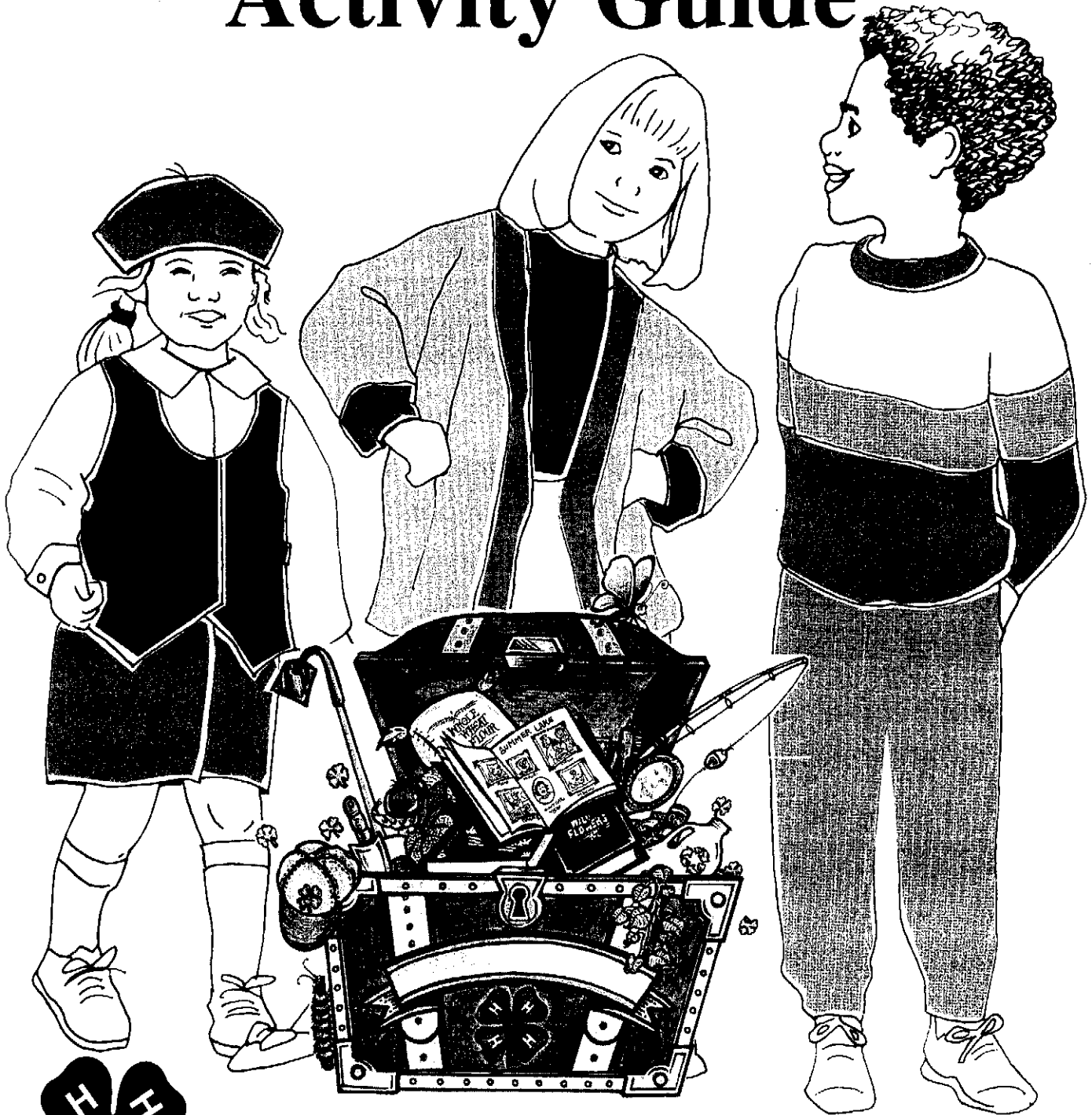


Clothing

Activity Guide



K-3RD GRADE PROGRAM

North Carolina Cooperative Extension
North Carolina A&T State University
North Carolina State University

Dear Parent or Partner,

The activities in this guide are group activities, and all are designed with a special emphasis on experiential learning. Many of the activities are self-contained: you will need nothing more than this guidebook and common household items to lead 4-H'ers through them. Some activities require handouts, and originals of these handouts, which you can trace or photocopy, have been provided. Another source for these handouts is the North Carolina A&T Cooperative Extension Program's WWW site (<http://www.ncat.edu/~soa/extension/programs/clothing>). All these activities are readily adaptable to a variety of conditions and large as well as small groups of children.

