

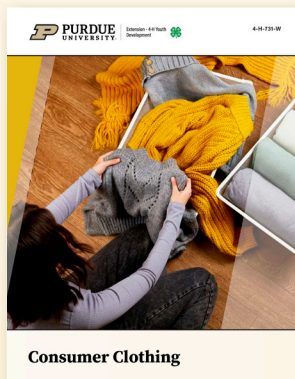


Consumer Clothing

Note to Project Helper



Congratulations on having a young person ask you to be their helper. Your role as a project helper is very important to the young person's total educational experience. Not only will you provide encouragement and recognition; you will also be the key person with whom the young person shares each of the experiences in this 4-H activity guide.



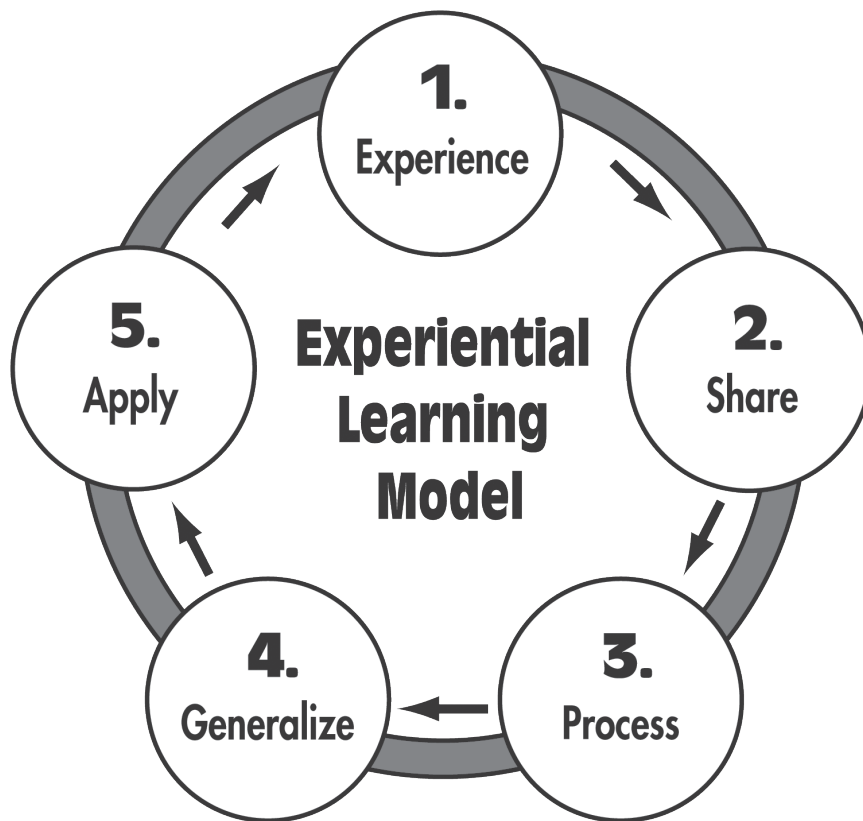
The Consumer Clothing series is designed to help youth have fun and develop positive self-esteem as they learn how they feel about themselves and how that knowledge carries over into selecting and wearing their clothing. These educational materials have been created with a focus on:



Activities included are designed for youth to complete at home and in stores.

Three activity guides are available in the Consumer Clothing curriculum. These guides have been designed to be developmentally appropriate for grades 3-5 (Beginner), 6-8 (Intermediate) and 9-12 (Advanced), respectively, but may be used by youth in any grade based on their skills and expertise.

Experiential Learning Model



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
© 1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

Acknowledgements

The Consumer Clothing series is authored by Dr. Renée McKee with contributions by Madison Powell, Samm Johnson, Tami Mosier, Anita Hardwick, Carla Kidwell, Jennifer Musselman, Kelsey Meyers, Joann Koch, Melissa Lovett, Alice Sweeney, Jane Mohler and Tony Carrell. Editor is Charles Wineland. Reviewers were Carla Kidwell, Tami Mosier, Kelsey Meyers and Tony Carrell. Graphic design and layout work completed by Chuck Smith.

Project Guidelines

The Consumer Clothing series can be used when a young person prepares an exhibit for a fair or other competitive educational event. In addition to preparing a notebook or display describing skills learned, youth might also have the option to model their purchased outfit. Contact your county Extension office or sponsoring event coordinator to learn more about exhibit and modeling requirements.

Having Fun with Consumer Clothing

Are you ready?

Are you ready to learn about yourself while having fun and going on fact-finding missions, then sharing what you have learned with friends and family members? You'll have fun learning about taking care of yourself while learning to make choices about your clothes. You'll also learn how to select and care for clothes in addition to developing skills that will help you think about careers in the clothing industry.

Your project helper

Your project helper is important to your having a good experience learning about your clothing and personal care. This person might be your project leader or advisor, neighbor, family member, friend, or anyone willing to work with you to complete your activities. Involve your helper as you work with each activity and answer the questions. This adult is there to back you up and help you be successful.

Demonstrations

An interactive demonstration is a fun way to share what you have learned with others. The key is showing your audience step-by-step instructions and engaging them in what you are doing, not just showing them. You can give an interactive demonstration at a 4-H club meeting or anywhere a lot of people gather, such as your school or a county or state fair.

You can choose almost any topic you find in this Consumer Clothing project guide or another topic of interest to you. Here are some questions to ask when choosing a topic:

- Is it something that can be done in three to five minutes?
- Is it something other people might like to learn about?
- Can someone do this on their own after watching?
- Is there something hands-on for the audience to do?
- Can the supplies for the hands-on activity be used over and over again or do they have to be replaced every time?
Having to replace them adds to the cost.

Your demonstration should last about three to five minutes, and you need to be able to do it over and over again with different people in an interactive environment, or once in a competitive situation. You should have a conversation with the people you are demonstrating to. Your goal is to involve the audience. You can do this by having them do what you are doing, play a game, answer questions, or do a hands-on activity. Some examples: Explain the importance of brand and cost comparisons of a personal grooming product of your choice; demonstrate mixing and matching garments to extend your wardrobe.



Choosing Clothing: Self-esteem and Personal Grooming



Self-esteem

Your self-esteem is a part of who you are and is something that each of us can work on every day. It basically has to do with how you view yourself. Believing in yourself, being proud of what you do and feeling liked and accepted by others, are all major components of positive self-esteem. Whether or not we feel good about ourselves is impacted by the people we're surrounded by at home, school, sports activities and even our jobs. When they provide positive feedback on your effort to complete an assignment, rather than focusing on a grade received, it helps you to feel good and builds your confidence level.

You also learn to accept yourself when mistakes you make are accepted as learning experiences, versus something for which you are punished. On the contrary, bullying or other unkind acts can hurt self-esteem; being the target of others can become part of how you think about yourself. However, it doesn't have to stay that way. You certainly want to be aware of how being unkind to others can hurt their self-esteem.

