

**Anaheim Public Library**

**Sew Fun**

Laura Rodriguez

## **Lesson Plan: Sew Fun Program**

### **Project: 10 or 12 inch Pillow**

#### **Required Materials**

Fabric

Thread

Scissors

Patterns

Straight Pins

Trim Scissors

Polyester fiber fill

#### **Instruction context**

This lesson plan will cover the instruction scenario of a one-off sewing program at the Public Library where patrons join, participate, and go on their way. Hopefully, they learn something valuable and return to attend other programs.

The program is broken up by age. The first session is for “tweens” ages 8-12. The next session is for teens, then the next session is for adults. The last session is open to anyone who would like to come back and participate again, so ages 8 and up. For this lesson plan, I will be focusing on the session designed for teens.

By the end of the session, the participant will have:

1. Selected a fabric, ensuring there was enough to cover both sides of their pattern.
2. Pinned the pattern to the fabric and cut it out.
3. Removed the pattern and pinned the fabric again in preparation for sewing.
4. Witnessed a demonstration of how to get started at the sewing machine.

This demonstration introduces the main components of the machine. The hand wheel, the needle,

the presser foot lifter, and the foot pedal.

5. Sewn using the sewing machine.
6. Turned their pillow right side out and stuffed it with polyfill.
7. Returned to sew the opening shut with the machine.

### **Instructional Goals**

The goal for instruction is to effectively guide the individual through the steps of creating the project. Ideally, the participant will be able to complete the project during the duration of the program. Once the participant is finished with their project, they are encouraged to hold it up for all to see, a simple announcement of, "attention everyone! Sally just finished her first pillow!" and applause ensues. The participants typically leave beaming with pride. This fulfills the instructional goal of instilling confidence in the participants for their ability to master the new task of sewing. Another instructional goal is also for the participant to learn safe practices and procedures for how to handle sharp fabric scissors, hot irons and sewing machines.

### **Established Goals and understandings**

1. Overcome anxiety and fear in pursuit of learning a new skill.
2. Establish new community relationships
3. Understanding the various components of the larger task.

## **Student understanding**

When instructing an educational one-off program at the library, the goals for instruction can and should go beyond the practical skill that is being taught. We want patrons at the public library to feel that the library is an inclusive, safe environment with staff that is supportive, informative, and helpful. The objective is for the patron to leave with confidence in the library and a positive experience that would encourage repeat patronage. We want the library to be a source of enjoyment as well as a trusted resource. The patron should also feel proud that they were able to overcome their anxiety or fear (which are common when attempting to learn a new skill) and be proud of their accomplishment.

## **Students Will Know & Be Able to...**

1. Students will know the basic parts of a sewing machine and basic sewing materials.
2. As a result of this lesson, students will be able to complete a simple project following basic instructions.
3. The transferable skills are being able to work through a scenario that seems intimidating and overwhelming at the onset. By taking the instruction one step at a time, the students are able to accomplish something they once thought they were not capable of.

## **Essential Questions**

1. How can I break down a complicated project into manageable steps?
2. What tools, techniques, and materials are required to sew?
3. Is the library a good place to come and learn a new skill or explore a new hobby?

The essential questions that we ask should be derived from the essential understanding that we want our participants to have at the

completion of their session. McTighe and Wiggings explain that skills, “are a means, not ends, and their aim is transfer...” (2013, p. 37.) A lesson or program that is meant to teach a skill, such as sewing, will have different essential questions because the outcomes are different than that of a theoretical lesson. In a public library setting, the overarching goals should be attached to the mission and vision of the library and work to promote the strategic goals it has set forth. In *Outcomes: Reframing Responsibility for Wellbeing*, Hogan and Murphey summarize that, “focusing on outcomes brings new clarity, motivation, partnership, and responsibility to the work of improving the lives of communities” (2002, p. 4). Therefore, the essential questions I pose aim to encompass what the participant will take away from the sewing session about how to sew and about the experience of participating in a library program.

In order to gauge how patrons felt about the program, we will administer a short, voluntary survey at the end of the session. Participants will be asked to complete the forms and they will be asked not to write their names on them in order to promote anonymity and honest feedback. This feedback is a crucial assessment of our service and the insights will allow us to make improvements and/or adjustments to the program.

## References

- McTighe, Jay., & Wiggins, Grant. (2013). *Essential Questions : Opening Doors to Student Understanding*. (1st ed.). Association for Supervision & Curriculum Development.
- The Annie E. Casey Foundation. [Outcomes: Reframing Responsibility for Well-Being Links to an external site.](#) Baltimore: The Annie E. Casey Foundation, 2002.
- Wiggins, G., & McTighe, J. (2005). [Understanding by Design \(Expanded 2nd ed.\)](#) Association for Supervision and Curriculum Development (ASCD)