

4-H-929-W
Helper's Guide

4-H Sew Much Fun • Helper's Guide

Sew Much Fun Helper's Guide



“Sew Much Fun” is a series of activity guides to be used with **Let’s Sew! A Beginner’s Sewing Guide** by Nancy Zieman (4-H-924). The series consists of five publications:

- **Sew Simple** for youth in Grades 3-4 (4-H-925)
- **Sew Smart** for youth in Grades 5-6 (4-H-926)
- **Sew Fine** for youth in Grades 7-9 (4-H-927)
- **And Sew On** for youth in Grades 10-12 (4-H-928)
- **Sew Much Fun Helper’s Guide** (4-H-929-W)

Helper/Leader’s Guide

Congratulations on your decision to be a “helper” to young people involved in the *Sew Much Fun* series. The helper’s role is critical in providing an opportunity for youth to learn and grow in a supportive environment. This guide has been designed to provide you with an overview of the new *Sew Much Fun* series. The *Helper’s Guide* contains helpful hints for working with young people, developing life skills, and teaching experientially.

Youth Activity Guides

The activity guides were written to be developmentally appropriate for specific grades, but they may be used by youths in any grade depending on their interest, skills, and experience. Each guide includes suggested reading, learning activities, skill tips, ideas for both wearable and non-wearable sewn items, and an achievement sheet. The learn-by-doing activities can be adapted to family, classroom, home school, club, and other educational settings.

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Sew Much Fun Helper's Guide

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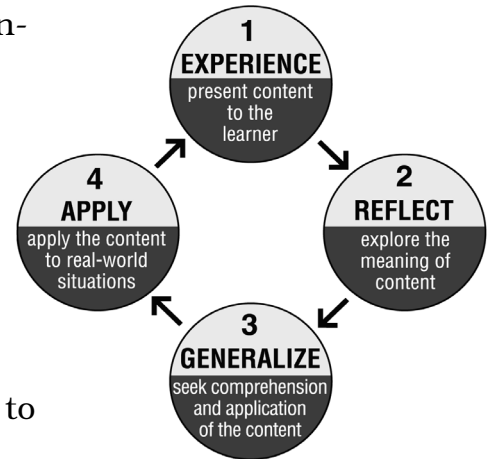
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Experiential Learning Model

“Learning by doing” is one of the primary reasons 4-H has been so widely recognized and respected in the field of non-formal education. Experiential learning distinguishes 4-H youth development education from many formal educational methods. Activities are designed so youth “learn by doing” an activity. They then discuss or reflect on what they did, draw conclusions from the activity, and then apply their experience to other real world situations. Project helpers “guide” youth as they explore an activity. Youth will answer questions on record sheets at the end of each activity guide to help them generalize the youth development and subject matter skills they practiced and to share how they will apply the skills to other situations.



Developing Subject Matter and Youth Development Skills

The sewing curriculum is designed to help youth develop both subject matter skills and youth development skills. **Subject matter skills** are specific to the sewing subject matter, such as learning to use the sewing machine, to straighten fabric, or to fit, place, and cut out a pattern. **Youth development skills** are developed during the process of doing an activity, and they are useful long after the member completes the project. Youth development skills that are emphasized in the *Sew Much Fun* series are decision-making, planning and organizing, and resource management. Some of the activities also give young people a chance to practice these youth development skills: processing information, practicing creativity, solving problems, learning to learn, achieving goals, mastering technology, and completing a project or task.

Subject Matter Skills

This sewing curriculum has a more defined focus than the previous 4-H clothing curriculum. Rather than focusing solely on constructing garments, the *Sew Much Fun* series is designed to help youth develop basic sewing skills whether they choose to construct garments or prefer to make items for the home. The subject matter skills built into the curriculum fall into four categories:

- Machine skills
- Construction techniques
- Equipment, tools, and notions
- Fabric and patterns

Youth Development Skills

The youth development skills involved in this curriculum are part of the Four-Fold Youth Development Model. The model encompasses the skills that a young person needs to become a confident, capable, caring, and responsible citizen (Barkman, et. al. 1999). Skills are grouped into the four H's in the 4-H clover – Head, Heart, Hands, and Health.

