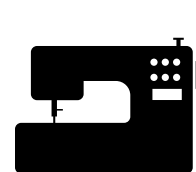
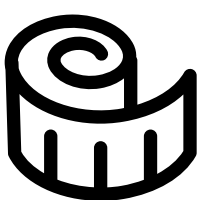




Oregon 4-H Clothing Advancement Guide



4-H 320-01R • October 2014



Introduction

Oregon 4-H advancement programs

An introduction for leaders, parents, and members

4-H advancement programs consist of a series of levels that provide a framework for progressive learning within a specific project area. Advancement programs encourage 4-H members to learn at their own speed based on their interests and abilities. Advancement programs are self-paced and age- and skill-level appropriate. Advancement programs also can be a tremendous help to members as they set their goals each year. In addition, advancement programs are useful to Junior Leaders and more experienced 4-H members who wish to work with younger or less-experienced members.

Benefits of advancement programs

Advancement programs:

- Make projects more interesting
- Help members set and achieve goals
- Encourage self-paced learning
- Help members learn more about their projects
- Encourage age-appropriate skill-level building
- Provide new, enjoyable experiences
- Help prepare members for participation in certain activities and events
- Provide recognition for work done well
- Give incentive to members to stay in a project over a longer period of time

Life skill development and 4-H advancement programs

Participation in 4-H advancement programs is instrumental in the development of life skills, a major emphasis of 4-H programming. Young people who participate in 4-H not only gain knowledge about their project area, they also develop skills they will use throughout their life.

Specifically, the 4-H advancement programs are designed to develop life skills in:

- Learning to learn
- Making decisions
- Keeping records
- Planning and organizing
- Achieving goals
- Completing a project or task
- Communicating
- Being responsible
- Developing self-esteem

The advancement program levels

The advancement levels are written to provide a learning sequence for all members. Although all members should start with Level 1, the advancement program is designed so a 4-H member may advance as fast as he or she desires based on interest, effort, and ability. A 4th or 5th grade member may take two years to complete Level 1; an 8th or 9th grade member may finish one or two levels in a year. A 10th or 11th grader should only stay in basic level for one year.

Members should work on one level at a time. However, there are times when a member may accomplish an activity in another level before completing the level on which he or she is working. Recognize that if there is considerable difference in the level of skill within a group, members may be working on several levels of the program at one time.

Much of the information that leaders and members need to complete advancement levels can be found in project materials. For the more advanced levels, members will need to refer to other sources.

Recording progress in the advancement program

Leaders should encourage members to keep the advancement guide with their records. Doing so allows leaders and members to evaluate the 4-H experience, review progress, and establish goals for the future. Upon completing an activity, the member fills in the date and has the leader initial the record.

Reviewing advancement progress

Once a member has completed an advancement level, the leader then should arrange for a review of the experience. This review often is conducted through an interview process.

If it is feasible, someone other than the leader can conduct the interview. It is a valuable experience for members to be interviewed by others who have expertise in a particular area. Such interviews help prepare members for job interviews and other life experiences.

Leaders also might want to arrange for an advancement chairperson or committee to review each member soon after he or she has completed the level requirements.

The review is also an excellent opportunity to involve parents in club activities. Several parents can serve on the committee, and two or three of them can conduct the interviews. The interviewers should be familiar with the 4-H program, its objectives, and the project area.

The advancement chairperson or committee should approve the advancement only when they are satisfied the member is ready to continue on to the next level.

How to use the advancement program

The advancement program should be presented at the beginning of the 4-H year.

Review what was done last year

Before deciding on specific things to include in the club program, leaders should review what the members and club did previously. A review allows discussion on the following questions:

- What did we do?
- What did we like?
- What needs improvement or expansion?
- Was everyone involved?

Review the members' present interests

Encourage members and parents to express their interests, needs, and goals. This allows them to feel important and committed to the final club program.

Share county/statewide special programs

Tell your members about activities available to them through your county or the state. Share your special interests with members and parents. This allows members and parents to learn about new opportunities and helps determine whether the club should set specific goals related to them.

Develop your program

If your group of 4-H participants is small, all the members should be involved in determining the group goals for the year. If the group is large, a special committee may identify the goals for the year's program.

Base your goals on the current-year members' range of grades, levels of achievement, and interests. Design the program to meet the needs and interests of each member. Establish goals to meet the interests and needs of youth, to allow individual achievement for each member, and to be within range of accomplishment for each member.

If your club has a wide range of grades, interests, and abilities, divide the club into small groups to work with a Junior Leader. This enhances the learning and satisfaction of all members.

Recognizing advancement

The National 4-H Recognition Model outlines five different ways in which 4-H members can be recognized.

Participation

This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences. For some youth, participation in a 4-H learning experience is an accomplishment.

Progress toward self-set goals

Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.

Achievement of standards of excellence

Standards of excellence are established by experts in a given area. By measuring personal progress against standards of excellence, youth can gain insight into their own efforts and abilities.

