

4-H Mini Lessons (30 minutes or less)

From Level 1 (Beginning) and 2 (Intermediate)

of Clothing and Textiles Project Modules



Compiled by Sue Byrd, Professor Emeritus, Textiles, Clothing and Fashion Merchandising, UT Martin

**NOTE: When using activities be sure to give 4-Hers the 4-H site to find more activities:
<https://4h.tennessee.edu/clothing-textile/> (Click on “Project Pages for 4-Hers”)**

Topic and Source	Basic Information to Present	Possible Activities for 4-Her in Classroom	Possible Activities for 4-Her in Project Group
<p><i>Selecting What's Right for You</i></p> <p><u>Use Color in Clothing to look your Best</u> Activity 1</p> <p>(Level 1, Beginner-Clothing and Textiles)</p>	<p>Explain and show the color wheel on chart, PowerPoint, etc.</p> <p>Explain and give examples of Warm vs. Cool colors</p>	<ul style="list-style-type: none"> • Have 4-Hers complete activity “More about Color” (p. 3) Favorite color, what is worn most often, neutrals worn..... • Have 4-Hers stand in groups based on their answers (Ex: all who prefer warm colors vs. cool colors) or based on what they are wearing on that day. <p><u>Supplies needed:</u> Handout of page 3 or blank sheet of paper</p>	<p>Use same activity that would be used in classroom. Also, if having multiple project group sessions, make copies of page 4 and have 4-Her complete “Exploring the Color Palette in Your Closet” to bring to next group meeting.</p> <p><u>Supplies needed:</u> Handout of page 3 or blank sheet of paper; copies of page 4.</p> <p>NOTE: If you want to do a follow-up session to have the 4-Hers discover their best colors, use information in Activity 2, pages 8-9.</p>
<p><i>Selecting What's Right for You</i></p> <p><u>Expressing your Personality through your Clothing</u> Activity 5</p> <p>(Level 1, Beginner – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Begin session by having participants write (share) a description of one or two outfits they wear a lot (can use chart on page 1 of activity). • Explain how what we wear reflects our values, individuality and personality. • Introduce the 6 Clothing Personality Styles and show examples (PowerPoint or actual garments) 	<ul style="list-style-type: none"> • Have 4-Hers determine which of the 6 personality styles best describes them and have them share this with each other (pair share, or four share). • If time, have 4-Hers complete exercise on page 5 to test their knowledge. <p><u>Supplies needed:</u> Handout of page 4 and possibly page 5 (covering up answers before making copies). PowerPoint or actual garments for examples.</p>	<ul style="list-style-type: none"> • Have 4-Hers determine which of the 6 personality styles best describes them and have them share this with each other (pair share, or four share). • Have 4-Hers create a Fashion Story Board putting together 2 to 3 outfits that best reflects their Clothing Personality Style. <p><u>Supplies needed:</u> Handout of page 4 and possibly page 5 (covering up answers before making copies). PowerPoint or actual garments for examples.</p> <p><u>For Story Board:</u> Card Stock, Rubber Cement, teen fashion magazines or copies of individual examples of fashions or have them use online sources to copy and paste and create electronically (provide fashion sites for them to use).</p>

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<p><i>Caring for My Clothes</i></p> <p><u>Reading Clothing Labels, Why is it Important?</u> Activity 9</p> <p><u>Activity 7 (Take Care of your Clothes)</u></p> <p>(Level 1, Beginner – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Begin by asking participants if they have ever looked at the labels on their clothing. • Then ask how many help with doing the laundry. • Use information from Activity 9 to explain what is on care labels and why it is important to look at clothing labels (Tips for using care labels) <p>Introduce the European Care Symbols that may be on our garments.</p>	<ul style="list-style-type: none"> • Have 4-Hers look at labels (either on their own clothes or bring a variety of clothing that can be examined) and answer the 3 questions on page 2. <p>Go over information in Activity 7, page 2 (Important Tips to follow when washing clothes) and have participants discuss how they can help with the laundry using what they now know.</p>	<ul style="list-style-type: none"> • Have 4-Hers look at labels (either on their own clothes or bring a variety of clothing that can be examined) and answer the 3 questions on page 2. • Go over information in Activity 7, page 2 (Important Tips to follow when washing clothes) and have participants discuss how they can help with the laundry using what they now know. Bring a variety of clothes that need a variety of laundering techniques and have participants separate them out. Based on information in Activity 7 (page 2).
<p><i>Caring for My Clothes</i></p> <p><u>Repairing Your Clothes, Activity 10;</u> <u>Sewing on a Sew-Through Button</u> Activity 17</p> <p>(Level 1, Beginner – Clothing and Textiles)</p>	<p>Ask 4-Hers if they have clothes in their closet right now that they can't wear because of tears, loose buttons, etc.</p> <p>Use information in Activity 10 to talk about how to make your clothes last longer through repairing them; (pick and choose what you will use)</p> <p>Explain how being able to do hand-sewing will allow them to be able to repair clothes.</p>	<ul style="list-style-type: none"> • Demonstrate how to thread a needle and knot ends (both ends together for sewing on buttons). • Have 4-Hers do this. • Demonstrate first steps of sewing a button. • Have 4-Hers do this. • Finish demonstration and have 4-Hers complete sewing on a button. <p>NOTE: Depending on time allotted, begin activity by having participants get used to using a needle by using Activity 16 and have them do a running stitch on the fabric</p> <p><u>Supplies Needed:</u> For each 4-Her: a copy of Activity 17, a square of heavy weight fabric, needle, thread, and medium or large sew-through button.</p>	<p>Same as in Classroom</p> <p><u>Supplies Needed:</u> For each participant: a copy of Activity 17, a square of heavy weight fabric, needle, thread, and sew-through button.</p> <ul style="list-style-type: none"> • In addition, give 4-Hers a copy of page 5 of activity 10 to take home and complete for clothes that need repaired. <p>For follow-up session, have them bring an item to repair and provide lace, buttons, braid, thread and needles, etc. (have a sewing machine available if seams need to be sewn)</p>