Four-Fold Youth Development Model

HEAD	HEART	HANDS	HEALTH
Utilizing Scientific Methods	Communicating	Mastering Technology	Being Responsible
Processing Information	Interacting Socially	Learning Through Community Service	Developing Self Esteem
Self Esteem	Cooperating	Being a Responsible Citizen	Managing Yourself
Understanding Systems	Sharing	Working in a Team	Practicing Integrity & Character
Managing Resources	Resolving Conflicts	Exercising Leadership	Developing a Positive View of the Future
Practicing Creativity	Valuing Social Justice	Completing a Project/Task	Being Resilient
Making Decisions	Valuing Diversity	Motivating Yourself	Managing Stress
Solving Problems	Building Relationships	Volunteering	Making Healthy Lifestyle Choices
Visualizing Information	Caring for Others		Preventing Personal Injury
Learning to Learn	Being Empathetic		Expressing Emotions Positively
Reasoning			Preventing Disease
Thinking Critically			Developing a Sense of Purpose
Keeping Records			Utilizing Resistance Skills
Planning & Organizing			
Achieving Goals			
Navigating in Your Environment			
Working with Numbers			

The Design of the Sewing Curriculum

The design and pilot team for the *Sew Much Fun* series decided that it was imperative to encourage an interest in sewing (be it garment construction or home sewing). The design team felt it was unnecessary to produce a sewing skills instruction manual when a resource such as *Let's Sew: A Beginner's Sewing Guide* by Nancy Zieman was available for purchase. The resulting curriculum was built on the foundation available in Zieman's book. The team identified specific skills, from basic to advanced, and specific learning activities before determining the types of exhibits through which the skills could be displayed. Following are the flow charts utilized by the team in the design of the *Sew Much Fun* series.

Learning Activities to Be Achieved by Grade Level

GRADE	MACHINE SKILLS	CONSTRUCTION TECHNIQUES	EQUIPMENT/TOOLS/NOTIONS	FABRIC/PATTERN
3	<p>Threading</p> <p>Winding a bobbin</p> <p>Running the machine</p>	<p>Straight and curved stitching</p> <p>Inserting and joining elastic or drawstring</p> <p>Simple seam finish</p> <p>Stitch in the ditch</p> <p>Trimming a crotch curve</p> <p>Machine topstitch hems</p>	<p>Selecting notions for project</p> <p>How to pin and cut</p> <p>Using the iron</p> <p>Using a seam gauge</p>	<p>Choosing pattern size</p> <p>Choosing suitable fabric</p> <p>Prewashing fabric</p> <p>Cutting pattern and fabric</p>
4	<p>Adjusting tension</p> <p>Adjusting stitch length</p> <p>Replacing needle</p> <p>Pivoting</p>	<p>Learn sewing terms</p> <p>Backstitching</p> <p>Staystitching and understitching</p> <p>Learn other seam finishes</p> <p>Trimming and grading seams</p> <p>Using a simple lining</p> <p>Applying a facing or binding</p>	<p>Uses for measuring tape</p> <p>Simple marking techniques</p> <p>Learning to press as you sew</p> <p>Using a seam ripper</p> <p>Using waistband interfacing</p> <p>Working with fiberfill</p>	<p>Coordinating fabric and pattern</p> <p>Types of grainlines</p> <p>Reading the pattern</p> <p>guidesheet</p> <p>Transferring pattern markings</p>
5	<p>Using accessory feet</p> <p>Using the serger</p>	<p>Basting and directional stitching</p> <p>Staystitching and understitching</p> <p>Topstitching</p> <p>Uses for zigzag stitching</p> <p>Gathering fabric</p> <p>Sewing patch or inseam pockets</p> <p>Sewing a "flat method" sleeve</p> <p>Inserting a zipper</p> <p>Machine blind hem</p> <p>Applying purchased trim or ribbing</p>	<p>Learn other marking techniques</p> <p>Using fiberfill</p> <p>Interfacings suitable for wovens</p>	<p>Learn about kinds of fabrics</p> <p>Reading bolt end information</p> <p>Simple pattern adjustments</p> <p>Basic matching skills</p>
6	<p>Making buttonholes</p> <p>Using the zipper foot</p> <p>Using a serger</p> <p>Applying machine appliqué</p>	<p>Buttonhole marking, placement, cutting</p> <p>Inserting a lapped zipper</p> <p>Stitching darts</p> <p>Inserting a set-in sleeve</p> <p>Sewing a simple collar (without collar band)</p> <p>Hemming: hand, topstitched, and machine blind hems</p> <p>Sewing on buttons, hooks, and snaps</p> <p>Sewing ruffles, tucks, or pleats</p> <p>Inserting piping</p>	<p>Learn about machine and hand needles</p> <p>Pressing tools: ham and sleeve roll</p> <p>Selecting buttons and zippers</p>	<p>Choosing compatible patterns</p> <p>Reading pattern descriptions</p> <p>Learn about napped fabric</p>

