

HEAD      HEART      HANDS      HEALTH



# Artistic Clothing Upcycle Your Style

## 4-H MANUAL



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## Acknowledgements

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Members of the 2017 Colorado 4-H clothing curriculum development committee included: Lulu Marie Hatheway, Adams County; Sharon Blackham, Yuma County, volunteer 4-H leaders; Julia Hurdlebrink, Adams County; Stephanie Mersch, Arapahoe County; Jan Nixon, Logan County; and Louise Welsby, Pueblo County, Colorado State University Extension agents; and Sue Cummings, former Extension 4-H Youth Development Specialist.

In 2017, the Curriculum and Projects Work team changed the name to Upcycle Your Style.

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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)

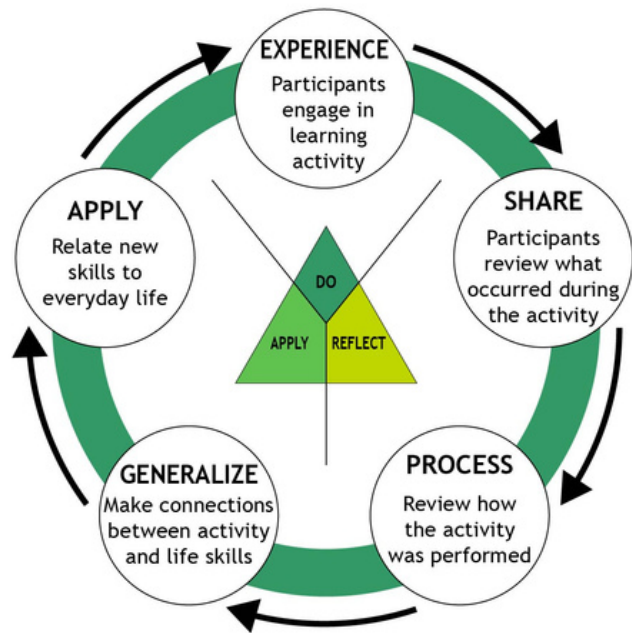
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

## 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?

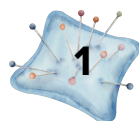




Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

## 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:

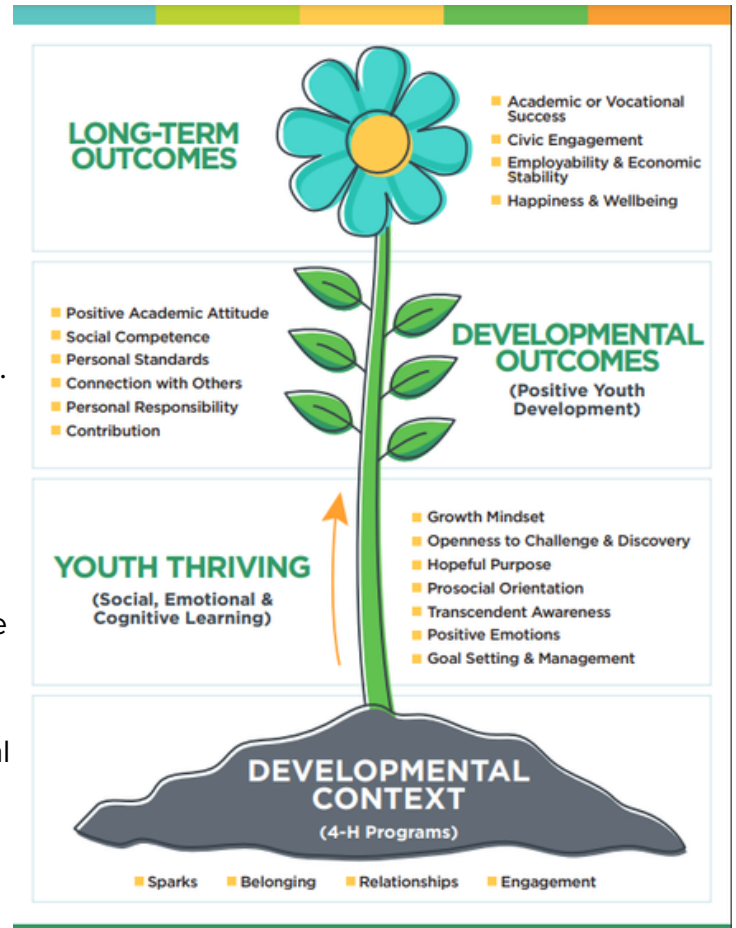
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

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/))





## Project Introduction

Welcome to "Upcycle Your Style" formerly known as Decorate Your Duds. In this project, you will have the opportunity to create clothing items that are special and unique. You are encouraged to experiment with colors, texture, fabrics, and yarns, and turn your ideas and designs into garments!

## What You Will Do In This Project

- Experiment with a variety of textile crafts
- Use different ideas and tools to create or modify a design
- Express your individualism and imagination by creating a "one-of-a-kind" garment
- Decorate a garment of your choice, such as a t-shirt, pants, jackets, blouses/shirts, etc.
- Practice modeling skills.

