

## **CLOTHING AND TEXTILES LABORATORY MANAGEMENT TECHNIQUES**

### **Time Management (Teacher) With Several Skill Levels in Same Class**

**Submitted by: Dottie Stone, Cottonwood High School**

It is all very individualized. Some days I feel like a pie cut in very small pieces especially in the beginning when they all need me. But the higher-skilled kids can at least begin to help answer simple questions. I ask them to help with layout, button holes, seam finishes, and I check.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

I have students sew the same thing for the first project then help them pick the second one. That way I know their skills.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

The buddy system is best; or, look at the instructions, ask a buddy, and then come to me; or select a student to teach and work with students after school. It only takes one or two nights, and then they can be used as excellent sources of help.

**Submitted by:**

I have basic skill requirements for everyone. I demonstrate those skills in large groups and then do smaller demonstrations for specific skills. I have students help each other and do demos after successfully completing a skill.

**Submitted by: Jill Ringger, Oak Canyon Jr. High School**

Demos at the time that five or six are ready; samples with graduated states of construction; picture book diagrams of construction techniques.

**Submitted by: Jill Pond, Brighton High School**

Stagger the beginning of projects. Get one group going, start up another group, etc. Students learn to help each other if I am busy.

**Submitted by: Marilee Fagergren, Skyline High School**

If I have a new student, I assign a more advanced student to help the less experienced one until he/she is confident.

**Submitted by: Diane Thurman, Clearfield High School**

High energy—move around and ask if they need help. Use higher-level students to help if needed. Let students work on varied projects according to their own levels.

**Submitted by: Janeen Flake, Canyon View Jr. High School**

Have students who know how to sew or learn quickly help those who are struggling. I usually assign a more experienced student to help a student who is not so experienced and have the first student take the other one through the project one step at a time.

## Time Management (Teacher)

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

We have a schedule which is given the first day of class. However, students who work hard and use their time efficiently are not penalized for turning it in late.

**Submitted by: Anne Barrett, Dixon Middle School**

Make use of teacher aides and advanced students to help the slower students.

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

I tell the students who are more advanced they can sew what they would like after an OK from me. I let them do their own thing and help me. Help reinforces for them.

**Submitted by: M. Gillett, Granite High School**

Progress sheets, names on board for help, group for demonstration, samples, and student helpers.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Students who catch on fast help slower students. Demo to students who are ready for a particular step, not the whole class. Students who need help write their names on the board.

**Submitted by: Renee Chew Steele, Uintah High School**

Having radio and country videos available keeps talking to a minimum and work to a maximum.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Student helpers work great. I also have mothers who love to come in and help. Short demonstrations on how to do things also help.

**Submitted by: Cheryl Moyle, Olympus High School**

Students write their names on the chalkboard. I help them in that order. Occasionally, advanced students help new students in projects, such as setting up a quilt.

**Submitted by: Camille Hicks, Hillcrest High school**

Use daily time sheets and make sure to check with students at the beginning of class.

## Time Management (Student)

**Submitted by: Dottie Stone, Cottonwood High School**

I stress that they challenge themselves (but not too much on the first project). I write due dates on the board and just expect them to work. They do and I give daily points for working, which are figured into their grades.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

Students are graded 100 points per week on participation and clean up.

**Submitted by: Sharon Hall, Wahlquist Jr. high School**

Students are taught time-management techniques, such as dove tailing, grouping similar tasks together, listening the first time, and working together. Then we try to incorporate these into our project construction.

**Submitted by:**

Contracts with a schedule of where they should be.

**Submitted by: Jill Ringger, Oak Canyon Jr. High School**

Ten points per day on the "Lab Score"—must be working on an assignment or an extra project to receive points.

**Submitted by: Denise Bradshaw, Millard High School**

All students are to be working on something. If they don't have a project or are waiting for fabric, they have to have something to do like mending, crafts, crocheting, or an assignment out of the text book.

**Submitted by: Jill Pond, Brighton High School**

Students are given a final due date. Every few days I tell them where they should be. If they are behind they can stay after school to get caught up.

**Submitted by: Marilee Fagergren, Skyline High School**

Have the students check with me before each new process.