Peer competition

Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. It is a strong motivator for some youth but is inappropriate for youth under the age of eight.

Cooperation

Learning and working together promote high achievement. Cooperation takes advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.

Advancement certificates

The 4-H advancement program is an excellent way to promote and recognize members' efforts in progressing toward self-set goals and achieving standards of excellence through learning. Advancement certificates that can be customized for each project area are available from your local Extension office. Contact a 4-H staff member to request advancement certificates.

Earning an advancement certificate deserves recognition. When members have completed a level of advancement, recognize it. You could do this at an achievement meeting or other community event. Extension 4-H staff members also can help leaders prepare pieces for newspaper and radio releases on members' achievements.

Using the advancement program in the 4-H clothing project

A note to leaders and parents

The *Oregon 4-H Clothing Advancement Guide* is a series of activities to support and enhance the 4-H Clothing curriculum. It helps expand the member's experiences beyond sewing construction.

The advancement guide also allows members to make choices in defining their project, with your help. As members complete activities in each level, leaders or parents review their work and initial their record. After a member has accomplished all the activities selected for one level, he or she receives an Advancement Certificate and may concentrate on the next level.

The guide consists of nine levels within four groups of progressive skill levels: Basic Skills: Level 1; Basic Skills: Levels 2 and 3; Expanding Skills: Levels 4, 5, and 6; and Advanced Skills: Levels 7, 8, and 9. Members have the option of developing and completing a plan for each year they are in the project. Each level has activities in five learning areas:



Planning and evaluation



Textiles and science



Individual development and outreach



Construction



Management, consumership, and wardrobe building

It is suggested that all members progress through the skill levels in the order they appear. Each level includes knowledge and skills that form a foundation for the next levels. The levels have been created with the developmental skills of most members in mind.

Members may enter a level at any time and progress at their own pace. Learning activities are designed to correlate with the *Oregon 4-H Clothing Project Guidelines for Leaders* and leader curriculum resources. Some advantages of using the 4-H advancement guide are:

- Members are given a chance to develop decision-making skills by making choices. At early skill levels, members make decisions with leaders and parents. At later skill levels, members assume more individual responsibility.
- Members broaden their experience by selecting activities in all five learning areas.
- Parents and members know exactly what the project involves.
- Advancing through the program gives members (as well as leaders) a sense of accomplishment.
- Leaders can use the advancement guide as a tool to plan project experiences.

A note to members

Participating in the 4-H clothing advancement program is a great way to get more involved in your clothing project. It can make your project more interesting by suggesting new, enjoyable activities to expand your understanding. You can develop your own plan and advance according to your ability, interest, and enthusiasm.

There are nine levels within four groups of progressive skill levels: Basic Skills: Level 1; Basic Skills: Levels 2 and 3; Expanding Skills: Levels 4, 5, and 6; and Advanced Skills: Levels 7, 8, and 9. Each level has activities in five learning areas:



Planning and evaluation



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Management, consumership, and wardrobe building



Textiles and science



Construction

The advancement guide is an important part of your project. Include it as part of your project records. Work with your leader and parents to plan your activities and record your progress.

How to use the 4-H Clothing Advancement Guide

All 4-H members should progress through each of the skill levels in the order they appear. They have been created with developmental skills in mind. The levels progress from Basic Skills: Level 1 to Advanced Skills: Level 9. You may enter a level at any time. But rather than rushing through them, be sure you have explored the opportunities fully at each skill level. With the help of your leader and parents, work in a level that is appropriate for your age and skills.

Start with Basic Skills: Level 1. Read through all the activities. With your leader and/or parent, plan which activities you will do. Your plan will include some activities in each of the five sections. Some items are marked with an asterisk (*) and must be included, while other items on the list you can choose as you wish. If there is a blank space, you also may make up your own activity.

Some activities ask you to tell or explain about what you did or learned. Do this in the presence of your leader or parent. As you complete an activity, fill in the date. Ask your leader or parent to initial that you have completed it. When you have completed all the activities in your plan for a specific level, your leader can approve your completion and give you an Advancement Certificate. Then, go on to the next level, and plan what you will do next.

Basic Skills: Level 1



Planning and evaluation

Complete items marked with an asterisk (*) and choose at least one more.

Item	Date	Approved by
*Plan your 4-H clothing project with your leader and parents by choosing activities from this advancement level. You might have more than one time to plan during the year.		
*Keep track of your progress by completing your <i>4-H Clothing Project Record</i> .		
Make a calendar to help you plan work on your project and keep track of important 4-H events.		
<p>*Explain how you would evaluate one of the following. Ask your leader how to learn more about standards for sewn items.</p> <ul style="list-style-type: none"> • A plain seam for evenness of fabric edges, length and tension of stitches, lack of tangles or knots, reinforcement at ends of stitching, appearance of puckering, skipped or broken stitches • The quality of cutting out a piece of fabric • Some other basic sewing skill (list skill): 		
Start a sewing skills notebook or file to hold samples as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique.		



