, ribbon, etc. to decorate the box

Glue sticks or hot glue gun

Basic sewing notions – scissors, pins and a pincushion, sewing needles, sewing machine needles, measuring tape, bobbins, seam-ripper and all-purpose thread

INSTRUCTIONS:

Using the glue sticks or glue guns secure the chosen materials or items to the box. Be careful not to use anything that can't be secured or that will come off easily.

Gather notions and place in sewing box.

DISCUSSION/COMMENTS:

Having your notions in one safe place helps keep your work space tidy and also helps you find your notions quickly when you want to work on a sewing project. Having a place to keep sharp items such as pins and needles and scissors is a good safety practice.

PROCESSING PROMPTS:

Where would it be best to store your box of notions?

Can you think of anything else that would be useful to have in your sewing box?

I Have a Point

TOPIC: Hand sewing needles

LEARNING OUTCOMES:

To learn about the different types of hand sewing needles and their use

TIME: 30 minutes

MATERIALS/RESOURCES:

Selection of needles including sharps, betweens, embroidery/crewel and ballpoint in different sizes

Thimbles

Swatches of different types of fabrics such as cotton, nylon, knit

Scissors

Thread suitable for each type of fabric

INSTRUCTIONS:

In small groups, have the members try different types of needles with each type of fabric using a basic running stitch.

DISCUSSION/COMMENTS:

Hand sewing needles have different thicknesses, lengths, points and eye sizes. There are numerous types of hand sewing needles and the most common are sharps, betweens, embroidery or crewel and ballpoint. The common hand sewing needles are available in sizes from 1 – 12, 1 being the thickest and longest and 12 being short and fine. Each type of needle is designed to work with specific fabrics and threads.

Sharps – used most often for hand sewing. They have a medium length and a sharp point and a round eye

Betweens – also known as quilting needles, they are a shorter needle with a small, round eye

Ballpoint – have a rounded point and are used for knits

Embroidery/crewel – the same length and sharp point as a sharp needle but they have a longer eye which allows for thicker thread or ribbon

PROCESSING PROMPTS:

Did you find that one type of needle was easier to use than another?

Did any of the needles leave holes in any of the fabrics?

What type of needle worked best on the knit fabric? On the nylon?

Stitch-in Time

TOPIC: Hand sewing

LEARNING OUTCOMES:

To learn the basic hand sewing stitches

TIME: 45 minutes

MATERIALS/RESOURCES:

Cotton fabric pieces measuring approx. 10cm square

Thread

Hand sewing needles (sharps would be best)

Scissors

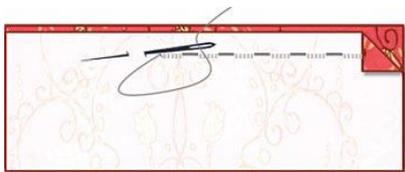
Thimbles

INSTRUCTIONS:

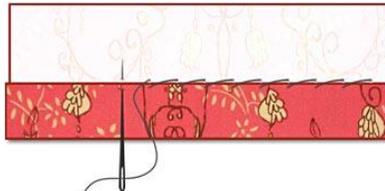
Demonstrate each of the basic hand stitches. Give each member some fabric, needles and thread and have them practice each stitch.

DISCUSSION/COMMENTS:

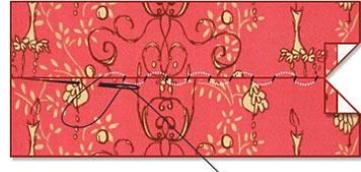
Most sewing is done by machine but there are still several instances when hand sewing is necessary such as sewing on buttons, simple clothing repairs or embellishments such as embroidery. The running stitch, blind stitch and slip stitch are the basic hand sewing stitches.



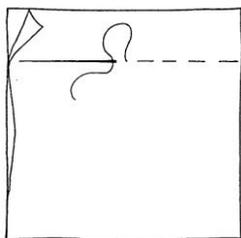
Running Stitch



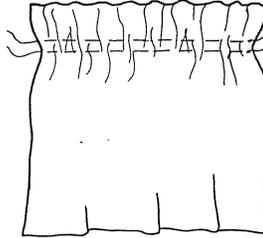
Blind Stitch



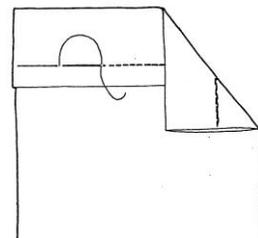
Slip Stitch



Basting Stitch



Gathering Stitch



Back Stitch

PROCESSING PROMPTS:

Where would you use hand sewing?

Which stitch(es) would you use to make a bean bag?

Which stitch would work best to hem a curtain?

Your Sewing Machine

TOPIC: Getting to know the parts of your sewing machine

LEARNING OUTCOMES:

To learn the parts of the sewing machine and how they work

TIME: 30 minutes

MATERIALS/RESOURCES:

- At least one sewing machine
- Paper and a pencil/pen
- Diagram of sewing machine without labels

INSTRUCTIONS:

Explain the parts of the sewing machine to the members in small groups if possible. Demonstrate how the parts work with one another to create a stitch. Demonstrate how to wind a bobbin and how to thread the machine. Explain that their machine may be different and that the manual for their machine will show the correct way to thread their machine.

Give each member a copy of the sewing machine diagram without labels and ask them to identify each part.

DISCUSSION/COMMENTS:

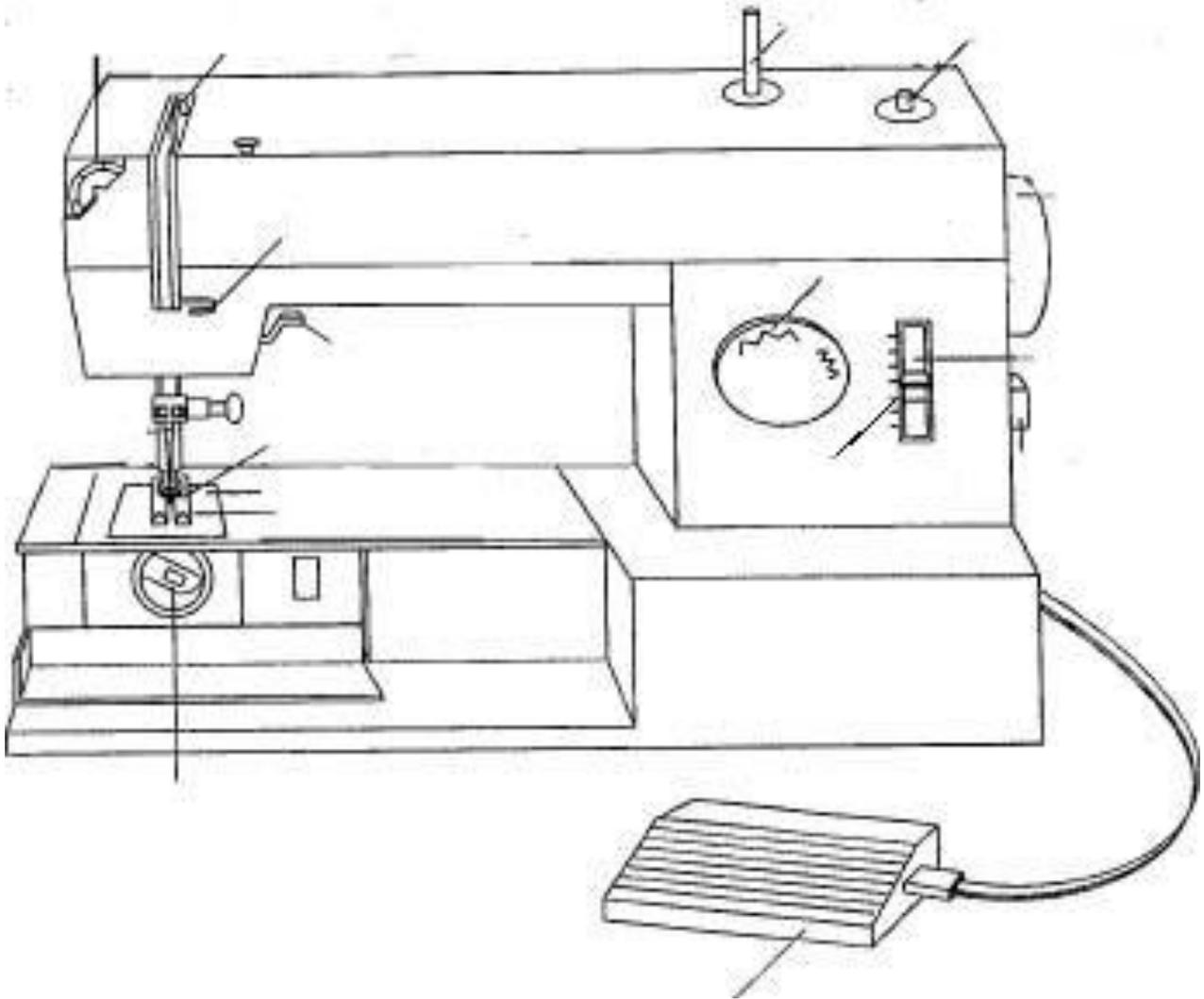
A sewing machine has many moving parts and it is important to understand how they work together to create stitches. Understanding how the sewing machine works will make it easier to troubleshoot when something is not working correctly.

