

IRON, MEND, AND STORE CLOTHING

Life Centered Career Education (LCCE) Instructional Unit 28



Subcompetency Objectives:

1. Identify and demonstrate proper ironing procedures for common fabrics.
2. Demonstrate appropriate safety precautions for using ironing equipment.
3. Identify when, how, and where to store clothing.
4. Identify and demonstrate procedures for mending clothing.

LCCE Competency: Buying and Caring for Clothing

OVERVIEW OF UNIT 28

Lesson Plan	Sessions Needed	Speakers Needed	Field Trips	Instructional Materials	Home Activity	Worksheets/ Handouts
1A:1 2A:1	1			iron, ironing board (or towel to lay on desk), a piece of clothing in need of ironing		3
1E:2 2E:2	2			steam iron, ironing board (or towel to lay on desk), rags to iron	1	4
1P:3 2P:3	1			Ironing Tips Fact Sheet (from Lesson Plan 1) and Rules for Safe Ironing Fact Sheet (from Lesson Plan 2), two steam irons, distilled water, two ironing boards or sleeve boards, articles of clothing (shirts or blouses) for each student to iron, spray starch, spray bottles of water		1
1P:4 2P:4	1			iron, ironing board, articles of clothing		1
3A:5	1					2
3E:6	1	1		examples of clothing fabric with special storage needs (wool, silk, leather, etc.)		1
3P:7	1			Storing Clothing Fact Sheet (from Lesson Plan 5), 10 articles of clothing that represent various storage needs, 10 stick-on labels		1
4A:8	2			sewing machine, thread, needles, mending tape, iron-on patches, shank button, sew-through button (with two or four holes), straight pins, hooks and eyes, sew-on snaps, iron, ironing board, seam-ripper, thimble, needle threader, volunteer who is familiar with mending materials and procedures		2
4E:9	1		1			1

OVERVIEW OF UNIT 28 (Cont.)

Lesson Plan	Sessions Needed	Speakers Needed	Field Trips	Instructional Materials	Home Worksheets/ Activity Handouts
4P:10	2			needles, thread, scissors, fabric samples or garments with loose hem, fabric samples or garments with torn seams, fabric samples (to sew buttons, etc. onto) shank buttons, sew-through buttons, hooks and eyes, sew-on snaps, iron, ironing board, iron-on patches or mending tape, peer or adult volunteer who is experienced in mending techniques, Master Mending List Activity Sheet.	1
10	13	1	1		1 17

Note:

A = Career Awareness

E = Career Exploration

P = Career Preparation

LESSON PLAN 1

6.28.1A:1

6.28.2A:1

LCCE Objective 6.28.1. Identify and demonstrate proper ironing procedures for common fabrics.

LCCE Objective 6.28.2. Demonstrate appropriate safety precautions for using ironing equipment.

Lesson Objective: Students will become aware of equipment and safety procedures for proper ironing and the importance of having neatly pressed clothing.

Instructional Resources: **Before You Iron Fact Sheet, Ironing Tips Fact Sheet** (Note: this fact sheet will be used in Lesson Plan 3), **About Ironing Worksheet (Student Workbook pages 120, 121 & 122)**, iron, ironing board (or towel to lay on desk), piece of clothing in need of ironing.

Lesson Introduction: Today, we are going to talk about how to care for clothes by ironing them. Have you ever seen someone who looks like they slept in a laundry basket? If your clothes are wrinkled or messy, it is hard to make a good impression on someone you meet. Think of times you might want to make a good impression: job interviews, dates, important places you might go, or nice restaurants. To look neat, many of the clothes we wear need little or no ironing if they are washed carefully, however some items must be ironed to look nice. You cannot wait for someone else to iron your shirt if you want to look nice. How you look is *your* responsibility. We will talk today about how to iron your clothes and how to do it safely.

School Activity:

Time: 1 session

Task:

1. Distribute and discuss the **Before You Iron** and show students the parts on a real iron.
2. Distribute and discuss the **Ironing Tips Fact Sheet**, while demonstrating how to iron a garment. Introduce safety precautions along with ironing tips.
 - Gather up the fact sheets for use in Lesson Plan 3.
3. Explain the **About Ironing Worksheet (Student Workbook page 120, 121 & 122)**. After students complete the worksheet, discuss their responses with the class.

Lesson Plan Evaluation:

- Activity:** Students will complete the **About Ironing Worksheet**.
- Criteria:** Each student will demonstrate knowledge of ironing by correctly answering 11 out of 13 items.
- Career Role:** Family Member/Homemaker
- Career Stage:** Awareness

BEFORE YOU IRON

Fact Sheet

1. **Check the care label on the garment.** The label tells you the right temperature to use when ironing the garment. If you do not know the right temperature setting to use, select the lowest one and gradually increase it as needed. If you have the temperature on the iron set too high, it can damage or ruin your clothing. Temperature setting is very important.

