PURPOSE
Practice daily care of personal clothing.

OBJECTIVES
Youth will be able to:
- Practice daily care of personal clothing... hang up and fold clothes.
- Prepare clothes for the wash.
- Explain the steps of washing clothes.
- Identify and isolate clothing that has been stained.
- Sew on a button.

LESSON TIME
30 minutes

LEARNING ACTIVITIES
FOLDING RELAY
CLOTHING PIN-UPS!
CARE PATROL
LIVING SORT
A PLACE FOR EVERYTHING
WINDY LAUNDRY
SPOT ALERT
BUTTON UP

ADVANCE PREPARATION
1. Read the BACKGROUND BASICS on Care.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.
Lesson 6— Clothing Care

Do

The following is suggested for using the activities in Lesson 6. Materials needed for each are listed within the activity.

- Demonstrate clothing care techniques with FOLDING RELAY, CARE PATROL, LIVING SORT, SPOT ALERT, AND BUTTON UP!
- Learn how to fold and hang clothes with FOLDING RELAY!
- Identify clothing parts with CLOTHING PIN-UPS!
- Learn the steps in the process of washing clothes with CARE PATROL, LIVING SORT, WINDY LAUNDRY
- Identify the necessity of clothing with A PLACE FOR EVERYTHING!
- Identify and practice mending skills with BUTTON UP!

Reflect

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- Why do we fold our clothes?
  
  *Easier storage, better care, no wrinkles*

- Name some clothing parts.
  
  *Sleeve cuffs, pant cuffs, shirt pockets, jeans pockets, zippers*

- What are the four groups we separate our clothes into before washing?
  
  *Whites, darks, brights, lights*

- Where should clothes be kept when they are not being worn?
  
  *Closets, drawers, shelves*

- Why should stains be identified before washing?
  
  *More easily removed if pretreated*

- Why would we want to learn mending skills?
  
  *To make repairs on our own, save money*
APPLY

Help youth learn to apply what they have learned to their daily clothing choices

- Help family with the laundry process at home by sorting, folding, and hanging clothes.
- Keep clothing in its proper place at home.
- Check clothing every day to look for stains that need to be treated.
- Mend (or help someone to mend) your clothes at home.
BACKGROUND BASICS...Care

Did you know that proper care of clothing makes it last longer. Caring for your clothing involves:

- Proper care when you undress -- fold or hang or if soiled then place in the laundry basket
- Learning the steps in doing the washing of clothes
- Learning how to sort clothes
- Learning about hanging clothes outside to dry
- Learning to identify clothing that has stains

When you undress and the clothing is unsoiled, then you can hang it back in the closet or you can fold and place on a shelf or in a drawer. If you just toss it on the floor, the clothing will need to be ironed to remove the wrinkles.

Washing Clothes...

The steps in washing your clothing are:

- Carefully read labels found on the clothing to determine how to wash, water temperature, products to use and/or how to dry
- Sort clothing into "like" piles
- Check clothing carefully for "things" in pockets or a stain
- Zip zippers, button buttons
- Decide on water temperature
- Decide on wash cycle
- Read laundry product labels and use recommended amount
- Fill washing machine, add laundry products
- Add clothing to be washed, do not overload
- Remove clothing promptly to prevent wrinkling
Careful sorting of clothes is essential for a clean, lint-free wash, and for saving energy and money. If problems occur because they were not carefully sorted, you will have to do it again. Sometimes you can't "undo" the problem. Take time to sort your laundry according to:

- **Color** (whites with whites, lights with lights, darks with darks, brights with brights)
- **Soil** (lightly soiled with lightly soiled, heavily soiled with heavily soiled)
- **Fabric type** (delicates with delicates, heavy with heavy)
- **Tendency to lint** (lint receivers from lint givers)

Most clothing can be line dried. Line drying on a bright, clear day will give your clothing a fresh, clean smell. But some whites should not be line dried because of the optical brighteners used when manufacturing the fabric. Line drying saves wear and tear on clothing. Especially think about line drying garments you don't want to shrink, clothing with elastic, and older clothing. If line drying, remember to smooth and pull clothes into shape. Bright colors should be turned wrong side out and hung in the shade to prevent bleaching of the color.

To fold clothes lay on a flat surface, smooth and pull gently into shape. Make as few folds as possible, so the garment will fit the storage space. Rolling knits is another option.

