Texas A&M AgriLife Extension

EXPLORE

Clothing and Textiles

Duds To Dazzle

texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.

EXPLORE

TEXAS 4-H CLOTHING AND TEXTILES

Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H meetings.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

"To Make the Best Better!"

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

Participating in 4-H

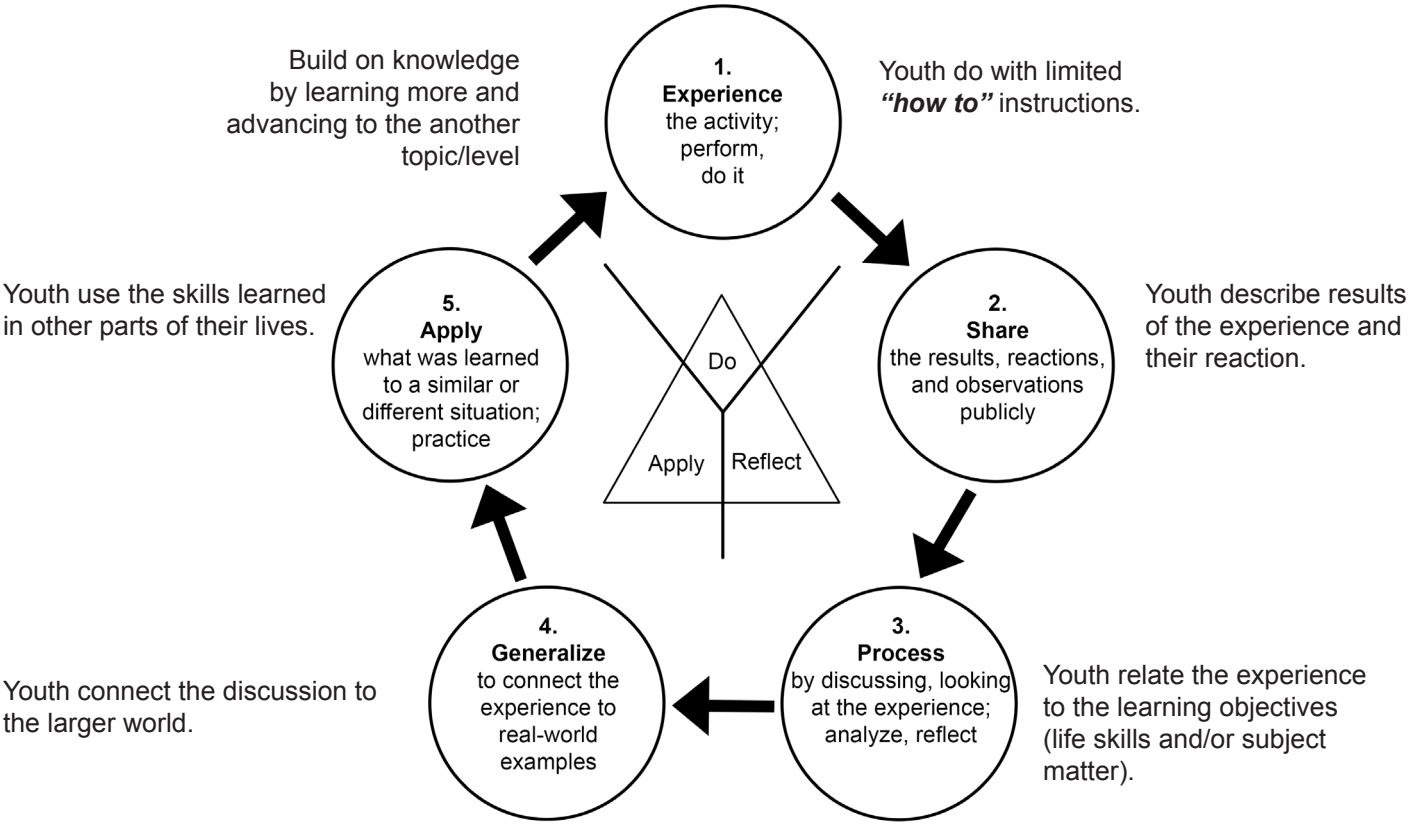
4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.

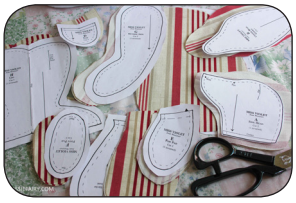
4-H "Learning by Doing" Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT

Introduction of the topic, overview and exploration of content, and review of objectives





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Developed by:
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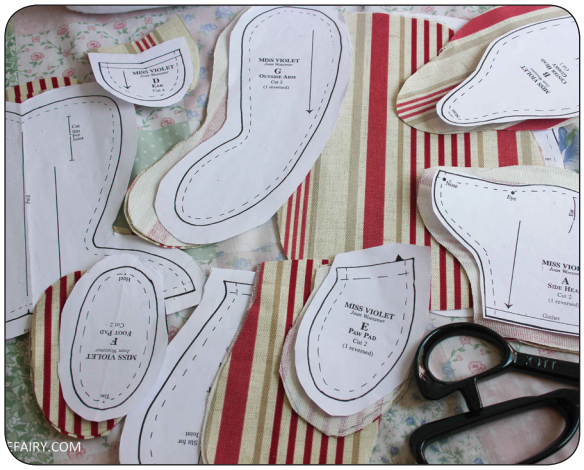
EXPLORE
Clothing & Textiles

Idea Generation and Skill Development



TIME:
90 to 120 minutes

MATERIALS NEEDED:
- Markers and poster board
- Startup item for project
- Internet access
- Supplies for projects selected
- Copy of Duds to Dazzle guidelines
- Project instructions

OBJECTIVES:
- Create a list of potential startup items
- Create a notebook/Pinterest board of project ideas for each startup item
- Gain transferable skills that can be utilized in product creation and during the Duds to Dazzle contest
- Be introduced to and understand the rules and guidelines for the Duds to Dazzle contest

EXPLORE THE CONTENT:
Creating something new out of an item or series of items is a great way to use one's creativity and upcyle unused articles into useable and stylish products. The skills and strategies used in the Duds to Dazzle contest are applicable even if entering the contest is not your end goal. They help you generate ideas and get organized for success with whatever you plan to do with your creation.

In the Duds to Dazzle contest, youth participants are challenged to create something new out of an item or series of items that they will receive. This activity is designed to teach Duds to Dazzle teams how to create a project notebook to organize possible projects for possible startup items but is applicable in any setting.

The twist to this mock contest is that each team is given instructions for what they are to actually make during the contest.

The project instructions provided include additional skill sets that they may use in future contests (i.e., applique, rolled hem, zipper, etc.).

DO:
Activity 1

As a group, create a list of possible startup items. Use a dry erase board or poster-sized paper so all can see your ideas.

Activity 2

Divide into small groups and give each group one or two potential startup items.

List of Possible Startup Items:

Apron	Old jacket
Bandana	Old jeans
Beach towels	Old sweaters
Buttons	Old T-shirts
Curtains	Old wool skirt
Doillies	Pillow
Fabric swatch book	Pillow case or sheets
Fat quarters	Ribbons
Feed sack	Ric rack
Gloves	Scarfs
Grocery sacks	Scrubs
Lace	Socks
Leather belts	Tablecloth
Men's dress shirts	Ties
Old boots	Yard
Old dress pants	Yarn

As a group brainstorm what you could do with each startup item. (For Duds to Dazzle promote generating answers for each contest category – see contest guidelines for categories).

Have teams brainstorm what additional supplies are needed to complete their list of projects. If you have Internet access, each group can search Pinterest or Craftgawker for ideas and instructions. Groups can also create internet boards to store their ideas such as a recycled sock project, recycled jeans jewelry/accessory project, or recycled jewelry project ideas.

Have each group or participant determine one project they could create out of the startup item they were given and describe the techniques that would be needed to create this item.

Discuss how important it is to have lots of project ideas in a notebook or on Pinterest boards. It is also important to learn many different sewing and crafting techniques that can be used. These ideas and skills are especially important in the Duds to Dazzle contest.

Activity 3

Divide into pairs or groups of three and assign a work space where each group will find a bag with their startup item (one per member or group,) and includes instructions on what to create. Review the instructions and make sure the steps to complete the project are understood. The goal of this activity should be to include a new technique or skill that can be helpful in the future.

Activity Examples

Startup Item	Finished Project	Skill Learned
Scrubs	Headband	How to use a rotary cutter
Fat quarters	Fabric flower	How to embellish
Women's floral blouse	Deco podge clipboard	Deco podge
Jeans	Jean Leg Basket	Sewing thick material
Dish towel	Dish towel with Applique design	Applique
T-shirt	Necklace	How to attach jewelry clasps

After completing the project, each group/individual should prepare a presentation to the group sharing the information listed below:

- Construction materials and steps
- Knowledge of general care of textiles
- Safety Precautions
- New skills or techniques learned

REFLECT:

- What did you discover when you were brainstorming project ideas?
- What sewing or crafting techniques did you use that you have also used in the past?
- Did you learn any sewing/crafting skills and techniques? If so, describe what you learned.
- What sewing or crafting techniques do you think are used most often?

APPLY:

- How will this activity help you in future upcycled projects?
- What sewing or crafting techniques would you like to learn more about?

REFERENCES:

- http://frugal-nomics.com/2012/07/diy-recycled-tshirt-necklace/
- http://www.wayfair.com/ideas-and-advice/diy-fabric-clipboards-S5954.html
- www.happytogetherbyjess.com
- http://cluckclucksew.com/2010/05/tutorial-scrappy-strip-rose.html#lightbox/0/
- http://patchplayquilting.com/wp-content/uploads/2010/03/January-Pineapple2.pdf
- https://www.youtube.com/watch?v=9occYTV6bQw

Jean Leg Basket

Photo by: Innova Crafts

MATERIALS NEEDED:

Choose a section of the leg of the jeans where the top and bottom of your cut piece are the same width. If your jeans are shaped and you cannot get a piece that is the same width top and bottom, you will need to unpick one seam and cut the fabric.

The instructions are for jeans that can be used without the need to unpick the seams.

