

HEAD HEART HANDS HEALTH



# Clothing Construction-Sewing For Others 4-H MANUAL

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# Acknowledgements

This manual was reviewed and revised from a one-page document in 2024 by:  
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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. We will cover more about teaching methodologies we recommend for this project in the Information Systems and Computing Helper's Guide.

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)

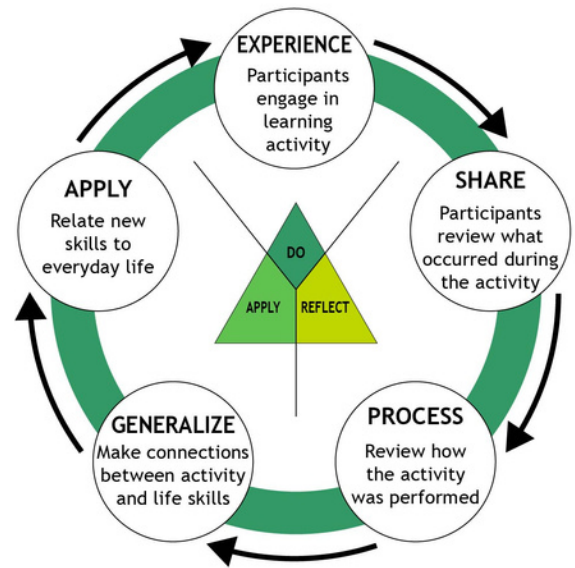
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

## 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.



## 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.

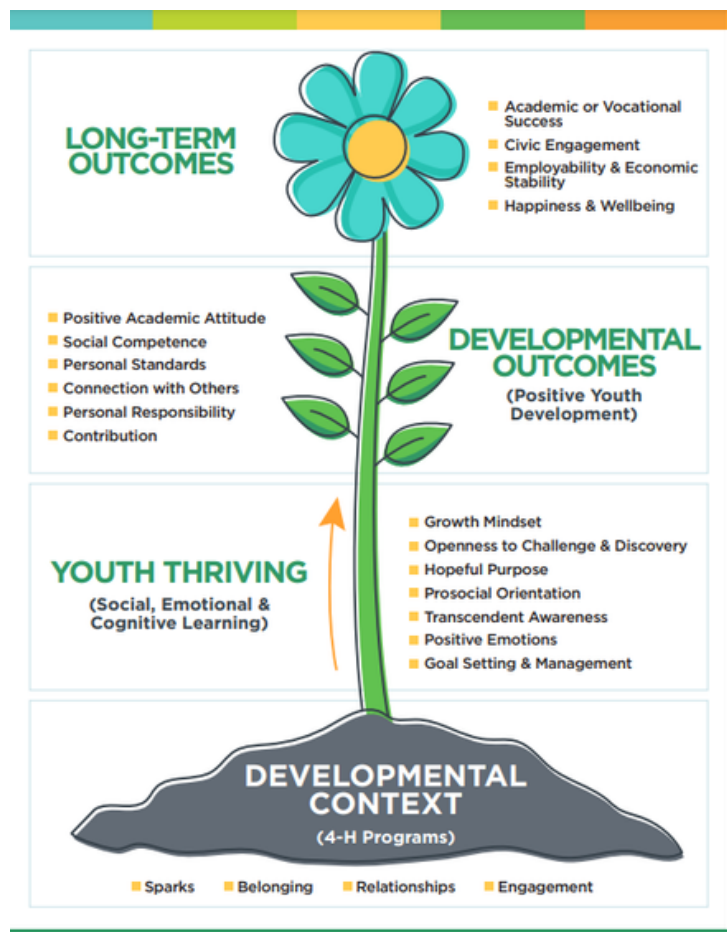
High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. High quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a 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, economic stability, happiness, and well-being.

Learn more at <https://helping-youth-thrive.extension.org/>.





## Project Information

Sewing for Others enables you to make garments for others, whether they are your family, friends, or someone who pays you to sew for them. In the Sewing for Others project, you make clothing for someone other than yourself. Any garment which would be exhibited in another clothing project should not be exhibited in this unit. For example, if you made a wedding dress for your sister, you would exhibit it in this unit. If you made a bridesmaid dress for yourself, you would exhibit it under the appropriate STEAM Clothing Unit, depending upon the fabric or type of garment. Halloween costumes should be exhibited in the Artistic Clothing project under the Creative Sewing unit even though you may have made it for someone else.

### Construction

When making a garment for another person, taking accurate measurements is extremely important. These measurements will enable you to purchase the correct pattern size and make any needed alterations. Prior to construction the actual garment, you may want to make a muslin fitting shell to verify fit. This will allow you to make needed adjustments in the pattern prior to cutting the selected fabric(s).

#### You are expected to:

- Construct one garment or outfit for another person which illustrates what you have learned.
- Exhibit a completed Clothing Construction e-record.
- Do a demonstration (show and tell) or a public speech about your project.
- Judge/evaluate clothing products.
- Do a clothing related community service project.





## Project Evaluation

Your project will be evaluated on the quality of construction techniques used (75 percent) and a completed e-record (25 percent). You may want to go back and review techniques learned in earlier units if you have any questions.

Include a pattern instruction sheet with your e-Record in a sturdy binder or notebook. In the project story, include the following information:

1. Why you chose to exhibit this item.
2. Who you made the garment(s) for.
3. Why, what new skills you learned this year.
4. What you liked best about your project.
5. What would you like to change?
6. What you learned about sewing for others? (Did you have any special pattern alterations? If so, describe.)
7. Will you continue to sew for others, why or why not?
8. Did you charge for making the garment/outfit (if so, what did you include in the billing; i.e., fabric notions, interfacing, utilities, time, mileage, etc.)?
9. What other work have you done in this project?

Include the following information on the Clothing Construction page.

1. A list of all the garments or articles made
2. Percent of fiber content of each garment or article made
3. Care of garment exhibited

### Clothing Construction Record

STEAM Clothing Units 1-3 and  
Sewing for Others Unit 4





## Home-Based Business Potential

Many 4-H members have developed their own home-based business because of skills they have learned in the 4-H program. This may be an opportunity for you to use your creative talents to earn extra money by making or altering garments for others. However, consider what your product is, who your market will be, how you will advertise, the price you would charge, delivery, etc. Will you sell your products online or in person? You may need help from an adult to start out and to be sure you are safe when selling to the public.

Use your record book or a spreadsheet to keep track of business accounting. You may need to learn how to file and pay small business taxes. The IRS.gov website has a lot of information on starting a business. Additional information on starting a home-based business is available through your local library and Extension office. Your decision to use your skills to start a home-based business will not have an impact on how your exhibit will be evaluated. Whether you start a business or not, it is rewarding to see the joy you can bring to others through what you create for them to wear.







### **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)