

Handout 5.5: Tool Kit Guide and Count Sheet

Name: _____ Date: _____ Period: _____ Station: _____

Directions: Fill in Part 1 before the kit is opened. Fill in Part 2 as each tool is held up, using the photo taped inside your kit lid. Copy the six rules in Part 3 and sign the bottom. Part 4 is the scenarios. Part 5 is the station count sheet; it stays on the station clipboard all unit, not in your folder.

The one sentence to remember: a needle or a pin is in the pin cushion, in the kit, or in your hand. There is no fourth place.

Word bank in other languages

[Check with a native speaker before printing.]

English	Turkish	Portuguese	Spanish
needle	iğne	agulha	aguja
pin	toplu iğne	alfinete	alfiler
pin cushion	iğne yastığı	almofada de alfinetes	alfiletero
thread	iplik	linha	hilo
thimble	yüksük	dedal	dedal
fabric shears	kumaş makası	tesoura de tecido	tijeras de tela
snips	iplik makası	tesourinha	tijeretas
seam ripper	dikiş sökücü	abridor de casas (desmanchador)	descosedor
measuring tape	mezura	fita métrica (trena)	cinta métrica
chalk	tebeşir	giz de alfaiate	tiza de sastre
iron	ütü	ferro de passar	plancha
count	saymak	contar	contar
safe	güvenli	seguro	seguro

Part 1: What do you already know?

Write every sewing tool you can name and what you think it does. Do not open the kit.

Tool I can name	What I think it does

Part 2: The station kit, tool by tool

Tool	What it does	Where it lives when it is not in a hand
Hand sewing needle		
Straight pin		
Pin cushion		
Thread		
Needle threader		
Thimble		
Fabric shears		
Small snips		
Seam ripper		
Measuring tape		
Tailor's chalk		
Paper scissors		
Iron		

Two facts to write down:

Needle sizes run _____. A size 5 needle is _____ than a size 9.

Fabric shears cut _____ only, because _____.

Part 3: The six needle rules

Copy them. You will be asked to write them from memory on the exit card.













The count-out and count-in routine, six steps:











On machine days, three more steps close every machine (from Handout 05.10):

1. Presser foot _____.
2. Power _____.
3. Chair _____.

And the broken needle rule: a broken needle is reported and handed to the teacher, both pieces, flat on an open palm. Never the trash, never the floor.

Station agreement

I have read the six needle rules and the count routine. I know where a needle and a pin are allowed to be. I know that breaking a rule at a station costs the station its work time for the day. I will count out and count in. On machine days I will run the machine close-down routine.

Signed: _____ Date: _____

Part 4: Three unsafe stations

For each one: what rule was broken, what could happen, and what the station should do instead.

Scenario A. A student finishes early, sticks the needle in the arm of the chair, and goes to the bathroom.

Rule broken: _____

What could happen: _____

What they should do: _____

Scenario B. Two students are cutting. One hands the shears across the table blades first, because the other one asked fast.

Rule broken: _____

What could happen: _____

What they should do: _____

Scenario C. A station's count comes up 9 needles instead of 10. One student says "it is fine, I will find it tomorrow."

Rule broken: _____

What could happen: _____

What they should do: _____

Part 5: Station count sheet (stays on the station clipboard)

Station number: ____ Starting kit: ____ needles, ____ pins

Day	Lesson	Station Manager	Needles out	Pins out	Needles in	Pins in	Match ?	Pins left in the work	Teacher initials
121	5.5						Y / N		
122	5.6						Y / N		
123	5.7						Y / N		
124	5.8						Y / N		
125	5.9						Y / N		
126	5.10 D1						Y / N		
127	5.10 D2						Y / N		
128	5.10 D3						Y / N		
129	5.11 D1						Y / N		
130	5.11 D2						Y / N		
137	5.16						Y / N		
138	5.17 D1						Y / N		
139	5.17 D2						Y / N		
140	5.18 D1						Y / N		

Fourteen rows, because there are fourteen days with needles and pins out: the ten sewing days of Topic 5.2 (days 121 to 130) and the four project build days (days 137 to 140). Day 141 is the gallery and nothing sharp comes out, so it has no row.

Shears, every day the shears are on the table: two per station kit, six in the room. They are counted with the needles and pins and go back in the kit blades closed. If a pair is missing, the station does not leave either.