Each of these activities is designed to help children develop one or more "life skills." "Life skills" are abilities, knowledge, attitudes or behaviors that enable people to manage real-life situations and transitions, and live comfortably with others. This curriculum is designed to help children develop competencies in social interaction, decision-making, health and physical fitness, self-understanding and self-education.

In the Step I Clothing, children learn about grooming, why we wear clothing, and the clothing worn by people in other countries. The Step II Clothing project book exposes children to clothing care and repair. This group activity guide is designed to extend the learning experiences and activities children gain in their Step I and Step II Clothing Mini-Project Books. These activities, designed for parents or partners to use with groups of 4-H'ers, will expose children to a variety of learning experiences related to clothing and grooming. At several points in each activity, questions are provided for parents or partners to ask 4-H'ers. To help children develop critical thinking skills, most questions are open-ended, without right or wrong answers.

Each activity contains eight sections. The first three sections are the learning objectives, materials needed and background information. The fourth section has detailed instructions for the activity, and it is at this point that the "Experiential Learning Process" begins. In the Experiential Learning Process, the activity is an experience for 4-H'ers. Experiential Learning does not stop with experience alone, and the final four sections — sharing, processing, generalizing and applying — are equally important. These final four sections provide questions which the 4-H'ers should be asked, to help them think through the experience and evaluate it.

For additional information on the Experiential Learning Process, see the diagram inside the back cover of this group activity guide.

With your assistance, encouragement and guidance, your child and other members of the 4-H club will learn much and develop a positive attitude toward group dynamics and the learning process. Feel free to contact the 4-H Extension agent at your local Cooperative Extension Center for more information.



Activity 2

Are My Hands Clean?

Objective

Children will learn the importance of keeping their hands clean and will practice hand-washing techniques.

Materials Needed

- Florescent paint
- Hand lotion
- Soap
- Sink with hot water
- Towels
- Lamp with black light bulb (available at hardware stores)

Background

Overall appearance is important. Good grooming means keeping neat and clean. By following a daily routine, children can be certain to groom themselves properly. In addition to bathing, hair should be clean, combed and brushed regularly.

Clean hands are healthy hands. Hands that are dirty can spread germs. To be sure their hands are clean, children should wash them thoroughly with soap and water. It's important for them to understand when — and why — they should wash their hands.

EXPERIENCE

1. Have the 4-H'ers wash their hands at the sink, using soap and water. Be certain they dry them well.
2. Give each child lotion that has been mixed with florescent paint. Have them to rub the lotion thoroughly into their hands.
3. Have the 4-H'ers wash their hands again using soap and water. Be sure they dry them well.

4. Have the children look at their hands under the black light. If they washed them well, they will not see any florescent paint on their hands.

LET'S TALK

Ask the 4-H'ers:

1. Are your hands really clean? Is there still paint around the fingernails and in cracks in the skin?
2. Why is it important to wash our hands and keep them clean?
3. Did you wash your hands well the second time?
4. When is it important to wash our hands?

PROCESSING

Ask the 4-H'ers:

1. Do you wash your hands the proper way every time they are dirty?
2. Could you show someone else how to wash their hands?
3. Are there products other than soap which we can use to wash our hands?

GENERALIZING

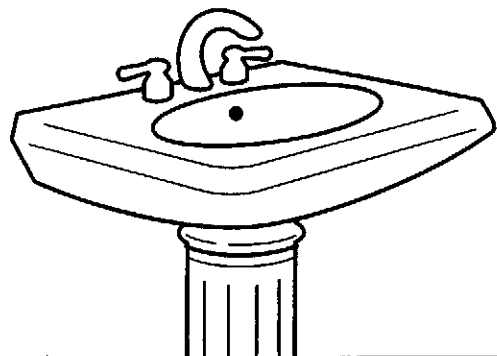
Ask the 4-H'ers:

1. What did you learn about how you wash your hands in this activity?
2. Why is it important to know if your hands are clean?
3. Why is it important to wash your hands?
4. What did you learn about your hand-washing techniques through this activity?

APPLYING

Ask the 4-H'ers:

1. How will you wash your hands in the future?
2. How will you use what you learned in the future?
3. What will you do differently in the future?





Activity 3

Culture Memory

Objective

Children will understand different types of clothing worn by people in other countries.

