



For more 4-H
information click on
<http://texas4-h.tamu.edu>

CREDITS AND ACKNOWLEDGMENTS

The development of 4-H Clothes That Click was originally done through the Department of Family, Youth, and Community Sciences at the University of Florida. M. Joy Cantrell, Associate Professor and 4-H Youth Development Specialist and R. Nadine Hackler, Professor, Clothing and Textiles, served as the lead authors.

The Texas 4-H Clothing and Textiles Advisory Board and County Extension Agents-Family and Consumer Sciences reviewed a wide variety of 4-H Clothing Project Curricula. Dr. Pam Brown and Mrs. Teresa Smith with the Family Development and Resource Management Unit of the Texas Agricultural Extension Service took the lead role in the review process.

The Texas Agricultural Extension Service

The Texas A&M University System



PREFACE

4-H Clothes That Click

A Clothing and Textiles Curriculum for 12-18 year old youth

Youth research has shown that the social and psychological impacts of clothing and textiles are a prevailing undercurrent in many of the actions and in the development of young people. The 4-H Clothing and textiles program provides an opportunity for young people to practice a variety of life skills while learning subject-matter, including: improving their personal appearance; how to be good consumer; clothing selection, care and construction skills; learning about textiles; becoming aware of cultural diversity; and decision-making skills in relation to careers and job seeking.

4-H Clothes That Click was designed to help 12 to 18 year old youths understand the basics of Clothing and Textiles. The curriculum has eight major foci:

- Creativity: personal creativity and basic sewing skills
- Communication of Self: personal grooming, appearance and self-concept development.
- Cutting Edge: knowledge of fabrics, textile science and technology
- Choices: clothing selection...color, line and design
- Consumerism: wise shopping practices
- Care: daily care of personal clothing
- Culture: cultural influences of clothing apparel and design
- Careers: clothing associated with many careers and career choices in the clothing and textile industries.

In addition to the youth development aspect of the Clothing and Textiles project, the importance of the industry to Texas agriculture is unquestionable. Texas ranks high in the nation in regard to production of natural fibers through sheep and angora goat production. Cotton production has significant impact on the Texas economy as well.

Texas Essential Knowledge and Skills (TEKS)

Instructors who use this curriculum will address the following TEKS as outlined by the Texas Education Agency:

English & Language Arts

Analysis of Visual Media

The student produces visual representations that communicate with others.

Communication Process

The student demonstrates knowledge of various communication processes in professional and social contexts.

Health Education

Health Education

The student comprehends ways to enhance and maintain personal health throughout the life span.

Home Economics Education

Home Economics Education

Provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

Developmental Assets and Life Skills

Youth who have learning experiences through this curriculum may develop the following assets and life skills which contribute to their personal development:

Developmental Asset Search Institute®	Targeting Life Skills Model Iowa State University Extension
Constructive Use of Time #17 Creative Activities #18 Youth Programs Positive Values #30 Responsibilities Positive Identity #37 Personal Power #38 Self-esteem	Wise use of Resources Character and Self-responsibility Self-esteem

TABLE OF CONTENTS

I. INTRODUCTION

Credits	
Preface	1
Table of Contents	2-4
About Clothes That Click!	5
Lesson Profiles	6
About Experiential Education	7-9

II. 4-H Clothes That Click!

LESSON 1: CREATIVITY	L1
Teaching Outline	L1 - 1
Background Basics	L1 - 4
Activities	
1. What's the Point?	L1 - 9
2. Special Feet	L1-12
3. Splendid Seams and Finishes	L1-14
4. Special Threads	L1-16
5. Interfacing	L1-18
6. Embellishments	L1-20
7. Pattern Success	L1-22
8. A Special Vest	L1-24

LESSON 2: COMMUNICATION OF SELF	L2
Teaching Outline	L2 - 1
Background Basics	L2 - 4
Activities	
1. Different Views on Appearance	L2-17
2. Capture the Message!	L2-19
3. Values and Clothing	L2-21
4. Creating My Own Style	L2-23
5. Improvement in Your Movement	L2-25
6. ZOOM in on Skin, Hair, and Nails	L2-27

LESSON 3: CUTTING EDGE	L3
Teaching Outline	L3 - 1
Background Basics	L3 - 4
Activities	
1. What Happens When A Fabric Burns?	L3-10
2. Simple Fabric Tests	L3-13
3. Fabulous Finishes	L3-15
4. Fabric Strength, Abrasion and Stretchability	L3-17
5. Dyeing Fabrics	L3-20
6. Label Analysis	L3-22

TABLE OF CONTENTS (continued)

II.