Learning Activities to Be Achieved by Grade Level

GRADE	MACHINE SKILLS	CONSTRUCTION TECHNIQUES	EQUIPMENT/TOOLS/NOTIONS	FABRIC/PATTERN
7	<p>Basic machine maintenance</p> <p>Machine adjustments for knit</p> <p>Constructing with a serger</p> <p>Machine quilting</p>	<p>Explore other zipper applications</p> <p>Using a simple lining</p> <p>Sewing a collar with a band</p> <p>Sewing plackets and cuffs</p> <p>Attaching ribbing</p> <p>Applying hand appliqué</p> <p>Applying front hip pockets</p>	<p>Using a pressing cloth</p> <p>Learn about interfacings for knit</p> <p>Read an issue of a sewing publication</p> <p>Uses for a double (twin) needle</p> <p>Uses for doll joints</p>	<p>Learn about knit and specialty fabrics</p> <p>Purchasing ribbing</p> <p>Altering pattern for better fit</p>
8-9	<p>Practice advanced uses of machine accessories</p>	<p>Applying invisible and hand-picked zippers</p> <p>Using advanced seaming styles</p> <p>Applying bound buttonholes and welt pockets</p> <p>Practicing sample tailoring techniques</p> <p>Constructing button loops</p> <p>Applying hand beading</p>	<p>Continue to use new types of interfacing</p> <p>Expand use of pressing equipment</p> <p>Expand use of sewing publications</p> <p>Make self-covered buttons</p> <p>Utilize specialty threads</p>	<p>Select challenging patterns, projects, and fabrics</p> <p>Correctly fit pants</p>
10-12	<p>Learn more advanced uses for machine accessories</p> <p>Refine use of serger</p>	<p>Continue building on skills learned</p> <p>Lining more difficult garments</p> <p>Using darts, tucks, and advanced seaming styles to build shape to garments</p> <p>Refine hand-sewing techniques</p> <p>Learn advanced seam finishes</p> <p>Learn more advanced tailoring techniques</p> <p>Explore unique sleeve styles</p> <p>Expand knowledge and experience with zipper applications</p>	<p>Continue building on skills learned</p> <p>Refine use of pressing equipment</p> <p>Expand knowledge of interfacings</p> <p>Continue reading current sewing publications</p> <p>Explore sewing resources online</p> <p>Explore notions department for new products</p>	<p>Learn about specialty fabrics: satin, chiffon, suede, silk, lace, velvet, heavy coatings, imitation fur, and leather</p> <p>Choose patterns that will offer learning challenges</p> <p>Learn how to accurately measure your figure and alter patterns</p> <p>Learn to correctly fit pants</p>

Exhibits and Skills to Include

GRADE	WEARABLE	NON-WEARABLE AND ACCESSORIES	SKILLS TO INCLUDE IN EXHIBIT
3	Elastic waist shorts, pants, or skirt with fold over casing; no pockets	Simple pillow sham with lapped back opening and purchased pillow form Simple totebag with handles or drawstring	Choose at least two: Insert elastic or drawstring Machine topstitch hems Use a simple seam finish Stitch in the ditch Sew and trim a crotch curve
4	Shorts, pants, or skirt with partial or full sewn-on waistband, or waistline facing Simple shirt or top BBQ apron	Shaped pillow with curved seams, stuffed and sewn closed Hanging pocket organizer Bound-edge placemats (set of 4)	Seam finishes are recommended on all exposed seams. Choose at least two of these skills for each sewn exhibit: Use interfacing Staystitch and understitch Apply a facing or binding Stitch curved seams Trim and grade seams Work with fiberfill Machine topstitch hems
5	Simple shirt with sleeves Sundress or jumper Simple two-piece pajama	Pillow lap quilt (quillow) Structured duffel bag, tote bag, or backpack Sewn hat	Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. Choose at least three of these additional skills for each sewn exhibit: Match fabric design Sew a simple sleeve Apply purchased trim or ribbing Sew with knit Sew patch or inseam pockets Gather fabric Insert elastic Hand-stitch a hem Apply binding Insert a zipper Do a machine blind hem Apply facings Use a simple lining Apply machine topstitching Use batting Use a drawstring Do a machine-topstitched hem Sew buttons

Exhibits and Skills to Include

GRADE	WEARABLE	NON-WEARABLE AND ACCESSORIES	SKILLS TO INCLUDE IN EXHIBIT
6	Two garments that can be worn together	<p>Pillow sham with button or zipper closing, appliquéd design, piping, or ruffle. Make your own pillow form</p> <p>Totebag or duffel bag with zipper, pockets, and lining</p> <p>Doll or pet clothes</p> <p>Construction techniques sample notebook</p>	<p>Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. <i>Choose at least four</i> of these additional skills for each sewn exhibit:</p> <ul style="list-style-type: none"> Make darts Sew facings Do a machine-topstitched hem Set in sleeves Insert a zipper Apply ribbings Hand-stitch a hem Sew a simple collar Apply bindings Do a machine blind hem Sew with knit Make buttonholes Match fabric design Sew tucks or pleats Sew ruffles Construct with a serger Hand-sew buttons Use fiberfill Sew inseam pockets Apply machine appliqué Insert piping Apply trim Sew a simple lining Apply machine topstitching Sew patch pockets
7	School or sports outfit – can be one or more pieces	<p>Dressed, jointed stuffed animal</p> <p>Sewn item for holiday or special occasion</p> <p>Construction techniques sample notebook</p>	<p>Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. <i>Choose at least five</i> of these additional skills for each sewn exhibit:</p> <ul style="list-style-type: none"> Make darts Attach cuffs Set in sleeves Apply binding Sew facing Sew lining Apply ribbing Apply ruffles Apply a collar Apply machine or hand appliqué Apply machine topstitching Insert piping Insert a lapped zipper Insert an invisible zipper Insert a separating zipper Insert a fly front zipper Construct with a serger Do machine quilting Do a hand-stitched hem Do a machine-topstitched hem Do a machine blind hem Match fabric design Sew on buttons Make buttonholes Apply inseam pockets Apply patch pockets Apply front hip pockets Use a twin needle Apply tucks/pleats Use doll joints Use fiberfill Apply trims