**Stains...**

A stain is a spot on your clothing. It could be from spilling juice or other drink, mustard or other food item, oil or grease, candy or gum, dirt or grass. It is important to identify a stain on your clothing so the person doing the laundry will know to pre-treat before putting into the washing machine. Also, new stains are easier to remove. Sometimes an old stain cannot be removed. So it is better to remove stains soon.

If you have a stain on your clothing tell your mom right away. Remember that stains need to be treated immediately. Old stains sometimes cannot be removed. For washable garments blot off any excess stain and flush with tap water.

**Ice Cream** -- Sponge/flush with dry-cleaning solvent. Air dry. Rinse in cool water. Rub

**FOR WASHABLE GARMENTS** -- Always read the garments care label and how to use products used in removing stains. Test on an inconspicuous seam to test colorfastness of the garment and the reaction to the products you will be using.

**Grass** -- Sponge then flush with dry-cleaning solvent. Rinse. Rub with detergent and launder with detergent and recommended bleach.

**Ketchup** -- Gently scrape off excess. Sponge or soak in cool water. Rub with detergent and launder with detergent and appropriate bleach in hottest water recommended for fabric.
Mustard -- Gently scrape off excess. Sponge or soak in cool water. Rub with detergent and launder with detergent and appropriate bleach in hottest water recommended for fabric.

Grape Juice -- Flush then soak in cool water. Rub with detergent and launder with detergent and appropriate bleach in the hottest water recommended for the fabric. Air dry, until you know stain has been removed.

Ice Cream -- Sponge/flush with dry-cleaning solvent. Air dry. Rinse in cool water. Rub with laundry bar soap and launder with detergent and appropriate bleach in the hottest water recommended for fabric.

Paint, Oil Base -- Gently scrape excess. Immediately sponge, then flush with paint solvent. Repeat, if needed. Air dry. Sponge with water. Rub with detergent and launder as usual.

Mud -- Let dry, scrape/brush gently. Sponge with cool water. Rub with detergent. Launder with detergent and bleach, if not contrary to care label.

**Mending Basics...**

**Steps for Teaching Sew-Through Buttons:**

- Use a double thread or single thread of either all purpose, topstitching, or buttonhole thread.
- Hide knot or secure thread under button.
- Bring thread up through hole allowing for shank (use toothpick or pin).
- Go through second hole taking thread through fabric.
- Continue stitching in the same place for 6 stitches.
- If you used a toothpick or pin remove, wind thread around stitches under button.
- Secure thread.

**Additional References:**

- Buttons, Buttonholes, Fasteners HE 4212
- Laundry Techniques HE 4103
- Stain Removal HE 4027
SUGGESTED LITERATURE:

The following books are recommended for reading in conjunction with the various activities for Care. They should be available at your local public library.

Berry, Joy Wilt. What to Do When Your Mom or Dad says--"Take Care of Your Clothes. Chicago: Children’s Press, 1982.

Children learn how to take proper care of their clothing so they will last longer, and so that their parents won't get upset.


After ripping his overalls again and again in the course of his daily work, a farmer ends up with a colorful patchwork pair.
Lesson 6—Clothing Care

Activity 1: Folding Relay

INTRODUCTION
Folding clothes is a good way to keep them neat. Who does the folding in your family? What would happen if that person decided not to fold any clothes? How would your clothes look?

DO

Play "FOLDING RELAY!"

- Demonstrate how to fold and/or hang several different items of clothing. (Make sure to include each type of clothing that will be used in the relay.)
- After the demonstrations, mark a line that all participants will remain behind and stay seated during the relay until they are "tagged" to race. Divide participants into groups of 3 or 4 and arrange them in order of their participation in the relay.
- Place the laundry baskets 15-20 feet from the boundary line. Make sure there is a basket for each team and an equal number of items in each basket.
- Participants start behind the line. When a signal is given to "GO!," the first child in line runs to that team's laundry basket, selects an item, and folds that item properly. He or she then shows the folded item to the named judge for approval, and places it back in the basket. (If the judge says the item is folded incorrectly, the child must re-fold the item until it is approved by the judge.)
- After the judge's approval, the child races back to his or her team to tag the next person in line.
- The relay continues until both teams have finished folding the items in their team baskets.
- Conduct several relays using socks, t-shirts, long-sleeved shirts, pants, shorts, jeans, hanging items, and combinations of these items.

