



National 4-H Curriculum
BU-08063

Sewing Helper's Guide



Name _____

County _____

Sewing Group Activities Grades 3-12



REVIEWED & RECOMMENDED
National 4-H Curriculum

Welcome to Sewing Expressions



This set of guides has been developed to provide ideas and group activities to expand the youths' experiences in this project. As the Helper you are a key person to assist young people in developing and sharing their sewing and textiles creative abilities. Your role includes:

- becoming familiar with the materials in this series
- cooperatively planning project meetings with the youth
- supporting the youth in her/his efforts to set goals and complete each of the three Sewing Achievement Programs
- serving as a resource person to help connect youth with the community, resource materials and others who are knowledgeable about the project
- providing a safe, supportive environment
- guiding, encouraging and rewarding progress

Sewing and Textiles Youth Project Outcomes

- Through participation in this curriculum youth will practice the skills of acquiring and evaluating information, making decisions, planning and organizing, communicating with others, thinking critically, leading self and others
- Develop soft goods construction and care skills
- Develop an awareness of potential project careers
- Develop an awareness of the use of technology in the sewing industry

The Sewing Expressions Series

Sewing 1	<i>Under Construction</i>	4-H BU 08060
Sewing 2	<i>Fashion Forward</i>	4-H BU 08061
Sewing 3	<i>Refine Design</i>	4-H BU 08062
Sewing Group Activity Guide		4-H BU 08063



Youth Activity Guides

Each of the three youth activity guides is designed to be developmentally appropriate for grades 3–5, 6–8 and 9–12 respectively, but may be used by youth in any grade based on their project skills and expertise.

The activities are designed to meet the Family and Consumer Sciences Education National Educational Standards for Textiles and Apparel. Each encourages the young person to learn by doing before being told or shown how. Your challenge as a helper is to “sit on your hands” while the youth explore and learn, even when things don’t seem to work the way you expected. Listen to the youth as they consider the questions and draw conclusions. The 4-H sewing web site serves as a supplement to this project. The web site URL is www.4-H.org/curriculum/sewing.

Group Activity Helper’s Guide

The activities are designed to help youth groups experience a concept rather than just listen to a concept. They can be adapted to use with individual youth groups, families, classrooms, after school programs or other groups. You will also find hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas, as well as answers to the activities in the youth guides.

Many techniques used in sewing are appropriate for this project. There is NOT a 4-H way of construction. Youth need to be able to communicate why an application was used and to understand that other techniques may also be appropriate, depending upon the fabric, pattern and equipment.

Acknowledgements

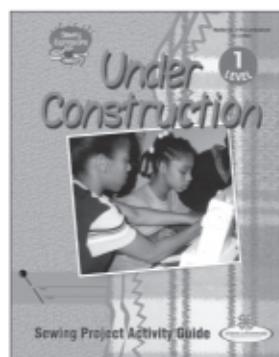
2004 Sewing Design Team: This rewrite of the four sewing and textile guides was accomplished by the 4-H Sewing and Textiles Design Team comprised of Karen Biers, UT, Coordinator; Carla Lee, UT, Liaison; Sharlene Woffinden, ID; Ronda Olsen, UT; Debra Proctor, UT; Tara Andrews, MT; Bernice Mason, MT; Kim M. Monk, ID; Stephanie Morsch, CO; Lynda Parson, NE; Ann A. Berry, LA; Bridgette Sloan, OH; Suzie Brown, NE; Mary Forster, OH; Ila Erickson, 4-H Youth Representative.

Design and Production: Northern Design Group, MN.

Writer/Editor: Karen Biers, UT

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Under Construction



Level 1 BU- 08060

- Chapter 1: Creating**
Tools of the Trade
Get to Know Your Machine
Threading Your Way
Serge the Super Highway
On the Straight
To Ravel or Not to Ravel
How Do You Measure Up?
Pattern Particulars
Curves Ahead
- Chapter 2: Maintaining**
Sort It Out
Spot Check
- Chapter 3: Teching**
Sewing Techno Savvy
- Chapter 4: Futuring**
Fiber Detective
- Chapter 5: Serving**
Bags to Share

Fashion Forward



Level 2 BU- 08061

- Chapter 1: Creating**
Fabric Construction Facts
Fiber Facts
To Dye or Not To Dye
Patch Pocket Pizzazz
To Zip or Button
Perfect Fit
Blue Dreams in Denim
What's That Tool?
Taming the Serger
- Chapter 2: Maintaining**
Tag! You're It!
Laundry Lingo
- Chapter 3: Teching**
Shop the 'Net
- Chapter 4: Futuring**
Sewing Business Cents
- Chapter 5: Serving**
Sharing Polar Fleece Fun

