



Craft Yarn Council Certified Instructors Program

The Craft Yarn Council Certified Instructors Program was designed to train qualified knitters and crocheters to teach their skills to others. In recent years, there has been a resurgence of interest in these needle arts as can be seen from today's fashions and home decor.

The Council has been approached by numerous retailers who wish to provide not only the materials needed to create beautiful gifts and projects, but also the education needed to foster the renewed interest in knitting and crochet.

This Teacher's Handbook along with the Certified Instructors Program Notebook will provide the necessary information and resource materials to help you in becoming an effective teacher of these skills. The teaching material and information was contributed by nationally known teachers who have actually put these suggestions into practice, so they are indeed proven effective teaching techniques.

We would like to take this opportunity to thank **Dixie Berryman, Audrey Hein, and Evie Rosen** for their assistance in preparing the information contained in this handbook as well as the Certified Instructors Manual.



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The Teacher

Developing Personal Teaching Skills

Most of us have favorite teachers and can recall personal qualities which made them outstanding teachers. Certainly, the ideal teacher understands how people learn, stays in charge, is well prepared, and makes it fun all at the same time.

How can you prepare yourself to be a good teacher? Of course, some people have a natural talent for teaching, but studying, organizing, and enjoying working with others are a few qualities of a good teacher which can be emulated. This handbook was designed to assist you in developing these essential qualities, and it will also provide some helpful guidelines and suggestions to help you become the best teacher you can be!

Stay Focused

The focus of your class should be to **teach crochet or knitting on a given skill level**. If students are beginners, keep the focus on beginning skills chosen for that lesson. They will be struggling to hold the needle or hook and trying to remember how to hold the yarn. Questions asked about anything else should be deferred to after class. The teacher needs to be supervising students so they will learn skills correctly instead of answering irrelevant questions.

Students with a little knowledge and skill may want to jump ahead, but this confuses the beginner. Ask that these questions be held at a later time, either after class or at later one where it is discussed in a lesson plan.

While giving instruction, **pause frequently** to allow students to think about what you have just said. Speak clearly and slowly. Speaking slowly will allow your mind to work ahead of what you are saying, and you will be less likely to forget anything. It is always a good idea to make a brief outline of things you want to cover in class each day because there's no substitute for a graphite memory...**WRITE IT DOWN!**

While keeping focused on the subject, be kind and pleasant. If other subjects are brought up, keep returning to the class subject as quickly as possible. Never lose sight of the reason for the class.

Be Organized and Prepared

Good organization is essential to good teaching and will make you more efficient and effective. Whether during the planning stages or in the classroom, organization is an important factor in successful teaching. Review and study for each lesson; collect examples and supplies to insure each class begins on time and goes smoothly. Being ready

avoids needless confusion, puts students at ease, and prepares them for learning.

Be thoroughly familiar with the subject. Before every class, review each skill and idea to be taught. It is impossible to know everything about a subject so every teacher will sooner or later have to say, "I don't know." Students are quickly aware when the teacher is "faking it." Honesty and integrity requires the elimination of pretense.

A comment such as, "Let me find out and report back in the next class," shows the student that questions are being taken seriously.

Visual aids will promote the subject you are teaching and simplify your task as a teacher; therefore, it is to your advantage to use as many visual aids as you can. We've all heard, "**A picture is worth a thousand words**," and that is especially true in a classroom setting. Students prefer to see what you're talking about instead of just hearing about it. Remember, all visual aids need not be "life-size". Miniatures work just as well, and they are quicker to make and easier to carry.

It is natural to be nervous as a new teacher. Nervousness can even be used for energy in class, but the trick is not to let it affect your teaching. Being prepared is the best insurance against nervousness.

At the beginning of the first class, pass a sheet around for each student to sign in and provide his or her e-mail address and/or phone number. You may choose to also give the students your e-mail or phone number. Experienced teachers find that students usually do not abuse this privilege, and they can be helped rather than do nothing until the next class.

Lesson Plans

A lesson plan is simply an outline of what you plan to teach in a class. Developing lesson plans makes you focus on how to accomplish your teaching objectives for each class and helps you stay on schedule.

If you are writing lesson plans for the first time, below are three helpful guidelines:

1. Define your goal for the entire series of classes. This can be completing a simple project or teaching specific techniques.
2. List all the steps to be covered with your students in order to attain this goal.
3. Divide all the steps between the number of classes or hours you will be teaching.

Even when using detailed lesson plans, you can't always stay on schedule. You might have an entire class of slow learners, or conversely, a class of speedy students who complete two lesson plans in the time



you thought it would take to complete one. There will be times when you will just have to go with the flow, but most times you should be able to stick to your plans.

If you are teaching straight technique, **Teaching Objectives and Sample Lesson Plans** for beginner classes in knitting and crochet are in the back of this Handbook. The lesson plans will help you organize the first series of classes. Included in each are:

- Student supplies needed for the first class
- Four, 2-hour class plans with skills taught in each one
- What the teacher does
- What the student does

These lessons use directions and reading materials from the Certified Instructors Program Notebook which may be copied for use in classes. They may not be sold or used in other books unless written permission is given from the Craft Yarn Council.

Hints on scheduling classes, teaching specific techniques, and many other useful ideas are also included in this booklet.

Keep Continuity

Knitting and crochet are skills taught in a **step-by-step organization**, and this is the simplest way to teach a subject. The student must understand and be able to do “Step” progress, and the teacher must be alert to student response and be as certain as possible each step is learned and used before progressing to the next.

One teaching method that can be utilized is to provide a hook or needles with rows of crochet or knitting already worked to teach beginners, skipping how to chain or cast on until they are more adept at handling yarn, hook, or needles. This is an exception to the “Step Rule,” but works for some classes.

Always assume students in a beginning class know nothing about the skill; take nothing for granted. Those who are self-taught need to know what they are doing right and wrong. Although students may have crocheted or knitted for many years, they may still not understand why gauge is important or how to use gauge information.

Review also gives continuity from class to class. By reviewing at the beginning of each class period and recapping at the end of each class, the teacher reinforces the techniques already learned and connects them to new ones.

Student Involvement

The student must be actively involved in the teaching-learning process. What does the student do to learn?

The first question is what does the teacher do to teach? The general answer is to direct the learning activities of the students. This is done by:

1. Providing related reading material.

This may be copied from the CIP Manual or a required instruction book.

2. Explaining the lesson with reading material.

- Have students turn to the page being taught.
- Read through and explain what is being taught.

Students must be encouraged to read and use directions.

3. Demonstrating the lesson (*How to chain or cast on loosely*).

- Show a knit or crochet project illustrating what is being taught.
- Sit down and have students gather around so they can see how you do this technique.
- Work slowly, explaining each step required.
- Repeat these steps several times until students are ready to try on their own.

4. Giving students a task (*Chain or cast on 12 stitches*).

- Ask students to repeat exactly what you demonstrated with directions in front of them. Directions must be specific, so write it on the board in front of the classroom or provide them in handouts.

5. Observing students doing the task.

- Walk around to each student, encouraging and helping.
- Let the student do the work while you read or tell them how to do it.
- Make changes in their technique only if they cannot work out the problems.
- Encourage them to work on their own as much as possible, with supervision to be sure it is correct.

It is extremely **important to include some one-on-one teaching** within your larger groups. Many people are hesitant to ask questions in front of others because they don't want others to know they don't understand. You may also have adult students who are illiterate but are embarrassed to tell you. By walking around the room while students are working on an assignment, you can pinpoint those who need individual assistance. However, NEVER embarrass



anyone by saying something like, "Why didn't you tell me you didn't understand?" **PATIENCE AND TACT ARE IMPERATIVE!**

Regarding the subject of correcting a student, experts agree that giving lots of affirmation is important. Keep telling them they are doing fine. Always find something positive to say to the student needing correction whether it's, "I like the color of your yarn," or "You hold your needles/hook well." **Saying something positive to them first helps them to receive correction better.**

If students cannot complete the task assigned in class, the teacher must return to Steps 2–5. If a large number of students have problems, do these steps for the entire class. If only a few need additional help, gather them together to review the steps.

