

# TEACHER'S BOOK



## Examples of workshops within the Erasmus+ project „Lifelong skills“

Amended version



## **ERASMUS+ project: „Lifelong skills“**

**Coordinator school:** OŠ BISTRICA OB SOTLI, SLOVENIA

**Partner schools:** FIRST PRIMARY SCHOOL VARAŽDIN, CROATIA

CEIP BERNARDINO PEREZ, SPAIN

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## **ABOUT THE TEACHER'S BOOK**

### **How was it created?**

The Teacher's Book was created as a result of the Erasmus+ KA229 project "Lifelong Skills" worth 115.00.00 euros. The project was approved by the Slovenian National Agency CMEPIUS, and in addition to the school coordinator of the Bistrica ob Sotli Primary School, the project involves partner schools from Croatia (First Primary School Varaždin), Spain (CEIP Bernardino Perez) and Italy (Istituto Compressionvo Statle Con Insegnamento Bilingue Sloveno - Italiano). The 24-month project began on September 1, 2019, and ends on August 31, 2021.

The project activities described in this manual were organized and held by members of the project team of the First Primary School in Varaždin, who have the necessary competencies and knowledge related to the skills that will be described.

### **What does it consist of?**

The Lifelong Skills Teacher's Book consists of 8 workshops aimed at improving students' life skills in order to directly influence the development of fine motor skills, creativity, dexterity and resourcefulness in students. Also, this way of working encourages cooperation and togetherness among students and recognizes the importance of group work as the key to successful entrepreneurship.

### **Who is it for?**

This teacher's book is primarily intended for primary school teachers, but it can also be used by subject teachers, with the necessary adjustment of tasks according to the abilities and age of students. Selected workshops are based on a game that results in a "product" made by students, which is very interesting for students and motivating to participate in them.

## **When and how to hold workshops?**

The content of the workshops is not prescribed by the Curriculum for regular classes, therefore it is proposed to implement the activities as extracurricular or elective activities within the school.

## **Time required to prepare workshops**

Within each workshop, the activities are described in detail, as well as a list of required materials, so the time required for their preparation is minimized. The planned duration of each workshop is two three school hours (about 135 minutes), which can also be changed depending on the number of participants and their skills.

## 1. CREATIVE EXPRESSION

Playing is a very important part of childhood, and it is through games at a young age that children learn the skills needed for later development. Through games, children explore and develop gross motor skills, which is the basis for the development of that precise - fine motor skills. Fine motor skills are the ability to create precise small hand movements while maintaining good coordination between the fingers and the eye. Fine motor skills develop with growth - from the initial clumsy attempts of the child to use the spoon independently, hand movements become more precise over time, until the moment when the child can take a pencil and control it [1].

The aim of this workshop is to encourage the development of fine motor skills in lower and higher grade students with the help of everyday things that we find in the kitchen drawers, in sewing accessories or houses workshops and tool boxes. By encouraging children to develop coarse and fine motor skills early, we enable them to grow naturally. Thus, in addition to developing intellectual skills, children also develop psychophysical abilities. This way of working will allow children easier and more natural development and increased control over their own body and movements[6].

### 1.1. Sewing mobile phone cases from eco leather and beads

During this fun workshop, students will make mobile phone cases from eco-leather and pearls, where, in addition to having fun, they will unconsciously develop fine motor skills, learn about sewing and sewing techniques and critically evaluate their work and the work of their friends. Teachers-mentors will help them with their experience and advice, and thanks to their creativity and patience, their mobile devices will be adorned with uniquely decorated handbags.

#### Required material

- Eco leather
- Beads
- A needle
- Plastic thread (wire)



## **Workshops learning outcomes**

- Develop fine motor skills
- Develop and encourage creativity
- Apply skills of precision and patience
- Master the sewing technique
- Critically evaluate your own and other people's work
- Identify interests and preferences related to the topic of the workshop
- Develop entrepreneurship in real life