Refine Design



Level 3 BU- 08062

- Chapter 1: Creating**
Sleuthing Tools of the Trade
Combine and Design
"Out"rageous
Tailored Treasures
Embellish Your Ensembles
Stretchables
Follow the Weaving Pattern
Ultimate Makeover—
Bedroom Edition
- Chapter 2: Maintaining**
Hold the Color, but Take
the Wrinkles
- Chapter 3: Teching**
Click On!
Print Fabric, Not Paper
- Chapter 4: Futuring**
Designing Your Future
- Chapter 5: Serving**
Style is on Parade!
Share Some Warmth



Sewing Helper's Guide Sewing Kit

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Youth Learning Characteristics

Helpers of all ages need to know and periodically refresh themselves about the learning characteristics of the youth they are guiding or teaching. Knowing developmental stages can help a baffled or discouraged helper in understanding a headstrong teen or a seven year old who can't sit still. The sewing (creating) skills in the Sewing Expressions curriculum are developed in a sequential manner. Youth can join the project at any age, but the helper should select the level based on the skill set of the youth.

The 9–11 Year Old Youth

This group is very active. Activities should encourage physical involvement because this age group is anything but quiet. Plan **Hands on** activities for this group. Activities that provide opportunities to practice skills, but that can be completed successfully and quickly by beginners. Youth at this age are still fairly concrete thinkers and will give adults more attention if they are both doing and seeing things. They need many opportunities to share their thoughts and reactions with other. This is a good age group with which to involve teen leaders.

Youth at this stage are beginning to think logically and symbolically and are beginning to understand abstract ideas. As they consider an idea, they will view it as right or wrong, great or disgusting, fun or boring. There is very little middle ground.

The helper has a crucial role at this stage of learning. This age group looks to adults for approval and follow rules primarily out of respect for adults. Individual evaluation by adults is preferred over group competition, where only one can be the best. Comparison with the success of others is difficult for these youth. A comparison with other youth erodes self-confidence. Instead of comparing youth with each other, build positive self-concepts by comparing present to past performances for the individual.

This is the age of the “joiners.” Boys and girls like to be in organized groups of others similar to themselves. They generally are concerned with immediate self reward. The satisfaction of completing a project often comes from pleasing the volunteer or parent rather than from the value of the activity itself. Participation in community service projects is enjoyed because youth can see they are making a difference in another person's life.

These youngsters have a strong need to feel accepted and worthwhile. School and other pressures are demanding. Individual improvement should continue to be emphasized. You want to know how much they have improved and what they should do better next time. Individual evaluation and encouragement from an adult can have amazing results.



The 12–14 Year Old Youth

This developmental stage varies widely among young teens. Growth spurts beginning with adolescence occur at a wide range of ages, with girls usually maturing before boys. These rapid changes in physical appearance may make some teens uncomfortable. Faster developing teens may feel thrust into a more adult world that they didn't choose. Slower developing teens may be uneasy about their lack of changes.

Young teens move from concrete to more abstract thinking. Playing with ideas is as much fun as playing sports. Ready-made solutions from adults are often rejected by young teens in favor of finding their own solutions. Volunteers, who provide supervision, support and minimal direction will do well with this group.

Small groups provide the best opportunity for young teens to test ideas. Justice and equality become important issues. Opinions of peers become more important than opinions of parents and other adults. Teens enjoy the social interaction and acceptance they receive in groups.



As puberty approaches, young teens begin a roller coaster ride of hormones and emotions. This period seems to present the biggest challenge to a young person's self-concept. These young people face so many changes that they hardly know who they are. Young teens begin to test values and seek adults who are accepting and willing to talk about values and morals. Adults can help by providing self-discovery activities leading teens to self-knowledge.

Continue to avoid comparing young people with each other and try not to embarrass them. They want to be part of something important and have opportunities to develop responsibility and demonstrate leadership skills.

The 15–18 Year Old Youth

Most teens of this age recognize their special abilities and talents. In most cases, they have adjusted to the many post-puberty changes. By now teens tend to be wrapped up in themselves and their peer group rather than family, teachers or other adults. Relationship skills are usually more developed and dating increases. Acceptance by members of the opposite sex is of higher importance.

Mid-teens begin to think about their future and realistic plans. Their vocational goals influence the activities that they select. Teens set goals based on their personal needs and priorities. Any goals set by others are generally rejected. As they master abstract thinking, they can imagine new things in ways that sometimes challenge adults.