Exhibits and Skills to Include

GRADE	WEARABLE	NON-WEARABLE AND ACCESSORIES	SKILLS TO INCLUDE IN EXHIBIT
8-12*	<p><i>School Wear:</i> A complete outfit of one or two pieces suitable for school wear.</p> <p><i>Formal Wear:</i> This outfit may be one or more pieces suitable for any formal occasion, such as a prom, wedding, or formal evening function.</p> <p><i>Dress Up:</i> This is suitable for special, church, or social occasions that are not considered to be formal. It may be an outfit of one or more pieces with or without its own costume coat or jacket (lined or unlined). This is not an outfit that would be worn to school.</p> <p><i>Separates:</i> Consists of three garments that must be worn as a coordinated, complete outfit. Each piece should be versatile enough to be worn with other garments in your wardrobe.</p> <p><i>Suit or Coat:</i> The suit consists of two pieces: a skirt or pants and its own lined jacket. It is not a dress with a jacket. The coat is a separate lined coat for your wardrobe. It will be judged separately as a coat with its own accessories.</p> <p><i>Free Choice:</i> These are garments which do not fit in the other classifications. Examples include: tennis wear, swimwear or other active sportswear; lounge wear; riding habits; historic, dance, theatrical or international costumes; and unlined coats.</p>	<p><i>Sewn items for your home:</i> Be creative in your choices. Make items that reflect the level of sewing. Be sure to include the correct number of skills. Divisions 1-5: Include at least six of the skills listed to the right.</p> <p><i>Construction techniques sample notebook:</i> Assemble a notebook of sewing samples including the samples listed in Level B: Grade 6 and Level C: Grade 7. Continue the book by adding advanced techniques of seaming, seam finishes, zipper application, bound buttonholes, welt pockets, serger samples, additional fabric swatches, and other advanced techniques that you are interested in testing.</p> <p>Organize your notebook using page dividers. Include a separate sheet listing at least 10 techniques that you have added to your notebook this year.</p> <p><i>Sewing machine survey:</i> Visit at least two machine dealers and learn about the various models that are available. Compile your research into a notebook and list such findings as cost, machine features, literature collected, and other information that would help detail your research. Include sewing machines and sergers. Your report should cover at least eight different models.</p>	<p>Seam finishes are recommended on all exposed seams (except knits and some specialty fabrics). Interfacing, understitching, and trimming should be used when appropriate. Plus <i>choose at least six</i> of these additional skills for each sewn exhibit:</p> <p>Make darts Add a drawstring Insert an invisible zipper Insert a fly front zipper Do a machine blind hem Make pleats Make sleeves Add lining Apply machine or hand appliqué Do hand beading Add lapels Use specialty threads Add ruffles Add inseam pockets Insert a lapped zipper Do a hand-stitched hem Insert elastic Make tucks Insert piping Apply ribbing Apply trim Make a neckband Sew on buttons Add a waistband Add welt pockets Insert a hand-picked zipper Make self-covered buttons</p> <p>Match fabric design Add patch pockets Attach cuffs Add gathers Sew with difficult fabric Sew with knit Add front hip pockets Make shoulder pads Make self-enclosed seams Use shaped seams Create bound edges Use twin needles Use fiberfill Add boning Add vents Add underlining Make button loops Insert a separating zipper Do a machine-topstitched hem Make bound buttonholes Make machine buttonholes Apply a collar Do machine or hand quilting Construct with a serger Add plackets Apply machine topstitching</p>
<p>DEFINITION OF AN OUTFIT: An outfit is a garment or garments that when put together make a complete look, such as a one- or two-piece dress; one- or two-piece pant suit; or a three-piece combination such as pants, vest, and shirt.</p>			

* Choose from the categories listed above, following county rules.

Youth Learning Characteristics

Below you will find a list of characteristics that are common to children in four age levels. Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age. You should find this outline helpful as you work with youth of different ages. (Adapted from *Ages and Stages of Child and Youth Development* [NCR-292] by Judith Myers-Walls, associate professor, Child Development and Family Studies, Purdue University.)