Individual development and outreach

Complete items marked with an asterisk (*) and choose at least two more.

Item	Date	Approved by
<p>*Select at least four Individual Development Options from page 36. List them below.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 		
<p>*Use something you've learned in your project to help others in some way (describe):</p>		
<p>Make a checklist of personal care habits (washing hands and face, flossing and brushing teeth, bathing or showering, shampooing hair, cleaning and caring for nails on hands and feet). Record your habits for 1 week.</p>		
<p>Check your posture, and learn the correct posture when sitting at the sewing machine. Be sure your feet can touch the floor and the sewing machine is at a comfortable level.</p>		
<p>Attend a modeling help session (a workshop to help members learn to model their garments).</p>		
<p>Make a list of five jobs for which people wear special clothing. Find pictures if you can. Talk about why they wear that particular clothing.</p>		
<p>Find pictures of people wearing traditional dress or special clothing from different countries. Talk about when and why they wear this clothing.</p>		



Management, consumership, and wardrobe building

Complete items marked with an asterisk (*) and choose at least two more.

Item	Date	Approved by
*Begin to collect a basic set of sewing tools. Be able to explain the correct and safe use of each one. Make or find a box or container to keep the tools organized and all in one place.		
For 1 week, hang up or fold and put away your clothes without being reminded. Tell why this is important.		
List your favorite colors and tell why these are favorites. Describe these colors using color terminology. Find a sample of paper or fabric that shows these colors.		
Describe two outfits you like and wear a lot. Explain why you like them. Describe something you have but don't like or wear very often. Explain why you don't like it.		
Make a mending kit for someone to use.		
Learn what information should be on a ready-to-wear garment label. Make a poster, explain this to someone else, or make a presentation.		



Textiles and science

Complete items marked with an asterisk (*) and choose at least one more.

Item	Date	Approved by
*Make some fabric identification sheets for a sewing skills notebook or file. Find at least four fabric samples. Mount the samples on a page, and for each sample write the name of the fabric, type of fiber, and whether the fabric is woven, knit, or non-woven. When you make an item, add a new sheet with a sample of the fabric and give the same information.		
*Learn how to tell the difference between woven, non-woven, and knit fabrics. Make a poster or explain this to someone.		
Tell what you did to prepare your fabric before cutting, and why.		
Show where to find the fiber content and care information on a ready-to-wear garment and on a bolt of fabric.		
Explain or make a poster to show the parts of a woven fabric, including lengthwise grain, crosswise grain, selvage, and bias.		
Explain or make a poster to show the difference between stable and stretchy knit fabrics.		
*Watch the <i>Science Inquiry Video: Fabric Dyeing</i> on the Oregon State 4-H website and perform this science experiment yourself, sharing with others what you observed and learned.		
Explain the difference between natural and synthetic fibers, giving examples.		



Construction

Complete items marked with an asterisk (*) and choose at least one more.

Item	Date	Approved by
<p>*Learn to use five pieces of basic sewing equipment safely and correctly.</p> <p>Choose from among the following: tape measure, seam gauge, scissors, shears, pins, pin holder, seam ripper, marking tools, hand needles, and iron/ironing board.</p>		
<p>*Learn to use a sewing machine safely and correctly:</p> <ul style="list-style-type: none"> • Start, stop, and reverse while controlling speed. • Sew a straight seam and turn a square corner. • Sew a curved seam. 		
<p>*Name the parts of a sewing machine and tell what they do: needle, presser foot, presser foot lifter, feed dogs, hand or balance wheel, spool pin, thread guide, needle thread tension, thread take-up, stitch-length and stitch-width regulators, throat plate, bobbin, bobbin winder, foot control, reverse stitch control.</p>		
<p>Show how to do these basic hand-sewing steps: thread a needle, knot or secure a thread. Make samples of at least two of the following stitches: running stitch, blind stitch, catch stitch, overhand stitch, backstitch, or slip stitch.</p>		
<p>*Make one or more garments or articles using skills you have learned.</p> <p>Note: Medium-weight, firmly woven cotton and cotton-blend fabrics or wool and wool-blend fabrics work well for beginners. Polar fleece should be stable and not too bulky.</p>		
<p>Show how to sew on one or more of these fasteners: buttons, snaps, hooks and eyes, hook-and-loop tape.</p>		
<p>*Show that you can do the following pressing skills:</p> <ul style="list-style-type: none"> • Press a seam open. • Press an even width for a hem or casing. 		
<p>Add your own embellishment to something you made.</p>		
<p>Explain the difference between good and bad sewing machine tension.</p>		
<p>Show how to do basic machine-sewing steps:</p> <ul style="list-style-type: none"> • Fill and insert a bobbin. • Thread the machine. • Change a machine needle. • Change length of a stitch 		

