

DYNAMICS OF CLOTHING II

UNIT IX: *CHILDREN'S CLOTHING*

TOPIC A: **CLOTHING NEEDS AND CONSTRUCTION TECHNIQUES**

OBJECTIVE: Students will be able to select and make quality clothing for children that will be comfortable, functional, durable, and economical.

CONCEPT: Children outgrow clothing so quickly that it becomes necessary to make extremely good choices when purchasing or making their clothing. Poor choices can become an economic burden and/or cause discomfort to the child. Knowing what quality characteristics to look for allows the consumer to make better choices.

COMPETENCIES:

1. Study the special fitting and design needs of children.
2. Compare ready-made articles of children's clothing to custom-sewn articles for cost, quality of fabric and construction, design features, comfort, personal preference, and appearance.
3. Identify specific construction and fitting techniques used in children's clothing to those used for adult clothing.
4. Incorporate children's construction and fitting techniques in a child's article of clothing.



OPTIONS/ACTIVITIES

SUPPLIES NEEDED

- | | | |
|----|-------------------------------|---|
| 1. | My Favorite Outfit As a Child | None |
| 2. | The Basic Criteria | Copies of student activity guide
(II-IX-21)
Overhead transparencies
(II-IX-14 through II-IX-20)
OR
Posters with pictures from current
pattern books
OR
Classroom set of textbooks |
| 3. | Children's Clothing Analysis | Children's clothing to evaluate
Copies of student activity guide
(II-IX-21 and II-IX-22) |
| 4. | Pattern Sizing and Fitting | Children to measure
Copies of measurement guide
(II-IX-23)
Copies of student activity guide
(II-IX-26) |
| 5. | Infant Sewing Project | Copies of student activity guides
(II-IX-27 and II-IX-28) |
| 6. | Recycled Project for a Child | |



OPTIONS/ACTIVITIES

Option 1: My Favorite Outfit As a Child

Have the students write a description of a favorite outfit they had as a child. Then ask them to tell what it was they liked about that outfit and write their responses on the board. The responses will probably fall into the following categories or something similar:

- Ease of dressing
- Wearability: safe, comfortable, durable
- Fabric color and texture
- Growth features (long lasting)
- Appearance: fun, decorative details

The teacher may want to begin grouping the responses as the students give them to prepare the students for the background information in the next option. Upon completion of the responses, identify the major categories for the students and explain that these will be the criteria for evaluating children's clothing throughout this unit.

Option 2: The Basic Criteria

The background information for this topic can be presented in several different ways. A couple of them are:

- A. Use the teacher background information provided in this unit, using overhead transparencies of the graphics or posters with pictures from current pattern books to illustrate the points as they are given. The students can use the corresponding student activity guide to record the information.
- B. Have the students read the materials from a textbook or textbooks. Two sources are:
 1. Clothing, Glencoe, pp. 58, 157-158, 255-258.
 2. Clothes and Your Appearance, Goodheart-Willcox, pp. 155-161.

Option 3: Children's Clothing Analysis

Plan A: Obtain some ready-made children's clothing from several stores and bring to class. Be sure to have a wide range of construction and fabric quality, etc. Also, have several pieces for various ages and stages of development—infant, toddler, preschool, elementary. Group the articles by stages, numbering each item. Using the student activity guide provided, have the students evaluate the articles according to the criteria established. Upon completion, have a brief group discussion about each item.



ACTIVITIES/OPTIONS

Plan B: Do the same activity as above, except bring the children's clothing to class from other sources—maybe from home, friends or neighbors, other teachers, etc., but NOT from students. (The teacher needs to avoid a potential liability situation here.) Catalogs could be used for pricing references.

At the conclusion of either plan, have the students evaluate the favorite outfit they had as a child (Option 1) according to the criteria.

Option 4: Pattern Sizing and Fitting

Using the teacher background information provided, have the students determine the figure type of a child, take his/her measurements, and determine the alterations needed. This could be the child for which they are going to make a garment, or if your school has a preschool/day care situation, borrow the children for part of a class period and have the students practice measuring with them.

The background information provided could be used on overhead transparencies or as a student handout. An accompanying student activity guide is provided.

Option 5: Infant Sewing Projects

Have the students complete the two (2) infant projects, the bib and the burp cloth, described in this topic before making a child's article of clothing. The construction techniques included in each of these projects are:

Bib: Applying ribbing
Doing appliqué with fusible web

Burp Cloth: Decorative stitching
Inserting lace or eyelet

Upon completion, the students may want to make some baby or toddler sleepers which include these techniques:

- Sewing on knit fabric
- Setting in a zipper
- Applying ribbing
- Using the serger

Then have each student make a child's article of clothing, incorporating the construction techniques covered in this topic. Encourage the students to keep the articles simple.