Materials Needed

- Two copies of the "Clothing from Other Cultures" cards on page 4 cut along the dotted lines
- Pictures (from magazines or newspapers) of clothes from other countries
- Optional: Samples of clothes from other countries, and a world map or globe

Background

People who live in other countries often dress differently than people in the United States. Dress is one way that people express their cultural identity. Although today people in some countries dress like the people in the United States, many countries still have an identifiable, cultural dress. Learning about other cultures helps us understand our own culture and customs.

In many countries, traditional dress is very colorful and exciting to see. Many times, the garments or the accessories have special meanings.

EXPERIENCE

1. Mix up the "Clothing from Other Cultures" cards and place them on a table, face down, in two rows of eight cards each.
2. Let one of the 4-H'ers flip a card over so it is face-up, and then flip over a second card. If the cards match, then the 4-H'er picks the pair of cards up, and takes another turn at flipping cards and attempting to match. If the pair of cards flipped over doesn't match, then another 4-H'er gets to flip cards, attempting to match them.
3. The game continues until all the cards have been matched and picked up by 4-H'ers.

4. The 4-H'er with the most cards gets to set the cards on the table face down for the next round.
5. The 4-H'er who sets the cards on the table should sit out the round, and rejoin the game when another 4-H'er has arranged the cards face down.
6. If a globe or map is available, help the 4-H'ers locate the countries where clothing on the cards is worn.

LET'S TALK

Ask the 4-H'ers:

1. Were you able to recognize the same clothing from other countries to make the matches?
2. What are the names of some items of clothing from other countries and cultures?
3. Why do people wear different types of clothing?

PROCESSING

Ask the 4-H'ers:

1. If you could wear any clothing from any other country or culture, what would it be?
2. What country's clothing do you like the best?
3. What do you like about clothing from another culture that makes you think you would like to wear it?
4. Have you ever seen anyone wearing clothing that is from another country or culture?

GENERALIZING

Ask the 4-H'ers:

1. What have you learned about the different clothes worn by people in other countries and cultures?
2. Why is it important to know how people in other countries dress?
3. How does knowing that other people dress differently from you influence the way you look at them?

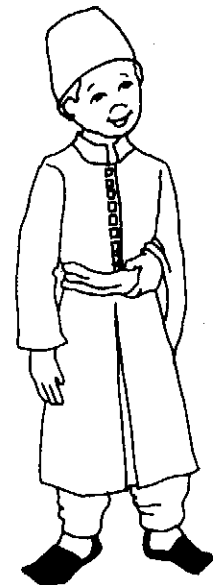
APPLYING

Ask the 4-H'ers:

1. How will you use what you have learned the next time you see someone who is dressed differently from you?
2. How will what you have learned help you in other situations?
3. Will you recognize the names of clothing other people or cultures wear the next time you see them?

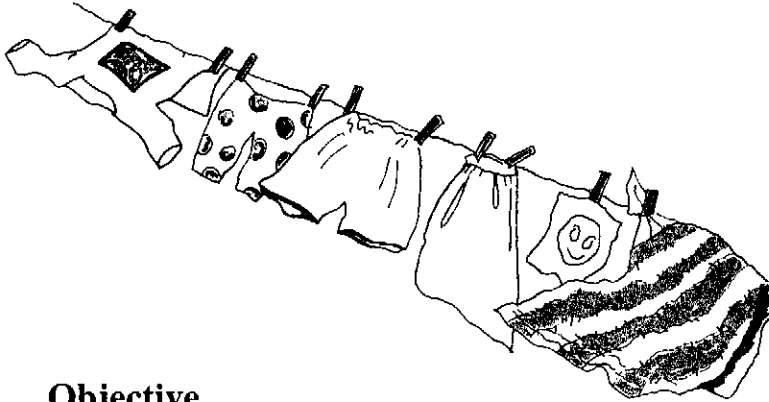


Cultural Memory Game



Activity 4

This is the Way We Clean Our Clothes



Objective

Children will demonstrate how to prepare clothes for the laundry.

Materials Needed

- A copy of "This is the Way We Clean Our Clothes" (next page) for each 4-H'er

Background

Clothes are one of the greatest expenses families have. That is why it is so important to take proper care of clothes. Children can learn at early ages the best ways to take care of their clothes.

Clothes not only look nicer if they are kept clean, they also last longer than they do if they are always dirty and do not receive the right treatment. There are a few things everyone can do to care for their clothes.

EXPERIENCE

1. Distribute the words to "This is the Way We Clean Our Clothes" to each participant.
2. Play the game "This is the Way We Clean Our Clothes." Children stand in a circle and begin to sing. When the second verse begins, they act out the laundry step.

LET'S TALK

Ask the 4-H'ers:

1. Why is it important to clean our clothes?
2. Why is it necessary to follow certain steps when we do the laundry?
3. How do you feel when you wear clean clothes?

