Welcome 4-H Leaders!
Welcome to “Sew Green” This project contains lots of information, fun facts, and activities to help your members learn. This project allows members to explore the environmental impact of textiles on the earth and to learn to sew using existing fabric resources. This project focuses on planning and improving goal setting skills. 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, a variety of ways to sew in an environmentally friendly way. The role of the leader in a mastery project is slightly different than the Explore and Discover projects. The leader role is important to provide guidance and support, more of a mentor (please see pg. 5 for additional information on being a mentor). Members will have some additional background information in their Member Manual than in discover level projects.

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 members’ 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 skills building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?

Each section, 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, members must:
- Complete the activities in 3 of the 6 Builders OR a similar activity that focuses on the same skills as you and your members 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).

<table>
<thead>
<tr>
<th>Members will be able to…</th>
<th>Activities</th>
<th>I Will Do</th>
<th>Page</th>
</tr>
</thead>
</table>
| **Skill Builder 1**      | Repurpose  | • Repurpose 1 or 2 projects  
                          |            | • Optional: Environmental Footprint | 14 |
|                          | • Develop a project action plan  
                          |            | | |
|                          | • Learn methods to alter fabrics | | |
|                          | • Demonstrate one of the techniques | | |
| **Skill Builder 2**      | Refashion  | • Refashion 1 or 2 garments  
                          |            | • Optional: Plan and host a clothing swap | 20 |
|                          | • Develop a project action plan  
                          |            | | |
|                          | • Learn alteration skills       | | |
|                          | • To demonstrate one of the techniques | | |
| **Skill Builder 3**      | Reinvent   | • Reinvent 1 or 2 project items | 25 |
|                          | • Develop a project action plan  
                          |            | | |
|                          | • Identify good fabric sources  
                          |            | | |
|                          | • Learn how to price your sewing | | |
| **Skill Builder 4**      | Redecorate  | • Sew 1-2 home décor items | 30 |
|                          | • Develop a project action plan  
                          |            | | |
|                          | • Explore sewing Home Decor     | | |
| **Skill Builder 5**      | Repair     | • Reorganize your closet  
                          |            | • Mend 2-3 items  
                          |            | • Optional: Sew padded hanger cover | 34 |
|                          | • Learn mending skills  
                          |            | | |
|                          | • Learn proper clothing storage | | |
| **Skill Builder 6**      | Rebuild    | • Plan a coordinated wardrobe  
                          |            | • To volunteer at a local Thrift Store | 39 |
|                          | • Learn to plan a “green” wardrobe | | |
|                          | • Explore how a “green” business works | | |

When members successfully complete their builders, they will showcase what they have learned.

Showcase/Portfolio
- Explain success in using the skills listed above
- Showcase Challenge
- Portfolio Page
- Page
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.

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 one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level 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 highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Being A 4-H Mastery Level Project Leader

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person’s growth.

The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective. Being a 4-H leader, especially to older 4-H youth, provides a formal opportunity to have a mentor relationship.

Mentors can serve a variety of roles in the lives of their mentees (the person they are mentoring). Some of these roles may include:

- Listening - not talking but really listening to what the mentee has to say
- Role modeling - setting an example by how you behave and what you accomplish as opposed to just talking about it. Leading by example is a powerful teacher.
- Building self-confidence - offering encouragement and appropriate praise can be very empowering to those receiving it.
- Providing challenges - planting the seed of inspiration to strive for and expand your personal best through a variety of growth experiences. This is often referred to as coaching.
- Offering perspective - helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Mentoring can be such a positive growth experience for both the mentor and the mentee. Challenge yourself to learn and practice mentoring skills in your relationships - whether those relationships are formal or informal. You can make a real difference in someone’s life.

Let’s take a closer look at some of the roles of a mentor:

Listening Skills

Active listening is such a valuable life skill but we are rarely taught how to do it well. Here are some basic tips to improving your listening skills:

- Stop talking. The fewer words that you say the more words the other person can say.
- Show that you are listening. Sit/stand where you can make eye contact with the speaker. Lean forward, nod your head, remain alert, and smile – anything to show that you are hearing and thus reacting to the information.
- Listen for ideas rather than facts. Tune into the person’s feelings as well as the content of the message. Body language and tone of voice can often reveal more than the actual words do.
- Provide feedback. To ensure what you heard is what the speaker meant, summarize back to the speaker (in your own words) what you feel were the key points that they made. This provides the speaker the opportunity to correct you if you have not clearly understood what they meant.
- Remove distractions. Find a quiet place to talk. Don’t be mentally jumping ahead rehearsing what you should say next.
- Don’t judge. You may not agree with what the speaker is saying but accept it at face value. If you accept the speaker’s thoughts and feelings without judgment, they will be more open to hearing other points of view after they have had their case heard without judgments.
Building Self Confidence in Others

Self-confidence is a powerful motivator and we should strive to build positive self-confidence in others and ourselves. What can you do to increase another’s self-confidence? Some tips include:

- Believe in the person. Say and show that you think they can accomplish their goals. Introducing them to key people and being enthusiastic about their abilities can be very encouraging to the mentee.
- Empower them to make choices. Advice is very easy to give but suggesting choices the mentee can consider gives the person a sense of control and power over his/her life.
- Identify skills and growth opportunities. A mentor can help mentees identify their current skills and skills or knowledge they may need to acquire to accomplish their goals. Encouraging a person to try new skills is an important role of a mentor.

Providing Challenges & Effective Coaching

Five basic steps to effective coaching are:
1. Tell - explain how to do the task
2. Show - demonstrate how the task is done
3. Do - provide an opportunity for the learner to do the task
4. Observe - watch how the task is being done
5. Praise and/or redirect - compliment on the correctly done performances and suggest areas of improvement

Some further tips to ensuring a successful coaching experience are to:
- Break the learning into small tasks or steps
- Take time to ensure each step is learned correctly before moving on to the next step.
- Bad habits are difficult to correct.
- Match abilities and tasks.
Resources For a Mastery Level Leader

Since a significant component of the mastery level projects is to assist members to locate resources to enhance or their project experience. The following are some sources of additional information and resources:

The Catalogue of Supplies

This resource gives more information on the different projects and specific details on leader or member manuals, record books and related resource material. The resources listed in the catalogue include books, pamphlets, promotional supplies and audiovisual materials for project, leadership, and general topic areas.

People to Help

1. Head Leader
   - Your 4-H club’s head leader is one of the first people to contact for information and help. If you are a head leader, contacting another 4-H head leader can create a great buddy system for support, questions and ideas.

2. Leader Training Opportunities
   - Take advantage of any leader training opportunities.

3. 4-H Leaders/Members
   - Other 4-H project leaders and/or senior 4-H members can be excellent sources of experience and/or ideas about: resources to access, project leadership techniques, working with specific age groups etc.

4. Community
   - Check out staff at local schools, RCMP headquarters, hospitals and other local services to assist with your 4-H program. There are often many people in your community who have expertise in a specific area that could speak at your project meeting. You could also take a tour of some local business like a local veterinary clinic, bakery, craft store, farm, grocery store etc.

5. Manitoba 4-H Council Office
   - Manitoba 4-H Council coordinates, develops and administers provincial 4-H policy and delivers provincial 4-H events, programs and activities.
   - www.4h.mb.ca

6. Manitoba Agriculture, Food and Rural Initiatives (MAFRI)
   - MAFRI is responsible for the development and continuation of the 4-H program in Manitoba. Some specific examples include:
     - Creating and providing 4-H project materials
     - Collecting 4-H enrolment data
     - Delivery of 4-H member and/or leader skill development workshops, fact sheets, and mentoring
     - Liaison/mentor to area, provincial and national 4-H councils
   - At the GO Centre/Office, Rural Leadership Specialist, Farm Production Advisor, Business Development Specialist & Extension Coordinator support the 4-H program in a variety of manners. Contact your GO Office/Centre or email 4-H@gov.mb.ca for support with:
     - Project delivery questions
     - 4-H resources
     - Support in skill development for members or leaders (e.g. communications, meeting management, leadership)
Youth Learning Characteristics - Background for a Mastery Level Leader

Below you will find a list of characteristics that are common to children in five different grade levels. Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age or in the same grade. But you should find this outline helpful as you work with youth of different ages.

Grades 7 – 10 (12-15 years old)

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

Grades 10 – 12 (15-17 years old)

- Finishing up high school and moving on towards independent living from their family of origin.
- Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they continue.
- In most cases, they determine their own schedule and only general directions are needed when they are assigned familiar tasks.
- Close relationships develop as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance.
- Adults no longer control activities, but should serve as resource people, helping to stimulate teens’ thoughts.

