Discovering Tops & Bottoms
Leader Guide

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Welcome 4-H Leaders!

Welcome to the “Discovering Tops & Bottoms” project. There is lots of information, fun facts, and hands on activities that cover basic sewing principles. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

In this project, members will examine, by learning to do by doing, the different kinds of fabrics and their fibres and basic sewing techniques required to make garments and a variety of other items. The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about sewing. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D's of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”. Below is a description of each.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
## What Skills Will You Learn?

Each section or Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, you must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills, as you and your leader may plan other activities.
- Plan and complete the Showcase Challenge.
- Complete the Portfolio Page.
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

### Members will be able to...

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Ready . . .</th>
<th>Activities</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Identify specialty fabrics</td>
<td>• Testing 1,2,3 . . . .</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>• Speak the language of fabric</td>
<td>• Match It Up!</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>• Plan what you will sew - one top and one bottom</td>
<td>• Let’s Sew!</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Set . . .</td>
<td>• The Inside Story</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>• Use interfacing.</td>
<td>• Making The Cut!</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Sew!</td>
<td>• Having a Ball—Optional</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>• Identify how sewing machine needles and fabrics relate to one another</td>
<td>• Time to Sew! I</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>• Sew a curved seam - Optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a community service activity - Optional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use a commercial pattern instruction sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sewing Techniques</td>
<td>• Time to Sew! II</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>• Identify pressing equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a new sewing technique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sew Some More!</td>
<td>• Time to Sew! III</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>• Identify and understand fabric care symbols.</td>
<td>• It’s on the Label</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a new sewing technique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Voila!</td>
<td>• Time to Sew! IV</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate hemming techniques.</td>
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</tr>
<tr>
<td></td>
<td>• Add their own creative finishing touches to their garment.</td>
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<tr>
<td></td>
<td>• Determine their custom sewing rate.</td>
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</table>

When you successfully complete your builders, you will showcase what you have learned.

<table>
<thead>
<tr>
<th>Showcase &amp; Portfolio</th>
<th>• Explain success in using the skills listed above</th>
<th>Activities</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Showcase Challenge</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Portfolio Page</td>
<td>45</td>
</tr>
</tbody>
</table>
Showcase Challenge and My Portfolio Page

At the end of the members' section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

**4-H leader assessment** of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

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**4-H Project Series Skill Development Levels**

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level of projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

**Master** - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The leader’s role is to look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
**Skill Builder 1: Ready . . .**

**Skills Checklist:**
- Identify specialty fabrics
- Speak the language of fabric
- Plan what you will sew - one top and one bottom

**Dream it!**

**Background for Leaders**

**Specialty Fabrics**

Specialty fabrics are fabrics that have unique characteristics. Because of this they often require special sewing techniques and can be more difficult to sew. As members learned in the explore level, specialty fabrics can also be woven or non-woven and be made of natural or synthetic fibres. They are often made up of a blend of fibres such as silk and linen blended together, or wool and spandex. This often leads to requiring special care when sewing, pressing and washing. It is very important to know the fibre content of the fabric you are working with and how to care for it.

Some examples of specialty fabrics include:
- Nap - corduroy, velvet, terry, fur, ultrasuede
- Stretch - lycra, spandex
- Transparent - chiffon, batiste, lace, organza, netting
- Shine - satin, taffeta, metallic, sequined
- Designs - plaid, stripe, checks, diagonal designs, prints
- Specific Purpose - vinyl, oil cloth, pillow ticking

**Burn Testing**

One way to determine what the fibre content of fabrics is to do a burn test. Certain fibres have burning characteristics. The burn test works for both natural and man-made fibres. However, it cannot be used with certainty to identify blended fibres within a fabric.

**Get Set**

1. Pre wash the fabric and cut a testing swatch that is 5 cm square.
2. Hold the swatch with tweezers above a non-flammable container.
3. Use a lighter or unscented candle.
4. Tie up long hair to keep it out of the way of the flame.

**Finding Fire**

Grip the fabric with the tweezers and gently ease one edge into the open flame. Move the swatch into the flame and quickly out of it. If the fabric is flaming blow it out. Make note of the following:
- While in the flame does the fabric melt readily, smoulder, or extinguish itself?
- What happens to the flame on the fabric when it is removed from the open flame?
- Does the fabric from a melted bead or does it leave ash?
- Does the burnt fabric produce a distinct odour or smoke colour?
Fibre ID

First determine if it is animal, vegetable, or synthetic. In general, animal fibres (wool, mohair, silk, etc.) burn and curl away from the flame and smell like burning hair. They are self extinguishing when removed from the flame and leave a dull black hollow bead that is easily crushed.

Vegetable fibres such as cotton, rayon, linen and hemp burn but don’t pull away from the flame. They smell like burning paper, leaves or wood and leave a fine grey ash. Some glow before they actually go out.

Synthetic fibres like acetate, acrylic, nylon and polyester melt and burn, curling away from the flame. All exude a chemical smell of some sort and leave various melted beads.

Fibre Characteristics:

<table>
<thead>
<tr>
<th>Fibre</th>
<th>Burn Character</th>
<th>Smoke/Smell</th>
<th>Residue</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acetate</td>
<td>Melts and burns</td>
<td>Vinegar</td>
<td>Brittle dark bead</td>
<td>Persistent flame; drips</td>
</tr>
<tr>
<td>Acrylic</td>
<td>Melts and burns rapidly</td>
<td>Burnt fish/acrid</td>
<td>Hard black bead</td>
<td>Black smoke</td>
</tr>
<tr>
<td>Cotton</td>
<td>Steady flame/yellow flame</td>
<td>Burning paper</td>
<td>Soft dark ash</td>
<td></td>
</tr>
<tr>
<td>Linen</td>
<td>Slow to ignite</td>
<td>Burning paper</td>
<td>Fine grey ash</td>
<td></td>
</tr>
<tr>
<td>Nylon</td>
<td>Melts and burns</td>
<td>Celery odor</td>
<td>Hard black bead</td>
<td>Melted fibre drips</td>
</tr>
<tr>
<td>Polyester</td>
<td>Melts and burns</td>
<td>Sweet chemical</td>
<td>Hard black bead</td>
<td>Melted fibre drips black smoke</td>
</tr>
<tr>
<td>Rayon</td>
<td>Burns rapidly</td>
<td>Burning leaves</td>
<td>Soft grey ash</td>
<td></td>
</tr>
<tr>
<td>Silk</td>
<td>Burns slowly/self extinguishing</td>
<td>Burning hair</td>
<td>Irregular soft bead</td>
<td>Doesn’t shrink from flame</td>
</tr>
<tr>
<td>Spandex</td>
<td>Melts and burns</td>
<td>Burning rubber</td>
<td>Black ash</td>
<td></td>
</tr>
<tr>
<td>Wool</td>
<td>Self extinguishing</td>
<td>Burning hair/feathers</td>
<td>Irregular hollow bead</td>
<td>Shrinks from flame</td>
</tr>
</tbody>
</table>

Choosing Project Fabrics

Choosing the right fabric for your project will help guarantee a successful result. Remember these important tips:

- Check the label on the bolt of fabric for information on fibre content and care instructions.
- Buy good quality fabric with a firm, uniform weave or knit. Loosely knit or woven fabrics are more difficult to sew.
- Thin fabrics, slippery fabrics, very thick fabrics or those that ravel easily can cause difficulties when sewing.
- Plain colours and all-over prints are easier to use because they do not have to be matched at the seams.
- Check the fabric for flaws. Ask the store personnel to turn the fabric over on the cutting table so you can check it carefully. Flaws and small holes in the fabric are more common in knits than in woven fabrics.
• Check the grain line to ensure that the crosswise and lengthwise threads of the fabric are at right angles to each other.
• Polyester and cotton blends need little or no ironing and will keep their shape better than 100% cotton (knits or wovens).
• A 100% cotton fabric and cotton blends shrink. It may be necessary to purchase up to 10 cm extra per metre. Check with store personnel for specific information.
• Fabrics with a knit construction have a shaded effect – they look darker when viewed from one direction than the other. Use the “with nap” part on the pattern envelope to determine the amount of fabric needed because all pattern pieces must lay the same way.
• Consider how much the knit will stretch. Pattern companies have different stretch requirements for different designs. Check the stretch guide on the back of the envelope to decide whether the knit has the right amount of stretch.

The Language of Fabric

Drape - The ability of a fabric to fold and flow when held loosely. Fabrics with good drape hang smoothly when sewn into garments with pleats, tucks or gathers.

Hand - The reaction of the sense of touch when fabrics are held in the hand. Hand tells you whether the fabric will drape, whether it is elastic and how fine and soft it is.

Lustre - The appearance of fabric as it reflects light. Some time the words lustre and sheen are used interchangeably. Lustre may refer to a surface texture given to fabric by a chemical process or the shiny yarns used in weaving.

Loft - Fabric with a napped surface is often referred to as having a high or low degree of loft. Degree of loft relates to the length of the nap fibres and the softness of their hand.

Memory - The ability of fabric to regain its original form after stretching or creasing.

Sizing - The starch or stiffening added to fabric to withstand the stress of weaving & increase fabric weight.