_____ has completed all requirements for Basic Skills: Level 1
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

Basic Skills: Levels 2 and 3



Planning and evaluation

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
*Plan your 4-H clothing project with your leader and parents by choosing activities from this advancement level.				
*Keep track of your progress by completing your <i>4-H Clothing Project Record</i> .				
Make a calendar to help you plan work on your project and keep track of important 4-H events.				
*Use standards to help you evaluate one of the following: <ul style="list-style-type: none"> • Casing • The choice of seam finishes on a woven fabric • Some other basic sewing skill (list skill): 				
Start or add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique. Samples might include basic hand-sewing or hemming stitches on different types of fabrics.				
Evaluate garments or articles you have made to decide which skills need more practice.				



Individual development and outreach

For each level, complete items marked with an asterisk (*) and choose at least two more.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
<p>*Select at least four Individual Development Options from page 36. List them below.</p> <p>Level 2:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 			—	—
<p>Level 3:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	—	—		
<p>*Use something you've learned in your project to help others in some way.</p> <p>Level 2 (describe):</p>			—	—
<p>Level 3 (describe):</p>	—	—		
Record your body measurements. Find your figure type on charts from three different pattern companies.				
Make a list of your physical features. Tell which ones can be changed or enhanced by the clothing you wear.				
Check your posture, and learn the correct posture when sitting and standing.				
Attend a modeling help session. Practice good posture and smiling.				
For 3 days, keep a record of what you eat, when you sleep, and when you exercise or sit. Keep track of when you feel tired or energetic.				
Visit a place where there are lots of different people. Make a list of the types of clothing you see five people wearing. Discuss what their clothing suggests to you about them.				

Individual development, continued.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
Make a list of the different types of activities you participate in and the kinds of clothing you wear for each activity.				
Make a list of the types of work that people do to make a new item of clothing available for purchase.				
Learn to use a sewing technique that originates in a different country or culture.				
Make a collage or display showing apparel (clothing and accessories) of different cultures.				



Management, consumership, and wardrobe building

For each level, complete items marked with an asterisk (*) and choose at least two more.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
*Show that you can determine the amount of fabric to buy for a garment by reading the back of the pattern envelope.				
For 2 weeks, hang up or fold and put away your clothes without being reminded. Tell why this is important.				
For 2 weeks, sort your clothes by color, weight of garment, and amount of soil, and get them ready for laundering.				
List 10 garments you own. Describe the texture of each fabric.				
Learn about design lines and optical illusions. Find magazine pictures or some of your own clothing that shows examples of vertical, horizontal, diagonal, and curved lines.				
List six items in your wardrobe. Describe each in terms of silhouette lines (shapes resulting from skirt length, skirt fullness, flared or straight pants) and design lines (such as pockets, yokes, tabs, and other seam details).				
Explain how to maintain a sewing machine, including oiling and cleaning.				
Compare a ready-to-wear item with a similar item you've sewn. Describe the differences in construction techniques, fabric, and cost. Be sure to place a value on the time you spent sewing.				
Learn about a serger, including parts of a serger and how to evaluate serged seams. If you don't have access to a serger, visit a sewing machine store for a demonstration.				



Textiles and science

For each level, complete items marked with an asterisk (*) and choose at least two more.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
*Add some fabric identification sheets to your sewing skills notebook or file. Find at least four fabric samples. Mount the samples on a sheet, and, for each sample, write the name of the fabric, type of fiber, and whether the fabric is woven, knit, or non-woven. Also, describe each sample in terms of its weight, texture, and amount of stretch or stability.				
Make a poster, give a presentation, or tell someone about fibers.				
Tell how to check for straight grain (yard or thread direction) and why it is important.				
Learn about fabric structure by making a woven item such as a belt or potholder, or a knitted item such as a scarf or cap.				
Test four fabrics for absorption. Tell how this might influence how you would use the fabric.				
Explain how to tell the differences among these three types of weaves: plain, twill, and satin.				
Explain how to tell the differences among these four types of knits: single, rib, double, and tricot.				
Collect samples of at least three of the four knits listed above. Compare their stretchability (stable, moderately stretchy, very stretchy). Describe their care.				
Select four fabrics and test them for colorfastness. Describe how this might determine how you would use the fabric.				
Select four fabrics and determine their drapability or “hand.” Try to find fabrics that differ in their drapability. Describe a garment that you might make using each fabric.				
Share a technique that creates or changes a fabric. Discuss where you would use the technique and what you like about it.				