2. **Gather the equipment you need, including:**
 - **Ironing Board**—Adjust the ironing board to the right height for you, high enough to prevent bending your back and low enough to make it easy for you to push down on the iron when you wish. Your ironing board should be well padded but not soft. The cover of the board should be clean.
 - **Iron**—Irons usually use a combination of steam and dry heat. To iron with steam, you pour water into the opening in the iron (usually on the handle), and set the control button that has “steam” on it.
 - **Distilled Water**—Distilled water is best to use in a steam iron, since it will not leave mineral deposits. Moisture in the form of steam helps to smooth out wrinkles in clothes made from materials such as cotton, linen, and wool. Tap water may leave mineral deposits in the iron as the water evaporates.
 - **Spray Starch**—Spray starch is used to help smooth out the wrinkles in a garment as you iron. This helps the garment stay nice and wrinkle-free longer.

IRONING TIPS

Fact Sheet

1. To prevent wrinkles, iron with the fabric grain lengthwise, instead of crosswise, on woven fabrics.
2. If you do not have a steam iron, lightly dampen the fabric before you iron it by spraying or sprinkling it with water. Then roll the garment up and place it in a plastic bag for about an hour. If you cannot iron it right away, the garment will stay damp for hours. If you wait too long, the garment will begin to mold.
3. Keep the heating surface (the “soleplate” or underside) of the iron clean.
4. When pressing wool and dark colors, use a lint-free pressing cloth. This helps prevent a shine from forming on the garment.
5. Iron small areas first, such as cuffs and collars, then iron the rest of the garment. Spray starch will help your clothes look neat and wrinkle-free.
6. Empty water from a steam iron before you put it away. If you do not empty the water, the iron may become clogged inside with mineral deposits.
7. When you iron a fabric that has a pile (a thick nap or texture) such as velvet or corduroy, turn the garment inside out and iron it from the back side. This will keep the pile from being flattened.

ABOUT IRONING

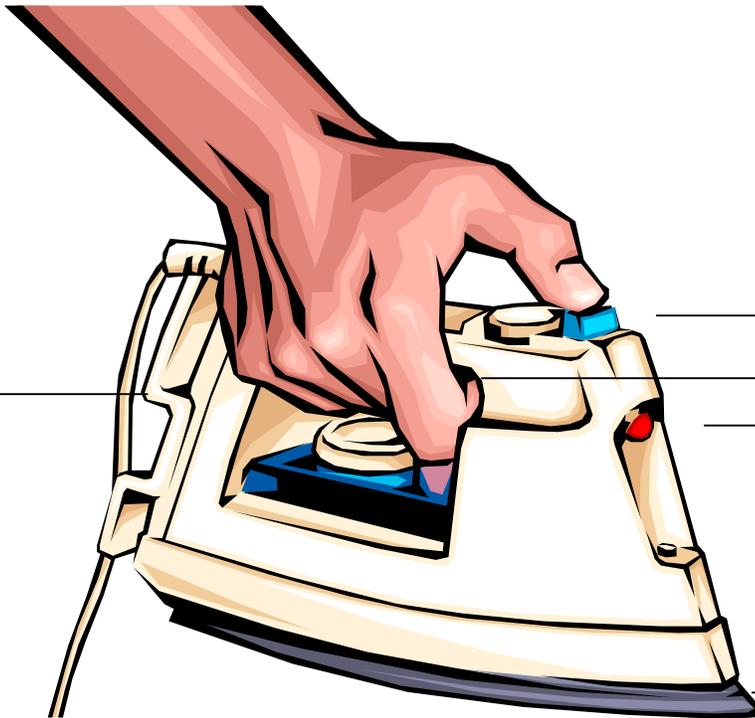
Worksheet (Student Workbook)

Name _____ Date _____

Directions for Part A: Write these terms on the lines below to label the parts of the iron.

filler opening
fabric/temperature control
heel or heel rest

handle
soleplate



IRONING KEEPS YOUR CLOTHES LOOKING NEAT AND SHARP.

About Ironing (cont.)

Name _____

Date _____

Directions to Part B: Read each clothing label below. Then write the iron setting you would set the iron on. If the garment should not be ironed, write **“do not iron”** on the blank.

Clothing Labels

Iron Setting

1. Machine wash warm water
Use cool iron

2. Machine wash warm
Tumble dry low
Use warm iron

3. Hand wash
Hang to dry
Touch up with cool iron

4. Machine wash hot
Use hot iron

Name _____

Date _____

Clothing Labels

Iron setting

5. Machine wash and dry warm
Use warm iron

6. Machine wash warm
Hang to dry

7. Machine wash cold
Tumble dry low
Use warm iron

8. Wash separately
Do not dry-clean
Do not iron

LCCE Objective 6.28.1. Identify and demonstrate proper ironing procedures for common fabrics.

LCCE Objective 6.28.2. Demonstrate appropriate safety precautions for using ironing equipment.