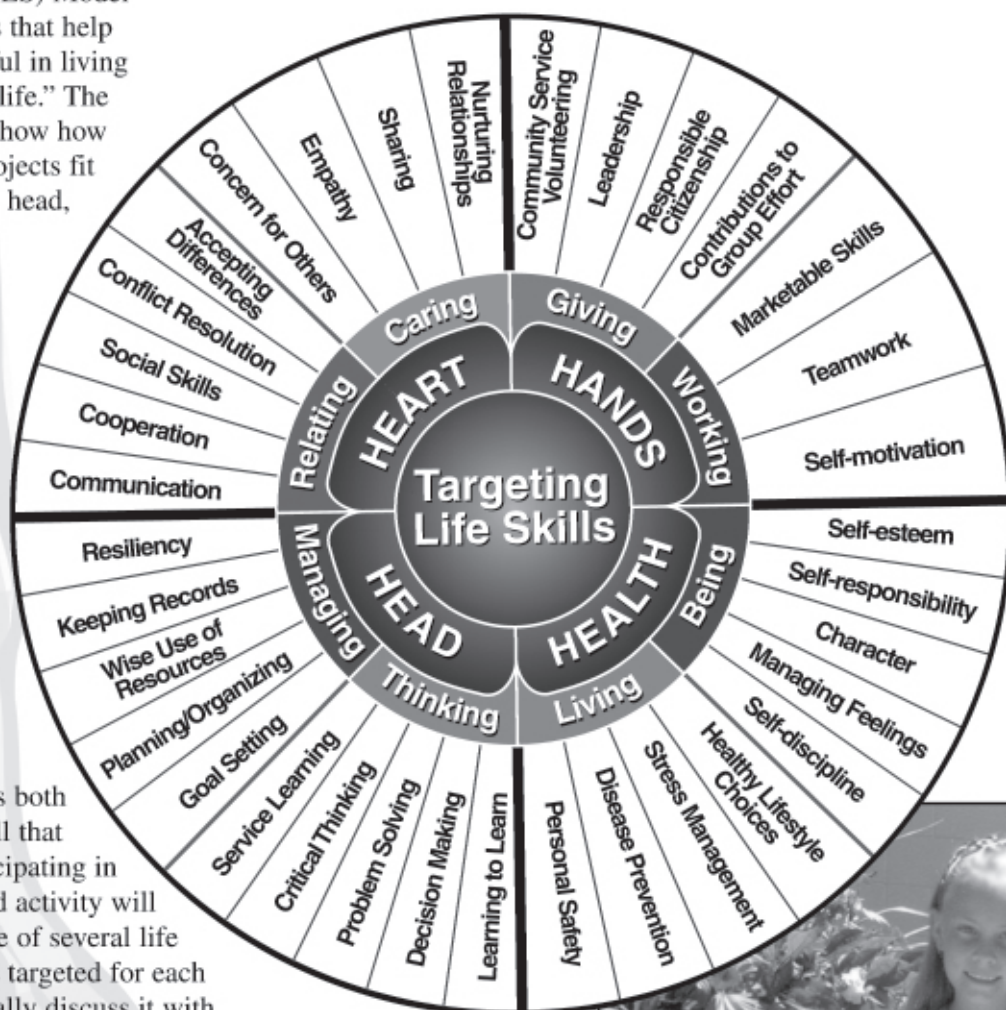
These teens can generally initiate and carry out their tasks without supervision. They can help younger members plan and complete their projects. They should be encouraged to assume a leadership role. An adult volunteer can be helpful by arranging new experiences in areas of interest to teens, but must be sure to allow for plenty of input from the youth. The volunteer should play the role of advisor/coach for independent workers.

Acknowledgements: Adapted from North Central Regional Extension Publication No. 292, Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders. Karnes, Jeanne and Myers-Walls, Judith. Purdue University.