Construction

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
<p>*Make at least one garment or item using a simple commercial pattern. Select at least six new skills or knowledge areas to work on this year. They do not all need to be in the same garment or item.</p> <p>Note: Stable knits and firmly woven fabrics work best for this skill level. Simple commercial patterns are appropriate.</p> <p>Possible choices might include:</p> <ul style="list-style-type: none"> • Casings • Facings • Hemming (machine-stitched, fused, hand-stitched) • Seam finishes (appropriate for your fabric) • Gathers • Easing • Waistband • Crotch seam • Zipper • Machine buttonholes • Taping to stabilize a seam in stretchy wovens or knits • Applying ribbing • Patch pockets • “Stitching in a ditch” • Other (list): 				
<p>Show how to do the cutting skills of clipping, notching, and grading. Tell where each is used (inward curves, outward curves, enclosed seams). These could be samples for your sewing skills notebook or file.</p>				
<p>Learn to do staystitching and understitching, and explain why each is used. Make samples for your sewing skills notebook or file.</p>				
<p>Show that you can: use a press cloth, press into gathers, press an armhole seam, and select the right temperature for the fabric.</p>				

Construction, continued.

Item	Level 2		Level 3	
	Date	Approved by	Date	Approved by
Try a new technique to add interest to your garment. It might not be suggested by the pattern. Level 2 (list technique):			—	—
Level 3 (list technique):	—	—		
Learn at least one hand-stitch suitable for hems.				
Explain what the markings on a pattern mean.				
Make samples of two or three types of seam finishes: turned and stitched, stitches and pinked, zigzag, serged, or machine-stitched. Use them to decide which might be best for a garment or item you are making. Add them to your sewing skills notebook or file.				
Name the parts of a serger and what they do: needle threads, looper threads, stitch finger, pressure foot, pressure foot lifter, blades, throat plate, needle, looper cover, tension dial, thread guides and holder, spool pin, spool plate, balance or hand wheel, stitch-length dial, differential feed control, foot control.				
Explain the difference between easing and gathering. Tell where each might be used.				
Make samples of a new skill. Include simple steps on how to do it. Add them to your sewing skills notebook or file. Level 2 (list skill):			—	—
Level 3 (list skill):	—	—		

_____ has completed all requirements for Basic Skills: Level 2
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

_____ has completed all requirements for Basic Skills: Level 3
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

Expanding Skills: Levels 4, 5, and 6



Planning and evaluation

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
*Plan your 4-H clothing project with your leader and parents.						
*Keep track of your progress by completing your <i>4-H Clothing Project Record</i> .						
Make a calendar to help you plan work on your project and keep track of important 4-H events.						
Add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique. Samples might include any of the skills you have learned up until now on different types of fabrics.						
*Use standards to help you evaluate a garment or item that you have sewn.						



Individual development and outreach

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>*Select at least five Individual Development Options from page 36. List them below. Try to include options you haven't yet done.</p> <p>Level 4:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>			—	—	—	—
<p>Level 5:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	—	—			—	—
<p>Level 6:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	—	—	—	—		
<p>*Use something you've learned in your project to help others in some way.</p> <p>Level 4 (describe):</p>			—	—	—	—
<p>Level 5 (describe):</p>	—	—			—	—
<p>Level 6 (describe):</p>	—	—	—	—		

Individual development, continued.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
As you grow, recheck your body measurements and decide whether your figure size has changed. Compare your measurements to the charts in pattern books and determine your pattern size.						
Learn how to make good features more attractive: <ul style="list-style-type: none"> • Posture • Hair care and styling • Skin care • Selecting clothing to accentuate specific features 						
Consider your personal appearance and special qualities. <ul style="list-style-type: none"> • List 10 words describing your appearance. • List three skills you do especially well. • Describe one of your best features. 						
Help someone fit a garment he or she is making.						
Become aware of clothing problems of someone with limited mobility. Tell or make a presentation to your club about what you learn.						
Become aware of the clothing problems of older adults or others with limited manual dexterity (limited strength and use of hands and fingers). Share some ways this affects their clothing needs.						
Make or do something for someone with limited manual dexterity (limited strength and use of hands and fingers). Describe how this helped.						



Management, consumership, and wardrobe building

For each level, complete items marked with an asterisk (*) and choose at least two more.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>*Tell your club about the information you found in one new sewing resource (for example: book, class, website, newsletter, store display).</p> <p>Level 4 (list resource):</p>			—	—	—	—
Level 5 (list resource):	—	—			—	—
Level 6 (list resource):	—	—	—	—		
<p>*Learn about and try two new tools or notions. If you make samples, add them to your sewing skills notebook or file. List the tools or notions:</p> <p>Level 4:</p> <ol style="list-style-type: none"> 1. 2. 			—	—	—	—
<p>Level 5:</p> <ol style="list-style-type: none"> 1. 2. 	—	—			—	—
<p>Level 6:</p> <ol style="list-style-type: none"> 1. 2. 	—	—	—	—		
<p>*Make or update your wardrobe plan.</p> <ul style="list-style-type: none"> • Inventory your clothing and accessories. • List your activities (school, sports, social). Compare them with clothing and accessories in your inventory. Decide where there are gaps in your wardrobe. • With your parents, plan which additions to make, when to make them, and cost involved. 						