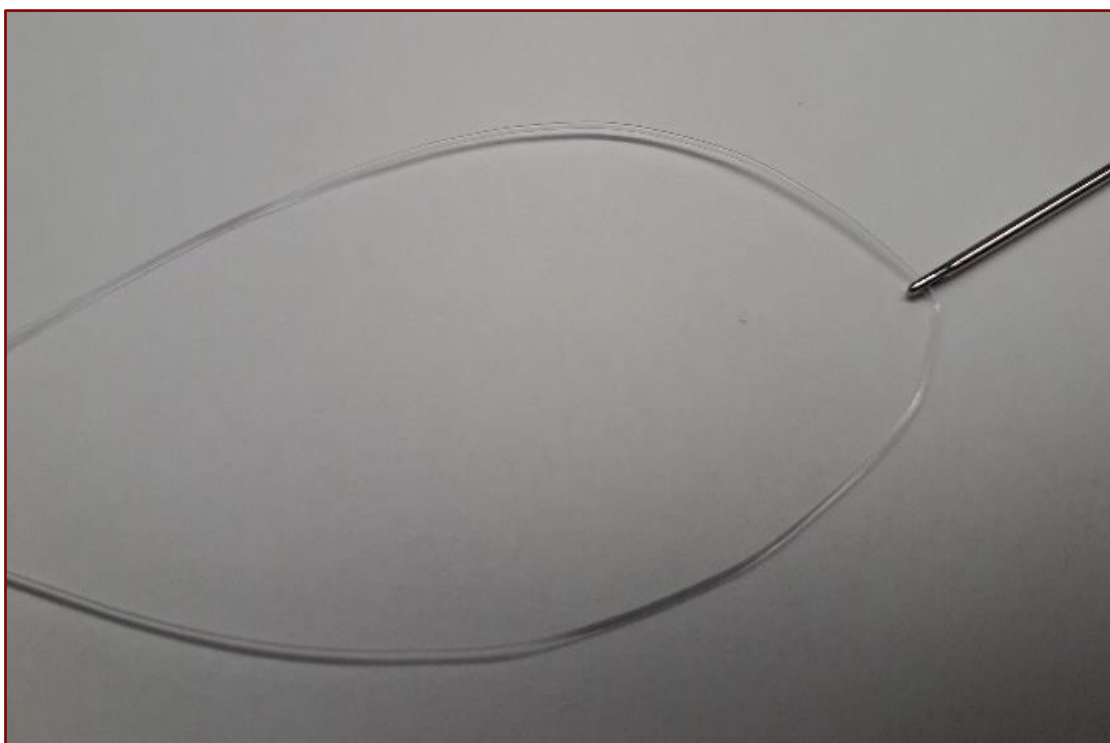
## **The workflow and description of activities**

1. Students are divided into groups of four students to exchange ideas, support and motivate each other.
2. Mentors prepare all the necessary material.
3. Students choose a cut to make a handbag, prepared in advance by the mentor.
  - Cut the skin to a size of 10cm x 35cm (size depends on the size of the cell phone) and fold it in half.
4. Guided through the stages of making, students manually join pieces of eco-leather with beads.
  - Apply a plastic thread (wire) approximately 1 m long to the needle and tie a knot.
  - Prick the skin in the lower right corner with a needle and thread it.
  - Pass 5 beads over the needle.
  - Repeat the procedure approximately every 1 cm.
  - Finish with a knot in the upper right corner.
  - Repeat the same procedure on the left side.
  - Drill 2 holes at the top approximately 6 cm spaced apart.
  - Pass a 35 cm x 0.5 cm strip through the holes, insert the mobile phone and tie the bow
5. At the end of the workshop, students share their impressions and analysis of their own and other people's work.

## Photo gallery



**Figure 1.** Material needed to make mobile phone cases



**Figure 2.** Plastic thread about inserted into the needle



**Figure 3.** The process of sewing beads



**Figure 4.** Cut leather prepared for sewing



**Figure 5.** Mobile phone case from eco-leather and beads

## 1.2. Making flowers from crepe paper

As part of the planned activities, students will, with the help and guidance of a mentor, make flowers from crepe paper in the traditional Croatian way. In addition to art classes when students learn about design, this workshop is ideal for implementation in teaching nature and society during the spring months when students learn about spring. As human pressure on nature has increased in recent decades, springs have become directly affected by human activity, so students will have the opportunity to get to know them better and thus contribute to their preservation.