The Language of Patterns

Pattern companies try to describe a garment’s fit on the pattern envelope:

Ease - The fullness included in a pattern to create a fashion look.

Wearing Ease - The ease in a pattern that makes the garment possible to wear. Various pattern companies allow different amounts of wear ease to create their own fashion statements.

Design Ease - The fullness added by a pattern designer to give a garment its individuality. Design ease can create a garment that is full and flowing or fitted.

Fitted - Clothing that follows the body’s form.

Semi-fitted - A garment with wear ease and design ease is described as “semi-fitted”. These garments often fit at the shoulder and flow over the rest of the body.

Loosely Fitted - A garment with a lot of ease is often referred to as an unstructured style or full cut.
Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease</td>
<td>A description of how a pattern will fit found on the pattern envelope.</td>
</tr>
<tr>
<td>Fitted</td>
<td>Clothing that follows the body’s form.</td>
</tr>
<tr>
<td>Drape</td>
<td>The ability of a fabric to fold and flow when held loosely. Fabrics with good drape hand smoothly when sewn into garments with pleats, tucks or gathers.</td>
</tr>
</tbody>
</table>

Age Considerations

- 8 and up

Thinking ahead

1. What will you have your members bring to the first meeting?
2. What will you discuss with members? Gather observations and think of examples that will help support your discussion

Preparing for Success

- Ask members how they know they will be successful in this builder. Discuss what success looks like, sounds like, and feels like.

Activating Strategies

- Activate member’s prior knowledge of fibres and fabrics. What are some specialty fabrics they know? Review what sewing skills they will need to sew a top and bottom.

Do it!

Testing 1,2,3...

Learn how to do a burn test to identify fabrics.

Time Required: 30 minutes

Safety Precautions: You will be using fire to test the fibres. Be very careful not to burn your fingers. Do not place tweezers in the flame as they become very hot.

Equipment/Supplies: tweezers; lighter or unscented candle; flat, shallow, non flammable container; a variety of different fabric samples that have been previously washed

Instructions:

1. Hold the fabric sample with the tweezers. Gently move the swatch into the flame and quickly out of it. If the fabric is flaming, carefully blow it out.
2. Make note of:
   - While in the flame does the fabric melt readily, smoulder, or extinguish itself?
   - What happens to the flame on the fabric when it is removed from the open flame?
   - Does the fabric form a melted bead or does it leave ash?
   - Does the burnt fabric produce a distinct odour or smoke colour?

3. Refer to the fabric characteristics chart in the Leader Guide to identify the fabrics.

**Match it Up!**

**Time Required:** 20 minutes

**Equipment/Supplies:** members manual; pencil

**Instructions:**
Place the definition number beside the word it represents.

**Match it Up!**

<table>
<thead>
<tr>
<th>EASE</th>
<th>FITTED</th>
<th>SEMI FITTED</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>DESIGN EASE</td>
<td>LOOSELY FITTED</td>
<td>MEMORY</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>SIZING</td>
<td>5</td>
<td>DRAPE</td>
</tr>
<tr>
<td>6</td>
<td>WEARING EASE</td>
<td>4</td>
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</table>

1. The fullness included in a pattern to create a fashion look, and a comfortable fit.
2. Clothing that follows the body's form.
3. The fullness added by the pattern designer. It can create a garment that is full and flowing or fitted.
4. The ease in a pattern that makes the garment possible to wear. Various pattern companies allow different amounts of wear ease to create their own fashion statements.
5. The starch or stiffening added to fabric to withstand the stress of weaving and to increase fabric weight.
6. The ability of a fabric to fold and flow when held loosely. These fabrics hang smoothly when sewn into garments with pleats, tucks or gathers.
7. The ability of fabric to regain its original form after stretching or creasing.
8. A garment with wear ease and design ease. These garments often fit at the shoulder and flow over the rest of the body.
9. A garment with a lot of ease is often referred to as an unstructured style or full cut.

**Let's Sew!**

It's time to decide what to sew!

**Time Required:** 1 1/2 hours

**Equipment/Supplies:** commercial pattern; scissors

**Instructions:**
1. Building on the members' learning in the Exploring Fibres and Fabrics project, choose a commercial pattern they would like to sew for a top and a bottom. Pay attention to size, fabric type, interfacing required, etc.
2. Use your creativity and select any buttons that depict your style and think about using trim (ribbon, braid, etc) that you will apply in builder 6 to give your garment finishing touches.

3. By following the instruction paper in the pattern you will learn new sewing techniques. Select patterns that include a minimum of 4 of the techniques listed below:
   - Button holes
   - Stay stitching
   - Facings
   - Interfacing
   - Trimming, clipping, notching
   - Darts, gathers, pleats
   - Zipper closure
   - Set in sleeves

4. Get ready for the next meeting by cutting out the tissue pattern pieces and pre-shrinking your fabric.

**Dig it!**

Members will now have an understanding of what specialty fabrics are. They will know how to conduct a burn test to determine fibre content of fabrics and they will have planned and selected commercial patterns to sew a top and bottom. Have them reflect on their learning by asking the following questions:

- What fabrics would be considered specialty fabrics?
- Why is it important to know about fabric terms?
- When planning a sewing project what should you consider?

**What's next?**

In the next builder members will learn about interfacing. Members will learn to adjust their pattern pieces to fit their bodies and will cut out their pattern pieces. To get members thinking about the next builder, have them discuss what they know about interfacing. What parts of a garment would require interfacing? Make a list of the supplies needed for the next meeting.
**In the Member Manual**

**Skill Builder 1: Ready...**

**Needles Says...**
- There are many specialty fabrics available.
  - nap - corduroy, velvet, terry, fur, ultrasuede
  - Stretch - lycra, spandex
  - Transparent - chiffon, batiste, lace, organza, netting
  - Silk - satin, taffeta, metallic, sequined
  - Designs - plaid, stripe, checks, diagonal designs, prints
  - Specific Purpose - vinyl, oil cloth, pillow ticking

**SKILLS CHECKLIST**
- Identify specialty fabrics
- Speak the language of fabric
- Plan what you will sew
- One top and one bottom

**Dream it!**

One way to determine what the fibre content of fabrics is to do a burn test. Certain fibres have burning characteristics. The burn test works with both natural and man-made fibres. However, it cannot be used with certainty to identify blended fibres within a fabric.

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<td>Rayon</td>
<td>Burns rapidly</td>
<td>Burning leaves</td>
<td>Soft grey ash</td>
<td></td>
</tr>
<tr>
<td>Silk</td>
<td>Burns slowly/self extinguishing</td>
<td>Burning hair</td>
<td>Irregular soft bead</td>
<td>Doesn’t shrink from flame</td>
</tr>
<tr>
<td>Spandex</td>
<td>Melts and burns</td>
<td>Burning rubber</td>
<td>Black ash</td>
<td></td>
</tr>
<tr>
<td>Wool</td>
<td>Self extinguishing</td>
<td>Burning hair/feathers</td>
<td>Irregular hollow bead</td>
<td>Shrinks from flame</td>
</tr>
</tbody>
</table>

**Do it!**

- Testing 1,2,3...

Learn how to do a burn test to identify fibres.

**Safety Precautions:** You will be using fire to test the fibres. Be very careful not to burn your fingers. Do not place tweezers in the flame as they become very hot.

**What will you need:** Tweezers, lighter, or unscented candle. Flat shallow non-flammable dish, a variety of different fabric samples that have been washed

1. Hold the fabric sample with the tweezers. Gently move the swatch into the flame and quickly out of it. If the fabric is flaming blow it out. Test 3 different fabrics.
2. Make note of:
   - While in the flame does the fabric melt readily, smoulders, or extinguishes itself?
   - What happens to the flame on the fabric when it is removed from the open flame?
   - Does the fabric form a melted bead or does it leave ash?
   - Does the burnt fabric produce a distinct odor or smoke colour?
3. Refer to the Fabric identity chart on page 3 to identify what the fabrics are

**Match it Up!**

Match up the definition number with the word it represents in the box below.

- EASE ___  FITTED ___  SEMI FITTED ___
- DESIGN EASE ___  LOOSELY FITTED ___  MEMORY ___
- SIZING ___  DRAPE ___  WEARING EASE ___

1. The fullness included in a pattern to create a fashion look, and a comfortable fit.
2. Clothing that follows the body’s form.
3. The fullness added by the pattern designer. It can create a garment that is full and flowing or fitted.
4. The ease in a pattern that makes the garment possible to wear. Various pattern companies allow different amounts of wear ease to create their own fashion statements.
5. The starch or stiffening added to fabric to withstand the stress of weaving and to increase fabric weight.
6. The ability of a fabric to fold and flow when held loosely. These fabrics hang smoothly when sewn into garments with pleats, tucks or gathers.
7. The ability of fabric to regain its original form after stretching or creasing.
8. A garment with wear ease and design ease. These garments often fit at the shoulder and flow over the rest of the body.
9. A garment with a lot of ease is often referred to as an unstructured style or full cut.