Lesson Objective: Students will learn proper ironing procedures, especially safety precautions.

Instructional Resources: **Rules for Safe Ironing Fact Sheet** (Note: This fact sheet will also be used in Lesson Plan 3), **Ironing Checklist Home Worksheet**, **Ironing Safety Problems** and **Safe Ironing Worksheets**, steam iron, ironing board (or towel to lay on a desk), and pieces of cloth to iron.

Lesson Introduction: Using a hot steam iron can be dangerous. Being careless with a steam iron can result in serious burns. Even burns that are not serious are no fun. We will talk today about what to do and what not to do when you are ironing to keep from suffering a burn.

School Activity:

Time: 1 session

Task:

1. Distribute and discuss the **Rules for Safe Ironing Fact Sheet**. Demonstrate rules and procedures using an iron and a garment to be ironed.
 - Gather up the fact sheets for use in Lesson Plan 3.
2. Emphasize the need for safety and caution when using an iron by allowing an iron to heat to its linen setting and performing the following:
 - Dampen a cloth and hold the iron in one spot on the cloth to demonstrate how the iron dries a spot the shape of the soleplate.
 - Using a cloth that can be discarded, hold the iron in one spot long enough to scorch the cloth, demonstrating how hot the cloth becomes.
 - Have students share any personal ironing experiences or stories, such as overheating, scorching fabric, melting plastic, etc.
3. Relate what happened to the cloths to how the iron can burn one's skin.
 - The students and instructor share personal experiences of ironing dangers.
4. Distribute the **Ironing Checklist Home Worksheet**.
 - Remind students not to mark on the home worksheets during class activity.
 - Demonstrate the ironing steps listed on the home worksheet and illustrate safe ironing procedures.

5. Explain the home activity, asking students to repeat the ironing steps listed on the checklist. An adult is to supervise and complete the home worksheet.

Home/School Activity:

Time: 1 session

Task:

1. A parent or another adult watches each student iron a garment and then completes the home worksheet, checking those steps the student completes properly in the process.
2. Discuss the responses to the home worksheet in class.
3. Distribute the **Ironing Safety Problems Worksheet** to be used as a small group activity. Divide the class into small groups to discuss the problem situations.
 - Each group chooses a spokesperson to record and share the group's response to the problem situation.
 - Spokespersons share with the class the group's ideas as to what might happen in each situation and how the problem could have been avoided.
 - Encourage students to talk about difficulties they have encountered or might encounter in ironing.
4. Distribute and explain the **Safe Ironing Worksheet** for students to complete individually. When finished, discuss their responses.
5. Have each student demonstrate ironing steps listed on the home worksheet, while the instructor completes a checklist for each student.

Lesson Plan Evaluation:

Activity: Students will complete the **Safe Ironing Worksheet**.

Criteria: Each student will list 6 of 9 rules for safe ironing.

Career Role: Family Member/Homemaker

Career Stage: Exploration

RULES FOR SAFE IRONING

Fact Sheet

The following are rules for safe ironing:

- (a) Use an iron that is in good working order, with a safe cord.
- (b) Do not plug or unplug the cord with damp hands.
- (c) Do not pull the plug out of the outlet by holding onto the cord.
- (d) When you have to set the iron down, be sure it does not fall. If so, place it on a metal rack or stand.
- (e) Set the iron's temperature control on the proper setting for the garment you are ironing. Check the garment's label to be sure of the fabric content.
- (f) Move the iron at a steady pace over the fabric. Do not let it rest in one place for too long, as this will scorch or burn the fabric.
- (g) Do not hold your hand over the steam vents on the bottom of the iron (the soleplate).
- (h) Be sure that the ironing board is stable and in a place where it will not get bumped, causing the iron to fall.
- (i) Unplug the iron when you are finished ironing. Set the hot iron in a safe place to cool.

IRONING CHECKLIST

Home Worksheet

Name _____ Date _____

Directions (To the parent or other adult): Watch the student iron a garment. Place a check in the blank for each step the student successfully completes.

Preparing to Iron

Completed

1. Set up the ironing board in safe place _____
2. Cleaned soleplate _____
3. Filled iron with distilled water _____

Ironing a Garment:

1. Checked label on garment _____
2. Set iron to proper setting _____
3. Sprayed starch or water appropriately _____
4. Ironed small areas first _____
5. Ironed large areas next _____

Storing the Iron:

1. Turned iron off _____
2. Emptied water from iron _____
3. Unplugged iron, pulling plug (not cord) _____
4. Placed iron in safe place to cool _____
5. Cleaned soleplate (bottom of the iron) _____
6. Put the ironing board away _____

IRONING SAFETY PROBLEMS

Worksheet

Name _____ Date _____

Directions: Read the following ironing problems. Talk them over with your small group, discussing what might happen if these problems occurred. Also talk about how they could have been avoided.