6. Assign homework.

- Emphasize to students that the more they practice at home, the quicker they will progress in class. Remember, **"Practice makes perfect!"**

Homework should be practice of skills learned in class, not new information. In class, review each step of the homework to be sure each student understands what is expected. Be available after class in case someone is still unsure of the assignment.

Being successful at home with the homework assignment may determine whether a student continues with the class.

Some instructors find it effective to teach a new technique, show the student how to use it in a project, and after some practice, give them another new technique. The student completes the first technique practice at home, which allows them to receive more classroom instruction because almost all of the practicing is done at home. Require students to bring the project back the following week for "show and tell." They will inspire each other that way and it allows them to see their progress as they go along.

Choose homework carefully. Practice should build confidence and skill, not be drudgery or confusion. The first assignments can be small projects with a purpose, such as a square gauge swatch to be sewn into a sachet packet or eyeglass case. Change bags, wristbands and other small projects can be finished in a week.

Larger projects may discourage beginners. Look for project ideas in instruction books, magazines, and in library books. Yarn manufacturers also supply free patterns to retail stores and at their web sites for beginners.

Review students' homework either before the next class begins or first thing in class. Students will be

preoccupied with their homework questions and may not be able to progress until these are answered. This is a chance to clear up any misunderstandings or problems before moving on to the next learning step.

In the Classroom

It is time to teach a class and teachers must answer the following questions:

How do I get started?

Be early enough to get comfortable in the room and greet students as they arrive. Have a sheet for each person to sign in with their e-mail or phone number. Begin class on time by introducing yourself and what is being taught. Ask students in turn to introduce themselves, stating their name, where they live, and why they chose to take the class.

Give a lesson plan or outline of the entire class with your e-mail address or phone number on it to each student. This should include dates, times, and place.

What activities are necessary to accomplish my teaching goals?

Three methods of teaching are usually combined to teach knitting and crochet: reading directions, demonstrating, and requiring students to try reading directions and repeating the demonstration.

Show a knit or crochet example of what the student will learn. Reading directions will include explanations of abbreviations and terms as needed. These may be read aloud by the teacher. Later, students may read these aloud in class.

Demonstrations involve the teacher using the needles or hook and yarn to actually work the directions. This must be done slowly and repeated enough that most see how the task is done.

Students must now try to repeat the demonstration to learn the task.

How do I get students to do the necessary activities?

After demonstrating the activity, the teacher tells the class to return to their seats and repeat the same activity.

What materials are needed for these activities?

Tell students exactly what they will need for this particular activity.



How often do I make progress checks?

Begin at once to be sure everyone has started, the activity. Some will have to be helped; others will go ahead on their own. Keep checking each student until everyone is started. Continue to check each person to make sure progress is being made. Some will have to review and start over. Others may need a little help. Keep encouraging everyone.

Have you planned internal summaries and reviews? (Example: "So far, we have")

After most have begun to catch on, summarize what they have been doing. Review each step in order to remind them.

Take a short break. Think of the class as a series of "mini-lessons" of about 10 minutes each of teacher instruction. Student activity will take another 10 minutes give or take. Much longer than this will push students' concentration. Break just enough to get their attention and stretch a little, then go to the next "mini-lesson."

Conclusions-How do I pull it all together?

In the last half-hour, explain and demonstrate the homework assignment. Beginners must have this started before leaving the classroom because they need a clear understanding of all assignments.

Before dismissing the class, list what was done in class and how it relates to the homework. Ask again for questions or comments. Have the students pack their things and check for articles left behind. Thank them for coming and invite them back to the next class.

FEEDBACK: How Effective Are You as a Teacher?

Good teachers learn something from each class. But, what did the students learn? Did they learn what you intended? How do you know what they learned?

One source of feedback is how their projects look. Another is to ask, but this can be difficult. If you were really great, they will tell you personally, but if there is room for improvement, they may tell others instead.

Evaluations are an invaluable tool for teachers, whether just beginning to teach or even if you have taught for some time. An evaluation sheet may be given to students for their response. Encourage their honesty by explaining that the evaluations will be used only as a way to improve your own teaching. Ask them NOT to sign it but to leave it after the last class.

Reading your evaluations may not be easy. Seasoned teachers suggest waiting until you are rested before

reading them. Understand that some students may not intend comments quite as harshly as they sound to you, but they might contain a grain of truth.

Also, realize that you may not be quite as wonderful as you think you are either. As usual, the truth is somewhere between the two extremes, but there is always room for improvement. Hopefully, these evaluations will help you think of ways to improve thereby benefiting you and your future students.

NOTE: For your convenience, a sample Class Evaluation is in the back of this Handbook.

Planning Subsequent Classes

Now that the first series of classes is over, you can look forward to the next one. If these students want to continue to the next level class, follow the basic outline given for the beginning class. Include techniques and information appropriate for four classes. Directions for these are included in the CIP Notebook. But before doing so, it may be helpful to ask the students for suggestions that could make the class more convenient and/or interesting.

In the first of these classes, review the necessary skills needed to start the class. This prepares everyone for the next series. It is important that students have a firm foundation to build upon before going to the next level.

Class Size

You may choose to limit the number of students in your class. Beginning classes should be no larger than 8–10 people, or even less if you are new at teaching. If you are uncomfortable teaching alone at first, you might try "team teaching" with someone who may have more experience at teaching. Nevertheless, limiting the number will assure that each student receives the individual help they may need. As your class fills, start a waiting list of interested persons. If someone enrolled is unable to attend the class, you can offer the class to someone on the waiting list, or you may have enough people on the waiting list to form a second class. If you are teaching in a retail store and this happens, discuss adding another class with the Department Manager.

Project Ideas

It is very important that projects be appropriate for the skill level of the class. Beginners may need assistance in choosing a pattern that is simple and appropriate for their skill level. **Remember**, it's better to end up with a **completed** simple project than an unfinished difficult one.



The Craft Yarn Council's web site (<http://www.craftyarncouncil.com>) is a great source for project ideas as are the web sites of the Council members. (There are helpful links to these companies at the Council's web site.)

Another very important thing to remember about project selection is to check with the store's department manager or buyer to make sure the materials needed for the project selected are available or can be ordered. ALWAYS select a project in which most if not all supplies can be bought at the store in which you are teaching.

There are two different approaches you may take in guiding your student towards a project.

You may want to select one specific project for all your students to work on. You could advertise your classes around this project. "Learn to knit a vest" could be the header on a poster or brochure. When the students sign up for class, you should give them the list of supplies needed for this particular project, being sure they understand the type yarn and knitting needles/crochet hook required for the project.

Another approach is to let your student select their own project. If you chose this method, be sure your students understand what type of skill level the pattern should have and the type of yarn they should be working with (medium  or bulky weight  for beginners).

Organizing Classes

Facilities

When planning a class through an organization, check on available facilities. The public library, senior citizen centers, and city recreation departments are sometimes looking for classes such as you are offering and have facilities to host them. Some other avenues to explore are: Schools, Girl and Boy Scout Troops, 4-H Groups, Nursing Homes, Housing Projects, Banks, Commission of Aging Programs, Shelters, Local Yarn Shops, Church Groups, Family Members and Friends.

Remember: There should be good lighting with seating available at tables. Of course, safety as well as building accessibility should also be considered. It would also be wise to consider that excessive noise can interfere with a student's hearing and concentration. Be sure to inform students of any parking regulations at the facility.