---

3

4
Let’s Sew!

What will you need: commercial patterns, scissors, washing machine, fabric, notions

1. Building upon what you learned in Explore Sewing choose a commercial pattern you would like to sew for a top and a bottom. Pay attention to size, fabric type, interfacing required etc.
2. Use your creativity and select any buttons that depict your style and think about using trim (ribbon, braid, etc) that you will apply in builder 6 to give your garment finishing touches.
3. By following the instruction paper in the pattern you will learn new sewing techniques.
   Select patterns that include a minimum of 4 of the techniques listed below:
   - Buttonholes
   - Stay stitching
   - Facings
   - Interfacing
   - Dart, gathers, pleats
   - Zipper Closure
   - Set in Sleeves
   - Trimming, clipping, notching
4. Get ready for the next meeting by cutting out the tissue pattern pieces and pre-shrinking your fabric.

Sew Much Fun

Needles! Fun Facts!
Corduroy was a name coined during King Louis of France’s reign. The king insisted everyone around him be dressed in splendor. Even his servants were instructed to have a polished look. So they traded in their cottons and woolens for a new cotton fabric with a more luxurious looking nap – dubbed “cord du roi”, or in English “Cords of the King”.

Dig it!
Think about this builder and the activities you did...
Review the Skills Checklist on page 3. What skills have you developed? Do you need more practice?

Record it...
Discuss what you have learned with your leader so that the information can be recorded on your Portfolio Page.

Apply it...
How could you explain to others how a sewing machine works?

What’s next?
In the next builder you will learn about interfacing. Also, you will learn how to adjust pattern pieces to fit your body and you will cut out the pattern pieces. Think about what you know about interfacing. What parts of a garment would require interfacing? Make a list of the supplies needed for the next meeting.
Skill Builder 2: Set...

Skills Checklist:

- Use interfacing.
- Cut out a pattern and transfer pattern markings

Dream it!

Background for Leaders

Interfacing

Interfacing is an important part of most garments. It is an additional layer of fabric placed between the outer shell and the facing or hem. Interfacings add support, body, and shape or eliminate stretch. Interfacings are used to prevent sagging at necklines and button closures; to add softness to hemlines; to add body, shape or wrinkle resistance to entire garments or garment sections; and to stabilize and emphasize details, such as collars, cuffs, and pockets.

Your pattern will tell you if you need interfacing and how much. It will tell you how to lay out your interfacing. Choose the type according to where it is going to be used and the effect you want.

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

Fusible interfacing is quick and easy use and gives a crisper look after fusing. Also, fusible interfacings are great for stabilizing small areas such as buttonholes, slashes, and plackets.

Woven interfacings are made of synthetic, cotton or a blend of fibres and are available in a variety of weights from lightweight polyester to heavyweight canvas. Non-woven interfacing is made of synthetic fibres bonded together in weights from sheer to heavy. Knitted interfacing also exists, and are tricot knit, tri-dimensional, weft insertion, or warp insertion construction, providing flexibility for lightweight knits and wovens.

All interfacings shrink. To pre-shrink sew in interfacing machine wash and dry according to how you will launder the finished garment. To pre shrink fusible interfacing place folded interfacing in a basin of hot water. Remove when the water cools. Roll in a towel to remove excess moisture and hang over a shower rod to dry.

When selecting an interfacing consider what type of fabric will be used, how will the finished garment be used and what are your sewing skills, time available and personal preference.
Pattern Layout and Marking

A section of the instruction sheet is devoted to cutting layouts. These layouts show you how to place the pattern on the fabric so the straight of grain of the fabric is in the correct position for every piece. To find your cutting layout, answer these questions:

- What style am I making?
- What size is my pattern?
- What width is my fabric?
- Am I using a fabric with a one-way design, nap or pile?

The terms “with nap” and “without nap” are important to understand. Without nap means there is no up or down direction to the fabric. The pattern pieces can face in either direction.

With nap means there is a definite up and down direction to the fabric in either design, weave or texture. Sometimes the up or down of the fabric is detected only by the way the light hits the material, so be sure to have a good look. When you place pattern pieces it is important that they face in the same direction. This usually requires extra material, but the pattern envelope will tell you how much more to buy.

Have members look at everyone’s clothing. Do any of these fabrics have a nap? Can they think of clothes they have that are napped?
Pinning on the Straight of Grain - Be sure pattern pieces are placed exactly on the fabric’s grain line. Using a tape measure, measure from the grain line to the fabric edge to make sure you have the pattern piece on the grain. All points along the grain line should be the same distance from the fabric edge.

Making Accurate Fabric Folds - Be sure “on-the-fold” lines are indeed on a fold and that the fold is exactly on the grain. The fold must be parallel to the fabric edge. A tape measure can help you make accurate folds.

Pinning the Pattern - When pinning, hold both the fabric and the pattern flat against the table. Place the pins at right angles to the pattern edge. Place the pattern pieces close together on the fabric.

Check the members layout before they cut.

Marking the Fabric - Transferring pattern markings to your fabric is an important step. It must be done before unpinning the pattern because you cannot get accurate markings after you start sewing. There are several good marking methods. These include chalk and pins, tracing paper and wheel, “wipe away with water” marking pens and tailors tacks.

When marking fabric remember:
- Not all methods will work on all fabrics;
- Test a “wipe away with water” pen on your fabric by first making a small mark then seeing if it comes out easily;
- Test carbon paper on a fabric scrap to make sure it will not show through to the right side; and
- Markings have to last only until the garment is finished.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Having members to use their own words increases connection making.

<table>
<thead>
<tr>
<th>Interfacing</th>
<th>An additional layer of fabric placed between the outer shell and the facing or hem. Interfacings add support, body, and shape or eliminate stretch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nap</td>
<td>Textured fabrics that go in one direction. For example velvet or corduroy</td>
</tr>
</tbody>
</table>

Age Considerations:

8 and up

Thinking ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Activating Strategies

Activate member’s prior knowledge of interfacing and cutting out a commercial pattern. Where is interfacing used? Review what are the key points to remember when cutting out a pattern.
Do it!

The Inside Story
Finding the right interfacing for your sewing project

Time Required: 30 minutes

Equipment and Supplies: swatches of two sew-in interfacings one woven and one non-woven and two swatches of fusible interfacings. Each one should be a 10 cm square. Four 10 cm squares of the fabrics you are using for your top and bottom project, iron

Instructions:
1. Following the instructions that come with the interfacing apply each interfacing to the members garment fabric.
2. Observe the performance of each interfacing on the fabric. Would it be suitable for what The members want it to do?
3. Have members select the interfacing that they will use on their sewing project and mount it in their manual.

Making the Cut

Time to cut out your pattern pieces!

Time Required: 2 hours

Equipment and Supplies: pattern pieces, garment fabric, interfacing, pins, fabric scissors, measuring tape

Instructions:
1. Hold the pattern pieces up to your body and make any adjustments to length that are necessary. The pattern piece will be marked where to make the adjustments.
2. Following the instruction sheet layout your pattern pieces and pin.
3. Cut out your garment being careful to cut around all notches.
4. Get ready for the next builder by winding the bobbin and threading the sewing machine with the thread that matches your fabric.

Dig it!

Have members reflect on their learning by asking the following questions:
1. What have you learned about the importance of using interfacing?
2. What is the proper way to pin a pattern to fabric?
3. How will these new skills help you in the future?

What’s next?
In the next builder members will learn about sewing machine needles. What needle to use with what fabric. They will also begin to sew their garments. To get members thinking about the next builder have them discuss what the first steps will be to start to sew their project. What supplies do they need to bring to the next meeting.
### In the Member Manual

**Skill Builder 2: Set...**

**Needles Says...**

Knowing about interfacing is an important next step. Interfacing helps give your garment the shape that you want. Get set to sew!

**SKILLS CHECKLIST**

- Use interfacing
- Cut out a pattern and transfer markings

**Important Words**

Look out for these important words in this builder:

- Interfacing
- Nap

**Dream it!**

**Interfacing**

Interfacing is an important part of most garments. It is an additional layer of fabric placed between the outer shell and the facing or hem. Interfacings add support, body, and shape or eliminate stretch. Interfacings are used to prevent sagging at necklines and button closures; to add stiffness to hemlines; to add body, shape, or wrinkle resistance to entire garments or garment sections; and to stabilize and emphasize details, such as collars, cuffs, and pockets.

Your pattern will tell you if you need interfacing and how much. It will tell you how to lay out your interfacing. Choose the type according to where it is going to be used and the effect you want.

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

When selecting an interfacing consider what type of fabric will be used, what will the finished garment be used and what are your sewing skills, time available and personal preference.

