Philosophy of Evaluation In Textiles and Clothing Exhibits and Events

Textiles and Clothing 4-H Project/Program Objectives
YOUTH WILL LEARN...

1. ... to select or construct clothing to enhance appearance and self-confidence by applying design elements and principles.
2. ... about textile fibers and fabrics and be able to apply this knowledge in choosing, buying, or making clothing or household textiles.
3. ... to choose clothing not only for its beauty or fashion appeal, but also for its value in safety, comfort, and protection, or capacity to help with special physical needs.
4. ... the importance of good grooming and hygiene in developing personal self-confidence and good relationships with others.
5. ... about diversity in textile and clothing design and its relationship to cultural or ethnic heritage.
6. ... about historic costume and textiles as well as decorative processes such as dyeing, printing, quilting, or embroidery.
7. ... about career opportunities in fashion, apparel, and textile businesses and industry.
8. ... to work cooperatively with others and to apply communication, leadership, and evaluative skills through experiences in the 4-H program at the local, county, state, and national levels.

Understanding the Clothing Program

1. Exhibit classes are defined to correspond to the topics in the current 4-H program materials.
2. Both boys and girls may be exhibiting and/or participating in the clothing program events.
3. A variety of clothing construction techniques are acceptable, depending on the particular goal identified by the member. This may include use of new equipment, new fabrics, new notions, etc.
4. Evidence of learning in an exhibit is as important as achieving high quality standards of excellence as might be shown through product characteristics.

Resource Materials
General Interest

Let's Sew!—A Beginners Guide to Sewing (4H-316)
Fashion Modeling Youth 4-H Garment (4H 318)
Unraveling the Mystery of Design Elements and Principles in Clothing (4H 313)

General Interest
    Unit I, Junior   **Adventures in Clothing** (4H-315A)
    Unit II, Intermediate   **Challenges in Clothing** (4H-315B)
    Unit III, Senior   **Strategies for Clothing** (4H-315C)
    Leaders   **4-H Clothing Leader Guide** (4H-315 LDR)

Clothing Decisions
    Unit 1, Grades 6-8   **Discovering Choice** (4H 317A)
    Unit 2, Grades 9-12   **Managing Choice** (4H 317B)
    Leaders   **Helpers Guide** Group Activities (4H 317 LDR)

Sewing Expressions
    Level 1, Grades 3-5   **Under Construction** (4H 320A)
    Level 2, Grades 6-7   **Fashion Forward** (4H 320B)
    Level 3, Grades 8-12   **Refine Design** (4H 320C)
    Leaders   **Sewing Helper's Guide** Group Activities, Grades 3-12

Each of the above sets of manuals include resource information on the following clothing related topics that could be exhibited in the 4-H Iowa State Fair classes, including:

- Looking good (exhibit class 511 A)
- Choosing clothes (exhibit class 511 B)
- Learning about fabrics (exhibit class 511 B)
- Creative sewing (exhibit class 511 A or 511E)
- Clothing care (exhibit class 511 C)
- Clothing design (exhibit class 511 A)
- Safety and clothes (exhibit class 511 C)
- Personal pointers (exhibit class 511 D)
- You and others (exhibit class 511 D or 511 E)

Information and activity ideas are appropriate for the suggested age and/or level of experience of the individual as they progress through the 4-H clothing project.

As You Judge Textiles and Clothing
When judging items constructed by the 4-H'er, keep in mind Iowa supports the paragraph found on the inside cover of all three "Sewing Expressions" 4-H manuals as well as the Helper/Leader guide:

    "Many techniques used in sewing are appropriate for this project. There is <u>NOT</u> a 4-H way of construction. Youth need to be able to communicate why an application was used and to understand that other techniques may also be appropriate depending on the fabric, pattern, and equipment."

A. Know the basis for competent judging.
- Know the purpose of each class.
- Know the rules in the county/state books.
- Understand the evaluation forms in 4-H member materials.
- Know textiles and clothing subject matter so that your statements can be fair and appropriate in relation to goals and standards.

B. Keep the individual 4-H'er in mind.
   - The purpose of 4-H is to have positive learning experiences that aid the total development of the individual.
   - Help the 4-H'er learn from the evaluation of exhibits. Learning will be the greatest when the 4-H'ers and the evaluator can discuss the evaluation.
   - The age, ability, and previous involvement of the 4-H'er should be considered during evaluation.   A beginner may not have the quality of workmanship that an experienced 4-H'er would be expected to have. A younger 4-H'er often has different skills than an older 4-H'er might have because of fine motor development.
   - <u>Exhibits</u> are evaluated, not members.

Conference Judging Suggestions
In the conference judging situation, the judge works with the 4-H'er to evaluate a variety of exhibits in an allotted period of time. See VI-000301-SAS under Judging Philosophy section for detailed tips on conference judging.

In order to facilitate the conference judging process, the following suggestions may help.
<u>Questions</u> to help you gather information and facilitate 4-H'er's self-evaluation and reflection:
   - What were your goals for this clothing exhibit?
   - How did you go about working toward your goal?
   - What new technique were you using, or what technique were you practicing?
   - How does this exhibit show the most important things you learned? (Select specific questions related to answers for questions 1 and 2, such as:)
     o   using design elements (color, line, texture)?
     o   purchasing clothes and wardrobe planning?
     o   new fabrics?
     o   new sewing skills?
     o   caring for clothes?
     o   clothing safety?
     o   personal grooming?
     o   sharing with others?
   - Why did you decide to use this particular . . . (construction technique, i.e., hem stitch, seam finish, etc.)
   - What was easier than you expected? Or what went well?
   - What was the most difficult thing to do?
   - What parts of this exhibit do you feel particularly good about?
   - What would you change or do better if you could?
   - Where did you find information to help you with this exhibit?
   - What did you learn about yourself as you worked on this exhibit?

<u>Feedback</u> to help 4-H'ers know what you think:
   - What points will you mention to give supportive feedback on things the 4-H'er did well and corrective feedback on things the 4-H'er could work on?
   - Let the 4-H'er's age and experience guide you on the type and amount of feedback you provide.
   - Use "I" messages, not "you" messages.

<u>Questions</u> to help 4-H'ers set new goals:
- Where else can you use this information (or skill)?
- What future ideas or plans do you have based on what you learned this year?

If the 4-H'er is not present for judging, a written explanation, an audio cassette, or video tape should be used to provide responses to the following questions:
- What was your goal?
- How did you go about working toward your goal(s).
- What were the most important things you learned?
- Do you have ideas of what you would like to do in this project area next year?

Thank them for having the courage to try sewing and encourage them to continue to find new challenges in sewing!

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