Class Scheduling

When a site for classes has been chosen, a schedule should be made as soon as possible. If you are teaching for an organization or retail store, they may help publicize the classes. Most stores need from three to six months and even up to a year to integrate classes into their annual calendar so before setting dates, it would be wise to sit down with the Department Manager and a year long calendar and map out dates together. Begin by marking all local celebrations, which might be used as a class idea or that could interfere with the schedule. All national, state, and local holidays should be noted along with school years. Remember that even college ball games and academic holidays can affect class attendance.

Below are some suggested times for scheduling classes with more than 2 sessions.

	Time available
September to mid-November	11 weeks
January to mid-May	20 weeks

Since most people do not commit to long series classes in the summer, plan for either single sessions or two classes back-to-back. One-day workshops fit into holiday schedules and special events in your community.

Remember that most people who work will need weekend or night sessions. Children may do after school classes. Sporting events, weather conditions, and retail promotions all play a part in making or breaking class attendance. Consider as many of these factors as possible when deciding the schedule. If one does not work, try again and shift times or days slightly.

Schedule classes close together on the chance that some will not fill. Offer a variety of levels: beginner, advanced beginner, intermediate, and advanced. The levels are not as important as getting classes filled.

When to Schedule

A typical day can be easily divided into convenient time slots: 10 am–12 noon for a morning session; 1 pm–3 pm for an afternoon session which allows mothers with small children to attend with a minimum of disruption to their family; and 7 pm–9 pm evening sessions which complete the day. Obviously, your choice of scheduling will depend on your own availability and the availability of classroom space.

Teaching in the Store

Classes in a store facility can be a positive experience for you and the store. The students are surrounded by beautifully colored yarn and projects to inspire them. Retailers may not make much money on the



class itself, but they always generate many class-related sales on class day and for many weeks afterward. Researchers find students will buy extra items amounting to at least twice what the class originally cost.

Keep in mind that whether or not you are a regular employee of the store in which you are teaching, you are representing the store, so dress and conduct yourself appropriately. While you are teaching for this store, you should offer no opinions about it, its policies, management, or products. Avoid even making derogatory “off the record” comments. They are providing space for your classes and deserve being treated fairly. Even when you as a knitter or crocheter prefer other product brands, it is imperative that the teacher not be involved in denigrating her host. You are in the store to teach not to be a personal shopper. If a retailer feels you have been insulting or unfair, there will be no more classes with you as a teacher.

People love to watch while classes are being conducted in the store and are fascinated by others creating a project. But there are drawbacks if you are trying to teach on the selling floor. Many distractions such as customer and clerk chatter and interruptions from curious observers can keep students from concentrating and learning. A private area is much better for both the student and teacher, but that is not always possible.

If a quieter area is not available, make the best of it by keeping the students’ attention on learning. Try to ignore as much as possible, relax, and don’t take it personally.

Registration

The fee you will be paid to teach will depend upon your experience and qualifications and who you will be teaching for. If you are teaching for a retail store, sometimes the fee is already set and will vary from store to store. Most stores require payment in full for classes in advance and clearly state cancellation and refund policies.

Publicizing

If you are teaching in a retail store, the retailer generally prepares in-store signage or flyers about upcoming classes. However, the more support you can provide, from exciting employees about your class to conducting in-store demonstrations, can only help increase sign ups and the overall success of your class.

If you are organizing your own classes, begin publicizing them four to six weeks in advance of the starting date. Enrollment forms could be displayed on a poster board with other information about the classes. Encourage participation by all age groups,

males and females, and from various localities in your area.

As part of class preparation once the lesson plan has been developed, a class description will be needed for publicity purposes. This should include your qualifications to teach. The class description should be concise and clear. Try to use an “attention getting” first line for publicity since the purpose of publicity is to spark interest in your class.

You will also want to incorporate whatever prior knowledge is required for the class. For instance, when teaching beginning crochet, stress that no prior knowledge is necessary. Also, note what materials the students should bring with them.

Be sure to give a detailed supply list to each student as they sign up for class. Regardless of whom you are teaching for, it is always a good idea to write your own publicity. Otherwise, it could be written by someone who knows nothing about what you are teaching, and it could be full of inaccurate information.

Posters or flyers could be displayed in community buildings, grocery stores, hairdressers, libraries, or malls. News releases can be used on community bulletin boards, public television stations, local radio stations, or local newspapers.

NOTE: In the back of this Handbook, you will find Sample Press Releases and Flyers, which can be adapted to your specific needs and copied for distribution.

Special Teaching Challenges

Because all classes are made up of different types of individuals, personalities and abilities, you **will** encounter a number of special teaching challenges. If you view these students as challenges rather than “problems,” they will be less difficult to handle.

The slow learner needs constant reassurance and confidence building. Remind her or him that they are learning for relaxation and accuracy, neither of which will require speed. Speed comes with practice. It is very important to remember that beginners are learning a new language as well as a new skill, so be patient.

Keep in mind that the slow learner may be a noisy or a quiet student. To reassure a slow learner, you might tell her not to worry if she doesn’t put into practice all you are teaching, as long as she understands it. Tell her you do not worry about slow workers because they are usually listening to you. (This is obviously aimed at THE RUSHER, not at the slow learner.) Emphasize again that everyone learns at a different pace and not to compare her pace with someone else. Encourage all students to just **RELAX** and move at **their own** pace.



Another way to handle disruptive, noisy students is to interrupt with questions to the whole class. This tactic interrupts their train of thought. You could pose a question like, “Did you enroll in this class with a specific project in mind?” or you could say that the noise level is preventing you from hearing someone clearly ... or you might just stop, **SMILE**, wait for them to quiet down, and then proceed.

Difficult students might include those who interrupt others or demand constant attention. Help them, but no more than others in the class. Be polite but firm, not allowing them to “take over” your teaching goals.

Teaching Children

Children are future crafters and worthy of our time. Whatever you choose to teach children, scale it down to their age and ability. When teaching them, it is best to keep classes small and/or have a helper. Choose a project that they can use or give as a gift to a family member or friend. For children, 1-hour lessons work out well, held two afternoons a week for two weeks. They maintain interest and can cope with a two-week commitment better than a four-week one.

Most children want to have fun and will not tolerate too much seriousness. They may not be interested in “doing it right.” Be grateful they are trying. Let them enjoy learning. Just being exposed to the techniques and having an enjoyable experience may be enough for them to learn more later.

Since most children do not have a long attention span, it’s best to keep things moving. The challenge may be just getting them to sit still long enough to teach them, so the key is to KEEP IT FUN! Go with the flow and don’t dwell too long on how to hold the yarn, needles, or hook. Once they get started, they will work out their own methods of holding yarn and needles. Just keep them going.

At first, work around mistakes and don’t rip them out. Keep the lessons short enough to hold interest and get them excited about the next lesson. Children often like to compete. Explain that this is an individual learning event and not a race. What is important is how much they enjoy it. This applies to adults, too.

Boys may be more interested in these skills than some girls, so do not leave them out. Associate knit and crochet with their interests: caps and leg warmers for outdoor sports, or writing a pattern for themselves with the calculator and tape measure.

Patience is probably the most important quality needed to be a successful teacher, and this is especially true when teaching children. So when scheduling your lessons, set aside enough time to devote exclusively to the child/children. Children love

attention, and the quality one-on-one time spent with them is very important.

One instructor who enjoys teaching children suggests to always dress comfortably. She sits on the floor with the students standing behind her. This enables the students to see the correct way to hold the needles or hook. Some students may still need additional help. Try seating the child to your side. While you hold the needles or hook, have them place their hands over yours.

Praise should be given generously when teaching all age groups, especially for children. When they feel good about their work, they practice and progress quicker and so do adults as previously noted. Children love attention, so a good way to motivate them is to “show off” their work by making an exhibit of it after class.