**Submitted by: Diane Thurman, Clearfield High School**

Daily prep points (attachment) are given. Be prepared. Come in at lunch or after school to keep up.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Students are responsible to have materials and to work in class. If they come unprepared, written assignments are given. If the problem continues, parents are called.

**Submitted by: Patti Bartlett, Bingham High School**

Students keep a weekly record of their work and turn it in each Friday as part of the preparation grade.

## Time Management (Student)

**Submitted by:**

Each student needs a planning sheet with a beginning and an end and a check off list so that the teacher can tell at a glance where the student is.

**Submitted by: Anne Barrett, Dixon Middle School**

Work on additional projects as time allows.

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

Due dates and clean-up bells.

**Submitted by: M. Gillett, Granite High School**

Progress sheets, student help, sew in school, and unpick at home.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Students lose points daily if not sewing on their personal projects. The book assignment is on the board for anyone with nothing to sew.

**Submitted by: Renee Chew Steele, Uintah High School**

Five minutes to clean up, working all the time.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Time cards, evaluation sheets, ongoing.

**Submitted by: Camille Hicks, Hillcrest High School**

Daily time sheets; five points a day for working and clean up. Give students deadlines.

**Submitted by: Cheryl Moyle, Olympus High School**

Students receive 20 points daily for sewing on task. They lose ten points for tardies and five for not working. They are always on task to earn full points. The average earned is 100 points per week.

## Laboratory Cleaning

**Submitted by: Dottie Stone, Cottonwood High School**

Kids clean up around each machine that they are using and put chairs up so the carpet can be more easily vacuumed. I have several waste baskets and I have an aide who touches up.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

Students put things away at the five minute bell. I check clean up when they sit down and dismiss them when the bell rings. 1. Put up tote. 2. Bobbin cases back, thread picked up, lab equipment put way. We have boards around the room for equipment.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

Simplify your room, have student groups in charge of clean up procedures, and check off.

**Submitted by:**

Everyone cleans up his/her own area.

**Submitted by: Denise Bradshaw, Millard High School**

Clean up chart that rotates students' names every week. Duties are: reporter, vacuum, unplug irons and sergers, garbage, and a fill in. All students are responsible for their own areas. Points are given for clean up.

**Submitted by: Jill Pond, Brighton High School**

Divide the class in half and fill out duty sheets for the trimester. They have a duty every other week. They lose three points for each day the duty is not done. On-call students do absent students' jobs.

**Submitted by: Marilee Fagergren, Skyline High School**

Each student is assigned a job each day. (Assignment sheet attached).

**Submitted by: Diane Thurman, Clearfield High School**

One person is in charge of serger clean up; one person is in charge of irons; one person is in charge of floor and plugs, etc.

**Submitted by: Janeen Flake, Canyon View Jr. High School**

I have six tables (four students per table), and I have six clean-up jobs. The jobs are rotated daily so each group has a new job every day. All jobs are completed and checked before students are excused.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Each student is responsible for cleaning up his/her own messes. There is an inspection before the end of each class.

**Submitted by: Patti Bartlett, Bingham High School**

Students clean their own areas. Custodians vacuum nightly.

## Laboratory Cleaning

**Submitted by: Anne Barrett, Dixon Middle School**

Bags for garbage are on sewing machines. "Squawk sheets" are used for writing down problems. Clean-up times are at the end of class.

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

I use an assignment wheel—each area has an assignment for weekly clean up. Then there are the individual responsibilities for machine covers/pedals/own areas.

**Submitted by:**

Days between projects where everyone catches their breath is a good time for this. Assignments for each student help to get the whole job done. These can be given by drawing names, which makes it fun. Treats are also an added incentive, of course.

**Submitted by: M. Gillett, Granite High School**

Students clean up scraps and clippings. A central basket is for lost equipment and patterns.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Housekeeping chart—students are assigned tasks on a rotating basis; clean up lasts five to seven minutes of class. Class competitions between 8<sup>th</sup> grade classes; the class with the fewest minus marks at the end of the trimester gets an ice cream party.

**Submitted by: Renee Chew Steels, Uintah High School**

Students clean up after themselves.