1. While you were ironing, you passed your arm above the hot steam vents of the iron.

2. After you ironed your shirt, you left home and did not turn off the iron.

3. You left the soleplate of a hot iron lying on top of a piece of clothing for 15 minutes while you answered the telephone.

SAFE IRONING

Worksheet

Name _____ Date _____

Directions: List six of the rules for safe ironing in the numbered spaces below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

LESSON PLAN 3

6.28.1P:3

6.28.2P:3

LCCE Objective 6.28.1. Identify and demonstrate proper ironing procedures for common fabrics.

LCCE Objective 6.28.2. Demonstrate appropriate safety precautions for using ironing equipment.

Lesson Objective: Each student will safely iron a simple garment.

Instructional Resources: **Ironing Tips Fact Sheets** (from Lesson Plan 1), **Rules for Safe Ironing** (from Lesson Plan 2), **Ironing Checklist Worksheet**, two steam irons, distilled water, two ironing boards or sleeve boards, articles of clothing (preferably shirts or blouses) for each student to iron, spray starch and spray bottles of water.

Lesson Introduction: Today, you are going to have the chance to show what you know about ironing safely. Each of you will demonstrate the proper procedures for ironing by actually ironing at least one item of clothing. We will have a contest while we are at it.

School Activity:

Time: 1 session

Task:

1. Distribute the **Ironing Tips Fact Sheets** (from Lesson Plan 1) and **Rules for Safe Ironing** (from Lesson Plan 2) to remind students of proper ironing procedures and safety precautions. Demonstrate ironing procedures with at least one garment.
 - Write the “Seven Steps to Safe Ironing” on the chalkboard:
 - (a) Check the garment’s label and set the iron’s temperature accordingly.
 - (b) Add distilled water, if needed.
 - (c) Iron small areas first (collars, etc.), spraying water or starch, as needed.
 - (d) Iron large areas.
 - (e) Turn iron off and empty out remaining water.
 - (f) Unplug iron and set it in a safe place to cool.
 - (g) Check soleplate and clean, if needed.
2. Set up equipment and divide the class into two teams. Explain the activity as follows:
 - Each student receives a garment to iron. Team members take turns ironing their garments.
 - The instructor fills out a copy of the **Ironing Checklist Worksheet** for each student, noting whether students follow appropriate safety and procedural steps.
 - Each out-of-place crease or wrinkle counts as one point. The team with the fewest points (creases or wrinkles) wins.
 - Each student should have at least one turn ironing.

6.28.1P:3
6.28.2P:3

Lesson Plan Evaluation:

Activity: Students will safely iron one item of clothing.

Criteria: Each student will appropriately show mastery of 11 of 14 steps when ironing.

Career Role: Family Member/Homemaker

Career Stage: Preparation

IRONING CHECKLIST

Worksheet

Name _____ Date _____

Directions (For instructor): Check all ironing procedures the student successfully masters.

Preparing to Iron

Mastered

- | | |
|---|-------|
| 1. Set up ironing board in a safe place | _____ |
| 2. Cleaned soleplate | _____ |
| 3. Filled iron with distilled water | _____ |

Ironing a Garment:

- | | |
|--|-------|
| 1. Checked label on garment | _____ |
| 2. Set iron to proper setting | _____ |
| 3. Ironed small areas first | _____ |
| 4. Ironed large areas next | _____ |
| 5. Sprayed starch or water appropriately | _____ |

Storing the Iron:

- | | |
|---------------------------------------|-------|
| 1. Turned iron off | _____ |
| 2. Emptied water from iron | _____ |
| 3. Unplug iron, using plug (not cord) | _____ |
| 4. Placed iron in safe place to cool | _____ |
| 5. Cleaned soleplate | _____ |
| 6. Put away the ironing board | _____ |

LESSON PLAN 4

6.28.1P:4

6.28.2P:4

LCCE Objective 6.28.1. Identify and demonstrate proper ironing procedures for common fabrics.

LCCE Objective 6.28.2. Demonstrate appropriate safety precautions for using ironing equipment.

Lesson Objective: Each student will demonstrate knowledge of appropriate actions for four ironing safety problem situations.

Instructional Resources: **Ironing in Real Life Worksheet (Student Workbook page 123)**, iron, ironing board, articles of clothing.

Lesson Introduction: Many things could go wrong when you iron. Today, we are going to think about some of those problems and figure out what to do about them. We will divide into pairs and each person will show what to do to avoid accidents or injuries in dangerous situations involving ironing.

School Activity:

Time: 1 session

Task:

1. Brainstorm a list of possibly dangerous situations that could arise while ironing. Record the list on the chalkboard. The following are examples:
 - the ironing board is wobbly
 - the iron is set too high (hot)
 - the iron rests on garment too long
 - a toddler grabs the cord or the ironing board
 - you leave without turning the iron off
 - the iron sticks to the fabric
 - the iron's cord is frayed
2. Divide the class into pairs and assign each pair two problem situations to role-play responses to.
 - Each student takes a turn showing how he or she would respond to the assigned situation if it occurred in real life. Discuss each role-play after it is presented.
3. Explain the **Ironing in Real Life Worksheet (Student Workbook page 123)** for students to complete individually. Discuss their responses when finished.

