PURDUE UNIVERSITY | Extension - 4-H Youth Development

4-H-730-W

Beginner Level

Consumer Clothing

Table of Contents

Note to Project Helper **3**

Experiential Learning Model **4**

Acknowledgments 4

Project Guidelines **5**

Having Fun with Consumer Clothing **6**

Are you ready? 6

Your project helper..... 6

Demonstrations 6

Section 1: Focus: Choosing Clothing: Self-esteem/Fashion **7**

Positive Self-Talk 7

Activity 1 8

Good Grooming Habits 9

Activity 2 10

Section 2: Wardrobe planning, fashion and clothing selection **11**

Planning for your wardrobe 11

Trying on Clothes 13

Activity 1 14

Style vs. Comfort 15

Activity 2 16

Fashion on the Screen 17

Activity 3 18

An Outfit for Every Occasion 18

Activity 4 19

Section 3: Color, fabric and clothing care ... **20**

Understanding the color wheel 20

Activity 1 21

Activity 2 21

Activity 3 22

Understanding fabric and fabric care .. 22

Activity 4 24

Caring for Clothing 25

Activity 5 26

Activity 6 26

Activity 7 26

Sorting and doing the laundry 27

Activity 8 27

Activity 9 28

Activity 10 28

Activity 11 28

Section 4: Money and Careers **29**

Prices for clothing 29

Activity 1 30

Let's do a little financial research 31

Activity 2 31

Practice listening and communication skills 31

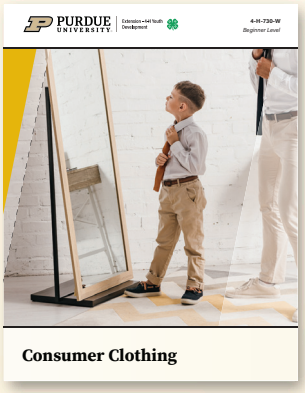
Activity 3 32

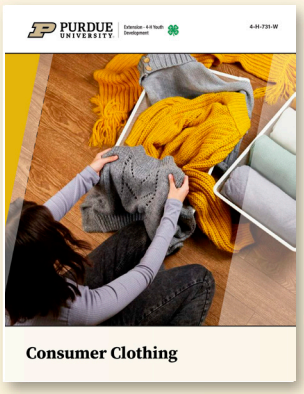
Glossary **33**

Notes **34**

Color Wheel **36**

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:

SECTION 1
Self-esteem and personal grooming

SECTION 3
Color, fabric and clothing care

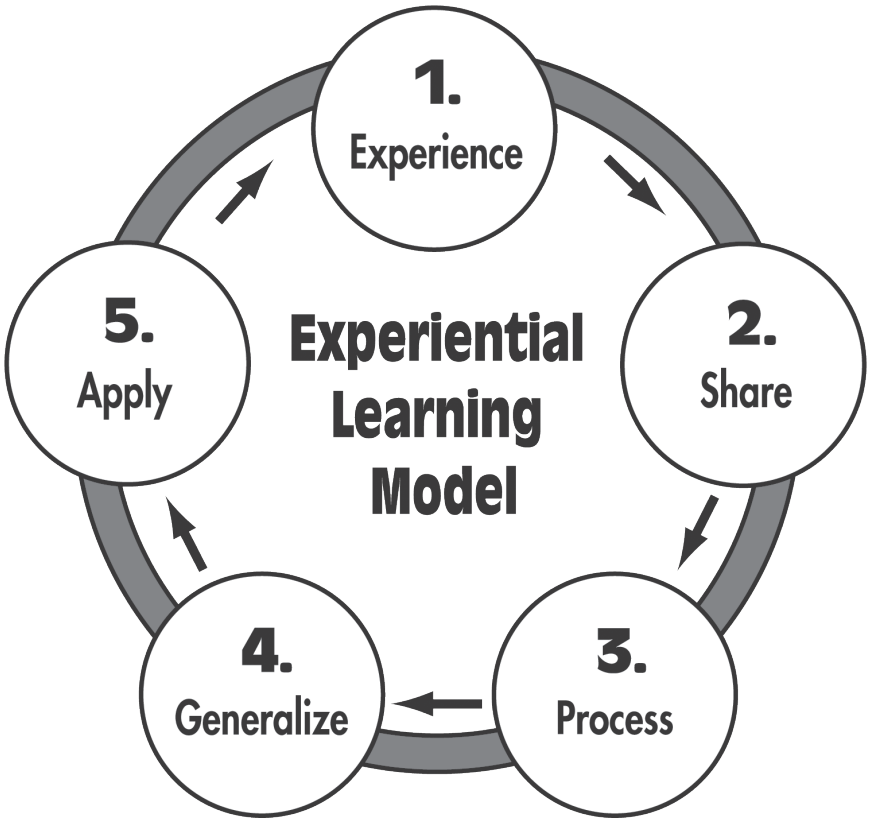
SECTION 2
Wardrobe planning, fashion and clothing selection

SECTION 4
Money and careers

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"
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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 local 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 in addition to planning and making choices about your clothes, how to select and care for them, 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

A 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 a 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. On the right are some examples.

WANT TO INVOLVE AN AUDIENCE?

- Create an activity that will explain the importance of hanging clothes and show examples of a variety of hangers and how they are used.
- Do a demonstration that focuses on explaining the color wheel to others.

SECTION 1

Focus: Choosing Clothing: Self-esteem/Fashion

Self-esteem is how we feel about ourselves and our personal characteristics. How we feel about ourselves can range from low to high self-esteem ("I´m worthless" – "I´m worthy").

As you spend time with friends at school or in other activities, it can sometimes feel like they expect you to think, feel, look or behave like them. It is important to realize the similarities you might have with them, but it's also important to think about your differences and the strengths you have that make you unique.

Self-esteem is the worth or importance you have about yourself and how important you feel. It's not only what you say to others that matters, but that you are confident and have the courage to try new things and make safe choices. Youth who generally feel good about themselves are more likely to have success in social interactions with their peers and believe in their ability to learn new things, leading to success in school. As you begin to focus on your grooming, clothing and fashion options, your self-esteem and confidence will help you make healthy and positive choices.

Positive Self-Talk

Positive self-talk, sometimes called positive affirmations, are positive words or statements that we tell ourselves for self-motivation or to help us when we have negative thoughts or feel sad. Building positive self-esteem and confidence is important to each of us as we grow and develop. It helps us become more emotionally strong and cope better with stress and life challenges. How we feel inside is often shown to others by our actions, our words and even what we wear! The following activity will help you learn about positive self-talk and boost your sense of self.

Activity 1

Activity instructions.

- Find a box with a lid—something wide enough for fingers to reach inside.
- Decorate the box with a photo, ribbon, stickers, or other items of your choice. You may want to use art supplies you already have on hand.
- Add a label with the words: "I Believe I ..." on the box.
- Create a list of 15-20 positive thoughts to put inside the box. For example: (am cheerful; am kind to others; like spending time with friends). This would be read as 'I believe I am cheerful.'
- You can print each positive thought on decorative scrapbook paper, handwrite them on blank 3 x 5 cards, or cut strips out of construction or wrapping paper. Place the word cards inside the box when finished.
- Once a day, reach into the box, pull out a card, and say out loud, "I Believe I (the 'I Believe I' thought or word you wrote on the card)."

REFLECT:

How did you feel when you read the cards you pulled out of the box? What was your favorite word or phrase? And why was it your favorite?

APPLY:

What did you learn about yourself from doing this activity that you could share with a friend or family member? Can you think of a time someone you know might have enjoyed or benefited from doing an activity like this?