Developing Life Skills

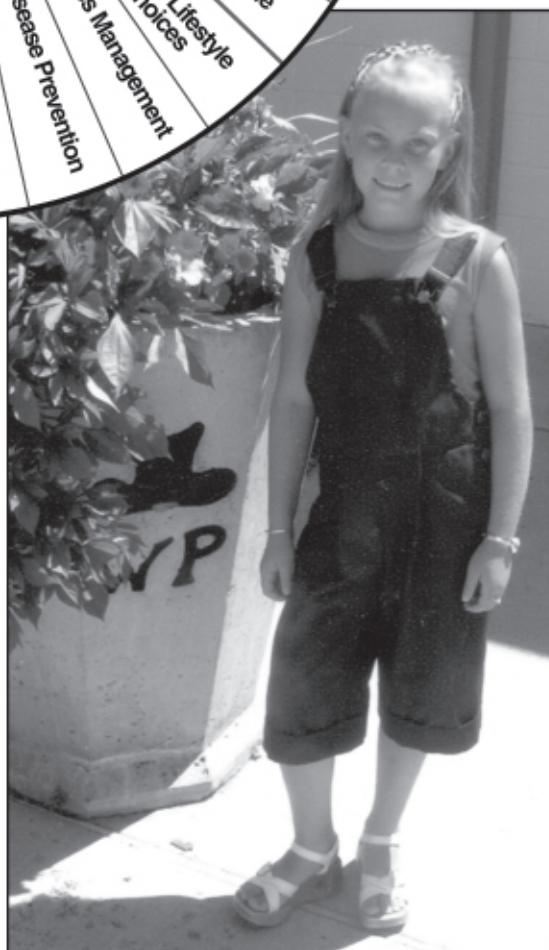
Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “skills that help an individual to be successful in living a productive and satisfying life.” The TLS Model is designed to show how life skills learned in 4-H projects fit the meaning of the four Hs: head, heart, hands and health.

Targeting Life Skills Model



Each activity in the Sewing Expressions curriculum lists both a project skill and a life skill that youth will develop by participating in the activity. A well designed activity will involve youth in the practice of several life skills. However, only one is targeted for each activity so you can specifically discuss it with the youth when the activity is completed. The Success Indicator demonstrates mastery of the learning outcome for the activity. The Success Indicator is the goal for youth to achieve and for you to support their efforts to achieve. The “Before and After-What do you Know?” in each youth guide and the Measuring the Impact in this guide will help the youth and you assess what level of skills they have prior to participating in the activities and what level of skills they have after participating in the activities.

Helping youth develop and understand important life skills while learning about their project is a challenge. However, the youth will appreciate your extra effort now and in the future when they look back on these experiences. Thank you for volunteering to work with youth!