PROCESSING

Ask the 4-H'ers:

1. Was it easy to sing "This is the Way We Clean Our Clothes?"
2. Is it easy to prepare the clothes for the laundry?
3. Could you tell someone the correct way to do the laundry?

GENERALIZING

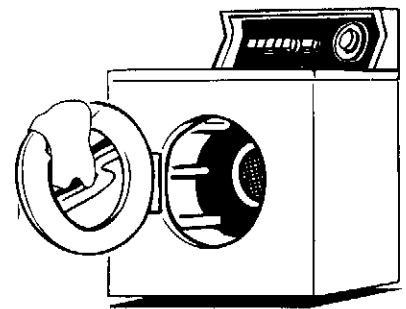
Ask the 4-H'ers:

1. What will you do the next time your clothes need to be washed?
2. Can you think of other things that need to be done to clothes before they are cleaned?
3. What other personal items do you wash?

APPLYING

Ask the 4-H'ers:

1. Will you be able to sing "This is the Way We Clean Our Clothes" the next time you get your clothes ready for washing?
2. Will you be able to teach this song to a brother, sister or friend so they can begin to learn how to help with the laundry?
3. Do you know other songs which are sung when working or playing?



This is the Way We Clean Our Clothes



This is the way we clean our clothes,
clean our clothes, clean our clothes.
This is the way we clean our clothes
so early in the morning.

This is the way we empty our pockets,
empty our pockets, empty our pockets.
This is the way we empty our pockets
so early in the morning.

This is the way we look for stains,
look for stains, look for stains.
This is the way we look for stains
so early in the morning.



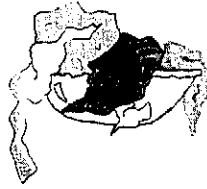
This is the way we sort the clothes,
sort the clothes, sort the clothes.
This is the way we sort our clothes
so early in the morning.

This is the way we wash our clothes,
wash our clothes, wash our clothes.
This is the way we wash our clothes
so early in the morning.

This is the way we dry our clothes,
dry our clothes, dry our clothes.
This is the way we dry our clothes
so early in the morning.

Step II

Activity 5 The Pileup



Objectives

Children will learn how to sort clothes before they are laundered.

Materials Needed

- One copy of the checklist below the dotted line on the next page for each 4-H'er, and one of the drawings of clothing items above the dotted line on the next page for each 4-H'er
- Tape
- Crayons
- Scissors

Background

Sorting clothes is one of the first steps to take in preparing clothes for laundry, and even young 4-H'ers can get their clothes ready for the washing machine by sorting them. Sort clothes (put them into piles) according to:

color — whites with whites, darks with darks, brights with brights

soil — very dirty with very dirty, lightly soiled with lightly soiled

fabric type — delicates (lingerie, blouses) with delicates, heavy (blue jeans) with heavy

linting — fabrics that give lint (towels), fabrics that receive lint (socks)

★ EXPERIENCE

1. After each 4-H'er has a checklist and small drawing representing what clothing item they will be, tell the group:

It's very important to sort clothes out correctly before they are placed in a washing machine. Clothes which will require bleach or other additives should not go in the washer with clothes which might be ruined by these additives. We need to also be careful not to wash dark clothes with light clothes, so the dark clothes don't fade and ruin the light clothes. Some types of fabrics don't get along well with others in the dryer. "Lint givers," such as towels, will make a mess of socks and sweatshirts made of fabrics which like to pick up lint.

2. Give the 4-H'ers time to color their garment icons.

3. Have the 4-H'ers tape their garment icon on the space provided on their checklists.

4. Explain to the 4-H'ers that they should go through their checklists and check off the other types of clothing that could join them in the washing machine, and give them time to fill out their checklists.

5. Have all but one of the 4-H'ers line up, holding up their checklists, which are folded so only the clothing icon shows.

6. The remaining 4-H'er will go down the line, deciding who will be joining him or her in the sorting pile. Encourage this 4-H'er to explain each choice. The other 4-H'ers selected will follow the leader on to the sorting pile.

7. Repeat until all 4-H'ers have had a chance to walk through the process.

★ LET'S TALK

Ask the 4-H'ers:

1. Why is it important to sort clothes?
2. What are the piles or categories we sort clothes into?
3. Can you name clothes that will go in different sorting piles, depending on what color they are?

★ PROCESSING

Ask the 4-H'ers:

1. Was it easy to decide which other items of clothing went in the sorting pile with the item you were pretending to be?
2. Do you think some of the clothing items the other 4-H'ers were pretending to be were easier than yours? Which ones?