Good Grooming Habits

Good grooming makes the most of your appearance. Clean hair, skin, and clothes are important for your general well-being, and developing routines will make it easier to make good grooming practices a habit. **Take a shower or bath every day.** Bathing every day removes oil, dirt and perspiration. It's important to **gently** scrub while using soap, followed by rinsing well and thoroughly drying.

Use a deodorant or antiperspirant under your arms every day. As you become a teenager, your body changes in many ways and you may notice that you sweat or perspire more. As you mature, perspiration odor may be a problem. Did you realize that the body gives off about a quart of perspiration every day? We sometimes think we perspire only when running, exercising or when being outside in the sun, but we perspire all the time. Usually, perspiration isn't noticeable because it evaporates from your skin. Perspiration odor occurs where the moisture cannot evaporate, especially in the underarm area.

Regular bathing or showering prevents perspiration odor from becoming noticeable. A deodorant will help eliminate perspiration odor; an antiperspirant checks the flow of perspiration and controls the odor. Perspiration may also be trapped between the body and clothing. You've probably noticed that "locker room" or "sweaty" smell and have realized that clean clothes are necessary.

Keep hair cleaned and groomed. Wash your hair one to two times a week – more often if it's oily or you've been exercising a lot. If you have dry skin or oily hair, you might need to talk with your parents about special shampoo made for these conditions. If your hair is dry (rather than oily), you probably don't want to wash it each time you shower or take a bath as it will just make it more dry. It is important to be sure to keep your brush and comb clean because if they are dirty, they can make clean hair dirty.

Take care of your teeth by brushing them regularly. Teeth should be brushed after meals and before going to bed. Brushing regularly whitens teeth and helps prevent cavities and bad breath. It is also important to see a dentist at least every six months. Learning the correct way to use dental floss and using it daily is important to your dental hygiene. Following these mouth or oral hygiene suggestions can help prevent gum disease in your future.

Washing hands should be a lifelong healthy habit. Handwashing is an easy and important way to prevent the spread of germs and keeps you and your friends and family healthy. The most important times to wash your hands are after using the bathroom, after touching pets or playing outside, after coughing, sneezing, or blowing your nose and before eating.

Five easy steps for handwashing are: wet your hands, lather with soap, scrub, rinse and dry. It is also important to regularly trim or file your nails, and doing this after a bath or shower will be easier because your nails will be softer. Short nails stay cleaner and break less often.

Remember your feet. Trim toenails regularly by cutting them straight across to prevent ingrown toenails. Wear clean socks every day. It's also important to let your parents or guardians know if your shoes become too tight or too short. When buying new shoes, it is important to have your foot measured because your foot size and shape can change. If you play a sport, it is recommended to choose a shoe that is designed for that sport.

Activity 2

- Make and complete a grooming chart like the one on this page and follow the routine until it becomes a habit.
- After a month, check your grooming chart and make any changes you realize you should make. Also, write your definition of a well-groomed person.
- Not all good grooming habits are included in this chart. Observe the grooming habits of others in your family and think about how they might differ from you. How are they different? Do they have grooming habits you might add to your chart?

REFLECT:
What did you learn about yourself from keeping a grooming chart? Please explain if you changed any of your routines or added new ones during the month.

APPLY:
How can you use what you learned? What did you learn from this activity that you would like to share with a friend or family member? Do you have other routines or habits that you could track in a chart like the one you used in this activity? Please explain if you do.

My Grooming Schedule Chart – Beginner

	Several times a day	Once a day	Twice a week	Once a week	Once a month
Brush teeth					
Use mouthwash					
Use dental floss					
Take a bath or shower					
Shampoo hair					
Comb/brush hair					
Wash face and hands					
Trim fingernails					
Trim toenails					

SECTION 2

Wardrobe planning, fashion and clothing selection

Planning for your wardrobe

So you want to buy some new clothes! A good thing to keep in mind is not buying the first thing you see or the latest fad or an item your friend has. It's important to think about what you will buy, its quality, and how many other items you can wear with it.

You don't need to spend much money building your wardrobe if each purchase goes with clothes you already own. You might buy new pants because they pair with four different shirts or tops. By simply adding one pair of pants to your wardrobe, you now have four different outfits! You might also buy a new sweater or sweatshirt that goes with the four tops, the pants, and another pair of pants, giving you eight to 12 outfits.

It's important to make sure each of the items fits and that you feel and look good in all of the clothes. Remember that adding to your wardrobe doesn't necessarily mean you have to run to the closest store to buy brand new items. You can likely make the money you and your family have available for clothing go further if you can find "like new" items at a thrift or secondhand store, or maybe even at a neighborhood yard or garage sale.

Coordination of items is key to a workable wardrobe. Try to buy clothes that go with at least two other items that you already own. The same goes for accessories, such as jewelry, watchbands, sunglasses or shoes. Make sure that each item goes with several other items in your wardrobe.

Labels – Most clothing you buy is mass-produced in factories where one worker sews only straight seams while another makes pockets. A third sews in zippers, and so on. As a garment moves along the production line, labels with brand names and country where the item is made are sewn into the neckline or printed on the garment inside the neckline. The garment's care label may also be printed inside the neckline or sewn into the side seam of a top or dress, or waistband of items such as pants and shorts. Reading labels is part of being a good shopper.

Care labels – Almost every garment is required by law to have a "care label." This label tells how to wash, dry or dry-clean the item. Look for care labels before you buy clothing to be sure you know how you will need to take care of the items you purchase. It will be more expensive to dry-clean garments than to put them in the laundry. If the care label states "hand wash," the garment may take more time and care than clothes you can machine wash. If an item is labeled for washing, you can assume it can also be ironed unless the label says "do not iron." Check the care labels when doing the laundry to make sure you are caring for garments the right way. If you do not follow the instructions on the care label, the garment might shrink or fade – or the colors may fade or run onto other items.

Fiber content labels – Textile products are required by law to state fiber content on a label or hang tag. A label listing one fiber tells you that the garment is made only of that fiber. For example, a label that only says "cotton" means the item is made of 100 percent cotton.

If the fabric is made of a blend or combination of fibers, the label should tell you the generic (or family) name of each fiber and the percentage of that fiber. For example, a label might read "80% cotton and 20% Lycra® Spandex." In this example, the term "spandex' is the generic or family name, and the term "Lycra" is the brand or type of spandex. The ® is a symbol that means a company has created the fiber and has registered the name as its own. Giving brand names on the label is not required by law but many companies do include brand names because they take pride in developing and manufacturing these special fibers.

Country where manufactured – Some ready-to-wear clothing is totally produced in the United States. Other garments are made with both the fabric and sewing being completely or partially done outside of the United States. Items made outside of the United States may be cheaper than those made in the United States, or they may be more expensive because they are different than items made here. Most clothing is labeled so that you can tell where it was made.

Hang tags – Hang tags are larger, more colorful and easier to locate than sewn-in labels. A hang tag usually gives information to help shoppers choose and care for the garment.

Trying on Clothes

The only way to be sure that clothing fits is to try it on. Look at the front, side and back views in a three-way mirror. This is a mirror that will let you see what an item looks like on you from several angles. Check for fit and comfort while you are standing, sitting, and walking. Clothes should not be so tight that they make it uncomfortable to move. Be sure you can swing your arms, bend, and sit. Reach your arm over your head to see if you can touch your opposite ear. Cross your arms and touch your shoulders. Touch your toes, squat, and bend.

Shirts, blouses and other tops should be large enough for you to move your arms freely. The sleeves should feel comfortable and if full length should reach your wrist bone when you touch your opposite ear. Tails on blouses and shirts should be long enough to stay in place when tucked into a waistband, if that is how you plan to wear them.

Pants or skirts should be comfortable when you sit. If they are too tight, they will feel uncomfortable: skirts will wrinkle and pants will pull in the front crotch area. Pants should also fit in the seat area without unsightly creases or bagginess. Long pants will usually brush the top of the shoe, though some of them may be made to be at the ankle or calf of your leg.