<table>
<thead>
<tr>
<th>Fabric and Use</th>
<th>Interfacing</th>
<th>Design Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very lightweight fabrics</strong>&lt;br&gt;(knits, voiles, gauze, organdy, silk, stretch, jersey, batiste, chambray, interlock knit, jersey, single knit, bross, icicle, silk and silk blends)</td>
<td>     </td>
<td>   </td>
</tr>
<tr>
<td>Fusible, organza, sew-in/snap, regular or stretch, very lightweight, nonwoven, self-fabric</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Do not use fusibles on chiffon or organza</td>
<td>     </td>
<td>   </td>
</tr>
<tr>
<td><strong>Medium weight fabrics</strong>&lt;br&gt;(linen, denim, flannel, gabardine, cotton, dress, chino, velveteen, stretch, jersey, double knit, sweater knit, dress, lightweight knit, active sportsweat, knit, woven)</td>
<td>   </td>
<td> </td>
</tr>
<tr>
<td>Sew-in or fusible lightweight or medium weight, nonwoven or woven, fusible knit</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Do not use fusibles on rayon, silk, or rayon blend fabrics</td>
<td>     </td>
<td>   </td>
</tr>
<tr>
<td><strong>Heavyweight fabrics</strong>&lt;br&gt;(linen, denim, flannel, gabardine, cotton, dress, chino, velveteen, stretch, jersey, double knit, sweater knit, dress, lightweight knit, active sportsweat, knit, woven)</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Sew-in or fusible lightweight or medium weight, nonwoven or woven, fusible knit</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Do not use fusibles on rayon, silk, or rayon blend fabrics</td>
<td>     </td>
<td>   </td>
</tr>
<tr>
<td><strong>Leather types</strong>&lt;br&gt;(suede, suede cloth)</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Crisp or soft, non-woven, fusible or non-fusible medium weight, nonwoven or woven</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Do not use fusibles on real leather</td>
<td>   </td>
<td> </td>
</tr>
<tr>
<td><strong>Webbands</strong>&lt;br&gt;(burlap, burlap, bags, camping gear, home decorating items)</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>Sew-in nonwoven in all weights; fusible medium to heavyweight (nonwoven or woven)</td>
<td> </td>
<td> </td>
</tr>
</tbody>
</table>

**Pattern Layout and Marking**

A section of the instruction sheet is devoted to cutting layouts. These layouts show you, how to place the pattern on the fabric so the straight of grain of the fabric is in the correct position for every piece. To find your cutting layout, answer these questions:

- What style am I making?
- What size is my pattern?
- What width is my fabric?
- Am I using a fabric with a one-way design, nap or pile?

The term “with nap” and “without nap” are important to understand.

- With nap means there is a definite up and down direction to the fabric. You should place your pattern pieces in the same direction they face in the same direction. This usually requires extra material, but the pattern envelope will tell you how much more to buy.

Have a look at everyone’s clothing. Do any of these fabrics have a nap? Can anyone think of clothes they have that are napped?

**Pinning on the Straight of Grain**

- Be sure pattern pieces are placed exactly on the fabric’s grain line. Using a tape measure, measure from the grain line to the fabric edge to make sure you have the pattern piece on the grain. All points along the grain line should be the same distance from the fabric edge.

**Making Accurate Fabric Folds**

- Be sure “on-the-fold” lines are on a fold and that the fold is exactly on the grain. The fold must be parallel to the fabric edge. A tape measure can help you make accurate folds.

**Pinning the Pattern**

When pinning, hold both the fabric and the pattern flat against the table. Place the pins at right angles to the pattern edge. Place the pattern pieces close together on the fabric.

---

Marking the Fabric - Transferring pattern markings to your fabric is an important step. It must be done before unpinning the pattern because you cannot get accurate markings after you start sewing. There are several good marking methods. These include chalk and pins, tracing paper, and wheel, “wipe away with water” marking pens and tailor's tack.

When marking fabric remember:
- Not all methods work on all fabrics;
- Test a “wipe away with water” pen on your fabric by first making a small mark then seeing if it comes out easily;
- Test carbon paper on fabric scrap to make sure it will not show through to the right side;
- Markings only have to last until the garment is finished.

Do it!
The Inside Story
Finding the right interfacing for your sewing project

What You Will Need: Swatches of 2 sew-in interfacing one woven and one non-woven and 2 swatches of fusible interfacings. Each one should be a 10 cm square. Four 10 cm squares of the fabric you’re using for your top and bottom project and an iron.

1. While following the instructions that come with the interfacing, apply each interfacing to your garment fabric.
2. Observe the performance of each interfacing on the fabric. Would it be suitable for what you want it to do?

3. Attached the interfacing sample you will be using in your sewing project.

   Name: ________________________________
   How to Apply: ________________________

Making the Cut
Time to cut out your pattern pieces!


1. Hold the pattern pieces up to your body and make any adjustments to length that are necessary. The pattern piece will be marked where to make the adjustments.
2. Following the instruction sheet layout your pattern pieces and pin.
3. Cut out your garment being careful to cut around all notches.
4. Get ready for the next build by winding the bobbin and threading the sewing machine with the thread that matches your fabric.

Needles! Fun Facts!
In 1863, Ebenzer Butterick changed the face of home sewing forever by creating the first graded sewing pattern. Before the introduction of the graded pattern for home sewing, fashion was exclusive to ladies who could pay for the latest styles from Paris. Most women bought their clothes made of fine materials and were taken to a department store for a fitting. With the introduction of Butterick patterns, not only did dressmaking become easier but also became affordable to all classes all over the world.

Scissors were invented in Egypt around 1500 B.C., and were made from bronze. They were a single piece of metal.

Sew Much Fun

Many fabric fibers come from agricultural products. Check out this interesting site on natural fabrics. www.fabrics.net/natural.asp

Dig It!
How Did it Go? - Answer these questions:
What have you learned about the importance of using interfacing?
What is the proper way to pin a pattern to fabric?
How will these new skills help you in the future?

What's next?
In the next build you will learn about sewing machine needles and what needle to use with what fabric. You will also begin to sew your garments. Discuss with your leader what the first steps will be to start to sew your project. How important do you think having the right sewing machine needle for the type of fabric is? What supplies do you need to bring to the next meeting? Make a list of supplies to bring to the next meeting.
Skill Builder 3: Sew!

Skills Checklist:
- Identify how sewing machine needles and fabrics relate to one another.
- Sew a curved seam - Optional
- Demonstrate a community service activity using your sewing skills - Optional
- Use a commercial pattern instruction sheet.

Dream it!

Background for Leaders

Sewing Machine Needles

Now that you may be choosing to sew with different fabrics it's important to recognize the differences in sewing machine needles. The size of needle used in the machine should relate to the fabric weight and type of thread you are using. The needle should be small enough to pierce the fabric without leaving a hole, yet have a large enough eye for the thread.

<table>
<thead>
<tr>
<th>Fabrics</th>
<th>Needle Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Weight</td>
<td>Fine: 60, 70, 80 (9, 10, 11)</td>
</tr>
<tr>
<td>• broadcloth, fine cotton prints or blends, interlock knits</td>
<td></td>
</tr>
<tr>
<td>Medium Weight</td>
<td>Medium: 80, 90 (11 to 14)</td>
</tr>
<tr>
<td>• flannel, corduroy, medium weight double knits, sweater knits, quilted fabrics, lightweight denims</td>
<td></td>
</tr>
<tr>
<td>Heavy Weight</td>
<td>Coarse: 100, 110 (16, 17, 18)</td>
</tr>
<tr>
<td>• denim, upholstery fabric, canvas, sailcloth</td>
<td></td>
</tr>
</tbody>
</table>

Types of sewing machine needles include:
- **Universal ballpoint** – specially tapered for both knits and woven fabrics
- **Ballpoint** – a rounded point pushes aside fabric threads instead of piercing them. Used for knits
- **Stretch** – for sewing knits and knit fabrics containing lycra.
- **Sharp** – for general sewing on woven fabrics.
- **Wedge-shaped** – for leather and leather like fabrics.
- **Twin and Triple** – for decorative stitching on some machines; double needles are also ideal for hemming T-shirts and fleece skirts.

Changing the Needle - Never sew with a dull needle. Skipping stitches usually means the needle is dull or bent. Fabrics made from man-made fibres can dull a needle quickly. If the thread keeps breaking, it may mean the needle is bent or has a “rough” eye.

To change the needle:
- Raise the thread take-up lever to its highest point
- Loosen the needle clamp screw and remove the old needle
- Insert the new needle upward into the needle clamp as far as it will go (be sure it is inserted correctly – the long groove on the needle is positioned so it faces the side where the needle should be threaded)
- Tighten the needle clamp screw
• Stitch a test seam
• If the machine does not form stitches properly, you have not inserted the needle correctly. Go through the steps again.

**Important Words**

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding.

• Ask members to form a mental image of the new word.
• Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Universal Ballpoint Needle</th>
<th>Sewing machine needle specially tapered for both knits and woven fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballpoint Needle</td>
<td>Sewing machine needle with a rounded point that pushes aside fabric threads instead of piercing them. Used for knits</td>
</tr>
<tr>
<td>Sharp Needle</td>
<td>Sewing machine needle for general sewing on woven fabrics</td>
</tr>
<tr>
<td>Wedge-shaped</td>
<td>Sewing machine needle for leather and leather like fabrics.</td>
</tr>
</tbody>
</table>

**Age Considerations:** 8 and up

**Thinking ahead**

• What will you discuss with members? Gather observations and think of examples that will help support your discussion

**Preparing for Success**

• Looking back to the skills checklist, help members identify how they know they have been successful in this builder. Discuss what success looks like, sounds like, and feels like.

**Activating Strategies**

• Activate member’s prior knowledge by discussing sewing projects the members have sewn. What kind of sewing machine needle did they use and why. What sewing skills will they use as they begin to sew their top and bottom.

**Do it!**

**Having a Ball - Optional**

Learn to sew curved seams while making balls to donate to your local daycare, preschool or kindergarten class.