Small basket:
- 1 piece 7.5 inches x 8 inches - jeans leg for the outside of the bag

Medium basket:
- 1 piece 8 inches x 8.5 inches - jeans leg for the outside of the bag

Large basket:
- 1 piece 7.5 inches x 9 inches - jeans leg for the outside of the bag

Items to embellish the basket

OBJECTIVES:

The 4-H member will:
- Learn to sew with thick material

REFERENCE:

https://www.youtube.com/watch?v=9occYT-V6bQw

INSTRUCTIONS:

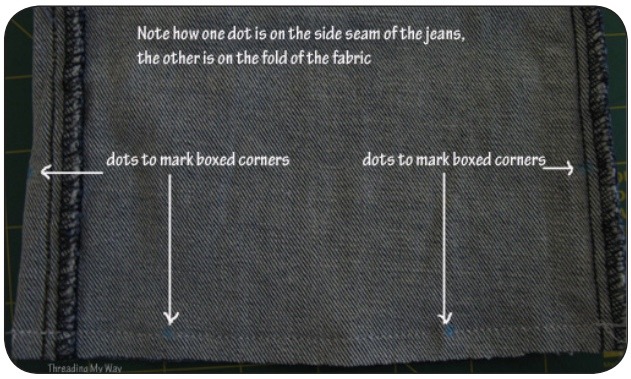
- All seams are 1/4", unless otherwise indicated.
- Use a denim needle.
- Some of the seams will be quite bulky. Open seams where possible to reduce bulk and go slowly over bulky seams. If necessary, turn the machine by hand (using the handwheel), over bulky seams.

Steps:

1. Turn the jeans wrong side out.
2. Sew a seam at the bottom.
3. Press seam open.

Making the box corner:

1. Measure 2 inches from each side edge of the fabric. The front and back of the jeans may be different widths, so the seam may not be on the edge.
2. Measure 2 inches from the bottom seam, on both sides of the fabric. Put a mark to show where the 2 inch marks are. You will have 4 marks on the front and 4 marks on the back.
3. Line up the marks you have made, not necessarily the seams, as the seams of the jeans may be off center.
4. Put your pin through the top mark. If the pin comes out through the mark on the other side, your boxed corner will line up.
5. If the pin is not coming out through the mark on the other side, reposition the fabric until it does.
6. Take the pin out and hold the fabric in place. If you would like, hand sew in place to hold.
7. With a ruler, draw a line across the fabric.
8. Sew across the line. I sew a couple of times for reinforcement.
9. Cut the fabric and neaten.
10. Repeat for the other side.
11. Turn right side out and use hand to form the container.
12. Roll down the top to the desired height.



Double Sided Headband

MATERIALS NEEDED:

- Scraps of two different coordinating fabrics
- 1/2" elastic
- Basic sewing supplies
- Pattern: https://docs.google.com/drawings/d/1n2l_QL_d3vvy8M-SPUqeS-7vil7yqZ-j6LjbbkW_HgLE/edit

OBJECTIVES:

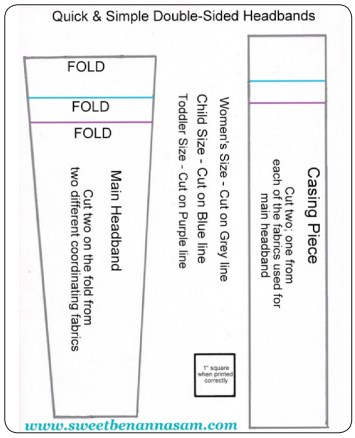
The 4-H member will:

- Learn to use a rotary cutter

REFERENCE:

https://www.rileyblakedesigns.com/cutting-corners/2013/5/27/quick-simple-double-sided-headbands/

INSTRUCTIONS:



- Always back stitch at the beginning and end of sewing, unless otherwise stated.
- Cut out pattern as indicated. The length for your 1/2" elastic are as follows:
  - Women's headband 5 ¼"
  - Child's headband 4 ½"
  - Toddler's headband 4 ¼"

Steps:

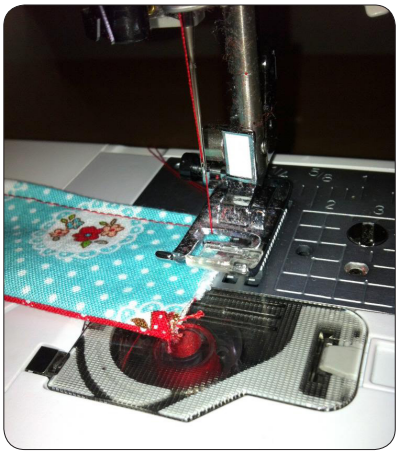
1. Lay your two main headband pieces one on top of the other with right sides together. Pin together along one of the long edges. Sew along that one pinned edge with ¼" seam allowance.

2. Open your main headband pieces and iron the seam open so that it lays flat. Fold your short raw edges over ¼" to the wrong side and press with your iron. Now fold one of your raw long edges over ¼" to the wrong side and press that as well; repeat this step with the other long edge. All four un-sewn edges should now be folded over ¼" to the wrong side and ironed down.

Fold your main headband piece in half lengthwise so that the right sides are facing out. Iron it nice and flat so that the long un-sewn edges match up. Pin the un-sewn edge together and edge stitch down that side. Edge stitch down the other long edge of the main headband piece to make it look nice.

4. Now take the two rectangular pieces of fabric for your elastic casing. Put the two pieces right sides together and sew down one of the long edges, just like you did for your main headband. This time sew them together with ½" seam allowance. Press the seam open with your iron.

5. Fold over the two long sides ½" towards the wrong side and press. We are going to leave the short ends unfolded. Fold the casing in half lengthwise with the right sides facing out. Edge stitch down the long, open side to create your casing.



6. Attach a safety pin to one side of your elastic and thread it through the casing. Leave a little piece of elastic sticking out; sew the edge closed 1/4" from the edge, securing the elastic into place. Pull the safety pin/elastic the rest of the way through the casing and again sew that short end closed.

7. Remove the safety pin! Insert one end of the casing into the main piece of your headband. Stitch it into place by edge stitching along the short edge of the main headband piece.

8. Insert the other end of the casing piece into the other side of the main headband and repeat this step. Your quick & simple double-sided headband is all done!

T-shirt Necklace

MATERIALS NEEDED:

- Old Tshirt
- Rotary Cutter
- Needle Nose Pliers
- Synthetic Leather Cord
- Large Cord Fasteners
- Small Cord Fasteners
- Clasp and Chain
- Straight edge
- Needle and thread

Take any old bold color tshirt (soft and slightly stretchy are best), you can stock up on them at thrift stores like Goodwill and the Salvation Army for $1.

OBJECTIVES:

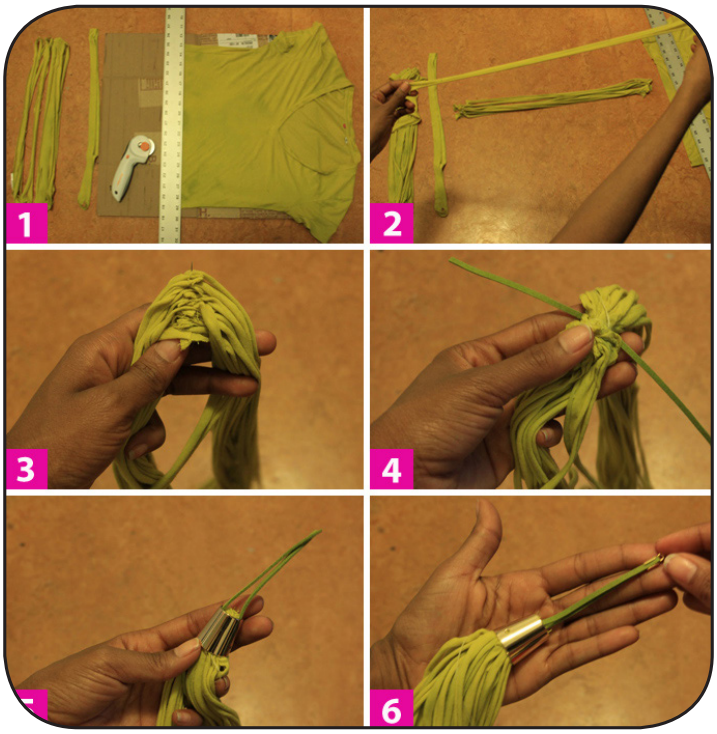
The 4-H member will:

- Learn to attach jewelry clasps

REFERENCE:

http://frugal-nomics.com/2012/07/diy-re-cyled-tshirt-necklace/

INSTRUCTIONS:



Steps:

1. Cuttin' Up – Cut the tshirt into 3/4 inch strips up to the underarms (you should get about 20 strips). Note: be sure to use a mat or cardboard to protect your surface from the blade of the rotary cutter.
2. Stretch it Out – Grab each strip at the seams on either side, and pull. Try to stretch each strip about the same width, so as not to have any really long ones that stick out from the bunch. Line the seams as you stack them up and it'll make your job easier later.
3. Stack 'em Up – For added security, feed a needle through the stacked seams to give the necklace an overall polished look. Wrap the string around the bundle several times, intermittently reinserting the needle through the stack.
4. Cut the Cord – Cut the synthetic leather cord to the desired length you want your necklace to hang, and fold it in half around the end of the necklace.
5. Positive Reinforcement – Pull the end of the necklace and synthetic cord through the larger cord fastener. Feel free to add glue or insert the screw for extra reinforcement.
6. Fasten and Clasp – Lastly add the smaller cord fasteners to each end, along with the chain and clasp. Now...rock your statement necklace with style!

Scrappy Strip Rose

MATERIALS NEEDED:

- 2.5” wide scraps of fabric in whatever colors your heart desires cut to various lengths.

  Mine were 3" long to 14" long. My strips added up in length to about 2 yards, which made me a 5" flower. Add or take away strips or cut them shorter if you want a bigger or smaller flower. Shorter strips and more of them will make a more colorful flower.
- A sewing machine and a needle and thread.
- A piece of felt or other strong fabric, a hot glue gun, and a broach bracket

OBJECTIVES:

The 4-H member will:

- Learn to embellish

REFERENCE:

http://cluckclucksew.com/2010/05/tutorial-scrappy-strip-rose.html#lightbox/0/

INSTRUCTIONS:

1. Here are my various 2.5" wide strips. Put them in order from the color you want in the center of the flower, to the outside of the flower. Now sew them all together end to end, and press seams open.

