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
1. Sewing Equipment Costs Survey
2. Sewing Machine and/or Serger Cost Survey
3. Sewing Machines Video
4. Equipment Field Trip
5. Equipment Demonstrations

SUPPLIES NEEDED
Copies of student activity guide (II-IV-45)
Sewing supply catalogs
Copies of student activity guide (II-IV-46)
Sewing equipment catalogs
Video from Meridian Education Corp.
Video Player
Copies of student activity guide (II-IV-45 or II-IV-46)
None unless requested by demonstrators
Unit IV Topic B: Equipment Consumerism

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.)