Teaching Other Age Groups

High school students may be on the run but enjoy a project for TV watching, as do college-age students who also have downtime between classes. Business women may enjoy a night out with other knitters or crocheters to relax, but they usually prefer to start learning the task immediately instead of socializing.

Retirees may not be as interested in learning all the new techniques as getting together for a chatty, simple project. They may prefer to work slower and enjoy talking to their neighbor. Adjust your teaching pace to them and their preferences. Short lessons along with short breaks usually work best with this age group.

The physically challenged will impress you. Most are able to learn from you with few adjustments to your usual teaching style. If they have problems hearing or seeing, they may request a seat nearer to you. With patience, you will learn more about teaching from these students. The physically challenged or disabled are eager to learn a new skill and are often omitted from those we would ordinarily seek as students.

There are many blind and hearing impaired who teach others. Those with learning handicaps can be remarkably talented in ways not readily apparent. Use these hidden talents to develop effective needle workers. Many prefer repetition and do very well with knit and crochet.

It can be more difficult to teach family or close friends. They may not take you as seriously as other students and may only want to know specific techniques. Keep your sense of humor and do not feel obligated to give them the whole course.

If they want more information, they will ask for it. They may want no structure at all and as long as they



learn, the teaching method is not important. Teaching anyone at any age should be rewarding and enjoyable for you and the student, so be creative.

More Suggestions

Personal appearance and habits must not detract from the class focus. Use this list to improve the teaching experience:

- Avoid perfumed cosmetics. Some people are allergic and others are unaccustomed to them.
- Class time is not the time for smoking, eating, or drinking. If someone were to burn or spill coffee on their neighbor's work, three people would feel badly. The spiller, the neighbor, and most of all YOU for allowing it.
- Pay attention to personal cleanliness and good grooming with neat and appropriate clothing. The teacher will be "rubbing elbows" with students and should be pleasant to be around.
- Wear comfortable, attractive clothing, but avoid jewelry and accessories, which distract from teaching and demonstrations.
- Develop a pleasant speaking voice, loud enough to be heard easily, but modulated to the indoors. Make a tape of your class to hear how you sound. Excite and encourage students with your voice. Emphasize points with a different voice level (no shouting!). Work against monotony.
- Personal speech should be slow enough to understand but quick enough to impart ideas.
- Use speech pacing as a teaching technique. Pause to allow students to think about what has just been said. Repeat if it is important. Silence is better than nervous "ums" or "you know."
- Leave personal problems outside the classroom. Students have come to learn about knitting or crochet. They need your full attention and concentration. The classroom is a haven to share a precious talent.
- Smile often. It will help you and the students relax and enjoy. Constant jokes do not improve classroom atmosphere but good humor does.
- Good posture while speaking to a class gives better breath support and improves general appearance. It also helps maintain energy level needed to teach.
- Be understanding and considerate.

Students will make the common errors all beginners make. Some will take longer to learn how to correct these errors, but everyone deserves to be treated with dignity, understanding, and consideration. Treating

students with personal respect is always the right thing to do.

Drawing Up A Teacher's Contract

When teaching for stores, organizations or a group, a contract should be signed so that everyone understands what their responsibilities are. When teaching for a store, they may already have a contract that they use for this purpose. However, if you do need to draw up a contract, it can be as simple as a letter of agreement, or it can be a standard contract. It should "spell out" in detail the following items:

1. Title, content, date(s) and duration of the class.
2. Who provides what. How much of the supplies will the store provide and how much are you to provide.
3. Determine what audio/visual needs you have for the class and decide who will provide them, you or the other party.
4. Cancellation policy, both yours and theirs.
5. Minimum and maximum number of students.

NOTE: A Sample Agreement is shown in the back of this Handbook.

Accomplishing Teaching Objectives

Good quality instruction is a must for a successful class, not only for the sake of the class itself, but also for the hope of any future classes. Word of mouth can be one of the best and also one of the most detrimental forms of advertising, so make sure the words issuing from the mouths of your students are only those of great praise for your classes and teaching skills.

Always **REVIEW** before beginning a class. It is important that you be prepared and have available all the teaching aids you need for the class. Pre-class preparation is helpful to refresh your memory on techniques you may not use very often and is important whether you are teaching a large class or one-on-one.

The following pages will present objectives you would hope to accomplish in beginning technique classes. Lesson Plan formats will follow objectives.



Objectives For Knitting Classes

Basic Knitting Techniques

Objective: To introduce to students basic knitting techniques, including how to cast stitches onto the needle, the knit stitch, the purl stitch, and how to bind off.

Casting On

Demonstrate how to cast stitches on knitting needles by using large needles and bulky yarn or rope. Also, the use of posters and corresponding illustrations would be helpful when working with a group. Use one of these methods throughout your demonstrations. Emphasize casting on loosely. Suggest using a knitting needle two or three sizes larger to cast on stitches, then work the first row using the needle that will be used for the project. Also mention using two needles to cast on, then pulling one out, or spacing stitches when casting on which is the best method.

Explain to students that depending upon the cast on method they use, they should decide which cast on edge will be on the outside of the project. For instance, when casting on by the sling-shot method, the first row worked should be a wrong side row, so the more attractive, smooth edge will be the right side row. If the garment begins with ribbing, the first row of stockinette stitch determines which will be the right side row.

Knit

Demonstrate how to hold the yarn in the hand and how to hold the needles. For your demonstration, use large needles and bulky yarn. Have students practice the knit stitch. Demonstrate to students how to switch needles and start the second row. Have students count the rows as they knit. Show a sample of the garter stitch.

Purl

Demonstrate and explain the placement of yarn for the knit and purl stitch and the front and back of work. Demonstrate the purl stitch. Explain that the purl looks like the back of the knit, so purling every row looks like garter stitch. Show a sample of the Stockinette stitch and discuss how to achieve this stitch. Have students practice the Stockinette stitch. Explain Reverse Stockinette stitch.

Binding Off

Demonstrate binding off to students and discuss binding off in pattern. Have students practice binding off. Emphasize binding off loosely. Suggest using

a needle two or three sizes larger while binding off. Discuss the importance of getting an even and stretchy finish.

Joining A New Yarn and Finishing Off Ends

Objective: To introduce to students the proper procedure for joining a new yarn and finishing off ends.

Demonstrate joining a new yarn at the edge of work. Discuss leaving the yarn ends hanging to weave in later and why you **NEVER** tie a knot. Demonstrate weaving the loose ends into the piece of knitting. Discuss using yarn needles and finishing off only one yarn end at a time.

Show a sample of a striped fabric. Talk about using color and stripes to create a design.

Correcting Errors

Objective: To assist students in correcting errors and to introduce students to how to identify and correct their own errors.

Explain the four most common errors made while knitting:

- dropped stitch
- hole
- split stitch
- twisted stitch

Demonstrate picking up a dropped stitch using a crochet hook on Stockinette stitch or on Garter stitch. Have students practice these corrections. Demonstrate ripping back knitting and have students practice this method.

Suggest using point protectors on knitting needles in order to prevent stitches from falling off needles.

Basic Stitches Learned

Objective: To introduce students to basic knitting stitches.

Teaching Aid

Students prefer to see and feel samples rather than to read about them. So work a 5" square sample of each basic stitch (or use your CIP samples) and slip them into a plastic bag or sleeve. Then mount the sleeve onto a 7" by 11" poster board. At the bottom of the board write the instructions for the stitch. These samples will be helpful to use while teaching.



Slip Stitch and Yarn Over

Objective: To introduce to students how to slip a stitch and yarn over. This can be used as an introduction to increasing, decreasing, and pattern stitches.

Demonstrate to students how to slip a stitch. Discuss slipping a stitch as if to purl, and slipping a stitch as if to knit. Remind students, if they slip a stitch as if to knit, the stitch will become twisted. This is an excellent time to identify the correct slant of stitches on the needle.