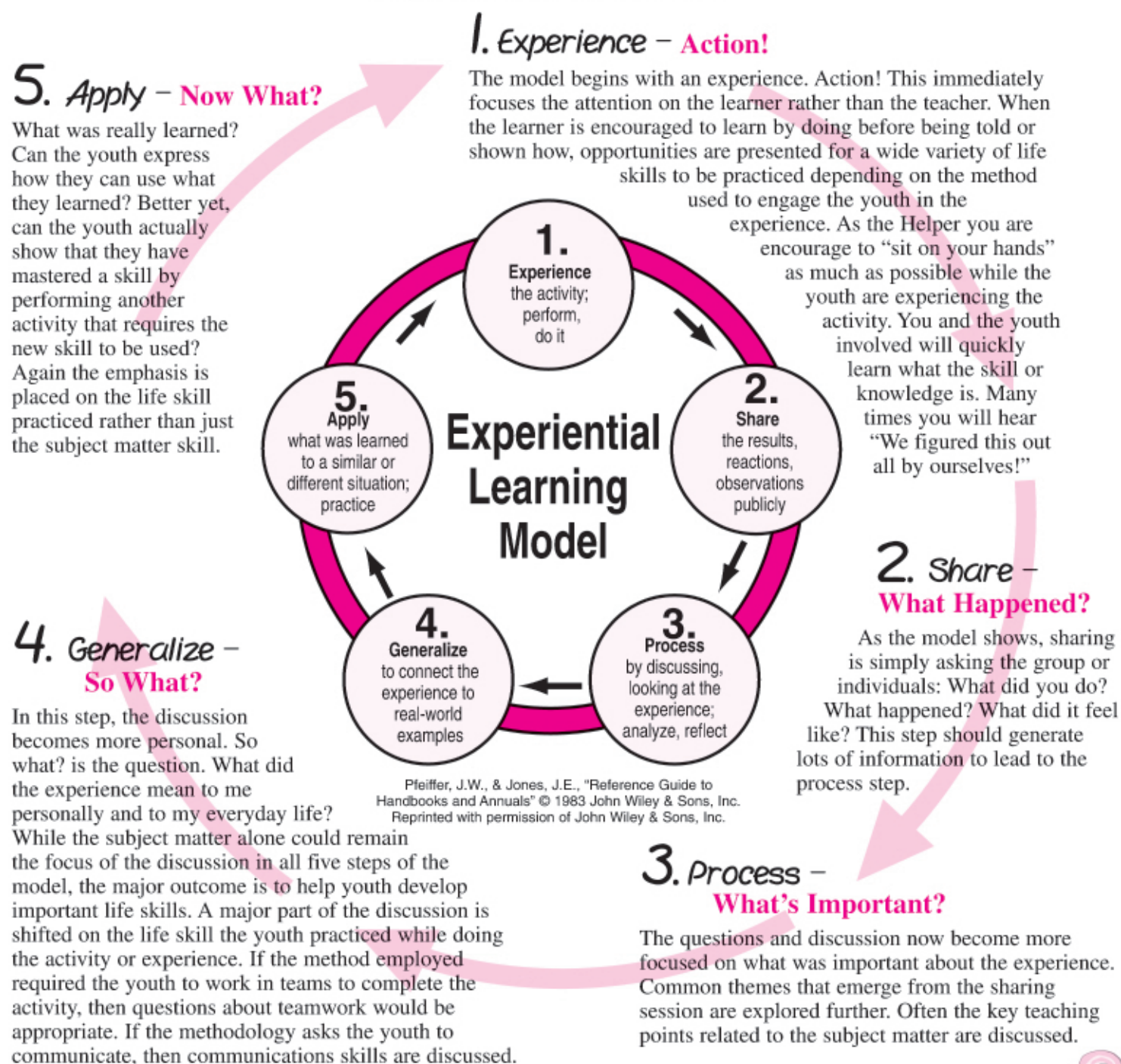
Teaching and Learning Experientially

The activities are designed so that the youth have an opportunity to experience an activity or learn by doing before being shown or told how. This concept is based on the five specific and sequential steps of the experiential learning model. The objective of developing project subject matter and personal life skills in a single activity or series of related activities is successful with experiential learning because it engages learners in the activity, encourages them to think more, work harder and ultimately learn more thoroughly than with traditional learning methods.

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity."

John Dewey

Experiential Learning Model



Let's Make Plans

Sewing Project Skill:

Planning sewing activities

Life Skill:

Planning and organizing

Educational Standard:

Students use spoken, written and visual language to accomplish their own purposes

Success Indicator:

Group plans a sewing project year.

Target Audience:

All ages

Time Involved:

One hour

Suggested Group Size:

10–50

Supplies:

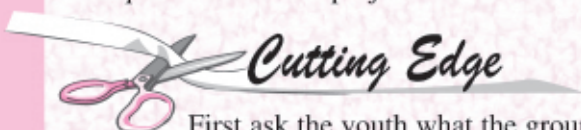
Pencil, paper, flip chart or chalkboard, poster paper, project achievement programs, literature, resource materials, list of project meeting ideas (page 32)

Sewing project meetings offer exciting settings for youth to develop both sewing and life skills. By participating in planning, youth develop an important life skill as well as become more personally involved in the group activities. You'll find programs more closely meet the needs of youth when everyone participates in identifying what to do, when to do it, how to do it and who will do it.

This sewing activity has been designed to help your group plan its project year to include five or more activities. Helping a group plan activities for several meetings or just one meeting takes a lot of patience while the members work together and practice important life skills.

Getting Started

Before the meeting you may want to talk to the parents to see what they feel their children need and how this project can help. This is also a good time to introduce the sewing project literature and the list of meeting ideas from page 32 to help them become better acquainted with the project



Cutting Edge

First ask the youth what the group's goals should be for the year. Use the process described here to determine what the activities should be and to set goals. Then ask each person to write down ideas for project meetings and supporting activities (service learning, contents, fun days, promotions, etc.). Sometimes youth can generate more ideas by working together in groups of two or three with one person writing down the ideas. Provide copies of the activity guides and the list of project meeting ideas.

Have each person share his/her ideas. One person shares an activity idea, then the next person and so on until all ideas have been given. Record ideas on a chalkboard or a large sheet of paper. List the ideas quickly without discussion, comments or judgments. After all ideas are listed, provide time for the person who suggested the idea to clarify or explain it. Others can add support, questions or criticism. After a short discussion, move to the next idea.

From all the ideas generated and discussed (and possibly combined). Have each individual rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five, ten or whatever choices. If ten choices are indicated, the top choice would receive a ten and the last choice a one.

Read each idea and have all members give their rankings. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, outline the list of topics for the year's project.

Completing the Program

Write an outline so everyone can see the plan taking shape. Here is an example of one possible format. After the program is completed, make copies for each family. You might include a list of everyone's name and phone number.