Before buying, consider how quickly you are growing and how fast your body is changing. Knit fabrics can be stretched a bit, so garments made of a knit fabric might be comfortable for a longer period of time than those made of woven fabrics.

If you are at the stage where your body is changing rapidly, consider shirts, blouses or tops that are cut full enough to be comfortable and to allow space for growth. A bigger problem while going through growth spurts is keeping garments the right length. Wearing short sleeves and or items that can be rolled at the cuff may be one solution. Garment hems can be "difficult" to let down successfully. A solution may be to purchase clothing items that can be worn to mix and match so that you can make them into different outfits until you outgrow them. Good fit means clothes aren't so tight they are uncomfortable or limit movement, and they have space for growth.

Activity 1

- The next time you are shopping, try on a garment. See if you can swing your arms, touch your opposite ear, squat, bend, and sit. In what areas does the garment allow you to move? Are there areas where you find it to be uncomfortable?
- While shopping, compare two clothing items – one with limited features for your growth and one with additional features. How would you describe the differences in the fit between the two items?
- Try on a garment you wore last year. Notice how it fits and whether it is still wearable. Describe what you discovered and what this tells you about how your body has changed over the past year.

REFLECT:
What did you learn from trying on new garments and something you wore last year? What surprised you the most? Did you end up purchasing any of the garments you tried on or compared? If so, what helped you make the decision to make the purchase.

APPLY:
How could your experience help a friend or family member who needs to make a new clothing purchase? What did you learn that you could share with others?

Style vs. Comfort

As important as it is to many people to feel stylish, it is just as important to feel comfortable in your clothing choices. Comfortable clothing does not have to mean sweatpants and slippers. With a little planning, your ideas about style will help you feel confident whether you are at school, special activities, or relaxing at home with friends. Learning how to balance between being well-dressed or too casual is key to our personal style plans. Something as easy as knowing the differences between fabric choices is helpful in making your clothing choice for a variety of activities. Knowing your current clothing and accessories will also help you to begin putting items together quickly in an organized way. By choosing a specially chosen accessory, you can take an outfit that is casual and comfortable and make its style seem a bit different.

Activity 2

Head to your closet and accessory area in your room. Check out your current wardrobe and accessories.

- Choose an outfit you consider to be comfortable. Explain why this outfit is comfortable and answer the following questions. Try on the outfit and note the comfort level as you move around. Does the fabric have a relaxed fit? How do you feel in this outfit (i.e., relaxed, sloppy)? Where would you wear this outfit? How could you step up the style level in this outfit?
- Choose an outfit that you consider more stylish as opposed to comfortable. Explain why you feel this way regarding this outfit and answer the following questions. Try the outfit on and note the comfort level as you move around in it. How do you feel in this outfit? Where would you wear this outfit? How could you make this outfit more comfortable to wear?
- Choose a casual, comfortable outfit and add an accessory from something you already have. Explain how this accessory works with the outfit to get a different look. Take a picture of both the original outfit and the accessorized version. When you look at the photo, which outfit do you prefer?

REFLECT:
Think about someone you know who you think looks nice in the clothes they usually wear. Ask this person what they think about when making their clothing choices. Describe or explain what you learned.

Dress for success. Planning is key to a stress-free week. Plan your outfits for the week. Are you going somewhere after school? Do you need to change your outfit during the day? Try to do this planning for 2-3 weeks. Did it end up helping you save time or feel good about being ready to go each day?

APPLY:
How can what you learned help you when you are shopping for an outfit or for a specific event?

How can what you learned help you easily change your outfit from one part of the day to the next? (Such as going from school to an activity after school.)

Fashion on the Screen

We have the chance to see fashion all around us in different places and settings. We often see different fashions on the screen as they are worn by people we watch in movies, our favorite television shows, and even the characters in cartoons we watch. Some shows we watch may have people wearing modern-day fashions, where the actors look just like us, while other shows are about a future that has yet to happen or a past that we have only heard stories about.

We may enjoy looking at the fashions on the screen because they are different from everyday fashion. When thinking about how fashion choices are decided on screen, we must understand that there are many decisions to be made, such as thoughts of fashion in the future, historical trends of the past, or current events.

Activity 3

Pick your favorite television show, movie, or cartoon. Take a few minutes to think about your reasons for deciding this choice is your favorite. Explain the reasons why you chose this as your favorite television show, movie, or cartoon.

1. Choose three characters from your favorite television show, movie, or cartoon. For each character you choose, answer the following questions:
2. How does the character's outfit fit them? Think about the character's personality, age and the setting for the show.
3. What are your personal thoughts on the character's outfit? Explain the positive and negative feelings you feel toward the fashion decision made for the character to wear that outfit.
4. Would you wear this outfit? Explain why, or why not. If you would choose to wear the outfit, where would you wear it? Do you already have pieces like this in your wardrobe? If you do, explain where you like to wear them and how you feel when you wear them.

An Outfit for Every Occasion

As we grow older we accumulate many different items of clothing and accessories. Some of these options are more appropriate for playtime or relaxing, while others are better worn at special events. A pair of jeans with a fun T-shirt is perfect for a trip to the park. A nice dress is a good option to attend a wedding. Wearing appropriate clothing to activities shows respect for those around us and lets us be comfortable in the space we are in. Good resources for information are parents, older siblings, or even online. If you are attending a special occasion, such as a wedding, look at the invitation for clues on the dress code.

REFLECT:
Why is it important to think about fashion choices you see on screen and how that can help you make your own personal style choices? What are some positive and negative ideas you have about observing fashion choices on screen?

APPLY:
Explain how your own feelings have changed after thinking about and paying special attention to what characters on screen were wearing. Share a favorite style you have seen on a TV show, cartoon, or in the movies that you feel mimics your personal style. Explain how they are the same.

Activity 4

1. Choose three or four different occasions (i.e., school, grocery store, art show, etc.). Have fun choosing your occasions and try to come up with a variety. Answer the following questions about each occasion you chose.

2. What is an appropriate outfit to wear for this occasion? What is an inappropriate outfit to wear to this occasion? How did you make these choices about your outfits? What resources did you use?

REFLECT:
What was the most challenging part of this activity? Why? What was the easiest part of this activity? Why? Do you feel there are times you should wear different clothing depending on the occasion? Please give an example.

APPLY:
After doing this activity, can you describe a time when you might have made a different or better clothing choice for an activity? Who could you share this knowledge with, and why (i.e., a younger sibling or a good friend.)

SECTION 3

Color, fabric and clothing care

Understanding the color wheel

A color wheel (or color circle) is a tool used for many purposes. It shows the relationship of colors to one another. It is made up of:

- Three primary colors (red, yellow and blue);
- Three secondary colors (orange, purple and green), which are made by mixing equal amounts of two primary colors together; and
- Tertiary colors, sometimes called intermediate colors. They are made by mixing one primary color with one secondary color. They are named after the two colors that are mixed together, such as blue-green or red-orange. There are six tertiary colors that are sometimes called by their own name: vermilion (red-orange), magenta (red-purple), violet (blue-purple), teal (blue-green), chartreuse (yellow-green), and amber (yellow-orange). The 12 main colors you find on a color wheel are often referred to as variations. Colors that have not been mixed with white or black are called pure colors.

Fashion businesses often use the terms warm colors, cool colors and neutral colors in the garments they design. Warm colors are red, orange and yellow; cool colors include green, blue and violet.

Activities 1-3
(Refer to the color wheel located on the inside back cover of this project manual for the next three activities.)

Activity 1

Colors can affect your mood or feelings. Look at the color wheel and list which colors are warm and which are cool.