2. Now folding your strip in half as you go, serge OR sew a zig zag stitch down the raw edges. Do the same on the ends.

With your sewing machine.... increase the stitch length as high as it will go (a 4 on my machine) and increase the thread tension as high as it will go. Now sew down your strip again right along your sewn/serged edge. The strip should gather as you go. If it is gathering TOO much, lower the stitch length (see picture below for how much mine gathered)

**** I tried this gathering method on a computerized machine first and it would NOT work. When I switched to the older, manual machine it worked like a charm. So if this method isn't working on your machine...you can either gather it by hand by folding and scrunching the sewn edge as you sew over it, or use a gathering foot. Because the strip is so long it won't work to sew down it with a large stitch length and pull the bottom thread. This is what it should look like after its sewn:.

4. Starting with the end you want as the center of the flower, fold the raw edge down and make the center of the flower by folding the strip around it. Sew in place either by hand or machine with a few stitches. Continue to wrap the sewn/serged edges around the center, securing the edges to the center with your needle and thread. I put the needle and thread all the way through the center for the first few layers.

5. As you continue adding the layers the center will have a tendency to stick out, but try to keep the sewn edges lined up and flat. Also as you add more and more layers, you can secure the layers to the previous layers with a stitch every half inch or so. If you secure the layers loosely to the previous layer, you'll get a better result.

6. This takes a little bit of practice, but I'm also quite possibly the worst hand sewer ever, so chances are you'll do it perfectly the first time. When you get to the end, or the flower is as big as you want it, cut off the end and tuck the end to the back. Secure it with a stitch and knot your thread off. Make sure your flower is just right and poke the center down a little if its sticking up too much to make the back flat. Cut a circle out of your felt, just big enough to cover all of the sewn / serged edges.

7. With your hot glue gun, cover the backside of your flower with glue, then press the felt onto the back. Then hot glue your broach bracket to the felt. (think I used enough hot glue??? I'm paranoid)

Deco Podge Clipboard

Photo by: Sarah Khandjian

MATERIALS NEEDED:

- ClipboardFabric scrap about 1 inch larger on all sides than the clipboard, ironed
- Matte Mod Podge
- Foam brush
- X-Acto knife with a new sharp blade
- Scissors
- Cutting mat

OBJECTIVES:

The 4-H member will:

- Learn to deco podge

REFERENCE:

http://www.wayfair.com/ideas-and-advice/diy-fabric-clipboards-S5954.html

INSTRUCTIONS:

1. Gather your supplies! Make sure the fabric is smooth and wrinkle free.
2. Use a pencil to mark the fabric to indicate where the metal clip is. Use scissors to carefully the top of the fabric, around the metal clip.
3. Brush a thick coat of Mod Podge over the entire front of the clipboard.
4. Place the fabric on top of the wet Mod Podge. Use your hands to smooth out any wrinkles. You can also gently pull on the edges of the fabric to remove wrinkles.
5. While the glue is still wet, brush another coat directly on top of the fabric.
6. Brush the Mod Podge about 1/4 inch or more past the edges of the clipboard. This will make it easier to cut it's once dry.
7. Wait for the Mod Podge to dry completely. Once dry, place the clipboard face down on the cutting mat and use the X-Acto knife to carefully cut along the edges of the board.
8. Flip the clipboard face up and continue cutting around the perimeter. Clean up any edges that may need to be trimmed and you're done!

Tea Towel

MATERIALS NEEDED:

- Purchased tea towel, approximately 20" x 28"
- 1 tan fat quarter or scrap for pineapple
- 1 green fat quarter or scrap for leaves
- Shapeplay templates (http://www.patch-playquilting.com/shapeplaytemplates/)
  - 7 ½" oval
  - 4 ½" leaf
- Fusible web
- Pencil or pen for tracing templates
- Iron
- Sewing machine
- Matching thread for blanket stitching on appliqués
- Sharp scissors

OBJECTIVES:

The 4-H member will:

- Learn to appliqué

REFERENCE:

http://patchplayquilting.com/wp-content/uploads/2010/03/January-Pineapple2.pdf

INSTRUCTIONS:

Appliqué a quick and easy tea towel for your kitchen using Shapeplay templates.

Appliqué Note: The appliqué method used by the designer on this tea towel was fusible web appliqué. The fusible web used was Soft Fuse by Shades. Appliqué shapes were then stitched down by machine using a blanket stitch. Please visit www.patchplayquilting.com for downloadable basic appliqué and quilt-making instructions and for free Shapeplay templates.

Steps:

1. On the paper side of fusible web trace 1 (7 ½") oval shape and 8 (4 ½") leaf shapes.
2. Rough cut shapes out and fuse to fabric, fusing oval shape to tan fabric and 8 leaf shapes to green fabric. Make sure to follow manufacturer's instructions for fusing.
3. Using small, sharp scissors, cut out shapes on traced lines. Remove paper backing.
4. Using the photograph as your guide, fuse pineapple and leaves to towel in the followingorder: pineapple, back leaf, leaves on either side, working forward to front leaf.
5. Blanket stitch around all appliqué shapes using matching thread. You can do this by machine or hand. The towel in the photograph was machine stitched

Tips:

- Use a light fusible web.
- For best fusing success, be sure and follow manufacturer's directions.

Public Speaking

TIME:
60 minutes

MATERIALS NEEDED:
"Me" Collages Activity
- 1 scissor per participant
- 1 piece of white paper or cardstock per participant
- 1 glue stick per participant
- Assorted markers
- Assorted magazines

OBJECTIVES:
- Learn the importance of good communication skills
- Identify qualities of an effective speaker
- Demonstrate characteristics of a successful presentation

EXPLORE THE CONTENT:
You will have many opportunities to make speeches or give presentations. These occasions will help you develop communication skills you'll use throughout your life.

Effective speakers are not necessarily polished or perfect. Instead they are energetic, direct and confident people who are knowledgeable about their subject matter and involved with their audience. Good speakers are not always born, they're developed. Each presentation is a learning experience.

INVESTIGATE
Speakers are more comfortable and do a better job when they are prepared. The more informed you are, the less nervous you'll be. Here are some things to consider:
- When is the presentation to be given?
- Where is the event taking place?
- What is the overall purpose of the event? How does your presentation relate?
- What is the time of the event and the approximate time you will present?
- What is the schedule of the event, and how much time will be allotted to you.
- Will the presentation location be small or large? For example, an auditorium, classroom or office, community center, etc.?
- What equipment will be provided, such as a microphone, podium, table, etc.?
- Who is your audience, the number expected to be in attendance, and what is their role in the event?
- What is the knowledge base of the audience regarding the subject?
- What procedures or rules will be followed?
- What's the appropriate attire?

Can you think of other items to be taken into account? *Give participants time to share.*

PREPARE
When a person deals with a subject they are familiar with, they generally will make a good speech. Effective presentations are brief, straightforward and positive, and use short words and sentences.

Steps:
- Decide the purpose of your speech or presentation.
- Write out the purpose in clear, concise terms. Is it to

entertain, inform, stimulate, persuade, secure action, or a combination of purposes?
- Draw from your personal knowledge and experiences related to the subject and put every idea or fact onto paper. Record each separate idea or fact on a notecard. Cards allow you to shift or delete ideas or facts as you organize your speech or presentation.
- Research the topic. Record the ideas or facts as you did in Step 3.

Now, you are ready to organize! Remember, a speech or presentation is made up of three basic parts: the introduction, the body and the conclusion. Your ideas or facts should fall into one of these three categories. Create your speech or presentation on percentages:
1. Introduction is approximately 10 to 15 percent (about 1 minute of a 6 minute speech)
2. Body is almost 75 percent (about 4 minutes of a 6 minute speech)
3. Conclusion is 10 percent (about 1 minute of a 6 minute speech)

Introduction:
Someone fittingly stated, "Your first 10 words are more important than your next ten minutes." The introduction is short, but it should accomplish a great deal. It should get the attention of the audience and make them want to listen and inform them on the subject. Introduction ideas include:
1. A personal narrative relevant to the focus of the event.
2. A startling statement of fact that can capture attention.
3. A quote related to the topic
4. An appropriate story to gain interest in your topic

An example includes:
"Last week I watched, as I am sure many of you did, the World Series on television. As I looked at the great crowds assembled in the stadium and then thought of the millions of individuals like myself that were watching on TV, I thought how wonderful it would be if as much attention could be brought to the subject I am presenting to you today." Can you give other examples of a good introduction?

Give participants time to share.

Body:
The body is the longest part of your speech or presentation, and shares the important details you are covering. Select two to five main points, depending on the length of the talk, and support each with at least two ideas, facts or examples. Remember to stick to the subject. Make your language simple yet visual. For example, instead of saying, "The tornado was 100 yards wide," you could say, "The tornado's path was as wide as a football field." Can you give other examples of simplistic, yet visual sentences?

Give participants time to share.

Conclusion:
The conclusion is a vital part of the speech even though you spend the least amount of time presenting it. Careful planning and time is needed. Your audience must be able to tell by your conclusion that you are "wrapping it up." Remember the following in preparing your conclusion:
- Don't introduce new material.
- End with the idea or fact you want to be remembered most.
- Summarize important points without repeating.
- Consider using a quote, story, question and answer or a challenge that summarizes the importance of what you have said.
- Stop talking before you walk away.

A speech should be prepared far enough in advance to allow time for practice. It is best not to memorize the speech word for word, but to learn the sequence. Transfer the speech in an abbreviated form on notecards. If you write out word for word, you tend to be dependent and read instead of being spontaneous. Now you're ready to practice, practice and practice.

DELIVERY

Expect to feel a sense of nervousness or anticipation prior to a speech/presentation. "Fear" comes from a strong desire to do our best in front of others. The only speakers or performers who do not experience some sensations are those who do not care how they do.