### Required material

- Crepe paper
- Wooden sticks
- Scissors
- Glue

### Workshops learning outcomes

- Develop fine motor skills
- Develop and encourage creativity
- Apply skills of precision and patience
- Recognize and nurture traditional values and culture
- Critically evaluate one's own and others' work
- Identify interests and preferences related to the topic of the workshop
- Develop entrepreneurship in real life

### The workflow and description of activities

1. Students choose the type of flowers they want to make (carnation, hyacinth or saffron).
2. According to the type of flowers, choose the color of crepe paper.
3. Stages of making hyacinths:
  - Cut purple crepe paper into 2cm x 35cm strips.
  - Cut the strip halfway every approx. 5 mm.
  - Slightly wrap each "petal" with scissors.

- Wrap the tape around the paper straw so that the petals are bent outwards. Apply glue to the beginning and end of the tape. Wrap half of the straw.
- Cut a 2 cm x 25 cm strip of green crepe paper. Wrap the other half of the straw. Apply glue to the beginning and end of the tape
- Cut thin sheets of approx. 5 cm x 1 cm out of green crepe paper and glue them to the stem.

## Photo gallery



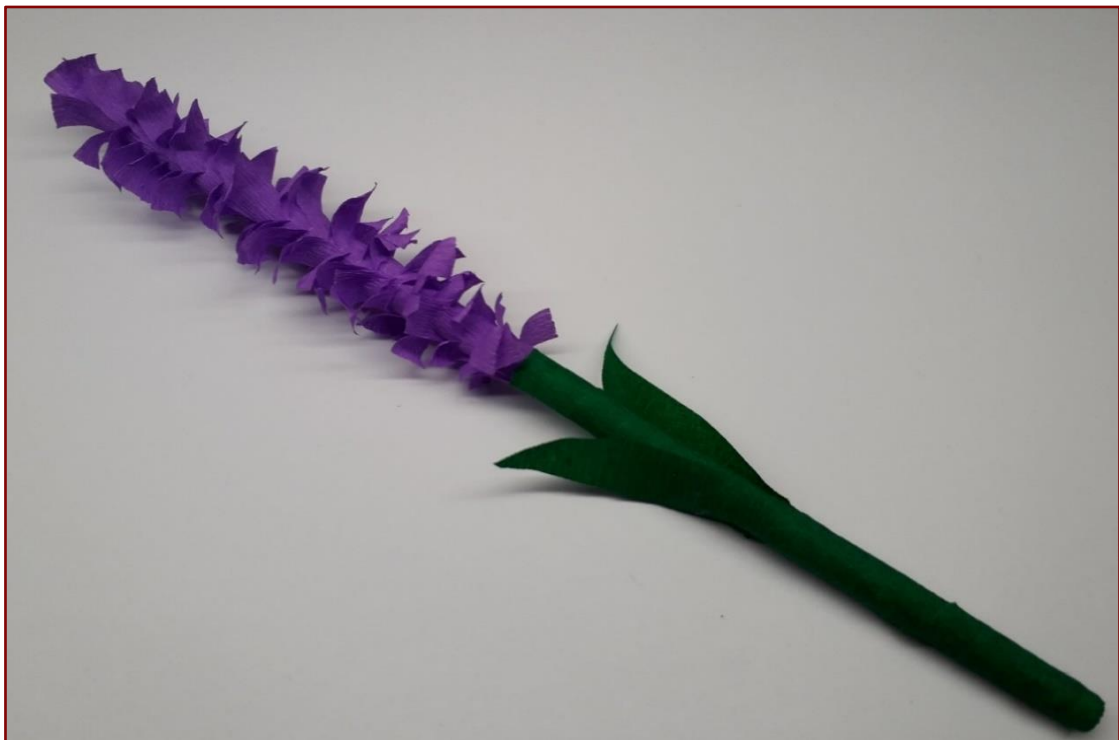
**Figure 6.** Material for making hyacinth from paper



**Figure 7.** Each "petal" is slightly bent with scissors



**Figure 8.** Strips wrapped around a paper straw



**Figure 9.** Hyacinth of the crepe paper



## 2. SPORT ACTIVITIES

It is well known that sports or any other form of physical activity is useful and desirable for both adults and children. Exercise preserves and improves health, affects physical development, character and skills development and the acquisition of motor skills and achievements. Research has also shown positive effects on a child's psychological well-being. For example, children and teenagers who are physically active are less depressed [4].