Some basic tips for building your self-esteem follow. These are also suggestions that can be shared with friends who you recognize might benefit from boosting their confidence.

- Set goals that are challenging but achievable. Break big goals into smaller, more manageable ones. This will help you see the progress you're making and will help to reassure you that you're getting things done.
- Each of us has unique skills and talents. By recognizing and building on them, you will likely begin to realize your strengths, which is a great way to build confidence in your abilities.
- Explore your interests. Whether you like to paint, write, read poetry, knit, play an instrument, or shoot baskets, developing your skills in a pastime or hobby will provide you with a sense of accomplishment. This allows you to not only develop your creativity, but also express yourself in different ways.
- Recognizing and celebrating your achievements (regardless how small) allows you to give yourself credit for hard work and helps you to develop confidence in your abilities.

-
- A great way to develop new skills is by volunteering in your community. This might be with a group through school, or individually, with a club or other organization that supports your interests. This allows you to not only develop a sense of purpose and satisfaction, but also will help boost your confidence!
 - And above all, taking care of your physical health is essential to your general physical and mental well-being. Following guidelines for healthy eating, getting adequate amounts of sleep and exercising regularly (even if it's a result of walking your dog) are all important to taking care of your physical well-being.

Activity 1

Create your own personal wall of success

Creating a visual reminder of yourself and your capabilities may be one of the best ways to build self-esteem and increase your self-confidence. This is easily done by focusing on both your large and small accomplishments. Designate a space in your room where you can showcase your accomplishments and refer to those moments.

It may be easiest to mount a bulletin board if you don't already have one. It's OK to be creative with this activity when choosing items you might want to hang as reminders. Some of the obvious items might relate to your academic performance or team sports. Dig a little deeper and think about other times when you were surprised by your own abilities. Perhaps you tried a new activity and found that you really enjoyed it. Mementos, such as a note or email of praise from a friend, teacher, or other adult, can be great reminders. So can photos from activities with friends or family, or keepsakes from a challenge you overcame. Let the sky be your limit! This confidence-building activity focuses on the "competence" aspect of your self-esteem. After 30-60 days, answer the Reflect and Apply questions.

REFLECT:

What did you most enjoy about this activity, and how did it make you feel? Do you think this changed how you think about yourself? Please explain. What advice would you give to someone who wants to do this activity?

APPLY:

How will you act differently as a result of this activity?

Activity 2

Practice responsible self-care

Part of honoring your own self-esteem is based on your personal need for self-care. Give some thought to the following bulleted items and try spending time in the coming week to ensure you're giving attention to, and making time for, each of these. (This may mean you need to slightly modify your weekly schedule.) At the end of a week, consider whether you can try what is a new approach to self-care for another 2-3 weeks. The longer you can do this, the more likely you will generate new, healthy routines.

- Proper hygiene (brushing your teeth, bathing, shampooing your hair, etc.) should be part of your daily routine.
- Nutrition and hydration. You should be eating three healthy and balanced meals each day, along with healthy snacks and drinking plenty of water. This may mean you need to rethink what you normally consume to cut down on the amount of sugar consumed; sugar is often hidden in snacks and beverages. It's also important to eat fruits or vegetables for snacks.
- Exercise and other movements. As an adolescent, you need at least 60 minutes of moderate to vigorous physical activity on *most days* to maintain good health and fitness.
- Quiet time for contemplation and relaxation. A habit of setting aside time to just be quiet offers the opportunity to unwind and just be you.
- Opportunities to connect with friends and family. Don't let others decide how you *have to* spend your (free) time.

The key to self-care is knowing the needs of your whole self and honoring them by paying attention. It's also important to remember that your self-esteem can be negatively impacted by spending too much time on social media (even though you may think it's a relaxation activity.) Your confidence will be maximized by minimizing your online time.

REFLECT:

What are the 2-3 most important things you learned from focusing on self-care? Did you make any changes (that you believe will be lasting changes) in your daily routine as a result of learning about self-care? If so, please explain.

APPLY:

How can you use what you've learned?



About Grooming and Cosmetic Products – Claims and Labels

From the beginning of time, people have used cosmetics to enhance their appearance. The tombs of ancient Egyptian kings revealed evidence of perfumed hair oils. In 17th- and 18th-century Europe, fashionable gentlemen used cosmetics lavishly, as did women. In the United States today, billions of dollars are spent annually on everything from shaving cream to lipstick, face cream to suntan lotion. As consumers, we should all be concerned about the accuracy of claims that are made about grooming and cosmetic products as well as their safety and costs.



The federal Food and Drug Administration (FDA) regulates cosmetics under the authority of the Food, Drug and Cosmetic Act (FDCA) that was passed by Congress in 1938. This legislation prohibits interstate commerce of products that are of poor or inferior quality as well as misbranded foods, drugs, cosmetics and medical devices.

Another law affecting cosmetics is the Fair Packaging and Labeling Act. Its purpose is to ensure that packages and labels provide consumers with accurate information about the identity of the product, the net contents, and the name and address of the distributor. The FDCA defines cosmetics as “articles intended to be rubbed, poured, sprinkled, or sprayed on, introduced into, or otherwise applied to the human body...for cleansing, beautifying, promoting attractiveness, or altering the appearance without affecting the body’s structure or functions.” Please note that the definition of cosmetics does not include soap.

Some products, such as anti-dandruff shampoos and antiperspirants that affect body functions are legally classified as drugs, even though we generally think of them as cosmetics. Drugs must be proven safe and effective before being placed on the market, while cosmetics generally do not require testing. Even though testing is not required by law, most cosmetic manufacturers test their products for safety before putting them on the market.

To provide greater consumer protection, the FDA has taken a number of important actions regarding labeling. Listing ingredients on cosmetic labels is important for two reasons. First, consumers have a right to know what is in the product. Second, the requirement helps promote truth in advertising. Ingredient names may be puzzling and hard to understand. However, the listing can help you compare brands.

Advertising affects our purchase decisions. There are many claims, packages and prices on store shelves, so deciding what to buy may be confusing. Many terms used to promote cosmetics are not well defined. Cosmetic manufacturers may claim their products contain some secret ingredient or magic formula. However, a chemical analysis may show that two face creams are similar. Packaging, promotion, or fragrances often account for major differences in cost of cosmetic products.

Keep an open mind as you try different cosmetics, and let your own satisfaction be your best guide. If a cosmetic product causes you no problem and is pleasing to you, it probably serves a useful purpose. Only you can decide just how useful it is in terms of cost.

Activity 3

While searching online, listening to the television or other media, or reading product labels on cosmetic products, make a list of words used to describe cosmetics.