It will be useful to discuss the answers to the labelling exercise with the group to share knowledge of the various parts of a sewing machine and what they do. This activity is a good indication of the sewing level of each member.

PROCESSING PROMPTS:

- How many parts could you identify?
- What would happen if the machine was not threaded correctly?
- What happens if the bobbin is not wound correctly?

LABEL PARTS OF THE SEWING MACHINE



Parts of the Sewing Machine

(Illustration from <http://msucares.com/pubs/images/p1302-16.htm>)

And Another Point

TOPIC: Sewing machine needles

LEARNING OUTCOMES:

Members will learn to identify different types of sewing machine needles and when to use them

TIME: 20 minutes

MATERIALS/RESOURCES:

Pen/pencil

Diagram of sewing machine needles

INSTRUCTIONS:

Give each member a copy of the sewing machine needles diagram and a pen/pencil. Have them identify the type of needles in the picture.

DISCUSSION/COMMENTS:

To produce the best results when sewing, it is important to use the right equipment. There are many different types of sewing machine needles and each is designed for a specific purpose. Generally speaking, lighter fabrics will use smaller the needle sizes and heavier fabrics need a larger needle. The needle size should also match the type of thread being used in your project. There are six basic sewing machine needle types:

1. Universal – Has a slightly rounded point and is used for both knits and woven fabrics
2. Ballpoint – Has a rounded point which pushes aside fabric threads instead of piercing them. Used for sewing heavy, loose knit fabrics.
3. Stretch – Similar to the ballpoint needle but the point is a little less round. For sewing knits and knit fabrics containing lycra.
4. Sharp - Pointed needle used on woven fabrics such as microfiber, polyester and silk
5. Leather – Has a cutting point and cuts the fabric rather than simply piercing it. Is used on coarse materials such as leather and vinyl.
6. Twin or Triple – There are two or three needles on one shaft and can come in a variety of points. Used for decorative stitching, topstitching and for hemming T-shirts and fleece fabrics.

PROCESSING PROMPTS:

What type of needle would you use if you were sewing a bathing suit?

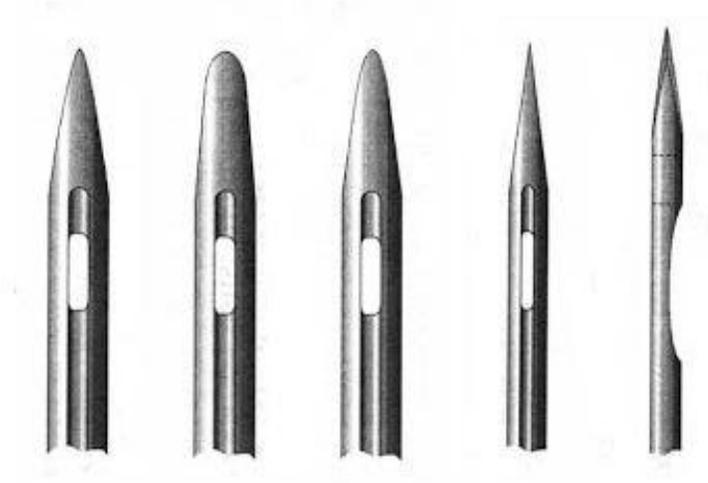
Which needle would you choose for pyjama pants?

What would happen if used the wrong sewing needle on a material? For example, using a sharp needle on a fabric containing lycra or a leather needle with cotton fabric.

SEWING MACHINE NEEDLES

Identify each type of sewing machine needle illustrated below:

Image from <http://www.feathersflights.com/2011/02/basics-of-sewing-machine-needles.html>



Paper Stitching

TOPIC: First stitches on a sewing machine

LEARNING OUTCOMES:

To learn how to sew with a sewing machine

TIME: 60 minutes

MATERIALS/RESOURCES:

Lined notebook paper and a copy of the practice sheets for each member

Sewing machine with universal needle

INSTRUCTIONS:

Remove thread and bobbin from sewing machine. Give each member a piece of lined paper. Have the members raise the presser foot and place the lined paper under the foot. Make sure the needle is lined up with one of the lines on the ruled paper. Drop the presser foot and begin sewing along the lines. At the end of each line, move the paper over to line up with the next line and continue sewing along the lines. Have the member continue sewing on the lines until they are comfortable starting, stopping and guiding the paper through the feed dogs.

Once the members are comfortable sewing along the lines, have them use the line as a guide for the sewing machine foot and sew beside the line, not on it. Using the line as a guide will encourage them to not watch the needle when sewing.

When members are consistently using the lines as a guide, distribute the use the practice sheets. The practice sheets include boxes to practice how to pivot when sewing as well as curved shapes to learn how to sew more complicated shapes. Instruct the members to use the lines as guides and not to sew on top of them.

DISCUSSION/COMMENTS:

Learning to use the sewing machine without thread allows members to learn how to stitch without the interference of tension settings, bobbin threads and tangled pieces of threads.

It is important that the members learn not to use the needle as a guide when sewing. Using guides such as lines drawn on fabric or the lines on the machine results in more accurate seams and makes sewing along curves easier.