Four Basic Needs Common To Everyone

There are some very distinct differences between the interests and needs of an eight year old and those of a 21 year old. However, there are certain basic needs that are common to everyone, regardless of age, that you should keep in mind when working with your members.

- The need for recognition, causing a person to seek experiences and understanding in which there is social approval, commendation and prestige; and to avoid experiences that result in ridicule and disapproval.
- The need for power, causing the person to seek experiences that hold promise of achievement, success, self determination and mastery; and to avoid situations that involve frustration and a sense of failure.
- The need for new experiences, causing a person to seek experiences that provide adventure, excitement and change; and to avoid situations that are monotonous and boring.
- The need for security, causing a person to seek experiences that give assurance of protection, confidence and belonging; and to avoid situations involving danger, insecurity and fear.
Learn To Do By Doing

4-H Experiential Learning

“Learn to do by doing” is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging them to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

Dream it! Do it! Dig it! is based on Experiential learning.

**Learn To Do By Doing**

One of the principles behind all 4-H training is “Learn To Do By Doing.” The 4-H motto is based on sound principles – people learn by doing and achieving.

**People generally remember about 10% of what they read.**
While some material can be simply read and understood by members, providing reading material ahead of time is best.

**People generally remember about 20% of what they hear.**
Lectures should be kept very short. Always keep it under 30 minutes with younger children.

**People generally remember about 30% of what they see.**
Try to make a demonstration part of every lesson. “The eye is the window to the brain.”

**People generally remember about 50% of what they hear and see.**
Explain and demonstrate the principle.

**People generally remember about 70% of what they say and write.**
Explain and demonstrate the principle and have the member write it down and repeat it back. Record books and journals will also reinforce the project concepts.

**People generally remember about 90% of what they say and do.**
Whenever possible the member should have the opportunity to practice. The ideal lesson is five minutes of explanation, ten minutes of demonstration and fifteen minutes of practice.

4-H Online Resources

www.4h.mb.ca
Www.manitoba.ca/agriculture/4h
4h@gov.mb.ca
www.4-h-canada.ca
In the Member Manual - Member Introduction Pages

**4-H Fibres and Fabrics Series**
**Mastering Sew Green**

**Introduction**
If you have taken at least 2 fibres and fabrics projects and are 15 years old or older (as of Jan 1 of the current club year), then this Master level project is for you. This is your opportunity to put your sewing skills and creativity into action.

In this project you are required to complete 3 of the 6 builders. You might like to take the remaining builders next year.

Sewing Green is about “upcycling” using existing fabric sources to create new just for you clothes, home daccor or other fun new items. You will learn about the impact textiles have on the environment. Your 4-H leader will be with you to help, provide resources and act as a mentor. This is your chance to be creative and to design sewing projects that are unique to your personal style.

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**Meet Needles!**
Needles knows a lot about sewing! Needles will help you see your way through this project. Needles has important tips to keep in mind and great fun facts and trivia for you.

**Sew Much Fun!**
This Sew Much Fun box will appear throughout the manual. Check out the website link ideas wherever you see Sew Much Fun! These links will lead you to fun online content to help you with your 4-H project.

**Learning is 3D!**
- **Dream It**! Plan for success
- **Do It**! Hands on learning
- **Dig It**! What did you learn?

**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 3 of the 6 Builders 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

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Activities</th>
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<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repurpose: • Develop a project action plan • Learn methods to alter fabrics • Demonstrate one of the techniques</td>
<td>Repurpose 1 or 2 projects</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Refashion: • Develop a project action plan • Learn alteration skills • Demonstrate one of the techniques</td>
<td>Refashion 1 or 2 garments</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Reinvent: • Develop a project action plan • Identify good fabric sources • Learn how to price your sewing</td>
<td>Reinvent 1 or 2 project items</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Redecorate: • Develop a project plan • Explore sewing Home Decor</td>
<td>Sew 1-2 home decor items</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Repair: • Learn and demonstrate mending skills • Learn proper clothing storage</td>
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</tr>
</tbody>
</table>

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

| When you successfully complete your builders, you will showcase what you have learned. | | | |
| Showcase & Portfolio | Explain how you were successful in using the skills listed above | Showcase Challenge | My Portfolio Page | 27 |

-Manitoba Agriculture, Food and Rural Initiatives gratefully acknowledges the support of: Agri-Food Canada | Agricultural and Agri-Food Canada | Agri-Acres Canada
What is Sewing Green all About

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

1. Altering something they already have into something new.
   For example making pants into shorts.
2. Repairing garments. For example to replace a broken zipper.
3. Creating something new by combining several garments or changing the original purpose of the fabric. For example making P.J. pants out of bed sheets.
4. To change the fabric. For example to dye it a different colour.

Sewing Green will make Members and the Planet Happy!

Upcycle Fabrics

Instead of going to the store look for fabrics that have already been manufactured. It is much friendlier on the earth to reuse existing fabrics. Find them:

1. In members closet or from friends and family.
2. By hosting a clothing exchange party.
3. Shopping at local Thrift Stores, garage sales, flea markets and consignment shops.
4. Using linens as a source of fabrics - bed spreads, tablecloths, bed sheets, curtains, doilies, etc.
5. Using accessories like scarves, belts, ties, leather bags etc.
6. Looking in the craft bin for things like ribbon, trim, decorative buttons, embroidery cotton etc.
7. Creating a new fabric for example making patchwork fabric

Watch Out For stains, smells, holes wear and tear.

Eco-Friendly Fabrics

When members can't find secondhand fabrics suitable for their project it makes sense to use new materials. When ever possible choose eco-friendly fabrics.

- **Organic cotton**—cotton provides half of the world’s fibre needs. Non organic cotton is grown using 25% of the world’s pesticide use. Organic cotton is grown without using chemicals which has a lower impact on the environment.
- **Hemp**—Hemp is grown in Manitoba and is a renewable resource. It produces a larger fibre yield than any other source. The fabric is durable, naturally resistant to ultraviolet light and naturally pest resistant. The more it is worn the softer the fabric gets.
- **Bamboo**— Bamboo grows quickly without herbicides or pesticides. It is easily renewable. Bamboo fabric is breathable and moisture wicking, making it warm in the winter and cool in the summer. It's natural antibacterial properties keep it from absorbing and retaining odors.
- **Recycled Polyester**— is a fibre that is made from plastics such as plastic soda bottle. It can make many types of fabrics such as fleece and canvas. It is also used in carpets, home furnishings auto upholstery and fibrefill.

For more information you may also find these websites helpful.

- Sonic Fabrics made from recycled audio cassette tapes: www.sonicfabric.com
- Fabrics made from plastic pop bottles: http://eartheasy.com/wear_ecospun.htm
Deconstruction

Now that members have their fabrics what is next?

**Laundering** - Wash garments according to the care label. If there is no label or you are not sure of the fiber content hand wash and hang to dry.

**Cutting** - If using the garment for its fabric, use a stitch ripper and sharp fabric shears to take the garment apart. Start by trimming away any lining. Open up side seams, darts, hems and any other areas that are stitched together. Pull out any remaining threads and press smooth with an iron on the wrong side of the fabric.

Depending on the project, you may **not** want to take apart certain elements of the garment such as collars, cuffs, button plackets, pockets etc.

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

**Throw Out** - Often linings are in poor shape throw them out. Discard interfacings, and any worn or stained areas.

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The Sew Green Project requires members to complete 3 of the 6 builders in order to complete their 4-H project. Before beginning the project look through the builders and help your member decide which 3 builders they would like to try this 4-H year.

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**Planning**

This project is designed to strengthen your members sewing skills. In order to do this, Within the builders members are asked to develop a plan for the “Sew Green” item they will make.

1. **Set Goals** — What “Sew Green” project will they make? By setting clear goals members will know what targets to aim for and when they have reached them.
2. **Develop a Plan** — Members will develop a framework for successful achievement of their goals by identifying what actions they need to take and what resources are needed to reach the goal.
3. **Accomplishing Goals** — “Learning to do by doing” is the most effective method of developing high quality sewing skills. Fine tune current skills and develop new skills by putting the plan into action. Sewing Green is about resourcefulness and creativity. To reach the goals spend some time researching ideas and sewing techniques that will be helpful, Throughout the project are many links to interesting and fun websites to get the research started.
4. **Evaluate Success** — Keeping records of your actions, accomplishments and thoughts throughout the year will help members to reflect back on what they have learnt and how successful they have been in accomplishing your original goals.
Goal Setting
As a leader you will be coaching members to write SMART goals. Writing down project goals will help members plan their progress and will help to measure success. Goals are most effective when they are SMART goals. SMART goals are:

S – Is the goal Specific? A specific goal has a much greater chance of being completed. Does it tell who, what, where, when, why and how? Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

M – Is it Measurable? Can you tell when you have achieved it? Establish concrete criteria for measuring progress. To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when I have reached my goal? Choose a goal with measurable progress, so you can see the change occur.