REFLECT:

How helpful and meaningful do you think those words are to consumers? Explain why each word is meaningful or why it is not. Can you think of better words to help consumers understand products? Please provide examples.

APPLY:

How might you share information from this activity with friends and/or family members?

Activity 4

Select and carefully study (in a store or at home) the warning labels on cosmetics or toiletry articles you currently use or might consider using.

Activity 5

Compare the cost of five brands of the same grooming, toiletry, or cosmetic product (i.e., bath soap, facial cleaning product).

REFLECT:

Make a small chart with the name of the product and the type of warning you found on it. Do you think the products you studied were adequately labeled? Why or why not?

APPLY:

Is there anything you saw on labels that surprised you? Please explain. Do you think what you've learned from the comparisons you made in this activity will cause you to make changes in how you determine what you may purchase in the future?

REFLECT:

Explain why you think the cost of the same product varies between brands. Which do you think is the best buy and explain why. Is there a product you would not consider buying? And if so, please explain your reasoning.

APPLY:

Please provide examples of other items used by your household that might allow you to compare brands such as you did here.

Wardrobe planning, fashion and clothing selection

Managing Your Wardrobe

The place to start managing your clothing resources is with what you have. When you look inside your closet or other area where you keep your clothes, do you see an odd assortment or collection of clothing? Or do you see a planned, coordinated wardrobe? Can it be easily updated? Does it contain outfits for all phases of your lifestyle?

Do you have trouble deciding what to wear? Or do you think you have nothing to wear? If so, you probably have a clothing collection, and your wardrobe may need to be reworked. The first time you tackle this job it may seem overwhelming, but once the job is done, you'll have clothing to fit your needs and you'll know that what you have will look good on you. Invite a friend or family member to help you with this project. Choose someone whose clothing opinion you value and plan enough time with this person to do a thorough job. Choosing your favorite music will help to create a pleasant atmosphere.

Activity 6

You can't organize clothing and accessories if your closet is full of unwearable and out-of-fashion clothing. Take an honest, objective look at your lifestyle. Do you have clothes for every activity? Consider what you do, where you spend your time, where you live, the climate and the clothes worn in your community or city. Sometimes it helps to chart your specific activities (day and length of time) for a week or month and keep track of the garments you prefer to wear for each activity. These records will help you to evaluate your present clothing. The key is to have clothing that meets your needs.

STEP 1: Remove everything from your closet and drawers. Now you are ready to begin. You want clothes that are flattering, fit well, are comfortable and are up to date. If you have clothes for several seasons, work on one season at a time.

STEP 2: Try on everything to evaluate comfort and the fit of each item. Is the style current? Is the garment flattering to you? Consider line, color, texture and fabric design. Be honest. If you don't like something, try to figure out why so you won't make the same mistake again. As you evaluate each garment, place it in one of the following groups: **Wear as is. Keep** (but needs new accessories, alterations or repairs). Keep these garments only if you actually plan to make the changes. **Donate or discard.** The



garment is no longer in style or is worn out. If you haven't worn the garment for two years (unless it's "special occasion" clothing), think about donating or discarding it. Are there items in the discard pile that you could offer to – or exchange with – friends? Sell at a yard/garage sale or thrift shop, or donate to a charitable organization? You may need to throw away or repurpose worn-out clothing.

STEP 3: Record everything. For each item you plan to keep, give complete information. Keep an inventory and record specific information about the clothes that require some mending or alteration.

STEP 4: Plan combinations. You are left with the wearables you plan to keep. Now you can plan the various combinations for wearing each item. Try on the clothing items again to check out all possible combinations with the garments and accessories you presently have. Make a list of these combinations for quick reference.

STEP 5: Plan for "leftovers." You may have a few items that don't seem to fit with other garments. Plan how these items can be adapted to coordinate with your wardrobe. If you can't make these items coordinate, reevaluate whether or not to keep them.

STEP 6: Plan for needed items. The final step in your inventory is to make specific plans for needed items. Decide how these items would extend and add to your present wardrobe. Think about the information you have learned so far about selecting clothing. Consider styles and how they look on your body type, color, fabric and accessories you need or already own.



REFLECT:

What did you learn about selecting clothing? What did you learn about the number of items that needed to be mended or altered? Were you surprised about the number of items you felt you could donate or discard?

APPLY:

What did you learn from this activity that you'll remember the next time you are shopping for your wardrobe?

What is a basic wardrobe? Doing a wardrobe inventory helps you look at what you have and how items can be worn together. A basic wardrobe is the core. Does your basic wardrobe look pulled together? Do you have clothes for a variety of activities? If so, you have a versatile group of garments. A basic wardrobe can include: classic styles (those that are simple styles and designs in neutral, tan, navy or white), mix-and-match items, transitional fabrics that can be worn for more than one season, one or two flattering colors that go together and/or quality garments.

Often a basic wardrobe is built around a collection of separate items that coordinate in color and fabric, resulting in items that can be worn in many combinations. Look at the clothing in your closet. Is there a color or group of colors that coordinate well together and are complementary to your coloring?



Investment dressing. Investment dressing means that you get the best clothing value for your dollars. Investment dressing relates to the life expectancy of the garment. Also, this term refers to classic garments of quality that will be in style for several years. People shopping for investment clothes are more concerned with selecting garments based on function rather than current fashion. The key to investment dressing is to plan and gradually add basic clothing items to your wardrobe. These basic garments will be of classic style, quality fabric and workmanship and colors that you prefer. These pieces also will mix and match based on color, style and texture. Investment dressing makes it seem as if you have an extensive wardrobe. Each season, you'll

add a few garments and accessories to update your look and give variety to your wardrobe. Consider these simple guidelines.

- First, decide on the most expensive garment you plan to buy. Then, plan additional purchases.
- Choose a basic color that flatters your appearance.
- Select classic styles and fabrics.
- If you're using printed fabrics, select simple designs. Save large, bold designs for fashion items.

-
- Before purchasing or sewing a garment, decide how it fits in with your wardrobe.
 - Be sure you really like the garment style and feel comfortable wearing it.
 - The garment should fit properly.
 - Each garment should be of quality workmanship.
 - Consider how to care for the garment. Items that need to be hand washed can be time-consuming to wash and dry, and those requiring dry cleaning can become expensive to care for.

Check the fit. Good fit means paying close attention to the overall appearance and to details such as garment seams. The neckline should lie smoothly around the neck without gaping. Set-in sleeves should cross the outer end of the shoulder bone and curve gently around the arm. The underarm seam should allow movement of the arm without being tight. Seams should be in the proper places. Side seams should hang straight to the floor, neither swinging toward the front or back. There should be no strain along the stitching line. Center-front and center-back seams should be straight down the garment center. Buttonhole closings should lie smoothly. There should be no pulling or straining either the buttons or between the buttons. If the garment pulls, it's too tight.