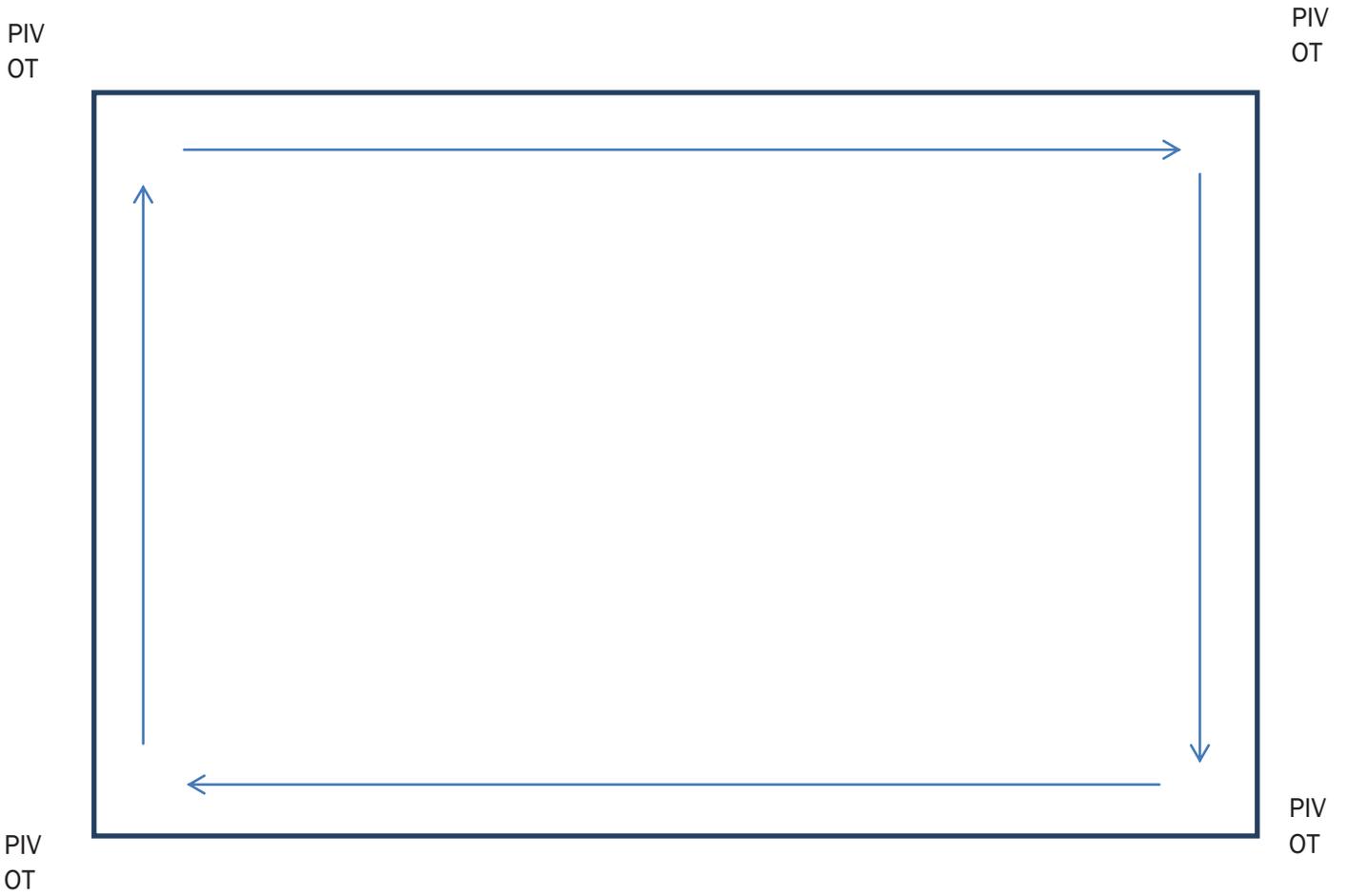
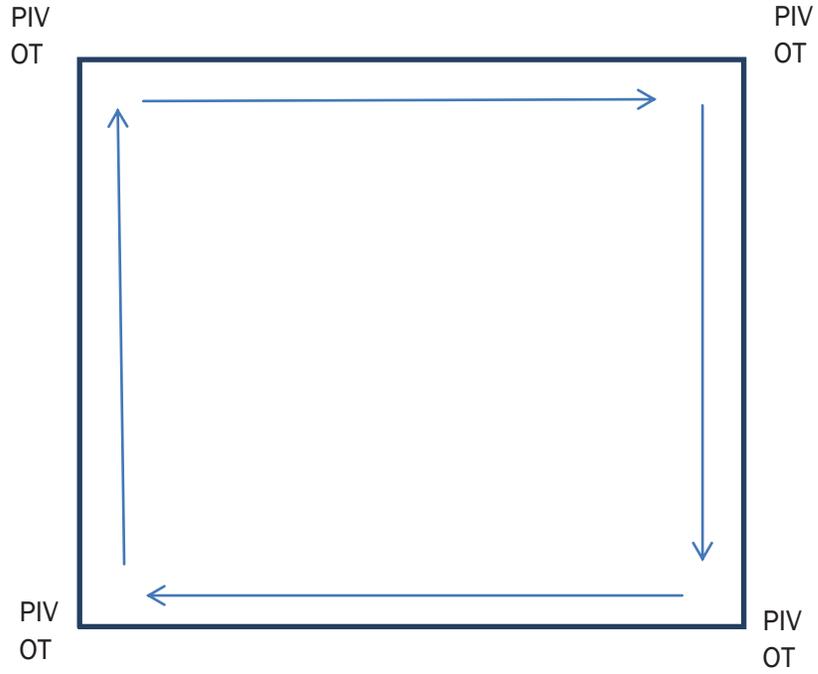
While the members are sewing, point out the action of the feed dogs. Have them observe that the paper will move under the needle without pushing it and that they need to simply guide the paper (and eventually the fabric). Forcing the material could result in bent and broken needles and maybe even damage the machine.

PROCESSING PROMPTS:

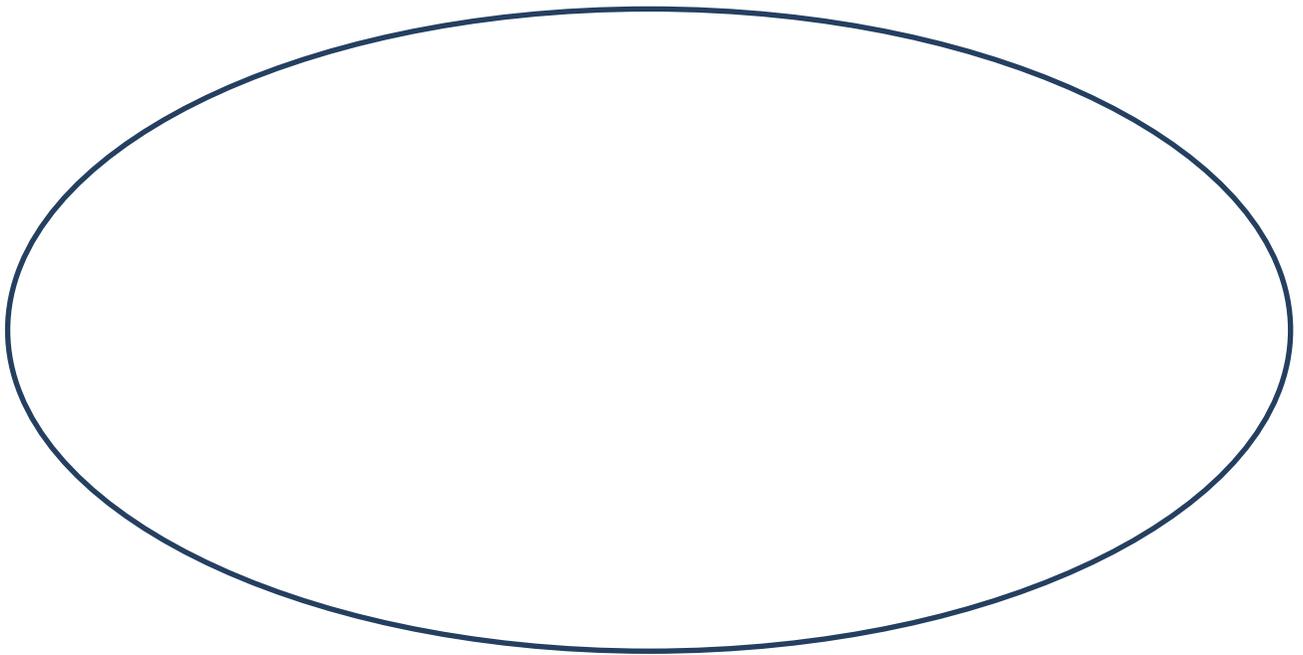
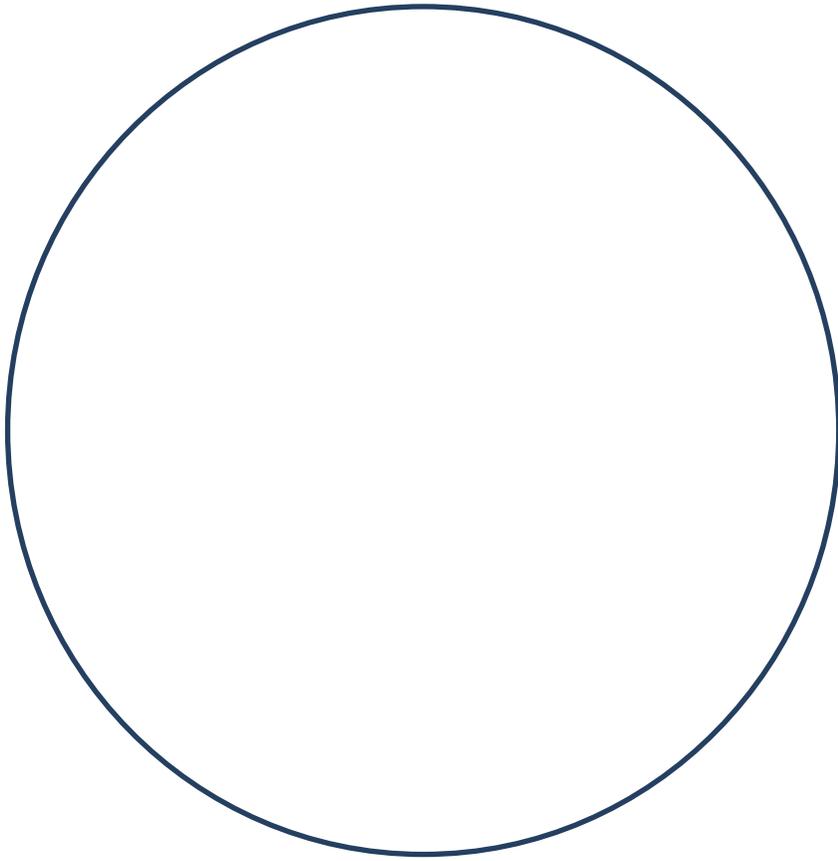
Did you find it difficult to follow the lines or curves? Were you able to find a way to make it easier to follow along the printed lines?

