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**Nebraska**  
Lincoln

**EXTENSION**

4H4510



**Shopping**  
**in**  
**Style**





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## Welcome,

How would you feel if someone said about you, “That gal (or guy) really has style!” Like most people paid such a compliment, you’d likely feel flattered. You’d have been recognized for your aesthetic sense, or for your ability to put together a “look”, or for your awareness of trends and your ability to combine them in a way that’s uniquely yours, or for some combination of these.

The compliment might refer to the way you dress, but it also might be a tip of the hat to the way you decorate the space in which you live, or the way in which you “work the room” at a get-together, acknowledging strangers as well as friends and acquaintances, or the way in which you respond to difficult situations, the way you show sensitivity to other people’s feelings.

Having style is more than what appears on the surface — it’s more than skin deep. Someone with style knows how to navigate the world with awareness and caring. Awareness is especially important: knowing what’s going on around you; knowing how things are done right; knowing what quality is, whether it’s in the clothes you wear or the relationships you invest in and nourish; and knowing how all of your choices and decisions impact others.

In some ways, these qualities are all part of what we think of as “lifestyle”. Your personal lifestyle reflects how you put it all together: the things you purchase and use, the relationships you develop and grow, the plans you hatch, and the goals you aspire to. Style extends to just about every part of you — it’s part of your identity and part of what makes you unique.

Shopping in style is part of this mix, and while your skill at doing it will be evident to everyone around you simply by virtue of your outward appearance, some aspects of shopping in style aren’t so visible. Knowing how the garments and other products that you purchase are made — where their raw materials come from, how those raw materials are grown or developed or processed — will help you to understand how your behavior and choices as a consumer impact larger systems. Knowing who made your garments and other consumables, what conditions they worked under, and how fairly they were paid for their work demonstrates that your sense of style extends to your social consciousness — your sense of equity and fairness.

Style and integrity go hand in hand. During the adventure of discovering and refining your ability to “shop in style,” remember that although you are one part of larger systems, you still have the power to impact those systems. In the words of a Tibetan wise man, “If you think you are too small to make a difference, try sleeping with a mosquito.”



*Michael F. James*

Michael F. James, professor  
Department Chair  
Textiles, Merchandising & Fashion Design  
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**W**elcome to *Shopping in Style*! You are on the right track to becoming a wise fashion consumer with the help of the activities and information in this book!

In today's world, you have more choices than ever. You live in a time of technological advances and you have more money to spend. It's a proven fact that teens are active consumers in terms of the money they spend. They do research prior to making purchases because they want to make informed decisions and they are particular about what they buy!

You and your consumer choices have a direct influence on fashion trends! Approximately 75 percent of teens' money is spent on clothing. This encourages major companies to target young consumers, like you, with their advertising and products.

What are the most important factors when it comes to clothing shopping? Do you want to find the right size for apparel? Do you look for the lowest prices? Do you want the latest trend or do you need self-expression?

For whatever reason you choose the clothing you want to wear, being a well-informed shopper and careful consumer of clothing protects valuable resources – **YOUR MONEY AND TIME!**

In *Shopping in Style*, you will learn a lot about clothing. You will learn what looks best on you and the best ways to build a versatile wardrobe while staying within your budget. In addition, you will be able to identify your clothing needs. Finally, you will learn to “put it all together” and to present yourself with confidence. As you can see, there's a lot to learn, so get ready to go *Shopping in Style*!

## **Project Overview:**

Through *Shopping in Style*, you will learn to be a better clothing consumer and to use your resources wisely in making apparel choices. You will also learn how to determine which clothing styles are most appropriate for your age, body type, and lifestyle. In addition, you will find ways to stretch your clothing dollar through informed wardrobe building strategies.

As you learn from the various activities in this curriculum, you will develop the life skills of planning and organizing, goal setting, critical thinking, problem solving, decision making, using resources wisely and record keeping.

**Target Audience:** Youth Ages 10 and Older

## **Learning Outcomes:**

You will:

- Learn how your personality affects your clothing choices
- Discover how clothing sends nonverbal messages to others
- Examine clothing choices as they relate to image
- Gain an understanding of cultural influences in clothing choices
- Examine clothing choices as they relate to body type and design principles
- Determine clothing wants, needs, and personal clothing inventories
- Create a personal clothing budget
- Compare and contrast different purchasing options
- Apply the concept of “cost per wearing” to clothing purchases
- Learn about clothing care, repair, and storage
- Apply consumer management and life skills learned to create and present a personal clothing image
- Learn about careers in the clothing industry



# Clothing Choices & Your Style

## success indicator:

you will be able to identify your feelings and understand how feelings influence you when making clothing choices

## life skills practiced:

accepting differences, manage feelings, decision making

## project skills practiced:

analyzing personality characteristics and discovering yourself

**Y**our **personality** is a combination of all the characteristics that make you different from others. You are unique. No one else will be packaged quite like you. Understanding who you are on the inside as well as on the outside will help you to select clothing that aids in communicating your message about who you are to those around you.

## activity: looking at me



In this activity you are looking at your inner self to discover what makes up your personality. What you discover about yourself and your personality characteristics will be put to good use later as you select clothes for your wardrobe.

### Looking At Me

#### Word List

Look over the list of words. Circle the ones you feel best describe you. Add more words.

ADVENTUROUS	BUBBLY	CONSERVATIVE	FORMAL	FUNNY	SERIOUS
CASUAL	ATHLETIC	FRIENDLY	CREATIVE	MISCHIEVOUS	STUDIOUS
SHY	CHEERFUL	ENERGETIC	RESPECTFUL	CARING	THOUGHTFUL
OUTGOING	ARTISTIC	FUN	QUIET	TIMELY	HAPPY
COMPETITIVE	NEAT	RESERVED	CHARMING	CLEVER	RESPONSIBLE



## What words did you add?



Look over the words you selected. Think about attributes you have in common with people you know, as well as those that make you unique and different. This activity is not easy. Your list of words may change over time, so start with a few key words and add to your list as you go along.

Would your friends or family agree with your list? Find out. Pick a special friend. Ask him or her to circle words that come to mind when she or he describes you as a friend. Talk things over with your friend. By comparing and discussing your charts, you will begin to understand and discover the real you.

### Reflections/Summarizing the Experience:

#### Share:

- Share your lists with a partner.
- What circled words are found on both charts?
- How did you feel when you compared the chart you completed with the chart your partner completed?

#### Process:

- How difficult was it to identify the words that describe you?
- Why was it important to have a partner complete this chart about you?
- What did you learn about yourself through this activity?

#### Generalize:

- How have you described your friends using similar words?
- How will you think differently about your friends after completing this activity?

- Why do we think about ourselves differently than others do?
- What makes people have similar and different personalities within the same group or school?

#### Apply:

- How does knowing about yourself help you make decisions at school or at home?
- What labels are given to people based on what they are known for or good at? How does this affect the way you describe people?
- What happens when you are not accurate?







# Impressions Count

## success indicator:

you will be able to understand how clothing and appearance communicate nonverbally

## life skills practiced:

critical thinking,  
respecting self,  
respecting others

## project skills practiced:

analyzing the image that clothing gives



**F**irst impressions take only a few seconds and make a strong statement to those you meet. About 80 percent of what people see when they look at you is what you are wearing. Your clothes are part of the **image** you create when others look at you. Without speaking, you send a message about who you are based on what you are wearing.

This is a silent language called nonverbal communication. What you want to communicate to others about yourself is a good reason to consider the way you dress, and what messages your clothing may be communicating about you.

Your clothes cover and protect your body, but also do so much more. Your wardrobe reflects your personality and shows your individuality, imagination, and creativity. Clothes can show how you conform or how you are different. More important, your clothes can project and influence your picture of yourself, and can make a difference in how you act. Overall, clothes are an important part of how you express yourself.

**What do you know about this person, based only on clothing and appearance?**

# activities: making an impression



Write a brief impression

- of a stranger based on that person's clothing and appearance.

Look at pictures of people

- dressed various ways. Describe your first impression of each person.

Look at several photos of

- yourself. Analyze the way you dress. Describe the impression you want your style of dress to make on others.

- photos of yourself. Ask them what impression they have of you based on your dress in the photos.

Describe how you feel your

- clothing and appearance communicate.
- Describe how your clothing expresses your personality.
- Explain how clothes influence the way other people see you.

Show someone else the

## Reflections/Summarizing the

### Experience:

#### Share:

- What did you learn about the first impressions you have of other people?
- What surprised you?
- What did you learn about yourself?

#### Process:

- What do you think your clothing and appearance communicate?
- What messages do you believe you are sending to your friends, family, teachers, or even strangers? Do others see what you want them to see when they look at you?
- Do your clothes send mixed messages about you? Why or why not?
- What thoughts do you give to your appearance?

- What do you want your appearance to say?
- When does your appearance concern you most? Why?

#### Generalize:

- Describe a time when you formed a first impression of someone and that impression later proved to be wrong when you got to know the person. How did clothes or grooming influence your first impression?
- How do you feel when your clothes seem all wrong for a situation?
- Why is your appearance more important when you meet strangers instead of when you are hanging out with friends?

- When do you want to wear the same thing as others?
- How do you feel when you see people wearing clothes completely different from the "norm?"

#### Apply:

- Why is it important to consider other people's expectations about clothing?
- What will you do differently as a result of knowing how clothing speaks?



# Body Image



## success indicator:

you will understand the importance of accepting your body as it is, you will understand ways to develop your personal style

## life skills practiced:

manage feelings, decision making, accepting differences, communication

## project skills practiced:

identify personal style

**H**ow you feel about your body and how it looks to you in the mirror is an important part of self-esteem. The image you see in the mirror may not reflect the “ideal” size and shape you want it to be. Comparing yourself to what you might think is the “perfect” body image you see on television and in magazines and movies is unrealistic. Cameras, photo editing, and makeup artists can make people look far better than they are in real life.

Healthy, attractive bodies come in a range of shapes, sizes, and proportions. Learn to appreciate your unique body characteristics. Don't confuse personal style with being “in style.” **In style** means all you have to do is wear the latest fashions without checking to see if it's really right for you. **Personal style** means wearing clothes that enhance both your personality and your body type. When you express your “personal style” through your dress, you are really communicating about the real you to others.

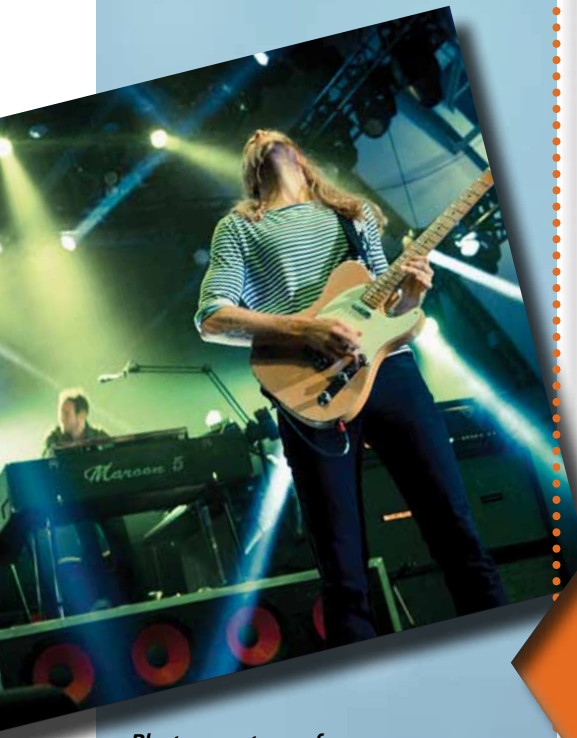


Photo courtesy of James Valentine, Maroon 5.

**How does an image like this one influence the way you dress?**



## activity: trend id



Look through a couple of the latest teen fashion magazines. Bookmark pages that contain hot new fashion trends. After you feel that you've seen enough to understand what's happening in teen fashion today, choose your favorite trend. Cut out some of your favorite images that illustrate your trend. Make a photo collage of the trend (Paste several photos that show the trend you like the best onto a sheet of paper).

On the back of the paper, write a paragraph about the trend answering some of the following questions:

- Describe the trend.
- Whose design got the trend started?
- Do you think the trend is most popular with the general public or with the fashion elite?

- What is the "ideal" body type to wear the trend?
- Do you think the trend will last, or will it merely be a passing fad?
- Where have you seen evidence of this trend (i.e., television, Internet, movies)?

Now, do the same thing and focus on a trend that would be ideal for your body type.

## Reflections/Summarizing the Experience:

### Share:

- What did you learn about trends?
- What did you learn about trends for your body type?

### Generalize:

- What are the current trends?
- How long will the current trends last?

### Process:

- How has your style changed as you have gotten older?
- What factors contribute to your personal style choices?

### Apply:

- How do magazines and the media influence your style? What factors can you think of that may cause styles to change?



Photo courtesy of James Valentine, Maroon 5.



# Fads & Fashion



## success indicator:

you will understand about fads and more enduring fashion trends and will be able to apply this understanding in making apparel decisions

## life skills practiced:

problem solving,  
decision making

## project skills practiced:

learning about fads, fashions, style, and classics; developing a discriminating fashion sense



**T**hroughout history, people, events, money, and social trends have changed fashion. Designers of today's fads and fashions are influenced by ideas from media events, the movies, cultural events, foreign countries, and technology.

Everyone wants to be in fashion, but do you know what that means? **Fashion** consists of the design characteristics that are popular during a certain period of time. A **fad** is a style that has enormous appeal for only a short period of time, perhaps no less than a year.

We often hear the term "style" when talking about fashion. **Style** is the specific type, form, or outline of clothing items. Individual styles have distinctive traits. For example, knit shirts have different styles like polo, Henley, and T-shirt. Pants styles include bell bottoms, flair legs, or straight legs. **Classics** are basic styles and colors used for longer periods of time. Clothing fashions and fads change over time, and so adults and young people often have very different ideas about the best way to dress.

Often, people feel they need to dress like their friends. This feeling is caused by peer pressure, our need to fit in and be like others. Peer pressure isn't necessarily bad, but it can cause you to buy the latest fads and fashions even if the colors and styles don't flatter you. Peer pressure can cost a lot of money.



## activity: fashion vs. fad



● Consult the periodicals section of your local library to see if you can determine fads from the following years: 1925, 1950, 1969, 1984, and 2000. Magazines that might help you find the latest fads might include Ladies' Home Journal, Good Housekeeping, Vogue, Harper's Bazaar, and Seventeen. There are a lot of other magazines that might be helpful — have fun looking at fads from years gone by. As you look at the old magazines, can you see things that were going on in society or the world that might have influ-

enced the fads that you are seeing? Do you see trends that you recognize today? Trends that last only a short time are sometimes called fads while those that endure over time, or repeat over time, are often thought of as classic or enduring.

- Visit several stores or websites to compare prices of some of the latest fads and fashions. Oftentimes, fads wind up on the sale rack before fashion trends. Why?
- Look at today's fashion magazines. What styles (example: pants) are currently popular?

Describe on a separate sheet of paper, or cut out pictures of current styles and paste them on a separate sheet. Can you think of a recent local fad in your area? Who started it? How long did it last?

- Talk with your parents and grandparents about clothing fashions when they were young. Do they have photographs of themselves when they were about your age? What kind of clothing did they wear? Do they have any favorite memories based on some articles of clothing?

### Reflections/Summarizing the Experience:

#### Share:

- How difficult was it to name a fad or fashion?
- What styles (example: pants) are fashionable today?
- What fashions and fads were popular when your parents or grandparents were your age? Are any of these fads or fashions currently popular today?
- Name a fad item you bought recently.
- What are the current price tags of the latest fads and fashions?

#### Process:

- What are some clothing fads you have observed? Were any of these fads worn by people, even though they were not flattering? Describe your observations.

#### Generalize:

- Appropriate dress does not mean exactly the same thing everywhere or to everyone. Why is this so?
- Analyze and describe what is considered appropriate dress for your age group when at school, church, work, sports events, and spring and winter formals.
- Describe a situation when appropriate dress might look

different to an adult or to a person of a different culture.

#### Apply:

- What things should you consider as you decide if you should buy a fad item?
- How will knowing the difference between fashion and fads save you time and money in future clothing purchases?
- Why will you save money?





# Culture & Clothing

## success indicator:

you will be able to understand where designers find their clothing inspirations

## life skills practiced:

problem solving,  
accepting differences

## project skills practiced:

analyzing international and cultural influences in clothing

The worldwide influence of different ethnicities and cultures directly impact designers' choices for new lines of clothing and accessories. Some of your own wardrobe may reflect different **ethnic and cultural inspirations**.



## activity:

## cultural identity through dress

Can you find examples of the following garments?