REFLECT:
What do you think of when seeing the warm colors? How do they make you feel? What items do you think of when seeing the cool colors? How do they make you feel? How can a warm or cool color be used to sway your feelings or thoughts?

APPLY:
When you look at the clothes in your wardrobe, how can you use what you learned about warm and cool colors?

Activity 2

Choose one color, such as blue, that is found in your home or wardrobe and answer the reflection and application questions to the right.

REFLECT:
Make a list of at least four variations of your chosen color and describe the color. Tell how they are different. Is the color you selected a pure color, as pictured on a color wheel? If not, how has the color been changed from the pure color? How is each of the colors you described used in your home or wardrobe?

APPLY:
Think about the items you looked at as you described them. If you bought them again, would you change the color? If not, explain why. If you would make a color change, why would you make the change?

Activity 3

For this activity you will need to interview four people and ask each of them five questions about color. Create a chart you can use to record the answers you are given. You will also answer the questions so your chart will need room for answers from five people. Put the answers from your interviews into the chart so that you can see how answers compare to one another.

What is your favorite color?

_____

Has this always been your favorite color?_____

What is your least favorite color?

_____

Please estimate how many color names you know._____

Add another question that you would like to ask each person.

_____

REFLECT:
Do you see any patterns in the answers? How many people told you they changed their favorite colors? What have you learned from the answers they gave you? What makes your favorite color "your favorite"? Do you think your favorite color will ever change?

APPLY:
Please give an example of something you're curious about where others' ideas and opinions might be important to you. What questions might you ask people if you were doing another survey on a topic other than color?

Understanding fabric and fabric care

To understand how to care for your clothing, it is important to know a little bit about how it is made. All clothing is made from fabric, and fabric is made from fibers. The fibers used in clothing are either natural fibers, manufactured fibers, and/or blended fibers. Natural fibers are those that come from animals or plants. The most common animal fibers used in clothing are wool and silk. The most common plant fibers used in clothing are cotton and linen.

Manufactured fibers are made from chemicals. Common examples of manufactured fibers used in our clothing are polyester, nylon, spandex, and acrylic. Blended fibers are a combination of two types of fibers that change or improve the texture of the fiber. Most blended fibers in use today are the result of combining manufactured materials and natural materials. Examples of blended fibers are polyester/cotton (called polycotton), polyester/wool, nylon/wool, and rayon/acetate.

Fibers determine how you will need to care for the garment, so it is important to know the fiber names and the amount of each fiber type in a garment you may purchase. Plant-based natural fibers are usually very dense and absorb moisture. Garments made with natural fibers are easy to launder and press. Those same items may dry quickly but have a weakness because they tend to mildew if a garment is left damp for too long or is stored in a humid or poorly ventilated area.

Fibers that come from animals (silk, wool or hair fibers, such as alpaca or angora) also absorb moisture without feeling wet but are naturally elastic and resist wrinkling. The downfall of these fibers is that they require special cleaning, such as dry cleaning, in addition to needing protection from moths or carpet beetles. Human-made fibers are often created so that they copy or improve the properties of other fibers. They are used in clothing manufacturing because of their qualities, such as stretching easily while being strong, in addition to usually being colorfast. Garments made with human-made fibers are often purchased because of the ease of care in addition to being comfortable to wear. It should be noted that there are sometimes concerns about human-made fibers because of the chemicals that are used in the manufacturing process.

The fabric that is used in the clothing we wear is broken into three types (knit, woven and nonwoven.) All fabric is either knitted or woven from yarns. Knitted fabric is made on a knitting machine that forms rows of loops that are drawn through another row of loops. This is done over and over and is like how hand knitting is done – only it is much faster. The beauty of knit fabric is that it can stretch and go back to its original shape. Some fabrics are made of fibers that are glued together by heat, mechanical or chemical treatment.

Activity 4

Find three clothing items that have clothing tags. You may have these items at home or you may visit a store to look at items with tags on them. Using the three clothing items and clothing tags, complete the table below:

Clothing item name	Fiber content	Care instructions

REFLECT:
What fiber contents were listed on the clothing labels of the clothes you selected? Why should we know the fiber content of our clothes?

APPLY:
How does learning about fibers help you care for your clothing? How do the care requirements affect your decision about whether you would purchase this item?

Caring for Clothing

As you learn about and practice good clothing care, you'll build useful skills for your lifetime. You will also improve your appearance and save time. It's no fun to get ready to go somewhere, then discover that what you want to wear isn't where you thought it should be or isn't clean. How many times have you heard, "Pick up your clothes"? Picking up your clothes not only keeps your room clean, but it also helps your clothes last longer and look better.

A good place to begin good clothing care habits is by hanging up your clothes. Do this daily. Hanging up clothes keeps wrinkles from forming and helps the garments keep their shape. Hanging clothes outside the closet for a few hours to air will make wrinkles, moisture and odor disappear. Make sure garments are hanging straight on the hanger and that they're not crowded in your closet.

Activity 5

Look for different types of hangers in your house and in a store. If you are going to a store to find hangers, you may want to take a photo of types that are different from what you have at home.

REFLECT:
Describe the differences you find between the hangers you looked at and the purpose of the different hanger types.

APPLY:
How can you use what you learned about the different types of hangers?

Activity 6

Conduct an experiment on the effect that storage makes on a garment. We recommend using garments made of the same type of fabric for this experiment. Carefully fold a shirt or top and put it in a drawer. Throw another one carelessly into a drawer. Lightly dampen a third garment, crumple it into a ball and let it dry. (The damp garment will react similarly to garments with perspiration left in them).

REFLECT:
After one week, check the three garments and describe the differences you notice between the three. How would what you have discovered change the way you will care for your clothing in the future?

APPLY: How could you share these results with family members or friends to help them learn what you have discovered?

Activity 7

Look at and study different closet storage systems in catalogs and books. If your family has a computer that you are allowed to use, you may also search the internet for closet storage systems. Plan or arrange your closet to make the best use of space.

REFLECT:
Make a list or drawing of some of the items you might use to plan or arrange your closet. Why did you choose this/these items. What do you like about this arrangement?

APPLY:
What did you learn that you could apply to other storage areas in your home? Why did you choose this/these areas? Who could you share this information with?

Sorting and doing the laundry

Many of your clothes can be washed. The first step in learning about laundry is sorting. Careful sorting is important for a clean, lint-free wash. Incorrect sorting can cause clothing to become gray or stained. These problems require more work and energy to solve. Combine items of similar color, construction and soil level into loads of the proper size for the washer you're using. Sorting makes it easier to select the right laundry products, water temperature and wash cycle. While you're sorting clothes, check for items left in pockets, such as loose change, pens or tissues.

Sorting by color – Wash whites with whites. Wash light colors with light colors. Wash dark colors with dark colors.

Sorting by amount of soil – Wash lightly soiled clothes together. Wash heavily soiled clothes together.

Sorting by fabric type – Follow recommended laundry procedures described on the care label, such as washing in cold water or laying an item flat to dry. It is important to note if a care label says an item is dry clean only. Laundering it can cause damage.

Activity 8

Sort your family's laundry. Ask an older person to check if you sorted it correctly. Then, complete the following sentences:

- The dirtiest garment was:

  _____

- The darkest garment was:

  _____

- The lightest garment was:

  _____

A garment that needed to be washed on the gentle cycle was (what kind of garment)?

- A garment that ...

  _____

REFLECT:
How did you do? Did the person who checked your sorting have any suggestions? What did you learn from the process of sorting?

APPLY:
Why is learning to sort laundry an important skill to know? How can you use what you learned?

Activity 9

Find three garments in your wardrobe with different instructions on the care labels. Can all of the garments be washed in the washing machine? Describe each of these garments and tell how each of them should be cleaned.