Why would you pivot when changing direction instead of lifting the needle out of the paper to turn?

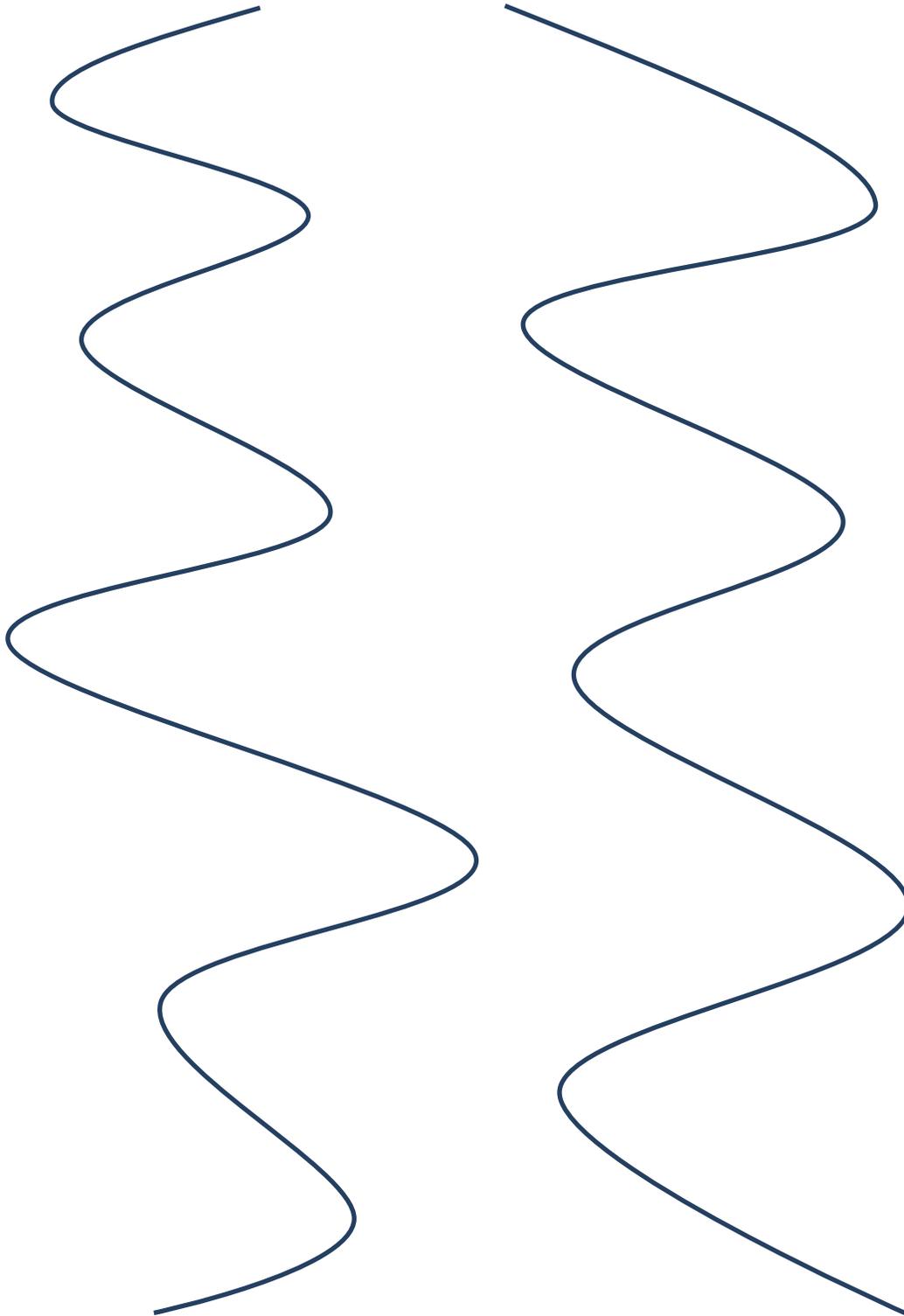
Practice Sheets



Practice Sheets



Practice Sheets



Fabric and Thread

TOPIC: Machine sewing with fabric and thread

LEARNING OUTCOMES:

To learn how to sew on fabric

To learn how to identify different types of fabric

TIME: 45 minutes

MATERIALS/RESOURCES:

Sewing machines

Samples of different types of fabric such as cotton, spandex, denim, polar fleece, satin or silky polyester, felt, fun fur, etc. – 5 samples per each member would be ideal

Thread

Scissors

INSTRUCTIONS:

Have members select 5 different fabrics they like from the sample fabrics. Thread the sewing machines and have the members sew straight lines on each of the fabrics.

DISCUSSION/COMMENTS:

There are two types of fibres: natural and synthetic (man-made). Many natural fibres come from agriculture: Linen (from Flax), Wool (from animals), Silk (from silk worms), Cotton, Hemp, Bamboo (all from plants). Synthetic fibres are man-made. They include polyester, acetate, acrylic, nylon, spandex, viscose rayon, etc. Blends of natural and synthetic fibres are common and give the best features of both to a fabric.

There are three main types of fabric structures; woven, knits and non-wovens. Wovens, such as denim and cotton, consist of yarns interlaced at right angles. Knits, such as fleece and spandex, are formed by the interlooping of yarns. Non-wovens, such as felt and most iron on interfacings, are made from fibres that have been pressed into shape.

Identify the types of fabric with the members and classify them by their structure.

PROCESSING PROMPTS:

Which type of fabric was easiest to sew?

What made some of the fabrics more difficult than others to sew?

What's My Size

TOPIC: Body measurements and pattern size

LEARNING OUTCOMES:

To learn how to make correct body measurements

To learn how to choose the correct pattern size

TIME: 30 minutes

MATERIALS/RESOURCES:

Paper and pen/pencil

Copy of body measurement chart

Tape measure

Piece of string larger than the member's waist

Copies of measurement charts from a pattern company (these can be found online)

INSTRUCTIONS:

Give each member a copy of the measurement chart from the pattern company, a copy of the body measurement chart, a pen or pencil, tape measure and piece of string. Demonstrate how to properly take body measurements. Have the members write down their measurements on the chart.

Demonstrate how to find their measurements and size on the pattern company's chart.

DISCUSSION/COMMENTS:

Having accurate measurements before shopping for patterns is an essential part of a successful sewing project. If the members are wearing bulky clothing, they should ask someone to help measure again in clothing that will give a more accurate measurement.

Pattern size rarely matches the ready-made clothing size and it is important to purchase a pattern based on measurements, not on the size from the clothing store.

Before starting to measure, tie the piece of string at your natural waistline.

Measuring for Girls

Bust/Chest: Place a tape around the fullest part of the bust/chest just touching the top of the shoulder blade and the back.

Waist: Measure around the waist at the string.

Hip: Measure around the hip in the fullest area usually 18 – 23 cm (7-8") below the waist.

Back Waist Length: Measure down the centre back from the prominent bone at the base of the neck to the string at your waist.

Skirt Length: Measure centre front or back from waist to desired length.

Dress Length: Measure centre back, base of neck to desired length.

Measuring for Boys

Neck: Measure around neck base.

