

DYNAMICS OF CLOTHING II

UNIT IV: *EQUIPMENT*

TOPIC B: **EQUIPMENT CONSUMERISM**

OBJECTIVE: Students will be able to select sewing equipment for purchase that will meet their needs in a functional manner.

CONCEPT: Technology has provided some very sophisticated equipment for use in sewing and pressing. Choosing the correct equipment to meet personal and/or family needs is not always easy but essential to make the best use of consumer dollars.

COMPETENCIES:

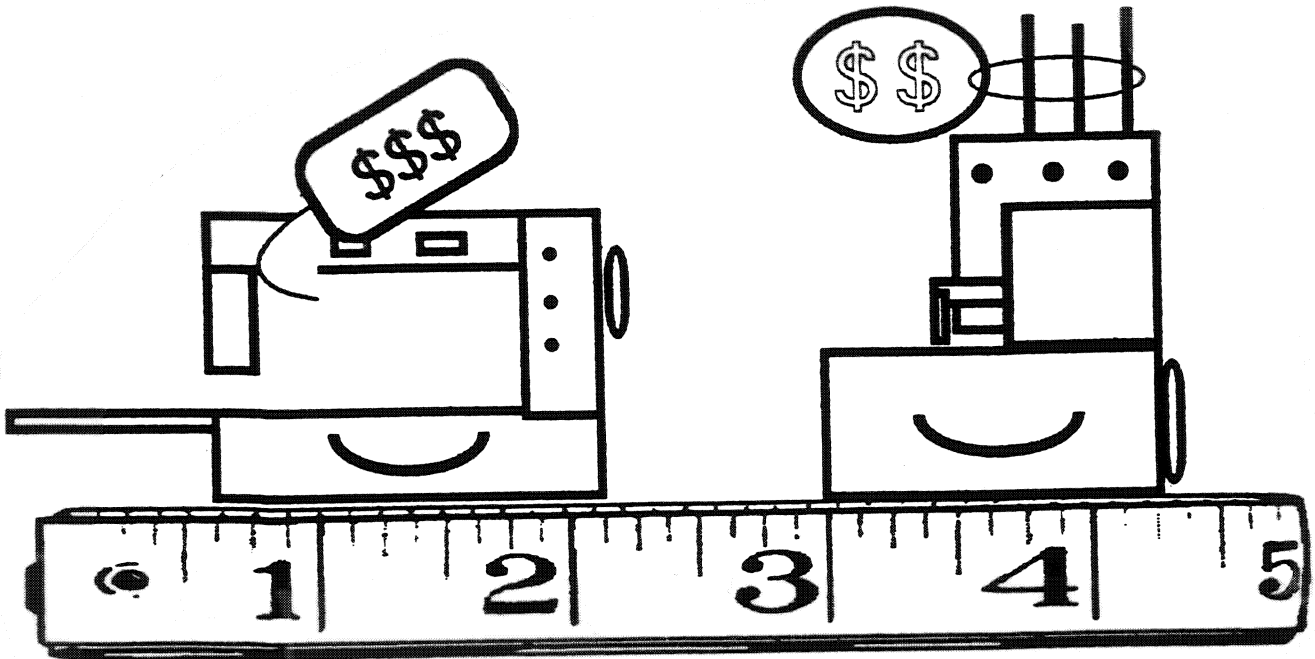
1. Itemize the various equipment needed for personal and/or family clothing construction.
2. Assess the costs of sewing equipment.
3. Compare the costs and features of various types of machines for potential purchase.



OPTIONS/ACTIVITIES

SUPPLIES NEEDED

- | | |
|---|--|
| 1. Sewing Equipment Costs Survey | Copies of student activity guide (II-IV-45)
Sewing supply catalogs |
| 2. Sewing Machine and/or Serger Cost Survey | Copies of student activity guide (II-IV-46)
Sewing equipment catalogs |
| 3. Sewing Machines Video | Video from Meridian Education Corp.
Video Player |
| 4. Equipment Field Trip | Copies of student activity guide (II-IV-45 or II-IV-46) |
| 5. Equipment Demonstrations | None unless requested by demonstrators |



**OPTIONS/ACTIVITIES****Option 1: Sewing Equipment Costs Survey**

Have students list the sewing equipment they consider:

- a) the basic essentials (bare necessities)
- b) optional but really useful
- c) really optional but fun to have

Then have the students visit one or two fabric stores and/or use catalogs to find the costs of each group of items and compare products, quality, functions, etc. (A student activity guide is provided for the students.)