Remember if something doesn't go as planned, DO NOT APOLOGIZE – COPE! Life is full of unexpected events. The way you handle the unexpected is what is important. You owe your audience the courtesy of not making them suffer for your discomfort. So, get your main points across in a simple, clear manner and do not worry that it was not the way you planned – not much in life is.

Not many of us have bodies that relax on command, so it is helpful to know some techniques that can aid in relaxation. Try these before or during a speech or presentation.

- Brisk exercise such as walking to reduce tension
- Yawning to relax.
- Deep breathing. With mouth closed, inhale through your nose as deeply as possible. Hold this breath to the count of five (1-2-3-4-5) and then release it to the count of 10 (1-2-3-4-5-6-7-8-9-10). Repeat.
- Becoming a rag doll and shaking out your body
- Stopping and exhaling or pausing and swallowing.
- Allowing your hands to unclench and your armpits to breath.
- Avoiding anything stronger than water to drink.
- Building confidence by taking advantage of opportunities to practice in front of others.
- Setting yourself up for a successful speech/presentation with adequate preparation.

After you are introduced:

- Walk to the place where you will give your speech or presentation.
- Take a deep breath and exhale slowly.
- Smile.
- Establish eye contact with the audience.
- Adjust the microphone (if applicable).
- Wait until the audience is quiet.
- Begin speaking and remember – you are in control.

1. Speak Out – speak clearly and distinctly. Make sure you are being heard, and do not rush. Your audience has not heard this speech or presentation, so be careful not to speak too fast, drop your voice at the end of sentences, run your words together, or speak too softly.
2. Establish Eye Contact – each person in the audience should feel as if you are talking personally to them. You should spend at least 75 percent of your speech making eye contact. Audiences take on the emotion of the speaker, so use appropriate body and facial expressions.
3. Check Posture – Stand up straight with your feet slightly apart. Distribute your weight on both feet and do not lock your knees. Avoid swaying or rocking. Feel free to move as long as the movement is not distracting from what you are saying, and it is appropriate to the situation.
4. Watch Hands – Use your hands for meaningful gestures. When you aren't using them, let them drop loosely to your sides or place on each side of the lectern if available. Relax and keep your shoulders loose. Let your armpits breath.

5. Make a Graceful Exit – After the conclusion, it is not necessary to say, "thank you." It is appropriate for you to thank your audience for allowing you the opportunity to share with them. If applicable, you may ask your audience if they have any questions, but keep within the appropriated time frame.

DO:

The more practice a person has in public speaking, the more comfortable they become when speaking in front of others. Use the following group activity with youth to help develop their public speaking skills.

Activity: ME COLLAGES

Preparation:

Provide each participant with a piece of white paper or cardstock. Have markers, scissors, glue sticks and a supply of magazines available on a table for the group to access.

Instructions:

Allow 15 minutes for the participants to create a collage that represents their individual personalities and interests.

When the time is complete, have each participant take a turn to use their collage as a visual and stand before the group to present a speech titled, "All About Me."

REFLECT:

Discussion after the activity:

- What were some of the challenges faced in this activity?
- Was 15 minutes adequate time to complete the task and be prepared to present? Why or why not?
- What skills were needed to be successful in this activity?
- Did the collage visual help you as the speaker in preparing your speech? If so, explain how.
- Do you think the collage visual helped the audience in understanding the speech? If so, why?
- Who do you think was effective at presenting their speech? Why you think that?

APPLY:

- How does public speaking relate to Clothing & Textiles contests or other opportunities you have for presenting your ideas?
- How will you use what you learned today when participating in future Clothing & Textiles competitions or other public presentations?
- How will you incorporate public speaking skills when preparing and giving the team presentation to the judges in a Clothing & Textiles contest or other activity?

REFERENCES:

- Texas 4-H Youth Development (n.d.). Public Speaking...4-H Style. Retrieved on May 24, 2016, from http://texas4-h.tamu.edu/wp-content/uploads/2015/09/publications_public_speaking_4h_style.pdf.

Get to Know Your Sewing and Supply Kit

TIME:
60 minutes

MATERIALS NEEDED:
- Assorted tools for cutting, measuring, marking, hand and machine stitching, construction, pressing and organization. Sewing and Supply Kit List (items are required for Duds to Dazzle competition)- see end of activity for worksheet)
- Sewing Tools Scavenger Hunt Worksheet.

OBJECTIVES:
- Correctly name and label all of the tools in their sewing and supply kit (this kit is required for the Duds to Dazzle competition)
- Demonstrate and explain how to use sewing tools

EXPLORE THE CONTENT:
The correct sewing tool makes any sewing project easier. Knowing which tool to use and how to use it will simplify and improve your sewing projects. The following list has divided basic sewing tools into categories based on their use.

- Cutting equipment or sharp cutting tools help make good, clean cuts on pattern pieces and when snipping threads or clipping seams. Examples of cutting tools are: scissors, shears, rotary cutters and pinking shears.
- For garments and other projects to turn out correctly, it is essential to use precise measurements. A number of tools can be used to help measure accurately. Examples of measuring tools are: tape measures, clear rulers and cutting mats.
- Marking tools can be used to transfer pattern symbols to fabrics. There are various types of marking equipment, including fabric marking pens and pencils.
- Several tools are necessary and helpful as you begin sewing machine construction of your project. Examples of machine stitching tools are: bobbins, sewing machine needles, presser feet and the sewing machine manual.
- Hand stitching tools help secure two pieces of fabric together, when hemming, and for attaching buttons. Examples of hand stitching tools are: hand sewing needles, a thimble, (comes in different varieties of shapes, sizes and length) and straight pins.
- Construction aids are time-saving products that allow you to complete certain construction steps more easily. Examples are: glue sticks, a hot glue gun, no-sew adhesive tape, sew-on Velcro fasteners, hook and eye closers and E-6000 Glue.
- Pressing during construction controls seam allowances and causes the thread to meld into the fabric. Examples of tools to include are: a filled water bottle, tabletop ironing mat or board and an iron.
- Organization tools include any items that help you stay organized and are essential during the Duds to Dazzle contest. Examples include: note cards, gallon/quart storage bags, pencils/pens, a timer or stop watch, and trash bags.
- Other helpful items include things that don't fall into the previous categories. Examples include: a foam paint brush, elastic, fabric markers, power strip, safety pins, a sketchbook, an extension cord, a first aid kit, Mod Podge, paper towels, a pin cushion, and thread.

DO:

Activity 1: Identify that Tool

Give each participant a sewing and supply kit list worksheet. Have them identify which tools they have used by marking N for never, S for some, and E for expert in the box in front of the name on the worksheet. Go over the results as a group. This will help you determine the participant's level of expertise with each tool

Identify 10 tools and demonstrate how to use them. If you have participants that are knowledgeable, you can ask them to help with the demonstrations. (Suggested tools to review include: rotary cutter, ruler and mat, Iron, 3-in-one beading tool, seam ripper, hand sewing needles, shears and sewing machine.)

Categorize: Place labeled tools from the sewing kit on the table. Provide table tents with the categories listed below on the table(s) and ask the students to move items next to the appropriate category according to the basic function it serves (see list below)

- Cutting
- Measuring, marking
- Machine stitching
- Hand stitching
- Time-saving
- Construction aids
- Pressing
- Organization

In pairs, ask participants to select one tool to describe to the group. Give them five minutes to prepare a brief presentation about their tool.

Have each group identify their tool and demonstrate how it will be used.

Activity 2: Sewing Tools Scavenger Hunt:

While youth are working on their presentation, remove the labels from the items and replace them with a letter.

Give participants a scavenger hunt worksheet and ask them to identify each tool by name and use and record their answers on the worksheet.

After completing the worksheet on their own, youth can compare answers with each other and make changes as needed. Each pair will then join with another pair to compare answers. Continue the process until all items have been correctly identified.

REFLECT:

- Why is it beneficial to categorize tools by their use?
- What are the basic tools that you will need for hand stitching?
- What are the tools in your kit that you will use for cutting?
- What tool in the kit did you not know how to use before this lesson? Name the tool and describe how it will be used.
- Why is it important to think about the uses for each of the tools?
- Why is it important that team members know how to use each of the tools in the sewing kit?

APPLY:

- Based on their uses, create a plan for storing the tools in your kits
- Discuss the importance of identifying and understanding how to use each of the tools with your team.
- Work on a project at home using the tools found in your tool kit.

REFERENCES:

- Sewing.org
- Basic Sewing Tools: http://www.sewing.org/files/guidelines/1_105_basic_tools.pdf
- Rotary Cutter: http://www.sewing.org/files/guidelines/1_133_rotary_cutters.pdf
- Choosing and Using Scissors and Shears: http://www.sewing.org/files/guidelines/1_130_scissors_shears.pdf
- Measuring Tools: http://www.sewing.org/files/guidelines/1_135_measuring%20tools.pdf
- Emilia Onuorah Sewing Tools: https://www.cteonline.org/curriculum/lessonplan/sewing-tools/kAsvwP

Duds to Dazzle Sewing Kit

Each team will bring a sewing kit containing only one each of the following items, unless a different quantity is noted. A team can choose not to include a listed item, but no additional item can be added. A team may organize their kit by utilizing clear storage containers.

