

DYNAMICS OF CLOTHING II

UNIT VIII: *RECYCLING AND ALTERATIONS*

TOPIC B: **ALTERATIONS AND REPAIRS**

OBJECTIVE: Students will be able to identify and apply repair and alteration techniques.

CONCEPT: Developing the skills to make appropriate clothing repairs and/or alterations provide economic and aesthetic rewards. Individual and family budgets can be extended considerably and the self-image of all individuals involved can be enhanced. People feel good about themselves when their clothing fits correctly and is attractive.

COMPETENCIES:

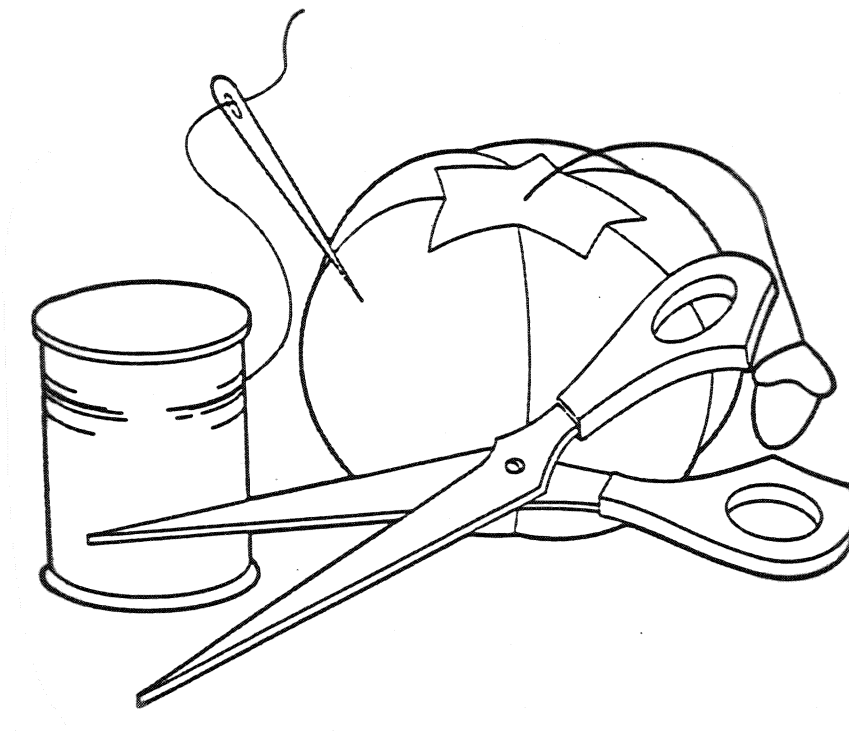
1. Identify various types of repairs commonly needed on clothing and/or household items (e.g., buttons resewn, zippers replaced, seams or stitching resewn, worn places reinforced, tears or rips mended, etc.).
2. Recognize the economic and aesthetic value of making timely clothing repairs to increase life span of garments and maintain original appearance.
3. Identify various types of alterations commonly needed for proper fit and appearance along with possible solutions (e.g., changing hem-lines, modifying cuffs, altering necklines, removing collars, changing leg width, replacing buttons, etc.)
4. Explore areas of application for alteration techniques:
 - a. Ready-to-wear articles (new clothing)
 - b. For the disabled
 - c. Recycled articles (used clothing)
5. Apply alterations and/or repair techniques.

ACTIVITIES/OPTIONS

SUPPLIES NEEDED

- | | |
|--|--|
| 1. What Needs To Be Repaired or Altered? | Plan A: Overhead transparency (II-VIII-21)
Transparency marker

Plan B: Copies of page II-VIII-21
Articles of clothing or household items that need to be repaired |
| 2. Repair Economics and Aesthetics | No additional supplies needed |
| 3. A Stitch In Time | Classroom set of textbook, <u>Clothes and Your Appearance</u> |
| 4. Alteration Alternatives | Teacher's option |
| 5. Alteration and/or Repair Application | Students bring
Optional: Copies of student activity guide (II-VIII-25) |



**ACTIVITIES/OPTIONS****Option 1: What Needs To Be Repaired or Altered?**

Note The teacher needs to have a very open relationship with his/her students in order to do Plan A without offense. Handle carefully! If the teacher does not feel comfortable with this approach, try Plan B.

Plan A: Begin by asking the students if they can be good sports today and be a part of the lesson. Explain that what you are about to do is not intended to embarrass anyone, but that it is the easiest and quickest way to make your point. Have an overhead transparency of page II-VIII-21 ready and have one of the students be the recorder. Then ask the students to all stand up while the teacher walks around the room checking the clothing the students are wearing. When the teacher spots something that needs to be repaired or altered, point it out and briefly discuss it, while the recorder makes note of it. Continue until every student in the class has been checked (an important thing to do to avoid discrimination claims) and then continue with Option 2.

Plan B: Have articles of clothing and/or household items that need to be repaired around the room. Number them. Give each student a copy of page II-VIII-21 to complete as the students circulate from article to article. When the students have finished circulating, continue with Option 2.

Option 2: Repair Economics and Aesthetics

Using the needed repairs and alterations that were identified in Option 1, continue by having the students assess:

- How much money can be saved by making repairs
- The time involved to make the repair
- The difference in appearance and the image message given
- The difference in how they feel when wearing the article
- When repairs should be done

Option 3: A Stitch In Time

Have students read pages 174-182 of Chapter 12: Repair, Redesign, Recycle in the Clothes and Your Appearance textbook from Goodheart-Willcox. This material covers a lot of commonly needed repairs and how to take care of them. It is good basic material. It is summarized on page II-VII-22.