Pants should fit smoothly with no diagonal wrinkles. Waistbands should be comfortable and allow for bending and stooping. The width of the leg and the location of the hem should follow the fashions and look attractive on the body. The length of trousers for men depends on how they're finished. Cuffs or plain finishes are traditional. Your choice relates more to your body proportions than fashion. If you choose cuffs, the depth of the cuffs should be similar to the waistband, parallel with the floor and just touch the top of the shoe. Plain finish trousers should touch the top of the shoe in front and be $\frac{1}{2}$ to $\frac{3}{4}$ inch longer in the back.



The hemline of skirts and dresses should be even, unless intentionally designed to be otherwise. If the garment is full, circular, or draped, the folds should fall into place evenly. The length of skirts and pants should be pleasing in relation to the length of the shirt or top. The dividing line between skirts or pants and tops is more pleasing when it divides the figure unequally. For example, a thigh length top, sweater, or jacket calls for an extra long (mid-calf) or very short (at the knee or above) skirt.

Suit jackets should fit comfortably over shirts and blouses. A few are cut to fit over bulky sweaters. The collar should fit low and close around the neck. There should be no wrinkling below the collar in back. Lapels should lie flat without curling at the points. For men, the jacket should cover the seat and the hem should be even and parallel to the floor. Determine the correct length by standing with arms at your side. Curl your fingers. The bottom of the jacket should fall into that curl. Jacket sleeves should cover the wrist bone, which allows about $\frac{1}{2}$ inch of a shirt or blouse sleeve to show.

Coats and jackets should be cut full enough to be worn over other garments. People generally purchase winter coats and jackets in the fall. Make certain that they fit comfortably over other jackets or bulky sweaters. Coat sleeves should be $\frac{1}{2}$ to $\frac{3}{4}$ inch longer than the sleeves you'll wear underneath.

Activity 7

Do a seasonal wardrobe review: To conduct the review, remove all clothes for one season from your closet. Try them on. Separate items into the following piles. A) You like the garment as is; B) You like the garment, but it needs mending or altering; C) The garment is out of style or worn out. You'll donate or discard it; D) You don't like the garment. It isn't flattering. You'll donate or discard it. Create a chart or a presentation of the seasonal wardrobe review that you can share with others by completing the following Wardrobe Chart and the information you recorded from your review. (Feel free to create a chart of your own with types of items, if you prefer.) Summarize and include the notes and plans for items you need to discard or purchase.

Season _____

Activities	Pants Skirts	Shirts Blouse	Dresses Suits	Coats Jackets	Accessories	Items needed
Casual clothes for school, dates, 4-H meetings, etc.						
Dressy clothes for dates, parties, church, etc.						
Special activities clothes for sports, work, or other personal interests						

REFLECT:

Share your chart and experience with the wardrobe review with a friend or family member. What did you learn from doing the wardrobe review? What surprised you as you did the wardrobe review? What do you think the person(s) you shared with learned?

APPLY:

Do you have other areas of your room or home where creating an inventory of this nature might be helpful? Please provide an example and explain your reasoning.

Activity 8

Repeat Activity # 7 for a different season than the one previously used.

REFLECT:

Did the second wardrobe review seem to be easier or more difficult than when you completed the first review in Activity 7? Please explain. Did anything about the experience with a different season of your wardrobe surprise you?

APPLY:

How might you use what you learned from your wardrobe review as you make future clothing purchases? How can the review help you prioritize future wardrobe purchases?

Activity 9

Try on two or three jackets of different styles (either from your wardrobe or you may want to do this during a shopping excursion). You may want to snap a “selfie” of you in the jackets to keep as a reference for a future purchase; or ask a friend to take a photo of you in each jacket. Make and keep notes on the differences and fit of the styles. Check the fitting points of each jacket and describe the differences between them.

REFLECT:

Summarize what you learned from this experience. Did you find a particular style that you preferred over the others? Was there a style that you would absolutely rule out due to the fit?

APPLY:

Are there other types of items in your wardrobe where you might benefit from a similar check of fitting points? When, how and why might you conduct an activity such as this in the future?

Activity 10

Separates are individual garments that are generally purchased individually but can easily be mixed or matched with other items in your wardrobe to create a complete look. For guys this may be a jacket and slacks in contrasting colors, plus a shirt. Another option might be multiple items of athletic apparel that can be coordinated together. For this activity, select three garments in your wardrobe that can be worn together to create a total look. Choose basic pants or a skirt and add two other items of clothing in varying color and texture to make a separates outfit. Next, start with one of the first three pieces used and find two other items to mix and match with it to create a second outfit.

REFLECT:

Why is important to mix and match pieces of clothing? Did you find this to be difficult or easy? Please explain. Did you find items in your wardrobe that you had not thought about wearing together?

APPLY:

How can adding separates to your wardrobe be cost effective?

Fashion

Fashion is generally defined as the prevailing style (as in dress) during a particular time. *Style*: implies a distinctive fashion adopted by people of taste. Synonyms for style include: *Mode*: suggests the fashion of the moment among those eager to appear elegant and sophisticated; *Vogue*: stresses the wide acceptance of a fashion. (Merriam-Webster, 2023). The above words and definitions are often used interchangeably to describe the garments created by fashion designers across the world. Those “high” or “exclusive” fashions are often mimicked by slightly redesigning for mass-production in general retail environments. A fashion icon is an individual who is very well known for being fashionable or a trendsetter, and/or having a style that is timeless.

Activity 11

Thinking about and understanding your own personal style: Think of someone you know, or an individual with an online presence who has fashion taste you admire. Choose two to three photos of this individual in outfits you like and answer the following questions for each outfit selected. Why do you like this outfit? Would you change anything about this outfit to make it “a best fit” for you? Please describe what you would change and why. If you wouldn’t make changes, explain why.

Next, choose one or two friends and add pictures of their style. Compare each style to your own. What would you wear? What would you not wear? Now think about a fashion icon you admire. Who is it? What is it about their fashions that appeal to you? Do you imitate this individual’s style?

Clothing selection

Most people view shopping for clothing as an enjoyable activity, but we have to acknowledge it comes with its own set of challenges. One clear challenge is buying clothes that fit your personal style and the wardrobe you have at home. Many of us have had a shopping experience where our eye catches an item and our brain says, “We just have to have THAT!” Before we know it, we have made a purchase with little to no thought. Our excitement comes to

REFLECT:

What did you learn about your own personal style by doing this activity? What did you learn that you didn’t know or realize before?

APPLY:

How can you use what you learned from this activity? With whom would you share what you learned, and why?



a quick halt when we realize we should have taken a few minutes to think before our impulse purchase. It's easy to get caught up in "THE WOW" of an item without thinking about our lack of items that will go with "IT" – or just simply realizing that "IT" looked way better on the hanger. By creating a wish list before heading to the store, you will have the knowledge to intelligently shop and get the correct items the first time.