**Kimono** – Japan

**Dashiki** – West Africa

**Kilt** – Scotland

**Quilted jacket** – China

**Peasant blouse** – Russia and Romania

**Poncho** – Latin American

**Gaicho pants** – Argentina

**Blue jeans** – United States of America

**Flip flops** – Japan

**Caftan** – Mesopotamia

**Aloha shirt** – Hawaii and Polynesia

**Sarong** – Hawaii and Polynesia

**Burqa** – Afghanistan



## activities: cultural reflections



- Study current fashions in magazines and on the Internet. Look for ethnic/cultural influences. Does the design, fabric, color, or a decoration reflect the ethnic/cultural influence?

- Create a historical timeline of blue jeans.
- Find out about the clothing of people from different cultures. What are your impressions?
- Design with pictures, draw-

ings, or real clothing a special occasion outfit for yourself based on your heritage or culture. Conduct an Internet search for special occasion clothes from different cultures.

### Reflections/Summarizing the Experience:



#### Share:

- What was the most interesting fact you learned about blue jeans?
- What did you learn about the clothing of people from different cultures? What similarities and differences did you find in what Americans wear?

#### Process:

- What ethnic/cultural influences do you see in current clothing and accessories?
- What items in your wardrobe may have an ethnic/cultural influence?

#### Generalize:

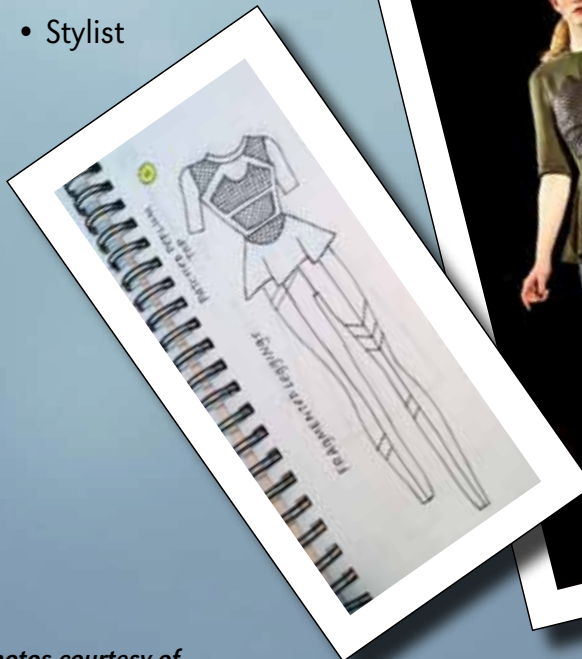
- Why is learning about designers' inspiration important?
- How have cultural influences affected styles of blue jeans?

#### Apply:

- How does ethnic/cultural design influence future clothing purchases for your wardrobe?
- How does magazine and media coverage influence cultural clothing and accessories?

## careers

- Fashion designer
- Accessory designer
- Fashion coordinator
- Fashion consultant
- Colorist
- Fashion model
- Image consultant
- Color consultant
- Wardrobe consultant
- Stylist



Photos courtesy of  
Amanda Valentine, fashion designer, Valentine Valentine, Nashville, TN.





# Creating the Look for Your Body Type

## success indicator:

you will be able to determine figure type and evaluate body measurements

## life skills practiced:

problem solving, decision making, accepting differences

## project skills practiced:

analyzing figure types

## Determine Your Body Shape

This section is designed to help you understand your body type and choose clothing that accentuates your good points and disguises those not-so-good areas. Remember very few individuals have a perfect body and many of the “perfect” bodies we see in magazines and ads have been enhanced or had pounds removed with computers. With that in mind let’s “figure out” our bodies.

The typically proportioned human figure is eight “heads” tall.

Most human figures have these characteristic proportions:

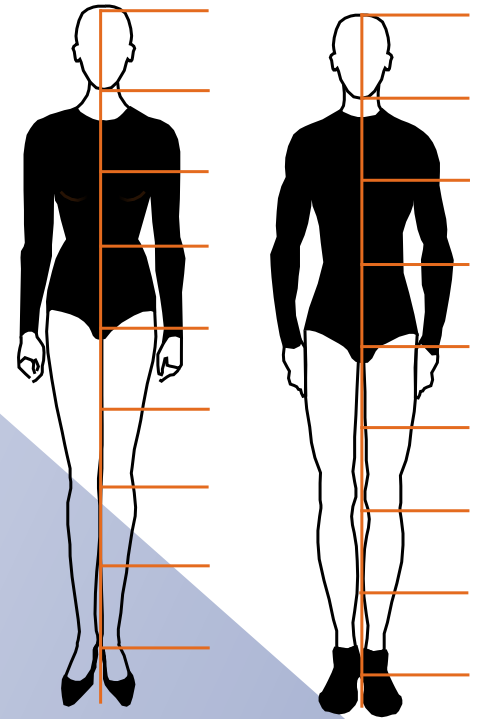
- **Body length proportions** — Half the length of the body is above the hip and half below, with the lower half divided at the knees. Usually the waist falls halfway between the underarm and the hips. If your waist is higher than the midpoint, you are short waisted; if lower, you are long waisted.
- **Arm-length proportion** — If your elbows fall at your waistline and your fingertips reach the middle of your thighs, your arm length is average. Use this guideline to determine if you have longer-than-average or shorter-than-average arms.

- **Leg length** — If your leg length is more than 1 inch longer or shorter than  $\frac{1}{2}$  your body length, you are long- or short-legged.
- **Neck length** — This cannot be determined by measuring. Judging from a mirror and your own experience will help you judge neck length.
- **Width proportions** — In a fully developed female, the bust and hip measurement is almost the same with the waist measuring approximately 10 inches smaller. Major variations from this standard indicate a person to be top-heavy (bust larger than hips), bottom-heavy (hips larger than bust), or simply straight up and down without a defined waistline

(bust, waist, and hips close to the same measurement).

- **Shoulder shape** — Compare the width of your shoulders with the width of your hips. If the widths are similar, you appear to be balanced and well-proportioned. If not, you might want to use some fashion illusions as suggested.
- **Arm circumference** — The mirror and your own experience will help you judge their slimness or heaviness. Sometimes, very heavy or very thin upper arms can give the illusion of wide or narrow upper body proportions, regardless of bust size.
- **Body frame** — This is determined by bone structure. Your wrist

Eight head figures - female and male



measurement indicates your bone structure, which along with your height, will guide you in determining the proper scale for accessories and clothing details. Measure the wrist over the wrist bone on the arm you use the least.

## activity: know your body's shape and proportions

- Your first step is to analyze your body's shape and proportions. With this information, you can select the specific fashion elements that will flatter your figure. Wearing only your undergarments or a leotard, critically analyze

your figure from all angles in a full-length mirror. Note any features you are proud of as well as those you would like to conceal. To determine your figure type and evaluate your body proportions, you will need to take accurate body

measurements, sketch your body profile, and make a figure graph.



## Draw a Body Profile

To do a profile of your body, use a piece of paper (newsprint or craft paper) taller than you and tape it to the wall. Wearing your undergarments or a leotard, stand in front of the paper with your side touching the wall, then have a friend outline your body.

## Make a Figure Graph

### Step 1:

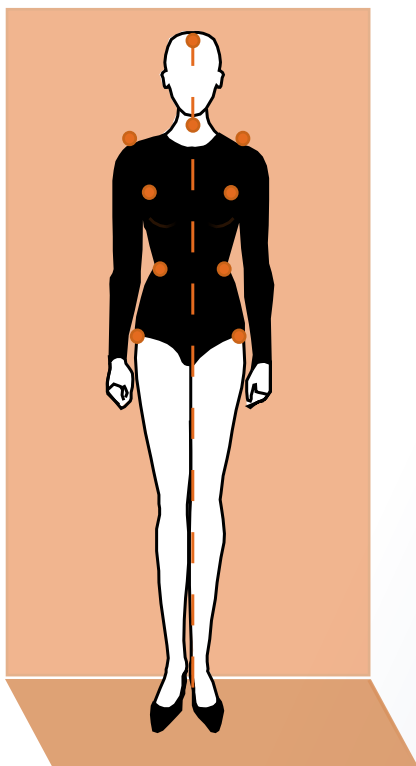
Take another long sheet of paper taller than you are; fold it in half lengthwise and crease. Unfold paper and tape to a door or wall with the bottom edge touching the uncarpeted floor.

### Step 2:

Wearing your undergarments or leotard, tie a cord around your waist and put on a necklace to locate the base of your neck.

### Step 3:

Stand in your normal posture with your back against the paper and your body centered on the



folded (center) line. Have a friend plot your body points (top of head, chin, base of neck, shoulder, underarm, waist, hip, at crotch level, thigh, knee) as illustrated. Keep pencil close to the body and perpendicular to the wall.

### Step 4:

For a basic diagram of your body, carefully trace the outline on the paper by connecting the dots. Draw a horizontal line across the top of your head.

### Step 5:

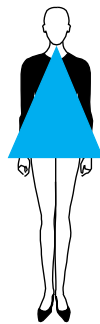
Take the paper off the wall, line up the top of your head with the bottom of your feet, fold it in half, half again and again, creasing it into eighths. You now have divided your body profile into eight sections.

**Note:** For complete instructions for this exercise, refer to “The Perfect Fit.” (1987). Singer Sewing Reference Library. Minnetonka, MN: Cy DeCosse, Inc. pp. 22-35.

## Basic Torso Shape

To determine your torso or silhouette shape, draw a box on the paper around your torso from shoulders to hips. Which shape does your figure look like? Compare your silhouette to the following geometric shapes.

Your silhouette is ...



**Triangle** — if you have narrow shoulders in comparison to hips creating a bottom-heavy image



**Inverted Triangle** — if you have wide shoulders in comparison to hips creating a top-heavy image



**Rectangle** — if you have little or no waist indentation



**Hourglass** — if you have balanced hip and shoulder width and a defined waistline

You will find the true measure of confidence by understanding your own body's shape and proportions and dressing to be proud of it! Compare yourself to the more “ideally proportioned” figure to identify your personal figure challenges. It is equally important to identify your assets. The asset part is critical. We can readily spot our own faults and imagine additional ones we don't really have. But the only way to successfully camouflage those areas is by calling attention to your asset areas. Refer to Unit 2 – Design Elements & Clothing Choices for ideas of how to deal with figure challenges.

Use your body profile and figure graph and record your observations on the chart below. Your basic bone structure is a genetic gift. It won't change with diet and exercise.

Figure Evaluation Chart			
Height:	<input type="checkbox"/> Short (4'10" - 5'3")	<input type="checkbox"/> Average (5'4" - 5'6")	<input type="checkbox"/> Tall (5'7" +)
Weight:	<input type="checkbox"/> Average	<input type="checkbox"/> Slender	<input type="checkbox"/> Heavy
Frame Size: Wrist measurement: _____ inches			
The following wrist measurements indicate your bone structure:			
<input type="checkbox"/> Small-boned 4.5" - 5.25"	<input type="checkbox"/> Medium-boned 5.5" - 6.25"	<input type="checkbox"/> Large-boned 6.25" - 7"	
Figure Measurements: Bust: _____ inches Waist: _____ inches Hips: _____ inches			
Body Silhouette:	<input type="checkbox"/> Triangle	<input type="checkbox"/> Inverted triangle	<input type="checkbox"/> Hourglass <input type="checkbox"/> Rectangle
Figure Characteristics:			
Neck	<input type="checkbox"/> Average	<input type="checkbox"/> Short	<input type="checkbox"/> Long
Neck	<input type="checkbox"/> Average	<input type="checkbox"/> Thick	<input type="checkbox"/> Thin
Shoulder	<input type="checkbox"/> Average	<input type="checkbox"/> Sloping	<input type="checkbox"/> Square
Shoulder	<input type="checkbox"/> Average	<input type="checkbox"/> Broad	<input type="checkbox"/> Narrow
Arms	<input type="checkbox"/> Average	<input type="checkbox"/> Short	<input type="checkbox"/> Long
Hips	<input type="checkbox"/> Even	<input type="checkbox"/> Low	<input type="checkbox"/> High
Hips	<input type="checkbox"/> Average	<input type="checkbox"/> Small	<input type="checkbox"/> Full
Back	<input type="checkbox"/> Straight	<input type="checkbox"/> Rounded	<input type="checkbox"/> Sway
Legs	<input type="checkbox"/> Average	<input type="checkbox"/> Short	<input type="checkbox"/> Long
Figure Profile:			
Bust	<input type="checkbox"/> Average	<input type="checkbox"/> Low	<input type="checkbox"/> High
Bust	<input type="checkbox"/> Average	<input type="checkbox"/> Small	<input type="checkbox"/> Full
Tummy	<input type="checkbox"/> Average	<input type="checkbox"/> Full	<input type="checkbox"/> Flat
Derriere	<input type="checkbox"/> Average	<input type="checkbox"/> Full	<input type="checkbox"/> Flat

## Reflections/Summarizing the Experience:

### Share:

- What did you learn about your body style?
- What did you learn about your silhouette shape?
- What did you learn about your proportions?
- What surprised you?

### Generalize:

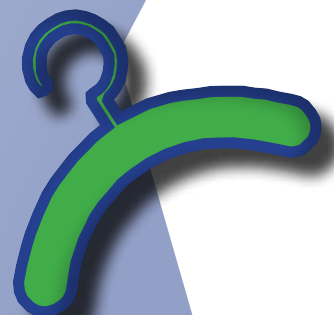
- Why is it important to have information about your figure before purchasing clothes?
- How will you use this information when selecting garments?
- How will you use your silhouette shape information to enhance your appearance?

### Apply:

- What will you do differently as a result of knowing your body style?
- What should you consider when selecting garment styles that will be flattering?

### Process:

- What are your figure assets?
- What are your figure challenges?





# Design Principles & Clothing Choices

## success indicator:

you will be able to select flattering colors that complement your skin, hair, and eyes

## life skills practiced:

critical thinking,  
respecting self

## project skills practiced:

color analysis and  
selection

## Personal Colors, Color, and You

The colors you choose to wear help you to express yourself. “Your” colors tell others about your personality, the way you see yourself inside, and the way you feel. They also bring out the best of your natural beauty, your skin, hair, and eyes. Choose colors that make you look and feel terrific.

Wearing the right color can be magic for your image. It will make your complexion look healthier and your eyes sparkle. The wrong color can be a disaster. It can make you look pale and completely drained of energy. Buying a garment in a color that flatters your natural coloring makes you sparkle and is no more expensive than buying the garment in a color that works against your coloring.

When you know your most flattering colors, you can save money. You’ll save wardrobe dollars by reducing those impulse buys in fad colors that don’t enhance your natural beauty. Another benefit to choosing your best colors is having the closet filled with items that go together without lots of planning.

Here’s a quick general guideline for colors that will be flattering for different hair colors and skin tones.

- **Brown or Black Hair/Light Skin** — Use bold colors, like red, bright blue, or pink. Brown is another good choice.

- **Brown or Black Hair/ Dark Skin** — Use deep, rich colors like burgundy, emerald green, royal blue, and purple. Stay away from pastels and gray.

- **Red Hair/Light Skin** — Use any hue of green and blue.
- **Blond Hair/Medium Skin** — Try purples, lavenders, violets, yellow gold, green, and earthy colors.

- **Blond Hair/Light Skin** — Pastels are the best choice. Use primary (red, yellow, and blue) and earthy colors. Stay away from gray.

## activity: your personal colors

You will look and feel your best when you wear flattering colors. To determine which colors are top choices for you, assemble a variety of colored fabrics. Consult a color wheel so that you can find as many different colors as possible. (For example, don't just look at bright blue, but remember to look at pale or pastel blue, navy blue, as well as blue-violet and blue-green, too.) Because colors go in and out of fashion, it might be hard to find certain colors, but don't give up — you want to have a complete assortment to choose from.

- Don't forget to try neutrals like black, white, and shades of gray. Drape the fabrics under your chin and around your shoulders one at a time to find colors that complement your skin, hair, and eyes.
- Look at as many colors, shades, and tints as possible. It's best to do a color analysis in natural light, since fluorescent or incandescent lighting can change the way the color looks on you.
- Record your discoveries. Did you choose a color based on some



reason other than how good it made your skin, eyes, and hair look? If so, look again, did that color really flatter you?

- Now, ask a friend about your choices — did your friend agree or disagree about any of your chosen colors?

### Reflections/Summarizing the Experience:

#### Share:

- What colors were your top choices?
- What surprised you?
- What did you learn about colors that complement your skin, hair, and eyes?
- Was it difficult to sort the good colors from the poor colors?

#### Process:

- Which colors make you look better?

- What did you do to make the analysis easier to do?

#### Generalize:

- Think back to compliments you have received when you wear clothes of certain colors. Which colors did you receive compliments on?
- How can you use the information you learned in another situation?
- What did you learn about the

color selections you've made in the past?