A – Is it Attainable? Is your goal within your reach given your current situation? You can attain most any goal you set when you plan your steps wisely and establish a time frame to carry out those steps. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. Goals you set which are too far out of your reach, you probably won’t commit to doing.

R – Is it Realistic? - To be realistic, a goal must represent something that you are willing and able to complete. Your goal is probably realistic if you truly believe that it can be accomplished.

T – Is it Timely? - A goal should be grounded within a time frame. When do you want to complete your goal by? Setting a timeframe sets your mind in motion to begin working on the goal. If you don’t set a time, the commitment is too vague. Work tends not to happen because you feel you can start at any time. Without a time limit, there’s no urgency to start taking action now. Putting an end point on your goal gives you a clear target to work towards.

FOR EXAMPLE:
A general goal would be “Sew something using old blue jeans.”

But a SMART goal would say “Over the next two project meetings I will repurpose one pair of used blue jeans into one new blue jean skirt to be modeled on achievement day.”
Skill Builder 1: Repurpose

Skills Checklist

* To develop a project action plan
* To learn methods to alter fabrics
* To demonstrate one of the techniques

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>Felting</th>
<th>The compressing (not woven) of animal fibres such as wool to form a matted fabric known as felt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smocking</td>
<td>Needlework decoration of small regularly spaced gathers into a honeycomb pattern.</td>
</tr>
<tr>
<td>Tie Dye</td>
<td>To dye (fabric) after tying parts of the fabric so that they will not absorb dye, giving the fabric a streaked or mottled look.</td>
</tr>
</tbody>
</table>

Dream It!

Thinking Ahead: What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success: Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members if they have ever written a project action plan before. They may think of examples from school, sports, or perhaps a personal experience.
2. Ask members to identify what should go into a project action plan. What will they make and how will they do it.

Background for Leaders

Repurpose a Fabric

There are many options to alter the appearance of fabrics. In addition to sewing books, an excellent resource is the internet. Members will find ideas and instructions on how to do many of the techniques. Here are some ideas to get the conversation started.

Felting Wool

Felting wool is a very dense thick soft fabric. Choose wool sweaters with a label content of at least 90% wool and no synthetic fibres. Machine wash the sweater with detergent and hot water. The sweater will shrink creating a dense fabric. Dry the new fabric in the dryer on a low setting. Use this new fabric to make quilts, scarves, pillows, piece together to make a new sweater. This website will give you some ideas

http://baabaazuzu.com/index.php/
Dying
100% cotton fabrics dye easily. You can use commercial dyes or natural ones you make yourself from plants.
1. Use tea or coffee for an old world look
2. For a fun look tie dye your fabric using dye and elastic bands.
   www.wildflowerdyes.com

How to tie dye shirt designs video series:
http://www.ehow.com/search.html?q=tie+dye+shirt+designs&skin=corporate&t=all

3. There are many plants you can use to make eco-friendly natural dyes
http://www.ehow.com/how_2126823_make-vegetable-dyes.html

Watch a video and see how it is done! http://www.youtube.com/watch?v=yyEpSOeNIC4

Patchwork
Use fabric pieces to make patchwork. They should be of similar weight and wash well together.
Press and lay your pattern on top, cut out and sew.
This web site will give you some ideas http://www.agapethreads.com/

Smocking
http://www.everythingsewing.net/smocking.htm

Other ideas
Stencil or draw a design on the fabric using fabric paints
Write on it with permanent marker
Leave the edges unfinished so they fray
Embroider by hand or by sewing machine

Project Action Planning
Age Considerations: Age 15 or older
Time Required: 30 minutes
Equipment: Member’s manual, resource books or a computer and internet and pens

Instructions:
1. Develop a project action plan for each project item. Help members fill out the plan. Think about what fabric /garment will be altered, how it will be altered and what sewing techniques are required to turn it into something new. Refer to the action plan on page 16. This action plan will be used throughout this project.
2. Have members review the plan to ensure they have all of the information they need and that the project is realistic in terms of the members schedule and sewing skills.
1. **Write a SMART Goal:**
   What fabric item will you repurpose? ______________________________________

2. **Research 3 techniques for repurposing your fabric item.**

<table>
<thead>
<tr>
<th>Ideas</th>
<th>List Resources</th>
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</tbody>
</table>

3. Which idea will you do? __________________________________________

4. What will the finished item look like? Draw or attach a picture

![Blank space for drawing or picture]

5. What sewing techniques are required? ________________________________

   __________________________________________________________________

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

   __________________________________________________________________

7. What supplies are needed? ________________________________

   __________________________________________________________________

8. **Repurpose Your Fabric!** Optional: Take Before and After Photographs

   For a second project use this planning format

---

A good resource to check out is a book by Amy Karol called:  bend the rules with Fabric  Fun sewing projects with stencils, stamps, dye, photo transfers, silk screening and more. ISBN 978-0-307-45183-5
What's Next?
In the next builder members will make alterations to an existing garment to create a new one. Explore the fun of planning and having a clothing exchange party with friends and family. Before the next meeting, discuss what members will need to bring to the next meeting.

**Do it!**

**Repurpose**
Time to put the action plan for 1 or 2 repurposed items into practice.

**Time Required:** Dependent on the number of items and their difficulty  
**Equipment:** Refer to the plan  
**Instructions:**  
1. Referring to the action plan use one of the fabric altering techniques to repurpose the fabric choice into something new.  
2. Guide members through the process as needed. Have members take their time and pay attention to details.  
3. Optional: Take before and after photographs.

**Optional: Environmental Footprints**
**Time Required:** 30 minutes  
**Equipment:** Computer, printer  
**Instructions:**  
1. What is your wardrobes environmental footprint? Check out these websites and find out. Have members take the quiz and see how they do!  
   http://www.colour-connections.com/EcoMetrics/household.html  
   http://www.climatechangeconnection.org/documents/You_are_what_you_wear.pdf  
2. Attach findings to project manual.

**Dig It!**
Have members discuss and answer the following questions in their manual.  
1. There are many reasons for sewing green. Can you list 3?  
2. Did you make any changes to our original design? What were they?
In the Member Manual

Skill Builder 1: Repurpose

Needles Says . . .

Skill Builder 1: Repurpose

Often altering the fabric or changing the appearance of a fabric makes all the difference in creating a new item. One small alteration can change old and dreary to new and fabulous.

By creating a new fabric from an old fabric you can get the look you want. Check out your wardrobe's environmental footprint.

Skills Checklist

- To develop a project action plan
- To learn methods to alter fabrics
- To demonstrate one of the techniques

Dream it!

There are many ways to alter the appearance of fabrics.

Felted Wool

Felted wool is a very dense thick soft fabric. Choose wool sweaters with a label content of at least 90% wool and no synthetic fibers. Machine wash the sweater with detergent and hot water. The sweater will shrunk creating a dense fabric. Dry the new fabric in the dryer on a low setting. Use this new fabric to make quilts, scarves, pillows, piece together to make a new sweater. This website will give you some ideas!

http://baabaazuzu.com/index.php/

Dyeing

100% cotton fabrics dye easily. You can use commercial dyes or natural ones you make yourself from plants:

1. Use tea or coffee for an old world look.
2. For a fun look tie dye your fabric using dye and elastic bands.

www.wildflowerdyes.com

How to tie dye shirt designs video series:
http://www.youtube.com/search.html?q=tie+dye+shirt+designs&corpprop=erroneous

3. There are many plants you can use to make eco-friendly natural dyes

http://www.eshow.com/how_2126023_make-vegetable-dyes.html

Watch a video and see how it is done!

http://www.youtube.com/watch?v=yy6p5OsN1C4

Other Ideas

- Stencil or draw a design on the fabric using fabric paints
- Write on it with permanent marker
- Leave the edges unfinished so they fray
- Embroider by hand or by sewing machine

Smocking

http://www.everythingsewing.net/smocking.htm

Patchwork

Use fabric pieces to make patchwork. They should be of similar weight and wash well together. Press and lay your pattern on top, cut out and sew. This website will give you some ideas!

http://www.agapethreads.com/

Important Words

Watch for these important words throughout this builder:

Felting, Smocking, Tie Dye

Repurpose a Fabric

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

1. Write a SMART Goal
   What fabric item will you repurpose?

2. Research 3 techniques for repurposing your fabric item.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>List Resources</th>
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</tbody>
</table>

3. Which idea will you do?

4. What will the finished item look like? Draw or attach a picture

5. What sewing techniques are required?

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

7. What supplies are needed?

8. Repurpose your Fabric! Optional: Take Before and After Photographs

For a second project use this planning format:

A good resource to check out is a book by Amy Karol called: bend the rules with Fabric Fun sewing projects with stencils, stamps, dye, photo transfers, silk screening and more.