**Submitted by: Jeri Lloyd, Alta High School**

Each student is responsible for his/her own sewing area; picking up scraps, thread, etc.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Students are divided into groups. Each group is responsible for a clean-up duty. (Scissors, bobbin cases, irons, supplies, sergers, garbage, etc.). Students are taught to clean and oil machines.

**Submitted by: Cheryl Moyle, Olympus High School**

Students clean the machines each term. They re assigned a cleaning task to be completed at the end of class, such as putting mats away and turning off irons.

**Submitted by: Camille Hicks, Hillcrest High School**

Students receive five points per day for working and clean up. If they don't clean their area, they lose all five points.

## Sewing Notions and/or Sewing Machine Attachments Management

**Submitted by: Dottie Stone, Cottonwood High School**

I have a box that kids freely get buttonhole feet, etc. from. I put out only one or two of each because I rarely have more students than that who need them at one time. I have some, mostly donated, notions available in tote trays.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

I have students sign these out.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

Have as few as possible out. Simplify. A pair of scissors is attached to each machine plus extra scissors are on the cutting table in a green cup. These are easily checked for numbers.

**Submitted by:**

Each item is numbered the same as the machine number. That is the equipment the specific students can use and then return to the designated spot.

**Submitted by: Jill Ringger, Canyon View Jr. High School**

Bobbin cases are kept in the machines, which seems to work best. The attachments are kept in tupperware (checked in and out).

**Submitted by: Denise Bradshaw, Millard High School**

Looking for ideas.

**Submitted by: Jill Pond, Brighton High School**

I bought a plastic divided container with two layers and put it out for each sewing class. Students usually return items. It has worked for me.

**Submitted by: Marilee Fagergren, Skyline High School**

In a case which is labeled, a student is assigned to check and see that the attachments, etc., are returned each day.

**Submitted by:**

Mark everything. Have a place for each student's personal belongings. A system for setting out attachments can be a check out or monitor or group effort where one student at a time gives out and collects items.

**Submitted by: Janeen Flake, Canyon View Jr. High School**

I keep sewing needles and change them when needed. Bobbin cases are put on spool pins on machines for a quick check to be sure they are all there. Each case stays with a certain machine so the thread tension is not messed up.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Bobbin cases are assigned on a board to each machine. Each student must use his/her assigned number. Attachments are kept in a drawer and students must get them themselves and sign out for them.

## Sewing Notions and/or Sewing Machine Attachments Management

**Submitted by: Patti Bartlett, Bingham High School**

I have a supply closet where attachments are kept. Students use them as needed. I tell them that when they stop putting equipment away, I will stop unlocking the closet for them.

**Submitted by: Anne Barrett, Dixon Middle School**

Squawk sheets are filled out each period and help in tracking down who used something last.

**Submitted by: Diane Thurman, Clearfield High School**

I have a tackle box with drawers that contains all the different feet. I also use tote trays with items sorted. It works well. The tote trays are all in one big cupboard.

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

I have a small board with numbered nails for bobbin cases. Needles are pinned into a cloth with the corresponding number. The plastic boxes that the beginning sewing kits come in are fantastic for storing various items.

**Submitted by: M. Gillett, Granite High School**

Students provide most sewing notions. The teacher maintains a supply of notions for emergencies, like interfacing. The central area is for machine attachments. If possible, bobbin cases are to be left in machines with occasional checks. Or have students return them after each class.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Eternal headache! Competitions have helped the most.

**Submitted by: Renee Chew Steele, Uintah High School**

I number each machine and have a numbered seating chart. I assign machines bobbin cases. Bobbin cases are numbered and engraved. Ice cube trays with numbers, so I can tell at a glance where the bobbin cases are.

**Submitted by: Jeri Lloyd, Alta High School**

Bobbin cases are assigned by number to each student. They are stored at the front of the classroom on a board. At the end of the period, the teacher can quickly identify who still has a bobbin case. Other equipment is checked out to the students.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Each attachment is put in a separate container and labeled. Students have access to all containers. Bobbin cases and scissors are on pegs with numbers.

**Submitted by: Cheryl Moyle, Olympus High School**

I purchase notions as fabric stores have 40 to 50 percent off sales. I pass out and collect bobbin cases and attachments and students sign a check out card.