Demonstrate yarn over. Discuss yarn over on a knit side row and yarn over on a purl side row when working Stockinette stitch. Point out to students that yarn overs are used in many different ways. Some common ways are increasing stitches and in lace patterns.

Increasing

Objective: To introduce students to various methods and alternatives for increasing stitches.

Demonstrate four methods of increasing:

- knit in front and back of stitch
- knit between stitches
- yarn over needle
- knit into the side of the stitch in the row below

Show samples of each increase. Have students practice these increases and discuss when you would use a particular increase.

Talk about placement of increases when making a garment. Suggest working increases one or two stitches into the work but not on the very edge of the work as that would make an uneven edge.

Decreasing

Objective: To introduce students to various methods and alternatives for decreasing stitches.

Demonstrate three methods of decreasing:

- knit 2 together through front
- slip, slip, knit
- pass slip stitch over knit stitch

Show samples of each decrease. Have students practice these decreases and discuss when you would use a particular decrease.

Talk about decreasing on the edge of the work, or into the work. Discuss the slant of the stitch when you decrease.

Knitting Needles

Objective: To familiarize students with different types and uses of knitting needles available and help them choose the correct needles for their projects.

Discuss the different type of knitting needles (straight, double-pointed, and circular). Show samples of each type and explain the lengths available for each: 10" and 14" straight knitting needles; 7" and 10" double-pointed needles; and 16", 24", 29" and 36" circular knitting needles. Give project examples and explain why you would choose a particular type needle for that project. For example, 10" straight knitting needles for a small project, such as a hat, and 14" straight knitting needles for a larger project, such as a baby afghan or the front (or back) of a sweater.

Talk about the materials most commonly used for manufacturing knitting needles: aluminum, plastic, nylon, bamboo, and wood. Explain that knitting needles are available in sizes ranging from 1 to 50 and larger. Show a sample of small and large knitting needles to emphasize the variety of sizes available.

Knitting Accessories

Objective: To introduce students to available knitting accessories and guide them in selecting implements to improve their knitting habits.

Discuss knitting accessories. Show samples and demonstrate the use of the following: needle and stitch gauge, stitch markers, row counter, point protectors, stitch holders, cable stitch holder, yarn bobbins, yarn needles, and crochet hook. Emphasize to students use of the needle and stitch gauge.

Knitting Abbreviations, Symbols, and Terms

Objective: To introduce students to "knitting language", so they will be able to understand and follow commercial knitting patterns.

Explain to students that commercial knitting patterns have a language all of their own. The language is made up of word abbreviations, symbols, and terminology. These are used to help shorten the pattern and to make it easier for the knitter to read the instructions.

You will probably want to introduce the abbreviations, symbols, and terms as you progress through your classes. The following are some suggestions for your beginning classes.

Teaching Aid

An excellent method for introducing abbreviations and instructions to students is to take a pattern and separate the instructions on index cards.



Using plain 3" x 5" index cards, simplify the instructions by writing each step or row on an index card. It may take several index cards for one pattern. In order to keep the cards in order, punch a hole in the **upper left-hand corner** and secure them with a piece of yarn or ring binder. Flash cards can also be inserted into the instructions.

Your students can use this teaching aid by starting at the beginning of the instructions and turning the card as they complete each step for the project.

Seaming

Objective: To introduce students to alternative methods for seaming their projects. This will allow students to properly finish their projects.

Demonstrate four methods of seaming:

- mattress stitching
- back stitching
- weaving
- slip stitching

Show samples of each of these methods. Discuss when you would use a particular seaming method. Remind students not to seam too tightly, but to allow elasticity in the seam. Have students practice these seaming methods.

Picking Up Stitches

Objective: To teach students how to properly finish their projects, such as finishing necklines and armholes.

If the instructions do not say how many stitches to pick up, follow this general rule:

Pick up one stitch in each stitch along a horizontal or bound off edge and pick up three stitches in every four rows along a vertical edge. On a diagonal edge, pick up 1 stitch in each stitch or row. If it is easier, you may pick up stitches using a crochet hook, sliding each one onto your knitting needle.

Demonstrate picking up stitches by showing how to pick up with both a knitting needle and a crochet hook. Discuss with students working stitches from a stitch holder combined with picking up stitches around a neckline.

Duplicate Stitch

Objective: To introduce students to the duplicate stitch and explore color and design.

Show a sample of the duplicate stitch. Demonstrate the duplicate stitch by using a worsted weight yarn.

Discuss the use of graphs and the creative possibilities of this stitch. You could show pictures to reinforce the use of the duplicate stitch. Suggest students use the provided alphabet graph on a background of Stockinette stitch to practice the duplicate stitch.

Cable Stitch

Objective: To introduce to students a 6-stitch cable pattern and suggest other resources for exploration.

Show a sample of and demonstrate the cable stitch. Demonstrate to students twisting the cable to the right or the left. Talk about using a reverse-stockinette stitch as a background to make the cable stand out. Mention varieties of cable stitch and encourage exploration of other cables by investigating other resources.

Ornamentation

Objective: To introduce students to various methods for adding finishing touches to their projects.

Show a sample of the following:

- pom-pom
- twisted cord
- tassel
- fringe

Demonstrate to students how to make each ornamentation. Discuss the various uses for ornamentation and show pictures with examples.

Pattern Stitches

Objective: To introduce students to various pattern stitches and suggest other resources for exploration.

Teaching Aid

Students prefer to see and feel samples rather than to read about them. So work an approximate 5" square sample (or use your CIP samples) of Garter, Lace stitch, Lattice stitch, Baby Fan, and Eyelet Fabric stitch and insert each sample into a plastic bag or sleeve for easy removal. Mount onto a 7" x 11" poster board. At the bottom of the board identify the stitch and mount the instructions onto the board. These samples will be helpful to use while teaching.

You may want to explore more pattern stitches by referring to other resources.



Knitting Class Format (8 Hours)

The following is a suggestion for an 8-hour knitting class. This particular class is for students who have not knit previously. This outline can also be used as a model for planning more advanced classes. The format suggests 4 classes meeting once a week for 2 hours. Students will learn knitting techniques through the completion of a project.

Student supplies for the 1st class:

- Medium weight yarn () in a light, bright color, smooth in texture
- #7 (4.5mm) and #8 (5mm) knitting needles 10" length. (It is suggested students bring a #8 knitting needle, as beginners often knit tightly and must use a larger needle.)
- Needle and stitch gauge
- Point protectors
- Yarn needle

1st Class

CASTING ON: Students should practice casting on. They should take it off the needle and practice again.

KNIT: Students should practice the knit stitch. Explain and show a sample of the garter stitch. Have students practice the garter stitch by knitting every row.

HOMEWORK: Make a 7" x 9" rectangle that can be donated to Warm Up America.

2nd Class

PURL: Students should practice the purl stitch. Explain that purling every row also achieves the garter stitch.

BINDING OFF: Demonstrate and have students practice.

STOCKINETTE STITCH: Explain and show a sample of the Stockinette stitch. Explain that the Stockinette Stitch is created by knitting a row and purling the next row, then continuing to alternate these stitches. Have students practice and learn the stitch.

K2,P2 RIBBING: Explain and show a sample of the k2, p2 ribbing. Have students practice and learn the stitch.

MOSS STITCH: Explain and show a sample of the moss stitch. Have students practice and learn the stitch.

HOMEWORK: Introduce to students the project that they will be working on, or discuss with them the type of project they should choose. Discuss all the information they need in order to properly purchase the supplies.

3rd Class

INCREASING: Explain and have students practice different methods.

DECREASING: Explain and have students practice different methods.

GAUGE: Discuss gauge and how to work a gauge swatch, measure the swatch and make necessary changes.