Instead of marbles or skipping elastic lines, today's kids ask their parents for a tablet, a mobile phone or a computer. During our parents' time, children's games looked completely different. Among the most famous and widespread are the game of "Hide-and-see", the "Hopscotch" game, the so-called "Catching game", "Skipping elastic game", "Cats and mice", as well as the one whose name is established according to the first verse of the song children usually sing in Croatia called "Care, care govedare".

Some games were gender-specific: in their games, the girls mostly imitated housework, family relationships or social customs - the game "My house", "A woman" and "The Brides game". Boys' games contained elements of rivalry, competition, as well as the inevitable display of strength and other physical abilities, such as games "Policeman and thief", "Games with marbles", "A stone from the shoulder" game and jumping in sacks [7].

As part of this workshops, students will be introduced to some children's folk games where they will perform various positions and body movements. They will be introduced to the new rules of the games that they will follow, while after each game they will have the opportunity to recognize personal achievements in mastering the tasks. Experienced teachers - mentors will introduce them to the new games and their rules.

### 2.1. Children's folk games

Given the great importance of play in childhood, it should be as much as possible represented in the physical activity of children. Due to the easier impact on motor skills, ie their upgrading in the years to come, it is important to encourage their development in this period of childhood by applying various motor games. The child spontaneously plays with the means that are in his environment, and this workshop proves just that. With the help of everyday and very easily accessible objects (buttons, bags,

elastic line for skipping), students will have fun and thus satisfy the basic need for movement and play.

### **Required material**

- Jute bags
- Larger buttons in 6 colours (a total of about 100 pieces)
- Skipping elastic line
- Coloured chalk or coloured adhesive tape

### **Workshops learning outcomes**

- Recognizing and performing various changes in the position and movement of the body
- Performing a variety of natural ways of moving to master space, obstacles and handling objects
- Participation in various motor skills games
- Recognition of personal achievements in mastered tasks
- Accepting the rules of the game
- Participation in outdoor physical activities
- Mastering simple exercises to improve the locomotor system
- Collaborate during the game and accept the rules of the game

### **Workflow and description of activities**

Students are divided into 4 groups. Each group has a specific activity lasting 10 to 15 min. After some time, the children change stations and go to other games.

- *Hopscotch*
  - On the playground, houses with numbers up to 8 are drawn with chalk or paint.
  - A flat stone is thrown into the houses and students have to jump over the whole school on one leg.
- *Skipping elastic line game "Gumi-gumi"*
  - Two students hold an elastic line and the others skip it with certain tasks.

- *Jumping in sacks*
  - It is played as a relay race game.
  - Students jump in bags to a certain goal.
- *Button war*
  - Each student has buttons of their own colour.
  - They throw the buttons in the highlighted field.
  - Whoever hits the field has the right to take the buttons of the opposing teammates.

## Photo Gallery



**Figure 10.** Game „Button war“



**Figure 11.** Game „Button war“



**Figure 12.** Game „Hopscotch“



**Figure 13.** Skipping elastic line game “Gumi-gumi”

## 2.2. Games of our ancestors

Games were one of the most popular forms of entertainment in the Middle Ages, and have remained so to this day. The importance of sports games has been recognized since ancient times, and their names, rules and players have changed over time. Children's games of our ancestors were dominated by props found in nature or at home (pebbles, wooden sticks, rags or balls of animal hair, sticks, scarves, etc.), and were most often performed outdoors because there were no sports halls. As part of this workshop, students can get acquainted with some of the games of our ancestors and experience a piece of the atmosphere from the not-so-distant past of games.

### Required material

- Balls
- Balloons
- Boiled eggs
- Walnuts in shell
- Chestnuts
- Spoons
- Table tennis balls

### Workshops learning outcomes

- Performing a variety of natural ways of moving to master space, obstacles and handling objects
- Participation in various motor games
- Accepting the rules of the game
- Participation in outdoor physical activities
- Collaborate during the game

## **Workflow and description of activities**

Students will be divided into groups or pairs. Each group plays a specific game. After a certain time, the children change the station, ie the game.