REFLECT

- Why do we fold our clothes?
  - Easier storage; better care; no wrinkles
- Can everyone help fold their own clothes at home?
APPLY

- Help your family with the laundry by folding and hanging your clothes after they are washed.
- Help your family with the laundry by folding and hanging your clothes after they are washed.
Lesson 1 — Creativity

Activity 2: Tool Boxes

**TIME:**
30 Minutes

**SETTING:**
Room with tables and chairs for children to work.

**LEADER INFORMATION**
- This activity can be done in a number of different ways for individual groups. For large groups of ages 5-6, we suggest making a separate box for each tool in the room. For ages 7-8, boxes can be made for small groups of children with all the tools in one box.
- Another idea, depending on available resources, is for children to make individual boxes for use at group meetings or at home.

**INTRODUCTION**
Special tools, like the ones we use for sewing, need to be stored in a special place. We will need to make our "Tool Boxes" for our sewing supplies, today.

**Do**
Making Sewing TOOL BOXES!

For Ages 5-6:
- Divide children into small groups, and give each group a shoe box.
- Allow youth to name tools that are used when sewing. Encourage them to tell the use of each tool as it is named.
- Tools that are not named by the youth should be named by the leader. Give the youth an opportunity to describe the purpose of the tool.
- Discuss the importance of taking good care of sewing tools and keeping them in their proper places.
- Allow each group to decorate their box. Explain that each box will contain all of one tool (one for scissors, another for rulers, etc.)
**ACTIVITY 2**  

Lesson 1 — **Creativity**

*For Ages 7-8:*

- Sewing boxes will each contain all of the tools for each group.
- Explain to the youth the different possibilities for a sewing box: a shoe box, basket or plastic box. Ask children if they can think of other possibilities.
- Allow youth to name tools that should be put into a sewing box. Place tools in the box as they are named. Encourage youth to suggest uses for the tools.
- Tools not named should be explained by the leader; have youth describe a purpose for the tool.
- Discuss the importance of taking good care of tools when sewing, and of keeping them together in a sewing box.
- Allow each group to decorate their box. Explain that each box will contain all of the sewing tools the group will need.

**REFLECT**

- What are the tools needed for sewing? Make a list on poster paper.
  
  **Tape measure, scissors, needles, pins, pin cushion, thread, thimble**

- Why should tools have their own storage space?
  
  **So you can find them**

- Why is it important to take good care of sewing tools?
  
  **So they will last longer and do the job for which they were designed**

**APPLY**

- Find your sewing tools in the hidden picture in the FIND YOUR SEWING TOOLS Workbook Activity on page 3.

  - Make a group chart of responsibilities for cleaning up and putting tools in their proper places. Assign duties to youth.

  - Suggest for youth to go on a “scavenger hunt” at home to find materials for their own personal sewing boxes. Provide a checklist for youth to use to collect the right sewing tools.
Sewing Tool Scavenger Hunt!

Look for these items to place in your new Sewing Tool Box. Circle the ones you find.

- Scissors
- Thread
- Pin Cushion
- Tape Measure
- Seam Gauge or Ruler
- Shears
- Needles
- Thimble
- Pins

- Tell someone in your family what each tool is and what it is used for in sewing.
- Place your box where your family members can find and use your sewing tools!
Lesson 1 — Creativity

Activity 3: Slides and Ladders

INTRODUCTION
The sewing equipment we use has different purposes that we should know if we are to use them properly. The "Slides and Ladders" game will remind us of those purposes.

Do
Play "SLIDES AND LADDERS."

- Each player (or group of players) chooses a different playing piece. Game pieces can be a variety of things: thread - different colors, thimbles, buttons.
- Each player (or group) rolls the die to determine the playing order; the person with the highest number goes first. Other players follow in turn from left to right.
- All players start their playing pieces next to Square 1.
- Taking turns, each player draws one card, reads the question aloud and answers the question. If the answer is correct, the player rolls the die and moves forward that number of spaces. Players do not move forward if they are unable to answer the question correctly, and the turn continues to the next player.
- **Ladders**: if a playing piece stops on a square at the bottom of a ladder, that player must move UP to the top of that ladder. LADDERS LEAD UP ONLY!
- **Slides**: if a playing piece lands at the top of a slide, the player must move DOWN to the bottom of that slide. SLIDES LEAD DOWN ONLY!
- All other squares (except the bottom of a ladder or the top of a slide) are counted as regular squares.
- Two or more players may stop on any square at the same time.
- The winner is the first player to reach Square 40.

