

Terrific Tops

NAME

AGE (as of January 1 of the current year)

COUNTY

CLUB NAME

ADVISOR



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES



**Author**

Penelope Mishne, Certified Master Clothing Educator, Franklin County

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Reviewers

Natalie Blackford, President, Ohio Teen Leadership Council, 4-H Youth Development, Ohio State University Extension

Jami Dellifield, MA, Extension Educator and Club Advisor, Family and Consumer Sciences, Ohio State University Extension

Laryssa Hook, Extension Educator, 4-H Youth Development, Ohio State University Extension

Production Team

Kerri McTigue, Graphic Designer

Jane Wright, Curriculum Manager, Ohio State University Extension Publishing

Susie Young, Assistant Editor, Ohio State University Extension Publishing

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Note to the Project Helper



Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of sewing.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

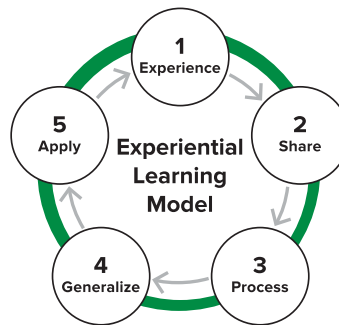
1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about sewing.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are recorded on the accompanying pages. The member then (2) **shares** what he or she did with the project helper and (3) **processes** the experience through a series of questions that allow him or her to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Can Do

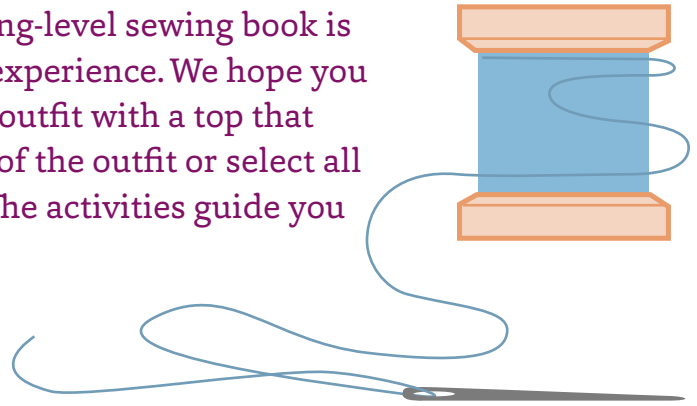
- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- After each activity is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.



Member Project Guide

Welcome to Terrific Tops! This beginning-level sewing book is designed for youth with little to no sewing experience. We hope you have fun while putting together a complete outfit with a top that you make for yourself. You can buy the rest of the outfit or select all or part of it from clothes you already own. The activities guide you through the following steps:

- Select the type of top that's best for you.
- Figure out your pattern size.
- Gather the supplies you need.
- Finish seams that are secure and high-quality.
- Assemble an attractive outfit.



What to Consider When Choosing Your Project Top

Words in **bold** throughout this book are defined in the glossary.

Putting on a cool top can pull an entire outfit together, and that can make you feel great! You have many fun options for your project top. You can sew, crochet, or knit your top. It can be a crop top or a tunic that covers the hips. Does a vest or poncho sound like you? If not, maybe a blouse or shirt is more your **style**. As you decide, keep in mind that the main goal is to match your sewing skills with the top you choose.

- If you have beginning-level skills, choose a top that is simple to make such as one with no sleeves or short sleeves. For example, you might sew a beginning-level pattern such as a tank top using a fabric made of cotton or cotton/polyester. Lightweight canvas or twill works well for a vest.
- Another easy-level project is knitting, **loom knitting**, or crocheting a poncho. Knitting or crocheting pieces big enough for a poncho takes time, but the skills involved are easy to learn. A slip-on, knitted or crocheted, sleeveless sweater, vest, or shell are also good choices. Loom knitting is a great option if you have not knitted or crocheted before.
- If you have already taken a 4-H clothing project or have made clothes at home or at school, make a top that allows you to learn a new skill. For instance, as your skills increase, you may be ready to sew a blouse or a shirt, or to knit or crochet a shaped top. You might consider making a long-sleeved shirt with plackets and cuffs, which requires more skill.
- Usually, the more details a garment has, the more difficult it is to make. Your 4-H project helper or someone who sews can give you suggestions about which details match your current skill level.