- *Carrying items in a spoon*
  - The game is played as a relay game.
  - Students are divided into several equal groups.
  - Their task is to carry a boiled egg to a certain place and back in a spoon, for example.
- *Movement paired with the ball*
  - Couples carry a ball or balloon with their backs to each other.
  - They move in a marked space.
  - The pair that drops the ball is out of the game.

## Photo Gallery



**Figure 14.** Material needed for the sports workshop



**Figure 15.** Game carrying the ball with back, in pairs





**Figure 16.** Game carrying the ball with back, in pairs



**Figure 17.** Carrying eggs in a spoon, relay game

### 3. CULINARY SKILLS

The modern world has taken many by surprise. Peasant communities that lived in the same way for centuries, in mud and bush huts, eating from the same bowl and drinking from the same glass, suddenly found themselves in a world where more than one suit was owned, food was bought in stores, and hands should be washed. Many did not do very well in this. To help them, the elementary school subject "Domestic science" was designed and was divided into three parts: "Housing", "Clothing" and "Nutrition".

Teachers taught students about nutrition, what kind of food contains protein, fat and carbohydrates and warned about the importance of salt, calcium and vitamin intake. It was also recommended what kind of utensils should be used for what type of food, how food should be stored and protected from spoilage, how tapeworms are recognized in meat etc. Milk, on the other hand, always had to be boiled before use. Teachers taught students how to make bread, recipes for meals made of simple ingredients like eggs, meat and milk, for example steak or beef soup. They were also warning students about the fat intake [5]. From today's perspective, this part of the "Domestic science" seems the most reasonable because it tried to engraft a balanced nutrition in children. Sweets, on the other hand, were not given any attention.

#### 3.1. Five star breakfast

As part of this workshop, students will first become researchers to find out what their ancestors ate and what kind of food they used the most, but also what children eat most often today. After that, they will identify ingredients and food that have adverse effects on health, and determine their "healthier" replacements. They also explore why breakfast is the most important meal and present their research. Also, they will get acquainted with the nutritional values of the food used, as well as understand the importance of preparing and consuming the morning meal. Finally, the students will demonstrate simple ways to prepare breakfast using different ingredients and the dishes will be presented and available for tasting. Have a nice meal!

## **Required material**

- ingredients, dishes, household appliances for food preparation
- corn flour - 3 kg; spelt flour - 2 kg; wheat flour - 2 kg; 30 eggs; cottage cheese - 500 g; milk - 3 l; honey - 500 g; walnuts - 500 g; sunflower oil - 1 l; yogurt - 2 l; kefir (milk beverage)- 1 l; 1 large jar of plum jam; 2 baking powders
- bananas - 3 kg; 1 lemon, almonds - 700 g; prunes - 700 g; cocoa - 1 packet; raisins - 50 g; honey; Maple syrup; 5 tablespoons lemon juice; 5 tablespoons fruit tea; 1 tablespoon honey

## **Workshops learning outcomes**

- Acquisition of basic knowledge about food preparation.
- Learn how to prepare a healthy breakfast in a traditional and modern way.
- Get to know the basic nutritional values of healthy foods (for breakfast).
- Understand the importance of preparing and consuming the morning meal and its positive impact on the normal functioning of the body during the day.
- Treat your own body responsibly.
- Get to know the dishes that their ancestors ate for breakfast.
- Get acquainted with the cultural heritage and nurture traditional culinary customs.

## **Workflow and description of activities**

1. Conducting and the survey analysis.
2. Project presentation.
3. Practical activity - preparing food and meals
  - a) *traditional way*:
    - “Zlevanka” a traditional meal made of corn flour
      - In a large bowl, mix 240 g of yellow corn flour, a pinch of salt and 2 tablespoons of baking powder.
      - Add 4 scrambled eggs, 80 ml of white oil, 400 g of cottage cheese and 200 g of kefir and mix everything well with a whisk to get a smooth dough.
      - Pour the dough into a baking pan previously coated with white oil and flatten it.