#### Apply:

- Look at the garments in your wardrobe inventory. Were some of your best colors also in your collection of favorite clothes?
- What part of this activity can you use when buying clothes?
- Learn more by reading a book about color analysis or locating a store that offers the service.





# Design Elements & Clothing Choices

## success indicator:

you will be able to use design lines to enhance your appearance

## life skills practiced:

problem solving, decision making, critical thinking

## project skills practiced:

select the right lines for your body type



## Using Design Lines to Camouflage

One of the fun things about putting together outfits is using design line to create optical illusions. Those illusions can make you look taller, shorter, wider, narrower, and accentuate your face or other characteristics.

### Lines

Line is the most basic element of design. Line can divide areas into shapes and spaces. Line can give direction or a feeling of movement to a design. As a basic tool, line can be used to create optical illusions in dress.

To begin looking at the illusions made by lines, consider the lines below. The vertical lines are all the same length, but the addition of other lines can change the apparent length of a line. A change in the location of a line can change the apparent size of an area.



Eye line



Arrow line



Y line



T line



Crossed line

When the extra lines go up as in the “Y” line, the eye tends to follow so the length of the vertical line seems longer than it really is.



In the “Arrow” line, the eye follows the downward movement of the line and the vertical lines seem shorter.

In the “T” line, the eye stops at the bar and moves back and forth rather than up and down. This vertical line seems to appear shorter than the “Eye” or “Y” lines.

The “Crossed” line causes the eye to bisect the vertical lines, therefore shortening it.

Line direction may be vertical, horizontal, diagonal, or curved. Vertical lines usually carry the eye up. Horizontal lines usually carry the eye across. Diagonal lines slant, and because of the slant can give different effects. Sometimes, diagonal lines might create a sense of instability or movement. Curved lines are graceful. They may be soft when slightly curved or bold when tightly curved.

Creating the illusion of height will help to visually slenderize the fuller figure. Vertical lines that lead the eye upward create the illusion of height. Outfits of one color

and those with center front interest can add height. Use of the “Y” line such as a “V” neckline increases the illusion of height.

### **To look taller and slimmer try the following:**

- **Vertically striped fabrics**
- **Straight, rather than curved, lines**
- **Long diagonal lines**
- **Narrow panels or gores**
- **Narrow standing collars**
- **Decoration on lengthwise center front line**
- **Long, narrow V or U necklines**
- **Narrow vest openings**
- **Narrow belts to match garment**
- **Long straight sleeves**
- **Raglan sleeves — look in a pattern book if you don’t know what these are**
- **Decoration and trim placed high on shoulder near neck**
- **Princess lines and beltless one-piece dresses**
- **Full-length coats**



Vertical

Horizontal

## Spacing

Even though vertical lines tend to add height and horizontal lines usually add width, evenly spaced lines may create a different effect. Look at the vertical stripe illustrations. The eye tends to look across the figure when the stripes are widely spaced.



Placement

Now look at the horizontal stripe illustrations. The wide spaces seem to lead the eye upward. When the distance between two lines is widened, the eye travels from line to line.

## Line Placement

Line placement can draw attention to a desirable body feature and detract attention from a figure fault. A vertical line placed to one side of the figure adds height and slenderizes. A side placement tends to be more interesting and varied than a center placement. It is generally flattering and disguises figure faults because the garment is unbalanced with the line on one side of the body and the eye is drawn to it as a focal point.





## activities: line analysis

- Look through magazines or on the Internet to find examples of design lines.
- Look at clothes in your closet or try on clothes at stores to analyze how to use line most effectively on your figure.

### Reflections/Summarizing the Experience:

#### Share:

- What did you learn about line?
- What surprised you?
- What did you learn about spacing and placement of line on your figure?

#### Apply:

- Look at your wardrobe. How do some of your favorite clothes enhance your body?
- What part of this activity can you use when buying clothes?

#### Process:

- What did you learn about the use of line on your figure?
- Which ones make you look slender? Taller? Shorter?
- What did you do to make the analysis easier to do?

#### Generalize:

- Think back to compliments you have received when you wear certain clothes. Which garments did you receive compliments on?
- How can you use the information you learned in another situation?
- What did you learn about the selections you've made in the past?





# Design Elements & Clothing Choices

## success indicator:

you will understand the impact of color and fabric on clothing design

## life skills practiced:

problem solving, decision making, critical thinking

## project skills practiced:

color analysis and selection; fabric analysis and selection

## Color and Texture

### Using More Design Elements - Color, Scale of Design in Fabric

There are three dimensions of color: hue, value, and intensity. Each dimension is important when selecting clothes.

**Hue** refers to the color's name. Some colors, like red, yellow, and orange, seem to project a feeling of warmth. Warm colors are advancing. They tend to make you appear closer and increase your apparent body size. Colors like blue, green, and purple seem to project a cool feeling. They tend to recede and decrease your apparent body size.

**Value** is the lightness or darkness of a color. White has the highest value while black is lowest in value. Light attracts the eye; therefore, garments whose colors exhibit the highest value (lighter colors) will cause the wearer to appear larger than garments whose colors are lower values or darker.

**Intensity** is the range of color from bright to dull. When wearing garments of intense colors, the wearer will seem to appear larger. Likewise, duller colors give the illusion that the wearer is smaller.





The warmth or coolness of a color, its value, and intensity all work together to produce an infinite number of colors.

Color can be used to emphasize some features and draw attention away from others. Here are some suggestions to make color work for you:

- To appear smaller, choose a cool color in a medium value and a less intense color for large areas of your clothing. However, if you want to use warm colors in your wardrobe, select shades of warm hues instead of intense values. (Example: Select rust instead of orange; maroon instead of pink.)
- If you like bright, warm colors, use them as accents at the neckline or in your accessories. You might select a scarf that is emphasized because it contrasts with the different value and intensity of your outfit.
- Pink may be your favorite color and becoming to you. Select a pink top to wear

under a vest or jacket or peek out under a top. The pink around your face will keep the focus on your face rather than other areas of your figure. One-color clothing is slenderizing. Wearing two shades can be tricky. Use the darker shade in the area you want to de-emphasize. The lighter shade can be used to balance the larger areas.

- An important factor to consider about color is to select colors that are becoming to you. People with warm personal coloring will be more flattered by colors with warm (orange or yellow) undertones. People with cool personal coloring will be more flattered by colors with cool (blue or red) undertones.

## Fabrics

When selecting fabric, consider texture and surface design, as well as its “hand” weight.





Dull or matte finish textures absorb light and generally make the figure look smaller.

Look for fabrics such as wool crepe, wool flannel, gingham, denim, wool jersey, sailcloth, broadcloth, and chambray.

A smooth texture tends to hide figure irregularities.

These fabrics will not add apparent weight unless that fabric is thick. Fabric examples include flannel, percale, velveteen, crepe, linen, shantung, seersucker, wool challis, and lightweight tweed.

The effect of *pattern designs* on fabric depends on the size, how bold or quiet, and type of pattern. Small- to medium-sized patterns in subdued colors usually decrease the apparent size of the figure. Close, all-over placement of design also will give the illusion of decrease in size.

The important thing to remember when selecting

prints, geometrics, and plaids is to keep them subdued. The size of the design should be in proportion to your height. A tall person can wear a larger print better than a shorter person.

*Texture* is surface interest. The texture determines how the fabric feels, looks, and moves when it is worn. It may be seen, felt, and even heard at times. Textures have weight, size, bulk, and light absorbing or reflecting properties.

To appear more slender, look for medium to lightweight fabrics that are crisp, but not stiff. Very stiff fabrics appear to add weight to the body. Moderately stiff fabrics are becoming to almost all people. Examples include linen, twill, gabardine, and fine-wale corduroy.

## careers

- Fashion designer
- Accessory designer
- Fashion illustrator
- Colorist
- Visual merchandiser
- Fashion consultant
- Fashion journalist
- Fashion photographer
- Color consultant
- Stylist
- Fashion merchandiser





## activities: color and texture analysis



- Go to a fabric shop and find five fabrics that would be flattering to a large person with a triangle shape (narrower shoulders than hips). Find five other fabrics that would help a very small person with a rectangular shape (not much difference in bust, waist, and hip measurements) appear to be taller. Photograph the fabrics, or purchase small swatches of the fabrics (be sure to get enough to be able to see the pattern if you are looking at a printed fabric).

Make a style board with the fabrics you have chosen, illustrating the principles of color and texture that you have learned.

- Look at clothes in your closet and/or try on clothes at stores so you can analyze the use of color and texture on your figure. Access a website that features a virtual model (i.e., <http://www.myvirtualmodel.com>). Complete the personal figure type information on

the site and create a personal model based upon the information. Try different styles on the model. Record the style and design that enhances your figure type, and the style design you want to avoid. Print out examples of the style that made you look good, and the style you didn't feel good about. Paste both images onto a sheet of paper and write yourself some notes about why one is better than the other on your body.

### Reflections/Summarizing the Experience:

#### Share:

- What colors were becoming on you? Why?
- What fabrics were becoming on you? Why?
- What surprised you?
- What did you learn about hue, value, and intensity of color that increases and decreases apparent size of the body?
- What did you learn about a fabric's texture, surface design, and "hand" or weight when selecting clothing?

#### Process:

- How did you select colors to complement your figure?

- Was it difficult to select colors that complement your figure?
- What fabrics did you find to complement your figure?
- Was it difficult to select fabrics that complement your figure?

#### Generalize:

- Think back to compliments you have received when you wear clothes of certain colors. Which colors did you receive compliments on?
- How can you use the information you learned in another situation?
- What did you learn about the color and fabric selections you've made in the past?

#### Apply:

- Look at your wardrobe inventory. Were some of your best colors also in your collection of favorite clothes?
- What part of this activity can you use when buying clothes?





# Mix, Match & Multiply

## success indicator:

you will be able to expand wardrobe choices by mixing and matching

## life skills practiced:

problem solving, critical thinking

## project skills practiced:

clothing coordination



**E**xpand your wardrobe with a little game of “mix and match.” It is fun to create new fashion looks by mixing and matching items already in your wardrobe. By switching this and changing that, a few basic pieces can add up to lots of fashion hits. To stay in style with current fashion trends, you might buy one or two new items and mix them in with your existing wardrobe.

For example, a white shirt is timeless and versatile. It can be worn as part of a suit, or as a top, or for a layered look over a tank or T-shirt. You’ll be in style as you multiply the number of looks that can come from your wardrobe and it won’t cost you a fortune.

## activity: mix and match your wardrobe



● Lay out 8 to 10 pieces of clothing you enjoy wearing. See how many outfits you can make. It is feasible that with 10 pieces, you might have more than 100 different possibilities! Try adding just two more items to see how the number of outfits increases. Try an item you don’t wear often by mixing

it with a favorite piece. Also, decide what items you need to add that will coordinate and extend your current wardrobe. Use a digital camera and take pictures of your favorite combinations. Better yet, have someone else photograph you in your newly expanded wardrobe!



## internet activity:

Go on a virtual shopping spree. One site you might decide to visit is Polyvore, a website where you can mix and match products from anywhere on the Web to create your own personal style at <http://www.polyvore.com>. Many of the clothing pieces at Polyvore are from top-name designers, and the prices are very high. Once you find the look or trend that you like at Polyvore, search the Internet to find similar garments in a wide range of prices.

## Reflections/Summarizing the Experience:

### Share:

- How many outfits did you make by putting different pieces together?
- What happened when you used an item you don't wear often by mixing it with a favorite piece?
- What other item did you add to make more outfits?

### Apply:

- If you had extra money to buy new items to add to your wardrobe, what would you buy? What factors went into your decision?
- How could this activity influence your future clothing purchases?
- How would this process be helpful if you were on a tight budget?

### Process:

- What other clothes do you own that you could add to these?
- What was the most challenging piece of clothing to match with others and why?

### Generalize:

- How can you make a new outfit for every day of the week by using clothes you own?
- How did you decide which items to add to your wardrobe?
- If you could add only one of the items you listed, which one would it be?





# Clothing Inventory

## success indicator:

you will be able to conduct a clothing inventory and be able to identify clothing needs

## life skills practiced:

planning, organization, keeping records, critical thinking, problem solving, decision making

## project skills practiced:

wardrobe planning

**A**t one time or another, you have probably stared at a closet full of clothes and complained, “I have nothing to wear.” Maybe you thought your clothes were not right for the occasion or didn’t fit your mood. However, you can collect clothes and accessories over time when you develop a wardrobe plan. A good plan has three steps — first, take a current inventory; second, remove clothes you don’t wear; and third, add items you need to complete your wardrobe.

Clearing out clothes you no longer wear, need, or want is one purpose of doing an inventory. Take time to launder, repair, or alter the clothes that need attention so you can wear them again.

Clear out the clothes you don’t or can’t wear anymore. You can donate slightly used clothing to charity organizations, church clothing drives, or individuals. Your donations could be great additions to someone else’s wardrobe. You also might be able to restyle an unwanted garment, so look at it carefully before letting it go!



# activity: clothing inventory



Use the Clothing Inventory included in this unit to create an inventory list of all your clothes, shoes, and accessories. Determine the condition of each item, and note it on the sheet. You may need to make several copies so that you can be sure to list everything in your wardrobe. If you do this on a computer, you can sort your clothes into categories (e.g., jeans, T-shirts, sweaters, etc.).

After listing each garment, and its condition, analyze use patterns for each garment based on the season. Analyze the versatility of the garment based on other things you might wear with it.

By doing this exercise each season, you can decide what you need for every occasion. The best part of this process is never being done! You can change your ward-

robe plan as you change sizes or as your personal preferences for clothes change. Be sure to add new purchases, and delete garments from the list as you delete them from your wardrobe!

## My Clothing Inventory (Sample)

My name: \_\_\_\_\_

Date: \_\_\_\_\_

Clothing category and description	Condition	Season for wear	Mix and match with what?
Shirt – white cotton T-shirt	New	Spring - Fall	All skirts, pants, jeans
Shirt – short sleeve cotton shirt – red plaid	Good	Spring - Fall	All skirts, pants, jeans
Shirt – black cotton flannel, long sleeve	Good	Fall - Winter	Jeans, corduroy pants
Shirts – cotton fleece sweatshirt – red	Fair – many washings	Fall - Winter	Jeans, corduroy pants





## activities: determining wearability

- Take all of the clothes out of your closet and drawers. Separate clothes into three groups: wearable, almost wearable, and no longer wearable. Ask the following questions to help you decide what to keep and what to give away:
  - Is it comfortable?
  - Does it fit well?
  - Is it flattering or fashionable?
  - Can I use it with other clothes in the closet?
  - Does it need repair and can I repair it?
  - Does it fit my current lifestyle and expectations?
  - When will I wear it if I keep it?
- As you take inventory, put the “wearables” away and record what you have. List each garment according to type (jackets, pants, tops, etc.) on the clothing inventory included in this unit. Making an inventory is the perfect opportunity to clean and organize your closet!
  - Set aside time during the week to work on any of your clothes that need attention.
  - Find an item in your wardrobe that needs to be recycled.
- Describe your recycling plans.
  - Could someone else use it? If so – how will you get it to them?
  - Give it away or “hand it down.”
  - Have a garage sale.
  - Take it to a consignment shop.
  - Make a list of the clothes and accessories you need to fill the gaps in your current inventory.



- To complete the wardrobe planning process, you have to add to your wardrobe to fill in the gaps that you identified during the inventory process. List the items you are missing and determine how much money you can spend. Staying within your budget limits, continue to build your wardrobe. After you know what you have, make a plan for the clothes you need or want. Sometimes it is difficult to separate needs from wants. As you decide:
  - Consider the activities or occasions in which you participate.
  - What clothes do you now have that you can wear to those events?
- What gaps do you need to fill?
  - Choose basic styles that can be dressed up or down for different occasions.
  - Plan around one to two basic color groups.
  - Use coordinates to extend your wardrobe.
- Choose accessories to go with many different outfits.
- Avoid novelty or faddish garments. Extreme designs usually go out of style and may not be appropriate for many occasions. If you do select one or two fad items, try not to spend much on them.
- Decide how much time and money you are willing to spend taking care of your clothes. After looking at your garments' care labels, determine what care they will require:
  - Pressing/ironing
  - Hand or machine washing
  - Line drying or drying flat
  - Dry-cleaning
- Consider the number of times you will wear a new garment. This may help to determine the quality of goods you decide to buy.
- Avoid impulse buying.





## Reflections/Summarizing the Experience:

### Share:

- What did you learn about your current wardrobe inventory?
- What surprised you about your wardrobe?

### Process:

- What did you consider when deciding whether to keep a garment that you already own?
- What problems did you encounter? How did you deal with them?
- What clothes in your closet need your attention?
- What are your needs and wants?

### Generalize:

- Why is it important to complete an inventory?
- What is the second use for garments you no longer want?