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<p><i>Wardrobe Planning</i></p> <p><u>Saving the World, Doing your part: Reuse, recycle or swap your clothing</u> Activity 5</p> <p>(Level 2, Intermediate– Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Begin by asking participants: Do you have Clothes that you know longer wear? Why? • Define repurposing clothes and ask group to give reasons why refashioning, recycling or swapping your clothes is a good idea (answers listed in activity) • Discuss and show examples of how garments can be refashioned and made into other items (from activity, google online, Pinterest). <p>Discuss other ways to recycle your clothes in activity (selling and various ways; giving to charity.....)</p>	<ul style="list-style-type: none"> • Have 4-Hers list examples of clothes they have that could be repurposed (updated, refashioned or made into other items/accessories) • In small groups have them discuss how they could be refashion or recycle into items/accessories clothing they have listed. <p><u>Supplies needed:</u></p> <ul style="list-style-type: none"> • Examples of ideas for repurposing clothing (either on PowerPoint or actual items); • Create chart and give to 4-Hers to list items that need repurposing and for them to write down suggestions of changes; <p>List or images of refashioning ideas for participants to review as they are discussing possible ideas and/or actual images of ideas.</p>	<p>Same is in classroom plus:</p> <ul style="list-style-type: none"> • If sewing group, provide trims, ribbons, buttons, etc. and have 4-Hers bring items to repurpose. Have them work on repurposing their items matching their sewing skills with task. Could also pair teen leader or volunteer adult leader with 4-Her to teach new skill as they repurpose their garment. <p><u>Supplies needed:</u> same as in classroom plus sewing supplies and trims, ribbons, buttons, etc. for actual repurposing of clothing, sewing machine. Have 4-Hers bring items to repurpose.</p>
<p><i>Understanding Textiles</i></p> <p><u>Learning about Fabrics – Woven vs. Knit,</u> Activity 22</p> <p>(Level 1, Beginner – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Have participants examine the fabric of a garment they are wearing to see if it stretches. • Use information in Activity 22 to explain the basic difference in woven and knitted fabric. • Have participants explain why they like to wear knit fabric as part of lesson. <p>Talk about & show examples of the following: Plain weave, Twill weave, Jersey knit, Rib knit (may use PowerPoint to more clearly show weave and knit structures)</p>	<p>*Give 4-Hers 1-2 inch squares of the following fabric as you talk about the basic weaves and knits or after you talk about them as an ID exercise:</p> <ul style="list-style-type: none"> -Burlap (plain weave) -Denim (Twill weave) make sure it is true denim that is a twill weave with diagonal lines -t-shirt fabric (Jersey knit) -rib knit fabric <p>(The weaves and knits of these fabrics are easily identifiable)</p> <p>*May also have 4-Hers identify specific fabric structures of what they are wearing.</p> <p>*Have 4-Hers weave using a plain weave, weave an 8"x10" (2 different colored sheets of paper or scrapbook paper or wallpaper samples)</p>	<p>*Do same activity as in classroom. Add other examples of weaves such as satin, jacquard, woven piles.</p> <p>*Have different examples of woven and knit fabrics or garments with these weaves/knits for students to identify.</p> <p><u>NOTE:</u> Fabric for identification, magnifying glasses and other materials that can be used with this activity are available in each region through Clothing and Textiles STEM Project LESSON 1 Mobile Kit for check out from Regional office. (Also contains 2 'tubes' of fabric – woven and stretch - for group stretch activity)</p>