★ GENERALIZING

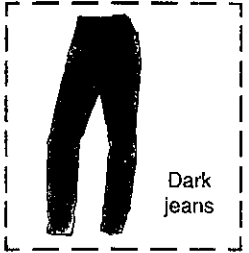
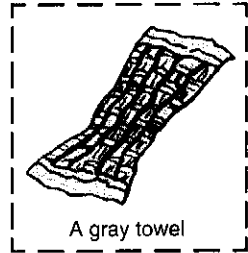
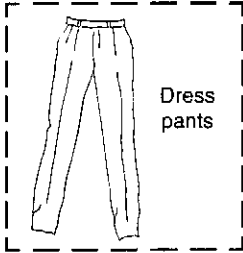
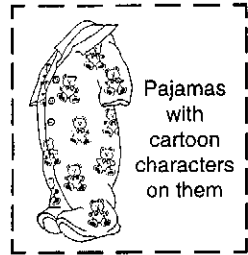
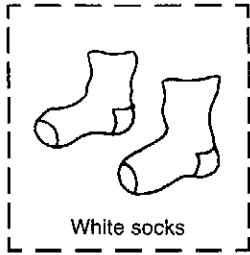
Ask the 4-H'ers:

1. What will you do the next time you have to get clothes ready to wash?
2. What could happen if the laundry is not sorted the right way?

★ APPLYING

Ask the 4-H'ers:

1. Do you think you will be able to help sort your laundry at home?
2. Will you be able to show other members of your family how to sort laundry?



Tape the picture of the clothing item you are going to pretend to be here

Tape the picture of a clothing item you are given in the space to the left. After you have the clothing item taped in place, think about which other clothing items should join you in the washing machine, and check them off on the checklist below. After you have checked off the other clothing items which will join you in the washing machine, fold this sheet of paper along the dotted line.

FOLD

- | Yes | No | |
|--------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | A white Sunday dress |
| <input type="checkbox"/> | <input type="checkbox"/> | White socks |
| <input type="checkbox"/> | <input type="checkbox"/> | A white dress shirt |
| <input type="checkbox"/> | <input type="checkbox"/> | Colored pajamas |
| <input type="checkbox"/> | <input type="checkbox"/> | A soiled light-colored soccer jersey |
| <input type="checkbox"/> | <input type="checkbox"/> | Dress pants |
| <input type="checkbox"/> | <input type="checkbox"/> | A dark t-shirt |
| <input type="checkbox"/> | <input type="checkbox"/> | Dark socks |
| <input type="checkbox"/> | <input type="checkbox"/> | A gray towel |
| <input type="checkbox"/> | <input type="checkbox"/> | Dark jeans |



Activity 6

Button, Button - Who's Got the Button?

Objective

Children will learn how to sew on a button.

Materials Needed

For each participant:

- One shoestring
- One piece of cardboard, 8 1/2 X 11
- One copy of the t-shirt and button patterns on page 7
- One pen or pencil

Background

If a button is loose or missing, it is important to replace it before the garment is washed. Loose buttons can fall off and get lost in the washer, and if clothes or pants are washed with buttons missing the buttonhole may shrink and lose its shape. There are two types of buttons: those with a shank (a built-in piece on the bottom of the button to hold the button away from the fabric) and those without a shank.

Buttons should be fastened before clothing is washed so that garments will retain their shape.

EXPERIENCE

Tell the 4-H'ers:

1. Today, we're going to use a shoestring and a cardboard button to learn how to sew on a button. Although this will be good practice for using a real needle and thread, you will still need an adult's permission and supervision before you try replacing a button that has fallen off your clothing.
2. Distribute copies of the button and t-shirt patterns to the 4-H'ers and have them trace them onto cardboard.
3. Have the 4-H'ers tie a knot in one end of the shoe lace. The other end of the shoestring will serve as a "needle."

4. Have the 4-H'ers poke holes for their "needles" in the places for holes in their cardboard buttons.

5. Show the 4-H'ers how to make the first stitch by pushing the "needle" down through the shirt until the knot holds the shoestring from going farther, and then how to bring the needle back up through the cardboard t-shirt into one of the holes in the button.

6. Have the 4-H'ers continue to push the "needle" through the button holes and cardboard t-shirt until the button is secure — about 6 times.

7. Once the button is flush against the shirt, show the children how to tie off their thread by looping it through the stitches on the underside three or four times.

LET'S TALK

Ask the 4-H'ers:

1. Why are buttons important?
2. Where are there buttons on your clothes?
3. Is there any other type of fastener you can use besides a button?