- In a preheated oven at 200 °C, bake the zlevanka for about 30 minutes.
- Cut the cooled zlevenka into smaller cubes, arrange them on a tray and put a small teaspoon of homemade plum jam on each cube to get a healthy sweetness.
- Pancakes stuffed with honey and walnuts and homemade plum jam
  - Whisk 2 whole eggs in a large bowl until foamy to obtain a homogeneous mixture - use a whisk.
  - Add 350 ml of milk.
  - Add 250 g of flour (half of spelt flour and half of white flour), a pinch of salt and finally 1 dl of mineral water to the mixture, stirring constantly.
  - Using a kitchen spoon, remove the mixture and pour it thinly into a pre-greased and well-heated pan.
  - Put two teaspoons of homemade plum jam in one part of the pancakes, and ground walnuts and honey in the other part.
- White coffee

b) *a more modern way (raw breakfast):*

- Raw pancakes
  - Mix lemon juice and ripe peeled bananas into a uniform mixture using a blender.
  - Spread the prepared mixture on a silicone base (or baking paper) in the form of circles, 20 cm in diameter and 5 mm thick.
  - Dry the shaped "pancakes" in the dehydrator for 10 hours at a temperature of 40 °C (or in the oven at 50 °C, 6 hours).
  - Fill the finished pancakes with raw plum jam or almond spread and serve them with chocolate almond milk.
- Raw plum jam
  - Soak plums overnight in water.
  - Drain and grind in a blender, with the addition of raisins, lemon juice and tea.
  - Store jam in a closed container (up to 7 days).
- Almond milk
  - Soak almonds in water for about 7 hours.
  - Drain the water from soaking, pour 5 cups of boiled cold water and chop in a blender.
  - Strain thick milk through a linen cloth, add maple syrup or store in jars (about 3 days).
  - Add 2 tablespoons of raw cocoa and 2 tablespoons of honey to the milk.

4. Presentation and tasting of meals.

## Photo Gallery



**Figure 18.** „Zlevanka“ and pancakes



**Figure 19.** Making raw pancakes



**Figure 20.** Baking and filling pancakes

## 3.2. Preparation of healthy snacks

After this workshop, students will learn how to make sweet and salty savory balls and in this way adopt healthy eating habits. They will also learn about the characteristics of indigenous foods in the area where they live and their values. Through the ecological dimension of this workshop, an attempt will be made to influence students' awareness of the importance of preserving nature and natural resources. Through the workshop, students will develop their potential and will actively participate in the life and work of the class community. The teacher will create quality conditions for students to work and learn, as well as enable them through this workshop to receive encouragement and support for the development of competencies needed both in education and in everyday life.

The students were divided into three groups. Through group work, students develop cooperation and social and communication skills. Fine motor skills are developed and practical skills needed in everyday life are applied. Each group has a given task. The prepared balls will be presented to those present who will be able to taste them.

### Required material

- Utensils needed for work (bowls, spoons, spoons, knives), wooden sticks, wooden trays, walnut grinder
- Sweet balls: walnuts in shell, plum jam, honey, biscuits, orange, chocolate powder
- Salty balls: 150 g of cottage cheese, 450 g of cheese spread, 200 g of pumpkin seeds, 0.5 dcl of pumpkin oil, a pinch of salt, a pinch of fresh or dried chives, chives for sprinkling balls

### Workshops learning outcomes

- Learn how to clean nuts
- Learn how to make healthy sweet balls on your own
- Learn how to make healthy salt balls on your own
- Develop fine motor skills
- Recognize indigenous foods
- Develop hygienic habits
- Encouraging students to learn in a free environment

- Apply practical skills necessary in everyday life such as: speed, precision, resourcefulness, creativity, dexterity
- Develop communication competencies
- Encourage cooperation among students
- Presentation of making sweet and savory balls from healthy foods
- Influence the development of healthy eating habits

### **Workflow and description of activities**

- Install work units (3), prepare the necessary work material for each work unit
- First group:
  - On wooden trays with wooden sticks beat walnuts, clean them from the shell and put in a clean container
- Second group:
  - set up a walnut grinder and use it to grind the walnuts that the students from the first group cleaned
- Third group:
  - In a bowl, using a spoon, mix the ingredients needed to make sweet balls: chocolate powder, ground biscuits and nuts, honey, plum jam and a few drops of orange juice.
  - Part of the ground walnuts is left for the final stage of making the balls: rolling the balls into ground walnuts.
- Team work of all groups:
  - When the mixture is sufficiently mixed and permeated, take it out with spoons and shape it into balls with your hands.
  - Roll the balls in the rest of the ground walnuts which is arranged in several smaller bowls on the work unit.
  - Place the prepared balls on the trays placed on the work unit.
  - Remember how waste is disposed of and clean work units accordingly
  - Wash your hands and taste the balls.
- Salty balls:
  - The ingredients needed to make salted balls are used (the first group cleans / peels pumpkin seeds, the second group uses a knife to chop pumpkin seeds, and the third group prepares and mixes ingredients for making salty balls).