In the Member Manual

Do it!

Repurpose
Now it is time to turn your plan into reality. Using one of the fabric altering techniques repurpose your fabric choice into something new! Take your time and pay attention to details. Soon you will have a one of a kind item to show your friends!
Optional: Take before and after photographs.

Optional: Environmental Footprints

1. What is your wardrobe’s environmental footprint? Check out these websites and find out. Take the quiz and see how you do!
   http://www.colour-connections.com/EcoMetrics/household.html
   http://www.climatechangeconnection.org/documents/You_are_what_you_wear.pdf

2. Attach your findings to your project manual.

Dig it!

How Did it Go? - Answer these questions:

1. There are many good reasons for sewing green. Can you list 3?

2. Did you make any changes to your original design? What were they?

Needles Fun Facts!

In 400 AD Molluscs a kind of shellfish were used to produce a purple dye. It was very expensive to make as it took so many Molluscs. They became scarce due to over harvesting by the Romans. One pound of cloth dyed with this purple dye could be worth $10,000 today.

What’s Next?
In the next build you will make alterations to an existing garment to create a new one. Explore the fun of planning and having a clothing exchange party with your friends and family. With your leader discuss what you will need to bring to the next meeting.
Skill Builder 2: Refashion

Skills Checklist

- To develop a project action plan
- To learn alteration skills
- To demonstrate one alteration technique

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>Tailor</th>
<th>A person whose occupation is the making, mending, or altering of clothes especially suits and coats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alteration</td>
<td>To change or make different.</td>
</tr>
</tbody>
</table>

Dream It!

Thinking Ahead

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

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members if they have ever changed a garment to make it look different. What did they do?
2. What sewing techniques were required to make the changes?
3. What ideas do members have of how a garment could be altered?

Background for Leaders

Refashion a Garment

There are many options to alter the appearance of garments. In addition to books an excellent resource for project ideas is the internet. Members will find ideas and instructions on how to do many of the techniques. Here are some ideas to get the conversation started.

- **Lengthen or Shorten**
  - Pants to shorts
  - Long sleeve to short sleeve or short sleeve to long sleeve
  - Add a band or take one off - lace, contrasting fabric etc.
  - Topstitch with contrasting colour

- **Add To It**
  - Trim, lace, rick rack, bias tape etc.
  - Change the buttons
  - Appliqué, patch
  - Add a ruffle
Project Action Planning

**Age Considerations:** Age 15 or older

**Time Required:** 30 minutes

**Equipment:** Member’s manual, resource books or a computer and internet and pens

**Instructions:**
1. Develop a project action plan for each project item. Help members fill out the plan. Think about what garment will be altered, how it will be altered and what sewing techniques are required. Refer to the action plan on page 16. This action plan will be used throughout this project.
2. Have members review the plan to ensure they have all of the information they need and that the project is realistic in terms of the members schedule and sewing skills.

---

**Do It!**

**Refashion**

Time to put the action plan for 1 or 2 refashioned items into practice.

**Time Required:** Dependent on the number of items and their difficulty

**Equipment:** Refer to the plan

**Instructions:**
1. Referring to the action plan, alter one or two garments using the researched alteration techniques.
2. Guide members through the process as needed. Have members take their time and pay attention to details.
3. Optional: Take before and after photographs.

---

**Optional: Clothing Swap**

**Time Required:** 2-3 hours to organize the clothing swap.

**Equipment:** invitations, snacks, music, mirror, changing room, clothing and accessories to swap

**Instructions:**
1. Help members to organize a clothing swap with friends.
2. Invite 5-10 friends of all shapes and sizes and ask them to each bring 10 things from their closets that they do not wear anymore. They must be in good condition, no holes or stains and freshly laundered. Guests could also bring purses, shoes, jewelry, belts etc.
3. As people arrive sort the clothes and accessories into categories. Then go shopping and choose something new. Have mirrors and somewhere to try on the clothes available.
4. Make it fun with music and snacks.

---

**Convert It**

- Turn blue jeans into a skirt
- Turn a dress into a skirt or a shirt
- Make two garments into one
- Add a skirt to a t-shirt
- Take off pockets or add them
- Turn a pullover into a cardigan
- Turn a jacket into a vest

---

**Customize It**

- Refitting—let out or take in to fit your body type
- Tailor a jacket or fit pants to your body type
- Add details that are unique to your personal style – e.g., embroider a favourite quote on a sleeve
Design your own invitation and host a clothing swap party.

Who will you invite: -

Date: _______________________________________________________________________

Time: _______________________________________________________________________

Where: _______________________________________________________________________

What to bring: Say something like this. 10 or more items you no longer want (tops, pants, dresses, scarves, hats, belts, coats, jackets, pajamas, sportswear, lounge wear, robes, etc.) Please only bring items in good condition that can be worn by someone else. Freshly washed clothing of any season is welcome. All leftover clothes will be donated to charity.

RSVP By: _______________________________________________________________________

Have Fun!

**Dig It!**

Think about this builder and the activities you did ...
Review the Skills Checklist on page 20. 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 to refashion new clothes from old?
Can you name 3 kinds of alterations.

What’s Next?
In the next builder members will explore how to Reinvent fabrics. This means taking a textile designed for one purpose and using it for another. For example using a pillowcase to make a skirt. With your member discuss what you will need to bring to the next meeting.
In the Member Manual

**Skill Builder 2: Refashion**

Needles Says....
One of the easiest ways to update a garment is to make small alterations. This is quick, easy and gives you the chance to get creative. Hosting a Clothing Swap Party is an awesome way to find new to you clothes. Have Fun!

**SKILLS CHECKLIST**
- To develop a project action plan
- To learn alteration skills
- To demonstrate one alteration technique

**Dream it!**
There are many things you can do to refashion a garment:

**Longen or Shorten**
- Pants to shorts
- Long sleeve to short sleeve or short sleeve to long sleeve
- Add a band or take one off - lace, contrasting fabric etc.

**Add To It**
- Trim, lace, rick rack, bias tape etc.
- Change the buttons
- Applique, patch
- Add a ruffle
- Topstitch with contrasting colour

**Customize It**
- Refitting - let out or take in to fit your body type
- Tailor a jacket or fit pants to your body type
- Add details that are unique to your personal style - eg., embroider a favourite quote on a sleeve

**Important words**
Watch for these important words throughout this builder:
- Tailor, Alteration

**Sew Much More**
Here are some cool ways you can alter a t-shirt.
Google Image—Upcycle T-shirts
How to make a pair of blue jeans into a skirt

**Refashion a Garment**
Before you start your first project it is important to plan out what you will do. Think about what garment will you alter, how will you alter it and what sewing techniques are required.

Choose one or two garments to refashion.

**Refashion: Garment #1 Plan**
1. **Write a SMART Goal**
   - What garment will you alter?

2. **Research 3 ideas for alterations**

<table>
<thead>
<tr>
<th>Alteration Idea</th>
<th>Resource: website, book, leader etc</th>
</tr>
</thead>
<tbody>
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</table>

3. **Which idea will you do?**

4. **What will the finished design look like?** Draw or attach a picture.

5. **What sewing techniques are required?**

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

7. **What supplies are needed?**

8. **Refashion Your Garment! Optional: Take Before and After Photographs**

For a second garment use this planning format.
In the Member Manual

Refashion
Now it is time to put your plan into action. Using the alteration techniques that you researched refashion your old garments into something new! Take your time and pay attention to details. Quality workmanship is in the details. Soon you will have new clothes custom made just for you!

Optional: Take before and after pictures.

Needles Fun Facts
Did you know that approximately 12 million tons of textile waste is generated in North America amounting to approximately 68 lbs of waste per household per year. 3% of all landfill production is textile waste. Over 90% of textile waste is recyclable.

Optional: Clothing Swap
Organizing a clothing swap is a fantastic way to have fun with your friends and get some new clothes at the same time. Invite 5-10 friends of all shapes and sizes and ask them to each bring 10 things from their closets that they do not wear anymore. They must be in good condition, no holes or stains and freshly laundered. Guests could also bring purses, shoes, jewelry, belts etc. As people arrive sort the clothes and accessories into categories. Then go shopping and choose something new. Have mirrors and somewhere to try on the clothes available. Make it fun with music and snacks.