Chest: Measure around the fullest part.

Waist: Measure around natural waist at string.

Sleeve Length: Measure from centre base of neck over shoulder and bent elbow to wrist.

PROCESSING PROMPTS:

Did your measurements match any of the sizes exactly? If not, how did you determine what size pattern you should purchase?

Does the pattern size match the ready-made clothing size you would buy?

My Body Measurements		
Body Point	Where to Measure	My Measurement
Measuring for Girls		
Chest/Bust	Place a tape around the fullest part of the bust just touching the top of the shoulder blade and the back.	
Waist	Measure around the waist at the string	
Hip	Measure around the hip in the fullest area usually 18 - 23 cm (7-8") below the waist	
Back Waist	Measure down the centre back from the prominent bone at the base of the neck to the string at your waist	
Skirt Length	Measure centre front or back from waist to desired length	
Dress Length	Measure centre back, base of neck to desired length	
Measuring for Boys		
Neck	Measure around neck base	
Chest	Measure around the fullest part	
Waist	Measure around natural waist at string	
Sleeve Length	Measure from centre base of neck over shoulder and bent elbow to wrist	
According to the pattern envelope I need size _____ for tops and size _____ for bottoms		

Pattern Markings

TOPIC: Symbols and Markings on Pattern Pieces

LEARNING OUTCOMES:

To learn what the symbols and markings on pattern pieces mean

TIME: 45 minutes

MATERIALS/RESOURCES:

- Commercial pattern pieces
- Know Your Pattern Markings quiz
- Pen/pencil

INSTRUCTIONS:

Using the commercial pattern pieces, explain the markings on the pattern. Hand out the Know Your Pattern Markings quiz and a pen or pencil to each member. Have the members label the markings.

DISCUSSION/COMMENTS:

The arrows, dots and dashes may seem meaningless and confusing at first but the symbols are the pattern's way of telling you how to sew correctly without the use of words. Pattern symbols are generally standard from pattern to pattern.

Once you have finished cutting your pieces, you will need to transfer the markings from the tissue to the fabric. There are several ways to mark patterns. For a first project, the tracing wheel and tracing paper or tracing carbon is the easiest to use.

Here are the explanations about the symbols that may be on the pattern pieces:

- Cutting line - the heavy outlines on which you cut or the line on the piece for an alternate shorter/smaller view from the same pattern.
- Seam line - broken lines showing the stitching line.
- Dots for adjusting sleeve ease - match those on the sleeves with those on the armholes. Mark the dots with a tracing wheel or a tailor's chalk.
- Seam line arrow - indicates direction for cutting and stitching.
- Place on fold - an arrowed bracket. Place the pattern edge exactly on the fold of fabric to cut out
- Double line across pattern pieces - use this line to lengthen or shorten your pattern before placing on the fabric for cutting.
- Centre line for dart - fold along this line before stitching
- Straight-of-grain fabric symbol - a double headed arrow. The line should follow the straight grain of fabric as closely as possible.
- Buttonholes and buttons - indicate the length and the exact location of the buttonhole.
- Seam allowance - is 1.6 cm (5/8") from the cutting line unless otherwise indicated. For stitching accuracy mark curved seams.
- Centre front line - mark dots at top and bottom, pin and press to mark the centre in line.
- Notches - diamond shaped symbols for matching when sewing. Always cut notches outward, not into the seam allowance.
- Dots - for accuracy, match to dots on other fabric pieces when sewing. Mark with tracing wheel or tailor's chalk
- Special cutting instructions - if the pattern piece is used more than once, or if facing interfacing is cut from the same pattern, the number of pieces that need to be cut is printed on the pattern.

PROCESSING PROMPTS

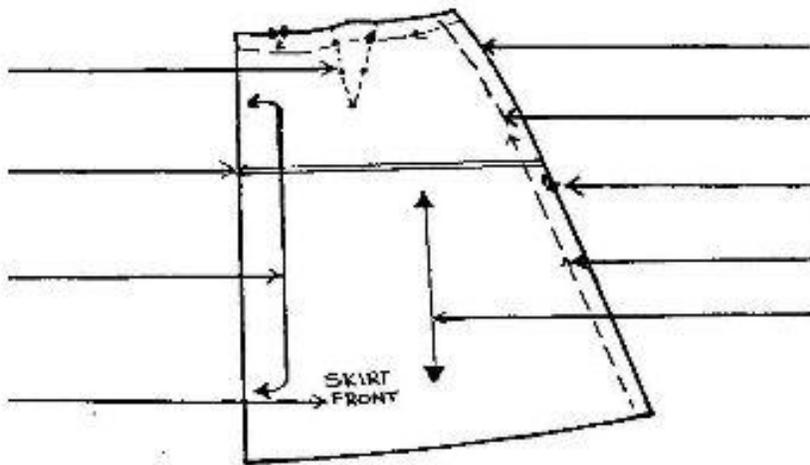
Which symbols tell you what you need to know to cut out your fabric?

Which symbols tell you how to sew your pieces together?

How will you know where the symbols are when you remove the pattern pieces from the fabric?

KNOW YOUR PATTERN MARKINGS

1. cutting lines
2. seam line direction
3. straight grain of fabric
4. placing of fold marking
5. name of pattern piece
6. seam lines
7. dart line
8. alterations lines
9. numbers indicating which notches to match first.



Designing Women and Men

TOPIC: Pattern making

LEARNING OUTCOMES:

To understand the technique and process of creating a pattern

TIME: 30 minutes

MATERIALS/RESOURCES:

Pen/pencil/marker

Poster paper

INSTRUCTIONS:

Give each member a piece of paper and drawing tool. Have each member draw a pattern of an item they would like to sew such as a bag, shirt, shorts, hat, etc.

DISCUSSION/COMMENTS:

This activity will be useful to determine if members have an understanding of how a pattern relates to the finished product. Members should include pattern markings needed for their item such as grainline, fold lines, darts, notches and hem lines.

PROCESSING PROMPTS:

Was it difficult to create a pattern?

How did you determine the best size and shape for your item?

How will you use this pattern?

What type of fabric were you thinking of using when you created the pattern?

Serging Ahead

TOPIC: The parts of a serger and how it works

LEARNING OUTCOMES:

To learn the parts of a serger

To learn how a serger works

TIME: 30 minutes

MATERIALS/RESOURCES:

A serger

Diagram of serger without labels

Pen/pencil

INSTRUCTIONS:

Explain the parts of the serger to the members in small groups if it is possible to have more than one serger at the meeting. Demonstrate how the serger works. Demonstrate how to thread the serger. Explain that their machine may be different and that the manual will show the correct way to thread their serger.

Give each member a copy of the serger diagram without labels and ask them to identify each part.

DISCUSSION/COMMENTS:

A serger, which is sometimes called an overlock machine, stitches, trims and overcasts a seam in one step at almost twice the speed of a conventional sewing machine. There are 2, 3, 4 and 5 thread machines and they generally use two needles.

A serger cannot replace a conventional sewing machine as it is not capable of making buttonholes, installing zippers or topstitching. A serger produces a seam and finish that makes a garment look more professional and is particularly useful for working with knit fabrics such as jersey and fleece.

Not every home sewer needs a serger of course and it is worth discussing the pros and cons to purchasing one. A serger can be expensive so the person who only sews a couple of things a year probably does not really need a serger – a sewing machine with a zigzag stitch will suffice. However, if having a professionally finished seam is important, for instance if you plan on selling what you make, then a serger would be very useful. A serger would also be very helpful if you plan on sewing with knit fabrics as it will make the process much faster and produce a stronger seam. A serger also finishes the edges of delicate fabrics quickly and easily and gives them a much more professional look.

PROCESSING PROMPTS:

How does the serger differ from a sewing machine?

What type of project would you be most likely to make on serger? Why?

What would you not sew with a serger?