## Photo Gallery



**Figure 21.** Cleaning walnuts from the shell



**Figure 22.** Sweet walnut balls



**Figure 23.** Salty pumpkin seeds balls

## 4. ARTISTIC CREATION

In art, an ornament is an individual motif that serves as a decoration. Developed in all cultures and time periods, ornament is used in modern civilizations mostly in architectural realizations and in products of applied art, and in many primitive cultures it is almost the only manifestation of artistic experience and expression [2]. As part of this workshop, students will independently make an ornament in the form of souvenirs that will represent the motifs of the city of Varaždin, where they will have to manually shape the desired clay mould.

Manual moulding is the oldest way of shaping clay masses, and it is divided into several processes that can (with as little effort and in a short time) shape certain forms. Aids in shaping in this way can be (except for the hand and fingers) mushroom-shaped tools, for example a wooden pusher (deep and shallow) and a rounded spatula, with which we can push the clay mass towards the edges and smooth the surface [3].

During the second workshop, students will be introduced to historical heritage. Using creative ideas, they will independently create a souvenir "Gingerbread Heart", which is a symbol of love and an autochthonous Croatian souvenir, whose art of making is protected by UNESCO as a world heritage site. With a universal sewing technique that is easy to learn, but also helps to create beautiful and practical things without a lot of material and time, students will sew a souvenir on an apron.

### 4.1. Contemporary ornament

Attendees will be introduced to the technique of modelling in clay and plaster. With the help of FormBox, students will make a mould for their relief (negative) to later make positives out of plaster. It is necessary to pour plaster into the finished moulds. Hardened plaster will be decorated as desired with water-colour paints, while learning to create different heights of reliefs. After the workshop, they will critically evaluate the work and works of other participants, and will be able to consider the possibility of making souvenirs for commercial purposes.

**Required material**

- Clay + modelling accessories
- Foils for FormBox
- Plaster
- Paints (water-colour or acrylic) + brush
- spray lacquer (matt and glossy)

**Workshops learning outcomes**

- Get to know the sights of the city
- Notice the elements that can be turned into a souvenir
- Achieved through the technique of clay modelling
- Observe, express, evaluate and recognize high, shallow and indented landforms in different expressive possibilities of plastic surface textures
- Create different relief heights on his artwork
- Adopt the basics of working in clay and working with plaster
- Get acquainted with the work and possibilities of FormBox
- Critically evaluate your own and other people's work
- Develop and encourage creativity
- Develop communication competencies
- Identify the possibilities of making souvenirs for commercial production and sale
- Develop an entrepreneurial idea from concept to realization.