ACTIVITIES/OPTIONS

Option 4: Alteration Alternatives

Explain that alterations are primarily done for the following reasons:

- Better fit
- Enhance appearance
- Provide comfort
- Accommodate disabilities

Briefly cover these areas of application for making alterations:

- Ready-to-wear articles (new clothing)
(See pages 152-156 of Clothing textbook by Glencoe for background information.)
- For the disabled
(See page 260 of Clothing textbook by Glencoe for background information.)
- Recycled articles (used clothing)
(See Unit VIII-A of this curriculum.)

The materials on ready-to-wear alterations and alterations for the disabled is summarized on page II-VII-24.

Option 5: Alteration and/or Repair Application

Have the students make the alterations and/or repairs identified in Option 1, Plan A. Or, have the students bring something from home that needs to be altered and/or repaired and take care of it.

Optional: Assign the students to make needed repairs or alterations to three (3) to five (5) items in their home. These can be for any member of the family. In fact, the teacher might want to designate that a minimum of one (1) or two (2) item(s) must be for someone else in the family. Have the students keep a record of their repairs or alterations on the student activity guide provided.



RESOURCES

Video

A Rx for Your Clothes, Nasco, P.O. Box 901, Fort Atkinson, WI 53538-0901. 1-800-558-9595. Catalog No. WA 15153H. 30 minutes.

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. 152-155, 211, 260.

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. 174-182.



ASSESSMENT/EVALUATION QUESTIONS

1. Identify various types of repairs commonly needed on clothing and/or household items (e.g., buttons resewn, zippers replaced, seams or stitching resewn, worn places reinforced, tears or rips mended, etc.).

1. Why should garments be repaired as soon as possible?
 - Makes repairs easier and more possible to accomplish
 - Keeps rips or tears from getting larger
 - Keeps the garment in a wearable state

2. Give the solutions for the common types of repairs listed below.

Hole in garment	Patching - functional or decorative Applying appliqué over it
Worn spots	Darning Reinforcing with iron-on fabric
Seam or stitching rips	Restitching by machine or hand
Seam edges fraying	Overlocking or overcasting
Loose buttons	Resewing
Lost buttons	Replace with similar button On shirts/blouses, use bottom button for replacement and sew similar button on bottom
Buttons too tight	Resew with shanks
Buttonholes too tight	Extend opening slightly
Fasteners (snaps, etc.) loose	Restitch
Zipper broken	Replace zipper



ASSESSMENT/EVALUATION QUESTIONS

- 2. Recognize the economic and aesthetic value of making timely clothing repairs to increase life span of garments and maintain original appearance.**
1. Name three (3) to five (5) benefits of taking the time to alter ready-made garments.
 - Save money
 - Customize fit
 - Add to comfort
 - Enhance and/or maintain appearance
 - Increase self-image

 2. Approximately how much money can be saved by:
 - a. Replacing a zipper in a pair of slacks
 - b. Patching a pair of jeans
 - c. Restitching a torn pocket on a shirt
 - d. Restitching a broken seam on a good dress
 - e. Putting new elastic in
 - f. Replacing lost buttons on a jacket
 - g. Overlocking fraying seams on some pajamas

- Answers to these will vary but should be within reasonable range.

 3. To the left of each letter above, write the approximate length of time it would take you to make that repair.

 4. Clothing that is in good repair and looks good:
 - A. Makes us more comfortable
 - B. Gives us a good self-image
 - C. Provides self-confidence
 - D.* All of the above



ASSESSMENT/EVALUATION QUESTIONS

3. Identify various types of alterations commonly needed for proper fit and appearance along with possible solutions (e.g., changing hemlines, modifying cuffs, altering necklines, removing collars, changing leg width, replacing buttons, etc.).

1. For each of the alterations listed below, write a possible solution.

Adjusting length of garment	Lengthen or shorten hem
Adjusting length of sleeve	Remove cuffs and reposition
Adjusting fit (width)	
too large	Make seams bigger; remove old seams
too tight	Make seams narrower; remove old seams
neckline too tight	Move top button(s) over
waistband too tight	Remove waistband and adjust placement
waistband too big	Add elastic in back to take up slack
Buttons wrong color/style	Replace buttons
Article too plain	Add contrasting trim, embroidered design, etc.



ASSESSMENT/EVALUATION QUESTIONS

4. Explore areas of application for alteration techniques:

- a. Ready-to-wear articles (new clothing)
- b. For the disabled
- c. Recycled articles (used clothing)

1. List three (3) reasons why a person might want or need to make alterations to something just purchased.
 - Received gift that didn't fit right
 - Found something on sale that needed altering
 - Article needed to be repaired
2. Three areas for applying alterations techniques are:
 - Ready-to-wear articles
 - For the disabled
 - Recycled articles
3. What is the main reason for making clothing modifications for disabled persons?
 - Enables them to be more self-sufficient
4. For each of the problems disabled persons encounter that are listed below, give a possible modification.

Can't fasten pants/skirts	Make elasticized waist
Can't fasten small snaps	Replace with larger snaps/hooks and eyes
cuffs	Replace with hook and loop tape
necklines	Replace with larger buttons
Need more space for cast/brace	Open seam; add hook and loop tape Open seam; leave open and resew later
Buttons too small	Replace with larger buttons (May have to enlarge buttonholes, too)
Can't hold zipper pull	Add a plastic or metal ring, or a fabric loop to pull
Can't get garment over head	Add an extra zipper in seamline