PROCESSING

Ask the 4-H'ers:

1. Why do buttons come in different shapes and sizes?
2. Why is it important to sew on a button?
3. What are the steps in sewing on a button?

GENERALIZING

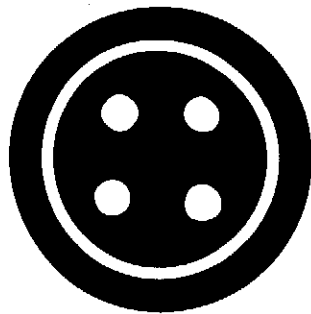
Ask the 4-H'ers:

1. What will you do the next time you see a loose button?
2. Can you name fasteners other than buttons which close up gaps in clothing?
3. What types of clothes have buttons?

APPLYING

Ask the 4-H'ers:

1. Do you have any clothes which should be repaired before they are washed again?
2. Do any of your clothes have shank buttons?
3. How long does it take to sew on a button?



Activity 7

Wash Day Blues



Objective

Children will learn the step-by-step process for getting their dirty clothes clean and back in their closets and drawers, and points in this process where they can contribute.

Materials Needed

- A copy of the checklist below the dotted line on the next page for each 4-H'er
- One of the garment icons from the top of the next page for each 4-H'er
- One of the station icons from the bottom section of the next page for each 4-H'er
- Tape
- Crayons
- Scissors

Background

When laundry is done in the right order, clothes will look better and last longer. If something is done out of sequence, the result might be damaged or ruined clothing. Follow these easy steps for clean clothes:

- Keep dirty clothes in a basket or hamper until it is time to wash
- Repair torn or ripped clothes, pretreat stains
- Empty pockets, zip all zippers, and button all buttons
- Sort dirty laundry by color, water temperature for washing, and bleach or other laundry products which will be used in the washer
- As soon as the clothes are washed and dried, fold them or hang them on hangers and put them in closets or drawers

★ EXPERIENCE

1. After each 4-H'er has a checklist and an icon representing what clothing item they will be, tell the group:

There are several steps for getting our clothes from the dirty clothes cleaned and back to closets or drawers. Some steps aren't necessary for some clothes. Other steps are necessary for all types of clothing. All of you have the checklist with all the possible steps for getting clothes from the dirty clothes hamper cleaned and back to closets and drawers. All of you also have a slip of paper which tells what kind of clothing you are going to pretend to be for a game we're going to play. Before we play the game, you need to go through your checklist and decide what places you — as jeans, a dress shirt, or whatever you're going to pretend to be — will need to stop.

2. Give the 4-H'ers time to color and cut out their garment icons.
3. Have the 4-H'ers tape their garment icon on the space provided on their checklists, and their station icon to the back of the checklist.
4. Give the 4-H'ers time to fill out their checklists.
5. Have all but one of the 4-H'ers line up, in order, with their station symbols taped on their chests.
6. The remaining 4-H'er will pretend to be the garment on his or her checklist, and go from station to station saying why he or she does or doesn't need to stop there on the way to the washing machine and dryer. (The adult leader should substitute in at the station left vacant by the 4-H'er pretending to be a garment.) Encourage the 4-H'ers to be creative in their explanations of why they are or are not stopping at each station. Let them tell brief stories about how they came to be torn, real dirty, or where they were worn prior to need to launder.
7. Once the first 4-H'er has made it to the washer and dryer, he or she returns to the station on the back of their checklist, and another 4-H'er gets to proceed through as a garment. Continue until all 4-H'ers have had a chance to walk through the process.

★ LET'S TALK

Ask the 4-H'ers:

1. Did you know there was an order for doing laundry before we played that game?
2. Did you know there were so many steps for getting clothes from the dirty clothes hamper cleaned and back in your closet or dresser?
3. What steps in the process can you do all by yourselves? Which steps should you leave to your parents or another adult?

★ PROCESSING

Ask the 4-H'ers:

1. Is doing laundry a hard job?
2. Can you tell or teach someone else how to do the laundry?
3. What is the hardest part of doing the laundry?