REFLECT:
Why is it important to read and understand the care labels on garments? What is the most important thing you learned from studying the care labels?

APPLY:
What did you learn from the care label that you want to be sure to share with someone else in your home? Why is that important to share? Do you have a friend who would benefit from what you learned about care labels? How would your friend benefit?

Activity 10

Ask a family member or another adult for a scrap of white fabric. Choose a dark or bright-colored garment, such as dark blue jeans, red sweatshirt, or bright green T-shirt that has never been laundered. Rub the white cloth against the colored garment. Check for any tinge of color on the white cloth. The transfer of color (dye) to white cloth is called "crocking." Not all dyes will crock. Next, wet the white cloth with water. Rub it again to check for wet color transfer. Record the results.

REFLECT:
Why is it especially important to know about "crocking" BEFORE doing the laundry? What problems could wet color transfer cause when you wear and care for the garment? What does this experiment tell you about dark or bright colored garments that you might purchase?

APPLY:
How can you use what you learned in this activity? Who might benefit from knowing what you learned?

Activity 11

It is important to keep your clothes repaired. Find a family member or friend who can teach you to sew on a button or snap (this will require a needle and thread). If you can't find someone who knows how to do this, ask an adult to help you with an internet search: "sewing on a button." Find a family member's garment that is missing a button or snap and sew it back on. This may require practice and patience.

REFLECT:
What did you learn from sewing on a button? Was it difficult? Or was it easy? Please explain.

APPLY:
Why is it important to know how to make a basic repair on a garment (such as sewing on a button)?

SECTION 4

Money and Careers

Prices for clothing

Prices for items of clothing vary from store to store. So does the quality of the items you may wish to buy. Retailers set the price for the items they keep in stock to sell to consumers. Sometimes when those items do not sell in the time period that a retailer predicts, the retailer needs to make room for the next season's items before the items become undesirable. As a result, the items are sold at a discounted price, often labeled as "sale" or "clearance" items. You can sometimes make a great buy if your timing is right (such as close to the end of a retail season) and a retailer has the size you're looking for.

Activity 1

For this activity, visit a local retailer that sells clothing. Find articles of clothing, shoes, or accessories at full price (within the price ranges below) that you would like to wear. If you cannot locate an item within the given price range, indicate that below.

The store(s) I visited:

_____

Price range	Article of clothing, shoes or accessory	Price
Up to $10.00		$
$10.00-$25.00		$
$25.00-$50.00		$
Over $50.00		$

Now explore the store for sale or discounted items.

Price range	Article of clothing	Original price	Sale/discounted price
Up to $10.00		$	$
$10.00-$25.00		$	$
$25.00-$50.00		$	$
Over $50.00		$	$

REFLECT:
What surprised you about your clothing, shoes, or accessory finds? If you were to purchase all of the items you found at full price, what would you have spent? If you purchased all of the sale items you found, how much would you have saved versus paying full price for those same items?

APPLY:
When might be the best time of the year to purchase seasonal items (winter coats, scarves, mittens, bathing suits, T-shirts, etc.)? Your answer will likely not be the same for all items.

Purchasing clothing, accessories, and shoes takes money. It is important to understand some of the financial aspects that relate to shopping for these items.

Let's do a little financial research

It's important to learn and develop an understanding of money as you begin to think about and make your own clothing choices for your wardrobe. Maybe you've already heard an adult tell you that "money doesn't grow on trees." The following activity was written to help you explore and learn financial terms that are important in helping you begin to understand how choices and decisions are made in your household.

Activity 2

Using the internet, books from a library, or a trusted individual, explore and define the following terms. Indicate if you think each item is a benefit, disadvantage, or neutral in terms of an individual's financial situation.

- Income
- Expense
- Budget
- Coupon
- Discount code
- Credit card
- Debit card
- Thrift
- Consign
- Secondhand
- Back order

REFLECT:
What terms listed to the left are used or put into practice in your household? Why is it important to think about finances before shopping?

APPLY:
Many individuals struggle with managing their money. What two or three financial skills would help individuals in your community do a better job of managing their resources?

How will what you are learning in your 4-H Consumer Clothing project help you in the future?

Practice listening and communication skills

The ability to listen and communicate with others is important at home, at school and with teams of people. These skills are also important in the workplace. To be a good listener and communicator, we need to practice these skills. One way to do this is by interviewing someone you know.

Activity 3

Find a person to interview. Get a notebook or piece of paper you can write on – and don't forget to have a pen or pencil to write with. The person you will interview can be a family member, friend or trusted adult. Let the person know that you need to write down the answers they give you.

- Ask the questions below and focus on listening to what the person says. Be sure to write down the answers the person you interview gives you before going to the next question.
    - What is your favorite color, and why?
    - Do you have a favorite piece of clothing? If so, what is it?
    - What are some clothes or accessories you would like to add to your closet?
- When you have finished asking questions and listening to responses, read the responses you wrote down to the person you interviewed. Ask them if you recorded the answers correctly, and thank them for doing the interview.

REFLECT:
What skills did you practice while conducting the interview? Was this activity hard? If so, why?

APPLY:
How can you practice good listening and communication skills in your daily life? How do you think good listening and communication skills will help you as an adult?

Glossary

Accessory – an item that can be added to what you're wearing to make an outfit more complete.

Blended fibers – a combination of two types of fibers to change or improve the texture of the fiber.

Care label – this label tells how to wash and dry the garment – or whether it should be dry-cleaned.

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.

Grooming – the practice of keeping a neat and tidy appearance.

Knitting – forming fabric by looping a continuous yarn or thread.

Manufactured fibers – fibers that are made from chemicals.

Natural fibers – fibers that come from plants or animals.

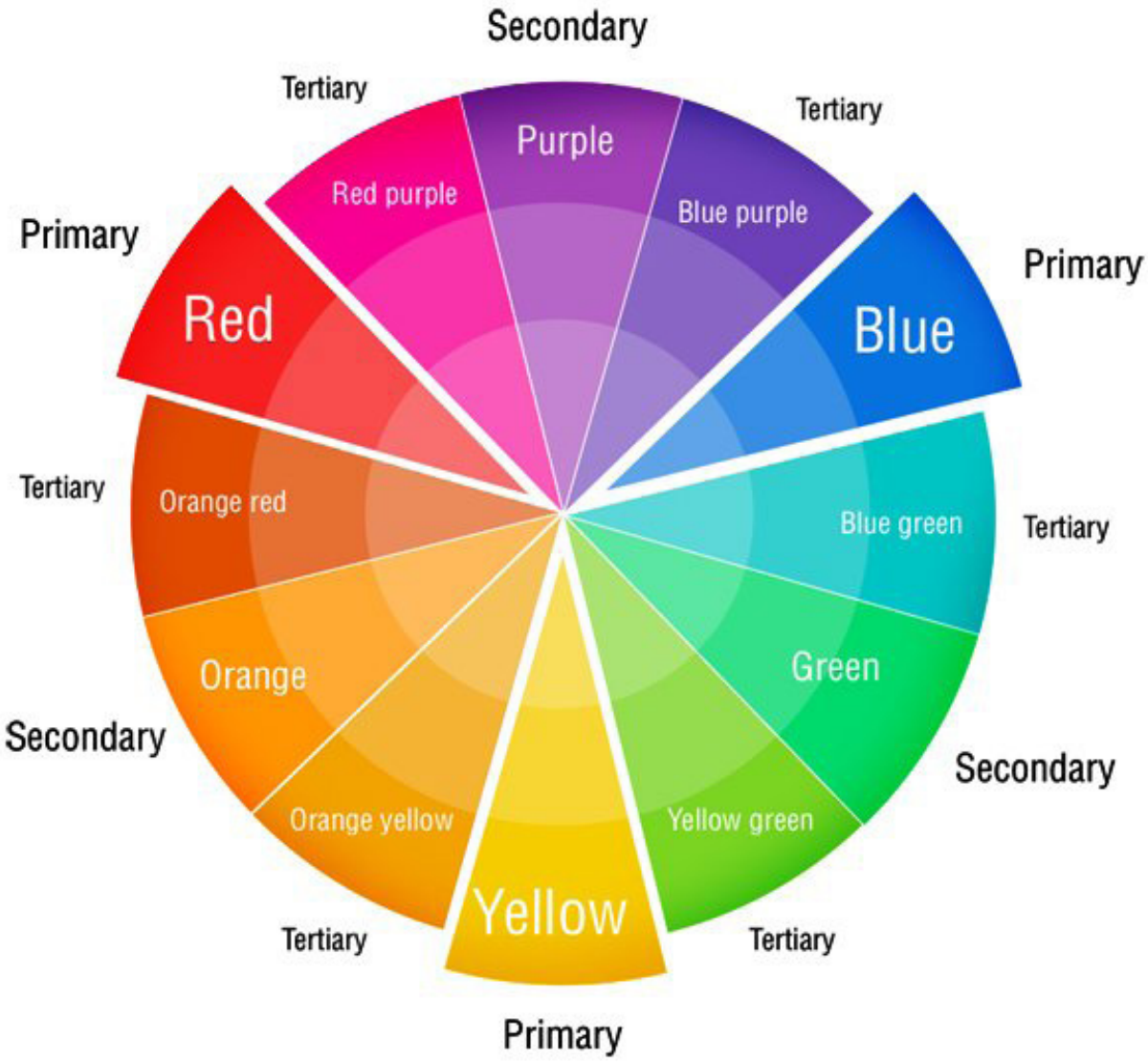
Secondhand – items that are not new but were owned by someone else.