LESSON 4: CHOICES	L4
Teaching Outline	L4 - 1
Background Basics	L4 - 4
Activities	
1. Composing Great-Looking Outfits!	L4-14
2. Figuring Your Assets!	L4-17
3. Hocus-Pocus Flattery Focus	L4-20
4. Disguise of Emphasize	L4-26
5. Can This Garment Be Saved?	L4-28
6. Wardrobe Multiplication	L4-30
7. The Magic of Accessories	L4-32
 LESSON 5: CONSUMERISM	 L5
Teaching Outline	L5 - 1
Background Basics	L5 - 4
Activities	
1. Textile Laws	L5-16
2. Ads and More Ads	L5-18
3. Quality Counts	L5-20
4. Budget Buy Wise	L5-22
5. Store Savvy	L5-24
6. Shopping for Athletic Shoes	L5-26
7. Your Best Buy	L5-28
 LESSON 6: CARE	 L6
Teaching Outline	L6 - 1
Background Basics	L6 - 4
Activities	
1. Laundry Scavenger Hunt	L6-15
2. CAREful Decisions	L6-17
3. Is Your Water Soft?	L6-19
4. Bleach Experiments	L6-21
5. Stubborn Stains	L6-24
6. Stiffen Up With Sizing	L6-27
7. Pressing Pointers	L6-29
8. Storage Savvy	L6-32

TABLE OF CONTENTS (continued)

II.

LESSON 7: CULTURE	L7
Teaching Outline	L7 - 1
Background Basics	L7 - 3
Activities	
1. History, Clothes and Culture	L7 - 6
2. Your Cultural Heritage and Heirlooms	L7-12
3. MOLA: A Folk Art Applique	L7-15
4. Batik..An Indonesian Art	L7-18
5. A Trip Around the World!	L7-20
LESSON 8: CAREERS	L8
Teaching Outline	L8 - 1
Background Basics	L8 - 3
Activities	
1. Occupation Locations	L8 - 8
2. Unseen Opportunities	L8-11
3. What Do I Want To Do?	L8-14
4. Dressing For Success!	L8-16
5. A Closer Look	L8-18

III. TAKE HOME

4-H Clothes That Click! Workbook

IV. EVALUATION

1. Teacher / Instructor Evaluation
2. Youth Evaluation Tools

V. RECOGNITION MATERIALS

4-H Clothes That Click! Certificate

VI. SUPPLEMENTAL ACTIVITIES

About Clothes That Click!...

The development of this 4-H Clothing and Textiles Project was driven by two basic principles:

1. Learning about Clothing and Textiles can be fun! The project guide provides simple and inexpensive, yet fun activities that teach youth about major clothing concepts, including construction, self concept, textiles/fabrics, selection, personal care, culture and careers.
2. 4-H volunteer teaching activities must be ready-to-use. This project includes games and activity sheets needed to conduct clothing and textiles activities in an easy-to-use format. It was designed to be teacher friendly and takes much of the guesswork out of teaching this subject.

AGE OR GRADE LEVELS

This project was developed for youth ages 12-18. Both group and individual activities encourage participation and action in all aspects of this program. Teachers and volunteers are encouraged to select learning activities that are most suitable to their youth. The overall intent is to facilitate learning and to spark creativity in both teachers and youth.

CONTENTS

The following are components of the Clothes That Click! project:

LEADER'S GUIDE - This three-ring notebook contains a complete, easy-to-read outline for lessons. Each lesson provides a variety of activities that can be conducted depending upon the time frame devoted to this project. Each lesson is prefaced with a lesson outline and the **BACKGROUND BASICS** that help you focus on the overall concepts and desired outcomes. Each lesson concludes with discussion questions for youth to **REFLECT** and **APPLY** the knowledge and skills they have gained.

Clothes That Click! ACTIVITIES - creative projects, experiments, game boards, and worksheets are just a few of the activities found in the leader's guide. A series of **FRAME IT!** activity sheets are included to create a reference notebook of samples for the future.

4-H Clothes That Click! WORKBOOK - contains activity sheets for youth that correspond to each lesson. A variety of activities including creative projects, exciting experiments and other instructional activities make up this fun booklet.

LESSON PROFILES

A brief description of the eight Clothes That Click! Lessons:

LESSON 1 - CREATIVITY

Developing personal creativity and learning specialized clothing construction techniques are the foci of Lesson 1. Identifying special needles, threads, and feet are used in the personalization of embellishments and the creation of a vest.

LESSON 2 - COMMUNICATION OF SELF

How do we communicate through the clothes we wear? We all wear clothes that make us feel good. What we wear presents a certain personality or image. Lesson 2 focuses on how clothing selection, good grooming, and poise affect one's self-image. The nonverbal image that one's clothing presents to another is introduced in CAPTURE THE MESSAGE.