### Apply:

- How do you plan to meet your clothing needs and wants?
- What ways can you expand your wardrobe without buying new clothes?
- How will a wardrobe inventory avoid impulse buying?



## careers

- Fashion coordinator
- Fashion consultant
- Fashion merchandiser
- Image consultant
- Color consultant
- Wardrobe consultant
- Personal shopper consultant





# Your Money & Your Clothes

## **success indicator:**

you will be able to select quality clothing at reasonable prices, you will understand the importance of selecting quality clothing at reasonable prices

## **life skills practiced:**

wise use of resources, planning/organizing, goal setting, critical thinking, problem solving, decision making, keeping records, acquiring and evaluating information

## **project skills practiced:**

determine a clothing budget, prioritize clothing needs, use a personal budget to assess clothing needs

**W**hat is your clothing budget? How do you decide what you can afford to spend on a garment or outfit?

For most youth, parents or income from a part-time job will help determine how much money is available to spend on clothes each year.

After you have completed a wardrobe inventory and made a list of garments needed (in order of most needed to those that would just be nice to have), decide how much you can spend on those garments.

Estimate how much each item might cost. Some people set an annual amount they can spend and others may set monthly amounts.

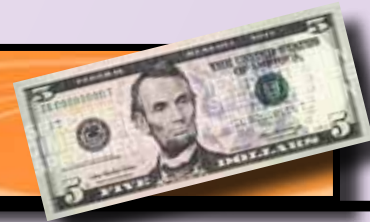
Buy the most needed items first. When shopping, keep your list handy to help keep your needed items in mind and to help you resist those things you might buy on a whim.

Items purchased at thrift shops, garage sales, or other sales can be a great way to save. However, these things rarely can be returned.

## Steps to making clothing purchases:

1. If you haven't already, complete a wardrobe inventory.
2. Develop a list of garments needed (from most needed to least needed).
3. Develop an estimate of the price of each garment.
4. Decide how much money you can spend on needed garments (look at past spending habits, talk to parents, consider the money you have available that can be used to purchase clothing).
5. Shop around at different stores with your list in hand. Compare quality and cost.
6. Before you buy, ask yourself the following questions:
  - a. Is the item high on my list of needed garments?
  - b. Does it fit into my wardrobe?
  - c. Can it be mixed and matched with other items to create new outfits?
  - d. Does it appear to be well constructed?
  - e. What fibers make up this garment?
  - f. Will it be easy to care for and clean?
  - g. Does it flatter me?
  - h. Is it comfortable to wear?
  - i. Will I wear it?
  - j. Where will I wear it?

### activity: stretch your clothing dollar



Items needed	Money in clothing budget	Estimated price	Actual price	Remainder	Do I have enough money?
1. Casual dress	100.00	50.00	48.95	51.05	Yes
2. Top	51.05	25.00	14.99	36.06	Yes
3. Designer jeans	36.06	150.00	149.99	(113.93)	No
4. Belt	36.06	20.00	45.95	(9.89)	No
<b>TOTAL</b>	<b>222.17</b>	<b>245.00</b>	<b>259.88</b>	<b>(14.88)</b>	No

Items needed	Money in clothing budget	Estimated price	Actual price	Remainder	Do I have enough money?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>TOTAL</b>					

Follow the example on the previous page to fill out the chart above to make a clothing budget.

1. List the garments from most to least needed.
2. Enter an estimated price for each garment.
3. Shop and compare to determine the best actual price you will pay. Enter that amount under the Actual Price column.
4. Determine how much money you have available in your clothing budget to spend. Enter that entire amount under the Money in Clothing Budget column. Your amount left to use in the Money in Clothing Budget column will decrease as you subtract the amount needed for each item from your clothing budget.
5. Do you have enough money to purchase the items you need?
6. What changes do you need to make to be able to purchase garments needed?



## Reflections/Summarizing the Experience:

### Share:

- What did you learn about budgeting by doing this activity?
- What surprised you?
- What did you learn about your clothing budget and your clothing needs?

### Process:

- What problems did you encounter? How did you deal with them?
- Why was it important to complete this activity?

### Generalize:

- What key points did you learn about budgeting?
- Why is it important to have plenty of information before making decisions?

### Apply:

- What will you do differently in the future as a result of completing the budgeting activity?
- What part of this activity can you use in real life situations?





# The Influence Of Advertising

## success indicator:

you will be able to make informed decisions about clothing purchases by understanding the influences of advertising messages

## life skills practiced:

planning/organizing, goal setting, critical thinking, problem solving, decision making, acquiring and evaluating information

## project skills practiced:

understand how advertising affects decisions to purchase clothing



The objective of advertising is to appeal to a specific need or want and then to demonstrate how it can be satisfied. As consumers, we make decisions about buying a product or service based upon how well we think it will satisfy our needs or wants.

Few people admit to being significantly influenced by ads. However, research of sales figures show that advertising is powerfully persuasive. Knowing how powerful advertising is should motivate you to become more aware of how it works.

Advertisements can be divided into two basic types: one type provides information while the other promotes an image. All advertisements, however, have one common goal: to influence people's behavior and opinions.

## Information vs. Image

Information ads give you facts so that you can learn about and compare products. Good examples of this are the ads for athletic clothing that inform how the clothing is designed for enhanced performance, moisture wicking, and breathability. Image ads, on the other hand, are designed to promote an image of the product. An image ad for the same clothing shows it being worn by a well-known athlete. An image ad makes you want to buy that product based upon upbeat, positive feelings associated with the product.

## Information Ads:

- Provide details about the product
- Identify the brand name
- Describe the details such as style and fabric
- Include size range, price, and fiber content
- Give the name and location of the store
- Use lots of words with a limited numbers of pictures

## Image Ads:

- Appeal to your fantasy
- Make a fashion statement
- Usually promote a designer or manufacturer
- Often worn by famous people
- Use lots of pictures, illustrations, or photographs
- Have very few words

Both types of advertising attempt to appeal to your emotions so you will buy the products. Some of the techniques that are used to do this are:

**Positive images** — appeal to your desire to be happy, healthy, smart, good-looking

**Hidden fears** — appeal to your desire to avoid fears and feelings of insecurity or being unacceptable

**Bandwagon** — appeal to your desire to be liked and accepted

**Testimonials or Celebrity Endorsements** — appeal to your desire for success, power, prestige, money

**Before and after** — appeal to your desire to be better or perfect

## activity: evaluating ads

Collect ads from magazines, the Internet, and store flyers. Label the ad as to which type it is — information or image. Next, decide what technique was used. How does the manufacturer appeal to the buyer? What words and pictures are used? Do the ads look different or alike?

### Needs and Wants

To make the best use of our spending money and to avoid being overly influenced by advertising, we need to recognize the difference between clothing needs and clothing wants.

Complete the chart on the following page to find out your needs and wants when buying a pair of jeans. List features the product must have to meet your needs, then make a list of features the product must have to meet your wants. Prioritize the lists. Use ads to help you determine which products match your requirements.

NEEDS	WANTS
Reasonable Price	Designer Label
Excellent Fit	Latest Style
Durability	Hottest Fashion Color



## Reflections/Summarizing the Experience:

### Share:

- What did you learn about advertising?
- What surprised you?
- What did you learn about yourself and your clothing needs and wants?

### Process:

- What problems did you encounter? How did you solve them?
- Why was this important to complete?

### Generalize:

- What key points did you learn about advertising?
- Why is it important to have this information before making decisions?

### Apply:

- What will you do differently in the future as a result of completing the advertising and needs and wants activities?
- What part of these activities can you use in real life situations?



## clothing **CLUE**

**A**pproximately 75 percent of teens' money is spent on clothing, encouraging major companies to target their advertising toward teen consumers.





# Clothing Prices

## success indicator:

you will be able to determine reasonable prices for quality clothing

## life skills practiced:

planning/organizing, critical thinking, decision making, acquiring and evaluating information

## project skills practiced:

understand various pricing strategies used for pricing clothing

There are three methods used to set prices:

1. **Cost-based price** — when price is set at a certain percent above the actual cost of the item

For example, most retailers add 100 percent of the cost of a garment to its cost. If a jacket costs \$30, the retailer marks it up to sell at \$60.

**Note:** The manufacturer that sold the jacket to the retailer also had to make a profit on the jacket. Thirty dollars represents the production costs and profit the manufacturer needed.

2. **Demand-based price** — set the price based on how much buyers are willing to pay

For example, when an item is really a hot fashion item, retailers can keep pushing the price up to what consumers are willing to pay.

3. **Competitor-based price** — look at the price others are selling the item at and set the price based on their price

For example, Store A is selling a hooded sweatshirt at \$45 but Store B down the street is selling it at \$40; Store A may have to lower its price to meet the competitor's price.

In the end, what you pay for clothing depends upon many factors, such as:

**profit**

**production costs**

**rent**

**utilities**

**insurance**

**cleaning**

**security**

**salaries**

**marketing**

**markdowns (sales)**

**theft**

**employee discounts**

**taxes**

**shipping**

**transportation**

## **activity:** become a "secret shopper"



Make weekly visits to one of your favorite clothing stores, in person or online, to track the pricing of a garment you'd like to add to your wardrobe. Watch the same garment every week. Make notes every time you see the price of the garment change. Record

the date and the price every time. Do this for at least six weeks, or until your item is no longer available.

If you track the garment in person for the whole six-week time period, and the price doesn't

change, you might ask the retailer if the item will be going on sale soon. See what the retailer says about it. Some stores put merchandise on sale frequently, others seldom do.

### **Reflection/Summarizing the Experience:**

#### **Share:**

- What did you learn about pricing by doing this activity?
- What surprised you?

#### **Process:**

- What problems did you encounter? How did you solve them?
- Why was this important to complete?

#### **Generalize:**

- What key points did you learn about how stores set prices?
- Why is it important to have plenty of information before making decisions?

#### **Apply:**

- What will you do differently in the future as a result of completing the activity?
- What part of this activity can you use in real life situations?







# Selecting Quality Clothing

## success indicator:

you will be able to see the value of reasonably priced quality clothing

## life skills practiced:

wise use of resources, planning/organizing, goal setting, critical thinking, problem solving, decision making, keeping records, acquiring and evaluating information

## project skills practiced:

prioritize clothing needs; understand what contributes to quality clothing

**H**ave you ever thought that if you buy good quality clothing, you have to pay more for it? Believe it or not, you can find good quality clothing in all price ranges — price is not always an indication of the quality of a garment. However, for you to spend your money wisely, you need to learn how to determine what makes a good, quality garment.

One of the first and most obvious things to consider is the garment's fabric. Determining the quality of fabric can be difficult, but fiber content will give you some idea of the durability of the fabric. Wool, silk, cotton, and linen are some of the most commonly known "natural fibers." As a general rule, wool, silk, and linen are expensive fibers and tend to be used in higher quality garments. Wool and silk, which are protein fibers, also tend to require dry-cleaning, a more costly care process than laundering.

Linen wrinkles easily, so consumers who don't like a rumpled look are often dissatisfied with linen garments. Be sure to take the care method into consideration when you try to determine value of a garment!

There is a great deal of variability in quality of cotton fibers, so just knowing that a garment is 100 percent cotton doesn't always predictably indicate quality or durability. Synthetic or man-made fibers such as polyester, nylon, and acrylic are commonly found in apparel products. Synthetic fibers may have been engineered to achieve certain performance standards such as wrinkle-free laundering, color fastness, breathability, and so forth. Oftentimes, synthetic fibers are blended with natural fibers to enhance some quality, making a cloth that performs better than the single fibers would perform by themselves. Shrink resistance would be one quality that might be enhanced in a natural fiber when it is blended with a synthetic fiber. Other considerations that affect fabric durability include yarn strength, fabric structure, and finishes that have been applied to the fabric.

Is the garment well made? Be sure to look inside a garment before making a purchase decision. A variety of techniques can be used to construct a quality garment. Look for even width and finished hems, seams that are flat and finished, secure buttons,

secure and even stitching, matched designs, fabric cut on-grain, and secure fasteners.

Expensive popular brands of clothing are not always

better quality. Before you buy, do some comparison shopping. How much does getting what you want cost? How about what you need? Is there a

difference in the cost? Can you see a difference in quality? Be sure to look at both the fiber content and the construction to determine the quality.

## activity: comparing jeans



Compare the cost of a pair of jeans at three different stores. Try to find the jeans in similar styles. Next, using the chart below, compare the following features:

### Comparison Chart

		Jeans #1	Jeans #2	Jeans #3
Care	Fiber content? Machine washable? Dry cleaning needed? Ironing needed?			
Construction quality check	Seams finished? Threads clipped? No skipped stitches? Design matched at side seams? Reinforced at stress points? Buttons/fasteners securely attached? Hems secure? Even?			
Cost	What is the price?			
Features	Do the jeans have: - pockets? - boot cut, skinny leg, etc.? What color are the jeans? What type of finish do they have? Is there a logo on the jeans? - Where is it placed? How do these jeans fit? Where would you wear these jeans?			

## Reflections/Summarizing the Experience:

### Share:

- What did you learn about quality construction and brands?
- What surprised you?

### Process:

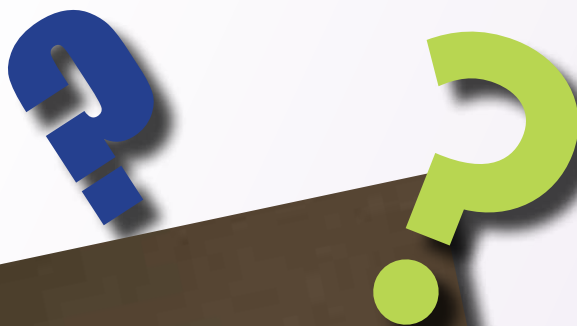
- What problems did you encounter? How did you deal with them?
- Why was this important to complete?

### Generalize:

- What key points did you learn about considering quality construction and brands when shopping for clothing?
- How is this life skill important to you?
- Why is it important to have plenty of information before making decisions regarding buying quality clothing?

### Apply:

- What will you do differently in the future as a result of completing the quality construction activity?
- What part of this activity can you use in real-life situations?







# Shopping Options

## success indicator:

you will be able to select needed quality clothing at a reasonable price from a variety of sources

## life skills practiced:

wise use of resources, planning/organizing, critical thinking, problem solving, decision making, acquiring and evaluating information

## project skills practiced:

compare and contrast places to purchase clothing

**W**hen you are ready to shop, you can go to many places. Today, you don't even have to leave home to shop via television, computer, or catalog. Each shopping option, whether it is a store or a computer, has special features, advantages, and disadvantages.

### Recycle and reuse stores

Consignment/ secondhand stores	Offer clean clothes that are usually still fashionable Profit is shared between the shop owner and the clothing owner; split may be 50/50 or another agreed-upon arrangement Sizes and styles may be limited Selection varies from week to week Few customer services Customer may need sewing skills to do repairs
Thrift shops	Offer donated goods Many are run by nonprofit organizations with the proceeds going to community causes Shops are run by volunteers and may not be open every day No guarantee of quality or selection Need to shop frequently to get the best buys Usually have a no-return policy
Garage sales	Low-priced merchandise, but sizes and styles are limited Time consuming Sizes may not be identified Many sellers require cash Good buys include children's clothing, maternity wear, and special-occasion clothes Usually can't try on clothing

## Retail stores

Department/chain stores	Variety of price ranges Good selection of colors, sizes, styles, and brands May have special services such as gift wrapping, layaway, and delivery Not always available in mid-size or smaller communities Chain stores buy and sell clothing in large quantities so the cost is sometimes less, depending on the brand
Specialty stores	Sell to a specific type of customer Merchandise may be for one age group (teens), one size group (tall/petite), or one type of clothing (western) Smaller with more personalized service Good selection of colors, sizes, styles, and brands Medium to high price range May offer same services as department store
Discount stores	Sell merchandise at lower prices Buy in large volume and may sell for 20 to 60 percent less Provide fewer customer services such as salespeople, window displays, gift wrapping Clothing may be assembled using cost-cutting measures; therefore, quality may not always be high
Factory outlets	Owned and operated by clothing manufacturers or brokers, so merchandise is sold directly to the consumer Prices run 25-50 percent less than retail, although everything in the store may not be a bargain Selection may include samples, irregulars, and closeouts Self-service

## Personalized shopping

Craft shows	Offer one of a kind or limited numbers of a design Direct contact with clothing designer, possibility of custom-made garments Prices vary, as does the quality of workmanship No return policy
Private sales	Sales are advertised in newspapers or online Single items or a group of used clothing may be for sale

## Other shopping options

Catalog shopping	Offers 24-hour shopping, seven days a week Requires a credit card or other electronic payment Clothing sizes vary from one company to another
Shopping online	Offers 24-hour shopping, seven days a week Requires a credit card or other electronic payment Most retailers are accessible through the Internet
In-home television shopping	Offers a wide variety of clothes Many items sell for 30-60 percent below the store price Networks use different selling approaches. Some are fast-paced and aggressive; others show the product at a more casual pace, offer national brand names, or use celebrities to endorse products.