- [ ] 1" foam paint brush (max. of 3)
- [ ] 3" x 5" or 4" x 6" note cards (1 pkg.)
- [ ] Bobbins
- [ ] Cutting mat (no larger than 24" x 36")
- [ ] Elastic (1/2" and 1", 1 pkg. each)
- [ ] Fabric markers (box of 10 or less)
- [ ] Filled water bottle (max. of 16 oz.)
- [ ] Gallon/quart storage bags (1 box each)
- [ ] Hot glue gun & glue sticks (1 pkg.)
- [ ] Manual pencil sharpener
- [ ] No-sew adhesive tape (max. of 10 yds.)
- [ ] Pencils/pens (max. 5 each)
- [ ] Power strip
- [ ] Rotary cutter (with blade cover)
- [ ] Safety pins (1 pkg. assortment)
- [ ] Self-adhesive Velcro fastener (1 pkg.)
- [ ] Sewing machine manual
- [ ] Sew-on Velcro fastener (1 pkg.)
- [ ] Sketchbook
- [ ] Tabletop ironing mat or board
- [ ] Thimble (max. of 5)
- [ ] Timer or stopwatch
- [ ] 1" hook and eye closer
- [ ] 3-in-1 beading tool
- [ ] Clear gridded ruler
- [ ] E-6000 glue adhesive
- [ ] Extension cord (two-prong)
- [ ] Fabric marking pens/pencils (max. of 2)
- [ ] First aid kit (optional)
- [ ] Hand sewing needles (assortment)
- [ ] Iron
- [ ] Mod podge (max. of 16 oz.)
- [ ] Paper towels (1 roll)
- [ ] Pin cushion
- [ ] Presser feet (max. of 5)
- [ ] Rotary cutter gloves (1 pair)
- [ ] Seam ripper (max. 5)
- [ ] Sewing machine (standard, no serger)
- [ ] Sewing machine needles (variety)
- [ ] Shears (max. of 5)
- [ ] Straight Pins (1 package)
- [ ] Tape measure (max. 5)
- [ ] Thread (max. of 12 spools)
- [ ] Trash bags (1 box of 13-gal.)

Sewing Tools Scavenger Hunt

	TOOL NAME	WHAT DOES IT DO?
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		

Teamwork

TIME:
45 minutes

MATERIALS NEEDED:
Jelly Bean Activity
- Quart jar with a lid
- 1 bag of jelly beans (or some other small object, such as dry pinto beans, marbles, pennies, etc.)
- Paper
- Pencils
- Chart Paper and Markers or Dry Erase Board and Markers
- Calculator (optional)

The Balancing Act Activity
- 1 - Heavy-duty Rubber Band (circumference slightly smaller than tennis ball) per team
- 1 - 6' Yarn piece per participant
- Tennis Ball for each team
- Empty Plastic Soft Drink Bottle (20-ounce or 2-liter) per team

OBJECTIVES:
- Learn the importance of teamwork
- Identify qualities that improve teamwork within a group

EXPLORE THE CONTENT:
"The leaders who work most effectively, it seems to me, never say "I."
And that's not because they have trained themselves not to say "I."
They don't think "I." They think "we"; they think "team."
They understand their job to be to make the team function.
They accept responsibility and don't sidestep it, but "we" gets the credit…
This is what creates trust, what enables you to get the task done."
--Peter Drucker

Read the above quote to the group. Lead a discussion using the following questions:
1. Tell me what you think about this quote?
2. Is Peter Drucker right in what he says about teamwork?
3. What are some examples of situations where it takes more than one person to accomplish a task or goal?
   Possible answers: A sports team needs all players and the coach to play a game. A committee needs all members to complete its role. A study group needs all members to complete their parts of the assignment, etc
4. How do you get people to cooperate and use teamwork to accomplish a goal?

Discuss
Sometimes a team member must step back and let someone else with more experience in a specific area direct the group. A good team member will play to the strengths of the people in the group. A good team member will also listen to all the ideas of the group and allow the group to work together to find the best possible solution to a problem, instead of dictating what will be done.

A book titled The Wisdom of Crowds by James Surowiecki explains why many minds are better than one in solving a problem. The author gives an example with a story about a professor who conducted an experiment using a jar of jelly beans. Try this experiment to see if it works for our group.

Display the quart jar full of jelly beans where everyone can see it. Be sure to count the jelly beans ahead of time so you'll know the correct answer. Give each person a piece of paper and pencil.

I'd like each of you to look at the jar of jelly beans and then write down how many you think there are. You may come up and take a closer look, but you cannot touch the jar. I'll give you a couple of minutes.

Now that everyone has written down a guess, we are going to add all of our answers together and average them to see what our final answer will be.

Have one participant come forward and write the numbers on the chart paper or dry erase board and calculate the average. Once the average number is found for the group, the instructor should reveal the correct answer.

The correct number of jelly beans in the jar is ____. Our average number is ____. How from the right answer were we?

Have participants subtract the lower number from the higher number to determine how far the average of the group guess was from the correct answer.

Now, look at your own individual answer and figure up how far off you were from the correct number. Was your own guess closer to the correct answer than the average group guess?

Have participants compare their individual answer with the actual number to determine how far off their guess was from the correct answer.

If it is true that many minds are better than one, there will be very few of you whose guesses were closer to the correct answer than our group's average guess. This experiment helps us see how important it is to work together and how much more successful we can be when we use teamwork!

In the jelly bean activity, we learned how group input can often result in a better decision. What are some other characteristics of a good team?

Allow participants to discuss and list their ideas on the chart paper or a dry erase board. Add the points below if they were not listed by the group.

Here are some qualities that improve teamwork:
- Good communication
- Trust in each other
- Respect for one another
- Commitment to the task and/or group
- Every person participates in the group – play to the strengths of each person
- Clearly defined goals for the team
- Broad-minded thinking – looking at things in different ways to come up with the best solution

DO:

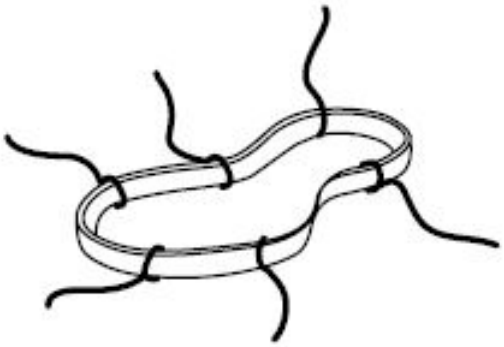
Activity 1: The Balancing Act

Today we are going to test our teamwork skills through a game to see just how well this group can work together to accomplish the goal of the activity. The purpose is to work as a team to achieve the goal of picking up a tennis ball with the supplies provided and balancing it on a bottle.

Preparation:
Each team of 3-5 members will need the following:
- 1- heavy-duty rubber band
- 1 - 6' piece of yarn per player
- 1 - tennis ball per group

- 1- empty soft drink bottle without a top per group

Tie the pieces of string around the rubber band to resemble the drawing below. Make sure there is plenty of space for this activity.



Instructions:

1. Place the soft drink bottle on tl the strings fully extended on the ground beside the bottle. Place
2. Instruct the players to form a circle around their bottle with their backs to the bottle. They should arrange themselves so that one of the strings from the rubber band is between each person's feet.
3. Each team member will bend over and pick up the end of the string farthest from the rubber band, keeping the string between his or her legs. They may look through their legs to see the tennis ball and bottle and talk to one another, but they may not turn around.
4. The goal is for the team to use their rubber band and string equipment to pick up the tennis ball and balance it on the top of the bottle. The task is complete when the ball is balancing on top of the bottle.

REFLECT:

Discussion after the activity:

- What was the biggest challenge about this activity?
- How did you overcome that challenge or adapt to it?
- Who became the leader of the team during the activity?
- How effective was that person in helping the group accomplish the task?
- What skills did each team member need in order to accomplish the task?
- If a team member was having difficulty, how did the rest of the group adjust and help that member?

If time permits, review the importance of teamwork by having the participants share with the group one thing they learned about teamwork. It could be something they need to work on themselves, a characteristic that they discovered was important, or something they observed another person doing well that helped the team succeed.

APPLY:

- How does teamwork relate to group projects or contests?
- How will you use what you learned today when participating in group projects or competitions?
- How will you incorporate teamwork when deciding job responsibilities for team members when participating in group projects or contests?

REFERENCES:

- Texas 4-H Youth Development (n.d). Lesson 3: There's No I in Team. Retrieved on May 23, 2016, from http://texas4-h.tamu.edu/wp-content/uploads/2015/09/leaders4hlife_lesson3.pdf.

Fabric Care and Fiber Characteristics

TIME:
90 minutes

MATERIALS NEEDED:
- Clothing tag information card (see hand-outs for samples)
- Fabric samples: cotton, linen, wool, silk, acetate, nylon, rayon, polyester, acrylic
- Fiber identification cards
- Scissors
- Double stick tape
- Pencils
- Ring clips for each set of cards
- Quiz bowl questions
- Marker or chalk for scorekeeping
- Paper or chalkboard

OBJECTIVES:
- Learn about the Textile Fiber Products Identification Act
- Identify three natural fibers, three manufactured fibers and two blended fibers
- Identify fiber families
- Learn the characteristics of fibers most frequently used in clothing

EXPLORE THE CONTENT:
What is the Textile Fiber Products Identification Act? According to the Textile Fiber Products Identification Act, also known as the "Textile Labeling Rule," brands are required to attach a label to covered textile products containing the generic names and percentages by weight of each fiber in the product, the name under which the manufacturer or other responsible party does business or RN number, and the name of the country in which the product was processed or manufactured.

Information on a label includes: 1) Generic names of fibers 2) Percentage of fibers (everything more than 5% must be included; note - fiber-like spandex is always included because it contributes a specific trait to the fabric) 3) Country of origin 4) Manufacturer's name or a registered identification number assigned by the Federal Trade Commission.

Fibers: Natural and Manufactured and Blended

Natural Fibers come from plants and animals. The most familiar types of plant fibers are cotton and linen (flax). The most familiar animal fibers are wool and silk.

Manufactured Fibers are made from chemicals. Polyester, nylon, spandex and acrylic are the most common manufactured fibers made from chemicals.

Blended Fibers are a combination of natural materials and chemicals. Rayon/acetate and cotton/polyester blends are the most common of the combination of natural materials and chemicals.

DO:
Activity 1: Introduction

Ask participants to find a partner and use a label on their partner's clothing to complete the clothing tag information card (tag is often found at the neck of their shirt or in the seam of a jacket). Be sure to ask partners for permission before looking at their clothing tag.

Reflect Questions
- What were some of the fiber contents that you found on the clothing labels? (Keep a list of fibers.)
- Why is it important that you know what fibers are in your clothes?

- What other information did you find on the label or labels?

How can you apply this activity?

- Why is it important to select certain articles of clothing made from specific fibers?
- How might fibers affect the activities you would do in certain garments?
- How do blended fibers enhance usability and desirability of fabrics?

Activity 2: Fiber Identification Cards

Prepare a set of fiber identification cards for each participant along with samples of fabrics including natural, manufactured and blended examples.

