

OHIO STATE UNIVERSITY EXTENSION

# OUTERWEAR FOR ANYWHERE

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



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# NOTES 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. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next. 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. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

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

For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at [ohio4h.org](http://ohio4h.org). On a practical level, your role as a project helper means you will:

- 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 CAN DO

- 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 project area 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 *Outerwear for Anywhere*! This project book is designed for advanced-level sewers who will learn how to:

- Make an outer layer garment.
- Evaluate patterns and fabric for difficulty.
- Create a test garment.
- Select and use interfacing and other fabrics.
- Build shape into garments.
- Use new clothing construction techniques.

The term *tailoring* used throughout this book refers to the addition of structure and support to a garment. As you learn more about making outer layers, you will learn many techniques that can be used to improve your sewing skills on almost any project you make.

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

## PROJECT GUIDELINES

**Step 1:** Complete **all 10** activities, including construction of a test garment; construction of an advanced-level outer garment such as a coat, jacket, raincoat, cape, or other similar outer garment; and review of the tips in the Shaping and Construction Tips project area. **NOTE: Bring both the test garment and the project garment to judging.**

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

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

**Step 4:** Take part in a project review.



## STEP 1: PROJECT ACTIVITIES

As you finish **all 10** activities, review your work with your project helper. Ask your project helper to initial and date your accomplishment.

ACTIVITY	DATE COMPLETED	PROJECT HELPER INITIALS
<b>PROJECT AREA: Planning Your Project</b>		
1. Picking a Pattern		
2. Measuring Up		
3. Selecting Fabric		
4. Sorting Out the Layers		
5. Making a Test Garment		
<b>PROJECT AREA: Preparing to Sew</b>		
6. Learning Tailoring and Construction Methods		
7. Gathering Supplies and Equipment		
<b>PROJECT AREA: Shaping and Construction Tips</b>		
Tips 1–13		
<b>PROJECT AREA: Evaluating Your Project</b>		
8. Project Collage		
9. Your Total Look		
10. 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 add structure to a garment.</i>	<i>5/5/YR</i>	<i>J.D.</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 a sewing project.
- Arrange for a sewing expert to give a talk at your club meeting.
- Plan your own leadership/citizenship activity.

LEADERSHIP/CITIZENSHIP ACTIVITY	DATE COMPLETED	PROJECT HELPER INITIALS
<i>Organized a club field trip to a fabric store.</i>	<i>6/12/YR</i>	<i>D.G.</i>





## STEP 4: PROJECT REVIEW

All finished? Congratulations! Arrange for a project review with your project helper, club advisor, or other knowledgeable adult. Completing a project review helps you evaluate what you have learned and assess your personal growth. Your evaluation can be part of a club evaluation or it can be part of your county's project judging.

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PROJECT AREA

## PLANNING YOUR PROJECT

Finding and using reliable reference books is invaluable. Start your search with the ones listed on page 43.

Coats keep us warm when temperatures drop, raincoats keep us dry when rain falls, and jackets can add the finishing touch to an outfit.

The outer garment you make depends on your wardrobe needs, the season for which you are making it, and the new construction techniques you chose for this project.

The term *tailoring* simply refers to building permanent shape and structure into a garment, resulting in a firm, smooth look. The type of outer garment you make will determine the amount of structure and support you will need. Even a vinyl raincoat or a cotton jacket requires support and shaping.





## ACTIVITY 1

# PICKING A PATTERN

### LEARNING OUTCOMES

**Project skill:** Picking a pattern that meets the needs of the 4-H member

**Life skill:** Making decisions

**Educational standard:** NASAFACTS 16.3.1: Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

**Success indicator:** Selects an appropriate pattern

**1 Choose an outer layer project that meets your wardrobe needs.** Look through your closet and determine what type of outer layer would complement your wardrobe. Your many choices include a fall jacket, a winter coat, a raincoat, or some other outer garment you'd like to make.

**2 Consider fashion.** Visit retail stores, explore online, or skim magazines to find a style you like. Classic styles are timeless. High-fashion or wearable art

is fun and allows you to express yourself, but it has a shorter wear-life.