### A Word about Online Shopping

Getting new clothes can be very easy since the Internet is accessible via computers, mobile devices, and cell phones. Technology makes it possible for you to shop anytime, anywhere. Online shopping purchases are made based on pictures and descriptions. You don't get to see, feel, or try on the item you are considering. Plus, you have to share your personal information.

#### There are few tips to keep in mind when shopping online:

- Never shop online without permission and guidance from your parents.
- Decide how much you want to spend.
- Remember shipping and handling charges will be added to your bill – this means extra dollars!
- Use all the tools at the website to look at and review the item that you are considering buying, e.g., zoom, different angle pictures, different colors, detail pictures, measurement tools, and virtual models.
- When you find a site you like, save it in your bookmarks or favorites file. You may want to return for comparisons, future purchases, or returns.
- If you see lots of pop-ups and links, choose a different site.
- Look for the indicators of security. The address of a secure site begins with https. Also note that the locked padlock should be in the lower right or left corner of your screen.
- Only buy from reputable companies and check their return policies.



**activity:**  
experience a thrift shop by volunteering

Volunteer to sort clothes at a local Goodwill, Salvation Army, or other thrift shop. Not only will you be helping your community, you also will get a better idea of the clothing that is available at an inexpensive store as well as what makes a good clothing donation.



## Reflections/Summarizing the Experience:

### Share:

- What did you learn about various places to shop?
- Did anything surprise you?

### Process:

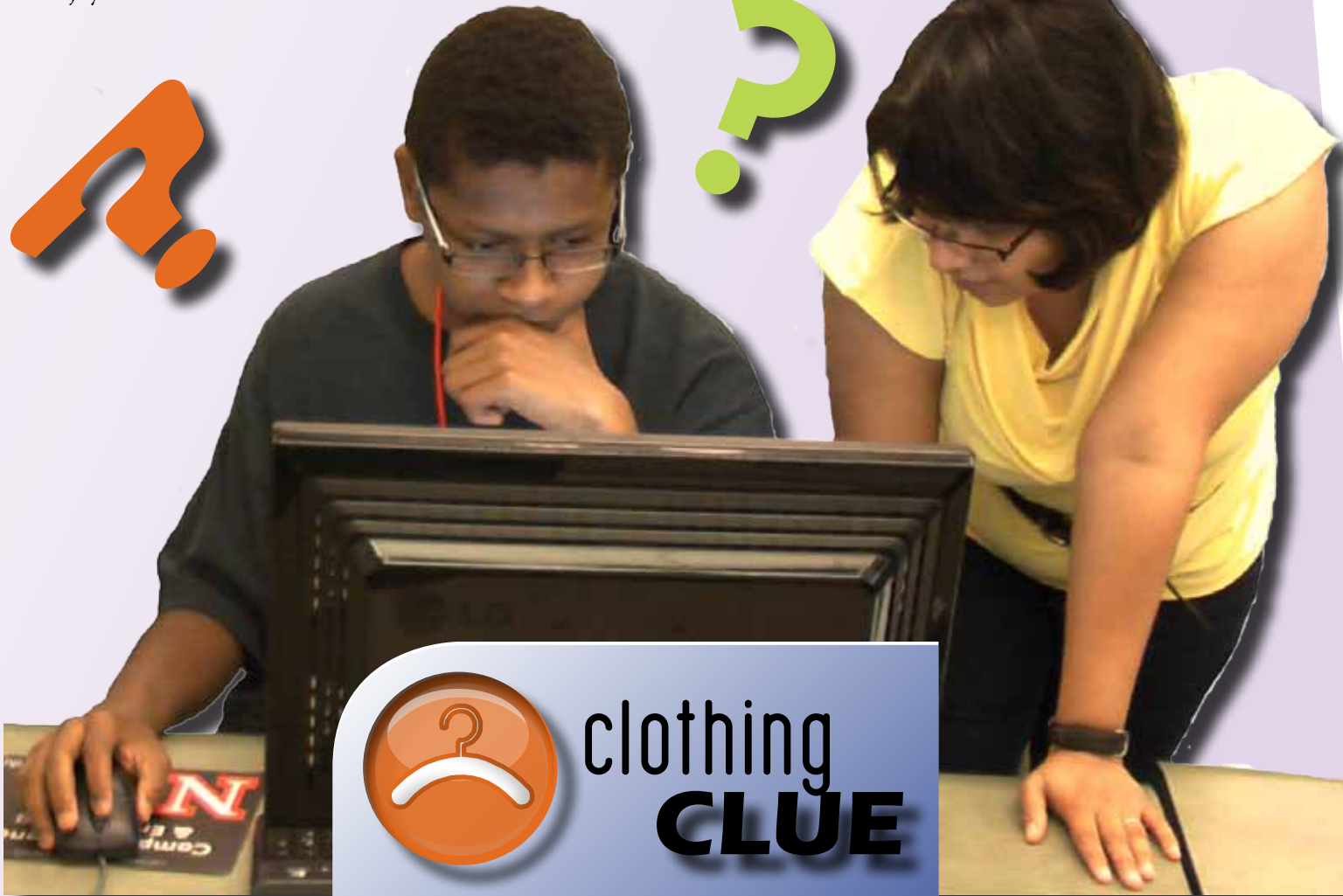
- Did you try shopping in more than one way?
- Which type of shopping did you enjoy the most?

### Generalize:

- Which shopping option is the most user-friendly for you?
- Which shopping option seems best-suited for bargain shoppers?
- Do you think you have a better chance finding quality clothing in one option over all the others? Which option and why?

### Apply:

- What will you do differently in the future as a result of completing the quality construction activity?
- How can your experience in the thrift shop help influence your future shopping decisions? Did you gain more insight from the merchandise or from the shoppers?



clothing  
**CLUE**

**A**pproximately 66 percent of Americans have shopped online.



# Will It Be Cash Or Credit

## success indicator:

you will know about various payment options and will be able to make sound choices, you will be able to select needed quality clothing at a reasonable price

## life skills practiced:

wise use of resources, planning/organizing, goal setting, critical thinking, problem solving, decision making, keeping records, acquiring and evaluating information

## project skills practiced:

practice sound use of personal financial management to make clothing purchases, determine the cost per wearing

## Cash or Credit

If you choose to use cash to pay for clothing purchases, you can use currency, checks, or debit cards. Checking account management has changed over the years. It used to be that you wrote a check and three or four days later the check cleared the bank. Today, e-checks are used online, and at some stores handwritten checks are digitized at the point of purchase, and funds are withdrawn from your checking account on that same day. The online e-checks work in the same fashion with the user providing checking account information and the funds are withdrawn from the account the same day.

Debit cards are a way to spend funds in your checking account without using a check. You present your debit card (which looks a lot like a credit card), swipe it or the clerk swipes it for you, and then you enter a PIN or personal identification number. Sometimes instead of entering a PIN, the user is presented with a receipt and asked to sign it.

Keep the following pointers in mind when using checks or debit cards to make purchases:

- Always keep track of all checks written or debits from your account.
- Keep receipts and check them against your bank statement when it arrives.
- Balance your checking account each time the statement comes.



- Be aware of any fees that may be charged for using debit cards or checks. Some examples of fees might be:
  - Fee for overspending what is in your account (insufficient funds)
  - Fee for using a debit card (annual or per use)
  - Fee for stopping payment on a lost check
- If you use a debit card and PIN, be sure to commit the PIN to memory (do not write it down and carry it with you in case your wallet is stolen). If the debit card is stolen, report it to your financial institution immediately. There is no law protecting you from loss (like there is with credit cards) if someone steals and uses your debit card. However, some banks may waive your liability if the loss is quickly reported.

installments until the balance due is paid in full. The retailer holds your item until it is fully paid. That is how layaway plans differ from using credit. When you use credit, you receive the merchandise right away before paying for it. With layaway, a purchaser must pay for the entire cost before being able to take the item home.

Two things to keep in mind when using layaway plans are that there are no laws that regulate layaway plans, and you should shop with trustworthy merchants. If the merchant suddenly goes out of business, you may be left with nothing. Be sure to keep accurate records.



## activity: check out a layaway plan

Visit a store or search online for a company that offers a clothing layaway purchase plan. Seek answers to the following questions to determine the soundness of the plan:

### Layaway Plans

Another option for making clothing purchases in some stores is layaway. A layaway plan usually asks the buyer to put down part of the cost right away and then pay the rest in weekly or monthly

1. How much are payments and when must they be paid?
2. Are there any fees for using the plan?
3. What type of receipt is provided for payments?
4. What happens if payments are not made on time or if you stop paying entirely? Do you get any of your payments back?
5. What type of identification will you need to pick up your layaway items (or can anyone pick them up)?

## Reflections/Summarizing the Experience:

### Share:

- What did you learn about layaway plans by doing this activity?
- What surprised you?

### Process:

- What problems did you encounter? How did you deal with them?
- Why is this activity important to complete?

### Generalize:

- What key points did you learn about layaway plans?
- Why is it important to have plenty of information before making decisions?

### Apply:

- What will you do differently in the future as a result of completing the activity?
- What part of this activity can you use in real life situations?

## Credit - Charge It!

It may seem like the simple thing to do, just put the item on your credit card. But, you must remember that using credit means you are promising to repay at a later date.

If you plan to use credit to pay for clothing purchases, always remember the following:

- Before buying, check your list to see that it is truly a need.
- Make sure you have enough money to pay for your purchases in full when your bill arrives.
- Keep track of all the charges you make on your card.
- Keep all receipts and check them against your statement when it arrives to make sure it is accurate.
- Always pay off your charges in full each month and on time. Excessive late fees and interest may result and can add quite a bit to the total owed.

## Cost Per Wearing

**Cost per wearing or CPW** is the cost of the garment plus the cost to clean it divided by the number of times it is worn. Why is it important to know the CPW of a garment? It helps you determine when a bargain is really a bargain. Formals or tuxes have high cost per wearing, but your everyday clothing should not. A formal that is only worn once will have a higher cost per wearing than a nice dress that can be worn many, many times. The more times you wear a garment, the greater the return on your investment or the less money it costs per wearing. Cost per wearing also should include the cost needed to clean the garment, and if the garment must be dry-cleaned, the costs go up. What items in your closet have a high cost per wearing? Maybe these could be paired with something else and worn more times to reduce the high cost per wearing and to get the most for your money. Items that can have a high cost per wearing include: special occasion clothing, uncomfortable items, items that don't look great on you or fit the way you want them to, trendy items, and seasonal items.



The formula to find the cost per wearing of a garment is:

$$\frac{\text{Cost of the garment} + \text{Cost to clean}}{\text{Number of times worn}}$$

**Cost per Wearing Example:** If you buy a \$50 pair of jeans that cost \$0.12 to wash each time, and you plan to wear them a total of 60 times, what would your cost per wearing be?

$$\frac{\$50 + (\$0.12 \times 60)}{60} = \$0.95$$

If you need to figure the cost per wearing of an entire outfit, you should do the calculations for each piece of the outfit that will be worn (e.g., shirt and pants). Check with a local cleaner to determine the average cost to clean items. For example:

$$\text{Shirt} = \frac{\$15 + (\$0.12 \times 60)}{60} = \$0.37$$

Cost of Item = \$15

Cost to clean item = .12 x 60 washings = \$7.20

Number of times worn = 60

$$\text{Pants} = \frac{\$25 + (\$0.12 \times 30)}{30} = \$0.95$$

Cost of Item = \$25

Cost to clean item = .12 x 30 washings = \$3.60

Number of times worn = 30

$$\text{Total Cost Per Wearing for the Outfit} = (\$0.37 + \$0.95) = \$1.32$$

The best strategy is to buy fewer clothes of better quality and reduce the waste of having too many clothes you will never or seldom wear. The more times you wear an item, the lower the cost per wearing. An example of this might be purchasing a classic sweater. If you purchase a green sweater that is made of a thinner fabric at \$20 versus the blue sweater that has better quality fabric

at \$40, you may think that the green sweater is the better deal. However, if cost per wearing is figured, it may show that the green sweater can only be worn 20 times while the blue sweater can be worn 65 times. This makes the cost per wearing for the green sweater higher than for the blue sweater. Plug these figures in and determine for yourself the cost per wearing!

## The Hunt Is On!

Shopping at sales means a chance to save lots of money. However, it can also mean settling for something you really had not intended to buy. Wise consumers know marketing tactics used to get shoppers into the stores and understand that not all sales are good “deals.”

Some stores seem to offer sales or incentives at all times! The following list indicates types of sales marketers use to draw customers into stores or to try new products.

**Seasonal** — holiday, summer, etc.

**Private** — only for “loyal customers” usually in advance of a regular sales event





**Introductory** — reduced prices on new products

**Incentive** — used to get customers to come and shop when sales are lower than normal such as during long stretches of bad or cold weather. You may be offered special coupons to attend incentive sales.

There also are many forms of clearance sales, which are intended to help retailers get rid of merchandise for one reason or another. Depending upon your shopping skills, you may find a fabulous bargain or you may end up with a big disappointment.

Things to keep in mind when shopping sales:

- Always comparison shop.
- Look for certain sales at particular times of the year (e.g., swimming suits in late summer, holiday clothing in late December).

- Sales items cannot be returned, as a general rule. Make sure the item is something you really need and not something you are buying just because it is on sale. Make sure you are happy with the way it fits.
- Shop early in a sale for

- best quality and selection, and shop late in a sale for biggest price reductions.
- Check items over for quality. Ask yourself why this item is on sale. Is it going out of style? Is there something wrong with it?



Find as many sale ads as you can in today's newspaper. This doesn't necessarily have to be just clothing businesses. Determine why you think the merchant is having the sale. If possible, go to one or more of these stores having sales and look at the sale merchandise.

### Reflections/Summarizing the Experience:

#### Share:

- Do you think the reason for the sale is what you originally thought?
- What surprised you?

- Why is it important to have plenty of information before making decisions?

#### Process:

- Where was the sale merchandise placed in the store?
- Was it easy to shop from the sale racks?
- Why is this activity important to complete?

#### Apply:

- What will you do differently in the future as a result of completing the activity?
- What part of this activity can you use in real life situations?

#### Generalize:

- If you find something you really like, will the color or style still be fashionable next year? Will it fit you next year?





## clothing **CLUE**

**A** great percentage of things that are purchased on sale were not intentional purchases. Beware of buying things just because they are great bargains.





# Clothing Care & Repair

## success indicator:

you will know where to find the care labels in your clothing, and what care symbols mean

## life skills practiced:

critical thinking, acquiring and evaluating information

## project skills practiced:

reading and understanding a label

## What's in a label?

All garments purchased in the United States since 1972 have something in common — all wearing apparel must have a permanently attached label giving instructions for the care of the garment. The label must remain legible for the useful life of the garment.

But what is a care label and why should you read it? The two major parts of a care label are the fiber content and the method of cleaning. This information is important to consider when purchasing clothing and accessories since this can affect the cost per wearing.

Fiber content refers to the raw materials making up the yarns and fabrics in a garment. Fibers can be natural or man-made. Natural fibers are cotton, wool, linen, silk, and ramie. Commonly used man-made fibers are polyester, acrylic, nylon, and spandex. Check out the charts to see the characteristics and common uses for each of these fibers.

Another label that is required for clothing apparel in the United States is the country of origin label. According to U.S. law, every article of foreign origin entering the United States must be legibly marked with the English name of the country of origin unless an exception from marking is provided in the law. In clothing, this is done by a permanently attached label placed in specific locations on each imported garment. (U.S. Customs and Border Protection - Customs Regulations, 19 CFR Part 177.)

Clothing that is made in the USA also must be labeled as such.





The “Made in the USA” label is highly regulated by the U.S. Federal Trade Commission. “Made in USA” means that “all or virtually all” of the product was, indeed, made in America.

The chart on the next page lists the most common natural and man-made fibers found in clothing.

Each fiber has unique properties — some are good and some can be challenging, depending on the desired use. You will find many of your garments are made from fiber blends. A garment that is 50 percent polyester and 50 percent cotton takes advantage of the good properties of each of the fibers. Polyester is strong, and doesn’t shrink or wrinkle easily — cotton is strong, soft, absorbent, and easy to clean.

Fiber and finishes, along with construction techniques, are the main factors in the cleaning recommendation for a garment.

Machine washing, hand washing, and dry-cleaning are the main methods of cleaning a garment or accessory. If washing with water, the manufacturer often will give the recommended temperature of the water, particularly if cold water is recommended. If no water temperature is stated, the garment can be washed in hot, warm, or cold water. Using the incorrect water temperature to wash a garment can result in shrinkage or dye transfer. Some garments need to go to a dry cleaner. The cost of dry-cleaning needs to be included in the cost per wearing. It is typically more expensive than machine washing.