Management, consumership, and wardrobe building, continued.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
Use/compare an iron-on patch and a sew-on patch.						
Describe the following types of laundry products and when each should be used: <ul style="list-style-type: none"> • Pretreatment sprays • Water softeners • Fabric softeners • Bleaches • Detergents 						
Explain the difference between various washing machine cycles and when to use each cycle: <ul style="list-style-type: none"> • Normal • Permanent press • Delicate 						
Describe the following methods of drying and when to use each: <ul style="list-style-type: none"> • Tumble drying with various cycles and temperatures • Line drying • Hanger and flat drying 						
Learn about spot and stain removal by starting a resource library of books, pamphlets, and charts from the Extension service, appliance instruction booklets, and cleaning products.						
Make a list of sources for fabric that could be recycled. Think of a garment that could be made from the fabric from each source.						
Compare the costs of buying a similar item in a store, by mail order, or online. Be sure to add the shipping costs. Find out the return policy of each of the options.						
Investigate consumer rights agencies, consumer responsibilities, and how to make a consumer complaint.						

Management, consumership, and wardrobe building, continued.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
Evaluate possible design or silhouette choices for attractiveness with your face and body. Choices might include: necklines, skirt fullness, pant styles, sleeve fullness and length, pocket styles, and waistline treatments.						
Learn about materials available in at least three different types of accessories. Describe advantages and disadvantages in terms of cost and care: <ul style="list-style-type: none"> • Shoes • Belts • Socks/stockings • Jewelry • Sweaters • Hats • Scarves/ties • Purses 						
Develop a plan to accessorize one outfit you now own. Decide how best to use the accessories you have. With your parents, develop a plan to obtain any needed accessories.						



Textiles and science

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>Identify at least three textile fibers and their characteristics and care by collecting information from fabric bolts and ready-to-wear labels. If you can get samples, add them to your sewing notebook or file.</p> <ul style="list-style-type: none"> • Cotton • Wool • Linen • Silk • Acetate • Triacetate • Acrylic • Modacrylic • Polyester • Nylon • Rayon 						
Use textile testing techniques to determine characteristics of fabrics made from various fibers.						
*Keep samples of the fabrics you have sewn, and identify fiber content, characteristics (weight, hand, drape), and care. Keep track of these by adding samples to your sewing skills notebook or file.						
<p>Learn about the different interfacings available by identifying examples of at least three of the following types. Describe where each might be used and with what types of fabric. Add the information to your sewing skills notebook or file, or make a poster to share the information.</p> <ul style="list-style-type: none"> • Woven sew-in • Non-woven sew-in • Woven fusible • Non-woven fusible • Knitted fusible 						

Textiles and science, continued.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>Collect several samples of one of the following groups of fabrics. Identify care instructions. Make samples, trying several types of interfacings, thread, needle size, and seam/seam finish construction details to help decide what would work best on each fabric. Add these to your sewing notebook or file.</p> <ul style="list-style-type: none"> • Napped or pile fabrics • Sheer or lightweight fabrics • Fabrics with stretch • Uncoated outdoor fabrics • Wovens requiring more care • Bulky knits or fleeces 						
<p>Read labels on ready-to-wear garments to find at least three of the textile finishes listed below.</p> <p>Describe the care required by the three textile finishes you found.</p> <p>Describe the advantages and disadvantages of the three textile finishes you found.</p> <ul style="list-style-type: none"> • Permanent press • Soil release • Anti-static • Flame retardant • Water repellent • Shrinkage control 						
<p>Try a technique that manipulates (changes) or creates a fabric. Use the fabric in something you make.</p>						



Construction

For each level, complete items marked with an asterisk (*) and more if you choose.

Item	Level 4		Level 5		Level 6	
	Date	Approved by	Date	Approved by	Date	Approved by
Explore the options of recycling fabric. Make a garment or item from recycled fabric.						
Try a different type of pattern than used before.						
Use a serger and be able to adjust tension.						
Demonstrate your ability to use other pressing tools and pressing techniques: pressing ham, seam roll, pressing pointer, pressing collars, pockets, and plackets						
<p>*Make two or more garments or items to try new fabrics or techniques. Use at least six more skills or knowledge areas. Possibilities include:</p> <ul style="list-style-type: none"> • Simple pattern alterations (add width or length, pivot darts, shoulder area, waist-hip area) • Design details (yokes, pockets, collar and cuff application, set-in sleeves, darts, a variety of closures) • Structural details (topstitching; ruffles; plackets; pleats; hemming techniques for a variety of fabrics, textures, and weights; complex seams and seam finishes) • Knit and stretchy knit techniques • Zipper applications (invisible, lapped) • Multiple-layer coordination (underlining, interfacing, lining) • Other (list): 						
Try a new kind of embellishment for a garment or item you make.						
Explain the differences between and when you might use different types and sizes of needles: universal, ballpoint, twin, topstitching, stretch, leather, etc.)						