Thrift store – a store selling secondhand clothing and household items.

Weaving – the action of forming fabric by interlacing threads.

Notes

Color Wheel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Tertiary
Tertiary
Purple
Red purple
Blue purple
Primary
Primary
Red
Blue
Tertiary
Orange red
Blue green
Tertiary
Orange
Green
Secondary
Secondary
Orange yellow
Yellow green
Yellow
Tertiary
Tertiary
Primary

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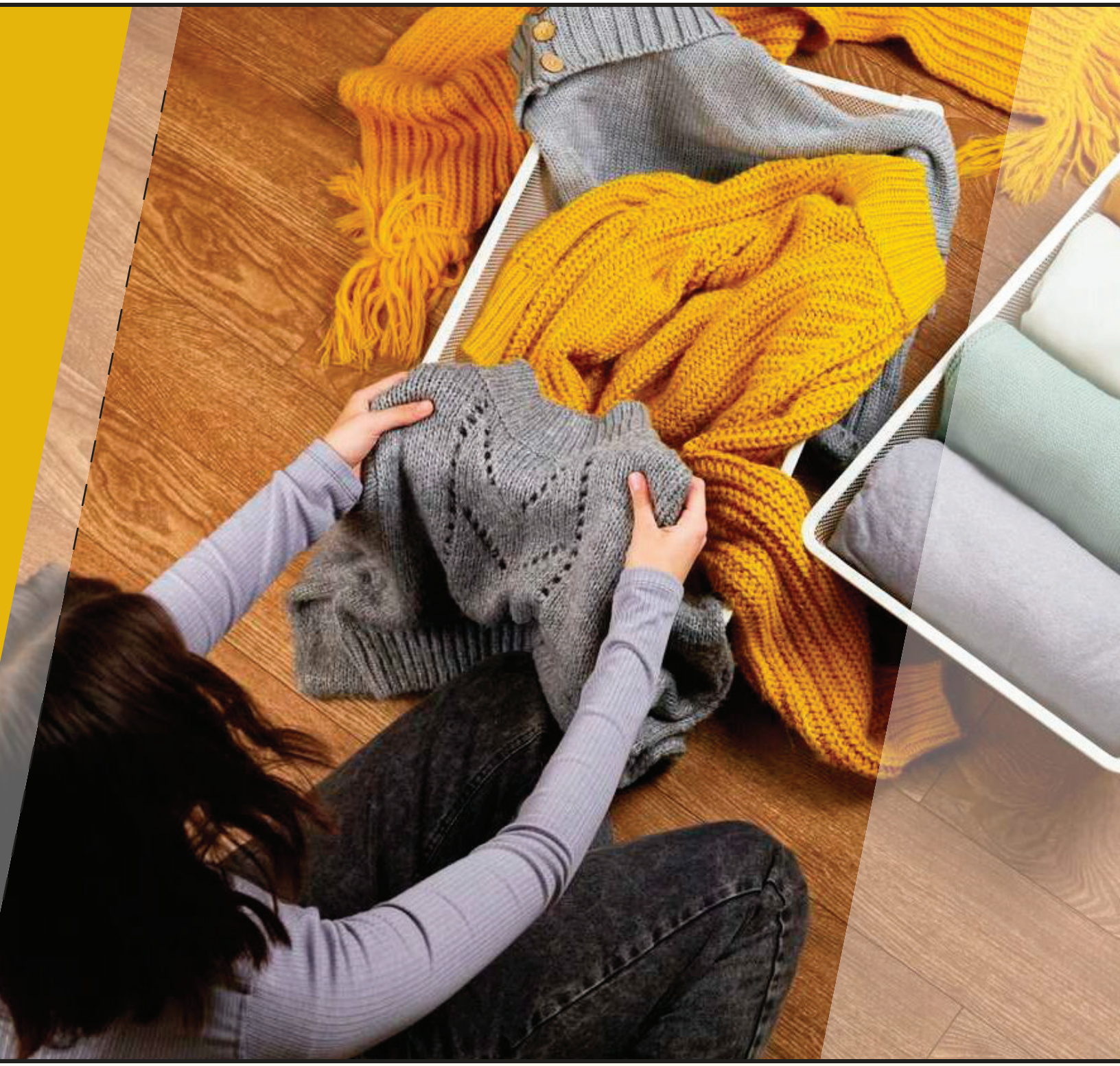


Consumer Clothing

Table of Contents

Note to Project Helper **3**

Experiential Learning Model **4**

Acknowledgments 4

Project Guidelines **5**

Having Fun with Consumer Clothing **6**

Are you ready? 6

Your project helper..... 6

Demonstrations 6

Section 1: Self-esteem and Personal Grooming **7**

Activity 1 8

Self-Esteem and Clothing Choices .. 9

Activity 2 9

Focus on Grooming Products 10

Activity 3 12

Activity 4 12

Hard vs. Soft Water 13

Activity 5 13

Section 2: Wardrobe planning, fashion and clothing selection **14**

Managing Clothes – Where Will You Shop? 14

Look for Quality 16

Activity 1 18

Activity 2 19

Activity 3 20

Activity 4 20

Fit Determines Comfort 21

Activity 5 21

Activity 6 22

Section 3: Color, fabric and clothing care ... **23**

Activity 1 25

Activity 2 25

Activity 3 26

Fabric 26

Activity 4 27

Care Labels and Caring for Your Clothing 28

Activity 5 33

Activity 6 33

Activity 7 34

Activity 8 34

Activity 9 35

Activity 10 35

Activity 11 36

Section 4: Money and Careers **37**

Activity 1 38

Activity 2 39

Learning about personal style and your clothing 41

Activity 3 41

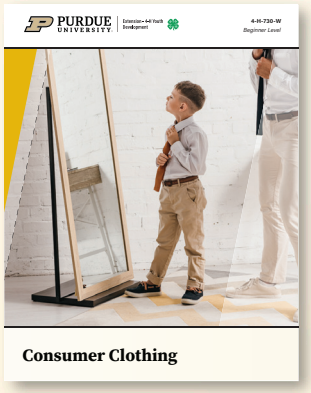
Thinking about a career – learning about product development 42