Design your own invitation and host a clothing swap party.

Who will you invite: ____________________________

Date: ____________________________

Time: ____________________________

Where: ____________________________

What to bring: Say something like this: 10 or more items you no longer want (shirts, pants, dresses, scarves, ties, belts, coats, jackets, pajamas, sportswear, lounge wear, robes, etc.) Please only bring items in good condition that can be warn by someone else. Freshly washed clothing of any season is welcome. All leftover clothes will be donated to charity.

RSVP By: ____________________________

Have Fun!

As you work through your Master level project, there are many people who will be able to help you. Your 4-H leader, the Manitoba Agriculture Food and Rural Initiatives staff, and community members are all possibilities to offer guidance, technical help or be a mentor.

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person who knows the answer to questions about the project or who has experience in contributing to another person's growth. Mentors can serve a variety of roles including:

- Listening - not telling, but really listening in what the mentee has to say
- Role modelling - leading by example is a powerful teacher
- Building self-confidence - offering encouragement and appropriate praise
- Providing challenges - encouraging personal growth often referred to as coaching
- Offering perspective - helping the mentee to see the big picture by providing feedback that gives accurate information and encouraging them to explore all available options.

Needles Fun Facts
Furoshiki is the word for the traditional wrapping cloths that the Japanese originally used to tie up and carry clothing or other goods. Their use dates back to as early as 710 AD. Today Furoshiki is a great replacement for disposable bags and wrapping paper. For an illustration of different folding techniques visit the Japanese Ministry of the Environment website http://www.env.go.jp/envfocus/attach/060403-5.html

What's Next?
In the next builder you will explore how to rework fabrics. This means taking a textile designed for one purpose and using it for another. For example using a pillow-case to make a skirt. With your leader discuss what you will need to bring to the next meeting.
Skill Builder 3: Reinvent

Skills Checklist

- Develop a project action plan
- Identify good fabric sources
- Learn how to price your sewing

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>Repurpose</th>
<th>To use or convert for use in another format or product.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pricing</td>
<td>To establish a selling price for a product.</td>
</tr>
</tbody>
</table>

**Dream it!**

Thinking Ahead

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

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members if they have ever done sewing work for someone else. Did they charge a fee for this service?
2. What kinds of things should be considered when keeping a record of expenses?

Background for Leaders

As easy way for members to sew green is to use fabrics that were designed for one purpose and to use them for another. Here are some ideas to get you and your member thinking about possible projects for this builder.

**Bed Sheets Into:** P.J. Pants, napkins, tablecloth, aprons, grocery bags

**Table Cloths Into:** Skirts, shirts, curtains, apron, napkins, grocery bags, t-towels

**T-Towels Into:** Grocery bags, pillows, quilts, aprons, curtains, placemats

**Doilies Into:** Crafts, pillow tops, scarves, clothing accent on t-shirts, sweaters, linen jackets

**Embroidery Into:** Crafts, pillow tops, covered buttons, pockets, accent on garments, frame it,

**Scarves Into:** Belts, pillow tops, shirts, blankets, hand bags

There are also web sites listed in the members manual that will provide more project ideas.
Project Action Planning

Age Considerations: Age 15 or older

Time Required: 20 minutes
Equipment: Member’s manual, resource books or a computer and internet and pens
Instructions:
1. Develop a project action plan for each project item. Help members fill out the plan. Think about what garment will be altered, how it will be altered and what sewing techniques are required. Refer to the action plan on page 16. This action plan will be used throughout this project.
2. Have members review the plan to ensure they have all of the information they need and that the project is realistic in terms of the members schedule and sewing skills.

Do It!
Reinvent
Time to put the action plan for 1 or 2 Reinvented items into practice.

Time Required: Dependent on the number of items and their difficulty
Equipment: Refer to the plan
Instructions:
1. Referring to the action plan reinvent the fabric items into one or two new items using the researched ideas and methods of construction.
2. Guide members through the process as needed. Have members take their time and pay attention to details.
3. Optional: Take before and after photographs.

Keeping Records
It is important to keep track of the time and money spent on a project. This will help members determine what to charge if they were selling their work.

Time Required: 15 minutes
Equipment: Receipts, pen
Instructions:
1. Record the Builder 3 project expenses in the chart below. Don’t forget gas or internet charges.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

TOTAL COST
**Dig it!**
Have members discuss the following questions.
1. What did your item cost and what was the main expense?
2. If you were to buy a similar item new from the store what would it cost?
3. What are the advantages of sewing green vs. buying new?

**What’s Next?**
Builder 5 will have members research, plan and sew items to redecorate a room. With your members discuss what you will need to bring to the next meeting.
In the Member Manual

**Skill Builder 3: Reinvent**

**Needles Says:**
Sometimes some of the coolest fabrics come from things like tablecloths, bed sheets, blankets, crocheted doilies, etc. This builder explores how to use these textiles to create one of a kind items.

**SKILLS CHECKLIST**
- Develop a project action plan
- Identify good fabric sources
- Learn how to price your sewing

**Dream it!**
It can be a lot of fun to use fabrics that were designed for one purpose and to use them for another. Here are some ideas to get you thinking:

**Bed Sheets Into:**
- Pajama pants, pillowcases, tablecloth, apron, grocery bags, t-shirts, etc.

**Dollies Into:**
- Crafts, pillow tops, scarves, clothing accent on t-shirts, sweaters, linen jackets

**T-Towels Into:**
- Grocery bag, pillows, quilts, aprons, curtains, placemats

**Sew Much More**
A Manitoba company that turns seat belts into tote bags:
http://www.recycledseatbelts.ca/

Sewing with neckties:
http://www.flickr.com/groups/34628626@N00/pool/interesting/

18 Dish Towel Ideas:
http://tipsnut.com/10-clever-dish-towel-crafts/

**Important Word**
Watch out for these important words in this builder: Repurpose, Pricing

**Reinvent a Fabric**
Before you start your first project, it is important to plan out what you want to do. Think about the fabric item that you are going to reinvent. What will you do with it? What resources do you need, what sewing techniques will you use? What will the final project look like? Choose one or two items to Reinvent.

**Reinvent: Plan #1**

1. **Write a SMART Goal**
   What fabric item will you reinvent?

2. **Research 3 ideas for reinventing your fabric item.**

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<tr>
<th>Ideas</th>
<th>List Resources</th>
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3. Which idea will you do?

4. What will the finished item look like? Draw or attach a picture

<table>
<thead>
<tr>
<th>Picture</th>
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5. What sewing techniques are required?

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

7. What supplies are needed?

8. **Reinvent Your Fabric!** Optional: Take Before and After Photographs

   For a second item use this planning format.
In the Member Manual

**Do it!**
Reinvent
Now it is time to put your plan into action. Using your research reinvent your fabric item into something new! Take your time and pay attention to details. Quality workmanship is in the details. Soon you will have something custom made just for you!
Optional: Take before and after photos.

**Needles Says:**
Keeping track of expenses is the first step in knowing what it costs to make an item. This will help you to decide what to charge if you were to sell your sewing or if you started an alteration business.

---

**Keeping Records**
It is important to keep track of the time and money you spend on a project. Record your Builder 3 project expenses on the chart below. Don’t forget gas or internet charges.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Cost</th>
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**TOTAL COST**

---

**Needles Fun Facts**
To price your sewing for sale consider using the simplified pricing method. The three steps are:

- How many hours did it take to make?
- How many dollars per hour would you like to make?
- What did the materials cost?

For example: 4 hours x $10 per hour + $10 materials = $50.00

---

**How Did It Go?**
1. What did your item cost and what was the main expense?
2. If you were to buy a similar item new from the store what would it cost?
3. What are the advantages of sewing green vs. buying new?

---

**Needles Fun Facts**
Uniquely Manitoba is a non-profit organization and is a product development and marketing initiative for artists, crafts persons and specialty food producers in Manitoba. They provide an assessment with written feedback on the salability and marketability of products, business development assistance, training and exposure in the Uniquely Manitoba Virtual Gift Shop. Check them out at www.uniquelymanitoba.ca

---

**What’s Next?**
You can sew many items to decorate your home. Builder 5 looks at sewing green to redecorate a room. With your leader discuss what you will need to bring to the next meeting.
Skill Builder 4: Redecorate

Skills Checklist

- Develop a project action plan
- Explore sewing home décor items.

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.

| Upholster | To provide furniture with stuffing, springs, cushions and covering fabric. |

Dream It!