When manufacturers make care recommendations, they tend to recommend the most conservative cleaning methods. Therefore, if a 100 percent cotton garment is labeled “dry clean only” on the care label (you know that cotton fibers launder well), you should look more closely at the garment before deciding to purchase it. Ask yourself questions like — Are there surface decorations attached to the garment that would be damaged in the laundry? Could the dye be a problem when laundered? Sometimes, even though the care label recommends dry cleaning, a garment can be laundered successfully. The more you know about fibers, the easier it will be to guess if you can launder garments that are labeled “dry clean only.”



**Natural Fibers — Cotton**



**Wool**



**Synthetic fibers (like nylon and polyester) are extruded from a spinneret.**

## Natural Fibers

Fiber	Characteristics	Uses
Cotton	Strong, durable, and very absorbent Washes easily Shrinks in high heat Wrinkles easily	All types of clothes
Wool	Keeps you warm Resists wrinkles Shrinks Shrinks with wetness and heat Often needs to be dry-cleaned	Coats, sweaters, pants, suits
Silk	Strong, durable, and absorbent Wrinkles easily Usually needs to be dry-cleaned Damaged by sunlight and perspiration	Dresses, blouses, ties
Linen	Strong, durable, and absorbent Wrinkles easily Mildews easily	Blouses, skirts, dresses, suits
Ramie	Strong, durable, and absorbent Lustrous Stiff and brittle, so usually is blended with other fibers for clothing Provides silk-like luster in garments made with ramie blend	Sweaters

## Manufactured Fibers

Fiber	Characteristics	Uses
Acrylic	Soft, warm, and easy to care for Durable and resists wrinkles Damaged by high heat Collects static electricity May tend to pill	Sweaters, sport and work clothes
Nylon	Very strong and durable Won't shrink Easy to care for and dries quickly Damaged by heat and sunlight	Dresses, hosiery, lingerie, swimwear
Polyester	Strong and durable Won't shrink or wrinkle easily Easy to care for, dries quickly Damaged by high heat Oily stains are hard to remove	All type of clothes
Spandex	Strong, durable, and lightweight Stretches Heat sensitive	Swimwear, skiwear, garments with stretch

## activities: labels



- Go to a fabric care website, such as [www.fabriclink.com](http://www.fabriclink.com) to find an explanation of how to read a care label (click on the Fabric Care Center, and then How to Read a Label). Make a Fabric Care Label poster to hang in your laundry room for easy reference.
- Refer to your wardrobe inventory chart that you filled out in Chapter 3, and look in the columns headed Garment Description, Fiber Content, and Type of Care. For each garment listed, complete the chart with the information found on the care label.
  - What fiber was contained in most of your clothes? (You should be able to sort your wardrobe by Fiber Content as noted in your clothing inventory.)
  - How many different fibers did you find? Are they natural or man-made fibers?
  - How did the cleaning methods differ for garments with the same fiber content?
  - How many garments in your wardrobe need to be dry-cleaned?
- Go to a clothing store and check out the care labels on a variety of garments. Are the fiber and cleaning methods similar to your garments at home?
- Go to your closet and look for the label that tells the country in which your garment was constructed. Sort your clothes by the country where they were made.

### Reflections/Summarizing the Experience:

#### Share:

- Was there one fiber in your wardrobe that you seem to like best? Why do you think you like that fiber?
- How many of your clothes were made in the United States?
- Which countries from what part of the world produced most of your clothes?

#### Process:

- Were many of your clothes made in the USA?
- Did the results of your country of origin activity surprise you?

#### Generalize:

- Why do you think the U.S. government found it important to require permanent care labels in clothing?
- Why do you think many companies send garments overseas to be constructed?

#### Apply:

- Do you think that there are reasons that many garments in your wardrobe were not made in the USA, other than cheaper labor forces abroad?

- How will knowing what country a garment is made in affect your decision to purchase it? What are the working conditions in the clothing factories in many foreign countries?







# Clothing Care & Repair

## success indicator:

you will be able to find answers to your laundry stain removal questions

## life skills practiced:

solving problems

## project skills practiced:

stain removal; sorting clothing for cleaning

## In the wash

The care label lets us know whether a garment is washable and, if washable, the water temperature recommendation. Before the clothes go into the wash, don't forget two steps: check for stains and sort the clothes.

Get in the habit of checking for stains. Some stains are protein stains and others are greasy. Each type of stain requires a different stain removal cleaner. Clothing stains are usually from food, mud, grass, or grease. Try to identify the stain to determine the stain removal treatment. If unidentifiable, use an all-purpose cleaner. Some stains can be removed; others cannot. Stains need to be removed before washing and drying. The heat from a dryer will set the stain.

Clothes are sorted by color, fiber, and cleaning method. Darks, reds, lights, and white colors are the most common "sort" categories. The wash water temperature needs to be considered after you have sorted by color. The fabric and fiber content of items to be laundered also needs to be considered. For example, washing a brown towel with brown corduroy pants may work for sorting by color and water temperature but will result in fibers from the towel getting stuck on the



corduroy pants. Some fabrics are lint givers and others are lint takers. In this case, the towel gives lint, the pants gather the lint.

Drying completes the cleaning process. Read the care label and determine whether the garment can be put in the dryer or whether it should be dried on a line or flat surface. Another thing you'll find on the care label is how hot the dryer temperature should be when drying the garment. Improper drying can cause shrinkage or distortion of the garment.

Once dry, the garment may need ironing. Again, the care label will tell you how to iron the garment, if ironing is suggested. Clothing made of 100 percent cotton, ramie, silk, or linen will most likely need to be ironed. Consider this extra step when selecting garments.



## activities: laundry day



- Gather all your clothes or at least a variety of them. Sort the clothes into piles, taking into consideration the color, cleaning method recommendation, and fibers.
  - How many piles do you have?
  - Can some sorted piles be combined? Why or why not?
- Volunteer to do the laundry for the whole family. Read the care labels and sort into piles. Are these types of piles different than when you sorted only YOUR clothes? Why or why not?
- Go back to a fabric care or stain removal website, such as <http://www.fabriclink.com>. Follow the links to find general stain removal suggestions and how to remove a number of common stains from various fibers. Make a stain removal chart and fill it in while you are at the fabric care website. Add directions for 10 specific types of stains that you or members of your family encounter often.

### Reflections/Summarizing the Experience:

#### Share:

- How did you determine which clothes to put in which piles?
- What information did you find helpful at the stain removal websites?

#### Process:

- Why do you need to sort the colors into separate washing loads?
- Why is it important to know the type of fiber when thinking about stain removal?

#### Generalize:

- Why do some garments need to be dry-cleaned?
- Did you notice a difference in recommended laundry water temperature as you discovered various stain removal strategies?

#### Apply:

- Other than shrinking, can you think of other reasons drying in a dryer might not be recommended for all garments?
- When is it easiest to remove a stain? Why do you think that is?





# Clothing Care & Repair

## success indicator:

you will know how to complete simple clothing repairs

## life skills practiced:

critical thinking, problem solving

## project skills practiced:

clothing care and repair



## In For Repairs

A missing button, a ripped seam, and a torn hem can all turn a favorite garment into an unusable garment in your closet. Learning how to repair a seam or hem or to sew on a button can extend the life of a garment and save money.

### Mending torn garments:

Tears or holes in garments can often be repaired by using an iron-on patch. Iron-on patches are made in various sizes, and come in several different fabric weights. Choose the one that is best suited to the fabric of the garment being repaired. Carefully follow the directions on the iron-on patch to make the best repair. Sometimes iron-on patches won't be strong enough to provide a satisfactory repair, such as tears at the knees or areas that get a lot of strain.

### Repairing a torn seam:

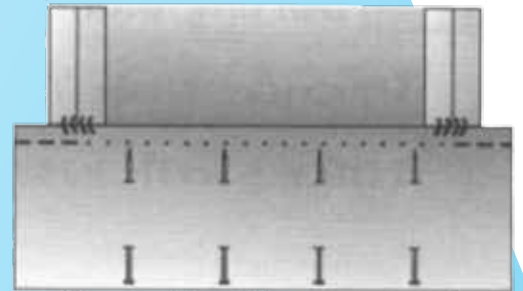
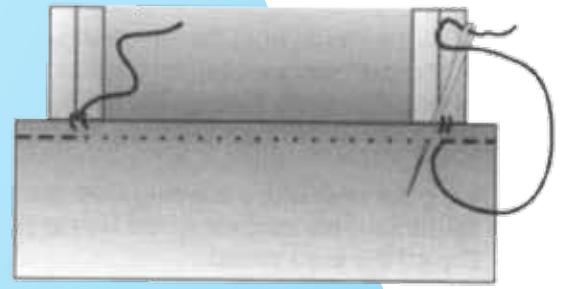
If a seam of a garment tears, but the fabric doesn't, you can just stitch it up with a thread that matches the fabric. If the fabric is torn, be sure to patch it before resewing the seam, or it will continue to tear.



## Repairing a hem:

If a hem tears out, follow these steps to repair it:

1. Carefully take out the broken out hem stitches far enough back that there is enough thread to tack down the loose ends with two to three small stitches at each end of the break. Sometimes, it's easiest to rip out all the way to the seam and tack the thread to the seam allowance. If it is a tiny rip in the hem, just take out enough to be able to tack the ends down.
2. Pin the hem in place and stitch, using whatever hemming method will best match that of the torn-out hem. If you can't match the method, tear out the entire hem, and start over!



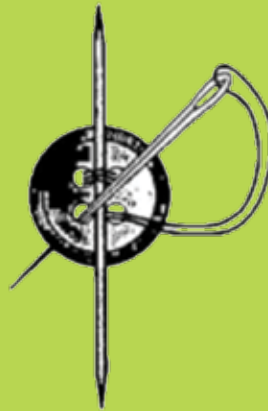


**Buttons 101:** When a button is torn off a garment, it may leave a hole. If this happens, put a reinforcing patch on the fabric before sewing the button back on.

Buttons with holes should be sewn firmly, but not right against the garment. Follow these steps.

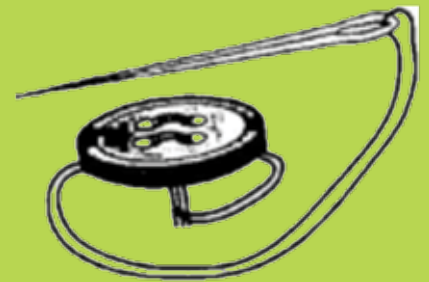
1. Thread a needle with about 15 inches of heavy duty or doubled sewing thread.
2. Fasten the thread in place by taking several small stitches on top of each other on the right side where the button will be sewn.
3. Put the needle up through one hole in the button, back through the other hole, and through the fabric onto the wrong side.

4. Place a toothpick or a pin under this stitch. This allows enough space between the fabric and the button for buttoning the garment. Sew over the toothpick and down through the cloth three or four times.



5. Bring the needle up through the first hole again and down through the second, but not through the cloth.
6. Remove the toothpick or pin. Pull up the button as far as the slack thread will let it come.

7. Wrap the thread from the needle around this slack thread several times without putting the needle through the fabric. This is called making a shank for the button.



8. Bring the needle to the wrong side, putting it through the fabric close to the shank. Take three little stitches on the wrong side in the same place to fasten the thread. Clip off the extra thread.

## activities: a clothing first aid kit

● A first aid kit for clothing is handy to own. Putting together your own clothing first aid kit is easy to do! Simply gather the following items and put in an appropriately sized container.

- Pins
- Needles in several sizes
- Buttons – assorted sizes and colors
- Hooks and eyes/snaps
- Seam ripper
- Scissors or fabric shears
- Thread – assorted colors, including white and black
- Tape measure/seam gauge
- Iron-on tape in different colors
- Fusible tape

● Check over your garments. Use your clothing first aid kit to repair missing buttons, ripped seams, and torn hems.

### Reflections/Summarizing the Experience:

#### Share:

- What were the items in your first aid kit that were helpful?
- What additional items would you add to your kit and why?

#### Process:

- Were there any damaged garments you felt were beyond repair and why?

#### Generalize:

- Why do you think torn fabric is fashionable for jeans?
- What have you noticed about your garments that need more repairs? How does this relate to the original price of the garment, fabric type, brands, and garment construction?

#### Apply:

- Sometimes buttons come off because clothing is too tight, and, therefore, the buttons are stressed. What can you do to continue wearing a garment that's too tight for you to wear it comfortably?
- Can you think of something you could do with a favorite garment that has been torn too badly to be repaired?







# Clothing Care & Repair

## success indicator:

you will understand the best way to store various types of clothing

## life skills practiced:

problem solving

## project skills practiced:

storing and organizing clothing and accessories

## Hang or Fold

Clean, wearable garments and accessories need a home — a closet, a dresser, shelves, an over-the-door rack. Available space in your bedroom and the amount of clothes in your wardrobe will determine where to keep your clothes.

The type of garment affects where the item is kept. Dresses, shirts, and skirts should be stored on hangers. Sweaters are best folded or rolled and stored in a dresser or on a shelf. Jeans and slacks can be folded or on hangers.

Store out-of-season clothing in boxes, under the bed, or in the back of the closet. In-season clothes should be readily available.

At least once a year, go through all of your clothing and accessories, including shoes, to determine what still fits and is in good, wearable condition. This helps determine what to keep, what to get rid of, and what needs to be purchased. Consider getting rid of clothes that you have not worn in the last year either due to improper fit, out of style, or just plain worn out. Clothes and accessories that are not worn take up valuable storage space.



## activity: clothing storage

Go back to your wardrobe inventory and analyze your storage needs. With your storage needs in mind, make or purchase additional storage. Be creative and go green to expand your storage options.

### Reflections/Summarizing the Experience:

#### Share:

- What were your additional storage needs?
- What creative ways did you use to expand your storage?

#### Process:

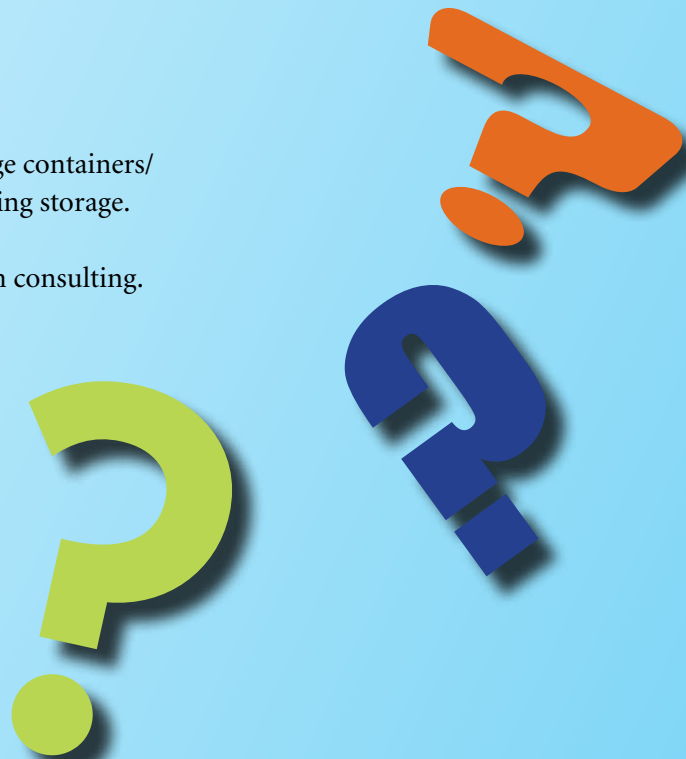
- What obstacles did you encounter with your storage needs?

#### Generalize:

- Describe your clothing storage skills.

#### Apply:

- Explore stores and websites that market storage containers/items and storage ideas to improve your clothing storage. What ideas were applicable to your needs?
- Explore clothing careers in closet/organization consulting.



## Unit 6

# Finishing Touches

## Facial Palette

### success indicator:

you will understand the function and purpose of cosmetics

### life skills practiced:

decision making,  
accepting differences,  
nonverbal communication,  
respecting self

### project skills practiced:

understand the role cosmetics have in finishing your appearance

The most important asset you have is your face. What you choose to do with your face is not a secret — it's written all over your face. Strive for the natural look. The purpose of makeup is to protect your skin from the weather, accent the attractive features on your face, and to detract from the features you don't like.

Choosing the best colors for your natural coloring and complexion will enhance your natural features. Certain colors or cosmetics will make your eyes sparkle and your cheeks glow, while others will make you feel and look drab or pale.





## activity: cosmetics investigator

- Investigate available cosmetic products and determine which meets your needs. Be sure to learn the basic techniques and principles of applying cosmetics rather than helping promote one certain product.
- Make an appointment to have your makeup applied at a cosmetics section of a department store or by a beauty consultant, or host a makeup party. It is very educational and fun to try new shades and makeup products. This will provide the best opportunity for understanding which shade is best for you. What's the worst that could happen? It all washes off!