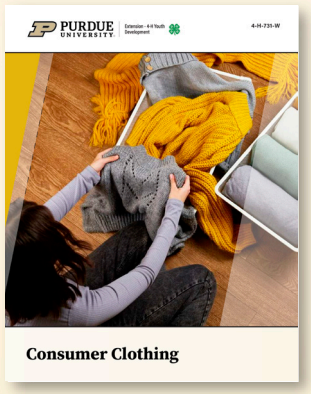
Activity 4 42

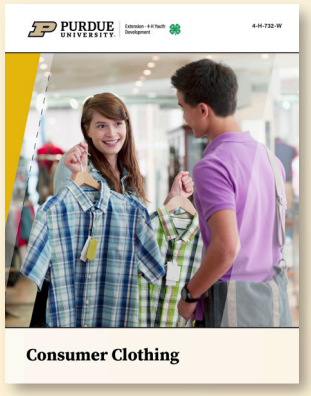
Glossary **43**

Color Wheel **44**

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:

SECTION 1
Self-esteem and personal grooming

SECTION 3
Color, fabric and clothing care

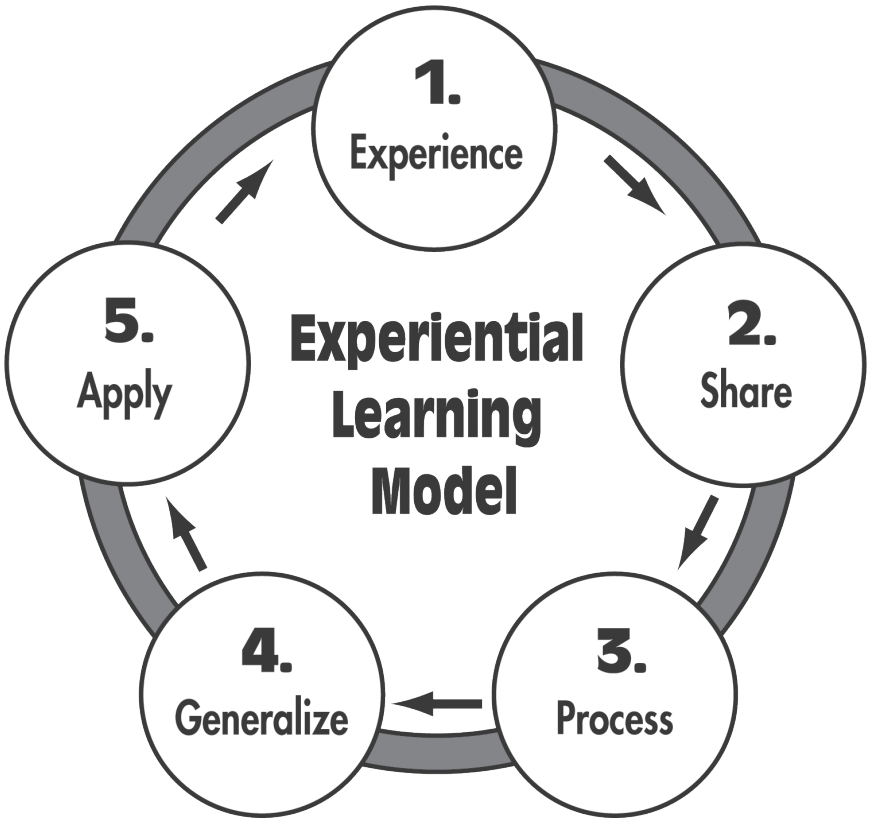
SECTION 2
Wardrobe planning, fashion and clothing selection

SECTION 4
Money and careers

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"
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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: Demonstrate how to iron clothing, ways to organize a closet or how to select fashion accessories to accentuate clothing.

SECTION 1

Self-esteem and Personal Grooming

Choosing an attitude of thankfulness, appreciating others and practicing gratitude

As you move through life, being thankful for family, friends and individuals you spend time with or go to school with is an important part of learning to be positive about the world around you. A great way to start a positive daily path is by doing small things to let people know that you appreciate them and what they do with you. This might be as simple as thanking them for something they said or did with you by writing or texting a simple note.

It can also be helpful to start a journal (a written record) of what you are thankful for each day – and why. This might at first seem to be a bit overwhelming, but it can be as simple as listing two or three people you were grateful for and then listing the reason why you feel grateful for each of them. You might also think about something and someone who made you smile, and why. When you begin to intentionally notice positive things about others in your world, you'll also notice the positive in yourself! When you start to realize positive changes in yourself, you'll begin to realize a sense of achievement and success which leads to increasing self-esteem.

Activity 1

Let's start a gratitude journal! This will allow you to make a written record of people, things and activities for which you are grateful. Blank journals are available for purchase, but you could also use something like a spiral-bound notebook, ring binder or tablet that you use daily for your journal. Pick a time of day to regularly write in your journal. Maybe that's after you come home from school, after your homework is finished or just before you get to bed each night. If you make it a habit to record in your journal daily, you'll likely discover that it becomes easier and easier to think about what and who you're thankful for. Before you know it, writing in your gratitude journal will be pretty easy to do and a great habit to have.

To get you started on the first day, think about two things you are grateful for, and why. Then record that in your journal. On the second day, think about a person you're grateful for and what that person does to make you feel grateful and record that. There may be times when it's easier to draw a picture of the things you're grateful for. There isn't a single right way to record what is important to you. The important thing is just to do it!

After a couple of weeks of keeping your journal, answer the questions under REFLECT and APPLY at the right. At the end of the month, answer them again to see if you're feeling more comfortable with your journal and, as a result, are feeling more grateful.

REFLECT:

How did it make you feel when you wrote about things and people you're thankful for? Why do you feel it's important to think about being thankful? Was there a difference in how you felt about this activity after two weeks compared to at the end of a month? What was the difference, and why do you think it seemed different?

APPLY:

How does what you learned about gratefulness relate to other parts of your life? How could you share with others what you learned about gratefulness?

Self-Esteem and Clothing Choices

Your clothing, whether you think about it or not, identifies you as a member of a group. Police officers wear uniforms, as do nurses in hospitals and medical facilities, so that they can be easily identified. Members of athletic teams wear uniforms so they can be identified on a field or court. Workers at most fast-food restaurants wear clothing that identifies them as employees. Your clothing labels you as a member of your school and age group.

You might dress differently from your friends but generally, your clothing is similar. It's likely important to you to dress like your friends. Those feelings are normal. At any age, people want to be accepted and have a circle of friends. Generally, people who dress similarly approve of each other and sometimes are critical of those who dress differently. It's not uncommon for the criticism to become harsher as the variation in the clothing increases.

There may be times when dressing like your friends will cost more than your parents or caregivers may be able to spend, so you may need to compromise when it's time to shop for clothes. It's important to understand why you want each item, and it may help to mentally rank items in order of importance. Understanding your priorities should make it easier to talk with your parents about clothing purchases.

Your friends may decide it's "cool" or "in" to buy a certain brand of clothing. But perhaps that brand is more expensive than others, or the garment may not be made as well as lower-priced items. It's important to ask yourself "why" you want to buy a specific brand. Does it fit better than another brand? Is the quality as good? Is it as easy or easier to care for? Could you buy two items of good value for the cost of one with a particular brand name? How important is it for you to wear the same brand as your friends? Before buying a particular brand, think through your reasons and make a wise decision.

Activity 2

With a friend or family member, look online (or in a catalog, if available) and discuss how different garments would look on you. Would the garment look good on you? How would it make you feel? Would it be practical for you? Why or why not? Will it fit into your current wardrobe or does it fill a need for a new activity or event? Keep a record of 5-10 garments you looked at with notes to describe each garment and answer these questions above for each one.