Parts of the Serger

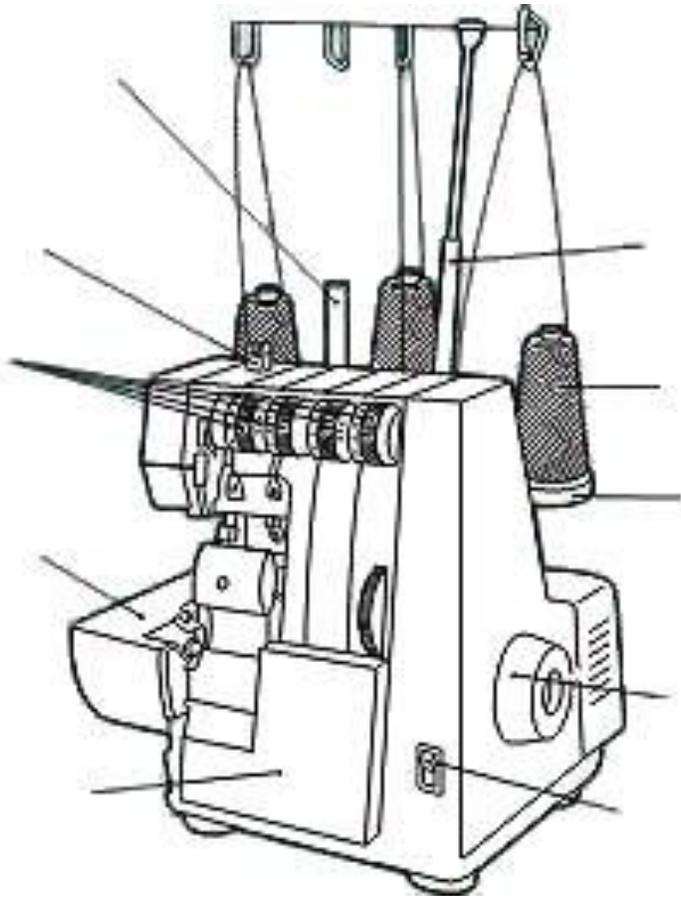


Image from http://www.crhowto.org/images/clthng-fshn_5-2.jpg

Identify these parts on the diagram of the serger:

Front cover

Tension controls

Thread Cone

Spool pin

Pressure control regulator

Thread guide pole

Power Switch

Hand wheel

Side Cover

Spool base

Putting Your Best Foot Forward

TOPIC: Sewing Machine Presser Feet

LEARNING OUTCOMES:

To learn about different types of presser feet

To learn how and when to use different feet when sewing

TIME: 60 minutes

MATERIALS/RESOURCES:

Sewing machines

Assortment of feet for each machine including an all-purpose foot, a zipper foot, a buttonhole foot, and if possible, a speciality foot such as a rolled hem foot or a walking foot

Buttons (these will not be sewn on but used as a measurement for the buttonhole foot)

6"x6" cotton or poly/cotton blend fabric scraps, enough for each member to have two squares each

6" of piping for each member

Thread

Scissors

INSTRUCTIONS:

Attach a different type of foot to each machine and thread the machine before beginning. Explain the use of each foot and then demonstrate each of the feet, using the piping with the zipper foot. Give each member two squares of fabric, a button and a piece of piping. If desired, each member could have an extra length of piping and attempt to sew it to the fabric with the all-purpose foot.

The members will rotate through stations to learn about the different types of presser feet.. Each station will focus on a particular type of foot. The piping will be used with the zipper foot.

DISCUSSION/COMMENTS:

Presser feet work by putting pressure on the fabric as it is fed through the feed dogs. The all-purpose foot is the most widely used presser foot and can be used to sew pretty much anything. However, there is a wide assortment of different types of pressure feet available and using the right one will make some tasks, such as sewing zippers or buttonholes, much easier to do. The feet that most often are included with a sewing machine are:

- | | |
|------------------|---|
| All-purpose foot | - used most often
- has a wider opening for the needle to allow making a zigzag stitch |
| Zipper foot | - allows to sew very close to the edge of a zipper, piping or any other detail that may be too thick for a regular foot
- usually adjustable to sew from the right or left hand side |
| Buttonhole foot | - is adjustable and makes buttonholes that are just right for whichever size button is being used |

Many other feet are available and it is important to consult your sewing machine manual to determine which type of feet will work on your machine.

PROCESSING PROMPTS:

Which type of foot would you use to sew the seams of pyjama pants?

When would you probably use a zigzag foot?

If you tried to sew the piping with two different feet, which foot was easier and why?

Getting Closure

TOPIC: Buttons, zippers, snaps and hook and loop tape

LEARNING OUTCOMES:

To learn how to use the various closures used in sewing

TIME: 45 minutes

MATERIALS/RESOURCES:

- Sewing machines
- Zipper feet
- Hand needles
- Thread
- Scissors
- Assorted buttons, some with shanks if possible
- 7" Zippers, one for each member
- Sew-on snaps
- Hook and loop tape (commonly referred to as Velcro)
- Hooks and eye, toggles, and other examples of fasteners if possible - these are simply for illustrating the variety of fasteners available
- 6"x6" fabric scraps, medium weight, four for each member

INSTRUCTIONS:

The members will rotate through stations to learn about the common types of closures used in sewing. Each station will focus on a particular type of closure. At each station the member will learn when to use that particular closure, how it is attached and then have a chance to use the closure. Give each member four fabric squares – buttons, hook and loop tape and snaps will be sewn on two of them, allowing the hook and loop tape and the snaps to function. The remaining two squares will be used with the zipper.

Station One: Buttons

Have a selection of buttons available for use including buttons with shanks. Hand sewing needles, thread and scissors are also necessary at this station.

Station Two: Hook and loop tape

Cut hook and loop tape into strips approximately 2" long. A sewing machine with an all-purpose foot and thread, scissors and pins will be needed at this station.

Station Three: Snaps

Supplied needed are snaps, scissors, hand sewing needles, thread and scissors.

Station Four: Zippers

Members will be sewing an exposed zipper at this station and each member will need a zipper and the two pieces of fabric that have not been used with the other closures. A sewing machine with a zipper foot, thread, scissors and pins are needed at this station.

Station Five (optional): Other fasteners

Other fasteners such as hook and eyes, toggles, frogs, and examples of button loops can be introduced if desired at this station.

DISCUSSION/COMMENTS:

Closures are often the finishing touches of a sewing project but that certainly doesn't mean that they are not a very important part of the process. It is important to choose a closure not only for its function but also for how it will look with the fabric and style of the garment.

Closures must function properly with the weight and texture of the fabric and also look appropriate and stylish for the garment.

Buttons should be sewn through two layers of fabric using a double thread. Attach buttons with as strong a thread as possible without looking too coarse for the item.

Hook and loop tape is a versatile fastener. It is an easy substitute for buttons or snaps. It is composed of two tape strips, one with looped surface (fuzzy) and the other with a hooked surface (rough). When pressed together the surfaces grip and remain locked until they are pulled apart. When the two sides are pressed together, the hooks catch in the loops and hold the pieces together. When the layers are separated, the strips make a characteristic "ripping" sound.

Hook and loop tape comes in sew-on strips as well as pre-cut disks in a variety of colours. Purchase according to use.

To apply follow these instructions. Place each part at least 6 mm from the garment edge. The loop part goes on the over lap (top) the hook on the under lap (bottom). To attach by machine stitch edge stitch the squares and strips, stitch dots with a triangle.

Sew-on snaps have two parts – a ball and a socket. Snaps are not seen from the right side of the fabric and are used when a light weight closure is suitable such as above a zipper or with delicate fabrics. The ball part of the snap is sewn on the top and is attached first. It is useful to mark the ball with chalk to determine where the socket should be placed on the bottom. Attach the snap to the fabric with an overhand stitch in each hole around the edge of the snap.

Zippers can have metal or plastic teeth and are available in a variety of lengths and weights. There are many ways to put in a zipper. The easiest is the exposed application.

1. Place zipper face down on the right side of the fabric edge. The zipper should be slightly longer than the fabric is wide. Centre the zipper on the fabric aligning the edge of the zipper tape with the raw edge of the fabric. Using the zipper foot, stitch in place.
2. Bring the other sides raw edge to the other side of the zipper tape. The right side of the zipper should be touching the right side of the fabric. Sew the zipper to the fabric again aligning the zipper tape with the raw edge of the fabric. Make sure to line up the side seams of both pieces of fabric.
3. Open up two pieces and lie flat. It is optional to topstitch along the edge of the fabric.
4. Sew across the zipper teeth to make the zipper the same length as the piece of fabric. Cut off the extra zipper tape.