PROJECT: Review the project instructions with students introducing the abbreviations, symbols and terminology used in the pattern. Students should begin their project.

HOMEWORK: Have students make a gauge swatch with the yarn and needles they will be using for their project.

4th Class

SEAMING: Demonstrate and discuss seaming techniques and finishing off yarn ends.

Assist students on an individual basis with their project making sure students can proceed on their own.

As you progress through your classes, introduce to students information about knitting needles and accessories and the abbreviations, symbols, and terminology found in commercial knitting patterns.

You may want to schedule an additional class 2 or 3 weeks later to assist students in finishing up their projects, or you may prefer to work on an individual basis in order to allow students to proceed at their own pace.

As stated previously, the above format is only a suggestion. You may want to make changes or additions in the format to meet your specific needs. For instance, in the 2nd Class, rather than introducing the Moss stitch, you could introduce one method of increasing and one method of decreasing.



Objectives For Crochet Classes

Basic Crochet Techniques

Objective: To introduce students to basic crochet techniques including the slip knot and chain stitch, single crochet, double crochet, half-double crochet, and triple crochet.

Slip Knot and Chain Stitch

Demonstrate the slip knot and chain stitch by using a large hook and bulky yarn or rope. Also, the use of posters and corresponding illustrations is helpful when working with a group. Use one of these methods throughout your demonstrations.

Demonstrate the two ways to hold a crochet hook. Students should choose the most comfortable method for themselves. Demonstrate the slip knot and how to hold the yarn in the hand. Have students practice controlling the tension with the index finger.

Demonstrate the chain stitch. Emphasize chaining loosely. Suggest using a crochet hook one or two sizes larger while working the chain to prevent a tight chain. Have students practice making a chain. Explain that **the chain stitch does not count as a row**. Talk about uses for a chain and show samples of the uses, such as hair ties or using a chain to wrap a special present.

Single Crochet

Show a sample of the single crochet stitch. Demonstrate the single crochet stitch using a large hook and bulky yarn. Show how to work into the chain for a foundation row of single crochet and to work under two loops of the chain. Explain chain 1 for turning single crochet. After turning, always single crochet into the first single crochet space working under the two loops on top of the stitch.

Double Crochet

Show a sample and demonstrate the double crochet stitch. Explain chain 3 for turning double crochet. When turning, double crochet in the second stitch of the previous row going under the two loops on top of the stitch. Explain a sample of the shell stitch and the popcorn stitch.

Half-Double Crochet

Show a sample and demonstrate the half-double crochet stitch. Explain chain 2 for turning half-double crochet and that it does not count as a stitch on the next row. Half-double crochet in the first stitch of the previous row being sure to insert the hook under the two loops on top of the stitch.

Triple Crochet

Show a sample and demonstrate the triple crochet stitch. Explain chain 4 for turning triple crochet. When turning, triple crochet in the second stitch of the previous row going under the two loops on top of the stitch. Explain that the chain 4 counts as the first triple crochet of that row.

Joining A New Yarn and Finishing Off Ends

Objective: To introduce to students the proper procedure for joining a new yarn and finishing off ends.

Demonstrate joining a new yarn at the edge of work. Discuss leaving the yarn ends hanging to weave in later and why you NEVER tie a knot. Discuss using yarn needles and finishing off only one yarn end at a time. Discuss how to properly fasten crochet off. Show a sample of a striped fabric. Talk about using color and stripes to create a design.

Crochet Hooks

Objective: To familiarize students with different types and uses of crochet hooks available and help them choose the correct hooks for their projects.

Discuss the different type of crochet hooks: single-end crochet, afghan hook, and double-end crochet hook. Show samples of each type and discuss the material used in the manufacturing of crochet hooks: aluminum, plastic, steel, bamboo, and wood. Discuss with students the different sizing systems used for steel and for aluminum and plastic hooks. Note that steel hooks are 5" long, and aluminum hooks are approximately 6" long. The afghan and double-end crochet hooks are longer.

Hooks often use the letter system for size marking as well as numbers and metrics. They range from B (2.25 mm), the smallest, to S (19 mm), the largest.

The steel hooks use a number system for size marking. They range from 00 (3.5mm), the largest, to 14 (.75mm), the smallest size made by U.S. manufacturers. Some imported steel hooks are available in size 16 (.60mm) and smaller.

Crochet Accessories

Objective: To introduce students to available crochet accessories and guide them in selecting implements to improve their crochet habits.

Discuss crochet accessories. Show samples and demonstrate the use of the following: needle and stitch gauge, stitch markers, yarn bobbins, and yarn needles. Emphasize to students use of the needle and stitch gauge.



Crochet Abbreviations, Symbols, and Terms

Objective: To introduce students to “crochet language” that will enable them to understand and follow commercial crochet patterns.

Explain to student that commercial crochet patterns have a language all their own. The language is made up of word abbreviations, symbols, and terminology. These are used to help shorten the pattern and to make it easier for the crocheter to read the instructions.

It is suggested to introduce the abbreviations, symbols, and terms while progressing through the classes. The following are some suggestions for beginning classes.

Teaching Aid

An excellent method for introducing abbreviations and instructions to students is to take a pattern and separate the instructions on index cards.

Using plain 3” x 5” index cards, simplify the instructions by writing each step or row on an index card. It may take several index cards for one pattern. In order to keep the cards in order, punch a hole in the upper left-hand corner and secure them with a piece of yarn or ring binder.

Students can use this teaching aid by starting at the beginning of the instructions and turning the card as each step is completed for the project.

Common Pattern Stitches

Objective: To introduce students to the basic crochet stitches, which are created using variations of basic crochet techniques.

Explain how the use of various pattern stitches and stitch variations can enhance the appearance of crochet projects. This will include the Shell stitch, Cluster stitch, Popcorn stitch, crochet ribbing and others that are commonly used.

Teaching Aid

Students prefer to see and feel samples rather than to read about them. So work a 5”-square sample of each basic stitch (or use your CIP samples), plus an approximate 5” square of shell stitch, cluster stitch, and popcorn stitch and insert samples into a plastic bag or sleeve for easy removal. Mount onto a 7” by 11” poster board. At the bottom, identify the stitch. For pattern stitches, write the instructions for the stitch on the board. These samples will be helpful to use while teaching.

Slip Stitch

Objective: To introduce to students the slip stitch and use as an introduction to decreasing and working in the round.

Demonstrate the slip stitch. Discuss with students working a slip stitch across a row and working a slip stitch to form a ring.

Increasing

Objective: To introduce to students methods of increasing stitches.

Demonstrate or discuss how to increase across a row and at the beginning and end of a row. Show a sample of these increases and discuss how they are used to shape a garment. Also discuss how increases are used to help form different shapes for flat motifs.

Decreasing

Objective: To introduce to students methods of decreasing stitches.

Demonstrate or discuss how to decrease in single or double crochet. Demonstrate decreasing by slip stitching across a row. Show a sample of these decreases and discuss how they are used to shape a garment.

Working In Rounds

Objective: To introduce to students various methods of working in rounds, both tubular and flat.

Explain the two different methods of working in rounds: the first method forms a tube, the second method forms a flat surface.

Demonstrate forming a tube and show the two different methods of working in tubular rounds.

Demonstrate working in rounds to form a flat surface. Remind students how to work a slip stitch to form a ring and how to work into the center of a ring.

Show students a sample of the granny square. Discuss and show samples of the possibilities of color experimentation with the Granny Square and projects to make using a variety of granny-square sizes, such as purses, pillows, and afghans. Demonstrate the granny square. Students should work the granny square following the directions given and they should also understand all abbreviations.



Seaming

Objective: To introduce to students alternative methods for seaming their projects. This will allow students to properly finish their projects.

