



Artistic Clothing Create Your Own 4-H MANUAL



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Reviewed and revised from an earlier publication in 2023 by Lisa Sholten, 4-H Youth Development State Specialist, Civic Engagement and Curriculum, Colorado State University Extension.



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Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfeiffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did, and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.

1) Experience (Doing)

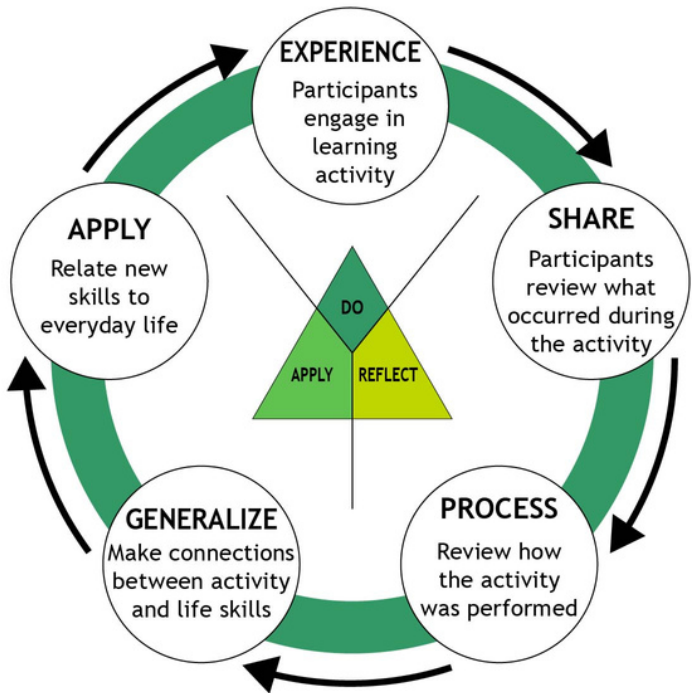
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on What Occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on What's Important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?



4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?



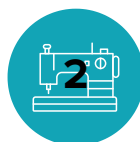


Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H.

The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.



About the 4-H Thriving Model

The 4-H Program Leaders' Working Group developed the 4-H Thriving Model to advance and support the accomplishment of the 4-H Youth Development 2025 National Strategic Plan. They describe the 4-H Thriving Model as follows:

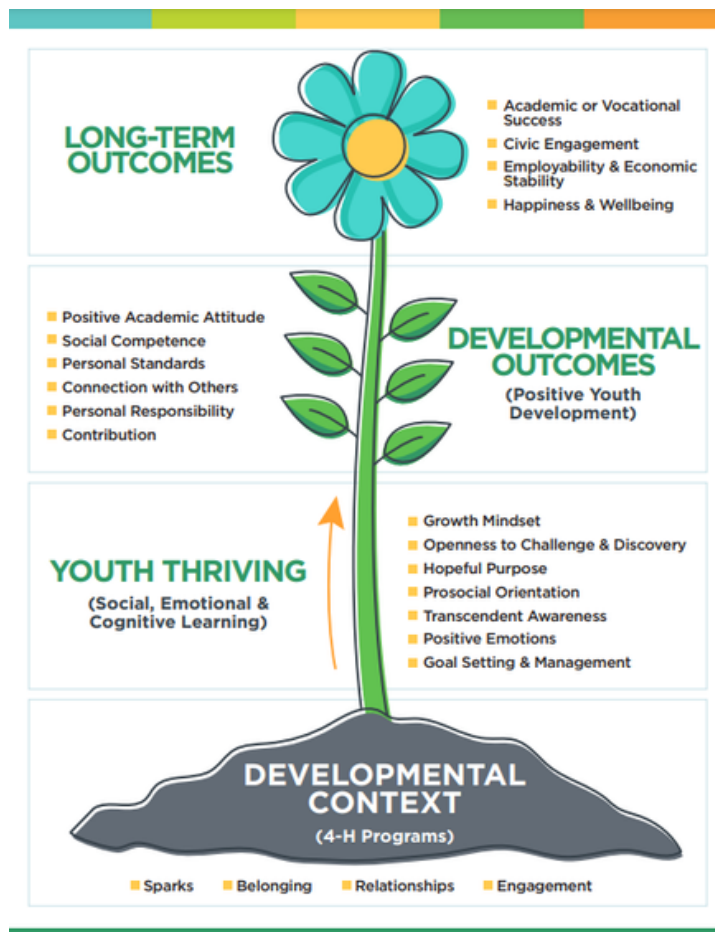
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. High quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can belong and grow.

High quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model, this process of PYD is described by seven indicators of thriving: Openness to challenge and discover, growth mindset, hopeful purpose, pro-social orientation, transcendent awareness, positive emotionality and self-regulation through goal setting and management.

Youth who experience high quality developmental settings in 4-H with an emphasis on these key social-emotional skills achieve key positive youth development outcomes, including academic motivation and success, social competence, high personal standards, connection with others, personal responsibility, and contribution to others through leadership and civic engagement.

Youth who achieve positive developmental outcomes are more likely to also achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability and happiness and well-being. (Learn more at [https://helping-youth-thrive.extension.org/.](https://helping-youth-thrive.extension.org/))



Create Your Own Project Overview

What is the Create Your Own project?

This is an opportunity for you to explore a topic that is of interest to you. You may choose to learn about lace, design your own pattern, do a study on historic costumes, learn about advertisements and their impact on consumer choices or explore careers in textiles and clothing. It is your choice!