If the count does not match: nobody leaves this station. Look on the table, on the chairs, in the work, on the floor under the table, and in every pocket and cuff. If it is still missing, hand this sheet to the teacher, stand back, and the teacher sweeps with the magnet. Write what happened in the notes.

Notes: _____



Exit card (tear off or write on an index card)

1. The six needle rules, as many as you can write in 90 seconds:





2. The one rule you think people in this room will break first:



3. One tool you want to use most:



Teacher key

Part 2, the tool table.

Tool	What it does	Where it lives
Hand sewing needle	Carries the thread through the fabric	In the pin cushion, point in
Straight pin	Holds two pieces of fabric together before stitching	In the pin cushion
Pin cushion	Holds every needle and pin that is not in a hand	Center of the station table
Thread	The stitch itself; polyester all-purpose is the default	Kit box
Needle threader	Pulls the thread through the eye	Kit box, out in the open
Thimble	Protects the pushing finger on thick fabric	Kit box
Fabric shears	Cuts fabric. Nothing else, ever	Shears bin, blades down
Small snips	Cuts thread close to the fabric	Shears bin, blades down
Seam ripper	Opens a stitch line that went wrong	Kit box, cap on
Measuring tape	Measures fabric and a body	Kit box, rolled
Tailor's chalk	Marks the cut line and the seam line on fabric	Kit box
Paper scissors	Cuts paper patterns, so the fabric shears stay sharp	Kit box
Iron	Presses a fold or a seam flat	Front table, one operator, the teacher

Needle sizes run backwards. A size 5 is a bigger, thicker needle than a size 9. Fabric shears cut fabric only, because paper dulls a blade in one cut, and a dull blade makes you push, and pushing is how people get hurt.

Part 3, the six needle rules, in the wording used all unit.

1. A needle or a pin lives in the pin cushion or the kit. Never on the table, never in your mouth, never in a pocket, never in the chair.
2. Count out, count in. No station is dismissed until the numbers match.
3. Snips and shears travel closed and pointing down, and they are handed over handle first.
4. Fabric shears cut fabric only.

5. One person operates the iron, hands away from the plate, cord behind and never across a walkway.
6. Your free hand stays behind the needle, never in front of it. If you get stuck, stop, tell the teacher, wash it, and it gets written up.

The count-out and count-in routine, six steps.

1. The Station Manager opens the kit and counts out loud, touching each one: needles, then pins.
2. The Station Manager writes both numbers in today's row on the station count sheet.
3. The station works. Any needle not in a hand is in the cushion.
4. At the five-minute warning, everything stops and every needle and pin goes back in the cushion.
5. The Station Manager counts again, out loud, and writes the second numbers.
6. The numbers match and the teacher initials the row, or the numbers do not match and nobody leaves that station until it is found.

The machine close-down routine, on machine days, in the wording used all unit (canonical here and in Handout 05.10; change it here and there together, nowhere else).

1. Presser foot down.
2. Power off.
3. Chair in.

A broken needle is reported and handed to the teacher, both pieces, flat on an open palm. It is never thrown out and never left on the floor.

Part 4, the scenarios.

Scenario	Rule broken	What could happen	What to do instead
A. Needle in the chair arm	Rule 1, and rule 2 if they leave before the count	The next person who sits in that chair or reaches for the arm gets stuck. A needle in upholstery disappears completely	Needle straight into the cushion, then ask to leave. The station is not done until the count is done
B. Shears handed blades first	Rule 3	A cut hand, and a dropped pair of shears into a foot	Close them, hold the blades, and offer the handle. Or set them down on the table and let the other person pick them up
C. A count off by one	Rule 2	A needle on the	Nobody leaves the

and nobody stops		floor becomes a needle in a foot, a knee, or a hand, next period, for somebody who was never in this class	station. Search the table, chairs, work, floor, pockets, and cuffs. Then hand the sheet to the teacher and stand back for the magnet sweep
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Score Part 4 for three things per scenario: the rule named, a real consequence, and a correct action. This is Objective 3 of the lesson.

Standards checked by this handout: NYS ATPD 2. Production a) and b); CTE HSW 4. Classroom and Workplace Safety c) and e); NYS FACS Standard 2 (Intermediate) PI C; CDOS 3a Personal Qualities; National FCS 3.0 16.4.1 and 1.2.7.