Thinking Ahead

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

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members what the elements of design (colour, line, shape, and texture) are and why they would be important when redecorating a room.
2. What home décor items have they sewn in the past and what sewing skills were required?

Background for Leaders

When sewing home décor keep in mind the design principles. Think about colour, line, shape, and texture. Here are some ideas to get you and members thinking about how you can sew green home décor items.

Make Pillows, Blankets, and Curtains From:

- Terry towel, leather, fur, napkins, bridesmaid dress, wedding gown, lace, embroidery, make a design with buttons, patchwork, quilt a top, use a scarf, neckties, bandanas, tablecloths, t-towels, handkerchiefs, men's suits, burlap
- Pillows from clothing

Scarfes


Framing Fabric and Lace

Google images and type in framing fabric for a look at some fun ideas.

Other Ideas

Make aprons for the kitchen out of men's dress shirts.
Braid a rug from old t-shirts.
Make potholders from fabric scraps—use old towels as the batting.
Weave ribbon to make a pillow top.
Turn an old boot into a planter.
Make damask napkins into a bed duvet cover.
Upholster chair seats, foot stools, benches with blankets, towels, tablecloths, etc.
Unravel a knit sweater and use the yarn to knit or crochet afghans or pillow tops.

Project Action Planning

Age Considerations: Age 15 or older

Time Required: 20 minutes
Equipment: Member’s manual, resource books or a computer and internet and pens
Instructions:
1. Develop a project action plan for each project item. Help members fill out the plan. Think about what garment will be altered, how it will be altered and what sewing techniques are required. Refer to the action plan on page 16. This action plan will be used throughout this project.
2. Have members review the plan to ensure they have all of the information they need and that the project is realistic in terms of the members schedule and sewing skills.

Do It!

Redecorate
Time to put the action plan for 1 or 2 Redecorated items into practice.

Time Required: Dependent on the number of items and their difficulty
Equipment: Refer to the plan
Instructions:
1. Referring to the action plan turn found fabrics into one or two new home décor items using the researched ideas and methods of construction,
2. Guide members through the process as needed. Have members take their time and pay attention to design details.
3. Optional: Take before and after photographs.

Dig It!

Have members take a photograph of their completed home décor projects and attach to their project manual. Have members explain what is in the picture and what they would like evaluators to notice about the finished projects.

What’s Next?
Skill Builder 5 examines how to repair clothing. Members will reorganize their clothing closet, learn basic mending skills and sew hanger covers. With your member discuss what to bring to the next meeting.
In the Member Manual

Skill Builder 4: Redecorate

Needles Says....
Sewing home décor is great fun. Even more so when you get creative by sewing green. In this builder you will choose a room to redecorate. How exciting!

Important Words
Watch out for these important words in this builder:
Upholster

SKILLS CHECKLIST
• Develop a project action plan
• Explore sewing Home Décor items

Dream it!
When sewing home décor keep in mind the design principles. Think about colour, line, shape, and texture. Here are some ideas to get you thinking about how you can sew green home décor items.

Make Pillows, Blankets, and Curtains From:
Terry towel, leather, fur, napkins, bridesmaid dress, wedding gown, lace, embroidery, make a design with buttons, patchwork, quilt a top, use a scarf, neckties, bandanas, tablecloths, t-shirts, handkerchiefs, men's suits, burlap

Pillows from Clothing

Scarves

Framing Fabric and Lace
Google images and type in framing fabric for a look at some fun ideas.

What Can you Think of?

Other Ideas
Make aprons for the kitchen out of men's dress shirts.
Braid a rug from old t-shirts.
Make potholders from fabric scraps—use old towels as the batting.
Weave ribbon to make a pillow top.
Turn an old box into a planter.
Make damask napkins into a bed duvet cover.
Upholster chair seats, foot stools, benches with blankets, towels, tablecloths, etc.
Unravel a felt sweater and use the yarn to knit or crochet afghans or pillow tops.

What Can you Think Of?

Sew Much More
When designing home décor items it is a good idea to keep in mind the elements of design; colour, line, shape and texture.
http://www.lovetosew.com/fashionstudy/guidedesign.html

Redecorate
Before you start your first redecorating project it is important to plan out what you will do. Select one room and choose 1-2 home décor items to make. Think about what you will alter and what sewing techniques are required.

Redecorate: Home Décor Item #1 Plan

1. Write a SMART Goal
   What fabric item will you redecorate with? ____________________________

2. Research 3 ideas for redecorating with your fabric item.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>List Resources</th>
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3. Which idea will you do?

4. What will the finished item look like? Draw or attach a picture

| What sewing techniques are required! | ____________________________ |

5. Do you have these skills? If not research how to do this technique.

| What supplies are needed? | ____________________________ |

6.                          |

7.                          |

8. Time to Redecorate! Optional: Take Before and After Photographs
   For second home décor item use this planning format.
In the Member Manual

**Do it!**

Redeforate

Now it is time to put your plan into action. Using your research redecorate your room into something new and fabulous! Take your time and pay attention to details. Quality workmanship is in the details. Soon you will be relaxing in a cool new space! Optional: Take before and after photos.

**Dig it!**

Attach a picture of your new home décor projects.

In this picture:

I want you to notice:

---

**What's Next?**

Skill Builder 5 examines how to repair clothing. You will reorganize your clothing closet, learn basic mending skills and sew hanger covers. With your leader discuss what you will need to bring to the next meeting.
Skill Builder 5: Repair

Skills Checklist
Learn mending skills
Learn proper clothing storage

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>Mending</th>
<th>To make repairs or restoration, to fix.</th>
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</table>

Dream it!
Thinking Ahead
What will you discuss with members? Gather observations and think of examples that will help support your decision.

Preparing for Success
Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies
1. Ask members if they know how to organize their closet. What ideas do they have on how it should be done?
2. Ask members if they can identify ways to mend/repair their clothes.

Background for Leaders
Knowing how to store, repair and mend clothing not only saves money it is a friendly to the earth. Members will learn basic mending techniques and how to prolong the life of their clothing.

What is Mending?
Replace a broken zipper, sew on missing buttons, patch a hole, stitch up a tear, mend a ripped seam, hem pants, hem jeans, replace a drawstring, remove a stain.

In addition to sewing books there are some very good web sites to learn basic mending skills.

Learn how to mend and patch clothes with expert step-by-step instruction in this free clothing repair video clip. There are 19 videos in this series

Basic clothing repair
http://diyfashion.about.com/od/mendingandalterations/tp/Repair_and_Mend_Clothing.html


Clothing Repair http://www.ca.uky.edu/HES/fcs/FACTSHTS/CT-MMB-147.PDF
Stain Removal will extend the life of clothes. Many stain removal methods are friendly to the environment. In addition to resource books there are some very good web sites. These websites explain stain removal for all types of stains and fibres.
http://www.chemistry.co.nz/stain_frame.htm


http://www.ca.uky.edu/HES/fcs/FACTSHTS/CT-LMH.145.PDF

Prolonging the Life of Clothing

- Allow clothing items at least a 24 hour rest period between wearing. This includes shoes.
- Treat and remove spots and stains as soon as possible. Never store clothing dirty.
- Rely on garment label for care instructions.
- As fabrics, equipment and products change so does garment care technology. Learn what’s new.
- Use correct storage techniques for all of your clothing. Use flat storage for jeans, stretchy items (sweaters, polo shirts etc.) and appropriate hangers for other items. Try no to have clothes jammed into your closet.

Padded and heavy wooden hangers— Tailored coats, suit jackets, dresses
Tubular plastic hangers—all purpose or lightweight blouses, dresses, pants, woven shirts

It is not recommended to use wire hangers. If members choose they may repurpose wire hangers as an optional project in this builder.

Do it!

Reorganize Your Closet
Part of the sew green journey is to have members evaluate their current wardrobe.

Time Required: 2-3 hours

Equipment: your clothes closet, hangers, donation box, mending box, refashion box

Instructions:
1. Take everything out of closet. Yes everything!
2. Sort through clothes and put them in one of 4 piles
   Keep—hang up with proper hanger or fold and put on a shelf or in a drawer.
   Refashion— Is there a way to alter the garment into something new?
   Mend it—these are clothes that need some kind of repair so you can wear it again
   Donate it—These are clothes you will not wear again—donate to a local thrift store or take to a clothing swap party.
3. Organize and put the keep pile back in your closet.
4. Sit down, relax and discuss with members how they will reinvent the refashion pile.
Optional: Take before and after photos

This is the first step to planning a “Green” wardrobe. In Builder 6 you will learn the remaining steps to planning a new wardrobe.
Mend It
Time to go through the mend it pile and practice some mending skills.

