

*Eiderdown*  
**Lesson Plans**  
*Designer: Larisa Key*  
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**Quilt Project General Information**

**The Quilt Project: *Eiderdown***

We recommend the class project as the throw/lap quilt, but if you like featuring larger projects, you may want to make the class project the twin-bed quilt. If a student wishes to make a different size quilt than the class is featuring, that should not be a problem, as the techniques and pattern layout information are similar for all quilts. The differences should be easy to handle in class. Students who make a larger quilt will have more homework; students who make a smaller quilt will have less amount of homework.

**Sample Class Description for Your Store's Class Brochure**

Please rewrite your class description to fit your store's style and personality. Below is a sample for you to use as a beginning.

What do you get when you combine Ducks and Ducklings with Cock's Combs? A quilt called Eiderdown! Two simple blocks, along with color and value placement, provide a great quilt to decorate your home or to give as a gift. Skill level: confident beginner;  
Class: three sessions

**The Class Schedule**

This class has been designed to be taught in three 3-hour sessions. If you think it will work better for you to offer a different number of sessions or a different class length, feel free to make this change.

# *Eiderdown Lesson Plan*

## *Lesson Plan 1*

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### **SESSION ONE – Constructing the Blocks**

#### **Students should bring to class the following items:**

*Eiderdown* pattern; fabrics for the quilt top, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, needles, seam ripper, marking tool) ; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book)

#### **Step 1 Introduction to Pattern and Quilt**

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover, the various guidelines, tips, the instructions. Show students how they can fold the pattern into 8 ½" x 11" pages, if they wish.

#### **Step 2 Fabric Selection**

Discuss fabric selection. Larisa Key, the designer of this quilt, used aqua greens, cream, and tan hues, but students may use any color combination that pleases them. The important element is value. There should be distinct value changes in this quilt, so make certain everyone has light, medium, and dark fabrics in their selection. Check each person's fabric selection to make certain the fabrics work well together and the fabric placement provides for the value contrast needed.

Discuss any fabric hints you think are important, as well as the importance of washing fabrics for bed quilts—and pressing with a dry iron while constructing.

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#### **Step 3 Familiarizing Students with the Blocks**

Familiarize the students with the three blocks used for this quilt's design. Have them look at the block diagrams and the quilt photo of the size quilt they are making. Show students how the blocks are placed within the quilt to create the design.

The block construction is very simple, but the way Larisa has created the design makes it hard to tell exactly where one block ends and the next one starts because the design blends so well. In addition, the design expands outwardly with an "invisible" pieced border, which looks as if it's part of a block.

#### **Step 4            Cutting the Fabric**

1. Using rotary cutter, mat, and ruler, demonstrate how to cut the fabric into strips and the strips into the needed shapes.
2. Have students cut enough fabric strips, so that at least one of each block can be made. Then have students cut the strips into the appropriate shapes.

#### **Step 5            First Steps in Constructing**

Discuss the importance of pinning. Students should use fine pins for construction rather than the large pins that have other uses. Also, talk about the importance of using a dry iron when constructing blocks, so that shapes will not stretch or become misshaped. Demonstrate how to *set a seam* with the iron and press the seams in one direction. Give any other tips that you think are important.

#### **Step 6            Sewing the Blocks**

1. Demonstrate how to construct Block 1 by first showing the two units that make up the block. Then show how the units fit together with easy construction. Have students cut the shapes for Block 1 and sew at least one of each unit for Block 1.
2. When the first student is ready to begin working on Block 2, show the class that Block 2 is the same as Block 1 technically; only the fabric selection changes. Have students prepare the fabrics for Block 2. If time permits, have them make one of each unit.
3. When the first student is ready to begin working on Block 3, show students the units used for Block 3 and how these are so easily put together. If time permits, have students make one of each unit for this block.

#### **Homework**

Have students construct the number of Blocks 1, 2, and 3 needed for the size quilt they are making.

#### ***Students bring to next class:***

Remind students to bring the following items to the next class:

*Eiderdown* pattern, constructed blocks, fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book). Optional: design-wall material (flannel sheet, flannel yardage, or batting).

# *Eiderdown Lesson Plan*

## *Lesson Plan 2*

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### **SESSION TWO – Assembling the Blocks**

#### **Step 1 Questions & Review**

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from previous week.

#### **Step 2 Assembling the Rows**

Please note: In the pattern the title for the assembly diagrams are reversed. The smallest diagram (9 blocks) is for the wall quilt. The assembly diagram for the throw/lap quilt is the 25-block diagram (the second largest diagram). Please alert the students of this error. Thank you.

Using the assembly diagram as a guide for each quilt size, show students how to lay out the blocks to create the design. Remind students to use a dry iron. Demonstrate how to pin and sew the blocks together. Provide your favorite tips for sewing blocks together, including pressing, easing in, etc.

Have students arrange the blocks as seen in the assembly diagram. Make certain they carefully rotate Block 3 as seen in the diagram. (If it is not rotated correctly, the design will not be correct.)

Have the students sew the blocks together into rows. Make certain they press the seams in alternate directions from row to row.

Remind students to press the seams in one direction when sewing rows together.

#### **Step 3 Introduce the “invisible” Pieced Border Units**

Show how the border units complete the quilt’s central design. Demonstrate how the main border unit is made from two half-square triangles plus three quarter-square triangles. The other two border shapes are Fabric E rectangles and corner squares. If time allows, have students make one triangular border unit.

### **Homework**

Have students complete sewing the blocks together in rows and sewing the rows together. Have students construct the border units and cut out the rectangles and squares for the pieced border. If students have time, they may sew their pieced border to the quilt top, beginning with the sides and finishing with the top and bottom.

### **Students bring to class**

Students should bring the following items to the next class:

*Eiderdown* pattern, constructed quilt top, pieced border (in pieces, as a border, or on the quilt top), remaining border fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies (e.g. pins, thread, needles, seam ripper, marking tool); sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book).

*(See lesson plan 3 below.)*

# *Eiderdown Lesson Plan*

## *Lesson Plan 3*

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### **SESSION THREE – Adding the Borders & Finishing Ideas**

#### **Step 1 Questions & Review**

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from the previous class.

#### **Step 2 Cutting the Border Fabrics**

1. Review how to cut fabric for the borders. Have students cut the fabrics for the two outer borders.
2. Show how to pin one border strip to one side of the quilt. Show how to pin when easing-in is needed. Explain when using square- corner borders, it's more efficient to sew the border sides first, and then sew the top and bottom borders last.
3. After students have sewed their pieced border to their quilt, they can begin pinning and sewing the first outer border. Make certain students set the seams and press the seam allowances outward—away from the quilt's center.

#### **Step 3 Work Period—Assembling the Borders**

As time permits, have students work on their borders. Discuss how to put the remaining borders on the quilt, one border after the other.

#### **Step 4 Wrapping It Up**

1. Discuss possible design ideas for quilting. Present several possibilities.
2. Discuss basting the quilt top to the batting and backing. Also, present your favorite binding method. You may include other methods too. Give any extra tips you may have.
3. Provide any additional tips you may wish to share.
4. If there is interest, set a date for a *Show & Tell* within a few weeks at the store.