

# OHIO 4-H MASTER PROJECTS



4-H 431M

## Clothing Master: Design and Construction

By Kathryn C. Pepple, Ph.D., Extension Specialist, 4-H Youth Development, Ohio State University Extension; revised by Katie Johnson, Undergraduate Student Intern, Department of Agricultural Communication, Education, and Leadership, The Ohio State University.

This Clothing Master project is for members who want to make clothing in a category that is different from what they can make in other 4-H clothing project categories, or that requires specialized or professional-level skills beyond those typically used in other 4-H clothing projects. This project requires members to have previous clothing construction experience (comparable to what is required for other advanced-level 4-H clothing projects), and be able to plan and complete the project on their own with minimal supervision or assistance.

NAME \_\_\_\_\_

AGE (as of January 1 of the current year): \_\_\_\_\_

COUNTY: \_\_\_\_\_

CLUB NAME: \_\_\_\_\_

ADVISOR: \_\_\_\_\_



**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES



[ohio4h.org](http://ohio4h.org)

CFAES provides research and related educational programs to clientele on a nondiscriminatory basis. For more information: [go.osu.edu/cfaesdiversity](http://go.osu.edu/cfaesdiversity).

## Project Guidelines

---

1. Plan, construct, and evaluate at least one garment. What you make should be different from what you can make within the guidelines of other 4-H clothing project categories, or require specialized or professional-level skills to complete (beyond what would be expected in other clothing projects).
2. Take part in at least two learning experiences, as outlined and planned in Section 2.
3. Take part in at least two leadership/citizenship activities, as outlined and planned in Section 3.
4. Explore career opportunities in which you might apply or use what you learn by completing this project, as outlined in Section 4.
5. Keep records of what you do, when you do it, how much you spend, and what you learn as you complete the project. This is Section 5.
6. Have someone take pictures of you working on your project at different stages as you progress from the beginning through completion, and attach copies of the photos in section 6 or in a separate project scrapbook.
7. Take part in a judging activity to evaluate the results of your project with someone else. The judging activity could be a simple discussion with your local 4-H advisor about what you did particularly well with your project, and what you might like to do better next time, or it could be a more complex activity such as participating in your county's 4-H clothing judging or fashion revue to see how the results of your work compare with those of other members enrolled in the Clothing Master project.

## Section 1: Planning What to Do and Doing What You Plan

---

What do you want to make in this project? Read and consider the information in this section, then decide what you want to do and when you want to do it. Outline your plans in the space at the end of this section.

To complete this project, you should plan, construct, and evaluate at least one garment. Whatever you make should be different from what you can make within the guidelines of other 4-H clothing project categories, or should require specialized or professional level skills to complete (beyond what would be expected in other 4-H clothing projects). Here are a few examples of the many things you can do for your Clothing Master project:

- Learn to use a computer assisted design program or the draping method of clothing design to design and make a unique outfit for yourself.
- Spin your own thread or yarn and then knit, crochet, or weave it into a garment.
- Develop hand-tailoring skills and make suits or tuxedos for the groom and groomsmen in a bridal party.
- Do a “clean sweep” of your clothes closet and drawers, and organize what you put back to include only garments that fit, are in good repair, and that go together in “total look” outfits by:
  - Repairing anything that needs to be repaired
  - Giving away or selling anything that does not fit or that you will not wear
  - Organizing what you keep by hanging up together all the parts of the total look outfits you plan to wear in the next week or two
  - Making one or two custom garments to update your wardrobe for the next season.

These are just “starting place” ideas. The whole notion of a master project is to decide for yourself what you want to do; other ideas and use of your creativity are greatly encouraged. Just make sure what you plan is different from what you could do in other clothing projects, and do what best suits your needs and interests. This project may be completed or repeated over several years, as long as new skills are developed each year,

and as long as additional sources and activities are used. Be sure to enroll in 4-H and register your project with your Extension office each year.

Before deciding for sure what you want to do or make for your project, complete the following:

- Discuss your ideas with family, friends, and your 4-H advisor.
- Talk with someone who has done something similar to what you are planning, and ask for tips and advice.
- Check books about your topic at the library before you begin.
- Visit websites that provide more information about what you plan to do.
- Check your county's project guidelines (if any) for additional requirements, especially if you choose to participate in county project judging or prepare an exhibit for the fair.

### **My Advanced Clothing Project Plan**

Use this table to outline your goals (what you want to do in your project), the specific steps you need to take to accomplish those goals, and when you plan to do them.

| <b>Goals</b> | <b>Objectives</b> | <b>Dates</b> |
|--------------|-------------------|--------------|
|              |                   |              |

## Section 2: Project Learning Experiences

---

Learning experiences are organized programs or events in which you learn from other people about things related to your project, beyond what you would do by yourself. Choose **at least two** learning experiences from the list below (or create your own). Write them in the table below. Record your progress by asking your project helper to initial next to the date when each one is completed. You may add to or change these activities at any time.