Sewing Project Group Calendar

Name of group _____ Name of helpers _____

Project group goals for the year _____

1. All members complete at least one-half of their achievement programs.
2. Practice the life skills of decision making and planning.
3. Involve each family in activities.
4. Plan and conduct a community service project.

Meeting Date, Time & Place	Meeting Topic and Planned Activities	Who Is Responsible	What to Do Before Next Meeting
July 29 Lee's 7:00 pm	1. Reading a Pattern 2. Presentations 3. Refreshments	Junior Leaders Lee Family	Sew a pillow case

Deciding Who Does What

Now that the group has decided what they want to do and learn, you will want to be sure everyone shares in the responsibility of seeing that it happens. Allow as many members (and families) as possible to have a specific job on the year's program. Recreation, demonstrations, community service, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

Dyeing to Know

- What did you learn about planning?
- How do you feel about this planning session?

Unravel What Is Important

- Why are decisions made through discussion often more accepted than those made by voting?
- Why is it important for youth, parents and leaders to work together to plan activities?
- What life skills did you practice when you planned?

Fit It to Your Life

- How will this experience help you plan family experiences?
- How will it help you plan in other areas of your life?

Pin Down What You Have Learned

- How will the way you plan your week or year change as a result of this experience?



Sewing Sense

Importance of Plans

Individuals are constantly developing plans for various activities. Usually, however, these are mental plans. A shopping list, a “things to do list”, and personal calendars or itineraries are all specialized forms of plans. Why would you want to create these assorted lists? Perhaps you create lists to stay organized, to complete everything you need to do, to keep track of what you still need to do, to schedule your time, and to make time to do those things you want to do! Lesson plans serve the same type of functions for instructional situations. The same type of planning process should be followed for individual lessons or meetings. Move from the general to the specific. For example:

Purpose – Why are we having this meeting?

Goals – What should the youth get from this meeting?

Objectives – How will I know if he/she understood the lesson?

Procedure – What steps need to be taken to reach the objectives?

Materials/Resources – What things/people are needed for this?

Evaluation – Did this activity work?

A lesson plan (in some format) should be developed for each meeting, event, activity, field trip or experience. These plans can serve as “maps”, guiding you to where you and the group want to be.

The more time you spend planning, conducting, and evaluating these experiences the better “teacher” you will become. Remember that this program is based on the belief that experiential education is often the best type of learning. This is as true for leaders and teachers as for anyone else. Get the youth directly involved, learning by doing!

Planning a Group Meeting

1. Remember what it was like to be a kid. Try to get in touch with the feelings of kids. What is fun? What is exciting? What is interesting?
2. Take the time to plan for each experience, regardless of whether it is a meeting, hiking trip or individual lesson.
3. Plan for individual members – consider who they are, what they are to learn, how best to help them experience and evaluate the activity.

More Challenges

1. Promote your group in the community by doing one of the activities listed in Project Meeting Ideas page 32.
2. Organize another sewing club/group in the community.

Sewing Skillathon Excitement

Sewing Project Skill:

Developing sewing skills

Life Skill:

Planning and organizing

Educational Standard:

Generate ideas and formulate questions

Success Indicator:

Group plans and conducts a sewing skillathon.

Target Audience:

8 to 18 years

Time Involved:

50 to 120 minutes

Suggested Group Size:

10–100

Supplies:

Station signs, situation and task signs, materials necessary for the team to perform the tasks at each station

and sewing skills. Adults can participate too. The skillathon works well at project meetings, group meetings, in classrooms or at malls or fairs.

Getting Started

A skillathon is a series of learning stations at which teams are presented with realistic situations and tasks to do. The teams attempt to complete the tasks before being told or shown how. The operator at each station follows with questions to help the teams build on their experiences.