1. Have participants cut out each of the fiber identification cards.
2. Identify which fabrics are natural fiber, manufactured fiber and blended fibers.
3. As a group, review the advantages and disadvantages of each fiber and end uses for fabric made from it.
4. Attach a fabric swatch to each card.
5. Put completed cards on the ring clip for future reference

Activity 3: Fabric Identification Quiz Bowl

1. After the project activity, divide youth into two teams.
2. Begin by asking each team member one question. Participants may respond by using electric responders, bells or by simply raising their hands.
3. Each correct answer is worth one point and each incorrect answer loses one point.
4. Ask each team member a question until every participant has had a turn.
5. Ask the remaining questions as toss-up questions — any youth may respond.
6. The first person to respond must answer the question. If the question is answered correctly, the team is awarded one point. If the answer is incorrect, that team loses one point.
7. The match ends when all questions have been answered, or the designated time runs out. At the end of the round, the team with the most points wins.

REFLECT:

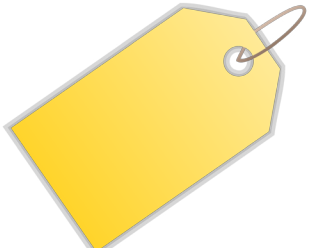
- Share what you learned about fibers with another person.
- How would you explain the difference between a fiber and a fabric?
- What are the three fiber families?
- Look at three clothing items – why should you analyze fiber content, fabric name and care of the items?

APPLY:

- Why should you check labels for fiber content as the first step in making purchasing decisions?
- How do you think learning about fibers would help you care for your clothing?
- How can you apply what you learned in these activities prior to purchasing garments or fabrics?

REFERENCES:

- Cantrell-Jordan, M. J., & Hackler, R. N. (1997). Clothes that Click, A Clothing and Textiles Project Guide (1997 ed.). Gainesville, FL: University of Florida Cooperative Extension.
- Cantrell-Jordan, M. J., & Hackler, R. N. (1997). Clothing Capers, A Clothing and Textiles Project Guide (1997 ed.). Gainesville, FL: University of Florida Cooperative Extension.
- Pizzuto, J.J., Price, A., Cohen, A., and Johnson, I. (2005). J.J. Pizzuto's Fabric Science (8th ed.). New York, NY: Fairchild Publications.

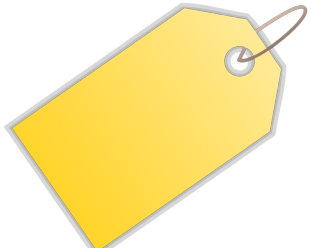


Partner's Name:_____

Country of Origin:_____

Fiber Content:_____

Care Instructions:_____

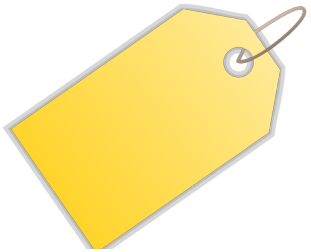


Partner's Name:_____

Country of Origin:_____

Fiber Content:_____

Care Instructions:_____

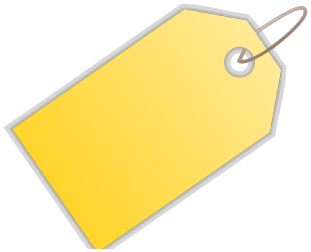


Partner's Name:_____

Country of Origin:_____

Fiber Content:_____

Care Instructions:_____



Partner's Name:_____

Country of Origin:_____

Fiber Content:_____

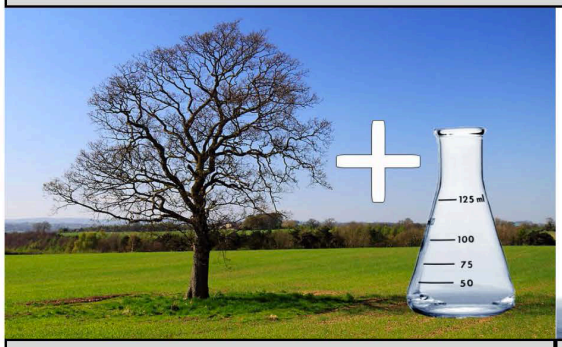
Care Instructions:_____

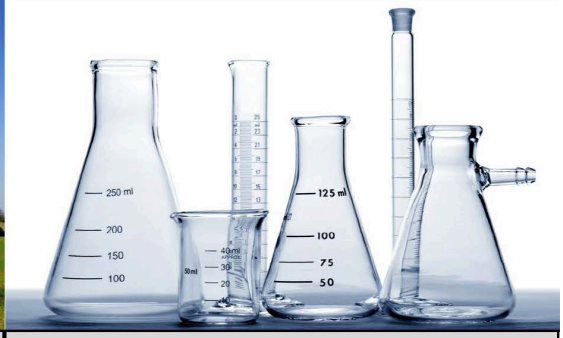
FIBERS: Natural and Manufactured

○ Natural

Protein	Plant

○ Manufactured





Cellulose	Chemical

○ Cotton

ADVANTAGES

- Strong & durable
- Absorbent
- Dries quickly
- Dyes and prints easily
- Accepts finishes readily
- Inexpensive
- Machine washable
- Allow skin to breathe

SWATCH

○ Cotton

DISADVANTAGES

- Lacks elasticity
- Wrinkles easily
- Weakened by mildew
- Prone to shrinkage
- Low luster

Cotton

END USE

Apparel: Wide range — shirts, blouses, pants

Interiors: drapes, sheets, towels

Industrial: medical supplies, book bindings, luggage

Care: machine wash and Dry. Cotton items can shrink.

(For specific instruction refer to the garment's sewn-in care label.)

○ Linen

ADVANTAGES

- Strong & durable
- Dries quickly
- Dyes well
- Absorbent
- Cool in warm weather

SWATCH

○ Linen	Linen
DISADVANTAGES	**END USE**
Fair abrasion Wrinkles very easily Low durability Poor drape Poor elasticity Expensive	**Apparel:** suits, skirts, jackets, dresses **Interiors:** tablecloths, napkins, wallpaper **Care:** dry-clean or hand wash in cold with mild detergent. Air-dry. *(For specific instruction refer to the garment's sewn-in care label.)*

○ Silk	SWATCH
ADVANTAGES	
Luxurious hand Excellent drape Wonderful luster Stain resistant Strong but lightweight	

○ Silk	Silk
DISADVANTAGES	**END USE**
Fair abrasion Fair resiliency Turns yellow if bleached Poor resistance to exposed sunlight Expensive Degrades over time with exposure to oxygen, making it difficult to preserve	**Apparel:** luxury items, wedding dresses, evening gowns, blouses, scarves, neckties **Interiors:** pillows, wall hangings, draperies, upholstery **Care:** Dry-Clean or hand wash in lukewarm water and rinse in cool water. Do not wring dry. *(For specific instruction refer to the garment's sewn-in care label.)*

○ Wool

ADVANTAGES

- Extremely resilient when dry
- Good drape
- Good elasticity
- Absorbs water slowly, allowing the wearer to feel dry
- Good insulator
- Abrasion resistant
- Wrinkles easily fall out when exposed to humidity
- Flame retardant (self-extinguishes when burned)

SWATCH

○ Wool

DISADVANTAGES

- Weak when wet, handle very gently
- Shrinkage
- Dissolves in bleach or strong detergents
- May irritate skin
- Expensive
- Pills (formation of tiny balls on surface of fabric)

Wool

END USE

Apparel: outerwear, sportswear, sweaters, socks, suits

Interiors: carpets, wall hangings

Industrial: felt pieces used in machines, used to clean up oil spills

Care: Check the label. If a label says "dry-clean only" take garment to a professional dry cleaner. Treat stains immediately to prevent them from staining.
Hand washing – Clean wool fabric using a mild detergent in lukewarm water. Never use hot water or bleach. Rinse thoroughly with cool water to remove soap. Do not wring the garment. Lay garment on a flat surface to dry.
(For specific instruction refer to the garment's sewn-in care label.)

○ Acetate

ADVANTAGES

- Excellent drape
- High luster
- No pilling
- Little static
- Low cost
- Holds white very well
- Luxurious hand

SWATCH

○ Acetate

DISADVANTAGES

Low resiliency

Poor elasticity

Poor tenacity

Low abrasion resistance

Poor strength

Thermoplastic

Susceptible to wrinkles

Most often needs to be dry-cleaned

Acetate

END USE

Apparel: lining, graduation gowns, neckties, special occasion wear, dresses, ribbons, blouses, scarves

Interiors: draperies, upholstery, quilted items

Care: Check garment label. Most garments made from acetate do need to be professionally dry-cleaned. If it can be hand wasted, use warm water and a mild soap. Do not twist or wring. Cool iron.

(For specific instruction refer to the garment's sewn -in care label.)

○ Rayon

ADVANTAGES

Inexpensive

Dyes and prints easily

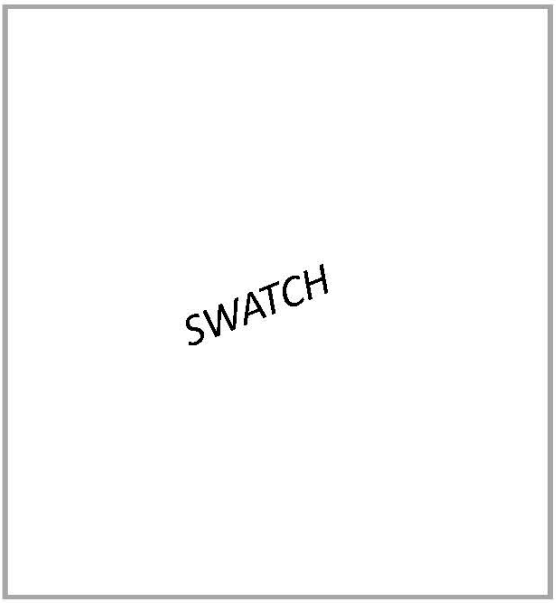
Absorbent

Accepts finishes readily

Non-pilling

Fair to good strength when dry

Fair to good abrasion resistance



○ Rayon

DISADVANTAGES

Low resiliency

Poor elasticity

Poor wet strength

Fades easily by sunlight

Wrinkles easily

Shrinks

Rayon

END USE

Apparel: accessories, blouses, dresses, jackets, lingerie, linings, slacks, sportswear, ties

Interiors: bedspreads, blankets, curtains, draperies, sheets, table cloths

Industrial: medical surgical products

Care: Dry-clean or hand wash in cold water with mild detergent. Air dry.

