



# Quilting the Best Better!



Name \_\_\_\_\_

Club name \_\_\_\_\_

Age \_\_\_\_\_

Club advisor \_\_\_\_\_

(As of January 1 of the current year)

County \_\_\_\_\_



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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 quilting.

## 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:

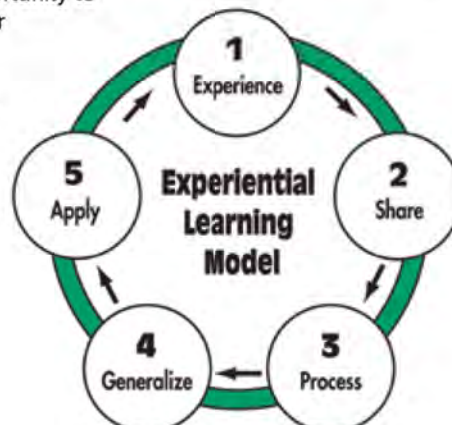
1. Positive relationship with a caring adult
2. Welcoming environment
3. Opportunity to value and practice service
4. Opportunity for mastery
5. Physically and emotionally safe environment
6. Opportunity for self-determination
7. Engagement in learning
8. Opportunity for self-determination

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 quilting.

## 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. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., & Jones, J.E. "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 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 focus on the project and life skills being addressed.

- Help the learner celebrate what was done well and to 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

**W**elcome to *Quilting the Best Better!* This intermediate quilting project is designed for youth who have completed *You Can Quilt!*, the first book in this series. You may repeat this project as long as new learning experiences and new skills are developed each time.

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

Like *You Can Quilt!*, this project is based on the experience and success of the Wood County, Ohio, 4-H Quilters. Club members just like you have been creating quilts and sharing them with organizations and individuals in need throughout the area. After 4-H members mastered the skills in *You Can Quilt!*, they were ready for new challenges and advancing their quilting experiences. The following activities lead you through the next steps in your quilting journey.



## Project Guidelines

**STEP 1:** Complete **all eight** activities and all of the Quilting Quotes questions.

**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 and all of the Quilting Quotes questions. 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.

Are you taking this project for the first time?

Yes

No

ACTIVITY	DATE COMPLETED	PROJECT HELPER INITIALS
<b>LET'S GET STARTED</b>		
1. Color My Quilt		
2. Advanced Tools and Gadgets		
Quilting Quotes		
<b>GET TO THE POINT</b>		
3. Half-Square Triangle Adventure		
4. Let's Quilt—What's Your Style?		
5. Wrap It Up with Binding		
Quilting Quotes		
<b>MAKE IT FOR SHARING, MAKE IT FOR KEEPS</b>		
6. Donating Your Quilting Squares		
7. Make Your Own Lap Quilt		
8. Quilting Careers		
Quilting Quotes		



## STEP 2:

### Learning Experiences

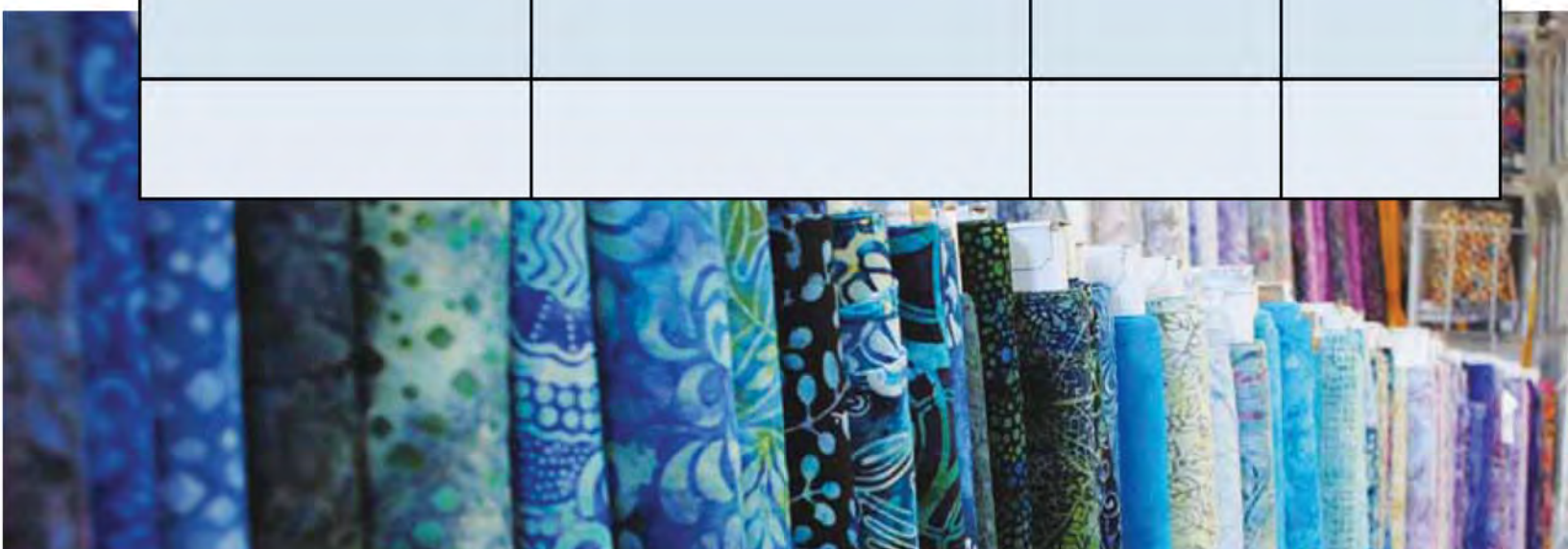
Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic or workshop.
- Go to a quilt show.
- Go on a field trip related to quilting.
- Help organize a club meeting based on this project.
- Participate in county judging.
- Create your own project experience.