SUGGESTED AGE:
7-8 years

OBJECTIVES:
Youth will be able to:
- Identify sewing equipment by purpose
- Develop social skills by cooperating with others to play the game
- Execute decision-making skills to determine correct answers to questions

MATERIALS:
- SLIDES & LADDERS game board, playing pieces, question cards
- One die
- Answer sheet

TIME:
20-30 Minutes

SETTING:
Comfortable room

ADVANCE PREPARATION:
Cut out SLIDES & LADDERS Question Cards
For larger groups you may wish to make copies for several groups to play.
REFLECT

- What did you learn from this game?
- What are some of the tools mentioned in the game and their uses?
  
  (check their responses with the answer key)

APPLY

- Talk about other types of tools around the house, such as cooking utensils and cleaning tools.
- Relate this to sewing tools; all tools have special storage places, and there is a set of tools for many of the things we do.
Seam Gauge - short 6 inch ruler with movable slide for marking hems, seams or other measurements.

Tape Measure - 60 inch measure with metal tip ends.

Shears - shaped handles (one larger than the other) to fit your hand and long, sharp blades. The lower blade lets the fabric lie flat as you cut.

Scissors - have the same size handles and come in many different lengths. The most useful size is the small ones for snipping threads and for working at the sewing machine.

Seam Ripper - has a curved blade with a sharp point that easily slips under a stitch. Used to rip out seams and looks similar to a pen. Remember to always work away from both you and your fabric.

Pins - should be fine, sharp, and rustproof. The ones with plastic coated heads are easier to use and see, but may melt if you iron over them.

Thimble - used to protect your finger when pushing the needle through the fabric. They come in a variety of sizes. They are made of plastic, metal, or leather.

Pin Cushion - used to prevent spilled pins and are convenient. Some people prefer to use a wrist pin cushion.

Thread - needed for every sewing project. Types include cotton, cotton wrapped polyester, silk, and polyester. Select a color that blends with your fabric.

Hand Needles - come in several sizes and types. The most common types for hand sewing are:
- sharps: are average length with round eyes
- betweens: are short with round eyes
- crewels: are average length and have long slender eyes

Marking Pen or pencil - come in several colors and should be washable. On some, the marking will disappear after a short period of time, others will stay until removed by washing or spritzing with water.

Soap Slivers - used for marking.

Iron - preferably one that can be used dry or with steam, is needed for pressing construction details. Press with the grain.

Ironing Board - needs a smooth surface with padding. It is used for pressing sewing projects.
Slides and Ladders

FUN with CLOTHES, Lesson 6, page 16
<table>
<thead>
<tr>
<th>What do you call a 6 inch ruler with a moveable slide for marking hems and seams?</th>
<th>What is a 60 inch measure with metal tip ends?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What has handles shaped to fit your hand and long, sharp blades for cutting fabric?</td>
<td>What tool comes in different sizes and is best used for snipping threads?</td>
</tr>
<tr>
<td>What has a curved blade with a sharp point that easily slips under a stitch to rip it out?</td>
<td>What tool should be fine, sharp, and rustproof? The ones with plastic coated heads are easier to use and see.</td>
</tr>
<tr>
<td>What is used to protect your finger when pushing a needle through fabric?</td>
<td>What tool is needed for every sewing project? There are many types, such as cotton, silk, polyester.</td>
</tr>
<tr>
<td>What hand sewing tool comes in several sizes and types? The most common types are sharps, betweens, and cruels.</td>
<td>What tool comes in several colors and is used for marking fabrics?</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>What tool can be used dry or with steam for pressing construction details?</td>
<td>What is used with an iron and needs a smooth surface with padding?</td>
</tr>
</tbody>
</table>
Lesson 1 — Creativity

SUGGESTED AGE:
5-8 years

OBJECTIVES:
Youth will be able to:
• demonstrate and practice sewing a basic hand stitch
• demonstrate and practice tying a sewing knot
• develop hand-eye coordination
• develop individuality by creating their own designs

MATERIALS:
SEWING STEPS Poster
STITCHING Posters (running stitch, overhand stitch, buttonhole stitch)
STITCH-IT PATTERN CARDS (one for each child)
Shoelaces for each card, or yarn with taped ends
Tapestry Needles (with larger eyes)
Embroidery thread
Foam grocery trays (optional)
Hand-held hole punchers (optional)

TIME:
30 Minutes

SETTING:
Area with tables and chairs

ADVANCE PREPARATION:
STITCH IT Cards are best when cut out of card stock, heavy paper, or foam trays for younger children.