Lesson Plan Evaluation:

Activity: Students will complete the **Ironing in Real Life Worksheet**.

Criteria: Each student will describe appropriate responses in 4 out of 5 situations.

Career Role: Family Member/Homemaker

Career Stage: Preparation

IRONING IN REAL LIFE

Worksheet (Student Workbook)

Name _____ Date _____

Directions: Think about what you would do in each of the following situations. Write your answer on the blanks after each item.

1. Your iron starts to stick to the material. It's starting to smoke.

2. The telephone rings while you are ironing an article of clothing.

3. You notice a frayed or exposed wire in the iron's cord.

4. The legs of your ironing board are uneven; you often have to steady the ironing board to keep it from falling over.

5. Your 2-year-old reaches for the leg of the ironing board while you are ironing.

LCCE Objective 6.28.3. Identify when, how, and where to store clothing.

Lesson Objective: Each student will recognize the need and importance of storing clothing properly.

Instructional Resources: **Storing Clothing Fact Sheet** (Note: This fact sheet will be used again in Lesson Plan 7), **Storage Matching Worksheet (Student Workbook page 124)**.

Lesson Introduction: Have you ever found just the right dress or suit for a special occasion? You take it home and hang it in the closet. After that special occasion, you might wear it once or twice a year. But you always want it to look just as good as it did the first time you wore it. Today, we are going to talk about how to store clothing so that it keeps looking as good as when you first bought it. If you do not store your clothing properly, your clothing may look messy or even be ruined.

School Activity:

Time: 1 session

Task:

1. Ask students if they have ever seen a moth-eaten garment or a moldy pair of shoes. Lead the class in brainstorming problems one might encounter in clothes storage.
2. Distribute and discuss the **Storing Clothing Fact Sheet**.
 - Gather up the fact sheets for use in Lesson Plan 7.
3. Explain the **Storage Matching Worksheet (Student Workbook page 124)** for students to complete individually.

Lesson Plan Evaluation:

Activity: Students will complete the **Storage Matching Worksheet**.

Criteria: Each student will correctly define words used for storage on 12 out of 15 items.

Career Role: Family Member/Homemaker

Career Stage: Awareness

STORING CLOTHING

Fact Sheet

In order for your clothes to look good and stay fresh and nice looking, you need to store them properly. Follow the storage guidelines below to keep your clothing looking nice and neat.

In the Drawer

1. Do not crowd clothes into closets and drawers. The garments will become wrinkled and crumpled if they are crowded in one area. Do not store clothing that is dirty; it may mold or smell musty. Wash it first.
2. Put shelf paper on the bottoms of drawers. This will help keep rough wood in drawers from snagging your clothing. Do not use newspapers, because the ink may rub off on clothes.
3. Many knitted garments sag out of shape when hanging, so they should be folded and stored in drawers or on shelves.

In the Closet

It is important to keep your closet neat and clean. Making the best possible use of the space you have will keep your clothes in better condition.

1. Putting a piece of peg-board or a rack on the inside of a door or back wall of the closet will provide a good place to hang belts, scarves, and jewelry.
2. Metal or plastic hooks glued or screwed into the closet walls provide hanging space for night wear, sweaters, hats, etc.
3. Shelves along the top of the closet or on one side add valuable storage space.
4. You may want to hang another rod below the top one in a closet to hang shirts, blouses, skirts, and jackets. These items do not require the full length of the hanging space.
5. Use hangers that are wide and sturdy. Wooden or plastic hangers are usually better than wire hangers, which may rust.
6. Pants should be hung by the cuffs or bottom of the pants legs.
7. Skirts should be hung by the waist.
8. Close all zippers, snaps, and buttons before hanging clothes. This will help them keep their shape.

Storing Clothing (cont.)**Out-of-Season Storage**

We usually buy clothing for different seasons: spring, summer, winter, and fall. As each season changes, many of your clothes will not be worn for several months. It is important to protect these clothes by storing them carefully.

1. Clean clothing before storing. If clothes are not clean, insects may be drawn to them. Insects, such as moths, can ruin clothing.
2. Remove belts from garments and either hang them from the hanger with the garment or lay them flat so the backing will not curl or crack.
3. Close all zippers, snaps, and buttons on the garments.
4. Fold knitted garments carefully before storing.
5. Clothing may be stored in drawers, boxes, attics, chests, closets, or garment bags.
6. Cedar chests or cedar-lined closets are good places for storing seasonal clothing. Insects usually stay away from places lined with cedar.
7. It is important to cover coats and garments that will not be worn often. You can use special garment bags or old sheets for this.
8. Out-of-season shoes, purses, or sweaters can be stored in boxes in a closet or under a bed. Old shoe boxes covered with decorative paper are inexpensive and stack well. Label each box before storing so that you can keep track of the contents.
9. Store woolen garments in a cool, dry place, with mothballs or other moth prevention.
10. Do not store clothing in direct sunlight. This can cause fading.