_____ has completed all requirements for Expanding Skills: Level 4
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

_____ has completed all requirements for Expanding Skills: Level 5
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

_____ has completed all requirements for Expanding Skills: Level 6
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

Advanced Skills: Levels 7, 8, and 9



Planning and evaluation

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
*Plan your 4-H clothing project with your leader and parents.						
*Keep track of your progress by completing your <i>4-H Clothing Project Record</i> .						
Make a calendar to help plan work on your project and keep track of 4-H events.						
Add samples to a sewing skills notebook or file as you learn new things. Use these samples to try out new skills and to help you make decisions about choosing a sewing technique.						
*Use standards to help you evaluate a garment or item that you have sewn.						



Individual development and outreach

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>*Select at least six Individual Development Options from page 36. List them below.</p> <p>Level 7:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 			—	—	—	—
<p>Level 8:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	—	—			—	—
<p>Level 9:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	—	—	—	—		

Individual development, continued.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
*Use something you've learned in your project to help others in some way. Level 7 (describe):			—	—	—	—
Level 8 (describe):	—	—			—	—
Level 9 (describe):	—	—	—	—		
Learn about appropriate or expected dress and grooming for interviews and careers. Use pictures or drawings to show a complete outfit for an interview or specific career.						
As you grow, recheck your body measurements and decide whether your figure type has changed. Compare your measurements to charts in pattern books, and determine your pattern size.						
Learn how to make good features more attractive (posture, hair care and styling, skin care, color, fit, selecting clothing to minimize or accentuate). Share what you learn with members in your club.						
Identify a personal clothing style, and collect pictures or drawings to describe it.						
Learn new modeling ideas. Learn about accessories and undergarments for different clothing types.						
Organize a clinic to teach modeling, grooming, and accessorizing.						
Learn about the organization needed for a Fashion Revue from a manager's view and a model's view.						

Individual development, continued.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>Explore some of the different aspects of clothing. Share what you learn through a presentation or educational display. Some options might include:</p> <ul style="list-style-type: none"> • Clothing history • Pattern design • Clothing of other cultures • Clothing effects on behavior • Fashion analysis • Economics and marketing of clothing • Other (list): 						
<p>Investigate potential career options related to clothing, textiles, and personal appearance. Possibilities include:</p> <ul style="list-style-type: none"> • Education • Merchandising • Journalism, communications • Art and design • Museum curation • Textile preservation and restoration • Sewing machine repair • Cosmetology, hairstyling • Other (list): 						



Management, consumership, and wardrobe building

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>*Tell your club about the information you found in one new sewing resource (for example, book, class, website, newsletter, store display).</p> <p>Level 7:</p>			—	—	—	—
Level 8:	—	—			—	—
Level 9:	—	—	—	—		
<p>*Learn about and try two new tools or notions. If you make samples, add them to your sewing skills notebook. List the tools or notions:</p> <p>Level 7:</p> <ol style="list-style-type: none"> 1. 2. 			—	—	—	—
Level 8:	—	—			—	—
Level 9:	—	—	—	—		
Develop or update a personal wardrobe plan, including types of clothing you wear, what you already have, and what you might need.						
Help plan a complete wardrobe for a person you know with special needs (infant, child, elderly, person with limited mobility).						
Plan a complete wardrobe for someone with a limited income. Set up a budgeted per season or per month. Include purchase and care costs for a year.						

Management, consumership, and wardrobe building, continued.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
Explore the use of mix-and-match separates to expand a wardrobe.						
Learn about more design features in clothing and how they can enhance personal features.						
Do a comparison study of clothing care products on the market. Compare features and cost of products in one or more of the following categories: <ul style="list-style-type: none"> • Washing machines • Dryers • Detergents and soaps • Laundry additives (water softeners, fabric softeners, bleaches) 						
Plan and organize a sewing center for your house, room, or apartment.						
Learn more about agencies for consumers, whom they help, what they do, and how consumers can use them (Better Business Bureau, credit bureau, consumer protection agencies).						
Learn about methods of paying for clothing. Compare the features, advantages, disadvantages, and costs (for example: layaway, cash, bank credit card, store credit card). Consider the total cost if it takes three payments to cover credit card charges.						