LEADER INFORMATION
As you first introduce the youngsters (5-6 year olds especially) to threading a needle, let them work in pairs - one child holding the needle while the other threads it. Younger children do not have the eye-hand coordination or the focusing for these tasks yet.

INTRODUCTION
Knowing basic hand stitches is essential to being able to sew. By using these hole-punched cards, you can practice your basic stitches.

Do

STITCH IT: Part I
• Allow each child to choose a stitching card with the design of their choice, and give a piece of yarn with a taped end.
• Demonstrate how to tie a knot at the hole to start the stitch.
• Demonstrate how to stitch on the card using the overhand stitch.
• Allow children to sew the design on their cards.

STITCH IT: Part II
• Give each child an embroidery needle and enough embroidery floss or yarn to complete the butterfly.
• Demonstrate how to thread a needle and knot the end of the thread.
• Demonstrate how to stitch using a running stitch.
• Allow the children to connect the dots to complete their butterflies.
REFLECT
- How can you use the basic hand stitch in sewing other items?
- What are some other possible ways to practice basic hand stitches?
  
  On a piece of cloth, making doll clothes

APPLY
- Allow children to make their own designs using the foam trays and hole punch (or a sharp pencil) to sew with their yarn "shoelaces".
- Encourage children to use the skill they learned when making other items on their own.
- At home have children follow directions of STITCH IN TIME Workbook Activity, page 4, to make them on their own.
Overhand Stitch
Buttonhole Stitch

Modified Blind Stitch

Buttonhole Stitch
1. **HOW TO THREAD A NEEDLE**

- Cut a piece of thread about 18 inches long. *Breaking the thread leaves fuzzy ends; these will not go through the needle easily.*
- Grasp the needle between thumb and finger.
- Brace hand against other hand.
- Moisten behind the eye of the needle, if needed.
- Push thread through the hole.

2. **HOW TO TIE A KNOT**

- Wrap one end of thread around forefinger.
- Allow about 1/4 inch lap over of thread.
- With thumb, "roll" these threads together.
- Slip loop off finger and pull to end of thread.

3. **HOW TO USE A THIMBLE**

- Place on the middle finger of the hand that holds the needle.
- Hold needle between thumb and first finger.
- Put needle into fabric.
- Push through, using the side or end of the thimble to end of thread.
Lesson 1 — Creativity

SUGGESTED AGE:
5-8 years

OBJECTIVES:
Youth will be able to:
- Demonstrate and practice sewing a basic hand stitch
- Demonstrate and practice tying a sewing knot
- Improve psychomotor skills
- Demonstrate the ability to follow sequential instructions

MATERIALS:
A BOOK OF NEEDLES!
Workbook page 5
Felt scraps, thread, needles, scissors
A BOOK OF NEEDLES PATTERNS

TIME:
30 Minutes

SETTING:
Room with tables for children to work

INTRODUCTION
A needle book is a useful tool to have when sewing. It is a handy and safe way to keep up with your needles.

DO
Make "A BOOK OF NEEDLES!"
- Cut four pieces of the same shape.
- Stack the pieces on top of each other.
- Using the Running Stitch, stitch down the center to connect the fabrics together.
- Insert the needles, fold it over at the stitching, and the book is complete.

Optional: Have youth decorate their book.

REFLECT
- What skills did you use or learn when making this needle book?
  Threading needle, tying knot, stitching
- What are some reasons for having a needle book?
  To keep needles in a handy container

APPLY
- Add the needle book to your home sewing tool box.
- Discuss the importance of using a needle book with your family and friends.
Lesson 1 — Creativity

Activity 6: Pin Pillows!

INTRODUCTION
A pin cushion is an important tool to have when sewing. It is a useful way to keep all your pins and needles in a handy and safe place.