**Time Required:** 1 hour

**Equipment and Supplies:** A variety of different medium/heavy weight fabric scraps, variety of sewing machine needles, thread, scissors, pins, sewing machine, polyester fibre fill
Let’s Sew!

1. Cut out 6 pieces from the attached pattern for each ball. Cut out several balls using different kinds of fabrics.
2. Have members select the appropriate needle to sew each ball.
3. Pin 2 pieces right sides together and sew with a 7mm seam allowance. Then sew on a 3rd piece to make half of the ball. Be sure to match the ends up evenly to the point and that you backstitch at the start and finish.
4. Repeat to form the other half of the ball.
5. With right sides together sew the two halves together. Start sewing the seam on the long side of ball making sure to catch all six pieces at the top and bottom points. Leave an opening of 6 cm for stuffing. Do not leave an opening at the points since there are six pieces of fabric that need to be very secured at these points. Stitch again at points if necessary.
6. The way you stuff the ball will make a real difference in the final look and feel of the ball. Use small, soft, fabric scraps or stuffing. Shape the ball with your hands to make it even and smooth. The goal is to make a round ball that rolls nicely.
7. Slip stitch the opening closed by hand.

Time to Sew! I

Which will you sew first? The top or the bottom?

Time Required: 2 hours

Supplies and Equipment: cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

Let’s Sew!

1. Help members to learn as they sew by reading and following the instruction sheet.
2. Remind them to use seam finishes and to press as they go.
3. Guide members through the new sewing techniques they have chose to learn in this project.

Dig it!

Have members reflect on their learning by asking the following questions:
1. Where would you sew a curved seam?
2. What type of sewing needle would you use with a lightweight woven fabric?
3. How did it feel to be able to use your sewing skills to benefit the community?

What’s next?

In the next builder members will learn about pressing tools and how they contribute to a well made garment. They will also continue to sew their garments. To get members thinking about the next builder have them discuss what they know about pressing tools. Have they seen other sewers use them? What sewing techniques will they use at the next stage in their project? Make a list of supplies to bring to the next meeting.
In the Member Manual

Skill Builder 3: Sew!

It is time to get sewing! Knowing what size of sewing machine needle works best with different types of fabrics will ensure a well-sewn project. Go one step further and use your sewing skills for a community service project. Have fun sewing and making cool balls for your local daycare or kindergarten class.

SKILLS CHECKLIST

- Identify how sewing machine needles and fabrics relate to one another.
- Sew a curved seam. - Optional
- Demonstrate a community service activity. - Optional
- Use a commercial pattern instruction sheet.

Important Words

Look out for these important words in this builder:

- Universal ballpoint needle
- Ballpoint needle
- Sharp needle
- Wedge-shaped needle

Dream it!

Sewing Machine Needles

Now that you may be choosing to sew with different fabrics it's important to recognize the differences in sewing machine needles. The size of needle used in the machine should relate to the fabric weight and type of thread you are using. The needle should be small enough to pierce the fabric without leaving a hole, yet have a large enough eye for the thread.

Types of sewing machine needles include:

- Universal ballpoint — specially tapered for both knits and woven fabrics
- Ballpoint — a rounded point pushes aside fabric threads instead of piercing them.
- Stretch — for sewing knits and knit fabrics containing lycra.
- Sharp — for general sewing on woven fabrics.
- Wedge-shaped — for leather and leather-like fabrics.
- Twin and Triple — for decorative stitching on some machines; double needles are also ideal for hemming T-shirts and fleece skirts.

Do it!

Having a Ball - Optional

Learn to sew curved seams while making balls to donate to your local daycare, preschool or kindergarten class.

What You Will Need: A variety of different medium/heavy weight fabric scraps, variety of sewing machine needles, thread, scissors, pins, sewing machine, polyester fibre fill

Let's Sew!

1. Following your leader's instructions cut out three balls using different kinds of fabrics.
2. Experiment with different colour combinations and fabrics to get the look you want.
3. Select the appropriate needle to sew each ball based on the type of fabric.
4. Sew the balls as your leader instructs.
5. Keep one ball for yourself and give the others away to the local daycare or kindergarten class.

<table>
<thead>
<tr>
<th>Fabrics</th>
<th>Needle Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Weight</td>
<td>Fine: 60, 70, 80 (9, 10, 11)</td>
</tr>
<tr>
<td>Medium Weight</td>
<td>Medium: 90, 100 (11 to 14)</td>
</tr>
<tr>
<td>Heavy Weight</td>
<td>Coarse: 100, 110 (16, 17, 18)</td>
</tr>
</tbody>
</table>

Nygaard International is a multi-million dollar clothing manufacturing firm originating in Winnipeg. You may know the store Tanjay. It's owner Peter Nygaard, a famous Canadian fashion designer, grew up in Deloraine, Manitoba. In 2002, Deloraine named a park in his honour - Nygaard Park. The park is known for flying the flags of the world.

Sew Much Fun

Explore Canada's textile industry and textiles throughout time. Click time lines to discover how textiles helped shape today's world. Earn points by answering the quiz questions at each stop. See how textiles are an important part of race cars, firefighter gear, racing yachts and how textiles are impacting the environment. www.exploretexites.ca/textiles/eco_timeline_e.aspx

Needles' Fun Facts!
In the Member Manual

Time to Sew! 1
Which will you sew first? The top or the bottom?

What You Will Need: cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

1. Learn as you sew by reading and following the instruction sheet.
2. Remember to backstitch, seam finish and to press as you go.
3. Your leader will guide you through the new sewing techniques you have chosen to learn in this project.
4. Have fun!

Sewing Machine Needle Used in My Project ________________

Dig It!
Think about this builder and the activities you did ...
Review the Skills Checklist on page 10. What skills have you developed? Do you need more practice?

Record it . . .
Discuss what you have learned with your leader so that the information can be recorded on your Portfolio Page.

Apply it . . .
What type of sewing machine needle would be suitable for a medium weight woven fabric?

What’s next?
In the next builder you will learn about pressing tools and how they contribute to a well made garment. You will also continue to sew your top and bottom. What do you know about pressing tools? Have you seen other sewers use them? What sewing techniques will you use at the next lesson? Make a list of supplies to bring to the next meeting.
Skill Builder 4: Sewing Techniques

Skills Checklist:
- Identify pressing equipment
- Demonstrate a new sewing technique while sewing their project

Dream it!

Background for Leaders

Pressing Equipment

Pressing is important at all stages of sewing to shape and set stitched lines. A steam iron and ironing board are essential. There are many types of pressing equipment that are useful as well.

Press Mitt
- Used like a tailors ham for small areas. It has a pocket on one side or pockets on each side to fit over your hand or sleeve board.
- Wool on one side, cotton on the other
- Provides rounded surface to press curved areas

Tailors Ham
- Useful for pressing curved areas such as darts, princess seams and sleeve caps.
- Wool side retains steam, cotton side is used when pressing fabrics at high temperatures.

Sleeve Roll
- For pressing seams open on long cylindrical sections such as sleeves and pant legs.
- It allows the seam to be pressed open without marking the right side of the fabric.

Point Press or Tailors board
- A multi-edged surface that makes it possible to press seams open on detailed areas such as collars, cuffs and facings.

Press Cloths
- These prevent scorch marks and iron shine. Use any of the following: specialty treated press cloths, muslin in several different weights, a piece of your fashion fabric or a man’s handkerchief.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding.
- Ask members to form a mental image of the new word.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Tailors Ham</th>
<th>For pressing curved areas such as darts, princess seams and sleeve caps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeve Roll</td>
<td>For pressing seams open on long cylindrical sections such as sleeves and pant legs.</td>
</tr>
<tr>
<td>Press Mitt</td>
<td>Provides rounded surface to press curved areas</td>
</tr>
</tbody>
</table>
Age Considerations: 8 and up

Thinking ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion

Preparing for Success
- Looking back to the skills checklist, help members identify how they know they have seen successful in this builder. Discuss what success looks like, sounds like, and feels like.

Activating Strategies
- Activate member’s prior knowledge by discussing sewing projects the members have sewn. What pressing tools have they seen other sewers use? What new sewing skills will they learn as members continue to work on their garment.

Do it!

Time to Sew! II
Continue to sew your top or bottom

Time Required: 2 hours

Supplies and Equipment: cut out pattern, pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

Let’s Sew!
1. Help members to learn as they sew by reading and following the instruction sheet.
2. Remind them to use seam finishes and to press as they go.
3. Guide members through the new sewing techniques they have chose to learn in this project.
4. Have members identify what pressing tools they used and draw them in their book.

Dig it!

Have members reflect on their learning by asking the following questions:
1. Why are pressing tools so important?
2. What new sewing technique did you learn in this builder?
3. What has been the easiest part of sewing your garment, what has been the hardest?

Once members have a solid foundation of basic skills and achievements, they should be ready to start working on communication skills and developing leadership roles in the community. Have members explain to you the sewing techniques they have learned so far. What have been the results of sewing with different types of fibres and fabrics?
Further suggestions: Have members plan and give a presentation on one of the items they have made for members of the community (friends, family members, other school children, senior citizens, etc.). The presentation should include both written (planning, speech) and oral (speaking to group) components.

What’s next?