Activity 12

Create a My Personal Style Board. Look at styles that you feel fit your personal likes. You can create this online or on paper. Head over to Pinterest (or another favorite online site) and create a board, search retail store websites, or grab a pile of magazines. Check out your closet. Take time to describe how some of these items fit your personal style.

Activity 13

Talk to an adult about their personal style. Have them share their shopping do's and don'ts with you. Ask the same adult to share a fashion "miss" they experienced. Why was it a fashion miss? What happened as a result of the fashion miss?

REFLECT:

Are the items in your closet similar to those you chose to put on your Personal Style Board? Why or why not? Were there items that you liked when researching your personal style board that didn't fit in with your personal style? Explain what they were and why you felt they didn't fit with your style. Find your signature piece. What is the one item that you grab to wear without thinking? Do you have a favorite pair of shoes or other accessory that defines you as you leave your home?

APPLY:

How should you best organize your wardrobe pieces in your room? Should outfits be grouped together or organized in categories? Share your organizational style.

REFLECT:

What did you learn about personal style from the person you interviewed? What did you learn about a fashion miss?

APPLY:

What did you learn that you might tuck away to remember the next time you're on a shopping mission for a new wardrobe item?

People with pale coloring and minimal value contrast between hair and eyes look best in medium- or low-intensity colors. They may want to avoid intensities and strong value contrasts. Someone with neutral coloring should be careful not to choose overpowering colors in either value or intensity. Also, neutral colors that match personal coloring too closely neither complement nor enhance one's appearance. Wearing a dark value or splash of medium color will add interest. The opposite is also true. People with strong natural coloring and a strong value contrast between hair and skin can wear a wide range of colors, values and intensities. People with dark hair and dark skin can also wear a range of color values and intensities.

Activity 14

It's time to create a personal color palette! Visit websites that are focused on discovering your personal colors. Some discuss personal colors in terms of winter, spring, summer, and fall, and you may use those for this activity. Another option is to drape different colored fabrics or put different colored garments around your face. Be sure to remove your makeup before this activity as it can disguise your natural skin tone and eye color. Take a selfie of each color (or have a friend help you) to decide which are the most attractive. Note whether the colors are pure, and describe the intensity and value of each color. Make a chart using samples of your personal complementary colors.

REFLECT:

Did the results surprise you? Was it difficult to decide which colors you felt were the most and least attractive for you? And why? Were there differences in how colors worked for your eyes vs your skin or hair?

APPLY:

Do you currently wear these colors? If so, how do they make you feel? Do you believe these colors will ever change? Why? How will learning which colors are the most attractive for you be of help when making future clothing selections for your wardrobe?

Fabric Types, Garment Designs, Accessories and You

No one thinks their body is perfect. But it's important to remember that imperfections make each of us unique. Everyone has some body parts that are out of proportion. Learning to emphasize your best individual features will help to camouflage figure imbalances. Color, fabric choice, clothing details and accessories can be used to draw attention to the areas you want people to notice. Jewelry or a colorful tie can be used to draw attention to your face; belts will do the same for a slim waistline.

Bulky sweaters and jackets make men look fuller in the chest. Men can also have extra interfacing and padding sewn into suits and jackets to make them appear robust. A small amount of fullness in a garment can soften a curve. Tapered or tight pant legs will emphasize heavy thighs, while fuller pant legs can camouflage them.

Fabrics can also create the illusion of added height or width. Use them to balance figure proportions. Bulky and fuzzy textures add weight to the body. Examples are bulky knits, tapestry and quilted fabrics. The weight of these fabrics can make very thin and very small people appear to be even smaller. But a tall, slender person can wear them successfully. A bulky sweater looks good on a figure that is small through the chest. A heavy, wool tweed looks great on a person with a narrow hipline or full bustline. Very heavy sweaters may look great on a tall man but may look like they swallowed a small man.

Crisp or stiff fabrics stand away from the body and add width. They are more flattering on a thin figure because they give the illusion of added weight. Examples are leather-like-fabrics, tapestry, tulle and heavy denims. Moderately stiff or crisp fabrics are flattering to almost all figures. Examples are linen, twill, durable press fabric, some knits and denim. Course or rough fabrics are good choices for average-to-slim figures, but they may make heavy figures look even larger and petite figures appear lost. Examples are bulky knits, fleece and heavy tweeds.

Clingy fabrics reveal the body's silhouette. They can emphasize minor figure irregularities. They are attractive on well-proportioned figures, and they can add width when gathered very full.

Sometimes soft clinging fabrics are draped diagonally across the figure. The slant of the drape and how vertical it is determine whether the figure appears taller or heavier. Some examples of fabrics that cling are chiffon, satin, thin silk or rayon, most nylon knits and thin T-shirt knits.

Dull or matte finish fabrics absorb light and may make a figure look smaller; they are suitable for all figure types. Examples are gingham, silk, linen and denim. Shiny fabrics make people appear larger, and they call attention to figure irregularities. They tend to emphasize body curves and angles. The average-to-slim figure can wear them successfully. Some examples are satin, sateen, sequins or velvet.

Stripes create horizontal or vertical lines, making the body appear taller or wider. Sometimes they fool the eye, depending on the width of the stripe and the spacing. The eye moves across or up and down evenly spaced lines. Evenly spaced vertical lines add width as well as height. Evenly spaced horizontal lines add height as well as width. Stripes with wide color variations and lots of contrast stand out more than narrow stripes with closely related color schemes. These bold strips are more noticeable than

muted stripes or those with little color variations. To determine how a stripe directs the eye, stand away from the fabric or garment and squint. As the details fade, dominant lines stand out. You can determine whether the stripe directs the eye horizontally or vertically.

Prints and patterns are similar to stripes. Pattern motifs in closely related colors generally do not add width to the body. But when colors contrast more, they are more apt to add width. Keep prints in proportion to the size of the body. Small people generally look more pleasing in small- to medium-size prints. A large print may overpower a small person but enhance a larger person.



Learning about line in a garment's design: Line is one of the most powerful design elements, both in pictures and clothing. Line indicates shape and movement, expresses feelings and creates optical illusions. Line can also attract interest, command attention, and completely fool the eye.

There are three types of lines. *Vertical lines* provide an illusion of added height and give an impression of grandeur and stateliness. *Horizontal lines* suggest serenity and gentleness and also give an illusion of greater width. *Diagonal lines* can portray great movement and activity, though the more vertical the diagonal lines are, the more they give the illusion of height. The more horizontal they become, the more they suggest breadth.

Broken lines also direct the eye, but they are less noticeable than solid lines. Patch pockets, such as those found on some shirts or blouses, usually create horizontal lines across the garment. You may not notice the lines that are created by pockets if the fabric matches, but this line stands out when the pockets are made of contrasting fabric.