★ GENERALIZING

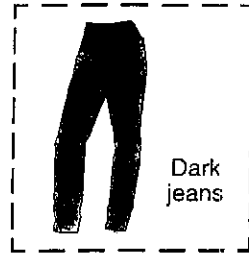
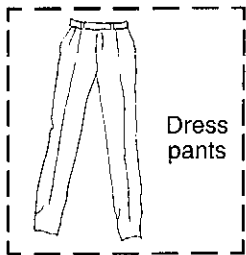
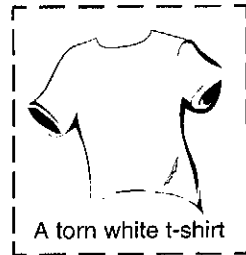
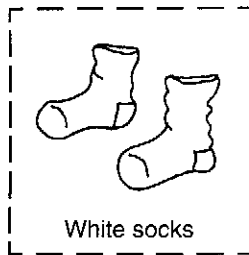
Ask the 4-H'ers:

1. What will you do with your dirty clothes from now on?
2. Have you ever done any laundry before? Tell about it.
3. Do all clothes get cleaned in a washing machine?

★ APPLYING

Ask the 4-H'ers:

1. Can you think of other chores around your home which have a step-by-step procedure?
2. Will you be able to tell your brother, sister or friends how they can help with the laundry?



Tape the picture of clothing here

Tape the picture of the clothing item you are given in the space to the left. You will also receive a picture of one of the stations clothes stop at as they move from the dirty clothes basket to closets or drawers. Tape this picture to the back of this sheet.

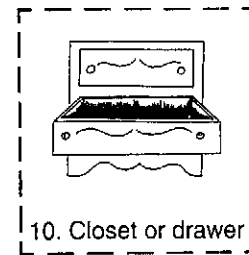
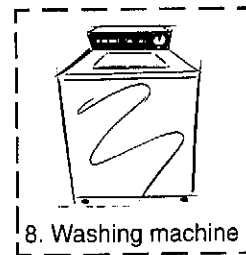
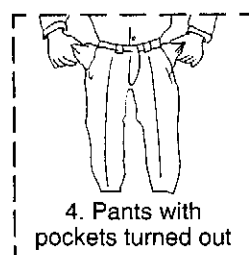
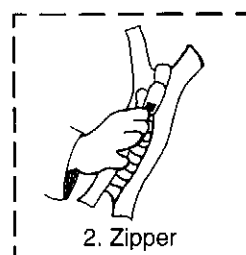
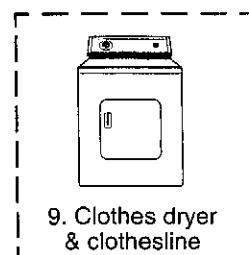
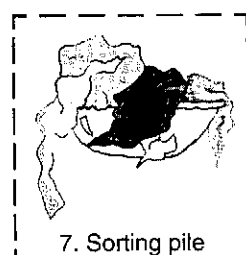
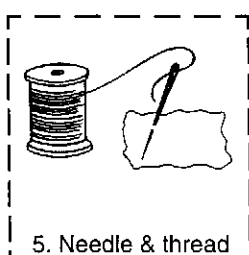
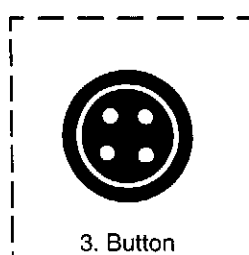
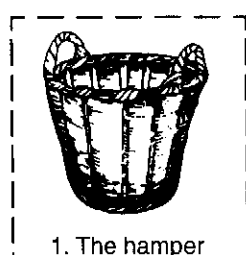
After you have your pictures taped in place, think about which stations your clothing item will have to stop at on its route from dirty to clean, and check off those stations on the checklist below.