In the next builder members will learn about clothing care. They will also continue to sew their garments. To get members thinking about the next builder have them discuss what they know about doing laundry. Do they check the tags to see how to wash cloths? Is it important to take note of how to wash a length of fabric purchased at the store? What sewing techniques will they use at the next stage in their project? Make a list of supplies to bring to the next meeting.

Leaders Notes
In the Member Manual

Skill Builder 4: Sewing Techniques

Needles Says...
Whether a garment looks home made or store bought often depends on how well it is pressed. Using the right tools for the job makes a big difference. Paying attention to detail helps as well. So press on in this builder as you work on your project!

Dream it!

Pressing Equipment
Pressing is important at all stages of sewing to shape and set stitched lines. A steam iron and ironing board are essential. There are many types of pressing equipment that are useful as well.

Press Mitt
- Used like a tailor's ham for small areas. It has a pocket on one side or pockets on each side to fit over your hand or sleeve board.
- Wool on one side, cotton on the other
- Provides rounded surface to press curved areas

Tailor's Ham
- Useful for pressing curved areas such as darts, princess seams and sleeve caps.
- Wood side retains steam cotton side is used when pressing fabrics at high temperatures.

Sleeve Roll
- Used for pressing seams open on long cylindrical sections such as sleeves and pant legs.
- It allows the seam to be pressed open without marking the right side of the fabric.

Point Press or Tailor's board
- A multi-edged surface that makes it possible to press seams open on detailed areas such as collars, cuffs and facings.

Press Cloths
- These prevent scratch marks and iron shine. Use one of the following: specialty treated press cloths, muslin in several different weights, a piece of your fashion fabric or a man's handkerchief.

Do it!

Time to Sew II
Continue to sew your garments.

What You Will Need: cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

1. Learn as you sew by reading and following the instruction sheet.
2. Remember to backstitch, seam finish and to press as you go.
3. Your leader will guide you through the new sewing techniques you have chosen to learn in this project.
4. Have fun!

Draw or insert a picture of the pressing tools you have used to make your project.
In the Member Manual

Flat irons or Sad irons were first forged in the late middle ages. They were heated by a fire or on a stove. Sad in sad iron or sadiron is an old word meaning solid. To use the sad iron two were needed. One to use and one heating on the stove. Years ago household chores took entire days.

Housewives would:
- Wash on Monday
- Iron on Tuesday
- Mend on Wednesday
- Market on Thursday
- Clean on Friday
- Bake on Saturday
- Rest on Sunday

Dig It!

How Did it Go? - Answer these questions:

1. Why are pressing tools so important?

2. What new sewing technique did you learn in this builder?

3. What has been the easiest part of sewing your garments, what has been the hardest?

What's next?

In the next builder you will learn about clothing care and continue to sew your garments. What do you know about doing laundry? Do you check the tags to see how to wash clothes? Is it important to take note of how to wash a length of fabric purchased at the store? What sewing techniques will you in the next step of your project? Make a list of supplies to bring to the next meeting.
Skill Builder 5: Sew Some More

Skills Checklist:

- Identify and understand fabric care symbols.
- Demonstrate a new sewing technique while sewing their project.

Dream it!

Background for Leaders

Preparing your Fabric

Whatever fabric you choose, remember to “treat” the fabric before you begin sewing as you will once the garment is made. For example, if you prewash gabardine in cold water, hang it to dry and press it with a warm iron, it will not react the same after you make the garment if washed in hot water, dried in a hot dryer and pressed on a cotton setting.

If your fabric is washable, preshrink it by washing according to instructions from the fabric bolt in the store. If your fabric is dry cleanable only preshrinking is not necessary. It is important to preshrink notions as well.

Clothing Care

Easy Laundry - Keeping clothing in good condition involves fairly simple steps. Many people are not aware of these, so before your favourite white sweatshirt gets thrown in the wash with red socks, you need to learn the following steps:

1. **Know What is Washable** - How to wash a garment depends on fibre content, yarn and fabric construction, dyes, finishes and decorative details. The best guide on how to wash an article is on the care label sewn into the item of clothing. Learn what these labels mean and how to follow their instructions.

2. **Sort and Separate** - To keep that white sweatshirt white and those dirty jeans you wore to change the oil in good condition, you need to learn how to sort laundry. Laundry needs to be sorted according to colour, fabric weight and construction, and the amount of soil on a garment. Mending may be necessary at this stage as well.

3. **Removing Spots** - Whether it’s ketchup or car grease, spots need to be removed to keep garments looking good. Learning how to pre-treat specific stains will keep garments great for many more wearings.

4. **Detergent and Water Temperature** - Use the right amount of detergent and the best water temperature for your garments. Just follow the instructions on the laundry soap package. The temperature of the wash water affects cleaning, wrinkling and durability of colours and the fabric finish. Using the right water temperature for a particular article will help you get the best results.

5. **Do Your Wash the Right Way** - Learning to load and set the washer properly makes a difference in the results.

6. **Dry With Care** - Maintain the quality of your clothing by using the right drying method for the type of laundry you are doing.
Important Words

Help members define the following words and look for members using this vocabulary in their discussions. The care label activity will help you identify which words they know.

<table>
<thead>
<tr>
<th>Washing</th>
<th>The use of soap and water to clean garments and fabrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleaching</td>
<td>Bleach is used to brighten white fabrics or to remove stains from white or colourfast fabrics</td>
</tr>
<tr>
<td>Dry Cleaning</td>
<td>A cleaning process using solvents for fabrics that can not be washed with soap and water.</td>
</tr>
</tbody>
</table>

Age Considerations:  8 and up

Thinking ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion

Preparing for Success

Looking back to the skills checklist, help members identify how they know they have been successful in this builder. Discuss what success looks like, sounds like, and feels like.

Activating Strategies

Activate member’s prior knowledge by discussing sewing projects the members have sewn. Have members ever run the washing machine and if so do they check the care labels on the clothes? What new sewing skills will they learn as members continue to work on their garment.

Do it!

Time to Sew! III

Continue to sew your top or bottom

Time Required: 2 hours

Equipment and Supplies: cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

Let’s Sew!

1. Help members to learn as they sew by reading and following the instruction sheet.
2. Remind them to use seam finishes and to press as they go.
3. Guide members through the new sewing techniques they have chose to learn in this project.

It’s on the Label

What do these symbols mean?

Time Required: 20 minutes

Equipment and Supplies: red, yellow and green pencil crayon or marker
Instructions:
Learn to read these symbols and understand what they mean, so you can properly care for your clothes. Colour the STOP column Red, the BE CAREFUL column yellow and the GO AHEAD column green.

Dig it!

Have members reflect on their learning by asking the following questions:
1. Should you wash reds and whites together? Why or why not?
2. Where are care labels found? Give 2 examples
3. What new sewing technique did you learn in this builder?

What's next?

In the next builder members will learn about finishing touches to complete their top and bottom. They will be able to wear their outfit home! To get members thinking about the next builder have them discuss what do they need to do to finish their project. What finishing touches will they need to learn. Make a list of supplies to bring to the next meeting.

Leader’s Notes
In the Member Manual

Skill Builder 5: Sew Some More!

Needles Says....

After all the work you put into sewing a garment you need to know how to care for it. A few simple steps will ensure you are wearing it for a long time.

SKILLS CHECKLIST
- Identify and understand fabric care symbols.
- Demonstrate a new sewing technique.

Important Words
Look out for these important words in this builder:
Washing, Bleaching, Dry Cleaning

Dream it!

Preparing your Fabric

Whatever, fabric you choose, remember to “treat” the fabric before you begin sewing as you will once the garment is made. For example, if you pre-wash gabardine in cold water, hang it to dry and press it with a warm iron, it will not react the same after you make the garment if washed in hot water, dried in a hot dryer and pressed on a cotton setting.

If your fabric is washable, preshrink it by washing according to instructions from the fabric bolt in the store. If your fabric is dry cleanable only preshrinking is not necessary. It is important to preshrink notions as well.

Clothing Care

Easy Laundry - Keeping clothing in good condition involves fairly simple steps. Many people are not aware of these, so before your favorite white sweatshirt gets thrown in the wash with red socks, you need to learn the following steps:

1. Know What is Washable - How to wash a garment depends on fiber content, yarn and fabric construction, dyes, finishes and decorative details. The best guide on how to wash an article is on the care label sewn into the item of clothing. Learn what these labels mean and how to follow their instructions.

2. Sort and Separate - To keep that white sweatshirt white and those dirty jeans you wore to change the oil in good condition, you need to learn how to sort laundry. Laundry needs to be sorted according to color, fabric weight and construction, and the amount of soil on a garment. Mending may be necessary at this stage as well.

3. Removing Spots - Whether it’s ketchup or car grease, spots need to be removed to keep garments looking good. Learning how to pre-treat specific stains will keep garments great for many more wearings.

4. Detergent and Water Temperature - Use the right amount of detergent and the best water temperature for your garments. Just follow the instructions on the laundry soap package. The temperature of the wash water affects cleaning, wrinkling and durability of colors and the fabric finish. Using the right water temperature for a particular article will help you get the best results.

5. Do Your Wash the Right Way - Learning to load and set the washer properly makes a difference in the results.

6. Dry With Care - Maintain the quality of your clothing by using the right drying method for the type of laundry you are doing.

Do it!

It’s on the Label

What do these symbols mean?