STORAGE MATCHING

Worksheet (Student Workbook)

Name _____ Date _____

Directions: Write the word or words from the list below in the space next to the matching statement.

knitted garment	crowded clothing	store garments	clean clothing	shelf paper
cedar chest	sunlight	peg-board	hangers	zippers
shelves	skirts	pants	hooks	label

1. _____ should be hung by the waist
2. _____ use hangers that are wide and sturdy
3. _____ be sure clothing to be stored is clean
4. _____ good place for storing seasonal clothing
5. _____ store folded in drawers
6. _____ do not store clothing in direct sunlight
7. _____ do not crowd clothes, they will become wrinkled
8. _____ provide hanging space for night wear
9. _____ put on bottom of drawers to keep clothes from snagging
10. _____ in a cool, dry place
11. _____ should be hung by cuffs or bottom of pants leg
12. _____ put on inside of closet to hang belts and scarves
13. _____ label or mark each box before storing
14. _____ close before hanging clothes to help keep their shape
15. _____ valuable storage space

LCCE Objective 6.28.3. Identify when, how, and where to store clothing.

Lesson Objective: Students will learn about storage needs for different types of clothing.

Instructional Resources: Guest speaker from a professional dry cleaning or clothes storage service or home economics instructor, examples of clothing fabric with special storage needs (wool, silk, leather, etc.), **Storage Needs Worksheet**.

Lesson Introduction: Today, we have a guest, Mr. or Ms. _____ from _____ to talk with us about special storage needs of different kinds of clothing. We have already mentioned that sometimes insects, such as moths, ruin clothes. Dampness also can ruin clothes. Some things need special treatment to stay looking nice. Today, we will have a chance to learn about special storage problems and needs for different articles of clothing.

School Activity:

Time: 1 session

Task:

1. Show students examples of all different kinds of fabric, especially those with special storage needs. Allow them to feel and examine each item.
2. The guest speaker discusses different kinds of garments and their storage needs, especially those requiring particular storage requirements.
 - Distribute and explain the **Storage Needs Worksheet** for students to complete individually while the speaker addresses the class.
 - Be sure to include the following kinds of garments (among others):
 - (a) leather—have treated by a leather cleaner
 - (b) silks—cover with a ventilated bag (open on both ends)
 - (c) wedding dress—preserve in a chemically lined paper bag
 - (d) woolens—store in a plastic moth-proof bag, available from dry cleaning shop
 - (e) heavy winter garments—store in cool, dry area (may absorb odors or moisture)
3. Discuss worksheet responses when the speaker has finished.

Lesson Plan Evaluation:

Activity: Students will complete the **Storage Needs Worksheet**.

Criteria: Each student will demonstrate knowledge of how to store special types of clothing on 4 out of 5 items.

Career Role: Family Member/Homemaker

Career Stage: Exploration

STORAGE NEEDS**Worksheet**

Name _____ Date _____

Directions: As you listen to the guest speaker's discussion of special storage needs for different kinds of clothing, think about the kinds listed below. Write down ways you would store each of them on the blanks next to them.

1. Winter clothes _____

2. Summer clothes _____

3. Woolen clothes _____

4. Silk clothes _____

5. Wedding dress _____

6. Other clothes with special storage needs _____

LCCE Objective 6.28.3. Identify when, how, and where to store clothing.

Lesson Objective: Students will identify specific storage needs for different articles of clothing.

Instructional Resources: **Storing Clothing Fact Sheet** (from Lesson Plan 5), 10 articles of clothing that represent various storage needs, 10 stick-on labels, **End of the Season Worksheet (Student Workbook page 125)**.

Lesson Introduction: Let's pretend it is the end of the season and it is time to put away the clothes you have been wearing. Today, you will have the chance to decide how and where you will store your clothes. You will have to think about the various places you could store them and what special needs some of them may have. Remember, you want them to be ready to wear next season looking as nice as they do now.

School Activity:

Time: 1 session

Task:

1. Arrange clothes on a table so that students can read labels and feel fabrics. Assign numbers to each article (1-10), using stick-on labels.
2. Redistribute the **Storing Clothing Fact Sheet** (from Lesson Plan 5), and remind students of:
 - various places to store out-of-season clothes, such as closets, drawers, cedar chests, etc.
 - various ways of storing clothes in drawers and closets
 - tips for storing out-of-season clothes
3. Explain the **End of the Season Worksheet (Student Workbook page 125)** for students to complete individually. Discuss correct responses when finished.

Lesson Plan Evaluation:

Activity: Students will complete the **End of the Season Worksheet**.

Criteria: Each student will correctly identify how to store out of season clothing appropriately for 8 out of 10 items.