**Workflow and description of activities**

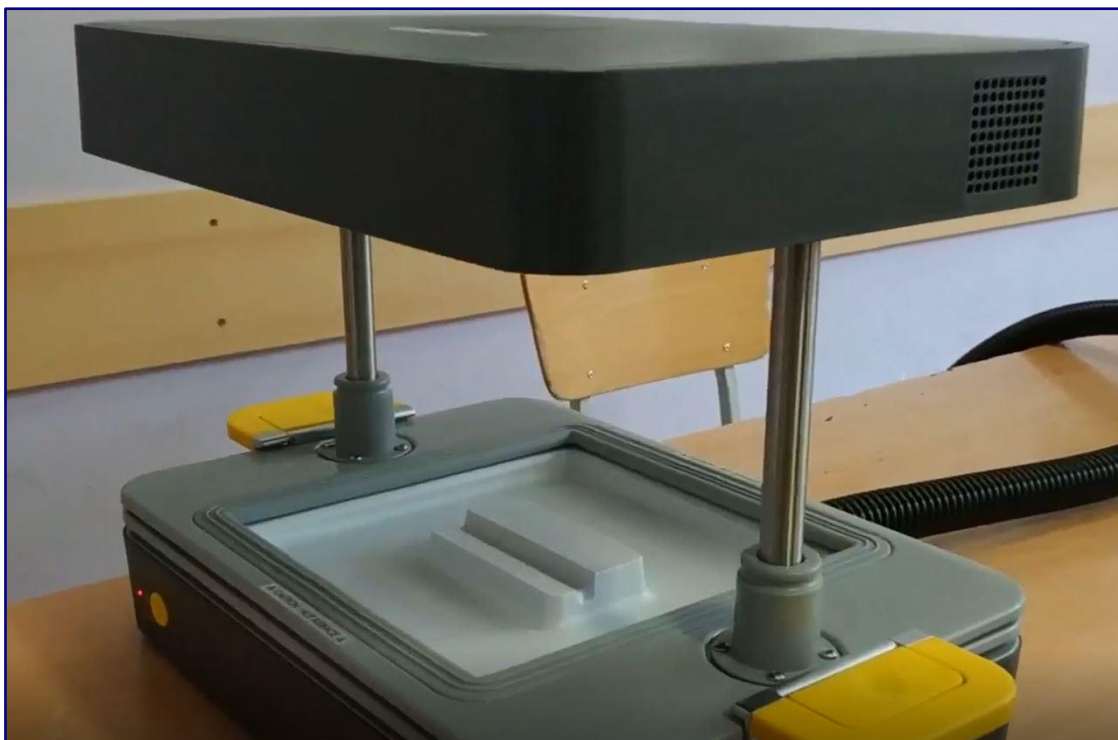
1. Sightseeing of the city centre with a tour guide and introduction to the history of the city and city sights.
2. Take photos of interesting elements.
3. Making a sketch of an object (souvenir) according to which students will make a clay model.
4. Adopting the basics of working in clay (rolling, gluing, modelling,..)
5. Making a model of a souvenir in clay.
6. Critical reflection on the developed models.
7. Selecting several models for making a joint souvenir.
8. Making moulds using a clay model and FormBox-A
9. Introduction to the basics of making cast plaster souvenirs.

10. Casting of plaster souvenirs.
11. Drying, painting, varnishing and packaging of finished products (souvenirs).

## Photo Gallery



**Figure 24.** Making a model of a souvenir in clay



**Figure 25.** Making moulds using a clay model and FormBox



**Figure 26.** Casting of plaster souvenirs



**Figure 27.** Dyeing of finished products



**Figure 28.** Final product - souvenirs



**Figure 29.** Workshop - video tutorial



## 4.2. Cheerful aprons

During the tour of the Gladović „Licitar House“, participants collect ideas for making souvenirs with the theme of „licitar“ hearts. After getting acquainted with the old traditional craft and the „licitar“ heart motif, participants make a sketch of an apron with the same motif. They choose several fabrics of their choice and learn how to apply color to the fabric via a heart pattern. The resulting motif can be further decorated with colors and contours for the fabric. After the paint has dried, students learn how to use a sewing machine. They learn how to sew a pocket on an apron and how to sew a lace. Each participant will sew one apron.

### **Required material**

- Pattern fabric
- Antique canvas „žutica“
- Templates
- Sewing machine
- Fabric dyes

### **Workshops learning outcomes**

- Recognize the sights of Croatia
- Identify elements that can be turned into a souvenir - „licitar“
- Learn the basics of working with a sewing machine
- Learn the basics of working with fabric dyes
- Develop and encourage creativity
- Critically evaluate one's own and others' work
- Identify the possibilities of making souvenirs for commercial production and sale

### **Workflow and description of activities**

1. Sightseeing of the Gladović Family „Licitar House“
  - Introduction to old traditional crafts
  - Independent production of „licitar“ hearts
2. Make a sketch of the apron
3. Selection of apron materials and patterns
4. Adopting the basics of working with fabric dyes
  - Painting on fabric - getting acquainted with colors and contours

- Transfer color to fabric via stencil
- 5. Introduction to the basics of working with a sewing machine
- 6. Sewing an apron
  - Tailoring
  - Sewing pockets
  - Labeling

## Photo Gallery



**Figure 30.** Color transfer with a stencil



**Figure 31.** Decorating with contours



**Figure 32.** Sewing an apron



**Figure 33.** Final product – the apron

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