**Submitted by: Camille Hicks, Hillcrest High School**

I only put three to four sewing machine attachments in a tool box for students to use. The others are stored as extras. I put a zip-lock bag on each machine, numbered the same as the machine, with the following items in each: scissors, a seam gauge, a dressmaker pencil, a pin cushion and pins, and a seam ripper. These hang on a board in the room and must be returned at the end of each class period. Students lose five points each time one of their items is reported gone.



## Evaluation - Teacher and Student

**Submitted by: Dottie Stone, Cottonwood High School**

I have each student fill out a pink card for each project and go over it with them where needed. I go over the project with them so we both see it at the same time. I keep the pink forms and put them on a master competency sheet.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

Students grade themselves at each step. I have a book with grade sheets on my desk at all times.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

Grades from the computer are posted every two weeks. Projects are graded in person (conference at my desk). At the end of each semester I have an evaluation form for each student asking about the curriculum and teacher's ability (anonymous).

**Submitted by: Jill Ringger, Oak Canyon Jr. High School**

Student scores before teacher.

**Submitted by: Denise Bradshaw, Millard High School**

Grading sheets are required for each project. The students grade their own before I do.

**Submitted by: Jill Pond, Brighton High School**

Develop an evaluation form for each project to grade the techniques done. I don't have students evaluate.

**Submitted by: Marilee Fagergren, Skyline High School**

An evaluation sheet is to be filled out.

**Submitted by: Diane Thurman, Clearfield High School**

I have students grade themselves then I grade them—50 points per project, three to four projects per quarter. Daily prep points are a major part of the grade.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Point system evaluation—by both students and me.

**Submitted by: Patti Bartlett, Bingham High School**

Students evaluation projects, then I do. We discuss discrepancies and any improvements that could be made.

**Submitted by: Anne Barrett, Dixon Middle School**

I grade on completion. Full points are awarded when the project is finished. Projects are not considered finished until they measure up to my expectations.

**Submitted by:**

Teachers need to know what they are looking for. They need to build from one skill to the next or they can't expect to perfect a skill.

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

Students turn in an evaluation sheet with each project. There is criteria for grading. Students also grade themselves.

## Evaluation - Teacher and Student

**Submitted by: M. Gillett, Granite High School**

Progress sheets, written evaluations, fittings, and tests.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Universal grading sheet for all projects beside Haan catalog projects (they come with their own grading sheets).

**Submitted by: Renee Chew Steele, Uintah High School**

Grade sheets—students grade themselves first and the teacher second, as each step is completed. Then, the final score is totaled so there is no waiting for the teacher to grade projects.

**Submitted by: Jeri Lloyd, Alta High School**

Students complete self-evaluations of their projects, and then the teacher grades them. The final grade is a combination of both the teacher and student points (ten points for each technique).

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Students and the teacher evaluate as they go. Participation points are given daily for staying on task, attitude, helping others, etc.

**Submitted by: Cheryl Moyle, Olympus High School**

All projects are graded 50 points, 25 points, or 100 points. Each technique is graded and set up on a percentage basis.

**Submitted by: Camille Hicks, Hillcrest High School**

I try to grade on the spot—usually at the end of class while others are cleaning up. It works best if the grading system is in five or ten point quantities and is easy to figure. Most of the time I have seen the project lots during construction.

## Equipment Care and Maintenance

**Submitted by: Dottie Stone, Cottonwood High School**

I either oil or clean each machine each term, or I train a very competent aide to do it. Also, as needed, a quartered pink evaluation sheet is put under the pressure foot to alert me to a problem so I can get to it ASAP if I don't immediately fix it when told by the student who has the problem.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

Dave's Sewing Machine Exchange is contracted through the Weber School District.

**Submitted by: Sharon Hall: Wahlquist Jr. High School**

Get to know the janitor. The best advice I could give is know your room's resources. Work on the disadvantages to correct them, if possible. If something went really well, write it down. Other teachers really help with ideas. Learn from others then build on the idea to fit your situation.

**Submitted by: Jill Ringger, Oak Canyon Jr. High School**

Cleaning of kitchen and sewing machines takes place four times a year.

**Submitted by: Jill Pond, Brighton High School**

Jordan District has a repair contract with Nuttall Bernina. I call them when I need repairs, usually for sergers.