You are encouraged to try a variety of different textile crafts during the year. You may choose to try applique, patchwork, printing, tie-dying, batik, textile painting, embroidery, silk screening, trapunto, smocking, or other techniques during the year. Have fun exploring options available to you and creating your own designs.

Begin with something simple. The more items you make, the more you learn. You can create accessories (hats, shoes, etc.) for practice, but they cannot be used as your exhibit item.

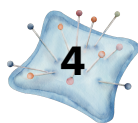
## Exhibit Options:

Your garment will be exhibited in one of three classes based on the method used to create the design. This determination is made when entering your exhibit day or fair.

1. **Applied**-Decoration is attached by gluing, fusing, or painting. Examples include jewels, puff paint, applique, tie dyed.
2. **Stitched**-Decoration may be hand or machine stitched. Examples: Applique where satin stitch is used, quilting, beading, or knitting or crochet (by self or others).
3. **Combination**-Decoration includes a significant amount (minimum of 30 percent each) from the two categories-stitched and applied on one garment.

## Project Requirements

To complete your project, check the state fair exhibit requirements and your local Extension office for county or additional requirements.



## What You Are Expected To Do

- Decorate (embellish) one to three coordinated garments that illustrate what you learned. (No accessory items such as shoes or jewelry can be exhibited.)
- Exhibit a completed Artistic Clothing e-record.
- Do a demonstration/show-and-tell/public presentation related to this project.
- Judge/evaluate products or techniques.
- Do a project-related community service activity.

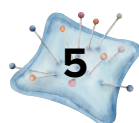
## Project Evaluation Criteria:

- **Creativity**
  - Uniqueness of design
  - Appealing and imaginative combination of materials
- **Quality of Workmanship**
  - Secure and durable decorations
  - Garment is properly finished for appearance and stability
- **Quality of Design**
  - Suitable to garment and materials used
  - Compatibility of colors and textures to product
  - Follows principles of design
- **Completed e-Record.**

## Home-Based Business Potential:

Many 4-H members have developed a home-based business because of skills learned in 4-H programs. This may be an opportunity for you to use your skills to earn some extra money. However, consider what your product is, who your customer is, how you would advertise, the price you would charge, and delivery of the finished product, etc.

Additional information on starting a home-based business is available through your local library, Extension offices, and online. Your decision to use your skills and start your own business will not have an impact on how your Upcycle Your Style exhibit is 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.

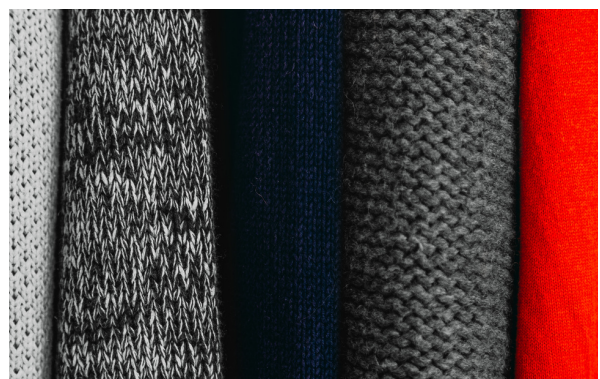
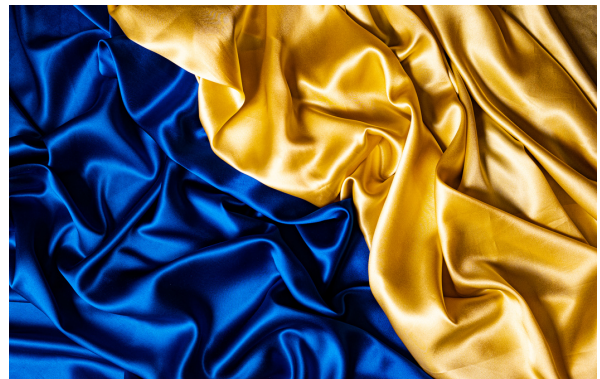
### Elements and Principles of Design Supplement

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.



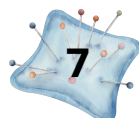
## Exhibit Preparation

Evaluating your project before and after completion will help you make decisions about your item. Go through the following checklist to evaluate your product. Under the year in the project, rate each item area using the rating below. Each year, you will evaluate the item you made. The ratings are: E=Excellent, G=Good, F=Fair, NI=Needs Improvement

<b>Evaluation Criteria</b>	<b>Years in Project</b>				
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>Before Permanently Applying Design</b>					
Prepare garment according to care instructions (pre-wash or dry clean)					
Appropriate placement of design, considering the elements and principles of design					

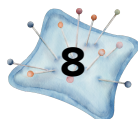
<b>Elements of Design</b>					
Line					
Shape					
Space					
Texture					
Color					

<b>Principles of Design</b>					
Proportion					
Balance					
Emphasis					
Rhythm					
Unity					
Care: Find care requirements for the items in the design (ex. buttons, beads, sequins, fabric, trim, etc.)					