Career Role: Family Member/Homemaker

Career Stage: Preparation

END OF THE SEASON

Worksheet (Student Workbook)

Name _____ Date _____

Directions: Explain how you would store each of the following articles at the end of the season. Don't forget to mention details such as washing, folding, closing zippers, and *where* you would store them.

<u>Article</u>	<u>How to Store it</u>
1. A woolen sweater	_____ _____
2. A cotton button-up shirt	_____ _____
3. A silk scarf	_____ _____
4. A knit outfit	_____ _____
5. A pair of jeans that you just wore	_____ _____
6. A dress with a belt	_____ _____
7. A wool-blend suit	_____ _____
8. Swimwear	_____ _____

End of the Season (cont.)

Name _____

9. A winter coat _____

10. A pair of summer shoes _____

LCCE Objective 6.28.4. Identify and demonstrate procedures for mending clothing.

Lesson Objective: Students will understand the reasons for mending clothing and will learn basic mending techniques, using various materials.

Instructional Resources: **Mending Clothing Fact Sheet, Identifying Mending Materials Worksheet**, sewing machine, thread, needles, mending tape, iron-on patches, shank button, sew-through button (with two or four holes), straight pins, hooks and eyes, sew-on snaps, iron, ironing board, seam-ripper, thimble, needle threader, volunteer who is familiar with mending materials and procedures.

Lesson Introduction: Today, we are going to talk about mending our clothing. Mending clothes helps you get the most out of the money you spend. It is better to sew a button back on a shirt than to let it take up room in your closet without being worn. Small tears, missing buttons, loose hems, and split seams can all be mended easily with little cost or trouble. Learning how to mend your own clothes is easy and will help your clothes look nice.

School Activity:

Time: 2 sessions

Task:

1. Distribute and discuss the **Mending Clothing Fact Sheet**.
 - Familiarize students with materials:

(a) needle	(g) sew-on snaps
(b) thread	(h) mending tape
(c) shank button	(i) iron-on patch
(d) sew-through button	(j) seam ripper
(e) straight pins	(k) thimble
(f) hooks and eyes	(l) needle threader
2. Demonstrate various mending procedures, with the assistance of a volunteer.
 - use a sewing machine to mend a ripped seam
 - by hand, sew on a shank and a sew-through button, a hook and eye and a snap
 - using an iron and ironing board, apply an iron-on patch
3. Display all mending materials and number them 1 through 14.
 - Distribute and explain the **Identifying Mending Materials Worksheet** for students to complete individually.
 - When students have finished, discuss their responses.

Lesson Plan Evaluation:

Activity: Students will complete the **Identifying Mending Materials Worksheet**.

Criteria: Each student will identify 12 out of 14 mending materials.

Career Role: Family Member/Homemaker

Career Stage: Awareness

MENDING CLOTHING

Fact Sheet

If you want your clothes to look nice, it is important that you learn to repair small tears, missing buttons, loose hems, and split seams in your clothing. All of these repairs can be done easily by hand or machine. Mending your own clothing will save money and will help you look your best.

Listed below are ways to repair clothing. (Instructor demonstrates each way as it is discussed.)

1. Same color thread—When mending, always use a thread that is about the same color as the fabric. If you do not use the same color of thread, the repair will show.
2. Mending tears and rips —Begin stitching a little before the beginning point of the rip. Keep sewing a little past the end of the rip. Use small stitches. You may also repair tears by using iron-on mending tape or patches. When using a mending patch, use a patch that is the same color as the garment. If the garment is a knit material, be sure to use a knit patch, so that the material will not stretch away from the patch.
3. Buttons —There are two basic kinds of buttons:
 - (a) Shank buttons —These buttons have a shank or stem on the back of the button. The thread runs through the shank and holds the button to the garment.
 - (b) Sew-through buttons—These have two or four holes in them. The threads go through the holes to fasten the button onto the fabric. The thread will show on top of sew-through buttons.

When you replace a sew-through button, put a straight pin on top of the button. Draw the thread across the pin as you sew it onto the garment. When you are finished, remove the pin. This gives you extra thread and space for the button to fit easily through the button hole.

Mending Clothing Fact Sheet (cont.)

4. Hooks and eyes (or snaps)—These are used at points that have extra strain, such as a waistband. Sew-on snaps are used when the closing has less strain, such as at necklines. Dark colored fabrics should have black hooks or snaps. Light-colored fabrics should have silver or white hooks or snaps. To replace hooks and eyes or snaps:
 - (a) Place the hook or snap about 1/8 inch from the right-hand side of the closing.
 - (b) Sew the eye or other half of the snap to the left-hand side of the closing. Let it slightly extend over the edge of the opening.
 - (c) Use a single thread when sewing on hooks and eyes and snaps.
 - (d) Sew through only one layer of fabric.
 - (e) Add a few extra stitches to hold down the end of the hook to strengthen the closure.
 - (f) Place the ball section of snaps on the underside of the overlap.