10-11 Years Old

- Are active, full of energy, and anything but quiet. Activities should encourage physical involvement.
- May often change interests, jumping from one thing to another. Activities divided into small pieces or steps work best.
- Are fairly concrete thinkers and tend to be more attentive if they have an opportunity for hands-on learning (seeing and doing, rather than just listening).
- Are just beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they think it is either right or wrong, fun or boring (there is very little middle ground).
- Look for adult approval and have a strong need to feel accepted and worthwhile. Adults should provide lots of encouragement and recognize even small successes.
- Prefer individual evaluation to group competition. Instead of comparing success with others, youngsters prefer to know how much they have improved and what they should do to be better next time. They are easily embarrassed about doing either better or worse than their friend.
- Are beginning to move out of the stage in which the satisfaction of completing a project often comes from pleasing the leader or parent rather than from the value of the activity itself.

12-13 Years Old

- May begin growth spurts at this age, with girls maturing faster than boys. These rapid changes may make some teens uncomfortable with their changing body images.
- Approach of puberty sets off a roller coaster ride of hormones and emotions, presenting a major challenge to a young person's self-concept.
- Are faced with so many changes, they hardly know who they are. They begin to test values and identities and seek adults who are accepting and willing to talk about values and morals.
- Desire a sense of independence from parents, and are concerned about being liked by friends. Opinions of peers become more important than opinions of parents and other adults in the areas of dress, music, and activities.
- Are moving from concrete to more abstract thinking. Ready-made solutions from adults are often rejected in favor of finding their own solutions. Small groups provide an opportunity to test ideas.
- Are easily embarrassed by comparisons to other young people. They want to be part of something that is important and that provides an opportunity to develop responsibility.
- Place importance on justice and equality. Judging of projects is viewed in terms of what is fair. Ribbons are seen as reflections of the individual's self-worth instead of feedback on a specific project.

14-16 Years Old

- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Are becoming aware of their own special abilities and talents, so this is a good time to introduce them to leadership roles.
- Are beginning to think about the future and make realistic plans, so their vocational goals often influence the activities they select.
- Are mastering abstract thinking, so they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feelings of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader's role should be that of adviser/coach.

17-19 Years Old

- Place importance on future plans as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- Determine their own schedule, in most cases, and only general directions are needed when they are assigned familiar tasks.
- Develop close relationships as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance. Adults no longer control activities, but should serve as resource people, helping to stimulate teens' thoughts.

Action Demonstrations

An action demonstration is a fun way for a 4-H member to share with others what he or she has learned from the 4-H project. It is similar to the *show and tell* from school, but the 4-H'er devotes more attention to getting the audience involved in a hands-on activity instead of just showing them. Action demonstrations can be given anywhere there is a group of people, such as a county or state fair, shopping mall, street fair, or 4-H event. The demonstrator's job is to interest people in the topic being presented so they will stop and try their hand at what is being done. The best way to attract attention is by having people around a table doing an activity. People love to do hands-on activities, so a few people at the table doing something will attract others. The audience may be involved by doing what the demonstrator is doing, judging the quality of various items, playing a game, or answering questions. Some suggestions for sewing action demonstrations:

- Demonstrate sewing on a button and have extra buttons, needles, thread, and fabric so others can try.
- Talk about types of zipper applications or seam finishes and show both good and poor examples that the audience can judge.



CHECKLIST FOR A GOOD ACTION DEMO

YES **NO**

Was topic interesting to general public causing them to stop, watch, or participate?

Did topic stimulate questions from the audience?

Was topic of suitable length?

Did topic include something "hands-on" for the audience to do?

ORGANIZING THE CONTENT

Was topic organized into short "show and tell" segments which are done repeatedly?

Were segments presented in logical order?

Were segments explained so that the audience understands "why"?

Was it evident that the 4-H'er had studied the subject in depth and could answer questions from the audience?

Did visuals, pictures, posters, or actual objects clarify the important ideas?

PRESENTING THE DEMONSTRATION

Did 4-H'er seem enthusiastic?

Did 4-H'er encourage audience involvement by having a "hands-on activity"?

Did 4-H'er speak directly to the audience?

Did 4-H'er show evidence of practice and experience?

Did 4-H'er show she/he enjoys talking to the audience?

Did 4-H'er show enthusiasm, friendliness, and business-like manner?

Did 4-H'er tell about what they learned through this 4-H project?