PROCESSING PROMPTS:

Which closure works best on a skirt or pair of pants?

What kind of closure would be best on a wool jacket?

When would a decorative closure such as a toggle or frog be used?

The Inside Story

TOPIC: Interfacing

LEARNING OUTCOMES:

To learn how interfacing and fabric work together

To learn how to apply interfacing

TIME: 45 minutes

MATERIALS/RESOURCES:

Interfacing Worksheet

Pen/pencil

10cm x 10cm swatches of two different sew-in interfacings one woven and one non-woven and two swatches of different weight fusible interfacings - each member will need a swatch of 3 different kinds of interfacing

10cm x 10cm squares of different types of fabrics, each member will need 4 swatches of the same material

Sewing machine or hand needles

Thread

Scissors

Iron

INSTRUCTIONS:

Each member should apply a sample of their fabric without interfacing to the Interfacing Worksheet and record the details about their fabric.

Apply 3 different types of interfacing, at least one sew-in and one iron-on, to fabric swatches following the application directions.

Have members attach the samples of fabric and interfacing to the Interfacing Worksheet and fill in the details for each sample.

DISCUSSION/COMMENTS:

Interfacing is an additional layer of fabric placed between the outer shell and the facing or hem.

Interfacings are used to prevent sagging at necklines and button closures; to add softness to hemlines; to add body, shape or wrinkle resistance to entire garments or garment sections; and to stabilize and emphasize details, such as collars, cuffs, and pockets.

There are two types of interfacing. Sew-in interfacings are stitched by hand or machine to your garment, while fusible interfacing have a resin coating on the back that fuses to the fabric when steam, heat, and pressure are applied.

Fusible interfacing is quick and easy to use and gives a crisper look after fusing. Also, fusible interfacings are great for stabilizing small areas such as buttonholes, slashes, and plackets. However, as fusible interfacings age and are repeatedly laundered, they tend to bubble and may eventually separate from the fabric.

Woven interfacings are made of synthetic, cotton or a blend of fibres and are available in a variety of weights from lightweight polyester to heavyweight canvas. Non-woven interfacing is made of synthetic fibres bonded together in weights from sheer to heavy. Knitted interfacing also exists, and is made from

tricot knit, tri-dimensional, weft insertion, or warp insertion construction, providing flexibility for lightweight knits and wovens.

Your pattern will indicate if interfacing will be used and how much is needed. It will suggest the type of interfacing to use and how to lay out the pattern pieces for cutting.

When selecting an interfacing consider what type of fabric will be used and how the finished garment will be used and cleaned.

PROCESSING PROMPTS:

Did one combination work better than the others?

Is there a combination that didn't work at all?

How did the feel of your fabric change when the interfacing was added?

Did you find that you liked working with one type of interfacing rather than another?

INTERFACING WORK SHEET

Sample One:

Type of Fabric: _____

Attach swatch of
fabric without
interfacing here

Sample One:

Type of Fabric: _____

Type of Interfacing: _____

Observations: _____

Why or why not is this combination of fabric and
interfacing suitable? _____

Attach fabric and
interfacing sample
one here

Sample Two:

Type of Fabric: _____

Type of Interfacing: _____

Observations: _____

Why or why not is this combination of fabric and
interfacing suitable? _____

Attach fabric and
interfacing sample
two here

Sample Three:

Type of Fabric: _____

Type of Interfacing: _____

Observations: _____

Why or why not is this combination of fabric and
interfacing suitable? _____

Attach fabric and
interfacing sample
three here

Colours That Compliment

TOPIC: Choosing Your Best Colours

LEARNING OUTCOMES:

To learn how colour affects clothing choices

To learn which colours are most flattering for your skin tone

TIME: 45 minutes

MATERIALS/RESOURCES:

White sheet or fabric, one for each member

Mirrors

Large samples of different coloured fabrics, some cool colours such as black, bright red, icy blue and some warm colours such as ivory, brown and orange

INSTRUCTIONS:

Explain how to determine the undertone of their skin – blue undertones are cool skin tones, golden or yellow undertones are warm skin tones – and then help members determine their skin tone.

Once skin tones have been determined, have members sit in front of a mirror and drape them with the white sheet. Place the coloured fabrics, one at a time, on top of the sheet. Discuss with members which colours they feel are more flattering to their skin tone.

DISCUSSION/COMMENTS:

The colour of a garment is often what first attracts us to a piece of clothing. Understanding colour and how colours work together is an important part of wardrobe planning. The colours we choose often affect and reflect our moods and feelings.

There are a number of ways to make colour work for your unique skin tone and hair colour and even your body type. Here are some ways you can use colour to work for your best advantage:

- Choose colours which enhance your complexion - skin with a blue undertone looks best against cool colours and skin with a yellow tone will look best with warm colours.
- Use a repetition of colour to play up a good feature. For example, a blue-eyed person wearing a blue sweater, or a dark brunette in a black dress.
- Use colour contrast to emphasize a good feature. This is done by selecting the complement of the colour we wish to emphasize. For example, the blue-eyed person could choose a shade of light orange to highlight their eyes.
- Choose colours which reflect your personality. Vivacious people often prefer colour of brighter intensity.
- Choose colours which best flatter your body type. Colour can create illusions by making things appear larger or smaller.
 - In general, to look larger or draw attention to a figure or part of it choose warm colours with light values, bright colours and whites
 - The rules of thumb to make a figure or part of it look smaller or to de-emphasize body contours choose cool colours with dark values and dull intensities.

PROCESSING PROMPTS:

What is your skin tone?

Which colours looked best on you?

Do you wear certain colours more often than others?

How does your favourite colour make you feel?

Fashion File

TOPIC: Creating a design file

LEARNING OUTCOMES:

To enhance the member's creativity as they participate in the sewing project

To help reinforce the skills learned throughout the sewing project

TIME: 30 minutes

MATERIALS/RESOURCES:

Notebook or 3-ring binder with paper

Pen/pencil/crayons/markers

Glue

Scissors

Magazines, catalogues, internet

INSTRUCTIONS:

Using images from magazines, catalogues or from the internet, have members cut out pictures of clothes, models, accessories, etc. that appeal to them. Glue images to notebook or paper.

DISCUSSION/COMMENTS:

This activity will encourage members to think about the process behind design and encourage them to connect their sewing skills to the world of fashion.

Over the course of the project members should continually update their design file and add notes such as pattern tips, information on fabrics and materials and fitting tips that would be helpful for the design(s) they would like to recreate.

Creating and updating their design file will help members reflect on what they have learned as they progress through the project.

PROCESSING PROMPTS:

How hard would it be to replicate the designs you have chosen?

Have the designs been entirely created with a sewing machine and serger or are there elements that have been hand stitched as well?

What kinds of fabrics were used in the images chosen?

How easy is it to work with the fabrics in the images you have chosen?

Do you notice some common elements in the different designs you have chosen for your fashion file?

Should I Buy or Should I Sew?

TOPIC: Comparing the cost of sewing clothing to ready made

LEARNING OUTCOMES:

To determine if it is always practical or cost-effective to sew a garment

TIME: 30 minutes

MATERIALS/RESOURCES:

Garment Cost Sheet

Pen/pencil

Receipts from project or estimates if still in planning stage

Flyer, catalogue or prices from store visit

INSTRUCTIONS:

Fill in the Garment Cost Sheet using the receipts from purchasing the supplies for your sewing project

List the cost of 3 different purchased items of similar quality.

DISCUSSION/COMMENTS:

Sewing an item of clothing will not always be practical or possible. Sometimes the garment will not lend itself to be replicated at home, such as a pair of jeans. Other times it will just be too expensive to make compared to finding a similar ready-made item on sale.

Sewing is always the right choice if you would like to make creative, unique clothing that is different from that found in department stores. Sewing can also be cheaper if you watch for sales or buy fabric at thrift stores or other second hand shops. Sewing your own clothing is also very practical if you find it hard to find clothing that properly fits in regular shops. Quality of an item is also an important factor when deciding to sew or buy – if the seams of a ready-made item fall apart after one washing or if the article is going to be worn a number of times, it may be more cost-effective to sew it.