A garment's seams and details also create lines. Single rows of buttons down the front of garments, wearing an unbuttoned jacket, and wearing a top with a center front seam also create a vertical line. Using lines can accent a certain area or detract from others. When selecting new items for your wardrobe it is important to keep the construction of the garment (and the lines created) in mind, as these design elements work with the design of fabric to create a total look when worn.

Activity 15

Work with a few friends and collect fabrics (or clothing items) with different textures, stripes, patterns and design elements. Place, drape, or hold an item up to your body and decide for each one whether it would make the body appear wider or taller. Take turns with each of your friends trying each of the items.



Activity 16

Try on two to three outfits with movable accessories such as jewelry or a belt. Look in a mirror and move around each item on your outfit. Notice how it makes body proportions change your appearance. It might be helpful to take a selfie or have a friend take a photo so you can make comparisons to decide which items, and which looks you prefer. Describe the accessories you tried with each outfit and why you made the choices you did.

REFLECT:

What did you notice about each of the items you chose for the activity? Did they appear the same with each person or did you notice differences? Explain what you noticed. As you did this activity, did any of your friends note any fabrics that would impact their future purchases?

APPLY:

Will what you noted about differing textures, stripes, patterns and design elements have an impact on what you consider when making future clothing purchases? If so, why? If not, why?

REFLECT:

What did you learn about yourself by doing this activity? How did others help you? What did you learn from this activity that you didn't know before?

APPLY:

How can you use what you learned?

Fabric care

General and basic information about fabric care is found in the Beginner and Intermediate Consumer Clothing educational materials. You're now at an age where you won't be growing so rapidly. Therefore, you are likely spending more on your garments with the expectation that you may wear them longer. You likely also have more fabric choices available, which also could mean you're beginning to see care instructions that are unfamiliar to you. That is the focus of this section.

Dry-cleaning – During the dry-cleaning process, items are cleaned with a non-water-based cleaning solvent, rather than with water and washing machines. Items made of natural fibers such as wool or silk, or those with delicate decorations (such as a sequined, formal item or wedding gown) are likely to be destined for dry-cleaning. If in doubt about a garment requiring dry-cleaning, check a garment's care label. Once you've determined that an item does need to be dry-cleaned, you will help the dry cleaner do a better job if you follow these tips.

- Take soiled clothes to the cleaner promptly. Spills and spots may become permanent stains if they're allowed to remain on fabric a long time.
- Mark the stain with a piece of paper indicating what it is – i.e., chocolate, salad dressing, blood, etc. The dry cleaner uses different spot removers for different stains.
- To prevent dry-cleaning mistakes, know the fiber content of the garment. Spot cleaning acetate with acetone will dissolve the fabric.
- Don't ask the cleaner to clean a garment labeled "Do not dry-clean." You'll find this label in some acrylic sweaters and on rayon garments. Please note: some dry cleaners also offer a laundry service and will launder and starch items such as cotton shirts and blouses.
- Inspect cleaned garments promptly before wearing or storing them. Promptly discuss any unsatisfactory cleaning with the cleaner. Dry cleaners should have insurance to cover lost, stolen or damaged items.
- Save the tags, labels and sales receipts for ready-to-wear clothing. Then you will have all the information you'll need if a question about the dry-cleaning arises.

Hand washing – Washing machine action may be too rigorous for some sweaters and delicate garments. Wash them by hand, using cool to warm water and a mild liquid detergent. Rinse thoroughly and dry according to the label instructions. Rolling sweaters in clean, light colored towels absorbs excess water. Lay a wet sweater on a dry towel you have placed on a flat surface and gently shape it to its pre-washed shape before letting it dry.

Mending – Mending includes all types of repairs to damaged garments. Threads weaken, seams split, elastic stretches to its limit, elbows and knees of shirts and pants wear thin, zippers break, buttons are lost and hems ravel. It's disappointing when something happens to your favorite garment. Some mishaps can be avoided by preventive mending. Before weak areas wear through, reinforce or strengthen them. Preventive repair may be as simple as ironing a patch. It all depends on the fabric and look of the garment. When a button is "hanging by a thread," resew it before you lose it. Small rips are easier and faster to repair than big ones.

One of the most common mending tasks is repairing a split seam. First, try to determine why the seam split. Repair the garment to strengthen the seam. Some stress seams in garments wear out and split before others. Examples include seams in the crotch, underarm and pockets. As a preventive measure, reinforce these seams. Some seams may split because the garment is too tight. Let these seams out for a bit of extra space. The thread in seams may wear out and break, especially if the thread is 100% cotton and the fabric is long-wearing polyester. Seams in knits often split because they were sewn with a straight stitch instead of a stretch stitch or were sewn with thread that wasn't strong enough to give with the fabric. Generally, you repair seams by machine, although you can hand sew them. When you restitch a seam, check the whole garment for other needed repairs.

Repair hems with hand or machine stitching. Machine stitching takes less time and is sturdier than hand stitching. A machine blind stitch provides a nearly invisible hem. If you stitch the hem by hand, follow these steps. 1) Carefully take out hemming stitches on both sides of the rip until you have enough thread to thread a needle easily. 2) Thread a needle and take several small stitches at each end of the rip. Run the needle through a fold in the fabric or

underneath the top layer. Pull the thread taut. Clip it close to the fabric. 3) Pin the hem in place. Stitch using a hand-hemming stitch. Use matching thread.

Repair rips, tears, cuts and holes with fusible interfacing, iron-on mending tapes, or fusible web and a patch of matching fabric. The fusible material prevents further tearing or raveling and will be barely noticed on most fabrics. However, on lightweight or sheer fabrics, fusible materials add stiffness and bulk. Always test the fusible material on a hidden area of the garment before making a repair.

Patches can make your clothes look like new. Use brightly colored appliqués or quilted patches for a decorative effect. Consider machine stitching if fusing the patch would add too much stiffness. Machine stitching takes longer but is softer than using fusible material. Hard-to-reach areas requiring patching may have to be handstitched with a backstitch or blanket-stitch.

Taking the time to make these repairs early helps your clothes last longer, improves your appearance, and saves you from the frustration of discovering an obviously needed repair when you're in a hurry.

Activity 17

Do the research and cost comparison of dry-cleaning versus traditional laundry. If you had 10 shirts or tops that needed to be laundered and pressed every two weeks, create a cost comparison of do-it-yourself (DIY) laundry and ironing, or professional laundry and ironing. What would it cost to do this at home compared to using a professional cleaner? Make sure you include the cost of your time versus the cost of the cleaner and transportation cost. You may want to include the cost of pickup and delivery of dry-cleaning services as well (if you live where that service is available). Don't forget to include the cost of the materials you need to do this at home – detergent, starch, iron, and ironing board (if you don't already have them).