LESSON 3 - CUTTING EDGE

This Lesson introduces various fibers and their different uses in clothing. Fibers are where our fabrics and apparel begin. Lesson 3 will introduce us to fiber content, color fastness, fabric absorbency and breathability, and fabric strength. The dyeing ability of different fabrics is introduced in DYEING FABRICS.

LESSON 4 - CHOICES

Clothes are important; when you look good, you feel good. This lesson looks at how we use clothes to express ourselves. Seasonal influences, color, line, and texture are all components we take into consideration when choosing what we will wear. Clothing colors that enhance natural features and clothing styles that compliment different figures are presented in FIGURING YOUR ASSETS! and HOCUS-POCUS FLATTERY FOCUS.

LESSON 5 - CONSUMERISM

A garment label contains written information including the fiber content, care, country of origin, and registered identification number, and is attached to the garment. This lesson looks at different textile laws, the affects of advertising, retail options, as well as comparative pricing and cost-per-wear.

LESSON 6 - CARE

Caring for our clothes is important because they will last longer. Care involves folding or hanging your clothes, the steps of the washing and drying process, and identifying clothes with stains. This lesson introduces water hardness, proper laundry techniques, the effects of bleach, proper ironing techniques, and proper storage of clothing.

LESSON 7 - CULTURE

Lesson 7 helps us explore the cultural influences of clothing and how and why cultures have various clothing styles. This lesson introduces particular clothing customs in A TRIP AROUND THE WORLD!

LESSON 8 - CAREERS

We all wear different clothes when we work at different jobs. This lesson looks at various clothing careers as well as appropriate and inappropriate dress for a job interview and on the job.

The Experiential Process... Steps and Techniques

The 4-H Program has a long history of providing for a cooperative teaching-learning process between adults and youth. The activities in each project lesson strive to involve young people in experiences that require them to interact, analyze, question, reflect and transfer what they have learned to personal application. The activity comes first, the "learning" comes from the "discovery" of new knowledge and skills as a result of the experience. This is the 4-H "learn-by-doing" process. However, to end with the experience without building upon it through REFLECTING and APPLYING does not help the young person understand the significance of what he/she saw, heard, or did. It is the transfer of this significance from one experience to another that helps young people apply their "learning" in future situations.

DO Each "Adventure" or lesson topic identifies the activity or series of activities to **DO** involving youth in a common EXPERIENCE.

REFLECT At the conclusion of the activity(ies), allow time for the youth to REFLECT (share and process) what they learned from the experience. Each lesson guide outlines some key questions to assist you in this process.

APPLY Help youth to APPLY their new knowledge and skill to real life situations. You can do this by helping them to identify key principles that are important for future decisions or personal action. Again, each lesson has outlined a few questions to direct this process.

STEPS

This model illustrates the cooperative teaching-learning process that is the goal of 4-H curricula. A further description of the steps in the process may be helpful as you become an active participant in *FUN with CLOTHES!*

Experience - Begin with concrete experience. This can be an individual activity or a group experience, but it involves "doing something." The learning experience will most likely take place when the experience is unfamiliar or a first-time activity for the learner; pushes the learner beyond any previous performance levels; is uncomfortable; and includes the risk of failure.