(For specific instruction refer to the garment's sewn-in care label.)

○ Acrylic

ADVANTAGES

- Lightweight
- Good resiliency
- Good elasticity
- Soft hand
- Provides warmth to wearer
- Wicks moisture away from skin
- Excellent resistance to sunlight and weathering
- Washable (depending on type and finish)

SWATCH

○ Acrylic

DISADVANTAGES

Holds oily stains

Absorbency limited

Pills (formation of tiny balls on surface of fabric)

END USE

Apparel: sweaters, socks, fleece wear, circular knit apparel, sportswear, children's wear

Acrylic

Interiors: blankets, area rugs, upholstery, pile, luggage, awnings, outdoor furniture

Industrial and Other Uses: Asbestos replacement, concrete and stucco reinforcement, craft yarns, sail cover cloth, wipe cloths

Care: Acrylic garments may be washed or dry-cleaned. Machine wash with warm water. Machine dry at low temperature. Remove from dryer as soon as garments are dry. Wash delicate items by hand in warm water. If ironing is required, use moderately warm iron.

(For specific instruction refer to the garment's sewn-in care label.)

○ Nylon

ADVANTAGES

Insulating properties

Lightweight

Strong

Quick drying

High wet strength

Mildew and insect resistant

High resiliency, pleat retentive

SWATCH

○ Nylon

DISADVANTAGES

Non-absorbent

Damaged by sunlight

Picks up oils and stray dyes

END USE

Apparel: blouses, dresses, foundation garments, hosiery, lingerie, underwear, raincoats, ski apparel, windbreakers, swimwear, cycle wear

Interiors: bedspreads, carpets, curtains, upholstery

Nylon

Industrial and Other Uses: tire cord, hoses, conveyer and seat belts, parachutes, racket strings, ropes and nets, sleeping bags, tarpaulins, tents, thread, monofilament fishing line, dental floss

Care: Most items made from nylon can be machined washed and tumbled dried at low temperatures. Use warm water and add a fabric softener to the final rinse cycle. To minimize static electricity use a dryer sheet when machine drying. Remove articles from the dryer as soon as the tumbling cycle is completed. If ironing is required, use a warm iron. *(For specific instruction refer to the garment's sewn-in care label.)*

○ Polyester

ADVANTAGES

Strong

Resistant to stretching and shrinking

Quick drying

Crisp and resilient when wet or dry

Wrinkle resistant

Mildew resistant

Abrasion resistant

Retains heat-set pleats and crease

Easily washed

SWATCH

○ Polyester

DISADVANTAGES

Light colors discolor

Holds oily stains

Non-absorbent

Does not breathe well

Holds heat in

END USE

Apparel: every form of clothing, sportswear, neckties

Polyester

Interiors: carpets, curtains, draperies, sheets and pillow cases, wall coverings, upholstery

Other Uses: hoses, power belting, ropes and nets, thread, tire cord, auto upholstery, sails, floppy disk liners, fiberfill for various products including pillows and furniture

Care: Most items made from polyester can be machine washed and dried. Use warm water and add a fabric softener to the final rinse cycle. Machine dry at low temperature setting and remove articles as soon as the tumbling cycle is complete. If ironing is needed, use a moderately warm iron. Most items made from polyester can be dry-cleaned. *(For specific instruction refer to the garment's sewn-in care label.)*

Glossary

Abrasion Resistance: the ability to resist wear from rubbing.

Absorbency: the ability to take in moisture.

Elasticity: the ability to increase in length when under tension and return to original length when released.

Flammability: the ability to ignite or burn.

Flame Retardant: the ability to self-extinguish when burned.

Hand: the way a fiber, yarn, or fabric feels when handled.

Luster: refers to the light reflected from the surface.

Glossary

Pilling: the formation of groups of short or broken fibers on the surface of the fabric in the shape of a tiny ball.

Resiliency: the capability of a material to spring back to shape after being creased, twisted, or distorted.

Strength: the fiber's ability to withstand stress.

Thermoplasticity: the ability to withstand heat exposure.

Categories of Fiber Performance Properties

Aesthetics	Durability	Comfort	Safety
Properties relating to visual & tactile effects	Properties relating to resistance to signs of wear	Properties relating to physical comfort	Properties relating to danger or risk of injury
Flexibility Hand Luster Pilling Resiliency Specific gravity Static electricity Thermoplasticity	Abrasion resistance Chemical effects Environmental conditions Strength	Absorbency Cover Elasticity Wicking	Flammability

Fiber to Fabric

Fiber	Yarn	Fabric
The smallest components that make up textile products. Fibers are where our fabrics and apparel begin.	Fibers that are twisted or otherwise held together in a continuous strand.	Cloth made from yarns/ fibers through a construction process such as weaving or knitting.

Fiber Characteristics and fabric care Quiz Bowl Questions

Question	Answer
1Q. Where does linen come from?	A. Linen comes from the stems of the flax plant.
2Q. What are Natural Fibers	A. Natural fibers are those that come from a plant, or animal. Cotton and linen are examples of plant fibers, while silk and wool come from animal sources
3Q. What are the disadvantages of wool?	A. • Weak when wet, must be handled very gently • Dry cleaning is frequently the recommended method of cleaning • Can shrink up to half its size if handled improperly • Dissolves in bleach or strong detergents (alkali) • Becomes brittle if atmosphere is too dry • Some people may be allergic to wool • Articles made from worsted wool may irritate Skin • Poor luster (reflection of light on fabric) • Expensive • Pills (formation of tiny ball on surface of fabric)
4Q. What are some examples of manufactured fibers	Acetate, Rayon, Acrylic, Nylon and Polyester
5Q. What are some disadvantages of nylon fiber?	• Non-absorbent • Damaged by sunlight • Picks up stray dyes
6Q. Which animals does wool come from?	Wool comes from animals such as sheep, goats, alpaca and rabbits.
7Q. What are the advantages of cotton?	• Strong & durable • Absorbent • Dries quickly • Dyes and prints readily • Accepts finishes • Inexpensive • Machine washable
8Q. What are the disadvantages of using polyester?	• Light colors discolor • Holds oily stains • Non-absorbent • Does not breathe • Holds heat in
9Q. What are the two groups of natural fibers?	A. Protein and Plant
10Q. What information is found on a clothing label?	1. Generic names of fibers 2. Percentage of fibers (everything more than 5% must be included; fiber-like spandex is also included because of theunique fabric trait it contributes) 3. Country of origin 4. And manufacturer's name or a registered identification number assigned by the Federal Trade Commission.

11Q. How do you care for a wool garment?	Care: Dry Clean or hand wash in lukewarm water and rinse in cool water. Do not wring dry. (For specific instruction refer to the garment's sewn-in care label.)
12Q. List 3 advantages of using silk fibers.	• Luxurious hand (the feel of a fiber) • Excellent drape • Wonderful luster (reflection of light on fabric) • Stain resistant Strong but lightweight
13Q. Describe a blended fabric.	Blended fabrics are created by combination of one or more fibers resulting in the creation of a new fabric with unique properties. This product is easier to clean, care for or more comfortable.
14Q. What are the two groups of manufactured fibers?	Cellulose and Chemical
15Q. What is the advantage of a blended fabric?	1.To improve appearance of a fabric 2. Improving properties (durability, easy care) 3. Improve handle of fabric
16Q. What are the advantages of polyester?	• Strong • Resistant to stretching and shrinking • Quick drying • Crisp and resilient when wet or dry • Wrinkle resistant • Mildew resistant • Abrasion resistant • Retains heat-set pleats and crease • Easily washed
17Q. How do you care for silk?	Care: Dry Clean or hand wash in lukewarm water and rinse in cool water. Do not wring dry. (For specific instruction refer to the garment's sewn-in care label.)
18Q.What are the advantages of rayon?	• Inexpensive • Dyes and prints easily • Absorbent • Accepts finishes readily • Poor wet strength • Low resiliency • Wrinkles easily • Weakened by the sunlight
19Q. What happens to acetate if it is exposed to high heat?	It will melt.

20Q. List three advantages to acrylic fibers.	• Lightweight • Good resiliency (fabric returns to original shape and form after washing) • Good elasticity • Soft hand • Provides warmth to wearer • Wicks moisture away from skin • Excellent resistance to sunlight and weathering • Washable (depending on type and finish)
21Q. What are the two types of manufactured fibers?	Man-made fibers are made from chemicals or a combination of natural materials.
22Q. List two fibers manufactured from chemicals.	Polyester, nylon, spandex and acrylic are the most common manufactured fibers made from chemicals.
23Q. How do you care for Linen?	Care: Dry-clean or hand wash in cold with mild detergent. Air-dry. (For specific instruction refer to the garment's sewn-in care label.)
24Q. What can happen to wool if it is put in the dryer?	It will shrink up to half of its size.
25Q. Name three things that can be made from polyester.	Apparel: every form of clothing, sportswear, neckties Interiors: carpets, curtains, draperies, sheets and pillow cases, wall coverings, upholstery Other Uses: hoses, power belting, ropes and nets, thread, tire cord, auto upholstery, sails, floppy disk liners, fiberfill for various products including pillows and furniture
26Q. What fiber would you wear if you want to stay cool?	Linen
27Q. What fiber would be suitable for a formal gown?	Silk, Acetate
28Q. How do you care for Rayon?	Care: Dry-clean or hand was in cold water with mild detergent. Air-dry. (For specific instruction refer to the garment's sewn-in care label.)
29Q. What fabric keeps you the warmest in cold weather?	Wool and polyester are the best two fabrics at keeping the body insulated and keeping moisture out.
30Q. Why is nylon used for parachutes?	Manufacturers prefer nylon as it has proven to be a strong, springy material that makes parachutes that are lightweight, easy to pack, resistant to mildew and less expensive.