Upon completion, engage the students in a class discussion regarding interpretations of what falls into each of the three categories above, what they learned about costs, etc. Have each student share some element of their information with the rest of the class.

The activity could be expanded to have the students compare the quality of small equipment items, i.e., good, better, best. This would add another dimension to their survey.

Option 2: Sewing Machine and/or Serger Costs Survey

If preferred, have only the students do the above activity on large sewing equipment items—namely, a sewing machine and/or serger. Have the students compare two or three different brands for their survey.

Option 3: Sewing Machines Video

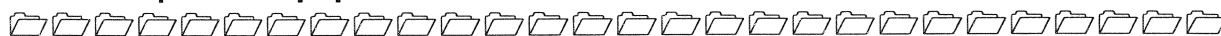
Show the video [Sewing Machines](#) from Meridian Education Corporation. This video helps students become wise consumers by taking into account such things as budget, warranties, references from friends, and machine capabilities as they shop for sewing machines. Introduces many brands and covers features found on the different models. Selecting a machine to fit an individual's sewing needs is emphasized.

Option 4: Equipment Field Trip

If possible, the teacher may choose to take the students on a field trip to a fabric store or two to complete their surveys. The only caution here is that the teacher needs to be careful not to promote or push one brand of equipment over another, particularly in smaller communities.

Option 5: Equipment Demonstrations

Ask representatives from various machine companies to come and demonstrate their equipment to the class. Ask them to bring their sewing machines and/or sergers, particularly, and explain the advantages and disadvantages of specific models. Request that the representatives bring mid-line models as well as top-of-the-line models to demonstrate. Also ask them to point out that while top-of-the-line models are quite fun to have, they generally are not necessary for most personal and/or family sewing.



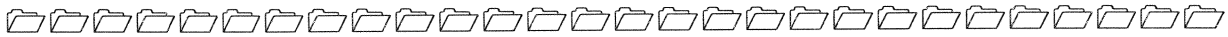
RESOURCES

Videos

Sewing Machines, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61701, 1-800-727-5507. Catalog No. 2105.

Catalogs

Clotilde, 2 Sew Smart Way-B8031, Stevens Point, WI 54481-8031, 1-800-772-2891.



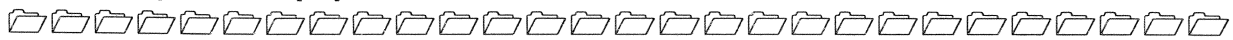
EVALUATION/TEST QUESTIONS

COMPETENCIES:

1. Itemize the various equipment needed for personal and/or family clothing construction.

1. Place a check by the items listed below that would be considered basic essentials for personal and/or family sewing.

- Top-of-the-line sewing machine
- Mid-line sewing machine
- Bottom-line sewing machine
- Top-of-the-line serger
- Mid-line serger
- Bottom-line serger
- Ironing board
- Steam iron
- Press cloth
- Tailor's ham
- Tailor's board/point presser
- Sleeve board
- Pressing mitt
- Seam roll
- Pounding block/clapper
- Needle board
- Pressing pad
- Sharp scissors or shears
- Thread clips
- Dressmaker pins
- Quilting pins
- Storage case for bobbins
- Measuring tape
- Yardstick
- Seam gauge
- Seam ripper
- Pattern weights
- Pin cushion
- Tailor's chalk
- Marking wheel



EVALUATION/TEST QUESTIONS

- 2. Assess the costs of sewing equipment.**

- 3. Compare the costs and features of various types of machines for potential purchase.**
 1. Sewing equipment purchases should be based on:
1) needs, 2) functionality, 3) budget, 4) durability, and 5) sewing skills.

 2. Consumers should request information regarding the warranty on each piece of equipment.
A.* True
B. False

 3. The expected life of the equipment should not be considered at the time of purchase.
A. True
B.* False

 4. When purchasing sewing equipment, one should:
A. Only look at one brand at one dealer's because it is less confusing.
B. Compare one brand at several dealers'.
C.* Compare several brands at several dealers'.
D. Purchase a machine just like your mother's.

 5. The costs of the sewing equipment on my survey:
A. Was more than I expected
B. Was about what I expected
C. Was less than I expected.
(Answers will vary.)