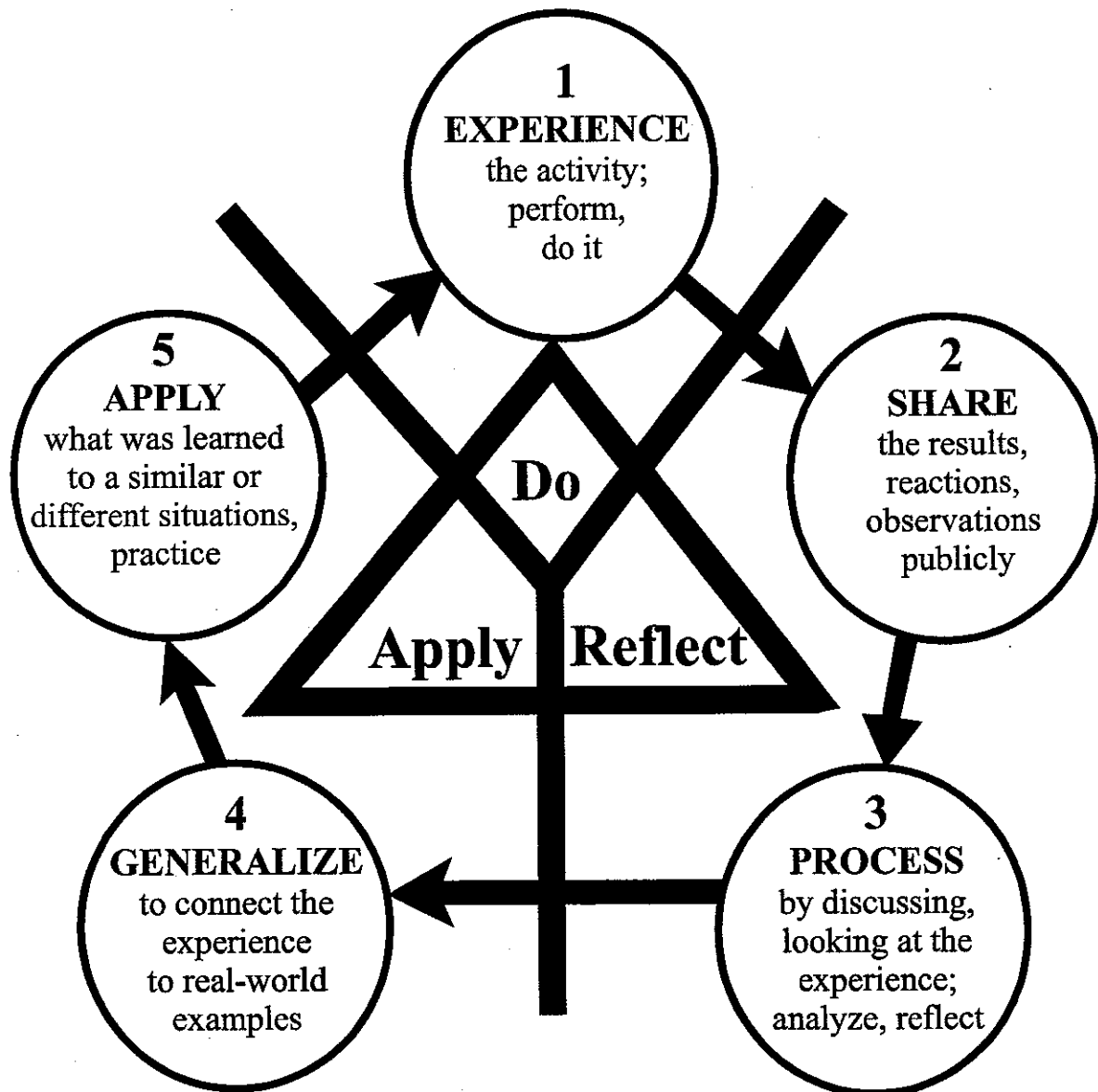
Share - Next, get the participant(s) to talk about the experience. Share reactions and observations. Let the group talk freely. Acknowledge ideas; listing them visually is helpful. Allow time for volunteers to share responses. Encourage group members to answer questions posed by others. Avoid having the leader answer questions.

Process - Discuss how themes, problems and issues are brought out by the exercise. Speak to specific problems and issues that the group discovers from the exercise or recalls from personal experiences. Look for recurring themes and write them on the newsprint. Have small groups discuss and report back, have a panel discussion, or generate ideas individually on 3" x 5" cards.

Generalize - Find general trends or common truths in the experience. Draw out and identify the principles that are important - that apply to "real life," not just the activity. This focuses on the key messages. List key terms that capture the lessons. Identify situations where the principles apply.

Apply - Concentrate on how the new learning can be applied to everyday situations. Discuss how issues raised by this activity can be useful in the future. Describe how more effective behaviors can grow out of what is learned. Write personal goals for behavior changes, take turns solving problem situations in groups of two or three, or role-play situations that show how new behavior is learned. Each individual should feel a sense of ownership for what is learned.

EXPERIENTIAL LEARNING MODEL



TECHNIQUES

Use a Variety of Activities

You might consider any one or a combination of the following: tours, interviews, judging, games, pantomimes, skits, puzzles, demonstrations, problems to solve, experiments, using a specific tool, systematic observations, creating a product, visualization, brainstorming, group initiatives, case studies, simulations, surveys leading to an event or activity, or sharing and presenting to others through talks and exhibits.

Develop Questions to Ask

The types of questions asked will vary with the activity, some questions may relate to the content but must go beyond it. If a specific life skill is to be enhanced, then the youth should have the opportunity to become as involved with understanding the life skill as understanding the subject related skill. Questions to help move in this direction may be as straightforward as these examples:

Sharing Questions

1. What did you do?
2. What happened?
3. How did you feel?
4. How did it feel to...?
5. What was most difficult? Easiest?

Processing Questions (Use data generated from sharing questions)

1. What problems or issues seemed to occur over and over?
2. What similar experiences have you had?

Generalizing Questions

1. What did you learn about yourself through this activity?
2. What did you learn about (life skill, i.e., making decisions)?
3. How do the major themes or ideas relate to real life and not just the activity?
4. How did you go about making your decision?

Applying Questions

1. How can you apply what you learned (making decisions) to a new situation?
2. How will the issues raised by this activity be useful in the future?
3. How will you act differently in the future as a result of this activity?

Each of these general questions could be enhanced by adding specific language referring to the experience in a particular project.