Comments: _____

Sample Score Sheets

4-H 930A
New 8/01

Sew Much Fun Score Sheet
Skirt, Shorts, or Pants with Elastic Waist

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of thread			
WORKMANSHIP			
Cut on grain			
Stitching straight			
Stitching — no loose threads			
Stitching even/tension			
Seams pressed open			
Seam finish			
Heading even in width			
Elastic flat and secure			
Crotch curve			
Hems			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

4-H 930B
New 8/01

Sew Much Fun Score Sheet
Blouses, Shirts, and Vests

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of notions			
WORKMANSHIP			
Darts, gathers, pleats			
Collar			
Facings			
Interfacings			
Linings			
Seams (finish and width)			
Buttonholes, snaps, etc.			
Sleeves			
Cuffs			
Hems			
Stitching — machine			
Stitching — hand			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

4-H 930C
New 8/01

Sew Much Fun Score Sheet
Skirt, Shorts, or Pants with Zipper

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of notions			
WORKMANSHIP			
Cut on grain			
Stitching — machine			
Stitching — hand			
Seams pressed open			
Seam finish			
Placket/zipper			
Crotch curve			
Pockets			
Darts, gathers, pleats			
Waistband			
Buttons, hooks, snaps			
Hems			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

4-H 930D
New 8/01

Sew Much Fun Score Sheet
Miscellaneous Items

Name _____

Club _____ Placing _____

Type of Article _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of notions			
WORKMANSHIP			
Cut on grain			
Seam finish			
Enclosed seams			
Interfacing			
Lining			
Flat corners/no excess bulk			
Hems even			
Curved seams lie flat			
Stitching — machine			
Stitching — hand			
Zipper			
Use of batting/fiberfill			
Appliqué			
Trims			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

Sample Score Sheets

4-H 930E
New 8/01

Sew Much Fun Score Sheet
Dresses and Jumpers

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of notions			
WORKMANSHIP			
Darts, gathers, pleats			
Collar			
Facings			
Interfacings			
Linings			
Seams (finish and width)			
Enclosed seams			
Zipper or closing			
Buttonholes, snaps, etc.			
Sleeves			
Waistline			
Hems			
Enclosed seams			
Stitching — machine			
Stitching — hand			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

4-H 930F
New 8/01

Sew Much Fun Score Sheet
Suits, Jackets, and Coats

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Cleanliness			
Pressed			
SELECTION			
Choice of pattern			
Choice of fabric			
Choice of notions			
WORKMANSHIP			
Darts, gathers, pleats			
Facings			
Interfacings			
Lining			
Collars/lapels			
Placket/zipper			
Buttonholes, snaps, etc.			
Waistband			
Pockets			
Sleeves			
Shoulder pads			
Hems			
Seams (width and finish)			
Enclosed seams			
Stitching — machine			
Stitching — hand			

Exhibit contains the required number of skills for this level: YES__ NO__

COMMENTS:

4-H 930G
New 8/01

Sew Much Fun Score Sheet
Sewing Machine Survey

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL NOTEBOOK			
Organized presentation			
Spelling and grammar			
Charts, graphs, labels			
INFORMATION			
Sewing machines			
Sergers			
Costs			
Features			
Product literature			
Other details			

Report meets all requirements for this level: YES__ NO__

COMMENTS:

4-H 930H
New 8/01

Sew Much Fun Score Sheet
Construction Samples Notebook

Name _____

Club _____ Placing _____

	very good	good	needs improvement
GENERAL APPEARANCE			
Organized presentation			
Charts, graphs, labels			
Samples securely mounted			
CONSTRUCTION SAMPLES (not all samples required for each level; see project guidelines for specific requirements)			
Marking techniques			
Seams			
Seam finishes			
Understitching			
Gathering			
Zippers			
Buttonholes			
Buttons			
Pockets			
Appliqué			
Darts			
Interfacings			
Closures			
Handstitching sampler			
Topstitching			
Fabric swatches			
Serger swatches			
Other			

Notebook meets all requirements for this level: YES__ NO__

COMMENTS:

Glossary

Levels A, B, and C of the sewing manuals each contain a glossary. Terms found in those glossaries are italicized, underlined, and in **bold** type when they first appear in the manual. This is an alphabetized list of the terms from all three of those glossaries. Some terms appear twice in this list because they appear in different levels of the curriculum with slightly different definitions. The earliest definition appears first.

Adjustment line – pattern marking or a line drawn on pattern for lengthening or shortening. (Level B)

Appliqué – a decoration made by cutting pieces of one fabric and applying them to the surface of another. (Level B)

Backstitching – stitches that are made at the beginning and end of a line of stitching to keep the threads from pulling loose. To backstitch, place the needle 1/2" from the edge of the fabric and stitch back to the edge. Stitch forward to the other end of the seam, and then stitch backward 1/2". The two lines of stitching should be right on top of each other. (Level A)

Backstitching – taking short backward stitches to secure a line of stitching. (Level B)

Baste – a way to hold items together by using large stitches that will be taken out later. Set the sewing machine for six stitches to an inch for basting. (Level A)

Basting – long temporary stitches used to hold fabric in place during fitting or construction. (Level B)

Batting – cotton, wool, or polyester fiber that is wadded into rolls or sheets and used for stuffing items or for lining quilts. (Level B)