E-Record Judging Criteria

Project will be evaluated on the quality of e-record and written report (50 percent), quality of construction or quality of the display board (50 percent).

Include the following information on the Artistic Clothing page.

1. Written description of your project
2. Goals
3. Plans
4. Accomplishments
5. Evaluation

Optional Exhibit

You may also choose to construct an article or display board related to your special study. The standard display board size is 4' x 3'.

Requirements

Check the exhibit requirements at <https://co4h.colostate.edu/statefair/StateFairExhibitReq.pdf> and ask at your Extension Office if there are additional county requirements.

- Special Study - 5 Step Outline
- Project-related demonstration
- Completed Artistic Clothing e-record
 - Includes special study written report
 - Project Story (where your idea originated)
 - What you liked best, what would change, and how item will be used
- Written report should include: Goals, Plans, Accomplishments, Evaluation
- Do a community service project and judging/evaluation
- Record participation for each activity in your notebook and e-record
- Label your items as follows: Name, County, Project Area, Class, Age Division



Special Study Outline Guide (Steps 1-5)

Step 1: Select Topic

- Selecting the project topic is the most difficult part of the project. Select a topic that:
 - is of personal interest to you
 - you have resources available to complete (ie. time, money, resource people, etc.)
 - meets a need
 - is not previously covered in another 4-H Clothing Unit

Step 2: Define Topic (I of outline)

With the help of your parents and 4-H leader clearly define your topic. Write objectives that define what you want to accomplish. These will guide you throughout your project. NOTE: See project outline example after exhibit requirements.

Step 3: Develop a Plan (II of outline)

Base criteria selected:

- Organize your project into a logical sequence of steps
- Identify and locate the information and resources needed (people, publications, websites, etc.)
- Identify the amount of time needed to finish all objectives
- Determine deadlines and mark on a calendar to schedule time to complete project
- Check plans with parents and 4-H leader. They may find something that was overlooked.

NOTE: See project outline example.

Step 4: Carry Out Plan (III of outline)

You are now ready to carry out everything identified in the plan. Changes may be needed in the plan as you begin project work. Record any changes you made in your objectives, time line, needed resources, etc. This information will be helpful as you evaluate your experience at the end. Include such things as: what you learned through the process, any discoveries were not thought about at development, and research needed to complete project.

Step 5: Carry Out Plan (IV of outline)

Evaluation is an important component of any project. Look back at planned objective. What goals were accomplished through actions and what results were expected for a realistic view of your project? Ask the following:

- Did I accomplish the goals identified at the beginning of the project?
- Was the plan of action realistic?
- What changes did I need to make?
- Am I happy with what I accomplished? If not, why?
- What changes could have made if I were to do this project again?

*Record the responses to these questions in your notebook.



Project Supplements

Refer to these resources on the state 4-H website at <https://co4h.colostate.edu/program-areas/fcs/> to help with your project design decisions.

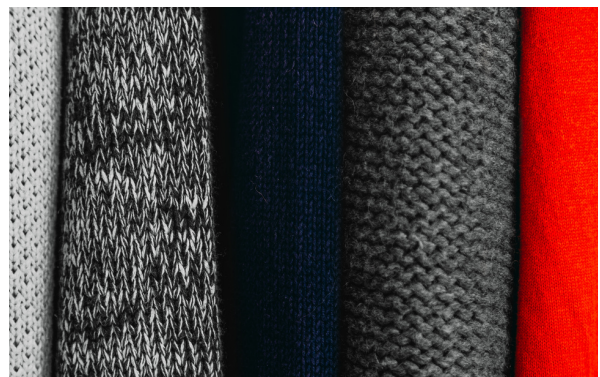
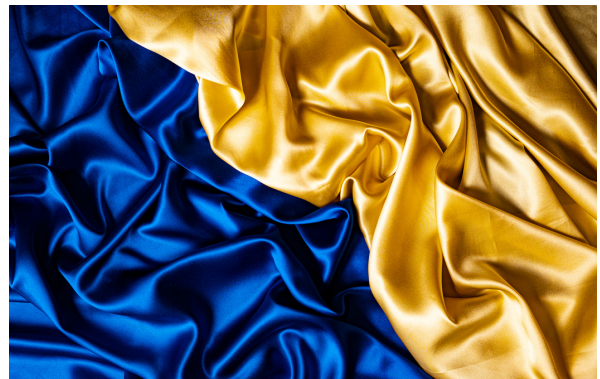
Elements and Principles of Design Supplement

This document contains vocabulary and concepts to help you make intentional decisions and describe your project. These concepts are the Elements of Art and Principles of Design which serve as building blocks of design. The document includes a Put it all Together section that will help with your garment evaluation.

Textile Types and Selections Supplement

Textiles are fiber-based materials with physical properties including fiber, structure, color, embellishment and condition. These features determine the qualities of the finished textiles and their best uses. This guide will help you pick the right fabric for your project by giving you information on different types of textiles, their characteristics, and how you might use them.

This document contains information on fiber composition, fabric structure, color, embellishment and condition.



Colorado 4-H Mission

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

Colorado 4-H Vision

A world in which youth and adults learn, grow and work together

4-H Pledge

I pledge.....

My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living
for my club, my community,
my country and my world.

Promesa 4-H

Prometo usar mi mente para pensar con más claridad,
mi corazón para ser más leal,
mis manos para ser más servicial,
mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto

“To Make the Best Better.”



Colorado4h.org