Of course, sewing is a hobby and can be a very satisfying process and that is an important factor to consider when deciding to make or buy an article of clothing.

PROCESSING PROMPTS:

What are the pros and cons of sewing vs. buying?

What types of clothing would you probably never sew?

Is the quality of a ready-made item, such as pyjama pants or a skirt, that you own as good as one that you could sew yourself?

GARMENT COST SHEET

Garment Constructed: _____

HOME-MADE	COST
Pattern (company and number) _____	_____
Fabric(s) - (type and amount)	
_____	_____
_____	_____
Notions—thread, elastic, button, etc.	
_____	_____
_____	_____
Other	
_____	_____
_____	_____
TOTAL COST OF SEWING GARMENT	_____

Cost of Similar Commercially Made Item

STORE	COST
1. _____	_____
2. _____	_____
3. _____	_____

Sewing vs. Buying

Pros: _____

Cons: _____

Wardrobe Planning

TOPIC: How to plan a clothing wardrobe

LEARNING OUTCOMES:

To learn how to build a wardrobe that reflects your style, budget and activities

TIME: 45 minutes plus time at home to complete the Wardrobe Inventory

MATERIALS/RESOURCES:

Completed Wardrobe Inventory

Wardrobe Work Sheet

Pen/pencil

INSTRUCTIONS:

Members should first do a wardrobe inventory at home before starting this activity. Each member should go through their clothes and ensure each item fits, is ready to wear and is something the member likes to wear. Have members fill in the information on the Wardrobe Inventory and bring the inventory with them to complete the Wardrobe Work Sheet. Members will likely need more than one copy of the Wardrobe Work Sheet.

Have members fill in the information on the Wardrobe Work Sheet.

DISCUSSION/COMMENTS:

The ideal wardrobe need not be large, but it should provide appropriate outfits for all your daily activities. Decide on a basic colour plan. Neutrals are always in style and are a good foundation for a wardrobe. Buy the best quality clothes that members can afford. They will last longer, wear better and save money in the long run.

Plan a wardrobe for variety and flexibility. Choose a few fun pieces to keep it looking fresh and up-to-date. Mix and Match key pieces to create different looks. No two pieces should be the same, but they should coordinate with one another.

For a wardrobe to work well, all items should be in good repair and ready to wear. Your wardrobe should be examined at the beginning of each season in order to ensure your clothing fits, is in good repair and is current.

It may take a bit of time to fill in the missing pieces of your wardrobe. Make a budget and decide which items are the most important missing pieces that you will need first. Take your list of what you need with you when shopping in order to take advantage of sales and to help curb impulse buying.

Members may wish to put together a Look Book of their clothing and accessories. A Look Book is a collection of pictures of clothing, accessories and outfits that appeal to the person making the book. The pictures can be of the creator wearing the complete outfit or pictures of each item of clothing separately. It is a great way to help coordinate an outfit, to see what elements of clothing work well together and to help the creator accessorize their wardrobe.

PROCESSING PROMPTS:

Most of you are students now. Will you be looking for a job in the summer or in the next year? What sort of job will you be looking for? What type of clothing will you need for this job?

Do you wish to follow current fashions? Or are you someone who likes to be “different?”

What are my activities in school? Outside of school? At home?

Are there regular weekly/monthly/annual events for which I need special clothing?

Which missing piece of your wardrobe will you fill in first? Why?

WARDROBE WORK SHEET

Activity	What I Wear	Have	Need to Purchase or Sew	Notes
	Top			
	Bottom			
	Footwear			
	Outerwear			
	Accessories			
	Top			
	Bottom			
	Footwear			
	Outerwear			
	Accessories			
	Top			
	Bottom			
	Footwear			
	Outerwear			
	Accessories			
	Top			
	Bottom			
	Footwear			
	Outerwear			
	Accessories			
	Top			
	Bottom			
	Footwear			
	Outerwear			
	Accessories			

Sewing Green

TOPIC: Recycling, Refashioning and Upcycling Clothing and Fabric

LEARNING OUTCOMES:

To learn how to reduce waste by remaking existing clothing and fabric into something new

To learn how to update clothing to current trends

To create a project plan

TIME: 30 minutes

MATERIALS/RESOURCES:

Repurposing a Garment or Fabric worksheet

Pen/Pencil

Guide 3 of the 4-H Sewing Project, Internet, magazines

INSTRUCTIONS:

Have each member fill in the Repurposing a Garment or Fabric worksheet.

DISCUSSION/COMMENTS:

Sewing Green is all about using your sewing skills to create unique “just for you” garments and other items from existing resources. This means not going to the store to buy new fabrics and notions for each new project. It also means finding and sewing with fabrics that were manufactured in an environmentally friendly way.

When choosing fabrics and garments to upcycle, make sure they are free from smells, holes, stains and other wear and tear. It may be possible to work around some of these issues such as cutting around holes or stains.

Once you have found the garments or fabrics you wish to work with, they will need to be deconstructed.

The first step is to launder them according to the care label. If there is no label or you are not sure of the fiber content hand wash and hang to dry.

If you are using the garment for its fabric, use a stitch ripper and sharp fabric shears to take the garment apart. Start by trimming away any lining. Open up side seams, darts, hems and any other areas that are stitched together. Pull out any remaining threads and press smooth with an iron on the wrong side of the fabric. Depending on your project, you may not want to take apart certain elements of the garment such as collars, cuffs, button plackets, pockets etc.

For future use keep any accessories such as buttons, buckles, zippers, straps, D-rings etc. You may also be able to save any trim, lace or ribbon. Use a little liquid seam sealant on the ends to prevent trims from unraveling.

Often linings are in poor shape and can be thrown out. Also discard interfacings, and any worn or stained areas.

PROCESSING PROMPTS:

Can you think of any other ways you can “sew green” besides repurposing?

REPURPOSE A GARMENT OR FABRIC WORKSHEET

Before you start your project it is important to plan out what you want to do. Think about where the fabric will come from and what you need to do to it to prepare it for use. What technique will you use and is it suitable for the fabric? What will you make and how will it look?

1. What item will you repurpose? _____
2. Research 3 techniques for repurposing your item.

Ideas	List Resources

3. Which idea will you do? _____
4. What will the finished item look like? Draw or attach picture.

5. What sewing techniques are required? _____

6. Do you have these skills? If not, research how to do this technique. _____

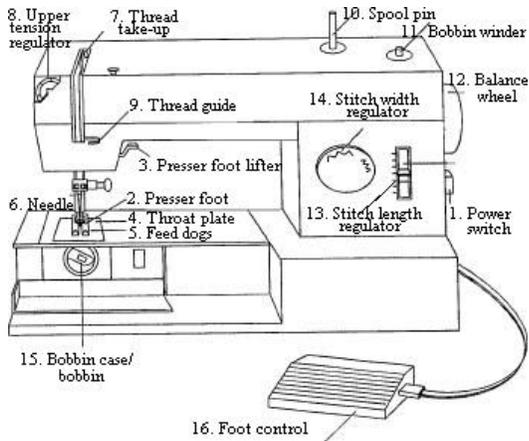
7. What supplies are needed? _____

Answer Guide

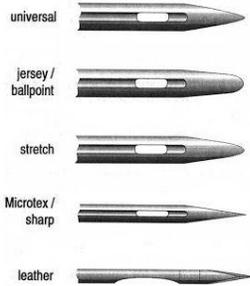
I've Got a Notion on page 4

1-E, 2-D, 3-G, 4-I, 5-B, 6-C, 7-A, 8-H, 9-F

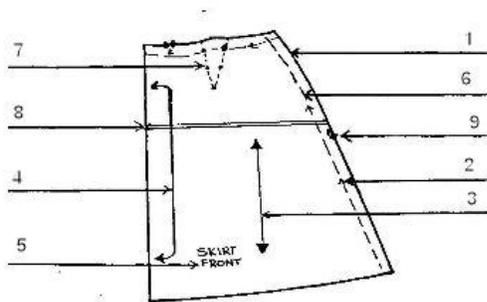
Sewing Machine Labels: on page 9



Answer Key for Sewing Machine needle types on page 11



Label the Pattern Markings: on page 21



Serger Labels: on page 24