**Submitted by: Marilee Fagergren, Skyline High School**

Have students do some light cleaning underneath; aides and teacher do the rest.

**Submitted by: Diane Thurman, Skyline High School**

Have service workers come once a year for general oiling and cleaning. Call throughout year if help is needed.

**Submitted by: Janeen Flake, Canyon View Jr. High School**

Machines are checked when needed. I live in a rural area so it is hard to get to the Bernina dealership to get them checked. A Bernina machine maintenance training or workshop would be nice to save budget money. I could get things fixed when needed.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Oiling—twice a year, once after each semester. The repairman is called in as necessary.

**Submitted by: Patti Bartlett, Bingham High School**

Equipment is maintained by Nuttall's Bernina per district contract. Daily maintenance is by me as needed or by students (oiling, dusting, etc.).

**Submitted by: Anne Barrett, Dixon Middle School**

Squawk sheets keep students taking care of things.

**Submitted by:**

Make a big deal about the cost of equipment. High expectations and appreciation of teachers go a long way. There need to be days when students are actually walked through or given a check off list for cleaning equipment. Otherwise, we fail to teach a fundamental lesson.

## Equipment Care and Maintenance

**Submitted by: Rachel Gonzalez, Lakeridge Jr. High School**

I use some of my vocational days to come and clean out machines.

**Submitted by: M. Gillette, Granite High School**

Each semester the machines are cleaned and oiled (more if necessary). Student aides do minor maintenance and fix threading problems. Repairmen are called for major things.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Teach sewing machine parts and functions very thoroughly at the first of the semester. Also teach trouble shooting. Be a good teacher the kids like and respect and the students will be more apt to respect the machines. Students clean and oil the machines at the end of the semester.

**Submitted by: Renee Chew Steele, Uintah High School**

Students clean and oil the machines twice each semester. Broken machines are repaired immediately (I can usually do it myself).

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Students record on a central paper any problems with machines. A mechanic fixes them when he comes. If it's an immediate problem, he comes the next day. Students clean and oil their own machines on a schedule.

**Submitted by: Cheryl Moyle, Olympus High School**

Students clean the machines each term.

**Submitted by: Camille Hicks, Hillcrest High School**

My level-two class oils the machines at the end of each quarter. Student aides help keep the sergers threaded. Have the service technicians show you basic "fix-it-yourself" techniques and/or watch them closely as they work.

## Procedure for Obtaining New Equipment or Upgrading Equipment

**Submitted by: Dottie Stone, Cottonwood High School**

I'm still using old Bernina 717s and 830s. My equipment has usually been at the decision of the district—sergers, the great iron, even thread and machine needles.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

I talk to my vocational director.

**Submitted by: Marilee Fagergren, Skyline High School**

I talk to my vocational director.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

District vocational director, begging/reminding, nagging/asking, nagging/posters.

**Submitted by: Jill Pond, Brighton High School**

Allotted vocational money from the district. This year I bought two new Berninas.

**Submitted by: Diane Thurman, Clearfield High School**

Help! There never seems to be any money. Always low priority!

**Submitted by: Janeen Flake, Canyon View Jr. High School**

I have to make a request through the vocational director. I now have hand-me-down machines from the high school.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Through a budget and obtaining a grant, over the past five years we have gradually traded in older machines for newer ones.

**Submitted by: Anne Barrett, Dixon Middle School**

I have a great vocational director who gives me whatever I need.

**Submitted by:**

Keep a very close ear and eye to the district. Know when the school is on the docket for new equipment. Watch for money surpluses. Ask, ask, ask! The worst thing they can do is say no.

**Submitted by: Dixie Bedingfield, Northwest Middle School**

Poor! Equipment must be shown to be unrepairable before it will be replaced. Then we wait six months to a year for it be replaced.

**Submitted by: Renee Chew Steele, Uintah High School**

Budget request the prior year.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Working directly with the applied technology director; collection of fees and commodity cards.

**Submitted by: Cheryl Moyle, Olympus High School**

District money; department money, and replace broken equipment fund from district.