IDENTIFYING MENDING MATERIALS

Worksheet

Name _____ Date _____

Directions: Look at each of the mending materials on display. Write the name for each item in the blank below by its correct number.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

LCCE Objective 6.28.4. Identify and demonstrate appropriate procedures for mending clothing.

Lesson Objective: Students will explore the need for various mending techniques and materials.

Instructional Resources: Field trip to fabric or sewing center, **Mending Materials Worksheet**.

Lesson Introduction: If you rip your pants, you might shove them into a bottom drawer and forget about them if you do not have the right materials to mend them. Of course, then you would probably need to buy a new pair to wear. If you are going to mend a garment, you need to know what mending materials there are and where to find those materials. Today, we are going to visit a sewing center and have a look. You will be looking for a list of particular items that could be used to mend clothes. You will also need to notice the prices. You will see that mending clothes is much less expensive than buying new ones.

School Activity:

Time: 1 session

Task:

1. Conduct a field trip to a local sewing or fabric center to examine materials used in mending.
2. Distribute and explain the **Mending Materials Worksheet** for students to complete while at the sewing center.
3. Assist students in finding items on the list, locating prices and name brands.
4. When finished with the worksheet, have students compare their responses, noting the variety of prices and brands available for any particular mending task.

Lesson Plan Evaluation:

Activity: Students will complete the **Mending Materials Worksheet**.

Criteria: Each student will identify the appropriate materials needed for mending on 8 out of 10 items.

Career Role: Family Member/Homemaker

Career Stage: Exploration

MENDING MATERIALS

Worksheet

Name _____ Date _____

Directions: Ten mending jobs are listed below. Find one item you could use for each job. Write the name and the price of the item in the blanks provided.

<u>Mending job</u>	<u>Item name</u>	<u>Price</u>
Example: Hole in white braided rug	<u>white thread</u>	<u>\$.89 /spool</u>
1. Torn hem in red skirt	_____	_____
2. Lost button (white, 1/2", 4-holes)	_____	_____
3. Hole in the knee of sweatpants	_____	_____
4. Hole in the knee of blue jeans	_____	_____
5. Broken zipper (9") in black pants	_____	_____
6. Missing snap at neck (white)	_____	_____
7. Hook and eye fell off (black)	_____	_____
8. Shank button broke (brown, 1/4")	_____	_____
9. Rip in seam of navy coat	_____	_____
10. Strap came off black backpack	_____	_____

LCCE Objective 6.28.4. Identify and demonstrate proper procedures for mending clothing.

Lesson Objective: Each student will perform basic mending jobs by repairing a loose hem or torn seam, sewing on shank and sew-through buttons, hooks and eyes and snaps, and applying iron-on mending tape and patches.

Instructional Resources: Needles, thread, scissors, fabric samples or garments with loose hems, fabric samples or garments with torn seams, fabric samples (to sew buttons, etc. onto), shank buttons, sew-through buttons, hooks and eyes, sew-on snaps, iron, ironing board, iron-on patches or mending tape, **Master Mending List Activity Sheet**, peer or adult volunteer who is experienced in mending techniques.

Lesson Introduction: For the next two sessions, we will practice mending some clothes. You will have a chance to try fixing a loose hem and a torn seam. You will sew on different kinds of buttons, hooks and eyes and snaps. You will also iron a patch onto a piece of fabric. When you have repaired or completed each mending sample, I will check it off the **Master Mending List**.

School Activity:

Time: 2 sessions

Task:

1. List each student's name on the **Master Mending List Activity Sheet**. Each student's work must be approved by the instructor or the volunteer before being checked off the list.
2. Students perform each mending activity on the **Master Mending List**, and show their work to the instructor or to the volunteer, who will assist as needed. Mending activities include:
 - (a) repairing a loose or ripped hem
 - (b) repairing a torn seam
 - (c) sewing on a shank button
 - (d) sewing on a sew-through button
 - (e) sewing on a sew-on snap
 - (f) sewing on a hook and eye
 - (g) applying an iron-on patch or mending tape

If the mending job is performed adequately, the instructor or the volunteer places a check (√) in the appropriate space on the **Master Mending List**.

3. When finished, discuss mending activities.

Lesson Plan Evaluation:

Activity: Students will perform basic mending jobs on the **Master Mending List Activity Sheet**.

Criteria: Each student will adequately mend one item for each of the seven activities.

Career Role: Family Member/Homemaker

Career Stage: Preparation

MASTER MENDING LIST

Activity Sheet

Directions (For instructor): Write each student's name in the column on the left. When each mending job is completed adequately, place a check (√) in the appropriate column.

Student's Name:	Hem	Seam	Shank Button	Sew-on Button	Snap	Hook/ Eye	Patch
_____	<input type="checkbox"/>						
_____	<input type="checkbox"/>						
_____	<input type="checkbox"/>						
_____	<input type="checkbox"/>						
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