Cutting Edge

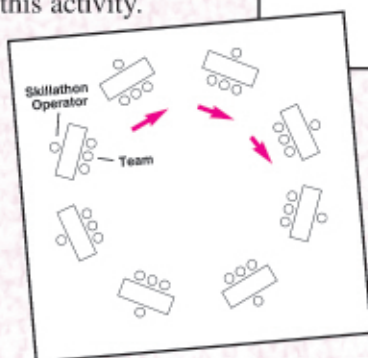
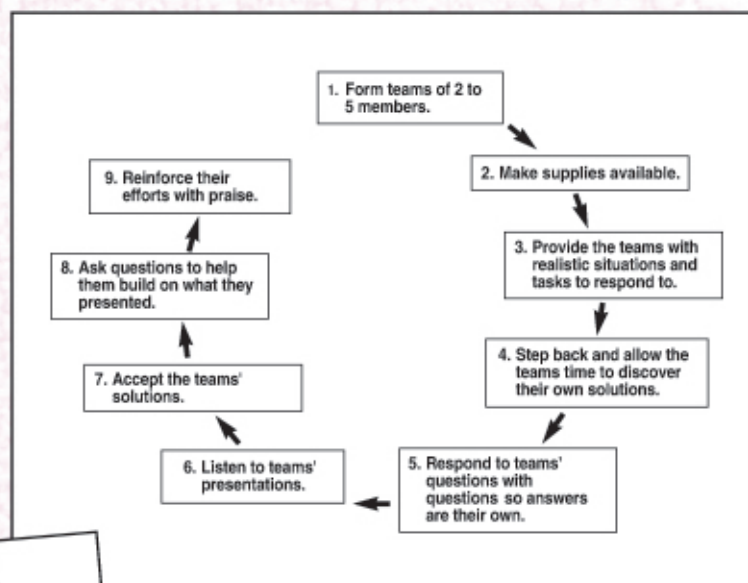
Sponsoring a successful sewing and textiles skillathon requires lots of planning and organizing. It provides an opportunity for youth to practice developing their leadership skills. The group will need to determine what committees are needed, who will serve on and lead each committee, task to be accomplished and so on. Have an older youth serve as the event coordinator and help keep all the committees moving forward. Some of the tasks that need to be considered are listed in this activity as well as examples of stations.

To prepare for the skillathon, have members:

- Decide on the stations wanted, considering time and resources available. Check page 32 for skillathon station ideas. Examples are also listed in *Sewing Sense*.
- Make up a realistic situation and task sign for each station so teams don't require additional directions by the skillathon operator.
- Decide who will be in charge of each station and the equipment and supplies needed at each station.
- Delegate responsibility for gathering supplies.

The station operator should:

- Be familiar with the topic.
- Develop several questions to ask.
- Allow the team members to discover for themselves how to accomplish the task instead of telling or showing them how.
- Facilitate learning using the steps of the skillathon model shown in this activity.





Sewing Circle

(Discuss with your helper)

Dyeing to Know

- What was it like to plan and conduct a skillathon? (Youth Leaders)
- What was the hardest thing for you to do? The easiest?
- How do you feel about this planning session?

Unravel What Is Important

- What did you learn from this activity that you didn't know before?
- What did you observe about how different teams did or did not work together? (Youth Leaders)
- Why is it important to take the time to plan carefully? (Youth Leaders)
- How did teaching and learning this way compare to what happens in your classrooms?

Fit It to Your Life

- What did you learn about being a leader that will help you in working with groups in other organizations or school?
- What could you improve to be an ever better planner and organizer?

Pin Down What You Have Learned

- How can you use the skills you developed in this activity to plan activities for other youth groups?



Sewing Sense

Skillathon Stations

Be sure to schedule the event in a facility that is large enough to accommodate all the skillathon stations. Once the stations are prepared, begin the skillathon. Depending on the size of the groups and the number of stations, group the members into teams of two or four. Start each team at a different station. Allow about eight to ten minutes at each station. Follow with questions about the overall activity.

Sample Sewing Skillathon Stations

Identifying Parts of a Sewing Machine

Situation: You are curious about how a sewing machine works.

Your Task: Label at least 10 parts of the sewing machine.

Supplies: Sewing machine, part names on pieces of paper, tape

Directions: Provide each team with part names and tape. Follow-up with questions after the team has identified the parts.

Identifying Sewing Tools

Situation: You are starting a sewing project and want your own sewing kit.

Your Task: Select and identify basic sewing tools for your kit.

Supplies: A tray with a mixture of basic sewing tools and other household items. Some examples of non sewing supplies might include: pliers, sand paper, builder's tape measure, kitchen shears, scrap booking scissors, etc.

Directions: Display the supplies. After the team has selected and identified what would be included in the kit ask share, process, generalize and apply questions.

Producing an Ad

Situation: You need fabric donations for your community service sewing project.

Your Task: Design a newspaper advertisement that will generate donations for your project.

Supplies: Paper, markers, poster board

Directions: Provide the team supplies to design an ad. Follow with questions about the ad they developed.

Judging a Class of Sewn Garments

Situation: You have four pair of pajama pants to judge.

Your Task: Place the four pants and give reasons for your placing.

Supplies: Four pair of elastic waist, cotton/cotton blend pajama pants.