Bias – a diagonal line between the lengthwise and crosswise grain of fabric. (Level A)

Bias binding – manufactured bias binding is available in two widths, 1/2" and 1" with ready-pressed seam allowances of 1/4" on both edges. (Level A)

Binding – a narrow fabric or bias strip used to finish raw edges. (Levels A and B)

Blind hem – to stitch either by machine or hand so that the stitches do not show. (Level B)

Bobbin – holds the thread for the underside of the seam. (Level A)

Boning – utilized in the bodice of dresses to stabilize or shape. Boning may be made of several different materials, typically flexible spiral steel. (Level C)

Bound buttonholes – these are made by stitching strips or patches of fabric to the buttonhole location. The fabric is then cut and the strips or patches are turned to the wrong side, thus "binding" the edges of the opening. These buttonholes are well-suited to tailored garments. (Level C)

Button loops – may be substituted for buttonholes. They are particularly useful for sheer or lightweight fabrics where handling should be kept to a minimum. Loops are most often made of self-fabric tubing, but purchased decorative braid may be used. (Level C)

Cotton blend – a fabric made of part cotton and part something else like polyester or nylon. The fabric label will tell you what the fabric is made of. The label is usually found on the end of the cardboard bolt. (Level A)

Crosswise ends – the width (short) ends of a piece of fabric. (Level A)

Crosswise grain – threads that run across the width (short side) of the fabric. (Level B)

Crosswise threads or grain – threads that run across the width (short side) of the fabric. (Level A)

Darts – folds tapered to a point, stitched into a garment to give it shape. (Level B)

Doll joints – commercially produced and ready for purchase, one joint consists of 2 discs, 2 washers plus 1 pop rivet or 1 cotter pin or a lock nut and bolt (washers are not necessary with lock nuts). (Level C)

Ease – extra fabric or fullness that must be worked into a seam allowance when one piece of fabric is slightly larger than another. (Level A)

Edge stitching – stitching near the edge of the fabric. (Level B)

Excess seam allowance – extra fabric in the seam that should be trimmed to remove bulk or help give a smoother appearance. (Level A)

Facing – fabric cut on the same grain as the garment, used to finish open edge of a garment such as the neckline, armhole, or center front. (Levels A and B)

Fly front zipper – primarily used on menswear but also a popular fashion detail on girls' and women's garments. (Level C)

Front hip pockets – are attached to the garment at the waist and side seams. These pockets are made by utilizing two pattern pieces, a pocket piece and a facing piece. (Level C)

Gathering – fullness obtained by drawing up bobbin threads or stitched-over cording. (Level B)

Grade – the trimming of seam allowances to different widths in order to reduce bulk. (Level A)

Grainline – the lengthwise threads and crosswise threads of the fabric should form right angles. (Level A)

Hand picked zipper – a zipper application that is finished by hand stitching the lap that covers the zipper. The hand stitches are very short, with long spaces between them. (Level C)

Hem – a finished edge on a garment that is made by folding the selvage or raw edge under and stitching it down. (Level A)

Inseam pocket – pockets that are applied so that they appear in the side seam of a garment. (Level B)

Inseam pockets – pockets that are sewn right into the side seam. They lie flat against the body and don't break the line of the skirt or pants. (Level B)

Interfacing – fabric used in waistbands, shirt fronts, and collars to provide support and keep them from rolling or stretching. (Levels A and B)

Invisible zippers – allow the zipper tape and coil to be inserted into the seam of a garment resulting in only the zipper tab showing. They are ideal for formal wear and close-fitting garments with clean lines and/or side zips. (Level C)

Lapped zipper – may be used in the center back seam or in the side. There is only one line of stitching visible on the finished zipper and the zipper is covered completely. (Level C)

Layout – the position of pattern pieces on fabric to be cut. (Level B)

Lengthwise grain – threads that run the length (long way) of the fabric in the same direction as the selvage. (Level B)

Lengthwise threads or grain – threads that run the length (long way) of the fabric in the same direction as the selvage. (Level A)

Lockstitch – a way to keep stitches from coming out by stitching in place several times. Set the stitch length to 0", make 2 or 3 stitches, then reset the stitch length and continue sewing. (Level B)

Nap – the soft or fuzzy surface on fabric. Items to be made of fabric with a definite nap should be cut out so that all pieces have the nap running either up or down. If the nap runs up toward the top of the item, the color will appear darker. If the nap runs down toward the bottom of the item, the color will look lighter and have a slight shine. (Level B)

Notches – diamond-shaped markings that show where a seam is to be matched with a notch on another pattern piece. (Level B)

Off-grain – the lengthwise and crosswise threads in the fabric are not at right angles. (Levels A and B)

On-grain – the lengthwise and crosswise threads in the fabric are at right angles. (Level A)