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 below.



PLAN TO DO	WHAT I DID	DATE COMPLETED	PROJECT HELPER INITIALS
<i>See a quilt exhibit</i>	<i>Visited a show by a local quilt group</i>	<i>4/5/YR</i>	<i>J.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 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 how to select fabrics for a quilt.
- Help another member prepare for his or her project judging.
- Demonstrate quilt piecing at a club meeting.
- Invite an experienced quilter to make a demonstration at a club meeting.
- Create your own leadership/citizenship activity.

LEARNING/CITIZENSHIP ACTIVITIES	DATE COMPLETED	PROJECT HELPER INITIALS
<i>Explained the color wheel to club members and how to use it when quilting.</i>	<i>5/5/YR</i>	<i>J.M.</i>

## STEP 4:

### Project Review

All finished? Congratulations! After you've completed the activities in this book you are ready for a project review. This process will help assess your personal growth and evaluate what you have learned.

Use the space on the next page to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.







# Color My Quilt



**C**olor is a very important aspect of a quilt. There are three **primary colors**: red, blue and yellow. They are called primary colors because they are the basis from which all other colors are formed. When mixed, the primary colors create the **secondary colors**: red + blue = violet; blue + yellow = green, and red + yellow = orange. When primary and secondary colors are mixed, they create the **tertiary colors**: red violet, blue violet, blue green, yellow green, yellow orange and red orange.

## GLOSSARY

Words in **red** throughout this book are defined in the Glossary on page 39.

## Needle Know-How

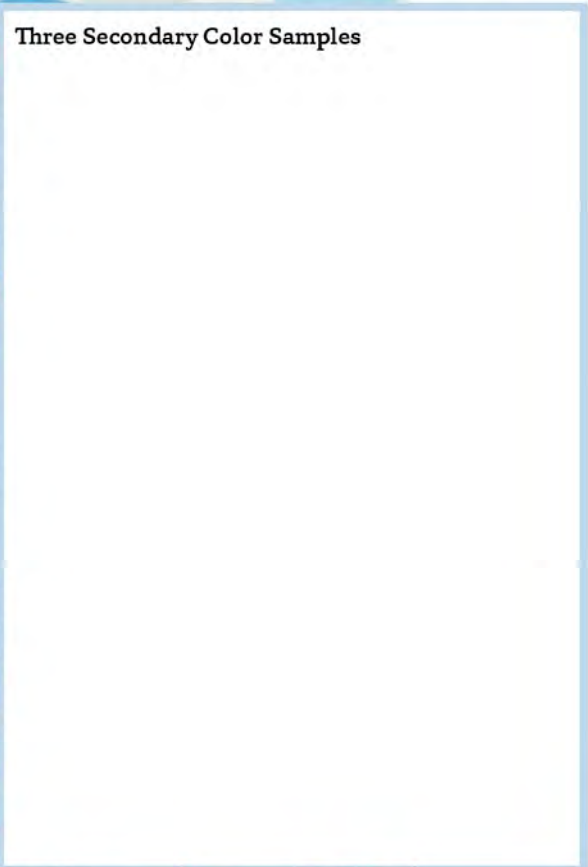
On pages 8 and 9, using the color wheel, create samples from fabric or paper scraps of primary, secondary, **analogous**, and **complementary colors**, and colors of the same **hue** but different **values**. (Analogous colors are next to each other on the **color wheel**. Complementary colors are across from each other.) If you repeat this project, use new fabric or paper scraps each year.