### Reflections/Summarizing the Experience:

#### Share:

- What is acceptable use of cosmetics for you?
- If you participated in a cosmetics investigation, what did you discover about yourself?

#### Process:

- What differences did you find when trying different products or techniques?
- What determines the complexion choices you make?

#### Generalize:

- What role does makeup play in our lives?
- Is wearing makeup necessary for everyone; why or why not?
- Compare your cosmetic choices with someone else. What are the differences and similarities?

#### Apply:

- How do fads influence your coloring and complexion decisions?
- How does the popular media affect our decisions and choices?
- Why is it important to understand that the decisions we make are self-directed?





## Unit 6

# Finishing Touches

### success indicator:

you will be able to select undergarments that enhance body image and garment fit

### life skills practiced:

problem solving, decision making, critical thinking

### project skills practiced:

undergarment analysis and selection

## Underneath It All

Your wardrobe isn't complete without undergarments that smooth and enhance your body's lumps, bumps, and bulges. No matter how many hours you spend selecting the perfect outfit, the selection of correct undergarments is just as important to enhance your overall image.

When shopping, look for undergarments in skin tone colors to avoid shadowing when you wear lightweight clothes. To make a full bust appear smaller or to enhance a smaller bust, find a bra that fits properly. If you prefer briefs, bikinis, or scantier styles of panties, make sure the size is large enough to avoid panty lines and other bulges under your pants and skirts.

Undergarments may require special care. Follow the care label and wash undergarments by hand or in a cool-water gentle washing machine cycle. Spandex fibers can be destroyed by heat, so select the correct dryer setting or line dry.

Males also have a choice in styles of briefs and boxers and undershirts. The correct choice of socks is just as important in completing your look. These decisions are dictated by the activities in which you are participating.

## activities: undercover investigation



- Research the current undergarments available in different styles, colors, prices. You can do this online, in catalogs, or in stores. It's fun to look for fashion trends in undergarments. In a season in which dresses feature bare backs, backless bras become a fashion staple. What trends can you spot?
- Look through magazines for examples of the "do's and don'ts" of wearing undergarments. Make a poster with examples of do's and don'ts.

### Reflections/Summarizing the Experience:

#### Share:

- What did you learn about undergarments?
- What styles are appropriate for your age?

#### Process:

- How will you use this information when selecting undergarments?
- How will the undergarments you select affect your outer garments?

#### Generalize:

- Why is it important to have plenty of information before making an undergarment purchase?
- What did you learn about your decision-making skills?

#### Apply:

- What will you do differently as a result of shopping for undergarments?
- What fibers did you see that are commonly used for undergarments? Why do you think the most common fibers are popular for undergarments?
- What type of care label instructions are given on undergarments?







## Unit 6

# Finishing Touches

## In the Spotlight

### success indicator:

you will learn to present your outfit in a confident manner

### life skills practiced:

respecting self and others, decision making, critical thinking, nonverbal communication

### project skills practiced:

developing confidence and a sense of pride

**H**eads turn, spotlights focus, and **you** step forward on the runway! Confident! Cool! You rule the runway!

The fashion show may not have spotlights or a runway, but it is your opportunity to show your outfit to the audience. That's what it's all about, convincing them that your garment is the very best choice for you. Every day is your stage so posture or the way you carry yourself communicates to others.

## Writing Your Fashion Show Commentary

A fashion show commentary is the link between the model and his or her audience. A catchy introduction is the model's cue to be on stage and grabs the audience's attention. The commentary should point out one or two highlights and leave the rest to the eye. For example:

- Accent a sleeve by placing a hand on your hip.
- Emphasize a pocket by placing fingertips in it, thumb out, keeping your hand flat.
- Show off an unusual lining by holding the front edge of a coat or jacket open.
- Highlight a jacket or coat, or show off a coordinating top by unbuttoning the jacket. Drop it back off your shoulders and let it slide off one arm, then slide your arm out of the other sleeve. Do not tug or pull at the sleeves. Then take the jacket



by the center back and fold it over your arm.

Include a closing comment to help the model identify when to exit the stage. Commentaries need to be written ahead of time so you can practice.

## The Basics

Your outfit should be clean and pressed prior to the fashion show. Organize and pack your accessories and undergarments to guarantee the look that you want. Don't overlook personal grooming. Manicure your fingernails, and if wearing sandals, your toenails too. Your hair style should be something you are comfortable with that is also appropriate for the outfit you are modeling. For example, if you are modeling a formal and have long hair, it may be curled or swept up off the shoulders with a glitzy barrette or hairpin. If the lights will be extremely bright or your stage is large, a little extra makeup may define your eyes and facial features. If you are modeling a tuxedo, remember to wear appropriately colored socks and dress shoes.

## The Extras

Accessories give a total finished look to your outfit. Remember your body type? Accessories as well as clothing should be chosen to complement your body type. Keep shoes, hats, jewelry, belts, and handbags in proportion to your size and age. If your outfit is casual, keep accessories simple and casual. If it's elegant and formal, accessories also should be elegant and formal. Males should consider belts or ties to complete their look. Be very selective.

When choosing shoes for your outfit, remember shoes of a basic style and color are versatile and appropriate for the stage. If purchasing new shoes, make sure they are comfortable and you can walk naturally in them. If the soles of your new shoes are smooth and slick, you can "sand" them with a medium grit sandpaper to "rough" them up a bit and provide better traction. Be careful with high heel shoes. Be sure you can walk naturally in them. Whatever shoes you choose, practice modeling

with them either on the stage or a similar surface.

## Before The Show

Make sure your garment is pressed. Undergarments should be appropriate and complement the outfit. Be sure to try them on with the outfit ahead of time and check in the mirror to see if anything shows through. Check your makeup and hair. Once you're dressed and ready to model, don't eat, drink, or sit down, and never, ever chew



*Photo courtesy of  
Amanda Valentine, fashion designer, Valentine Valentine, Nashville, TN.*





gum. Remember to report on time with garments, accessories, etc.

### You're on

Practice makes perfect. At home before the show, clear out a space in front of a full-length mirror and practice until you feel comfortable. Practicing in front of a mirror helps you to know how you will look to others. Be sure to wear your modeling shoes as you practice!

At the show, be ready for your entrance cue. Walk onto the stage proudly, smile, and look at your audience. Listen to the commentator but look at the audience. If you are to stand on the stage while others model, take a “stance.” To do this, place your feet in the “T” position made by placing the heel of the forward foot toward the ball of the foot in back. Keep your body slightly turned to the audience with arms relaxed at your sides, one arm slightly forward, the other slightly back, with hands relaxed and palms inward. Balance weight on both feet.

### Finally, You Are in the Spotlight!

Stand with good posture, smile, then step off with a firm movement of the rear foot and gently bend and move the ball of the front foot. Walk with each foot centered over imaginary parallel lines about 2 inches apart. Walk at a slow and even pace. Arms should swing slightly and naturally. Pivot so the audience can see the back of the outfit, then change direction. Remember to smile, relax, and have fun in the spotlight!



## clothing **CLUE**

**A** “pivot” is a turn models use when walking the runway to show all sides of the garment.



## activities: in the spotlight

- View videos on the Web to learn modeling techniques.  
One suggestion is [http://www.ehow.com/video\\_4401186\\_runway-modeling-tips-pivot-turns.html](http://www.ehow.com/video_4401186_runway-modeling-tips-pivot-turns.html)
- Practice modeling your outfit with different accessories until you find the “look” that you want.
- Find opportunities to practice modeling for friends, parents, or in front of an audience at malls, civic organizations, or care facilities.
- Once you become an experienced model, volunteer to plan a modeling workshop or coordinate a fashion show.

### Reflections/Summarizing the Experience:

#### Share:

- What did you enjoy about your modeling experience?
- What did you learn about presenting yourself and your outfit?
- What accessories did you add to try to change the look of your outfit?

#### Process:

- How can you improve your modeling skills?
- What comments were made that could be helpful?

#### Generalize:

- What other times might you find yourself in the spotlight?
- What other opportunities are available for you to model?

#### Apply:

- How can learning to model help you present yourself in the future?
- What opportunities are available in your community to use your modeling skills as a service learning project?
- What careers can you find that are related to modeling?



# Appendix

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- Tondl, R. M. *Color and Fabric to Slenderize* (NebFacts 92-91)
- Tondl, R. M. *Design Lines to Slenderize* (NebFacts 92-95) UIUC ppt, <https://netfiles.uiuc.edu/patarapo/www/BADM321/Ch15.ppt>
- What's In The Bag
- Wyoming Clothing CD

# Shopping in Style Nebraska State and National School Standards

## Bringing 4-H to the Classroom – An Introduction to School Standards

Content standards establish specific expectations for the assessment of cumulative learning by the end of first grade, fourth grade, eighth grade, and twelfth grade. The standards listed for this curriculum serve as a base guide and are not absolute – you may find that you add or subtract specific standards as you seek to meet the needs of your unique educational setting. In addition, as the curriculum is adapted, standards for grade levels not listed here may be met. Visit the Nebraska Department of Education website to access current standard lists in each content area.

As this is a University of Nebraska–Lincoln Extension publication, the materials found in this curriculum have been aligned with the Nebraska State Education Content Standards. Alignment of the Nebraska standards is in compliance with national educational standards, which are also listed in this manual. If you are using this curriculum in another state, please refer to your local education department to reference your own individual state standards and see how they relate to the standards listed here.

## Nebraska State Standards:

### Language Arts:

- 8.1.4.b – Students will adjust oral or silent reading pace based on purpose text difficulty, form, and style. (Lesson(s): Unit 1, Ch. 2; Unit 1, Ch. 3; Unit 3, Ch. 2; Unit 5, Ch. 4; Unit 6, Ch. 1; Unit 6, Ch. 2; Unit 6, Ch. 3)
- 8.1.5.b – Students will relate new grade level vocabulary to prior knowledge and use in new situations. (Lesson(s): Unit 1, Ch. 4; Unit 4, Ch. 4; Unit 4, Ch. 6; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 5, Ch. 3; Unit 6, Ch. 3)
- 8.1.5.c – Students will select a context clue strategy to determine meaning of unknown words appropriate to text. (Lesson(s): Unit 4, Ch. 4)
- 8.1.5.e – Students will determine meaning using print and digital reference materials. (Lesson(s): Unit 4, Ch. 3)
- 8.1.6.f – Students will analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists). (Lesson(s): Unit 1, Ch.1; Unit 2, Ch. 1; Unit 4, Ch. 2)
- 8.1.6.i – Students will use narrative text to develop a national and global multicultural perspective. (Lesson(s): Unit 1, Ch. 5)
- 8.1.6.j – Students will generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers. (Lesson(s): Unit 2, Ch.4)
- 8.1.6.k – Students will select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing). (Lesson(s): Unit 3, Ch.2)
- 8.1.6.o – Students will respond to text verbally, in writing, or artistically. (Lesson(s): All lessons address this standard)
- 8.2.1.a – Students will use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information. (Lesson(s): Unit 1, Ch. 1; Unit 1, Ch. 2; Unit 1, Ch. 3; Unit 6, Ch. 3)
- 8.2.2.a – Students will write in a variety of genres, considering purpose and audience. (Lesson(s): Unit 1, Ch. 3)
- 8.2.2.c – Students will select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion). (Lesson(s): Unit 2, Ch. 2; Unit 2, Ch. 4; Unit 6, Ch. 3)
- 8.3.1.a – Students will communicate ideas and information in a manner appropriate for the purpose and setting. (Lesson(s): Unit 1, Ch. 1; Unit 1, Ch. 2; Unit 1, Ch. 4; Unit 1, Ch. 5)



8.3.2.a – Students will apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group). (Lesson(s): Unit 1, Ch. 1; Unit 1, Ch. 2)

8.4.1.a – Students will select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, Web resources). (Lesson(s): Unit 1, Ch. 4; Unit 1, Ch. 5; Unit 2, Ch. 3; Unit 2, Ch. 4; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2; Unit 6, Ch. 3)

8.4.1.e – While reading, listening, and viewing, students will evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) (Lesson(s): Unit 4, Ch. 2)

### **Math:**

8.1.3.a – Students will compute accurately with rational numbers. (Lesson(s): Unit 4, Ch. 1)

### **Social Studies:**

8.3.5.a – Students will define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives. (Lesson(s): Unit 4, Ch. 6)

8.3.5.b – Students will analyze the effect of producer and consumer behavior on markets. (Lesson(s): Unit 4, Ch. 2)

### **Visual and Performing Arts:**

K12.T1.2 – Students will recognize how life has players, costumes, makeup, and setting. (Lesson(s): Unit 6, Ch. 1)

K12.V1.3 – Students will interpret visual images in cultural/historical context. (Lesson(s): Unit 1, Ch. 5)

K12.V6.1 – Students will recognize ways in which society has used art to influence its members. (Lesson(s): Unit 2, Ch. 2)

### **Family and Consumer Science:**

FCS.6-12.2.1.B – Students will analyze personal needs and characteristics and their impact on interpersonal relationships. (Lesson(s): Unit 1, Ch. 1; Unit 1, Ch. 3; Unit 2, Ch. 1)

FCS.6-12.6.1 – Students will evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society. (Lesson(s): Unit 4, Ch. 5)

FCS.6-12.6.1.A – Students will analyze how knowledge and skills involving consumer and resource management affect decisions related to the well-being of individuals, families, and society. (Lesson(s): Unit 3, Ch. 2; Unit 4, Ch. 6)

FCS.6-12.6.1.C – Students will evaluate consumer policies, information, and services, including those that relate to consumer rights and responsibilities. (Lesson(s): Unit 5, Ch. 1)

FCS.6-12.6.1.D – Students will analyze factors (e.g., social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families throughout the life cycle and how those decisions impact society. (Lesson(s): Unit 3, Ch. 1; Unit 4, Ch. 2)

FCS.6-12.6.1.E – Students will analyze factors and evaluate issues related to resource management decisions of individuals and families across the life span. (Lesson(s): Unit 4, Ch. 2)

FCS.6-12.6.1.F – Students will demonstrate management of personal and financial resources to meet the goals of individuals and families across the life span. (Lesson(s): Unit 4, Ch. 1; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 4)

FCS.6-12.9.1.A – Students will analyze factors (e.g., social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society. (Lesson(s): Unit 1, Ch. 2; Unit 1, Ch. 3; Unit 1, Ch. 4; Unit 1, Ch. 5; Unit 2, Ch. 1; Unit 2, Ch. 2; Unit 2, Ch. 3; Unit 2, Ch. 4; Unit 3, Ch. 1; Unit 3, Ch. 2; Unit 4, Ch. 1; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 4; Unit 4, Ch. 5; Unit 4, Ch. 6; Unit 6, Ch. 2)

FCS.6-12.9.1.B – Students will evaluate textile information and services. (Lesson(s): Unit 4, Ch. 2; Unit 4, Ch. 4; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2)

FCS.6-12.9.1.C – Students will care for and repair, alter, or produce textile products and apparel. (Lesson(s): Unit 3, Ch. 2; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 5, Ch. 3; Unit 5, Ch. 4)

### **Business Education:**

BE 08.2 – Students will understand the principles of oral and written communication. (Lesson(s): all lessons except Unit 1, Ch. 2)

BE 08.3 – Students will understand basic mathematical and business computations. (Lesson(s): Unit 4, Ch. 1)

BE 08.4 – Students will understand application software. (Lesson(s): Unit 1, Ch. 5; Unit 2, Ch. 3; Unit 2, Ch. 4; Unit 3, Ch. 2; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 5; Unit 4, Ch. 6; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2; Unit 6, Ch. 3)

BE 08.5 – Students will understand economic and money management concepts that influence personal, business, and government decisions. (Lesson(s): Unit 4, Ch. 1; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 4; Unit 4, Ch. 5; Unit 4, Ch. 6)

BE 08.8 – Students will understand input technologies. (Lesson(s): Unit 1, Ch. 5)

BE 08.11 – Students will understand the relationship between international and domestic economies and markets from a global perspective. (Lesson(s): Unit 5, Ch. 1)

### **Foreign Language:**

Standard 2.2 – Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied. (Lesson(s): Unit 1, Ch. 5)

### **National Standards:**

#### **Language Arts:**

NL-Eng.K-12.1 – Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (Lesson(s): addressed in all lessons)

NL-Eng.K-12.4 – Students adjust their use of spoken, written, and visual language (e.g., conversations, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Lesson(s): Unit 1, Ch. 2; Unit 1, Ch. 3)

NL-Eng.K-12.7 – Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. (Lesson(s): Unit 1, Ch. 4; Unit 1, Ch. 5; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 4; Unit 4, Ch. 6; Unit 5, Ch. 1; Unit 6; Ch. 1)