REFLECT:

As you did this research, what did you find to be the most surprising? How would the need to professionally launder and iron an item, or do it yourself, impact your decision to purchase it?

APPLY:

How might you share with others what you learned from this activity? What did you learn from this activity that you can use in other real-life situations?

Activity 18

Do an inventory of your closet and create a chart or spreadsheet to show the types of fibers used in the clothes you are currently wearing. Think about how those clothes feel when you wear them – is one type of fiber more comfortable, soft, itchy, or wrinkle-prone than another?

Activity 19

Check the hems, buttonholes, seams, fasteners (buttons, snaps, etc.), pockets and stress areas of three recent wardrobe additions. Describe what you found for each of the three recent additions and note whether they are satisfactory or need repair.



REFLECT:

How many blend combinations did you find? How did the fiber content vary based on the type of clothes (casual clothes, sports clothes, special occasion garments, outerwear)? Why is it important to understand the fiber content of garments?

APPLY:

How will the fiber content affect your decision making when purchasing new garments?

At what other times is it important to be aware of the type of fibers of a garment, and why?

REFLECT:

What did you learn from items that were satisfactory? If you had items that needed repair, please describe what was needed and whether you were able to make the repair or will need to find someone to make the repair.

APPLY:

The next time you are shopping for new items for your wardrobe, will you change how you evaluate items prior to purchase? Please describe the change(s) you will make.

Activity 20

Interview three people and ask them about frequent clothing repairs. What items do they find most often need to be repaired? Do they tend to repair or replace items? Summarize their responses.

Activity 21

Select a garment needing a major repair. Examples might be a large tear, an unusual missing button or a spot or stain. Find a creative way to make the garment wearable again. Describe the garment, what was wrong with it and what you did to make it wearable again. Feel free to include before and after photos.

Activity 22

Be creative. Is there a topic on fabric care or wardrobe maintenance that you are especially interested in? Use your ideas and interests to create your own activity. Include why you selected this topic and what you learned. Present your activity to your 4-H club or another group.

REFLECT: If the individuals you interviewed didn't repair items, what were the reasons they gave for not repairing? What did you learn from this activity?

APPLY: How will what you learned impact your future decisions to replace or repair clothing items?

REFLECT:
What was the most challenging part of this activity? Why? How did you solve it?

APPLY:
How can you use what you learned in the future?

REFLECT:
Explain what led you to this topic and describe the research and/or process utilized to create your own activity. What did you learn as a result of presenting the activity to others?

APPLY:
Why was this activity important to you? How will you use the skills you utilized in different situations?

Money and Careers

Price Hunt

The coined phrase “You get what you pay for” is certainly true at times, but thrifting can flip that phrase upside down. Thrift stores, sometimes referred to as consignment or resale stores, provide fewer choices for clothing and accessories but can lead to finding very steep discounts compared to what you might find in a retail or specialty store or online. Here is an activity that will show you how to compare costs, brands, and quality of clothing, shoes, and accessories.

Activity 23

Consider two staple items (for your wardrobe) you would like to own. Visit a local retailer and a thrift or consignment store that sells the items or similar items.

Item #1 of choice: _____

Local Retailer:
Brand:
Price: \$
Does this price seem reasonable given the condition?

Thrift or Consignment Store:
Brand:
Price: \$
Does this price seem reasonable given the condition?



Item #2 of choice: _____

Local Retailer:
Brand:
Price: \$
Does this price seem reasonable given the condition?

Thrift or Consignment Store:
Brand:
Price: \$
Does this price seem reasonable given the condition?

REFLECT:

How would you describe the quality of the items you found? Do you typically shop in thrift stores, consignment stores, or resale shops? Why or why not?

APPLY:

In what ways may thrifting be a smart shopping option for you as you transition into adulthood?

Activity 24

Personal style as an investment

An individual's personal style is unique to each individual AND is about more than just clothes! You may not have given much thought to your own personal style, but it has been influenced by your life experiences, the people you spend time with, and the places where you live or have visited. When combined, those experiences have helped you adapt to and determine your own specific style choices and preferences.

The style you lean toward has as much to do with your personal values and personality as your appearance. It includes how you feel about your clothes, your shopping and laundry habits and even your morning routines. This activity is intended to help you begin thinking about your personal style, quality of wardrobe items, the ways in which parts of a wardrobe can be seen as an investment, and to compare the types of clothing you can purchase with various budgets.

Interview two individuals who you think have good style. Ask about their wardrobe. Create your own questions or use some of the questions provided below. Be sure to take notes to record the responses to the questions.

- How would you describe your personal style preference?
- Where do you purchase most of your favorite wardrobe items?
- How often do you purchase wardrobe items from thrift or consignment stores in comparison to retail stores?
- If you were given \$100 to spend on attire today, what would you buy?
- If you were given \$1,000 to spend on attire today, what would you buy?
- What is your preference – purchasing a few more expensive key items or purchasing a larger number of less expensive items? Why?

After conducting the two interviews, consider how YOU would answer the \$100 and \$1,000 questions. Take screenshots, cut pictures from magazines, etc., to share a \$100 outfit that reflects your personal style. Share the price of each item and the store in which you found it.

REFLECT:

Was it easier to imagine spending \$100 or \$1,000? Why was one easier than the other? After listening to others share their spending experiences, what is your preference – of purchasing a few more expensive key items for your wardrobe or purchasing a larger number of less expensive items? Why?

APPLY:

How can learning from others about styles and spending habits prove beneficial as you transition into adulthood? How has your own style changed in the past 5 years? How do you think it might change in the next 5 years?

Activity 25

Do a little research to gain an understanding of the economic and environmental impact of clothing. In the United States, textile waste consists of discarded items such as clothing, furniture, carpets, footwear, sheets, and towels. Textile waste makes up 5.8% of all municipal waste in the United States. While the percentage may seem relatively low, a large chunk of the textile waste could be repurposed, recycled, or donated. Elizabeth Cline, a journalist and clothing industry writer, stated, "What we do know is most of the clothing landfilled in the United States is getting there because of consumers throwing it directly in the garbage in their households or brands trashing samples and unsold goods. The thrift store industry, by contrast, makes every effort to find a market for the clothes they get. It's their business to resell clothing, and landfilling is not the ideal outcome."

Think about your household's wardrobe (include all family members). Explain what usually happens to clothes that lose a button or end up with a hole, shoes that wear out, or items that are outgrown. Provide a few examples by naming the item and what happened to it.

Find a clothing, shoe, or accessory company that supports a special cause or "gives back" to help others.

