

 HEAD	 HEART	 HANDS	 HEALTH
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Artistic Clothing Creative Sewing

4-H MANUAL



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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)

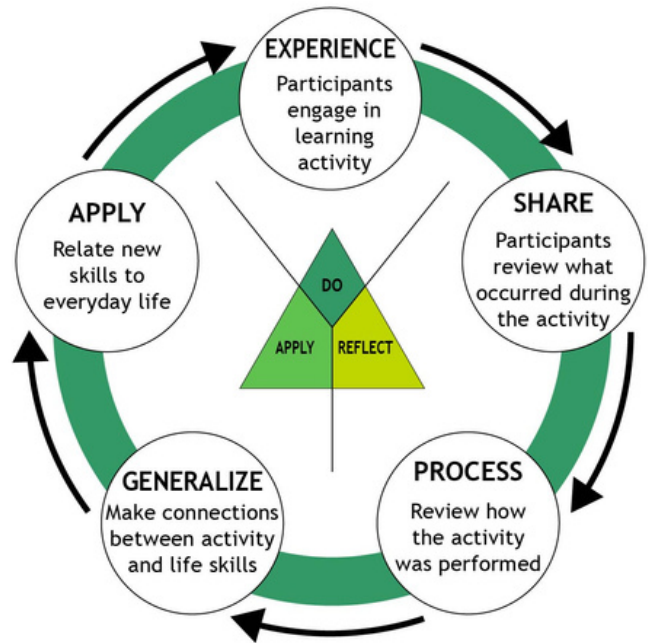
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

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:

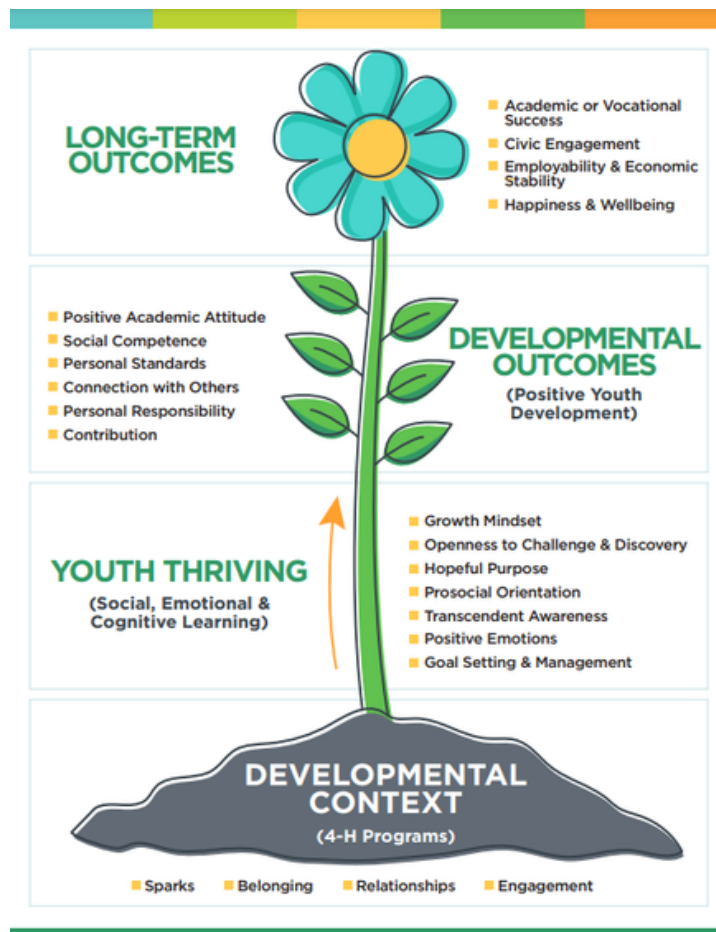
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

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/))



Creative Sewing Overview

What is Creative Sewing?