NL-Eng.K-12.8 – Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (Lesson(s): Unit 1, Ch. 3; Unit 1, Ch. 4; Unit 1, Ch. 5; Unit 2, Ch. 4; Unit 5, Ch. 2; Unit 6, Ch. 2; Unit 6, Ch. 3)

NL-Eng.K-12.12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). (Lesson(s): all lessons except Unit 3, Ch. 2)

## Social Studies:

NSS-USH.5-12.10.b – Students will understand economic, social, and cultural developments in contemporary United States. (Lesson(s): Unit 1, Ch. 4)

NSS-EC.S-8.1 – Students will understand productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others. (Lesson(s): Unit 4, Ch. 2)

NSS-EC.5-8.4.b – Students will understand that changes in incentives cause people to change their behavior in predictable ways. (Lesson(s): Unit 4, Ch. 6)

## Math:

Math 1.1.a – Students will work flexibly with fractions, decimals, and percents to solve problems. (Lesson(s): Unit 4, Ch. 6)

Math 1.3.a – Students will select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation, and apply the selected methods. (Lesson(s): Unit 4, Ch. 1; Unit 4, Ch. 6)

Math 3.4.e – Students will recognize and apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life. (Lesson(s): Unit 2, Ch. 1)

Math 6.1.a – Students will build new mathematical knowledge through problem solving. (Lesson(s): Unit 4, Ch.1)

Math 6.1.b – Students will solve problems that arise in mathematics and in other contexts. (Lesson(s): Unit 4, Ch. 6)

Math 6.4.c – Students will recognize and apply mathematics in contexts outside of mathematics. (Lesson(s): Unit 4, Ch. 1)

## Family and Consumer Science:

FCS 2.1.2 – Students will analyze how individuals and families make choices to satisfy needs and wants. (Lesson(s): Unit 1, Ch. 2; Unit 4, Ch. 1; Unit 6, Ch. 1)

FCS 2.1.4 – Students will apply consumer skills to providing and maintaining clothing. (Lesson(s): Unit 2, Ch. 2; Unit 2, Ch. 3; Unit 2, Ch. 4; Unit 3, Ch. 1; Unit 3, Ch. 2; Unit 4, Ch. 1; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 4; Unit 4, Ch. 5; Unit 4, Ch. 6; Unit 5, Ch.1; Unit 5, Ch. 2; Unit 5, Ch. 3; Unit 5, Ch. 4; Unit 6, Ch. 2)

FCS 2.3.1 – Students will analyze state and federal policies and laws providing consumer protection. (Lesson(s): Unit 5, Ch. 1)

FCS 2.4.2 – Students will analyze how media and technological advances affect family and consumer decisions. (Lesson(s): Unit 4, Ch. 5)

FCS 2.5.1 – Students will analyze the use of resources in making choices that satisfy needs and wants of individuals and families. (Lesson(s): Unit 3, Ch. 2)

FCS 2.6.2 – Students will apply management principles to individual and family financial practices. (Lesson(s): Unit 4, Ch. 6)

FCS 13.2.3 – Students will analyze the effects of self-esteem and self-image on relationships. (Lesson(s): Unit 1, Ch. 2; Unit 6, Ch. 3)

FCS 13.3.2 – Students will demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. (Lesson(s): Unit 1, Ch. 2; Unit 6, Ch. 3)

FCS 16.2.1 – Students will apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers. (Lesson(s): Unit 2, Ch. 4; Unit 4, Ch. 4; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2)

FCS 16.2.2 – Students will evaluate performance characteristics of textile fiber and fabrics. (Lesson(s): Unit 2, Ch. 4; Unit 4, Ch. 4; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2)



FCS 16.2.3 – Students will summarize textile legislation, standards, and labeling in the global economy. (Lesson(s): Unit 5, Ch. 1)

FCS 16.2.4 – Students will analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. (Lesson(s): Unit 4, Ch. 4; Unit 5, Ch. 1; Unit 5, Ch. 2)

FCS 16.2.5 – Students will apply appropriate procedures for care of textile products. (Lesson(s): Unit 5, Ch. 2; Unit 5, Ch. 3; Unit 5, Ch. 4)

FCS 16.3.1 – Students will explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance. (Lesson(s): Unit 1, Ch. 3; Unit 2, Ch. 4)

FCS 16.3.2 – Students will apply basic and complex color schemes and color theory to develop and enhance visual effects. (Lesson(s): Unit 2, Ch. 2; Unit 6, Ch. 1)

FCS 16.3.6 – Students will apply elements and principles of design to assist consumers and businesses in marketing decisions. (Lesson(s): Unit 2, Ch. 3)

FCS 16.4.1 – Students will demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair. (Lesson(s): Unit 5, Ch. 3)

FCS 16.4.3 – Students will use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products. (Lesson(s): Unit 5, Ch. 2)

FCS 16.5.1 – Students will apply marketing strategies for textile, apparel, and fashion products. (Lesson(s): Unit 4, Ch. 6)

FCS 16.7.5 – Students will analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit. (Lesson(s): Unit 4, Ch. 3)

### **Foreign Language:**

NL-FL.K-12.2.b – Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Lesson(s): Unit 1, Ch. 5)

### **Technology:**

NT.K-12.1.b – Students are proficient in the use of technology. (Lesson(s): Unit 3, Ch. 2; Unit 4, Ch. 2; Unit 4, Ch. 3; Unit 4, Ch. 5; Unit 4, Ch. 6; Unit 5, Ch. 1; Unit 5, Ch. 2)

NT.K-12.2.b – Students will practice responsible use of technology systems, information, and software. (Lesson(s): Unit 4, Ch. 5)

NT.K-12.5.a – Students use technology to locate, evaluate, and collect information from a variety of sources. (Lesson(s): Unit 1, Ch. 4; Unit 1, Ch. 5; Unit 2, Ch. 3; Unit 2, Ch. 4; Unit 3, Ch. 1; Unit 4, Ch. 5; Unit 4, Ch. 6; Unit 5, Ch. 1; Unit 5, Ch. 2; Unit 6, Ch. 2; Unit 6, Ch. 3)

### **Fine Arts:**

NA-VA.5-8.6.b – Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with visual arts. (Lesson(s): Unit 2, Ch. 2)

### **Agriculture, Food and Natural Resources:**

AFNR-CS.01.01.04.b – Students will use appropriate and reliable resources to complete an action or project. (Lesson(s): Unit 1, Ch. 5; Unit 4, Ch. 3)

AFNR-CS.01.04.06.b – Students will develop personal goals that include service to others. (Lesson(s): Unit 4, Ch. 5)

AFNR-CS.01.05.03.b – Students will engage in activities to help develop personal awareness of diversity. (Lesson(s): Unit 1, Ch. 3)

AFNR-CS.02.02.01.b – Students will compare and contrast the customs of different cultures. (Lesson(s): Unit 1, Ch. 5)

AFNR-CS.02.02.02.b – Students will apply the skills required to present oneself appropriately in various settings. (Lesson(s): Unit 1, Ch. 2; Unit 1, Ch. 3)

AFNR-CS.03.02.01.b – Students will utilize the process used to reach a conclusion for a decision. (Lesson(s): Unit 4, Ch. 2)

Lesson Number and Name	National Standards	Nebraska State Standards
Unit 1, Chapter 1: Clothing Choices & Your Style	NL-Eng.K-12.1, NL-Eng.K-12.12	FCS 6-12.2.1.B, LA 8.1.6.f, LA 8.1.6.o, LA 8.2.1.a, LA 8.3.1.a, LA 8.3.2.a, BE 8.2
Unit 1, Chapter 2: Impressions Count	NL-Eng.K-12.1, NL-Eng.K-12.4, NL-Eng.K-12.12, AFNR-CS.02.02.02.b, FCS 2.1.2, FCS 13.2.3, FCS 13.3.2	FCS 6-12.9.1.A, LA 8.1.4.b, LA 8.1.6.o, LA 8.2.1.a, LA 8.3.1.a, LA 8.3.2.a
Unit 1, Chapter 3: Body Image	NL-Eng.K-12.1, NL-Eng.K-12.4, NL-Eng.K-12.8, NL-Eng.K-12.12, AFNR-CS.01.05.03.b, AFNR-CS.02.02.02.b, FCS 16.3.1	FCS 6-12.2.1.B, FCS 6-12.9.1.A, LA 8.1.4.6, LA 8.1.6.o, LA 8.2.1.a, LA 8.2.2.a, BE 8.2
Unit 1, Chapter 4: Fads & Fashions	NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.8, NL-Eng.K-12.12, NT.K-12.5.a, NSS-USH.5-12.10.b	FCS 6-12.9.1.A, LA 8.1.5.b, LA 8.1.6.o, LA 8.3.1.a, LA 8.4.1.a, BE 8.2
Unit 1, Chapter 5: Culture & Clothing	NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.8, NL-Eng.K-12.12, NL-FL K.12.2.b, NT.K-12.5.a, AFNR-CS.01.01.04.b, AFNR-CS.02.02.01.b	VPA-K12.V1.3, FL-K12.2.2, FCS 6-12.9.1.A, LA 8.1.6.i, LA 8.1.6.o, LA 8.3.1.a, LA 8.4.1.a, BE 8.2, BE 8.4, BE 8.8
Unit 2, Chapter 1: Creating the Look for Your Body Type	NL-Eng.K-12.1, NL-Eng.K-12.12, Math 3.4.e	FCS 6-12.2.1.B, FCS 6-12.9.1.A, LA 8.1.6.f, LA 8.1.6.o, BE 8.2
Unit 2, Chapter 2: Design Principles & Clothing Choices: Personal Colors, Color, and You	FCS 2.1.4, FCS 16.3.2, NL-Eng.K-12.1, NL-Eng.K-12.12, NA-VA.5-8.6.b	VPA-K12.V6.1, FCS 6-12.9.1.A, LA 8.1.6.o, LA 8.4.1.a, BE 8.2, BE 8.4
Unit 2, Chapter 3: Design Elements & Clothing Choices: Using Design Lines to Camouflage	FCS 2.1.4, FCS 16.3.6, NL-Eng.K-12.a, NL-Eng.K-12.12, NT.K-12.5.a	FCS 6-12.9.1.A, LA 8.1.6.o, LA 8.4.1.a, BE 8.2, BE 8.4
Unit 2, Chapter 4: Design Elements & Clothing Choices: Using More Design Elements – Color & Texture	FCS 2.1.4, FCS 16.2.1, FCS 16.2.2, FCS 16.3.1, NL-Eng.K-12.1, NL-Eng.K-12.8, NL-Eng.K-12.12, NT.K-12.5.a	FCS 6-12.9.1.A, LA 8.1.5.c, LA 8.1.6.j, LA 8.1.6.o, LA 8.2.2.c, LA 8.4.1.a, BE 8.2, BE 8.4
Unit 3, Chapter 1: Mix, Match, & Multiply	FCS 2.1.4, NL-Eng.K-12.1, NL-Eng.K-12.12, NT.K-12.5.a	FCS 6-12.6.1.D, FCS 6-12.9.1.A, LA 8.1.6.o, BE 8.2
Unit 3, Chapter 2: Clothing Inventory	FCS 2.1.4, FCS 2.5.1, NL-Eng.K-12.1, NT.K-12.1.b	FCS 6-12.6.1.A, FCS 6-12.9.1.A, FCS 6-12.9.1.C, LA 8.1.4.b, LA 8.1.6.k, LA 8.1.6.o, BE 8.2, BE 8.4
Unit 4, Chapter 1: Your Money & Your Clothes	FCS 2.1.2, FCS 2.1.4, FCS 2.6.1, NL-Eng.K-12.1, NL-Eng.K-12.12, Math 1.3.A, Math 6.1.A, Math 6.4.C	FCS 6-12.6.1.F, FCS 6-12.9.1.A, LA 8.1.6.o, MA 8.1.3.a, BE 8.2, BE 8.3, BE 8.5

<b>Unit 4, Chapter 2: The Influence of Advertising</b>	FCS 2.1.2, FCS 2.1.4, FCS 16.5.5, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12, NT.K-12.1.b, NSS-EC.5.8.1, AFNR-CS.03.02.01.b	FCS 6-12.6.1.D, FCS 6-12.6.1.E, FCS 6-12.6.1.F, FCS 6-12.9.1.A, FCS 6-12.9.1.B, LA 8.1.6.o, LA 8.4.1.e, SS/H 8.3.5.b, BE 8.2, BE 8.4, BE 8.5
<b>Unit 4, Chapter 3: Clothing Prices</b>	FCS 2.1.4, FCS 16.7.5, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12, NT.K-12.1.b, AFNR-CS.01.01.04.b	FCS 6-12.6.1.F, FCS 6-12.9.1.A, LA 8.1.5.e, LA 8.1.6.o, BE 8.2, BE 8.4, BE 8.5
<b>Unit 4, Chapter 4: Selecting Quality Clothing</b>	FCS 2.1.4, FCS 16.2.2, FCS 16.2.4, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12	FCS 6-12.6.1.F, FCS 6-12.9.1.A, FCS 6-12.9.1.B, LA 8.1.5.b, LA 8.1.6.o, BE 8.2, BE 8.5
<b>Unit 4, Chapter 5: Shopping Options</b>	FCS 2.1.4, FCS 2.6.2, NL-Eng.K-12.1, NL-Eng.K-12.12, NT.K-12.1.b, NT.K-12.2.b, NT.K-12.5.a, AFNR-CS.01.04.06.b	FCS 6-12.6.1.A, FCS 6-12.9.1.A, LA 8.1.6.o, BE 8.2, BE 8.4, BE 8.5
<b>Unit 4, Chapter 6: Will It Be Cash or Credit</b>	FCS 2.1.4, FCS 2.6.2, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12, NT.K-12.1.b, NT.K-12.5.a	FCS 6-12.6.1.A, FCS 6-12.9.1.A, LA 8.1.6.o, BE 8.2, BE 8.4, BE 8.5
<b>Unit 5, Chapter 1: Clothing Care &amp; Repair: What's in a Label?</b>	FCS 2.1.4, FCS 2.3.1, FCS 16.2.2, FCS 16.2.3, FCS 16.2.4, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12, NT.K-12.1.b, NT.K-12.5.a	FCS 6-12.6.1.C, FCS 6-12.9.1.B, FCS 6-12.9.1.C, LA 8.1.6.o, LA 8.1.5.b, LA 8.4.1.a, BE 8.2, BE 8.4, BE 8.11
<b>Unit 5, Chapter 2: Clothing Care &amp; Repair: In the Wash</b>	FCS 2.1.4, FCS 16.2.2, FCS 16.2.4, FCS 16.2.5, FCS 16.4.3, NL-Eng.K-12.1, NL-Eng.K-12.8, NL-Eng.K-12.12, NT.K-12.1.b, NT.K-12.5.a	FCS 6-12.9.1.B, FCS 6-12.9.1.C, LA 8.1.5.b, LA 8.1.6.o, LA 8.4.1.a, BE 8.2, BE 8.4
<b>Unit 5, Chapter 3: Clothing Care &amp; Repair: In for Repairs</b>	FCS 2.1.4, FCS 16.2.5, FCS 16.4.1, NL-Eng.K-12.1, NL-Eng.K-12.12	FCS 6-12.9.1.C, LA 8.1.5.b, LA 8.1.6.o, BE 8.2
<b>Unit 5, Chapter 4: Clothing Care &amp; Repair: Hang or Fold</b>	FCS 2.1.4, FCS 16.2.5, NL-Eng.K-12.1, NL-Eng.K-12.12	FCS 6-12.9.1.C, LA 8.1.4.b, LA 8.1.6.o, BE 8.2
<b>Unit 6, Chapter 1: Facial Palette</b>	FCS 2.1.2, FCS 16.3.2, NL-Eng.K-12.1, NL-Eng.K-12.7, NL-Eng.K-12.12	VPA-K12.T1.2, LA 1.1.4.b, LA 8.1.6.o, BE 8.2
<b>Unit 6, Chapter 2: Underneath It All</b>	FCS 2.1.4, FCS 16.2.2, NL-Eng.K-12.1, NL-Eng.K-12.8, NL-Eng.K-12.12, NT.K-12.5.a	FCS 6-12.9.1.A, FCS 6-12.9.1.B, LA 8.14.b, LA 8.1.6.o, LA 8.4.1.a, BE 8.2, BE 8.4
<b>Unit 6, Chapter 3: In the Spotlight</b>	FCS 13.2.3, FCS 13.3.2, NL-Eng.K-12.1, NL-Eng.K-12.8, NL-Eng.K-12.12, NT.K-12.5.a	LA 8.1.4.b, LA 8.1.5.b, LA 8.1.6.o, LA 8.2.1.a, LA 8.2.2.c, LA 8.4.1.a, BE 8.2, BE 8.4



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