**Good Resources for Purchasing Equipment/Notions/Fabrics, Etc.**

**Submitted by: Dottie Stone, Cottonwood High School**

After we lost Patrick's as individual schools, I order through J. P. Clark, the district, or shop discount stores and get reimbursed. More kids bring more of their own stuff.

**Submitted by: Debra Adams, T. H. Bell Jr. High School**

Cloth World works well for us.

**Submitted by: Sharon Hall, Wahlquist Jr. High School**

Piece goods—parents are very willing to donate fabric. The PTA will also help.

**Submitted by: Jill Pond, Brighton High School**

Two dollar fabric store, piece goods fabric store.

**Submitted by: Marilee Fagergren, Skyline High School**

The district office is quick to accommodate what is needed.

**Submitted by: Diane Thurman, Clearfield High School**

I need a list of good resources!! Help on this!

**Submitted by: Janeen Flake, Canyon View Jr. High School**

I go to WalMart; that's all we have available here.

**Submitted by: Jean Manuela, Pleasant Grove Jr. High School**

Dave's Bernina, Fabric Warehouse, and piece goods.

**Submitted by: Anne Barrett, Dixon Middle School**

Local stores: Bernina, House of Fabrics, Pineapple Appeal (I can get four windsocks out of their kit and the cost is about \$1 each).

**Submitted by: Dixie Bedingfield, northwest Middle School**

Fabric by the bolt from Patrick Dry Goods—broadcloth \$1.97 a yard (for TLC windsocks).  
Faber and Company/Nasco for notions and sewing equipment.

**Submitted by: Renee Chew Steele, Uintah High School**

Shop locally!

**Submitted by: Jeri Lloyd, Alta High School**

Bernina.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Check with managers of fabric stores. I buy discontinued thread for TLC (cheap), but it is good thread. I ask when sales will be and plan ahead. Fabric banks are great too.

**Submitted by: Cheryl Moyle, Olympus High School**

House of Fabrics—they accept purchase orders; Nuttall Bernina—excellent polar fleece but accept only school checks; Fabric Warehouse—excellent sales (50 percent off); bulk purchases through the district for needles and thread.

## Make-up Work/Lessons

**Submitted by: Anne Barrett, Dixon Middle School**

Sew at home to make up absences.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Written work has a three-day make-up policy. For a long-term absence a longer time is given. Sewing can be done at home, before or after school.

**Submitted by: Cheryl Moyle, Olympus High School**

Students come in after school to make up assignments.

## Other

**Submitted by:**

Public Relations display items, show other classes, take pictures.

**Submitted by: Denise Bradshaw, Millard High School**

It would be nice to see what other teachers do; to see if their ideas would work in my classroom.

**Submitted by: Jill Pond, Brighton High School**

My students are not interested in book work. They want to sew things that they can use and wear. We need to make class fun and inviting so we can get the enrollment. Students may not learn wardrobe planning, but they do learn basic sewing skills.

**Submitted by: Marilee Fagergren, Skyline High School**

Graded on projects completed. Try not to stifle creativity; let them try out anything.

**Submitted by: Diane Thurman, Clearfield High School**

I enjoy teaching clothes. I enjoy learning new trends and ideas to introduce to my students. I think we need more workshops like the Nannette of New York—vests! That was great!

**Submitted by: Anne Barrett, Dixon Middle School**

I am writing a book titled, "It Takes Two People To Do This Job—An Organizational Guide For Secondary Teachers." It is in rough draft form right now, but I would like to share it with you sometime. It might be something for June Conference in 1996.

**Submitted by:**

Buddy System—each student signs up for a partner. Before students get help from the teacher, they should ask for help from the partner. It works very well and makes them more alert and accountable.

**Submitted by: Taunya Brooks, Rocky Mountain Jr. High School**

Show and tell—use show cases and display items that students have made. It is good public relations.

**Submitted by: Camille Hicks, Hillcrest High School**

I use daily quizzes at the beginning of each period. The students pick up a quiz paper from a box by the door as they enter each day. I give them one question with one correct answer. They answer it while I call roll, then return it to another box next to the blank quiz papers. This is a great way to review or reinforce a concept. It is worth five points a day. It cannot be made up for any reason and if the student is late, he/she gets a zero on it. I really don't care if they ask a friend—they still learn the concepts by writing the correct answer.