Patch pocket – a flat pocket on the outside of a garment. (Level B)

Patch pockets – are attached to the outside of the garment. The pockets can be round, square, or triangular in shape. (Level C)

Pattern guide – the instruction sheet that is found inside your pattern envelope. (Level A)

Piping – a rounded strip of cloth used for trimming garments or decorative fabrics. (Level B)

Placket – a slit in a garment (as a skirt) often forming the closure. (Level B)

Pleats – folds of fabric used to control fullness. They may be placed singly or in a series. They may be crisp (pressed or stitched) or soft (unpressed). (Levels B and C)

Preshrinking – machine washing and drying fabric before you cut out the garment. This is to shrink the fabric before it is cut. (Levels A and B)

Raw edge – the cut edge of a piece of fabric. (Level A)

Regular stitch – permanent stitch for seams. The length depends on the fabric but would usually be 10-12 stitches per inch. (Level B)

Remnants – fabric that is left over at the end of a bolt of fabric in the store or scraps left over from sewing projects. (Level A)

Ribbing – a raised ridge in knitted material or cloth. (Level B)

Ribbing – a stretchy knit fabric that is sold either by the yard or in packaged quantities cut and finished to a specific width. Typically applied to necklines or on bottoms of sleeves for cuffs. (Level C)

Right side of fabric – the side of the fabric that faces out when you see the item or wear the garment. (Level A)

Ruffle – a strip of frilled or closely pleated fabric used for trimming or decoration. (Level B)

Seam – the joining two fabric edges. Seams are usually stitched with a stitch length of 10-12 stitches per inch. (Level A)

Seam allowance – the amount of fabric between the cut edge and the stitching line. This is usually 5/8" but may be as little as 1/4". (Levels A and B)

Seam gauge – a 6" tool that is useful for measuring hems or seams. (Level A)

Self-enclosed seams – all seam allowances are enclosed, which avoids the necessity of a separate seam finish. These seams are especially appropriate on sheer fabrics. (Level C)

Selvage – (pronounced SELL-vij) – the narrow, tightly woven strip along the length (long side) of the fabric. (Level A)

Selvage – either of the two lengthwise bound edges of uncut fabric. (Level B)

Separating zipper – a zipper that completely separates, such as for a jacket or sweater. The bottom of the zipper has metal tabs for starting the pull, while a regular zipper is clamped together to not separate. (Level C)

Serger – a machine that can be used to stitch, trim, and overcast a seam in one operation. (Level B)

Sham – a decorative covering for a pillow. (Level A)

Shank button – this type of button has a solid top and a shank or stem underneath for sewing on. The shank may be in one piece with the button or may consist of a wire loop. (Level B)

Shaped seams – seams that are designed to fit the body's contours. (Level C)

Simple seam finish – a line of stitching that is done along a seam edge to keep fabric from raveling. (Level A)

Sleeve cap – the rounded upper portion of the sleeve between the front and back notches indicated by the pattern piece. (Level B)

Staystitching – machine stitching through a single thickness of fabric to keep it from stretching. This is usually done on curved areas. Sometimes patterns have small arrows in the seamline to show the direction for this stitching. Staystitching is usually placed 1/2" from the raw edge of the cut piece. (Level A)

Staystitching – regular stitching usually placed 1/2" from raw edge of a piece that has been cut off-grain; used to maintain the pattern grainline. (Level B)

Stitching in the ditch – stitching that is done on the right side of the garment with the loose edge underneath. Stitching is done in the seamline through the seam or previous stitching. This is used to fasten loose edges. (Level A)

Topstitching – a line of stitching done on the right side of the fabric that can be used for decoration or to hold the seam allowances of a plain seam flat. (Levels A and B)

Tucks – small folds in fabric that are stitched in place as a design feature. (Level B)

Tucks – stitched folds of fabric that are most often decorative in purpose. (Level C)

Twin needles – two needles joined together with a common body or shank. They can be used on some machines for straight or decorative stitching (see your sewing machine manual). (Level C)

Underlining – a lightweight fabric that is applied to the wrong side of the garment fabric to give additional strength, support, and durability to the garment. (Level C)

Understitching – stitching that is done to help create smooth edges that are sharp and flat. It also helps keep the facing from showing on the right side of the garment. After a seam is pressed toward a facing, the understitching is placed close to the seam edge on the facing so that the stitching catches both seam allowances. (Levels A and B)

Vent – A slit in the back of a garment. (Level C)

Welt pocket – a pocket that has the opening covered with narrow strips of fabric resulting in no raw edges showing. (Level C)

Woven cotton – fabric made of cotton yarns that go over and under each other. (Level A)

Woven fabrics – fabric that is made by yarns going over and under each other. (Level A)

Wrong side – the side of the fabric that you do not see in a finished item, or the side of a garment that is against your skin when you wear it. (Level A)



NEW 8/01

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