Learn to read these symbols and understand what they mean so you can properly care for your clothes. Colour the STOP column red, the BE CAREFUL column yellow and the GO AHEAD column green.
In the Member Manual

Time to Sew! III

Continue to sew your garments.

What You Will Need: cut-out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

1. Learn as you sew by reading and following the instruction sheet.
2. Remember to backstitch, seam finish and to press as you go.
3. Your leader will guide you through the new sewing techniques you have chosen to learn in this project.
4. Have fun!

Needles

Ancient peoples cleaned their clothes by pounding them on rocks or rubbing them with abrasive sands and washing the dirt away in local streams. The earliest washing "machine" was the scrub board invented in 1797. American James King patented the first washing machine to use a drum in 1851, the drum made King's machine resemble a modern machine, however it was still hand powered.

Dig It!

Think about this builder and the activities you did ...

Review the Skills Checklist on page 16. What skills have you developed? Do you need more practice?

Record it . . .

Discuss what you have learned with your leader so that the information can be recorded on your Portfolio Page.

Apply it . . .

How will you wash your new top and bottom?

What’s next?

So far you have learned about specialty fabric, interfacing, sewing machine needles, and pressing tools. In the next builder you will learn how to finish a garment to make it your own. What unique sewing techniques would you like to try? What supplies are needed for the next meeting? Make a list of supplies to bring to the next meeting.

Sew Much Fun

Stain Removal Guide - offers tips and uses normal household cleaning items.
http://www.chemistry.co.nz/stain.htm
**Skill Builder 6: Voila!**

**Skills Checklist:**
- Demonstrate hemming techniques.
- Add their own creative finishing touches to your garment.
- Determine their custom sewing rate.

**Dream it!**

**Background for Leaders**

**Finishing Touches**

Paying attention to the finishing touches truly makes your garment your own. In addition to the fabric and pattern that you have used you can be creative with trim, buttons, top stitching, hemming techniques etc. How you choose to finish your garment determines how professional it looks. The quality is in the details. Making sure the garment is well pressed is important. This builder will look at how to hem, add decorative buttons and how to apply trim.

**Hem**

Hem finishes the bottom of a garment and also helps it hang better by adding weight to the edge. A hem whether narrow or wide should be barely visible from the right side of the garment. Hems may be hand sewn, machine stitched or fused in place. Quite often, you can tell that a garment is home-made because many people do not take enough care while doing the hem. A well-made hem is always the least noticeable hem. Eliminate bulk, reduce fullness, press carefully to prevent ridges and never pull the stitches tightly as you sew. A hem is usually one of the last steps in garment construction. Let the garment hang 24 hours before hemming.

**Preparing the Hem**

1. **Mark the hemline** - Have someone else mark the hem with you wearing the garment. Stand straight and still with your weight on both feet. The person marking the hem should move around you.

2. **Fold on hem** - Turn the hem to the wrong side along the marked line. Press on the fold line. **Never** press over pins. **Do not** press a hem too heavily as a crease will form on the right side. You may want to use heavy brown paper between the hem and the garment to prevent a crease forming.

3. **Trim hem depth** - Trim hem off to an even width. Your pattern piece will indicate how deep to make the hem. Trim seam allowances to half their width from the hem edge to the fold to reduce bulk.

4. **Ease fullness** - To ease fullness in a hem, run a row of machine gathers 6 mm from the cut edge of the hem. Turn hem up and pin at seams. If the hem does not lie flat, use a pin and pull the bobbin thread between seams. This will gather the hem edge slightly. Adjust fullness evenly between seams. Steam press to shrink out some of the fullness.
Finish the Hem Edge

Depending on your fabric, one of the following methods may be used:

- If the fabric does not ravel the edge may be finished by simply stitching 6 mm from the raw edge.

- If the fabric ravel, machine zigzag the edge or use the serger.

- If fabric ravel, but is lightweight, turn under the raw edge 6 mm and machine stitch close to the fold. This finish is not as suitable for a flared hemline because it makes the easing more difficult.

- For an A-line skirt or hem with fullness, bind the edge with cotton/polyester bias tape or synthetic lace tape for a more finished look on the inside. Pre shrink tape. Press out centre fold if using cotton/polyester bias tape, but leave the outside folds as they are. Lay one edge of the tape along the hem edge, so the tape covers the raw edge about 6 mm. Pin, baste and machine stitch close to the tape edge. The other edge of the tape will be hand hemmed to the garment.

Hemming

Do the hemming in one of the following ways:

- **Narrow Machine Stitched Hem** - Turn the hem up and machine stitch. This hem is very durable and is used on tops, shirts, shorts, casual pants and casual skirts. The stitching will show on the right side of the garment.

- **Blind Hemming** - This is done by hand. Press hem up. Work from right to left with the hem held closest to you. Secure the thread. Pick up a single thread above the hem edge. Slant the needle to the left passing under the hem edge, picking up about a 5 mm stitch in the hem. The next stitch picks up a single thread again directly above where the needle came out of the hem, following the second stitch.

- **Slipstitch** - This hand stitch can be used if the hem edge has to be turned under 6 mm and machine stitched close to the fold. It is an invisible finish. Pick up a single thread above the folded edge of the hem. Slip the needle in the fold for about 6 mm. Bring out the needle and pick up a single thread above the fold. Again slip the needle into the fold edge and continue in this manner.

Fasteners

There are a variety of fasteners that can be used. They include metal fasters, snaps, hook and eye and buttons.

- **Metal fasteners** - Can be used instead of buttons on skirt and pant waistbands. Use a double strand of thread. Secure the thread and sew into the circles of the fasteners with over and over stitches. Don’t let the stitches show on the right side of the garment.

- **Hooks and Eye** - Use small fine hooks and eyes for fine fabrics and narrow closings; coarser ones for heavier fabric or large places. Use enough to keep the opening from gaping. Mark carefully so that hooks are opposite eyes. Overcast all around each loop with strong thread. Take several stitches through hook end to hold it flat. Take care that stitches do not show on right side.
**Snap fasteners** - Mark spacing and position snaps with button end of snap on the top fabric. Overcast enough stitches through each hole to make it secure, taking care that stitches do not show through on right side.

**Buttons** - You can attach buttons as you learned in Exploring Fibres & Fabrics. Buttons may also be sewn in various ways for decorative effects. Don’t use more than one way on a single garment. Experiment using different threads. For example embroidery cotton. Large hole buttons may be attached with fabric-tubing ribbon or tape. Bring ends through holes and whip stitch to garment. To attach with leather or cording make time slashes under button, bring ends through it, and sew flat to wrong side.

**Trim**

Trim can be very decorative and gives you an opportunity to let your creativity shine. Trim includes such things as ribbon, braid, piping, lace and rickrack. Trim can be applied almost anywhere on a garment. Create borders by applying the trim in parallel rows. Create a checkered or woven effect by crisscrossing them on a bodice, yoke or cuff. Use narrow, flat trims such as braid or yarn, to create intricate curved designs.

**Tips for Using Purchased Trim**

- If you’re adding trim to a pattern that does not already call for it, you will need to determine how much to buy. Measure the areas to be trimmed and then add at least .5 m so you will have enough to join the ends and go around corners and curves.
- Be sure the trim requires the same care as your garment. Don’t put a dry-clean-only trim on a garment you intend to wash.
- For curves, choose a flexible trim, such as rickrack, bias tape, fold over braid or knitted bands.
- Use pins, double faced basting tape, strips of fusible web or fabric glue to hold the trim in place for stitching. As you sew keep the trim relaxed, not taut, so there won’t be any puckering once the trim is stitched in place.
- Stitch trims in place with a slightly loose thread tension.
- If the trim needs to be stitched on two edges, such as ribbon, or if you are applying parallel rows of trim, always stitch in the same direction. This prevents ripples or puckering.
- You can be creative and make your own trim such as braided rickrack. Use two colours of rickrack twisting them together to form the braided effect. Baste in position and stitch along centre.

**Topstitching**

Versatile and easy, topstitching is a popular finishing touch. By changing the size, colour and kind of thread; the number of topstitched rows and the stitch length, you can create an endless variety of decorative seams.

Topstitching is most often the plain straight stitch in a longer length. The thread can be ordinary sewing thread or heavier thread, such as silk twist. A double thickness of regular thread can also be used in the needle. Thread colour can match or contrast, according to the effect you want. There are twin and triple needles available so you can sew several rows of stitching at the same time.
Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include:

- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind Hemming</td>
<td>Stitching a hem so that it does not show on the right side of the garment.</td>
</tr>
<tr>
<td>Topstitching</td>
<td>To sew one or several rows of stitching on the right side of a garment for decorative purposes.</td>
</tr>
<tr>
<td>Rickrack</td>
<td>A type of trim that has a zigzag appearance. It comes in several widths.</td>
</tr>
<tr>
<td>Emery</td>
<td>A fine grained mineral used for grinding and polishing.</td>
</tr>
</tbody>
</table>

Age Considerations: 8 and up

Thinking ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

Looking back to the skills checklist, help members identify how they know they have been successful in this builder. Discuss what success looks like, sounds like, and feels like.