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<p><i>Understanding Textiles</i></p> <p>What People in other Cultures Wear? Activity 24 (Level 1, Beginner – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Introduce the topic by using questions at beginning of Activity. <p>Select 2 to 3 cultures to present to 4-Hers. Use resources such as videos, images and/or actual garments/accessories of the cultures presented</p>	<ul style="list-style-type: none"> • Depending on size of group, have 4-Hers try on some of the costumes/accessories brought. <p>Create a Jeopardy, Bingo type game or other game for participants to match costumes presented to culture for which they belong. (could be pictures on Powerpoint that they write down or call out answers).</p>	<ul style="list-style-type: none"> • Do same activities as in classroom. • Provide pictures of clothing/accessories from cultures introduced and have group make a collage of pictures (either individually or as a total group). <p><u>Supplies needed:</u> Items or pictures of clothing and accessories from selected cultures. Pictures that can be used for collage. Backing for collage (card stock or poster board) and rubber cement.</p>
<p><i>Global/Ethnic</i></p> <p>Fashion – What Influences Today’s Styles Activity 9 (Level 2, Intermediate – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Introduce the concept that many of our fashions are influenced by International Cultures • Ask participants to think about what they have in their closet and by show of hands how many have (say each item under “To Get Started” 1-6 on page 1 of Activity) <p>Use examples in the Activity to explain how items are influenced by specific cultures.</p>	<ul style="list-style-type: none"> • Have 4-Hers answer questions under “To Get Started” (page 1 of Activity 9) at the beginning of session. • After presenting about characteristics of traditional garments worn in Mexico, have 4-Hers complete “To Do” (page 3 of Activity) either individually or in small groups • At end of session have them complete “To Do” matching the fashion with the culture that influenced the fashion. (project this or have some actual clothing examples and do a similar exercise.) <p>(Supplies needed: see project group)</p>	<ul style="list-style-type: none"> • Do same activities as in classroom. <p><u>Supplies needed:</u></p> <ul style="list-style-type: none"> • Bring actual items of current fashions that are influenced by other cultures to add interest. • Paper and colored pencils for design exercise (“To Do” page 3 of Activity) <p>Copy of Activity sheet as needed</p>

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<p><i>The Economics Behind Clothing</i></p> <p>What's Behind the Retail Price of your Clothes? Activity 8</p> <p>(Level 2, Intermediate – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Introduce concept of “retail price”; • Have students complete handout; • Go through the different factors to retail price: <ul style="list-style-type: none"> • production including details in shirt and “consider the following” under Exercise 3; • cost to retailer - what they have to pay for as part of having a retail store; 	<ul style="list-style-type: none"> • Have 4-Hers complete the label information (handout/page 1 of activity) for a shirt or jacket they have on [or provide each a shirt; make sure labels are readable.] • Have 4-Hers complete Exercise 1 (either project images and have them do it as a group or have a handout for each (cover up answers at bottom of page). 	<ul style="list-style-type: none"> • Do same activities as in classroom. <p>Bring to project group enough tops/shirts of different styles for each participant to examine one. Have them complete page 1 of activity and then discuss which item they think would cost more to manufacture and why.</p>
<p><i>Community Service (Citizenship)</i> [Global/Ethnic; Creating Clothing and Accessories]</p> <p>Service Learning – Sewing Something for Others - Activity 20</p> <p>(Level 2, Intermediate – Clothing and Textiles)</p>	<ul style="list-style-type: none"> • Introduce 4-Hers to Community Service, what it is and why they should be involved. • Talk to them about the importance of community service in their own communities as well as internationally. <p>Introduce them to various nonprofits in which they can be involved at home and internationally (show images of web sites for international opportunities) (use those listed in activity)</p>	<ul style="list-style-type: none"> • Have 4-Hers brainstorm ideas of where they can do community service within their community • Have 4-hers brainstorm what they can make (sew or craft) and/or donate to international outreach. • Have 4-Hers individually commit to what they will do within the next month for community service either at home or internationally. <p>If time allows have 4-Hers make a simple craft that can be donated. Ex: Braided Dog Pull; <u>Greeting Card</u> – outside precut wallpaper samples or scrap book paper; inside precut plain paper; fold in half and tie with ribbon. Write a note to an identified individual/group (assisted living/nursing home; children’s hospital) for delivery by a couple members of class.</p>	<p>Do same activities as in classroom.</p>