**Time Required:** 2 hours
**Equipment:** garment to be mended, sewing supplies
**Instructions:**
1. Select 2 or 3 items from your mend it pile and do the repairs. If you need help on how to do a repair refer to the listed websites or most sewing books have a repair section.
2. Place repaired items back into the closet.

Optional: Recover It!
One way to make the hangers you already have suitable for hanging your clothes is to sew a cover for them. This activity shows how to make a hanger cover. Members may make as many as they like to use in their newly sorted out closet.

**Time Required:** 1 hour
**Equipment:** Wire or plastic hanger, thread, quilted fabric (left over fabric scrap, old bed spread, make your own with cotton and batting), trim—lace or bias tape, piece of ribbon.
**Instructions:**
1. Trace the hanger shape to make a pattern. Add a 6mm seam allowance. Extend the bottom as long as you would like it.
2. Using your pattern cut out a front and a back.
3. On the top of the hanger cover, snip into the fabric 13mm 25 mm apart as per diagram. Double fold the cut fabric and topstitch.
4. With right sides together stitch the sides together. Hem the bottom.
5. Turn right side out. If desired you could add bias tape or lace to the bottom of the hanger for a decorative detail.
6. Place cover on hanger. Optional: tie a bow around the neck of the hanger with a matching piece of ribbon.

Dig It!
Have members answer the following questions to reflect on their learning:
- What did you like about this activity?
- What did you learn from this activity that you didn’t know before?
- How will your new skills help you in the future?

What’s Next?
By sewing green you can have a positive impact on the earth. With a little planning members can build a functional wardrobe. Sewing Green can also be a business that can earn some extra money. In the final builder members will explore both of these ideas. With your members discuss what they will need to bring to the next meeting.
In the Member Manual

**Skill Builder 5: Repair**

**Needles Says...**
A simple way to Sew Green is to repair clothing items. Learning to mend is an important sewing skill. Clothing repair can also be a business idea. There is a lot of cool things to learn in this builder!

**Dream it!**
Knowing how to store, repair and mend your clothing not only saves you money it is friendly to the earth.

**Prolonging the Life of Your Clothing**
Allow clothing items at least a 24 hour rest period between wearing. This includes:
- Treat and remove spots and stains as soon as possible.
- Never store clothing dirty.
- Rely on garment label for care instructions.
- As fabrics, equipment and products change so does garment care technology. Learn what’s new!
- Use correct storage techniques for all of your clothing. Use flat storage for jeans, stretchy items (sweaters, polo shirts, etc.) and appropriate hangers for other items.
- Try not to have clothes jammed into your closet.

**What is Mending?**
- Replace a broken zipper.
- Sew on missing buttons
- Patch a hole
- Stitch up a tear
- Mend a ripped seam
- Mend jeans
- Replace a drawstring
- Remove a stain

**What Can You Think Of?**

**Skills Checklist**
- Learn mending skills
- Learn proper clothing storage

**Important Words**
Watch out for these important words in this builder: Mending

**Stain Removal Guide**
These websites explain stain removal for all types of stains and fibres.

- [http://www.chemistry.co.nz/stain_frame.htm](http://www.chemistry.co.nz/stain_frame.htm)
- [http://msu.ca.chemistry.co.nz/stain_frame.htm](http://msu.ca.chemistry.co.nz/stain_frame.htm)
- [http://www.ca.chemistry.co.nz/stain_frame.htm](http://www.ca.chemistry.co.nz/stain_frame.htm)

**Sew Much More**
Here are some excellent websites on how to do basic clothing repairs.
- Learn how to mend and patch clothes with expert step-by-step instructions in this free clothing repair video clip. There are 19 videos in this series.
- Basic clothing repair
- Hems
- Zippers
- Clothing Repair
  - http://www.ca.chemistry.co.nz/HES/fcs/FACTSHTS/CT-MMB-147.PDF

**Do it! Reorganize Your Closet**
Part of your sew green journey is to evaluate your current wardrobe.
1. Take everything out of your closet. Yes, everything!
2. Sort through your clothes and put them in one of 4 piles:
   - Keep—hang up with proper hanger or fold and put on a shelf or in a drawer.
   - Refashion—Is there a way to alter the garment into something new?
   - Mend it—These are clothes that need some kind of repair so you can wear it again.
   - Donate it—These are clothes you will not wear again—donate to a local thrift store or take to a clothing swap party.
3. Organize and put the keep pile back in your closet.
4. Sit down, relax and dream about how you will reinvent your refashion pile.

**Mend It**
1. Select 2 or 3 items from your mend it pile and do the repairs. If you need help on how to do a repair refer to Needles Fun Facts to find websites that tell you how to do many repairs and talk to your leader.
2. Place your repaired items back into your closet. Enjoy wearing them again!
In the Member Manual

**Optional: Recover It!**

One way to make the hangers you already have suitable for hanging your clothes is to sew a cover for them. This activity will show you how to make a hanger cover. Make one or as many as you like and use it in your newly organized closet.

**Supplies:** Wire or plastic hanger, thread, quilted fabric (scrap, old bedspread, make your own with cotton and batting), trim—lace or bias tape, piece of ribbon.

**Sew:**

1. Trace the hanger shape to make a pattern. Add a 6mm seam allowance. Extend the bottom as long as you would like it.
2. Using your pattern cut out a front and a back.
3. On the top of the hanger cover, snip into the fabric 13mm 25 mm apart as per diagram. Double fold the cut fabric and topstitch.
4. With right sides together stitch the sides together. Hem the bottom.
5. Turn right side out. If desired you could add bias tape or lace to the bottom of the hanger for a decorative detail.
6. Place cover on hanger. Optional: tie a bow around the neck of the hanger with a piece of matching ribbon.

**Needles Fun Facts**

Did you know that most commercial laundry detergents contain petroleum-based oil and potentially harmful chemicals? By replacing a petroleum-based product with a vegetable-based one it could potentially save 460,000 barrels of oil.

-Baking Soda—Add 1/2 cup baking soda to rinse cycle of washing machine to decolorize, soften and brighten laundry. To remove yellow stains and to brighten old linens add 4 tablespoons baking soda to the wash cycle. (Check your washing machines manual).

-Clothesline—Studies show that if you consistently air-dry laundry instead of using a machine dryer, over time you will reduce your energy bill by 5-10%.

**Dig it!**

What did you like about this activity? What did you learn from this activity that you didn’t know before? How will your new skills help you in the future?

**What’s Next?**

By sewing green you can have a positive impact on the earth. With a little planning you can build a functional wardrobe. It can also be a business that can earn you some extra money. In the final build you will explore both of these ideas. With your leader discuss what you will need to bring to the next meeting.
Skill Builder 6: Rebuild

Skills Checklist

- Learn to plan a “green” wardrobe
- Explore how a “green” business works

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.

| Wardrobe | Garments considered as a group, especially all the articles of clothing that belong to one person. |

Dream it!

Thinking Ahead

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

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members if they can give you examples of businesses that would be considered “Green” and why are they “Green” businesses.
2. Ask members to think about their wardrobes and identify ways they can change it to become more functional.

Background Information

Clothes are a personal statement of who we are, how we feel about ourselves, and what we do. Clothing is important to looking good and feeling great. Building a wardrobe is the way to always have something to wear. It is also a way to live “green”. A workable wardrobe helps to dress for personal style, have more outfits at less cost, and have clothing appropriate for all occasions. Have members think “green” and explore the basics of wardrobe planning, using the clothing that they already have. Then members can fill in any gaps by sewing something fabulous!

The Basics of Wardrobe Planning

Step 1: Closet Clean-out

Have members find out what they already have and what they can do with it. Start by going through the closet and separate the clothing into groups. Refer to Builder 5 on page 35.

Step 2: Activity Scan

A carefully planned wardrobe means having clothes for activities that are important to members. Write down the kinds of things members like to do and how much time they spend doing them. What kinds of clothes are needed for these activities?
Step 3: Fashion Trends and Ideas Look through magazines, stores, eBay and see what is new for this year. Which ones do members like? Choose classic styles when purchasing big ticket items such as suits, pants, skirts, jackets. Trendy but inexpensive accessories help to look up to date. Choose them in the brightest colours of the season.

Step 4: Inventory the Wardrobe Begin with the clothing members already have. This is called “shopping in your closet.” An inventory is a list that lets you know what you have so you can mix and match combinations. Try on different combinations. Taking into account the activity scan and fashion updates make a list of ideas for building a wardrobe. What needs to be added? Buying from a list will keep members focused and stop impulse buying.