Create a Business Plan

TIME:
90 minutes (but could be broken down into several smaller sessions)

MATERIALS NEEDED:
- Explore Passion, Ideas and Inspiration Worksheet
- Target the Market Worksheet
- Pricing Worksheet
- Business Plan Worksheet

OBJECTIVES:
- Learn to create a business plan
- Understand the importance of finding a target market
- Learn how to create a product cost analysis
- Understand the steps to determine the wholesale and resale price of a hand-made item

EXPLORE THE CONTENT:
Do you want to turn your hobby into a career? Crafting and sewing is a lot of fun, but what if you want to go into business and sell your items. Do you have a plan to make that happen? If not, then you need to create a business plan. A business plan is a written document that describes an idea for a product or service and outlines how it will make money. A business plan includes estimates on revenue and expenses, determines how to make a profit, and creates a marketing plan for products.

Creating a business plan helps you to outline various aspects of your business on paper and allows you to think through the process. If successful, it will keep you from making mistakes later on. While it may sound really complicated, learning the process piece-by-piece makes it less daunting and doable. In this activity you will use a business plan template to create your own business plan which includes idea development, marketing and finances.

There are a lot of ways to sell your products. Consider the following:
1. Online craft shopping mall sites such as Etsy, artcraft, ArtFire, Bonanza and many more.
2. Creating your own website.
3. Working with local stores to get your items on their shelves.
4. Selling at special events; trade fairs and conventions, craft fairs, community events, church or school gatherings.
5. Selling through social media, like blogs or Facebook.

Terms to know
- Business Plan: A written document that describes an idea for a product or service and how it will make money. It includes estimates on revenue and expenses, determines how to make a profit, and creates a marketing plan for products.
- Revenue: Money that is made by or paid to a business or an organization.
- Cost per unit: The cost of making each product and/or providing each hour of service.
- Wholesale: The selling of goods in large quantities in a retail store or by others.
- Retail: When goods are sold to the final consumer in small amounts rather thank producers or intermediairies.

How to determine Price Per Unit
Example of price per unit:
To make a headband you need fabric, thread and elastic. It takes 30 minutes to make one headband. Labor cost is $8.00 per hour.

Supplies	Cost per unit	Supplies needed for 1 headband	Cost
cotton fabric	5.99/yard	¼ yard	$1.49
½ inch elastic	3.49/3 yards	12"	$0.39
thread	2.99/spool (1 spool = 150 yards of thread)	1 spool	$2.99
Cost of materials			$4.87
labor $8.00 per hour		30 minutes	$4.00
Total			$8.87

Cost per unit: Cost of materials + labor (production time X hourly wage) / (divided by number of items made) = price per unit.

For 1 headband: a ¼ yard of cotton fabric costs $ 1.49 + 12" of elastic costs $.39 + 1 spool of thread costs $2.99 + 30 mins. of labor $4.00 = $8.88 per headband

Wholesale: Cost per item X 2= Wholesale price
For 1 headband: $8.88 X 2 = $17.76 per headband

Retail: Wholesale X 2 = Retail price
For 1 headband: $17.76 X 2 = $35.52 per headband

DO:

Activity 1

Use the Explore Passion, Ideas and Inspiration worksheet to brainstorm a list of product ideas that you can create and sell. Remember when brainstorming there is no bad idea. Think about products that you have made in the past and new products that you can make using your sewing and crafting skills.
Questions to ask during the brainstorming process.

- What have you done in the past?
- What things are you good at doing?
- What are you passionate about?
- How do you like to spend your free time and how much time do you have?
- Narrow down your list to 1 or 2 ideas

Activity 2

Target the market for your product by using the Target the Market Worksheet. Each ring on the target has a question. Start from the inside and work your way out. You will hit the bullseye by answering all of the questions.

Activity 3

The success of your products and services relies directly upon your ability to sell them - which is dependent upon your pricing strategy. In a product-oriented business, you have to decide on a product price - which is the total cost of your item, including materials, labor and equipment.
Complete the pricing worksheet as a team to determine the price of your product.

Activity 4

Use the work that you have done in the previous 3 activities to complete the Business Plan worksheet

REFLECT:

- In the brainstorming activity how many ideas were you able to come up with?
- How did you narrow down your ideas into one product?
- How did you determine your target audience? Were you able to find ways to market your product to that audience?
- Does knowing your target audience help you to sell products?
- Describe the process for determining your price per unit? Were you surprised by the price per unit?
- Why is it important to include labor costs?
- Was creating a business plan easier or more difficult than what you thought? Why?

APPLY:

- When creating gifts for friends or sewing for your 4-H project could you use the formula for determining price per unit? (Hint - Don't forget to include your labor costs)
- When shopping for clothing items think about the cost of materials and labor in a garment. How does the resale cost compare to the cost per unit?

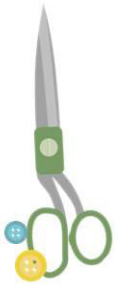
REFERENCES:

- Biz Kid$, Guide to writing a business plan http://bizkids.com/wp/wp-content/uploads/Kids-Business-Plan.pdf
- Phelan, K., Pricing Tips and Tricks http://fcs.tamu.edu/files/2016/02/pricing.pdf
- Teaching Kids Business http://www.teachingkidsbusiness.com/index.htm

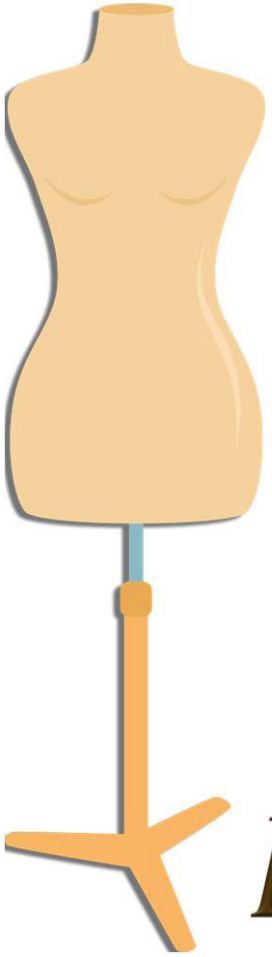
BRAINSTORMING YOUR IDEAS

Explore

Passion



Ideas



Inspiration

TARGET THE MARKET WORKSHEET

Pricing Worksheet

How to Determine Price

Example (headband)

Supplies	Cost per unit	Supplies needed for 1 headband	Cost
cotton fabric	5.99/yard	¼ yard	$1.49
½ elastic	3.49/3 yards	12"	$0.39
thread	2.99/spool (1 spool = 150 yards of thread)	1 spool	$2.99
labor $8.00 per hour		30 minutes	$4.00
Total			**$8.87**

Things to Consider

What are you making? _____

How long does it take to make each item? _____

What supplies do you need? What is the cost of each item? Use the table below to organize.

Supplies	Cost per unit	Supplies needed for 1 headband	Cost
Cost of materials			
Labor $8.00 per hour			
Total			
		/ number of items created	

1. Add up the material and labor costs. Divide that number by the number of items made. This will give you price per unit.
   Price per unit = *Cost of materials + labor (production time X hourly wage)/(number of items made)*

2. Figure the wholesale price.
   Wholesale price = *Cost per item X 2*

3. Figure the resale price.
   Retail price = *Wholesale X 2*

Business Plan

Business Name: _____

What will you be creating or doing:

_____

_____

_____

_____

_____

_____

_____

What does your customer look like?

Marketing (Customers): Desribe your target consumer.

_____

_____

_____

_____

_____

_____

_____

What does it look like?

Promotion: Where will you sell your product? How will you get the word out about your business

_____

_____

_____

_____

_____

_____

_____

What does your advertisement look like?

Finances:

Price per unit _____

Wholesale price _____

Retail price _____

Profit _____

What will you do with the money you make? Buy more supplies? Save for college? Donate to charity?

_____

TEXAS A&M AGRILIFE EXTENSION

MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ⊘ ◒ ◔

4-H Explore
Project Book Evaluation - Clothing & Textiles

1. Please read the statement in the left column of the table below. Bubble in the circles that describe your level of understanding **BEFORE** attending this program. In the section on the far right, bubble in the circles that describe your level of understanding **AFTER** attending this program. You will have two bubbles per row.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
As a result of participating in the Clothing and Textiles Project lessons and activities…	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
I understand the opportunities of the clothing and textiles project area.	○	○	○	○	○	○	○	○
I understand what a business plan is.	○	○	○	○	○	○	○	○
I understand how to prepare to give a speech.	○	○	○	○	○	○	○	○
I understand the importance of communication when working with others.	○	○	○	○	○	○	○	○
I understand the difference between natural, manufactured and blended fibers.	○	○	○	○	○	○	○	○

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: **As a result of participating in the Clothing and Textiles Project lessons and activities…**	**Yes**	**No**	**Unsure**
I can personally begin a clothing and textiles project.	○	○	○
I will begin a local project group focused on clothing and textiles.	○	○	○
I plan to use these lessons in club meetings to promote clothing and textile opportunities.	○	○	○
I plan to start a business selling creations I design.	○	○	○
I will teach others how to read and understand their clothing labels.	○	○	○

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: **As a result of participating in the Clothing and Textiles Project lessons and activities…**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
I am more comfortable working in a team.	○	○	○	○
I am more willing to listen to others.	○	○	○	○
I am more comfortable speaking with others.	○	○	○	○
I am more confident in my abilities as a leader.	○	○	○	○

Please continue on the back.

MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ⊘ ⊗ ◒ ◓

3. What is the most significant thing you learned in the Clothing and Textiles project?

Please tell us about yourself.

Gender: ○ Female ○ Male

I consider myself to be:
○ African American
○ Asian American
○ Native American
○ White
○ Other

I consider myself to be: ○ Hispanic ○ Non-Hispanic

Grade: ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

Most of the time, you live . . .
○ Farm or ranch
○ Town less than 10,000
○ City between 10,000 - 50,000
○ Suburb of city between 50,000
○ Central city/urban center with more than 50,000

Please provide any additional comments below.

Thank you!