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

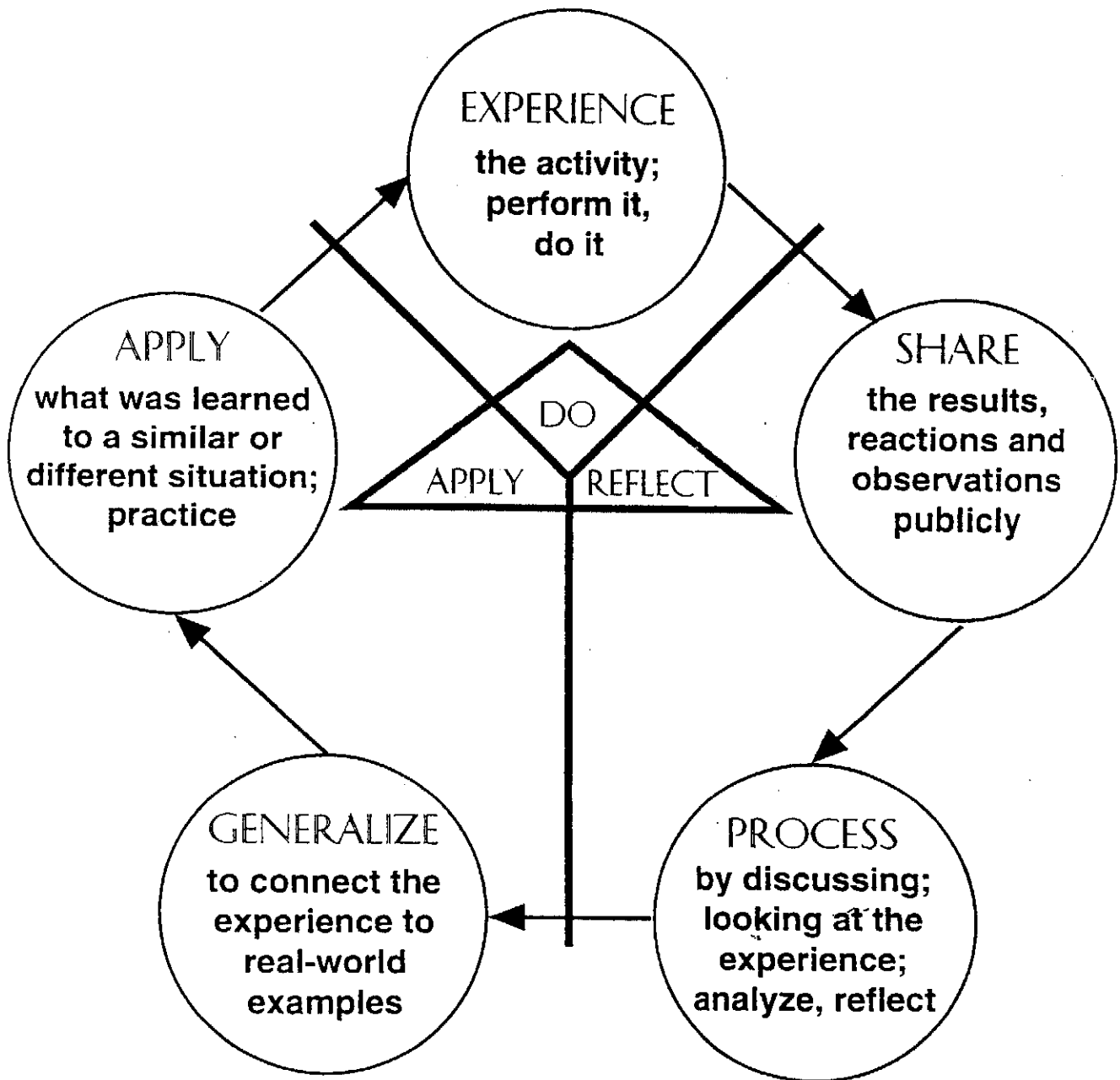
- The hamper or clothes basket?
- Empty pockets?
- Zip the zipper?
- Button the buttons?
- Pretreat for stains?
- Sew up rips or tears?

- | | |
|--------------------------|--------------------------|
| Yes | No |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- The sorting pile?
- The washing machine?
- The dryer or clothes line?
- The ironing board?
- A closet?
- A drawer?



EXPERIENTIAL LEARNING MODEL



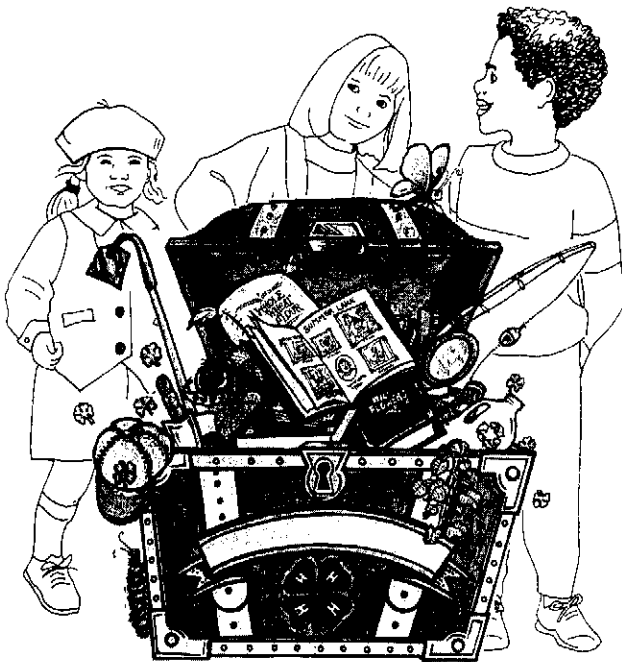
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North Carolina Cooperative Extension Program

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Clothing



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