Demonstrate three methods of seaming:

- mattress stitching
- back stitching
- slip stitching

Show samples of each of these methods. Discuss when you would use a particular seaming method. Remind the student not to seam too tightly. Have students practice these seaming methods.

Finishing Edge

Objective: To introduce to students two popular finishing edges.

Show a sample of the single crochet edging. Demonstrate and discuss how to keep the work flat by adjusting the placement of stitches. Discuss working around a corner.

Show a sample of the reverse single crochet edging. Demonstrate how to work the edging. You should explore your resources for more finishing edges and introduce them to your students.

Afghan Stitch

Objective: To teach the student how to work the afghan stitch and how to work a cross stitch onto the fabric.

Show a sample of the afghan stitch. If available, show samples of the different afghan hooks, flexible or straight ended. Demonstrate how to work the stitch, then have student work the stitch. Show samples or pictures and discuss the many uses of the stitch.

Show a sample of the cross stitch worked on top of the afghan stitch. Demonstrate the cross stitch. Have students practice the cross stitch.

Ornamentation

Objective: To introduce students to various ways for adding finishing touches to their projects.

Show a sample of the following:

- twisted cord
- fringe
- pom-pom
- tassel

Demonstrate to student how to make each ornamentation. Discuss the various uses for ornamentation and show pictures with examples.

Crochet Meshes

Objective: To introduce to students information about crochet meshes including filet crochet and woven overlay.

Introduce the crochet mesh pattern by showing a sample of the mesh and reviewing the directions in the CIP Notebook. Discuss this particular type of crochet mesh being sure to point out that some crochet mesh patterns will have two chains between the double crochet stitches in order to have more open work patterns.

Show a sample of filet crochet and explain how to work from a chart to achieve the pattern. Show pictures or samples of different filet crochet projects.

Show a sample and explain how to make the woven overlay. Suggest different materials to use for the woven strands, such as bulky yarn, fabric strips, or ribbon. Demonstrate the woven overlay and show how to work the background in different ways, such as vertically, horizontally, or diagonally.

Multicolor Crocheting

Objective: To introduce students to three methods of multicolor crocheting and provide further exploration of color and design.

Show samples and pictures of multicolor crocheting. Discuss with students the three methods of multicolor crocheting:

- carried yarn method
- woven yarn method
- crossed yarn method

Show specific examples of each technique. For the carried yarn method or woven yarn method, show a sample of the small block design in the CIP Notebook. Show a sample or picture of a pattern for the crossed yarn method. You may wish to use the sample of the pattern used in the CIP Notebook.

Introduce students to reading a chart using the sample chart in the CIP Notebook.

Demonstrate the three methods of multicolor crocheting. Have students practice one of these methods by following one of the charts provided.



Crochet Buttons

Objective: To introduce students to two popular types of crocheted buttons.

Show a sample of the crocheted buttons and suggest what type of garment they might want to use them on. Show samples of the buttons worked with different crochet hook sizes and yarn. Explore resources for additional crocheted buttons to introduce to students.

Buttonholes

Objective: To introduce students to two basic buttonhole types.

Show samples of both horizontal and vertical buttonholes. Demonstrate working each type of buttonhole. Discuss with students when they would most likely use a particular type buttonhole. Show pictures of different projects using the buttonholes. Explore other resources for additional types of buttonholes to introduce to students.

Crochet Edgings and Insertions

Objective: To introduce students to some simple edgings and insertions.

Review the single crochet edging and reverse single crochet edging in the CIP Notebook. Show a sample of the Rick Rack, Mile-a-Minute edging, and Mile-a-Minute insertion samples 1 and 2. Demonstrate to students how to work the edgings and insertions, then have students practice these patterns.

Explore sources for more patterns in libraries, local yarn shops and departments, crochet magazines, and at the Craft Yarn Council web site (<http://www.craftyarncouncil.com>) where you'll also find links to web sites of member yarn companies and publishers. Show samples and pictures of projects using edgings and insertions.



Crochet Class Format (8 Hours)

The following is a suggestion for a crochet class. This particular class is for students who have not crocheted previously. This outline can also be used as a model for planning more advanced classes. The format suggests 4 classes meeting once a week for 2 hours. Students will learn crocheting techniques through the completion of a project.

Student supplies for the 1st class:

- Medium weight yarn () in a light, bright color, smooth in texture.
- H (5mm) and I (.5mm) crochet hooks. (It is suggested students bring a I crochet hook, as beginners often crochet tightly and must use a larger hook.)
- Needle and stitch gauge
- Yarn needle

1st Class

SLIP KNOT AND CHAIN STITCH: Students should practice the slip knot and chain stitch. They should pull it out and practice again.

SINGLE CROCHET: Students should practice the single crochet stitch.

2nd Class

DOUBLE CROCHET: Students should practice the double crochet stitch.

SHELL STITCH: Explain and show a sample of the Shell Stitch. Have students practice and learn the stitch.

CLUSTER STITCH: Explain and show a sample of the Cluster Stitch. Have students practice and learn the stitch.

HOMEWORK: **Introduce to students the project that will be worked on, or discuss the type of project that should be chosen. Discuss all the information needed in order to properly purchase the supplies.**

3rd Class

INCREASING: Explain and have students practice different methods.

DECREASING: Explain and have students practice different methods.

GAUGE: Discuss gauge and have students work a gauge swatch. Measure the gauge swatch and make necessary changes.

PROJECT: **Review the project instructions with students introducing the abbreviations, symbols, and terminology used in the pattern. Students should begin their project.**

4th Class:

SEAMING: Demonstrate and discuss seaming techniques and finishing off yarn ends.

ASSIST STUDENTS: on an individual basis with projects making sure students can proceed on their own.

As you progress through the classes, introduce to students information about crochet hooks and accessories as well as the abbreviations, symbols, and terminology found in commercial crochet patterns.

Schedule an additional class 2 or 3 weeks later to assist students in finishing up their projects, or if preferable, work on an individual basis in order to allow students to proceed at their own pace.

As stated previously, the above format is only a suggestion. Changes or additions may be made in the format to meet specific needs. For instance, in the 2nd Class, rather than introducing the Cluster Stitch, increasing and decreasing could be introduced.



Sample Press Releases

At the top of every press release, you should have the following information:

FOR IMMEDIATE RELEASE

Contact: Your name
Your phone number
Your E-mail

If you are not the contact person on the release, be sure it is someone who can provide all the details about the classes to reporters or to anyone else who might call or e-mail. Send your release to local newspapers, community shoppers, as well as clubs and organizations. If you have an unusual class scheduled with a unique angle, e.g., a men's class or the class location is unusual, you should also send it to the news desk at your local television stations. To personalize one of the following sample press releases, highlight the text that you like from this pdf, then copy and paste it into a Word document.

Following are several suggested headlines and copy.

Everybody Is Doing It...Find Out Why! — Learn to Knit/Crochet Today

More than 50 million U.S. women know how to knit and crochet according to research conducted by the Craft Yarn Council, the industry trade group. And they're doing it because it's creative, relaxing and you can make great things to wear, give as gifts, and decorate your home.

Have you always wanted to learn to knit/crochet? Now is your opportunity.

Learn knitting/crochet skills by enrolling in knitting/crochet classes being held at _____.
(Location)

Knitting/Crochet is a wonderful way to relax and a rewarding way to spend your time.

Classes are being taught by _____.
(Name)

Classes start _____ from _____ to _____ am/pm.
(Date) (Time) (Time)

Enrollment is limited, so inquire today by calling _____.
(Your Name and Phone Number)

Wow, You Made That Scarf Yourself? — You can learn to crochet/knit too!

Looking for a way to express yourself?

Learn knitting/crochet skills by enrolling in knitting/crochet classes being held at _____.
(Location)

After learning the basics of knitting/crochet, you will be able to pick a design, add the color or touch you want, and get just the garment or accessory you want. It's a great way to express your own personal style and taste.