Option 6: Recycled Project for a Child

See Unit VIII Topic A: Redesigning/Recycling Clothing and/or Fabric for suggested activities here.

RESOURCES

Textbooks

Clothing, Jeanette Weber, Glencoe/McGraw-Hill, P.O. Box 543, Blacklick, OH 43004-0543. 1-800-334-3744. Catalog No. 0-02-640161-4. pp. 58, 157-158, 255-258.

Clothes and Your Appearance, Louise A. Liddell, Goodheart-Willcox Company, Inc., 123 W. Taft Drive, South Holland, IL 60473-2089. 1-800-323-0440. Catalog No.0-87006-844-X. pp. 155-161.



ASSESSMENT/EVALUATION QUESTIONS

1. Study the special fitting and design needs of children.
2. Compare ready-made articles of children's clothing to custom-sewn articles for cost, quality of fabric and construction, design features, comfort, personal preference, and appearance.
3. Compare specific construction and fitting techniques used in children's clothing to those used for adult clothing.
 1. To encourage interest in self-dressing, clothing should be easy to put on and take off. List five (5) construction features that aid in self-dressing.
 - Front openings so the child can see them.
 - Big buttons (about the size of a nickel) and buttonholes.
 - Hook and loop fasteners.
 - Zippers—as few as possible. Must be placed where the child can see them easily and the pull large enough to get hold of easily.
 - Easy-to-tell fronts and backs.
 - Large enough or stretchy enough neckline to slip over head easily.
 - Suspenders fastened with large buttons or overall hooks.
 - Elastic or stretch waistbands in pants, shorts, and skirts.
 - Pockets that are easy to reach and big enough to use.
 - Knits and stretch materials that "give."
 2. Self-dressing helps the child to develop: (three (3) things)
- Independence - Responsibility - Cooperation
 3. Zippers should be used wherever possible because they are easy for children to manipulate.
A. True
B.* False
 4. Full-cut dresses (with no waistline) are the most comfortable to wear because they are the least binding. Also, the child can wear them longer.
A.* True
B. False
 5. Indoor wear should be lightweight, windproof, and water resistant.
A. True
B.* False
 6. Clothes that are too big are not only uncomfortable, but they are ___ unsafe___.
unsafe_____.



ASSESSMENT/EVALUATION QUESTIONS

7. The "no collar is better" feature generally applies to children's clothing.
A.* True
B. False

8. Hook and loop fasteners are an excellent solution to help children dress themselves. They are also easy for the children to manipulate.
A.* True
B. False

9. Outdoor wear, such as snowsuits, coats, and jackets, should have special features. Name three(3).
- Lightweight - Windproof - Water resistant

10. The three (3) major factors in the wearability of a garment are:
- Durability - Comfort - Safety

11. Reinforcing areas of clothing that are points of strain can add to the durability of the garment considerably.
A.* True
B. False

12. Reinforcing areas of clothing that are points of strain takes a lot of effort and time.
A. True
B.* False

13. Three (3) examples of reinforcing areas of clothing that are points of strain are:
 - Patches
 - Metal rivets
 - Bar tacks
 - Extra stitching

14. Durability is influenced by the construction of the: (two (2) things)
- Fabric - Garment

15. Cotton and cotton-blend fabrics are excellent choices for children's clothing because they are:
A. Absorbent, easy to care for, and water resistant
B. Absorbent, windproof, and water resistant
C.* Absorbent, easy to care for, and durable
D. Non-absorbent, easy to care for, and durable



ASSESSMENT/EVALUATION QUESTIONS

16. Clothes made of smooth, firm, evenly woven or knitted fabrics are not the best choices for children's clothing.
A. True
B.* False

17. Better fabrics are more closely woven and tend to wear longer and keep their shape better.
A.* True
B. False

18. Children love:
A.* Bright colors
B. Dark colors
C. Any color

19. Clothes that have pictures on them are:
A. Not children's favorites
B.* Some of children's favorites
C. Mostly for adults

20. Hard, crisp surface fabrics are good choices for children's clothing because they last longer.
A. True
B.* False

21. The finish that should be on all children's sleepwear, ready-made or homemade, is called:
- Flame retardant

22. It is important that new clothes for children allow for some growing room; however, buying much too large presents problems, too.
A.* True
B. False

23. Children's patterns should be purchased by age, e.g., whatever age the child is, that is the correct pattern size to buy.
A. True
B.* False

24. List five (5) different types of examples of expandable or growing features.
 - Elastic waistbands
 - Raglan or kimono sleeves (or no sleeves at all)
 - Wide underarm or leg seams that can be let out as the child grows
 - Pants with cuffs that can be let down later
 - Adjustable straps
 - Wide hems or tucks in dresses that can be let down later
 - No definite waistline; things that are straight or loose hanging