Textiles and science

For each level, complete items marked with an asterisk (*) and choose at least one more.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
<p>*Identify at least three textile fibers and their characteristics and care by collecting information from fabric bolts and ready-to-wear labels.</p> <ul style="list-style-type: none"> • Cotton • Wool • Linen • Silk • Acetate • Triacetate • Acrylic • Modacrylic • Polyester • Nylon • Rayon 						
Use the textile testing techniques to determine characteristics of fabrics made from various fibers (fiber content, strength, abrasion resistance, stretch or stability).						
Explore dyeing fabrics made from different fibers.						
Obtain two new fabric samples, and describe them in terms of weight, hand, drape, and care. Add them to your sewing skills notebook or file.						
<p>Design and conduct an experiment comparing any of the following:</p> <ul style="list-style-type: none"> • Supporting fabrics (underlinings, interfacing, linings) • Fusibles (webs and interfacings) 						

Textiles and science, continued.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
Choose a process to manipulate or create a fabric. Make a garment or item from the fabric, or explain the process to others. Describe each process you try.						
Collect samples and note any special techniques or notions that might be used for fabrics in one or more of the following groups. Make samples to try new techniques or types of interfacings. Add the samples to your sewing skills notebook or file. <ul style="list-style-type: none"> • Very stretchy fabrics • Specialty/special occasion fabrics • Heavyweight fabrics • Fine or lingerie-type knits • Outerwear fabrics • Pile or napped fabrics 						



Construction

For each level, complete items marked with an asterisk (*) and more if you choose.

Explore skills you have not yet accomplished or skills that you need to improve. Try fabrics with which you have not sewn before.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
*Make two or more garments or items using skills and fabrics that offer new experiences.						
Try using different company pattern styles.						
Combine pieces from two or more patterns to make a garment or item.						
Use your measurements to draft your own pattern.						
Learn to make advanced pattern alterations for yourself or someone else.						
Make an item or garment from recycled fabric.						

Construction, continued.

Item	Level 7		Level 8		Level 9	
	Date	Approved by	Date	Approved by	Date	Approved by
Try a new method for embellishing a garment or item. Share what you have learned with others.						
Demonstrate your ability to lay out pattern with a nap, plaid, or unique pattern requirement.						
Demonstrate your ability to use a different sewing machine foot or attachment.						
Demonstrate your ability to press more challenging fibers (wool, silk, and linen), as well as fabric structures (velvet, chiffon, and satin).						
Try a new variation or design detail in the construction of your garments (collar, waistline treatment, cuffs, fasteners, pocket application, neckline, seam construction or finish).						

_____ has completed all requirements for Advanced Skills: Level 7
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

_____ has completed all requirements for Advanced Skills: Level 8
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

_____ has completed all requirements for Advanced Skills: Level 9
Name of 4-H Member of the Oregon 4-H Clothing Advancement Program

Approved by: _____ Date: _____
Club leader

Individual development options

These options are listed in order from simple to more difficult. Some relate directly to your clothing project, and some relate to growing as a person. Although you may repeat any of these options, try to move down the list as you gain more experience and confidence. You might find yourself doing many more options than the few suggested in your plan. You may also add your own ideas.

Contribute to your group and organization

- Lead the Pledge of Allegiance and/or 4-H pledge at a meeting.
- Lead a song or game at a 4-H meeting.
- Suggest a roll call with a project-related theme.
- Serve as host for a 4-H meeting. Be sure everyone is welcomed and made to feel comfortable.
- Attend 4-H camp.
- Invite a friend to your 4-H club meeting.
- Serve on a club committee.
- Be a club officer.
- Serve as chairperson of a 4-H club committee.
- Make a poster or display to celebrate National 4-H Week, and tell others about 4-H.
- Find a speaker to talk to your club, or make arrangements for a tour.
- Attend 4-H Summer Conference.
- Participate in a radio or television program by telling about 4-H.
- Give a presentation about 4-H to a group other than your 4-H club.
- Apply for a county medal in your project.
- Serve as a clerk or chairperson at a 4-H fair or contest.
- Serve as a Junior Leader (grades 7–12).
- Serve as a camp counselor.
- Serve on a county advisory committee.
- Serve as a Teen Leader (grades 10–12).
- Serve in a volunteer capacity for 4-H State Fair.
- Serve on a state advisory or development committee.
- Add your own way to grow in leadership or responsibility.

Share what you have learned

- Teach a new member the 4-H pledge.
- Exhibit an article or garment at a 4-H fair.
- Participate in a club or county Fashion Revue.
- Participate in the county 4-H clothing judging contest.
- Develop an educational display related to your project.
- Write a thank-you note to someone who has helped you this year, and tell him or her what you have learned.
- Help another member learn a skill.
- Give a presentation to your 4-H club.
- Participate in the county presentation contest.
- Write a story about your 4-H activities for a local paper.
- Add your own way to share what you have learned with others.

Help others

- Mend clothing for your family.
- Do the family laundry.
- Make a gift for someone using your sewing skills. Try to use new skills.
- Participate in the “Hands for Larger Service” exhibit class.
- Participate in a community service project with your club. For example, volunteer with Special Olympics, Habitat for Humanity, Red Cross, local library, meal service for the elderly, or other ideas you can think of in your community, county, or state.

By Pamela Rose, 4-H Youth Development specialist, family and consumer science and expressive arts, Oregon State University.

Introductory material about Oregon 4-H Advancement Programs originally prepared by Mary Arnold, Extension 4-H youth development specialist, Oregon State University.

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