The amount of time for each activity varies, but the project is easily completed within one year. If you make any purchases for this project, save the receipts for your records on page 30.

This project may be repeated as long as you choose a different sewing technique(s) each year to complete the total look.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.



Step 1: Complete **all eight** activities and all of the Talking It Over questions. Make a top that is part of a complete outfit.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all eight** activities. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: Getting Started		
1. My Style		
2. It's All in the Measurements		
3. Know Your Notions		
Talking It Over		
PROJECT AREA: Finishing Know-How		
4. On the Edge		
5. Understitching		
6. Putting It All Together		
Talking It Over		
PROJECT AREA: Evaluating Your Outfit		
7. Your Total Look		
8. Summary of Your Project		

Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to sewing.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.



Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>Showed club members how to make a French seam finish.</i>	<i>5/5/YR</i>	<i>P.M.</i>

Step 3: Leadership and Citizenship Activities

Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about sewing.
- Help another member prepare for his or her project judging.
- Host a workshop to share tips about sewing.
- Encourage someone to enroll in *Terrific Tops*.
- Arrange for a sewing expert to visit your club.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Organized a club field trip to my favorite fabric store.</i>	<i>6/12/YR</i>	<i>P.M.</i>

Step 4: Project Review

All finished? Congratulations! After you've completed the activities in this book, including the project summary in Activity 8, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county's project judging.

ACTIVITY 1

Project Area: **Getting Started**

My Style

What type of top would you like to make? You might not know just yet, but you could find a hint in the tops you already have. Open your closet and drawers and look at your tops. Do you see more of one style than another? Maybe you like mostly T-shirts, or you might have mostly loose-fitting tops. Do you see a favorite top you can no longer wear but would like another that is similar? Let's explore different styles before choosing the top you will make.



What to Do

Look at many different styles of tops in magazines or catalogs, or go online. Cut out or print pictures of the three you like the most, then answer the questions in the table below. The last column helps you think about what other garment(s) you might wear with your new top.