Step 5: Purchase or Sew Items for the Wardrobe Now that members have a plan decide what the clothing budget will be. Stick to the budget! What is needed first, second and so on. Remember building a wardrobe is an on going process. Visit stores, thrift shops and consignment shops to see what can be purchased or sewn to complete your new wardrobe.

Planning Tips
- Decide on a basic colour plan. Neutrals are always in style and are a good foundation for a wardrobe.
- Plan a wardrobe for variety and flexibility. Choose a few fun pieces to keep it looking fresh and up-to-date.
- Buy the best quality clothes that members can afford. They will last longer, wear better and save money in the long run.
- Encourage members to take care of the clothes they have.
- Mix and Match key pieces to create different looks. No two pieces should be the same, but they should coordinate with one another.
- One of the simplest plans is to develop a series of “clusters” or small groups of clothing, that are coordinated in colour, fabric and shape with interchangeable parts. Each cluster is a set of 5 to 20 mix and match items. A cluster is limited to two colours that go together.

Make the Most of a Wardrobe

- Five Pieces = 6 looks
- Seven Pieces = 14 looks
- Eight Pieces = 30 looks
- Nine Pieces = 42 looks
Do It!

Build it Green!

Have a look through the members current wardrobe. What can be done to update it?

**Time Required:** Wardrobe plan- 2 hours  Sew a garment– depends on what the member chooses to sew  
**Equipment:** your clothes closet, paper and pen (or computer), supplies for sewing project  
**Instructions:**  
1. Follow the steps on pages 39-40 to plan a wardrobe.  
2. Have members write an inventory of what they have now and make a list of what they would like to add to the plan to make a functional coordinated wardrobe.  
3. What one thing could your members sew to give it a “Just for You” style.  
4. Using the plan on page 16 plan one garment and sew it.

Helping Hands

Many rural communities have thrift stores. They are run by organizations or by community volunteers. The proceeds pay for the building, lights, hydro etc. and the remaining dollars go towards a charity. Spending a day at the Thrift Store is a great way to learn about fabrics, how a non-profit business works and to volunteer time and energy to the community.

**Time Required:** 6-8 hours  
**Instructions:**  
1. Help your members to choose a local Thrift store and volunteer for one day.  
2. Where will your member volunteer? _________________________________________________  
3. What are 3 things members learned from this experience?  
   * How will they show what they learned? Write about it, take pictures, video tape something, interview someone who works there etc.

Dig It!

Discuss the following questions with members;

- What did you learn about yourself by doing this activity?  
- What did you learn about making decisions?  
- How will your new skills help you in the future?

What’s next?

Congratulations on sewing your way through three Builders. Members have mastered basic sewing skills as well as learning how to sew green by designing and altering fabrics into new just for you items. For next year encourage members to try the remaining three builders. Now it is time to have members complete the showcase challenge and portfolio page on the next four pages.
In the Member Manual

Skill Builder 6: Rebuild

Needles Says....

How often do you say "I have nothing to wear?" It is estimated that we only wear 20% of our wardrobe 80% of the time. By taking the time to plan a "green" wardrobe you will always have something to wear and you won't have too many clothes!

SKILLS CHECKLIST

• Learn to plan a "green" wardrobe
• Explore how a "green" wardrobe works

Important Words

Look out for these important words in this builder:

Wardrobe

Dream It!

Clothes are a personal statement of who we are, how we feel about ourselves, and what we do. Clothing is important to looking good and feeling great. Building a wardrobe is the way to always have something to wear. It is also a way to live "green". A workable wardrobe helps you to dress for your personal style, have more outfit at less cost, and have clothing appropriate for all occasions. So think "green" and explore the basics of wardrobe planning, using the clothing that you already have. Then you can fill in any gaps by sewing something fabulous!

The Basics of Wardrobe Planning

Step 1: Closet Clean-out Find out what you already have and what you can do with it. Start by going through your closet and separating your clothing into groups. Refer to Builder 5 on page 18.

Step 2: Activity Sheet A carefully planned wardrobe means having clothes for activities that are important to you. Write down the kinds of things you like to do and how much time you spend doing them. What kinds of clothes do you need for these activities?

Step 3: Fashion Trends and Ideas Look through magazines, stores, eBay and see what is new for this year. Which ones do you like? Choose classic styles when purchasing big ticket items such as suits, pants, skirts, jackets. Trendy but inexpensive accessories help you to look up to date. Choose them in the brightest colours of the season.

Step 4: Inventory your Wardrobe Begin with the clothing you already have. This is called "shopping in your closet." An inventory is a list that's how you know what you have so you can mix and match combinations. Try on different combinations. Taking into account your activity scan and fashion updates make a list of ideas for building your wardrobe. What do you need to add? Buying from a list will keep you focused and stop impulse buying.

Step 5: Purchase or Sew Items for Your Wardrobe Now that you have a plan decide what your clothing budget will be. Stick to the budget! What do you need first, second and so on? Remember building a wardrobe is an on going process. Visit stores, thrift shops and consignment shops to see what you can purchase or sew to complete your new wardrobe.

Planning Tips

• Decide on a basic colour plan. Neutrals are always in style and are a good foundation for your wardrobe.

• Plan your wardrobe for variety and flexibility. Choose a few fun pieces to keep your wardrobe looking fresh and up-to-date.

• Buy the best quality clothes that you can afford. They will last longer, wear better and save you money in the long run.

• Take care of the clothes you have.

• Mexican and Match key pieces to create different looks. No two pieces should be the same, but they should coordinate well with one another.

• One of the simplest plans is to develop a series of "clusters" or small groups of clothing, that are coordinated in colour, fabric and shape with interchangeable parts. Each cluster is a set of 5 to 20 mix and match items. A cluster is limited to two colours that go together.

Needles Fun Facts

When planning a wardrobe cost per wearing is important. An inexpensive shirt may seem like a bargain, but, if you only wear it five times, the cost per wearing is considerably more than an expensive shirt worn once a week. The true cost per wearing is the total cost divided by the number of times worn.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Times worn</th>
<th>Cost per wearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>$150</td>
<td>150 times</td>
<td>$1.00</td>
</tr>
<tr>
<td>Formal</td>
<td>$80</td>
<td>2 times</td>
<td>$40</td>
</tr>
</tbody>
</table>

Make the Most of Your Wardrobe

Five Pieces = 6 looks
Seven Pieces = 14 looks
Eight Pieces = 30 looks
Nine Pieces = 42 looks

Do It!

Build it Green!

Have a look through your current wardrobe. What can you do to update it?

1. Follow the steps on page 24 to plan your wardrobe.
2. Write an inventory of what you have now and make a list of what you would like to add to your plan to make a functional coordinated wardrobe.
3. What one thing could you sew to give it a "Just for You" style.
4. Using the plan on page 10 plan one garment and sew it.
In the Member Manual

Helping Hands
Many rural communities have thrift stores. They are run by organizations or by community volunteers. The proceeds pay for the building, lights, hydro etc. and the remaining dollars go towards a charity. Spending a day at the Thrift Store is a great way to learn about fabrics, how a non-profit business works and to volunteer your time and energy to the community.

1. Choose a local Thrift store and volunteer for one day.
2. Where will you volunteer?
3. What are 3 things you learned from this experience?
   How will you show what you learned? Write about it, take pictures, video tape something, interview someone who works there etc.

Sew Much Fun
Did you know that over 1 million plastic bags are consumed per minute globally? By making and using one cloth bag instead of plastic it can potentially save the world from 80 plastic bags in our ecosystem. Claire Morris is doing just that. She has organized a non-profit organization dedicated to eliminating the use of plastic bags by making and distributing reusable cloth ones. She is asking sewers to make bags from “green” fabrics and distribute them free of charge to people in grocery store lines, in stores and to friends and relatives. So far they have made and handed out over 73,634 cloth bags.

For a free pattern for a Morris bag check out the website: http://www.morrbags.com
Take a few minutes to make a cloth bag and be part of the plastic bag solution.

What’s next?
Congratulations on sewing your way through three Builders. You have mastered basic sewing skills as well as learning how to sew green by designing and altering fabrics into new just for you items. If you keep practicing your sewing skills, you will be an expert in no time. Next year why not try the remaining three builders. You still have your showcase challenge and portfolio page to complete on the next four pages.
In the Member Manual

**Showcase Challenge**

*Bringing it all together*

Now that you have finished this project, it is 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 in your club Achievement or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you 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 pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a computer presentation (e.g. PowerPoint)
- Write a report
- Or come up with your own idea. It is up to you and your leader!

**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.

**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?)
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 My 4-H 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 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.
In the Member Manual

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, Communications, 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:

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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)