Directions: After the team has placed the pants 1-4 and given reasons for the placing, ask them questions about the criteria they used.

Reading a Pattern Envelope

Situation: You have selected a pattern and want to purchase fabric to make it.

Your Task: Select a pattern and answer the questions using the pattern envelope information and questions.

Supplies: Pattern envelopes from at least two different pattern brands, questionnaire, pencils. For questions refer to Under Construction, Level 1, page 20.

Directions: After the team has answered the questions ask them specific questions about selecting a pattern based on the information on the pattern envelope.

The Mystery Stain

Situation: You were at a ballgame. When you arrive home from a ball game you find a stain on your favorite white shirt.

Your Task: Demonstrate how you would remove the stain.

Supplies: White poly/cotton fabric swatches (approximately 5" x 5") with the same stain on all samples. A variety of stain removal supplies, one of which will remove the stain; container with water and a pan; white paper towels; disposable gloves; a cover for the table, if needed. (NOTE: Provide each product with its own removal working space and stained fabric swatch).

Directions: After the team has demonstrated how to remove the stain ask questions why a particular method was used and not others.

Finishing a Seam

Situation: You are sewing with a fabric you have never sewn before. The fabric raveled when it was preshrunk.

Your Task: Rank which of four sample seam finishes would work best for the fabric. Give reasons for your ranking.

Supplies: Samples of four different seam finishes using the same fabric.

Directions: Allow the team to agree on its ranking and then follow with questions.

More Challenges

1. Plan and conduct a sewing skillathon at the county fair for the general public.
2. Develop 10 additional sewing skillathon stations.
3. Conduct a sewing skillathon for youth in an after-school setting.

Fabric Scavenger Hunt

Sewing Project Skill:

Visit a fabric shop

Life Skill:

Planning and organizing

Educational Standard:

Evaluate fiber and textiles materials

Success Indicator:

Identify information on fabric bolts.

Target Audience:

8–18 years of age

Time Involved:

1–2 hours

Suggested Group Size:

5–20

Supplies:

Fabric store scavenger hunt form, pencils

A visit to a store that sells fabric provides an opportunity for youth to learn about fabrics, sewing notions and supplies. Nearly all the senses will be engaged. Youth will get to see many different fibers and colors, experience the smell of new fabrics, experience the feel (hand) of different fabrics and probably hear background music.

Getting Started

A trip to the fabric store can be an exciting experience for youth. Before scheduling the tour, visit with parents and identify one or more individuals to go with the group. Preparing for the discovery requires planning and preparation. Discuss with the youth what they can expect to do and learn at the store. This is an activity that older youth could provide leadership. Have the youth develop a list of what needs to be done to take a tour of a fabric store. Some tasks that might be listed include contacting the store manager, arranging for a date and time, arranging for transportation, providing directions as needed, obtaining permission slips, etc.



Cutting Edge

At the store ask youth to search for different types of fabric and review the information on the bolts. This search should take them to many different areas of the store. Provide each team a copy of the Fabric Store Scavenger Hunt table.

Fabric Store Scavenger Hunt

Feature/Item	Fiber Content	Care	Width	Price	Special Features
Soft fabric					
Stiff fabric					
Crisp fabric					
Heavy fabric					
Lightweight fabric					
Man-made fiber					
Natural fiber					
Woven fabric					
Knit fabric					
Non-woven fabric (felted)					
Yarn dyed fabric					
Piece-dyed fabric					
Printed fabric					

Sewing Circle (Discuss with your helper)

Dyeing to Know

- How did you plan for your trip to the fabric shop?
- What were some of the areas you found in the store?

Unravel What Is Important

- What difference did having to scavenge for items make in what you saw and learned?

Fit It to Your Life

- How does a fabric store contribute to you and the community?
- What type of jobs did you observe while at the store?

Pin Down What You Have Learned

- If you were to plan another tour, what would you do differently?

Sewing Sense

Labels on Fabric

Labels on bolts or tubes of fabric need to provide information to the consumer. This information includes the generic fiber content along with the percentage, care instructions and flammability statement. Other information can include but not be limited to fabric width, company name, fiber trademark and collection name.

The Federal Trade Commission regulates the labeling of fabrics. In general, all fibers that comprise five percent or more of the fiber weight have to be labeled with their percentage. However, if the fiber has a definite functional role in the fabric and is less than five percent, it can be labeled. For example, spandex is frequently blended in amounts less than five percent with other fibers to provide elasticity.



More Challenges

Have a fabric store owner or manager speak to your group.