Company: _____

Company's mission: _____



The way in which they support a cause: _____

Sources:

<https://www.discovermagazine.com/environment/just-how-environmentally-friendly-is-thrifting>

<https://www.epa.gov/facts-and-figures-about-materials-waste-and-recycling/textiles-material-specific-data>

Clothing and Textile Careers

There is an incredible and wide variety of career opportunities in the clothing, textile, and fashion industries, each with its own required knowledge, background and skill set. Some of the most obvious careers are likely those in the retail clothing industry, as most everyone has had experience shopping for, and purchasing clothing, either in person or online. As you dig a little deeper into these industries, you may be surprised at the breadth of opportunities and the skills required where you might find an area of interest that could lead to a potential career path beyond your high school career. Some examples include fabric and clothing design, marketing, product testing, retail sales, business management, education and even government regulations that affect the garment industry. The following activities are designed to help you intentionally research and give thought to a potential career.

Activity 26

Either research or job shadow a clothing, fashion and/or textile career of your choice. If you choose to research a career, use the internet, books, or a trusted individual for your information and record what you learned. Possible items to consider while exploring a career include:

- Education required
- Skills required to be successful
- Salary and benefits of the career
- What are some ways your knowledge about clothing, fashion and/or textiles may be used on a day-to-day basis?

REFLECT:

In what ways can you help reduce the quantity of textiles entering the ever-growing municipal waste system? Would you be more likely or less likely to purchase items from a company that supports a cause? Why? What else might you do with clothing that you or family members no longer need or want?

APPLY:

How can you support a cause, “give back,” or “pay it forward” with your own wardrobe? What would you do to encourage others to join you in the effort?

REFLECT:

What skills and/or education are needed for the career you researched or the job you shadowed? What did you learn about this career that you didn’t know before?

APPLY:

How do you plan to use the information you learned to inform whether or not the career you researched might lead to another career interest for you?

What is a job description?

A job description is created by employers to post (or advertise) for new positions within their company or business. A typical job description would include the company name, job title, duties and/or responsibilities, qualifications, hourly wage or salary, and benefits. Location of the job may also be included if the company has multiple locations. Job descriptions should contain enough information for a potential applicant to know whether they are qualified for the position.

Creating a resumé

A resumé describes your skills, abilities, education and accomplishments and may be used to apply for scholarships and employment. Styles and formatting for resúmes change over time and may look quite different from one industry or occupation to another. Employers utilize resúmes to determine who might be a good fit for their organization and to select candidates for interviews.

It is incredibly important to first review a job description so that you understand what is expected of the position for which you plan to apply. You can then tailor your resumé to highlight your education and skills that match those desired by the employer. Your resumé should be easy to read and have no spelling or grammatical errors. As you prepare to work on a resumé, it is important to gather information from records of accomplishments you have achieved in school or extracurricular activities, as well as corresponding dates. Your school guidance office may have sample resúmes available, and there are many tools you may find helpful online.

Activity 27

Job descriptions and resúmes

Research and select a job description for a career in the clothing and textile industry. You can create your own job description or use one you find online. You will be able to find a variety of employment websites online. Research examples of good and bad resúmes. Create a resumé highlighting any skills and experiences needed for the position you selected.

REFLECT:

Did you learn anything new about job descriptions? If so, please explain. What was the most difficult part of creating your resumé?

APPLY:

How can you use the resumé you created in the future (even if you aren't yet ready for employment or are uncertain about your future career field)?

Activity 28

Career Interview

Choose a career that you are (or may be) interested in pursuing and conduct an interview of an individual working in that area. If you don't know anyone in that career (currently working or retired), ask friends and family members who might introduce you to someone they know. What career did you choose? What kind of clothing do/did they wear to work? How did the clothing make the individual feel (such as empowered, professional, comfortable, etc.)? Would this individual have changed anything about his/her career attire? Add additional questions in your interview to help gain understanding.

Activity 29

Career Attire

Think about your potential future career. What type of clothing will you need to wear in your workplace? Will your job require suits, separates, business casual, athletic wear, a uniform, etc.? How much will these garments cost and in what stores can you find your items? What items can you purchase now that might cross over from your personal attire to your career attire? How will you care for your professional clothing?

Activity 30

Government regulations for manufacturing and sales in the garment industry

Most Americans know little about the federal government's involvement in establishing regulations that impact the garment industry, both in the United States and other nations. A simple online search using the heading of this activity will yield potentially hours of reading about these regulations. There are numerous and a wide variety of established federal agencies creating and managing regulations that could also yield a career path of interest to you. Set aside a minimum of 30 minutes to an hour to conduct this research and see where it leads you! Keep track of agency names and provide a brief synopsis of the primary duties or regulations for which each agency is responsible. Feel free to create a chart or write a report of your findings.

REFLECT:

Summarize key points you learned from this individual. Was the information you learned helpful in terms of thinking about a potential career you may find to be of interest?

APPLY:

How can what you learned from this interview experience apply to other parts of your life?

REFLECT:

What did you learn while doing this activity? Why is it important to think through the questions in this activity before you make future wardrobe purchases?

APPLY:

How would you share this information with others? And why might you share it with them?

REFLECT:

What surprised you as you conducted this research? Did you learn anything about these agencies that might attract you to a potential career? Or do you have friends who might have an interest? Anything else you might like to share?

APPLY:

How will what you learned about garment industry regulations impact your thinking when wardrobe shopping in the future?

Glossary

Acetate – a semi-synthetic fiber made from the cellulose of wood pulp that has been treated with various acids.

Acetone – a solvent (best known as nail polish remover) that can remove stains and paint from cotton or wool. However, it can damage the fabric if not used correctly. Acetone should never be used on acetate fibers as it **will** cause damage.

Back order – an order that has been placed for an item that is temporarily out of stock.

Backstitch – one of the strongest stitches made by hand. It is formed when the needle used is inserted into fabric behind the previous stitch.

Blanket stitch – a basic sewing stitch used to reinforce the edge of fabric.

Blocking – the process of carefully stretching and shaping a sweater or other knit garment that has been laundered to assure it maintains its original shape.

Budget – a plan to determine how money will be spent.

Care label – a required element of manufactured garments that is sewn into (or printed inside) a garment to indicate how it should be cared for. The care label may contain words or symbols.

Color intensity – the purity of a color.

Color value – a measure of the lightness or darkness of a color.

Consign – giving gently used clothing to another party to sell for you.

Credit card – a small plastic card issued by a bank or a business allowing an individual to make purchases on credit.

Debit card – a small plastic payment card that can be used instead of cash. The amount available on the card is determined by the amount of funds in an account, rather than credit.

Discount code – a code (with letters and numbers) provided to customers to allow a discount on a purchase.

Fabric – cloth or material made by weaving or knitting.

Fiber – a thin thread of natural or artificial material that can be used to make cloth.

Job description – a document that describes job requirements, duties, and skills required to perform a specific role.

Pure color – A color that has not been mixed with black or white.

Resumé – A document created by an individual to provide their qualifications for a job.



Extension - 4-H Youth
Development



purdue.edu/extension

Find out more at
extension.purdue.edu/4-H/projects