Activating Strategies

Activate member’s prior knowledge by discussing sewing projects the members have sewn. Have members ever seen a garment with an uneven hemline? Did they like it? Do they like a lot of embellishments on their clothes or a little? What are the new sewing techniques members have learned upon completing their project.

Do it!

Time to Sew! IV

Complete your garments by adding the finishing touches!

Time Required: 2 hours

Supplies and Equipment: cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.
Let's Sew!

1. Help members to learn as they sew by reading and following the instruction sheet.
2. Remind them to use seam finishes and to press as they go.
3. Guide members through the process of adding any finishing touches - hems, buttons, trims and topstitching.
4. Fill in the garment Cost Sheet and help the member to determine what their custom sewing rate would be.
5. Take a picture of the member modeling the final project. Try out different poses.
Garment Cost Sheet

Garment Constructed: _____________________________________
Date:__________________________________________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern (company and number) ______________________________________</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Fabric(s) - (type and amount)</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Notions - thread, elastic, button etc</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

TOTAL COST OF SEWING GARMENT ____________________________________

If you were going to sew this top and bottom for one of your friends what would you charge to do the sewing? This is your custom sewing rate.
1. Number of hours needed to sew the Garments: ________________

2. Cost per hour for your time to sew the garments: ________________
(Base this on your sewing skills - will you charge the current minimum wage per hour or another rate?)

Cost of sewing garment total
   Plus (+)
# of Hours x Rate per hour
   Equals (=)

Your Custom Sewing Rate ________________

Total Cost of Sewing ________________
**Dig it!**

Have members reflect on their learning by asking the following questions:
1. What skills did you demonstrate to make this project a success?
2. What were the new sewing techniques you learned?
3. If you could sew your project again, what would you do differently?

**What’s next?**

At this point members have completed all the learning activities established for this project. The Showcase Challenge and Portfolio Page offer a chance for leaders to evaluate the learning of the members, and a chance for the members to present their findings to their peers, and parents.

**Leader’s Notes**
In the Member Manual

**Skill Builder 6: Voila!**

**Needles Says...**
Finishing touches on a garment gives you an opportunity to create your own personal style. Do you like a lot or a little, fancy or plain, buttons or trim, topstitching or... Have Fun finishing your project!

**SKILLS CHECKLIST**
- Demonstrate hemming techniques.
- Add your own creative finishing touches.
- Determine your custom sewing rate.

**Dream it!**

**Finishing Touches**
Pay attention to the finishing touches truly makes your garment your own. In addition to the fabric and pattern that you have used you can be creative with trim, buttons, top stitching, hemming techniques etc. How you choose to finish your garment determines how professional it looks. The quality is in the details. Making sure the garment is well pressed is important. This builder will look at how to hem, add decorative buttons and how to apply trim.

**Hemming**
Do the hemming in one of the following ways:

- **Narrow Machine Stitched Hem** - Turn the hem up and machine stitch. This hem is very durable and is used on tops, skirts, shorts, casual pants and casual skirts. The stitching will show on the right side of the garment.

- **Blind Hemming** - This is done by hand. Press hem up. Work from right to left with the hem held closest to you. Secure the thread. Pick up a single thread above the hem edge. Slant the needle to the left passing under the hem edge, picking up about a 5 mm stitch in the hem. The next stitch picks up a single thread again directly above where the needle came out of the hem, following the second stitch.

- **Slipstitch** - This hand stitch can be used if the hem edge has to be turned under 6 mm and machine stitched close to the fold. It is an invisible finish. Pick up a single thread above the folded edge of the hem. Slip the needle in the fold for about 6 mm. Bring out the needle and pick up a single thread above the fold. Again slip the needle into the fold edge and continue in this manner.

**Fasteners**
There are a variety of fasteners that can be used.

- Metal fasteners can be used instead of buttons on skirt and pant waistbands.
- Hook and eye are used on fine fabrics and narrow closings; coarser ones for heavier fabric or large spaces.
- Snap fasteners work in most locations where you do not want the stitching to show on the right side of the garment.

Buttons can be attached in a variety of ways for a decorative effect. Large hole buttons may be attached with fabric tubing, ribbon or tape.

**Trim**
Trim can be very decorative and gives you an opportunity to let your creativity shine. Trim includes such things as ribbon, braid, piping, lace and Rickrack. Trim can be applied almost anywhere on a garment. Create borders by applying the trim in parallel rows. Create a chequered or woven effect by crisscrossing them on a bodice, yoke or cuff. Use narrow, flat trims such as braid or yarn, to create intricate curved designs. You can even create your own such as this braided Rickrack.

**Topstitching**
Versatile and easy, topstitching is a popular finishing touch. By changing the size, colour and kind of thread, the number of topstitched rows and the stitch length, you can create an endless variety of decorative seams.

Topstitching is most often the plain straight stitch in a longer stitch length. The thread can be ordinary sewing thread or heavier tissue, such as silk twist. A double thickness of regular thread can also be used in the needle. Thread colour can match or contrast, according to the effect you want. There are double and triple needles available so you can sew several rows of stitching at the same time.
In the Member Manual

**Time to Sew! IV**

Complete your garments by adding the finishing touches!

**What You Will Need:** cut out pattern pieces, notions, instruction sheet, sewing tools, sewing machine, iron and ironing board.

**Let’s Sew!**
1. Add any finishing touches - hems, buttons, trim and top stitching to your top and bottom.
2. Fill in the garment Cost Sheet and help determine what your custom sewing rate would be.
3. Take a picture of you modeling your final project. Try out different poses.

**Needs!**
During the 1800’s in France and England, the use of ribbons represented nobility. At one point, English parliament reserved the wearing of ribbons by only nobility. At the height of their popularity as a fashion embellishment in the 17th and 18th century, ribbons were favoured by men and women. Garments were excessively embroidered and embellished with ribbons of silk and gold. In fact, one male garment in the Victoria and Albert Museum in England is trimmed with 250 yards of ribbons.

**Fun Facts!**

**Sewed Much Fun**
- How to hem dress pants video: [Link](http://www.youtube.com/watch?v=UOQsWJU_zU6&feature=related)
- How to sew a hem by machine video: [Link](http://www.youtube.com/watch?v=UOQsWJU_zU6&feature=related)

---

**Garment Cost Sheet**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern (company and number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric(s) - (type and amount)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Notions—thread, elastic, button etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL COST OF SEWING GARMENT**

If you were going to sew this top and bottom for one of your friends, what would you charge to do the sewing? This is your custom sewing rate.

1. Number of hours needed to sew the Garments:  

2. Cost per hour for your time to sew the garments:  
   (Base this on your sewing skills - will you charge the current minimum wage per hour or another rate?)

<table>
<thead>
<tr>
<th>Cost of sewing garment total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Hours x Rate per hour</th>
<th>Equals (=)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Custom Sewing Rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Cost of Sewing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the Member Manual

Dig it!
Think about this builder and the activities you did...
- Review the skills checklist on page 19.
What skills have you developed? Do you need more practice?

Picture this...(Paste a photo of yourself modeling your outfit.)
In this picture I am __________________________

Share your experiences with friends and family
In this picture I want you to notice: __________________________

I want to explain to you: What interfacing is and how to use it.

What’s next?
Now that you have finished all the builders in this project it is time to think about and plan for the Showcase Challenge. Be sure to complete your Portfolio Page where you can make sure your Discovering Tops and Bottoms Project Skills Chart is complete.
In the Member Manual

Showcase Challenge
Bringing it all together!

Now that you have finished this project, it's time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help others understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will "showcase" it.

Dream It!

Here are some Showcase Challenge Suggestions:

- Demonstrate something you made or learned about
- Make a poster or display
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Or come up with your own idea. It is up to you and your leaders!

Dig It!

Now that you have showcased your project skills:

- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)

My Showcase Challenge Plan

My showcase idea:

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?

Do It!

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Leaders and members must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

**My 4-H Portfolio Page**

Name:_________________ Date:___________ Year in 4-H:_____
Club:_________________ Hours Spent on 4-H:____ (Project and Other 4-H Activities)

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Identify specialty fabrics&lt;br&gt; • Speak the language of fabric&lt;br&gt; • Plan what you will sew - one top and one bottom</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>2</td>
<td>• Use interfacing.&lt;br&gt; • Cut out a pattern and transfer pattern markings</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Identify how sewing machine needles and fabrics relate to one another&lt;br&gt; • Sew a curved seam - <em>Optional</em>&lt;br&gt; • Demonstrate a community service activity - <em>Optional</em>&lt;br&gt; • Use a commercial pattern instruction sheet</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Identify pressing equipment&lt;br&gt; • Demonstrate a new sewing technique.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Identify and understand fabric care symbols.&lt;br&gt; • Demonstrate a new sewing technique.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Demonstrate hemming techniques.&lt;br&gt; • Add your own creative finishing touches to your garment.&lt;br&gt; • Determine your custom sewing rate.</td>
<td></td>
</tr>
</tbody>
</table>

Showcase Challenge: | Explain success in using the skills listed above |

Additional Comments/Activities:

**Leader Point of Praise!**

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements. Leader’s Signature:_________________
Above and Beyond!
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

Member Point of Pride!

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: ___________________________________________

Point of Praise! Another’s perspective on your achievements in 4-H.
(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: ___________________________________________
4-H Achievement

4-H Achievement is… a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)