DO
Make “PIN PILLOWS!”
- Give each child two pieces of fabric.
- Sew the pieces together using an overhand stitch (or blanket stitch for older youth), leaving a 2-inch opening.
- Pin the edges at the opening together.
- Stitch the 2-inch opening closed with the overhand stitch.

REFLECT
- What did you learn about sewing from making this pin cushion?
  Threading needle, tying knot, stitching, stuffing, closing, opening
- What are some reasons for having a pin cushion?
  To store pins for easier use than a box, which can spill

APPLY
- Use the pin cushion to start a home sewing box.
- Have children talk to their families about the importance of using the pin cushion to keep track of pins.
LESSON 1 — Creativity

SUGGESTED AGE:
5-8 years

OBJECTIVES:
Youth will be able to:
• Identify and label parts of a sewing machine
• Strengthen psychomotor skills
• Follow sequential instructions
• Work on decision-making and problem-solving skills

MATERIALS:
SEWING MACHINE PUZZLE Activity Sheet
LOOP-TO-LOOP Workbook Page 7
Scissors
Construction paper
Glue
Crayons or pencil for each child

TIME:
30 Minutes

SETTING:
Area with tables and chairs

LEADER INFORMATION
The SEWING MACHINE PUZZLE should be mounted on a piece of colored construction paper with a ¼ inch border so that children will be able to recognize the edge pieces of the puzzle. Also, for younger children the puzzle should be cut into larger pieces.

The parts of the sewing machine that should be labeled and identified by the group at this age are the take-up lever, tension dial, presser foot, thread guide, stitch type selectors, hand wheel, stitch length regulator, bobbin case, and thread spindles.

INTRODUCTION
Making things with a sewing machine makes sewing projects easier. We need to know the parts of a sewing machine before we start using one. Let’s get acquainted with the machine parts. By completing the SEWING MACHINE PUZZLE, we will be able to learn those parts.

DO
• As a group, label and identify the parts of the sewing machine on the SEWING MACHINE PUZZLE.
• Give each child a copy of the SEWING MACHINE PUZZLE and a sheet of colored construction paper.
• Allow them to glue the puzzle to the construction paper. Make sure they leave at least a ¼ inch margin on all sides. Explain that the edge pieces may be identified as the pieces with the colored paper.
• After the glue dries, allow the children to cut the puzzle into pieces. Instruction and supervision are necessary to make sure that the pieces are cut large enough.
• Allow the children to put their puzzles together, while identifying the parts on each piece.
**Reflect**

- What are some of the parts of the sewing machine that you learned?
  - Take-up lever, tension dial, presser foot, thread guide, stitch type selectors, stitch length regulator, bobbin case, hand wheel, and thread spindles
- Why should you know the parts of a sewing machine before using?
  - Safety, proper care and operation of the machine

**Apply**

- Complete the LOOP-TO-LOOP Workbook Activity, page 7, about the proper way to thread a sewing machine.
- Bring a sewing machine to the meeting and have the children identify the parts and demonstrate their uses.
- If you have a sewing machine at home, name the parts for your family. Or find one in a store and name the parts.
Sewing Machine Puzzle
Sewing Machine Puzzle

Answer Key

- Take up Lever
- Bobbin Area
- Thread Guide
- Presser Foot
- Tension Dial
- Stitch Type Selectors
- Stitch Length Regulator
- Hand Wheel
- Thread Spindles
Lesson 1 — Creativity

Activity 8: License to Drive

INTRODUCTION
Before we complete sewing projects that require the use of the machine, it is necessary that we know how to operate a sewing machine properly. Proper use ensures safety, and garments have better quality. You will need to learn to stitch straight lines and turn curves just like driving a car. Receiving your "License to Drive" a sewing machine will allow you more freedom and independence in your sewing.

DO
Practice "LICENSE TO DRIVE!"