- Attend a clinic, workshop, demonstration, or speech on a topic related to your project.
- Attend a county, area, statewide, or National 4-H officers and advisors conference and participate in sessions related to teen leadership.
- Participate in county judging.
- With your club or family, visit two stores that each sell supplies or items similar to what you are making in your project, and compare prices and services.
- Prepare your own demonstration, illustrated talk, or exhibit.

| Learning Experiences (include location) | Date Completed | Project Helper Initials |
|---|----------------|-------------------------|
|   |                |                         |
|   |                |                         |
|   |                |                         |
|   |                |                         |
|   |                |                         |

## Section 3: Leadership/Citizenship Activities

---

Leadership and citizenship activities provide opportunities for 4-H teens to live the 4-H pledge—by using their heads, hearts, hands, and health to think clearly, promote loyalty, provide service, and live better to improve their clubs, communities, country, and world. Choose **at least two** leadership/citizenship activities from the list below (or create your own). Write them in the table below. Record your progress by asking your project helper to initial next to the date when each one is completed. You may add to or change these activities at any time.

- Make shawls, bibs, slippers, lap robes, chemo caps, or other needed items for a local hospice or care center.
- Encourage a friend or a younger person to join 4-H and take a clothing project, or help younger members plan and complete a clothing project
- Do a modeling lesson and interview practice session for younger members to help them prepare for judging.
- Arrange to take your sewing equipment to a local senior center or nursing home and do mending for residents.
- Attend a local township trustees meeting or county commissioners meeting, and tell them about you and your club's service projects.
- Assist in setting up for and cleaning up after a club, county, or area 4-H fashion revue or another 4-H event.
- Prepare an illustrated talk, speech, or skit related to your project, and present it for your 4-H club or at the county or area 4-H speaking contest.
- Invite a director or board member from a local shelter or charity to talk with your 4-H club about what their clients need, and donate gently used items to help.

| Leadership/Citizenship Activities | Date and Locations of Activities I Completed |
|-----------------------------------|--|
|                                   |  |
|                                   |  |
|                                   |  |
|                                   |  |
|                                   |  |

## Section 4: Explore Career Opportunities

One benefit of completing 4-H projects is that they give you a chance to think about and explore potential career opportunities. Many former 4-H teens use the skills and abilities developed in 4-H clothing projects in their careers. Some have successful careers directly related to clothing such as fashion designers, buyers and merchandisers, textile scientists, sewers, home economists, salespersons, and many others. Even if you do not pursue a career in a clothing field, you will use your 4-H clothing experience throughout life. It will serve you well when you want to achieve a “total look” through fashion, design, fit, construction, grooming, posture and poise,

and personable qualities. You will know how to look your best and present a good appearance in any career field.

Talk with a parent, project helper, or friend and brainstorm a list in the table below of at least three careers in which you could apply what you learn through this project. In the middle column, list the name of someone you know who could tell you more about that career. Select *one* of the people listed to interview them about their field and how to succeed in it. Summarize what you learned in a 2-page double-spaced essay.

| Clothing Career/Job Title | Person you could visit with who knows about the career | Date you visited ONE of these people about the career |
|---------------------------|--|---|
|                           |  |   |
|                           |  |   |
|                           |  |   |

**What I Learned:**

## Section 5: Record Keeping

Keep records of what you do, when you do it, how much you spend, and what you learn as you complete the project. Summarize your records in the table below. Add additional pages if needed.

| Date | What I Did | Cost | What I learned |
|------|------------|------|----------------|
|      |            |      |                |
|      |            |      |                |
|      |            |      |                |



4-H clothing judging or fashion revue to see how the results of your work compare with those of other teens enrolled in the Clothing Master project. To prepare for judging, evaluate what you did for your project using by answering these questions:

1. Describe what you did for this project.

2. What led to this decision?

3. What did you do especially well in your project? What are the best parts of your project?

4. If you could improve anything about your project, what would it be? What will you do differently next time you attempt to make something like what you made in your project?

**Date Judging Activity Completed:** \_\_\_\_\_

Copyright © 2015, The Ohio State University

Ohio State University Extension embraces human diversity and is committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status. This statement is in accordance with United States Civil Rights Laws and the USDA.

*Keith L. Smith, Associate Vice President for Agricultural Administration; Associate Dean, College of Food, Agricultural, and Environmental Sciences; Director, Ohio State University Extension; and Gist Chair in Extension Education and Leadership.*

For Deaf and Hard of Hearing, please contact Ohio State University Extension using your preferred communication (e-mail, relay services, or video relay services). Phone 1-800-750-0750 between 8 a.m. and 5 p.m. EST Monday through Friday. Inform the operator to dial 614-292-6181.