

FACS: Sewing Unit (Textiles)

Summary

This is a basic sewing unit.

Main Core Tie

FCS 6th Grade

[Strand 5 Standard 1](#)

Time Frame

10 class periods of 45 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning, Employability

Materials

Sewing Machines

Ironing Boards and Steam Irons

Chill Band Material, precut

Thread

Intended Learning Outcomes

Students will learn to operate a sewing machine, an iron and ironing board, and a serger; they will make a chill-band sewing project.

Instructional Procedures

Day One: Read Chapter 17, Lesson One, from "Young Living" with the class or any other introductory sewing chapter; talk about the basic sewing equipment and terms. Have students define terms.

Day Two: Pass out a sewing machine diagram and have students label the parts of the diagram as you point them out on the machine. Or, have a video made of you pointing out the parts of the machine for substitute reference and for students to refer back to if they need further review. Tell the students they will be having a test on the parts of the machine on day five.

Pass out the handouts, Parts of the Sewing Machine and the Sewing Parts Crossword Puzzle. Divide the students into groups of four with a high, medium, and low student in each group. Challenge them to complete the crossword puzzle together by using the information on "Parts of the Sewing Machine." The group that finishes first gets candy; the second gets a paper reward. Students are to take the papers home with the Sewing Machine Parts Quiz and study and see if they can match the right answers on the quiz.

Day Three: Demonstrate how to thread the sewing machine, how to wind the bobbin, how to put the bobbin in the machine, and how to take it out. After each demonstration have a contest to see who can do the skill the fastest. When you find several who can do it right, have them pass off the rest of the class. I have a job completion chart on which each step is signed off on. Students winning the threading contests win candy and the right to pass others off.

Day Four: Demonstrate how to do crazy stitching, or make a video of yourself showing the students

how to do crazy stitching on the machine. I use the information in the TLC curriculum guide for FACS. We have the students do the stitching on paper so we can see if they are having problems guiding. It is a graded assignment and is graded before they sew. Then we change the needles and clean out the machines. Students are assigned bags and tote trays for their equipment. Cleaning jobs for the sewing room are also assigned.

Day Five: Students take the written sewing machine test. The test is a duplicate of the sewing machine worksheet and the sewing machine quiz; testing the parts, where they are, and what they do.

Day Six: We correct the sewing machine test in class. Students who pass with 80% can make a sample bookmark. Those who don't, correct wrong answers and study to take the test again.

Day seven: Pass out materials for sewing projects. Watch a teacher demonstration or a video of a teacher demonstration about the pinning and sewing steps of the chill band. Have students do the pinning and sewing on their chill bands. Have the teacher or TA check to make sure the sewing is right before demonstrating the next step.

Day Eight: Watch a teacher demonstration or a video of Step Three -- Turning and Pressing. Have students do turning and pressing on their chill bands. Show these to the teacher or TA before proceeding.

Day Nine: Watch a teacher demonstration or video of Steps 4 and 5 -- making the crystal pocket and finishing the edge. Have the students do the final steps on their chill bands. Show these to the teacher or adult aide for grading; then, they can take their chill bands home and turn the grading paper in with the project graded.

Day Ten: Students who are finished can help others to finish up or they could do an exploration on career futures on jobs in the clothing industry.

Strategies for Diverse Learners

Gifted Students

The Video or demonstration could be given on one day and then students who have advanced knowledge or have the coordination to do well can do additional projects or help someone who is struggling for extra credit.

Students who have sew before could be encouraged to bring projects they have sewn before and show to the class for extra credit.

Struggling Student

Students who do not do well on written tests could be given an oral test. Often they have good mechanical ability but do not have the written skills.

Students who need a person to sit by them and point out each step can be assigned a student who is finished to help them finish up. Also Adult volunteers who sew can help these students

Special Education

Severe students can have a peer tutor give them an oral test if needed. Sometimes the peer tutor can help by working one or more parts of the sewing machine while the student guides or pushes the foot pedal.

Mild Moderate can usually do this project. If they need help with the test give it orally. If they have trouble with written instructions have a gifted student show them each step.

Assessment Plan

Students are graded on each step of the instructions from 1-10.

Bibliography

Most of the material comes from the Family and Consumer Science Curriculum Guide

Authors

[June Presser](#)