- Make sure children are seated comfortably at the machine. Make sure children can reach the foot controls. You may need to tape foot control to a box under the table for comfortable reach. The stitch length should be 10 to 12 stitches per inch.
- Demonstrate and provide the following "Driving" instructions:
  - Turn the balance wheel toward you until the needle is up and out of the throat plate.
  - Raise the presser foot.
  - Move the test paper under the presser foot to the point where the needle enters the black "Start Here" dot.
  - Turn the balance wheel forward to move the needle down into the dot.
  - Line up the paper so that your stitching will follow the line beginning on the dot.
  - Lower the presser foot to hold the paper in place.
  - Start the machine; slowly stitch on the line, guiding the paper as you go.
  - Keep stitching until you reach the "End Here" dot. When you think you have had enough practice to pass the test, try stitching on the actual "Driving Test."
  - Once you have completed the "Driving Test," give it to your leader and parent. Together they will decide if you passed the test.
  - When you have passed the test, ask them to sign your license. You can cut out the license and carry it in your wallet, or frame the whole sheet to hang in your room.
Reflect
- What was difficult about learning to stitch correctly?
  - Stitching straight, controlling machine lines, controlling speed
- How many times did you use a practice sheet?
- Now, aren't you proud of what you have accomplished?

Apply
- How can you use this new skill you have learned?
- You can now work on projects at home on your own!
Lesson 1 — Creativity

Activity 9: Recycling and Sharing

INTRODUCTION
By recycling things we save money and reduce waste by reusing items. By completing this project, we are recycling old jeans into a useful bag.

DO

RECYCLE AND SHARE!
- Cut the legs off an old pair of jeans. (The child can choose the size of the bag.)
- Stitch the cut end of the leg (right sides together) closed with the sewing machine. Turn.
- Using the sewing machine, stitch the ribbon to the other end for the handle (avoid seams).
- Decorate the bag any way you like (insert cardboard into bag while decorating).
- Fill the jeans bag with a bag of candy, popcorn (or whatever you like) to give as a gift.

REFLECT
- Why did you choose this pair of jeans to use?
- What did you learn?
  to recycle garments, machine stitching on fabric, turning bag inside-out, stitching ribbon, decorating, sharing with others

APPLY
- How else could old denim be used?
- With the legs cut off the pants, you now have a pair of shorts!
- What are some other things you can recycle?
- Make a group plan about using the bags, filling them, and giving them as gifts for a group citizenship project. Ideas might be a children's hospital, senior citizen home or a homeless shelter.
Lesson 1 — Creativity

Activity 10: Stuff & Hug!

BACKGROUND INFORMATION
Be sure to encourage children to bring/use one of their old T-shirts if you do this activity, otherwise you may be stuffing DAD's extra large shirts for 30 youngsters!

INTRODUCTION
It is important to practice our machine stitching and hand stitches to become good sewers. Making a t-shirt pillow gives us this practice - and a great pillow, too!

DO
Make a T-Shirt Pillow to STUFF & HUG!

- Decorate the t-shirt (optional because the shirt may already have designs or decorations on it).
- Sew the bottom and sleeves (right sides together) of the shirt closed, using a sewing machine.
- Stuff the t-shirt through the neck and then stitch the neck closed. (Hand or machine stitching can be used, whatever children have the skill to accomplish.)

REFLECT
- Why did we decorate the shirt before stuffing it?
  Easier to do when flat
- Why did you choose this particular shirt to stuff?

APPLY
- The pillow can be used at home while watching television, during story-time or to sleep on during nap-time.
- Share with your family and friends the directions for making this simple pillow.

Objectives:
- Demonstrate and practice sewing a basic hand stitches
- Improve psychomotor skills
- Express individuality and decision-making skills by selecting embellishments
- Demonstrate the ability to follow sequential instructions

Materials:
- STUFF AND HUG Workbook page 9
- Sewing machines
- An old t-shirt provided by the child
- Needle and thread (optional)
- Stuffing (pantyhose, cotton, polyester stuffing, etc.)
- Decorating items (buttons, fabric scraps, trim, fabric crayons, markers, etc.)

Time:
30-45 Minutes
(depends on decorating-may need to do in two sessions)

Setting:
Comfortable room for decorating and sewing

Suggested Age:
7-8 years

Fun with Clothes, Lesson 6, page 41
Lesson 1—Creativity

LEADER BACKGROUND
An optional method is for children to make the bean bag using a blanket hand stitch (providing the stitches are close together) if sewing machines are unavailable.

INTRODUCTION
A fun project to practice your new sewing skills is making a bean bag. Let’s try it!