The Creative Sewing project gives you the opportunity to create fun sewing projects to use for gifts, special occasions, or a home-based business. You can make costumes for puppets, accessories, toys, stuffed animals, book bags, sleeping bags, etc. Any project which would not be exhibited as a home environment or other wearable clothing project (i.e. garments) may be made in this unit. Creativity is the key!

Project Judging Criteria

- Completeness of Artistic Clothing e-record (25 percent).
- Creativity and quality of workmanship used in making your exhibit item (75 percent).
 - Project is unique and interesting
 - Combination of materials is appealing and imaginative
 - Workmanship is suitable for intended use
 - Item/piece is appropriately finished for appearance and stability

Requirements

- Construct one to three items illustrating what was learned (costumes, puppets, accessories, toys, stuffed animals, book bags, sleeping bags, etc.).
- Small items such as accessories and small doll clothes are to be displayed on a display board.
- Exhibit a completed Artistic Clothing e-record. Include in the project story where you got the idea for your project, what you liked best about the project, what you would like to change, and how the item will be used.
- If a pattern was used, include the pattern instruction sheet with your e-record.
- Include the following on the Artistic Clothing page:
 - a list of all items made
 - a description of the steps in order of application (including product name and numbers, etc.) for your exhibit item(s).
- Do a demonstration or public speech.
- Judge/evaluate clothing products.
- Do a clothing-related community service project.
- Label your items as follow: Name, County, Project Area, Class, Age Division



Selection

Select a project in which you have a special interest or need. You may need to do some research to find information, special fabric, or patterns. There are a multitude of potential resources which may serve as a basis for this project. Your choice will depend on your use of the finished project. Check with your local library, friends, leaders, parents or Extension specialist for resource ideas.

Safety

Safety considerations are important if the project is to be used by children. Toys should not have any small, easily swallowed pieces. Halloween costumes should be flame retardant and have no limitations which would prevent a child/adult from moving freely or seeing clearly.



Home-Based Business Potential

Many 4-H members have developed their own home-based business utilizing sewing skills they have learned. This may be an opportunity for you to use your creative talents to earn extra money. However, consider what your product is, who your market will be, how you would advertise, the price you would charge, delivery, etc. Additional information on starting a home-based business is available through your local library and Extension office. Obtain a copy of "Be the E" from Shop4-H.org, to help you become an entrepreneur. Your decision to use your skills to start a home-based business will not have an impact on how your exhibit will be evaluated.



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. Note: This project is not for garments you will wear, but you may still find some useful information in the supplements.

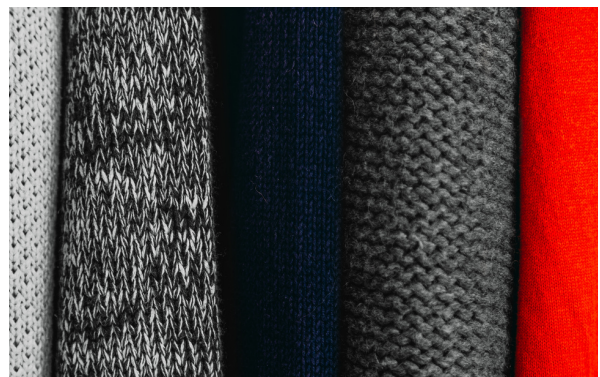
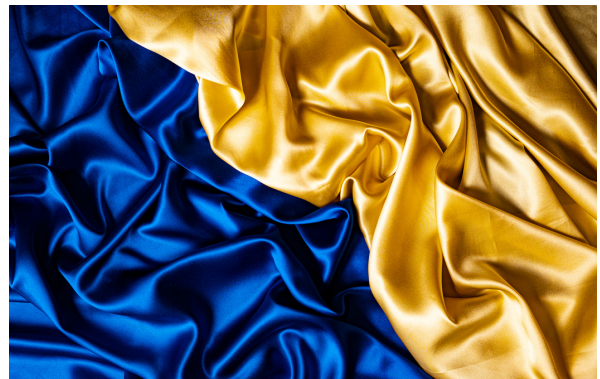
Elements and Principles of Design Supplement

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