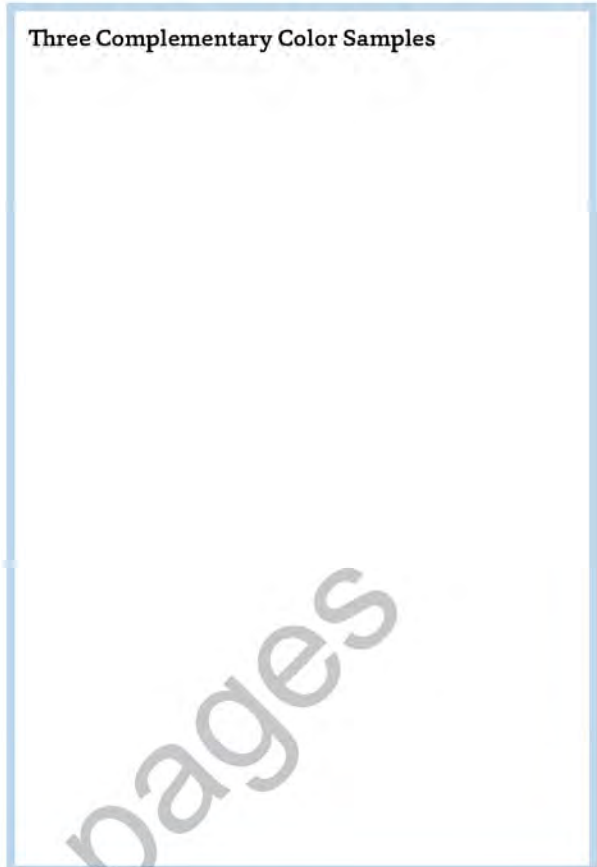
### Three Primary Color Samples



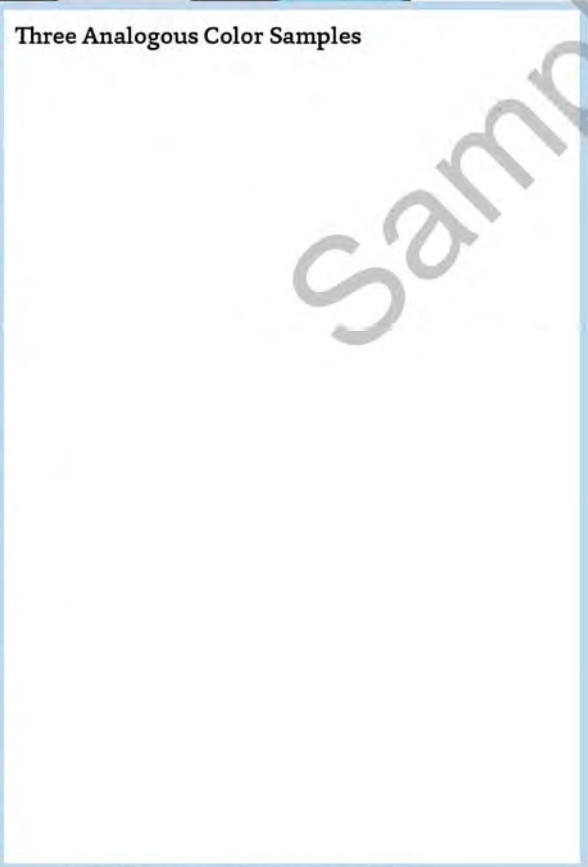
Three Secondary Color Samples



Three Complementary Color Samples



Three Analogous Color Samples



Three Colors of the Same Hue but Different Values



Sample pages



## Info to Know

Many quilters find that choosing fabric is one of the most challenging parts of making a quilt. Understanding color can help. By selecting fabrics that work well together, you can create a visually exciting quilt. These basic color concepts can help you be more confident about your fabric color selections.



Complementary colors are directly across from each other on the color wheel. Complementary colors make each color seem more **intense**. For example, red seems redder when it is next to green, and vice versa.

Analogous colors are those that are side-by-side on the color wheel. Analogous colors share a common hue, which helps create **harmony** in a design. Colors have different **values** depending on how light or dark they are. You can take one hue, such as blue, and lighten or darken it by adding white or black. When only one hue is used in a design, it's called **monochrome**.

Colors can be warm or cool. **Warm colors** are the colors of fire and sunshine, such as reds, oranges, and yellows, and colors mixed using those hues, such as orangey-browns and yellowish-greens. **Cool colors** are the colors of water, forests and ice, such as blues, greens, and purples.

Colors behave differently depending on how they are combined. Dark pure or warm colors tend to advance while light or cool colors tend to recede. You can place advancing colors in the part of the design you want to stand out and receding colors in the design background.

## MORE CHALLENGES

*Learn about color theory and color science.  
Present your findings in a display that can be shared with your project helper and club.*

## LEARNING OUTCOMES

**Project Skill:** Identifying the relationships among colors on the color wheel

**Life Skill:** Understanding systems

**Educational Standard:** NA-VA. 5-8.2: Using knowledge of structures and functions

**Success Indicator:** Selects color samples that illustrate various color groups

## Did you know?

*Sir Isaac Newton  
invented the color wheel  
in 1666.*