DO
Make a BEAN BAG!
- Give each child two pieces of felt and copy the BAG IT pattern.
- Cut out the pattern and pin onto the two pieces of felt. Cut it out.
- Remove the pattern. Pin the two pieces of felt together.
- Stitch (¼ to ½ inch seams) the felt pieces together, leaving a 2 inch opening.
- Turn the fabric inside-out and decorate using glue and trims.
- Allow glue to dry and then fill the bag with beans.
- Stitch the opening closed, using an overhand or blanket stitch.

REFLECT
- What was the most difficult part of making this project?  
  Stitching the curves
- How did you do on your machine stitching?
- Why did we decorate the bean bags before filling them?  
  Easier to decorate when flat
- How did you choose the decorations for your bean bag?
- Did you remember to take proper care of your tools?

APPLY
- Use the bean bag to play games.
- Encourage children to make up their own games.
Bag It!
Lesson 1 — Creativity

Activity 12: Puppet Party!

INTRODUCTION
Puppets are a fun way to express ourselves through creating unique characters. It is also a good way to practice our skills of using a sewing machine.

DO
- Create a PUPPET!
  - Provide a puppet pattern and guide sheet for each child (or if time permits, let each child trace and cut their own pattern).
  - Demonstrate and review the steps with the group, using the guide sheet.
  - Fold fabric in half.
  - Pin the pattern onto the fabric and cut it out.
  - Using the sewing machine, stitch the fabric pieces together (right sides together!).
  - Using various items, let them decorate their puppet however they would like.

REFLECT
- What did you learn when making this puppet?
- Why did you choose your particular decorations?

APPLY
- Children should describe their puppets to the rest of the group.
- Have children develop a story to go along with their puppet.
- Several children could work together to make up a play using their puppets.

SUGGESTED AGE:
5-8 years

OBJECTIVES:
Youth will be able to:
- Demonstrate and practice sewing a basic overhand stitch
- Demonstrate and practice tying a sewing knot
- Improve psychomotor skills
- Demonstrate the ability to follow sequential instructions

MATERIALS:
PIN PILLOWS!
Workbook page 6
Two pieces of pre-cut felt for each child
Stuffing (pantyhose, cotton, polyfill, etc.)
Thread, needles, pins and scissors

TIME:
30 Minutes

SETTING:
Room with tables for children to work comfortably
Step 1:
Cut out pattern.
Fold fabric in half.

Step 2:
Pin the pattern to the fabric and cut out the pattern.

Step 3:
Remove the pattern and pin “right” sides of fabric together.

Step 4:
Stitch together 1/4 inch from the edge. (Leave the bottom open!)
<table>
<thead>
<tr>
<th>Step 5:</th>
<th>Step 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clip corners and curves almost to the seam.</td>
<td>Turn the fabric right-side out.</td>
</tr>
</tbody>
</table>

**Step 7:**
Use fabric glue to decorate the puppet.

**Step 8:**
Write a skit with your friends and have a “puppet party” to perform the skit!
Puppet Pattern
Lesson 1 — **Creativity**

**Activity 13: Collage Banner**

**INTRODUCTION**
Banners and flags are used for many different purposes. They can be used to announce something or to represent groups. They can be very individualized to represent ourselves. We are going to use these materials to make our own banners. They can be anything you want them to be.

**DO**

*Make a BANNER!*

- Find a stick large enough to hold the banner or use coat hangers.
- Fold the fabric around the stick. It may be hand stitched, glued, or sewn with a sewing machine depending on resources and skill levels.
- Decorate the banner any way you like.
- Tie string to each end of the stick so the banner can be hung.

**REFLECT**

- Tell the group about your banner and why you decorated it the way you did.

**APPLY**

- Take the banner home and hang it for family and friends to see.
- Talk about choices and the importance of individuality.
- Talk about other types of banners that you see in everyday life.

**MATERIALS:**
Sturdy fabric for banner, approximately 1’ x 2’ (felt, burlap, denim)
At Items (fabric, scraps, markers, buttons, trim, glitter, beads, etc.)
Stick to hold the banner (or coat hanger)
String, yarn or ribbon to hang banner
Glue

**TIME:**
30-45 Minutes

**SETTING:**
Room with table space for each child.

**ADVANCE PREPARATION:**
Pre-cut fabric lengths for children to choose. Also, prepare some example banners (or posters) of ideas to help them become “creative”!