

Grizzly Gulch Gallery Lesson Plan for In Store Class

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Get Hooked! and *Get Hooked 2* patterns

GGG GH Retail: \$10.00 Rugs

GGG GH2 Retail: \$10.00 Table decor

Crocheted Rugs & Table Décor From Scraps



Large crochet hook is included in *GH* pattern & medium crochet hook is included in *GH2* pattern

Quilters (and stores) can compress their stashes and use those left over fabrics to create these fun and easy projects.

Fast enough to make for gifts.

NO experience necessary! Pattern written for those who have never *crocheted*.

Class Marketing Tips

1. Display patterns with clearance fabric as well as in the pattern section.
2. Store sample – Crochet a few rows about 18” long, leave the ball of fabric strips attached to this sample with the hook in it. No need to make an entire project. Quilters can see how nice and thick the projects will be and can even try crocheting a few stitches. Use leftover jelly roll (cut in half to yield 1 ¼” wide strips), honey bun or Accucut strips for rugs.
3. *Get Hooked* (rugs) and *Get Hooked 2* (table décor) patterns can be included in the same class. The teaching format is nearly the same. *Get Hooked* includes an oval shape that is not in the *Get Hooked 2* pattern but the students making the home décor projects will enjoy learning how to do that shape. As the rug students are working on their rugs, show the GH2 students how to stitch the decorative edge treatments. Offer to let any rug students who are interested, watch this border demo. You will often find that many of the students will want both patterns since they get a different hook with each pattern and there are significant variations between the patterns that they will want to have in writing.
5. Great one day (4 to 6 hours) class – larger than normal classes work well.

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Lesson Plan

1. You can allow up to 24 students in a one day class. If you have over 12 students, there should be a helper. Take a break after about 2 hours: Students tend to hold the hook tighter than is necessary and their hands can get tired if they are not reminded to relax and to take a break.
2. The goal of the class is for the students to learn how to make each of the styles and to understand the basics of achieving various colorings of the projects. They will go home with samples of each style. By the time the students have crocheted the samples, their stitches will have improved enough that they will be ready to create the specific project that they have chosen to finish.
3. Ask students to bring several large balls of fabric strips that have been sewn together and rolled into a ball per instructions in the pattern. The rug students should fold the strips wrong sides together before rolling them. The narrow strips for the décor projects do not need to be folded. These should be fabrics that the student wants to use for the samples – not what she will want to use for her finished projects. Cotton fabrics work best and it will be easier for students to learn to crochet the strips if the fabrics are not stiff, heavy weight or have nap. For the rugs, strips that are 1 ½” wide or 2” wide (rather than 2 ½”) are slightly easier to learn with. 2 ½” strips can be cut in half to yield 1 ¼” strips which work fine.
5. Begin with the Rectangular Rug and Table Runner (Style 2) and a foundation chain about 10” long for the rugs and 6” long for the table runner. Have students crochet several rows around the foundation chain until they fully understand how to make the stitches and handle the increases in the corners. Demonstrate and have the décor students try crocheting the decorative border treatment used on the ends of the runner.
6. Next, make the Oval Rug sample again with 10” foundation chains. These increases are less structured and the students will learn to judge where to make them based on how the rug is laying. The décor students will enjoy learning this shape for a center piece.
7. The Rectangular Rug, Rectangular Runner and Placemats (Style 1) are next. I have found that the students will be more successful in crocheting back and forth reversing directions after they have had practice with the Oval and Rectangular (Style 2) shapes. If the students are having difficulty crocheting in the reverse direction, they may turn the projects over and crochet from the back side continuing in the original direction. When crocheting from the back, they will make the stitches in the top loop (or front loop) of the stitch rather than the back loop; this is the same as the back loop if crocheting from the top. Demonstrate and have the decor students try crocheting the border.
8. Save the Round Rug or Trivet for last. By this time the students will be ready to learn the concept of markers to differentiate the rows and they will be able to judge when to increase depending upon how their project is laying. Demonstrate and have the students try to crochet the scalloped border.
9. Explain how to make the projects with a planned color scheme and how to make them scrappy.
10. Have the students show and discuss their samples and their plans for their finished projects.