Classes start _____ from _____ to _____ am/pm.
(Date) (Time) (Time)

Enrollment is limited, so inquire today by calling _____.
(Your Name and Phone Number)

DIY Gifts Mean A Lot! — Learn to Knit/Crochet a Special Gift for Someone You Love

Looking for the perfect gift for a new baby or a friend's birthday? There are beautiful knit/crochet designs that would be perfect. Join us to learn knit/crochet basics and we'll help you start making that special someone a gift. When you make it yourself, it's a personal statement about how much you care.

Knitting/crochet classes are being offered at _____.
(Location)

Beginning _____ from _____ to _____ am/pm.
(Date) (Time) (Time)

Enrollment is limited, so inquire today by calling _____.
(Your Name and Phone Number)



Sample Flyers for Crochet Class

available online at www.craftyarncouncil.com/flyers

Crochet flyer 1 – Word Doc

Wow!
You Made That Scarf Yourself?
You can learn to crochet and impress people too!

Join us for fun, informal classes. Only smiles allowed and lots of one-on-one attention.

a Certified Teacher, invites you to join her

Class Dates: _____

Time: _____

Location: _____

For more information:

Enrollment is limited, so call today!

Learn to crochet and you will be able to create unique, one-of-a-kind gifts for family and friends and for yourself.

It's fun, it's exciting and it's oh, so relaxing!

Crochet flyer 1 – PDF

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Crochet flyer 2 – Word Doc

Everybody Is Doing It... Find Out Why!
Learn to Crochet Today

More than 50 million U.S. women know how to knit and crochet according to research conducted by the Craft Yarn Council, the industry trade group. And they're doing it because it's creative, relaxing and you can make great things to wear, give as gifts, and decorate your home.

Have you always wanted to learn to crochet? Now is your opportunity.

Learn crochet skills by enrolling in crochet classes being held at _____

Crochet is a wonderful way to relax and a rewarding way to spend your time.

Classes are being taught by _____

Class Dates: _____

Time: _____

Location: _____

For more information:

It's fun, it's exciting and it's oh, so relaxing!

Crochet flyer 2 – PDF

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It's fun, it's exciting and it's oh, so relaxing!

DIY Crochet flyer 3 – Word Doc

DIY GIFTS MEAN A LOT!
LEARN TO CROCHET A SPECIAL GIFT FOR SOMEONE YOU LOVE

Looking for the perfect gift for a new baby or a friend's birthday? There are beautiful crochet designs that would be perfect. Join us to learn crochet basics and we'll help you start making that special someone a gift. When you make it yourself, it's a personal statement about how much you care.

Crochet classes are being offered

Class Dates: _____

Time: _____

Location: _____

For more information:

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DIY Crochet flyer 3 – PDF

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Class Dates: _____

Time: _____

Location: _____

For more information:

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Sample Flyers for Knit Class:

available online at www.craftyarncouncil.com/flyers

Knit flyer 1 – Word Doc

Wow!
You Made That Scarf Yourself!
You can learn to knit and impress people too!

Join us for fun, informal classes. Only smiles allowed and lots of one-on-one attention.

a Certified Teacher, invites you to join her

Class Dates: _____

Time: _____

Location: _____

For more information:

Enrollment is limited, so call today!

Learn to knit and you will be able to create unique, one-of-a-kind gifts for family and friends and for yourself.

It's fun, it's exciting and it's oh, so relaxing!

Knit flyer 1 – PDF

Wow!
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Knit flyer 2 – Word Doc

Everybody Is Doing It... Find Out Why!
Learn to Knit Today

More than 50 million U.S. women know how to knit and crochet according to research conducted by the Craft Yarn Council, the industry trade group. And they're doing it because it's creative, relaxing and you can make great things to wear, give as gifts, and decorate your home.

Have you always wanted to learn to knit? Now is your opportunity.

Learn knitting skills by enrolling in knitting classes being held at _____.

Knitting is a wonderful way to relax and a rewarding way to spend your time.

Classes are being taught by _____

Class Dates: _____

Time: _____

Location: _____

For more information:

It's fun, it's exciting and it's oh, so relaxing!

Knit flyer 2 – PDF

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Classes are being taught by _____

Class Dates: _____

Time: _____

Location: _____

For more information:

It's fun, it's exciting and it's oh, so relaxing!

DIY Knit flyer 3 – Word Doc

DIY GIFTS MEAN A LOT!
LEARN TO KNIT A SPECIAL GIFT FOR SOMEONE YOU LOVE

Looking for the perfect gift for a new baby or a friend's birthday? There are beautiful knit designs that would be perfect. Join us to learn knitting basics and we'll help you start making that special someone a gift. When you make it yourself, it's a personal statement about how much you care.

Knitting classes are being offered

Class Dates: _____

Time: _____

Location: _____

For more information:

It's fun, it's exciting and it's oh, so relaxing!

DIY Knit flyer 3 – PDF

DIY GIFTS MEAN A LOT!
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Class Dates: _____

Time: _____

Location: _____

For more information:

It's fun, it's exciting and it's oh, so relaxing!



Sample Letter of Agreement

This letter of agreement is entered into between _____ and _____
(Instructor) (Organization)

The instructor is to provide the organization with a class in (Subject) for the duration of _____ hours,
 on the dates of _____. Fee for the sessions will be \$_____
(List all dates for classes)

The minimum number of students participating in the class will be _____ and the maximum _____.

Any changes in this arrangement will be made with prior agreement of the instructor.

An additional fee of \$_____ per student in excess of the stated maximum will be paid to the instructor.

Instruction time for the class/classes will be from _____am/pm to _____am/pm. If a session is canceled by the instructor because of illness or emergency, no fee or expenses are due to her and the organization will have the option on scheduling alternate dates for the class.

The organization shall provide for the instructor:

_____ Blackboard, chalk and eraser
 _____ Table for display of models
 _____ Projector/screen/carousel
 _____ Other

The instructor will provide:

_____ Printed instructions where appropriate
 _____ Kits @ \$ Each
 _____ Samples of the project
 _____ Publicity picture and ad copy, if desired by the organization
 _____ Other

Date: _____
(Instructor signature)

Date: _____
(Officer of Organization's signature and Title)



Teacher's Evaluation

The evaluation form should be as brief as possible and easy to answer. When possible, multiple choice answers are the best and those wishing to express additional thoughts can use the back of the form. Also, if you teach a specific project in class, it would also be important to ask students their feelings about the project.

Grading:

1) Unsatisfactory 2) Below average 3) Average 4) Above average 5) Excellent

1) Did I make you feel at ease?	1)	1	2	3	4	5
2) Did I encourage you?	2)	1	2	3	4	5
3) Was I patient?	3)	1	2	3	4	5
4) Was I well prepared?	4)	1	2	3	4	5
5) Did I give you some of my enthusiasm?	5)	1	2	3	4	5
6) Was I flexible?	6)	1	2	3	4	5
7) Did I get exasperated with anyone?	7)	1	2	3	4	5
8) Did I raise my voice?	8)	1	2	3	4	5
9) Was I considerate of your feelings?	9)	1	2	3	4	5
10) Did I maintain control well?	10)	1	2	3	4	5
11) Did I answer student's questions fully and clearly?	11)	1	2	3	4	5
12) Was the class presented in a competent manner?	12)	1	2	3	4	5
13) Was the class organized for ease in understanding?	13)	1	2	3	4	5
14) Was the class organized in a way to maintain interest throughout?	14)	1	2	3	4	5
15) Did I incorporate an appropriate amount of audience participation?	15)	1	2	3	4	5
16) Did I acknowledge and incorporate experiences and feelings of students?	16)	1	2	3	4	5
17) Did I welcome and answer student's questions?	17)	1	2	3	4	5
18) Comments and suggestions.						