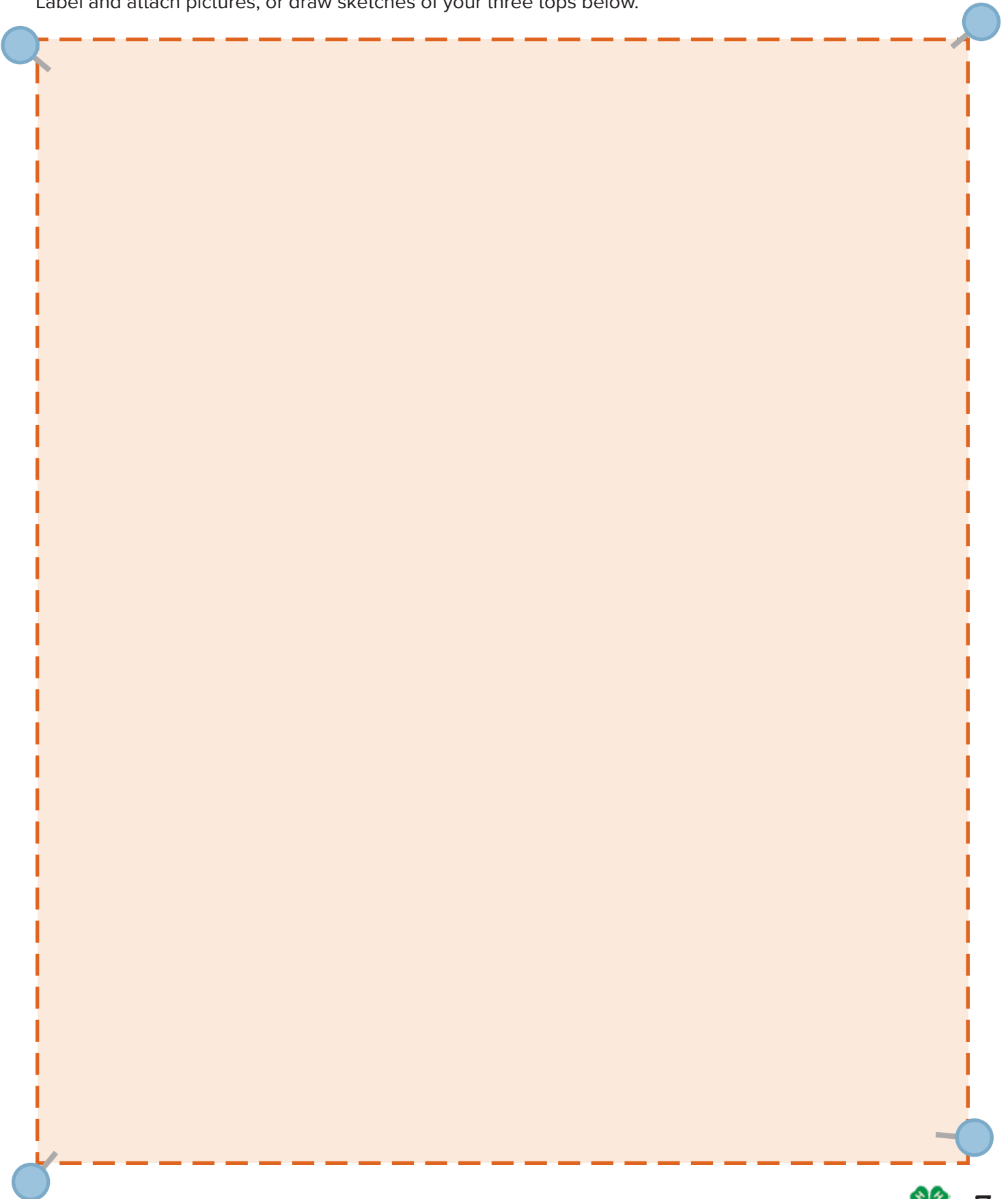
	Describe why you like this top	Is this top within your skill level?	What color would your top be?	What would you wear with this top?
Top 1				
Top 2				
Top 3				

LEARNING OUTCOMES

Project skill: Identifying various styles of tops **Life skill:** Making decisions **Educational standard:** NASAFACS 16.3.8 Evaluate the impact of history of design and designers, arts and culture, trendsetters, and global influences on textiles, fashion, and apparel.* **Success indicator:** Selects three appealing tops

* Each activity sets the stage for attaining the knowledge and skills required by the standard cited, which is intended for more accomplished learners.

Label and attach pictures, or draw sketches of your three tops below.



Background

Blouses for women became popular around the 1890s. They were mixed and matched easily with different skirts. By doing this, many outfits were put together with fewer garments. This saved money but still allowed a variety of looks. This practice continues today.

In the 1920s, blouses were usually worn loose and untucked to hide a woman's natural curves. Many of these vintage garments are coming back today redesigned, but are very close to the style worn nine decades ago.

Women's tunic blouses from 1920.



vintagedancer.com



The four women on the right are wearing middie tops. This is a Chicago women's bowling team in 1924.

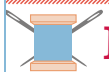


Did you know?

Men started wearing the basic white dress shirt in England during the Victorian Era (from 1837 to 1901). It was a symbol of class and wealth. However, it was mostly hidden under the outer garments!



Arrow Shirt Collar advertisement from 1907, Wikimedia Commons



More Challenges

Look through the same magazines, catalogs, and online sites you viewed for What to Do to find a skirt, or a pair of shorts or pants to wear with the three tops you chose. If the tops are already paired with bottoms when pictured, find a different article of clothing. Share your three combinations with your project helper.