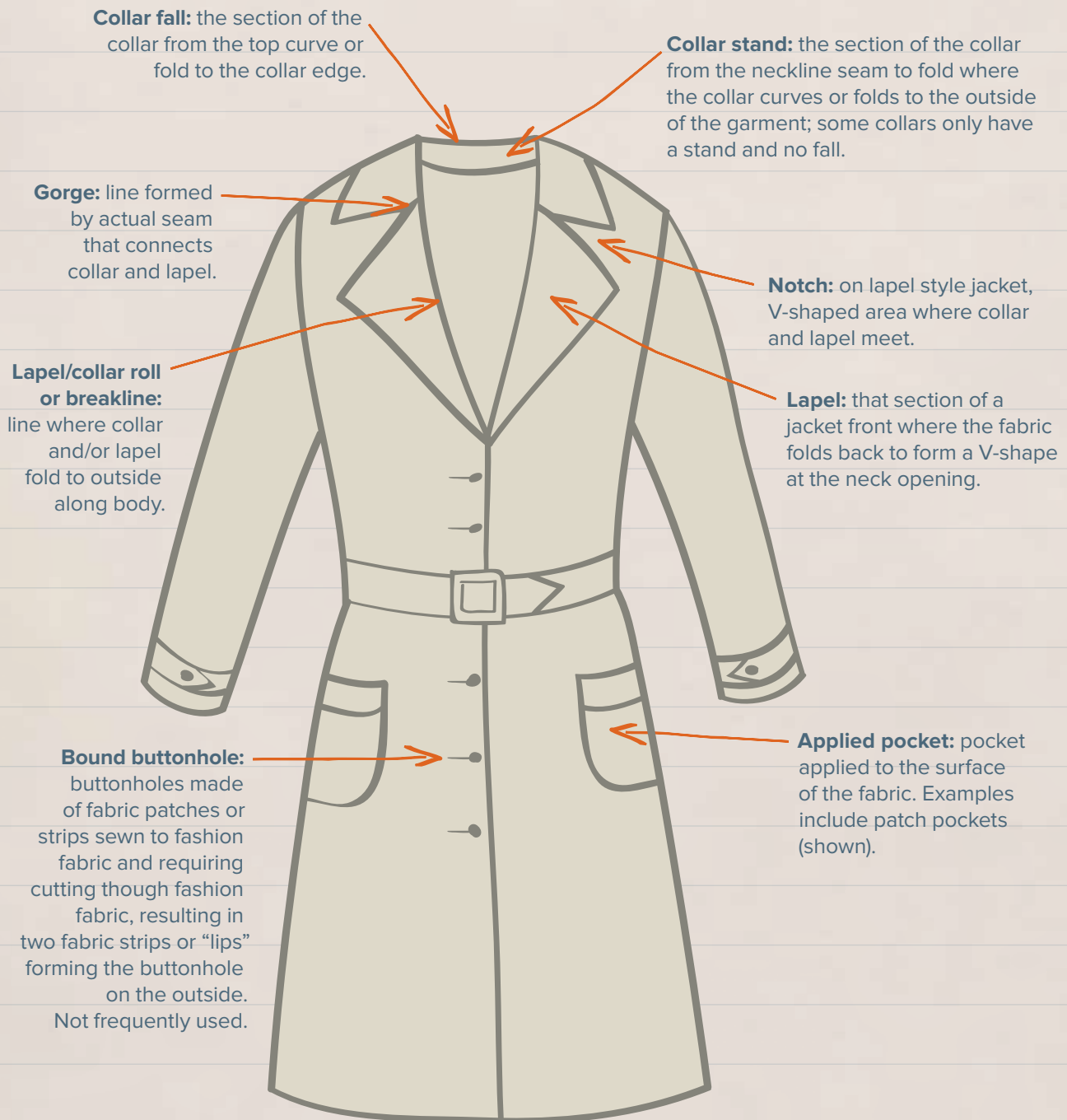
**3 Choose a pattern that is challenging but not overwhelming.** The chart below lists style features and construction details along with their level of difficulty. Look at patterns with these details and consider your skill level. Select a pattern with new challenges that you can complete successfully.

FEATURE	EASIER ELEMENTS	MORE CHALLENGING ELEMENTS
<b>Styling</b>	Cardigan jacket Simple styling; boxy	Blazer Interesting seaming and shaping
<b>Collar</b>	Collarless Collar with no lapel	Collar and lapel
<b>Sleeve Cuffs</b>	Cuffs or ventless	Cuffs or vents
<b>Sleeve Styles</b>	Raglan or dolman	Set-in
<b>Pockets</b>	Patch pockets or set-out	Welt or set-in
<b>Closures</b>	No buttonholes Machine buttonholes Zippers	Bound buttonholes Specialty buttonholes
<b>Lining</b>	Unlined Partial lining	Fully lined Extra zip-out lining



# 1 PICKING A PATTERN

You may see the terms below as you read about and work on your project garment. Become familiar with them whether or not they become part of your project garment. You are sure to see them in the future!



**4 Narrow your choices.** Attach two pictures of garments from magazines, pattern books, or the Internet that you might like to make. Evaluate the design features and label them with their difficulty levels.

GARMENT 1	GARMENT 2
<b>WHY I LIKE THIS DESIGN:</b>	
<b>LABEL TWO CONSTRUCTION DETAILS ON EACH DESIGN AS “EASIER” OR “MORE DIFFICULT.”</b>	

**SOURCE:** *Tailoring: The Classic Guide to Sewing the Perfect Jacket* (Creative Publishing international, Inc.: Minneapolis, MN, 2011).