# Evaluating Your Exhibit

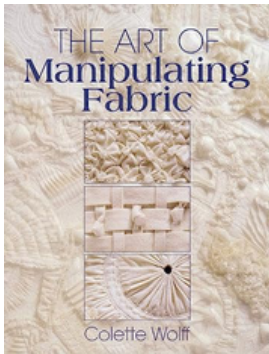
Evaluation Criteria	Years in Project				
	1st	2nd	3rd	4th	5th
<b>Preparing Your Exhibit</b>					
Check the 4-H website for Exhibit requirements at: <a href="http://colorado4h.org/events_opportunities/state_fair/index.php">http://colorado4h.org/events_opportunities/state_fair/index.php</a> Check for additional county requirements					
Design is securely attached					
Garment is clean and pressed					
Name label has been securely attached					
Care label is attached, if needed					
E-record is complete					
Cover is complete-all signatures are complete					
4-H projects that you are taking this year are completed					
Activities that helped you learn the skills for the project completed.					
Leadership development experience completed					
Citizenship/community service completed					
Demonstrations/Presentations/Speeches completed					
Expense record completed					
Project photos					
Story					
List of garments made					
Descriptions of steps in order of application					



# Resources

Beyond the Needle STEM Activities Manual (available on Shop 4-H) - This manual has great ideas and techniques to help the member with this project.

The references listed below are available on Amazon and other book stores and are for informational purposes only. You may find more resources by searching Google with key words on the Internet (fabric painting, ribbons, texture, embellishments, etc.).



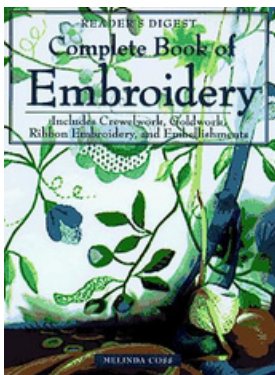
The Art of Manipulating Fabric by Colette Wolff

The author shows the possibilities for three-dimensional manipulation of fabric. Colette Wolff works from the simplest possible form, a flat piece of cloth and a threaded needle, to more difficult techniques.



Beads to Buckskins by Peggy Sue Henry

Multiple volumes are available to help learn how to bead for garments.

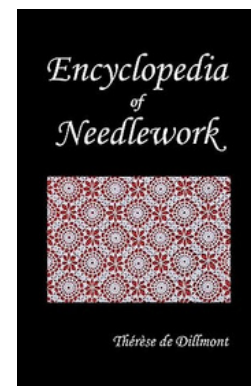
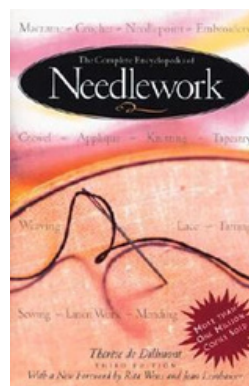


Complete Book of Embroidery by Melina Coss

This book is written for beginner and expert alike. The book describes in detail more than 100 embroidery stitches and presents creative designs for perfecting them in projects ranging from a simple child's bib to a tablecloth adorned with beautiful butterflies.

The Complete Encyclopedia of Needlework or Encyclopedia of Needlework  
by Therese de Dillmont

These books are authoritative reference guides to the art of needlecraft.





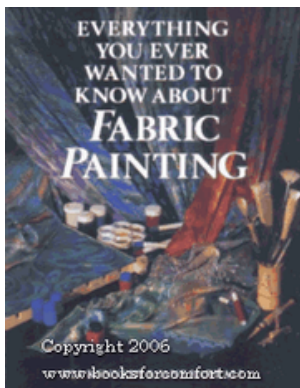
The Complete Guide to Needlework  
(Reader's Digest)  
by Peggy Sue Henry

Detailed instructions in embroidery, needlepoint, knitting, applique, quilting, patchwork, macrame, crochet, rug-making, and lacework. Over 500 pages filled with photos, diagrams, and other illustrations.



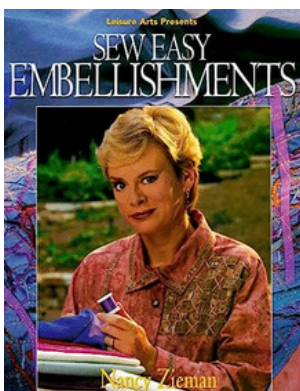
Elegant Beading for Sewing Machines and Serger by Susan Parker Beck and Pat Jennings

Learn techniques for free-motion application with individual beads for the sewing machine and the innovative use of the serger using strung beads. All 17 projects include patterns and instructions detailed enough to make this unconventional method completely accessible.



Everything You Ever Wanted to Know About Fabric Painting by Jill Kennedy and Jane Varrall

This illustrated book is packed with ideas on the art of painting on fabric.



Sew Easy Embellishments by Nancy Zieman

Using full-color photos and clear diagrams, Nancy Zieman leads readers step-by-step through a variety of embellishments, offering her signature Notes from Nancy to teach shortcuts and time-saving methods.



### **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](http://Colorado4h.org)