REFLECT:
What did you learn from this activity? Would spending time looking at different garments save time when you are ready to make a purchase? Why or why not? Do you think saving time might also save you money?

APPLY:
How can "pre-shopping" in this way be done in the future in your household? In your family, who might benefit the most from an activity like this? And why?

Focus on Grooming Products

There are many grooming products available for purchase. Advertisers spend millions of dollars to convince you that their product(s) will make a difference in how you look and feel. Teenagers make many of these purchases. Now is a good time for you to learn about products and to become a wise consumer.

Shampoo – Personal preference accounts for most of the differences among personal care products, including shampoos. It is important to remember that all shampoos have three basic ingredients. **Principle surfactants** are the detergents that create foam and clean hair. Manufacturers alter surfactants to make shampoos for dry, normal, or oily hair. **Modifying additives** are secondary surfactants that increase the effectiveness of the principal surfactants. They improve the condition of washed hair and affect how the shampoo looks. **Additional additives** include perfume, colors, water softeners, thickeners and preservatives. Consumers often base their choices on these subjective factors. These additional additives usually help sell a simple detergent.

Hair Conditioners – When you shampoo your hair, the cuticle – scales forming the outer layer of the hair – become ruffled. When the cuticle is ruffled, hair tangles more easily and may look dull. Shampoo also removes the oil from hair. Without this coating, hair can become dry and hard to manage. Conditioners reduce the roughness of the cuticle, so hair combs easily, looks shiny and feels soft. They also coat each hair, which counteracts static electricity and makes hair more manageable.

Conditioners contain an oil or synthetic resin that mimics the lubricating effect of sebum. Sebum is an oil released by glands in the scalp. Most conditioners contain humectants that draw moisture from the atmosphere to make hair feel softer. Quaternary ammonium compounds (quats) bond the conditioner to strands of hair. Quats

carry a slight positive electric charge to counteract static electricity. Emulsifiers keep the oil and water components properly mixed. Conditioners also have thickeners, opacifiers, antioxidants, preservatives, coloring and perfume.

Lotion – Hand and body lotions are used to prevent or relieve dryness and protect the skin. Dryness relates to the water content of the skin, and adding oily materials to the skin can help this condition. Hand lotion generally has two primary ingredients: oil and water. Oils are a variety of substances that are insoluble, which means they can't be dissolved. These compounds in lotion include fatty acids, glycols, long-chain alcohols and natural oils.

The greatest proportion of a hand or body lotion consists of water-soluble ingredients. An emulsifying agent serves as a bridge between oil droplets and the water. This agent prevents the oil and water phases of the lotion from separating. In addition to oil and water ingredients, most commercial lotions contain an antibacterial agent, preservative, fragrance and color. There are also specialized lotions created to treat various skin types, from dry, to acne prone to eczema.

Toothpaste – Toothpaste is the most widely used cosmetic product. More people use soap, but soap is considered a bodily necessity and not a cosmetic. Toothpaste is actually a soap with grit and flavoring. Some of the abrasives (grit) used in toothpaste are calcium carbonate, tricalcium phosphate and silica. These ingredients are cleaners that help remove plaque. A typical detergent that creates foam and helps remove food from the teeth is sodium lauryl sulfate. The remaining ingredients include sweeteners (sorbitol, glycerol, saccharin), flavors (peppermint or cinnamon oil and mint), thickeners (cellulose gum, polyethylene glycols – PEGs) and preservatives (sodium benzoate). Many toothpastes also contain stannous fluoride, which works to reduce tooth decay.

Activity 3

Foam Test (with shampoo or toothpaste): 1) Put 10 to 20 drops of Shampoo A into a small jar. Put 10 to 20 drops of Shampoo B in another jar. Or squeeze a small amount of Toothpaste A into a small jar. Squeeze a similar amount of Toothpaste B in another jar. 2) Fill each jar ¼ full of water. Be sure to have equal amounts in the jars. 3) Put the lid on. Then, at the same time, shake both jars 10 times.

REFLECT:
Which product made the most foam? Foam is needed for ease in cleaning. Which jar had the smallest bubbles? Small bubbles increase cleaning action. Check the second hand of a clock or watch, or use the stopwatch feature on a cellphone. Note how long it takes for each sample to lose a fourth, half and all of its foam. The longer the foam lasts, the more time you have to distribute the shampoo easily over your head and do a good job of cleaning. What does this tell you about the two products you tested?

APPLY:
Did this test cause you to reconsider or change a product? How might you share this information with family or friends?

Activity 4

Cost Comparison. Choose a product available in at least three sizes. Toothpaste is a good choice. Compare the prices of the three sizes at three different stores. Compare the price per ounce for each tube or package. Use this formula to make your comparisons.

$$\frac{\text{Cost of product = \$ or \$ = cost/ml or cost/oz}}{\text{Size of product ml or oz}}$$

REFLECT:
What did you learn about the cost of each of three sizes selected? Which size was the best value when comparing the amount purchased? Which was the most expensive? Which store provided the best price for the best value?

APPLY:
What other types of household or personal items might a comparison test like this be helpful for you or your family?

Hard vs. Soft Water

Did you know that there are differences in water? Have you heard people talk about water being hard or soft? Though water falls from the sky when it rains, the water we use or consume daily isn't all the same! Both hard and soft water have benefits and risks, but determining which you might prefer will come down to personal preference or how you plan to use the water.

As rainwater falls from the sky it is soft, because evaporation doesn't allow it to pick up minerals. Minerals are picked up as water moves across the ground, and the minerals are what make the water hard. The two types of minerals found in water are magnesium and calcium. Homeowners often believe soft water is better to have in the home because it doesn't leave mineral residue or buildup. The reality is that there isn't a "better" or "worse" type of water, though soft water, because of its lack of minerals, may make skin feel slippery, or like there is a residue. The minerals found in hard water can interact with the ingredients found in shampoos and other hair products and may make them less effective.

Activity 5

Foam Test with Hard and Soft Water. 1) Drop 10 to 20 drops of shampoo into each of two small jars. 2) Fill each jar ¼ full of water. Use soft water in one jar and hard water in the other. Be sure to have equal amounts in jars. 3) Put the lid on. Then, at the same time, shake both jars 10 times. 4) Did the product dissolve more quickly in one jar? Did one jar have more foam than the other? Did the foam last longer in one jar?

REFLECT:
Describe the differences you noticed between the hard and soft water. Which water do you have in your home? What does this experiment make you think about in terms of the shampoo you currently use?

APPLY:
How might this experiment affect the type of shampoo you purchase in the future? Do you have friends or family members who might be interested in what you discovered with this experiment? Do you think knowing about this would cause them to make changes in their future shampoo purchases?

*Please note: for Activity 5, you will need both a soft and hard water sample. If you have a water softener in your home, ask an adult if they can help you find a source of hard water. This likely means going outside your house to where you can get water for a lawn or garden. If your home has hard water, you may need to visit with a family member, friend or neighbor who has a water softener in their home.

Wardrobe planning, fashion and clothing selection

Managing Clothes – Where Will You Shop?

Many stores offer clothing. No one store is right for everyone or every clothing purchase. The more you know about the differences, the better you will be able to shop. Perhaps the first thing to consider is price. Are the prices high, medium, or low? Also think about selection. How many different categories of clothing (coats, sweaters, shirts, shoes, jeans) does the store carry? How good is the selection in these categories (or the category for which you need to shop)? Are there many different styles, colors and sizes available? Does the store carry a single brand name or several brands from which you can choose?

It's also important to think about the services the store offers and whether you will have a need to use them. Is layaway an option? Do they have someone who does alterations? Do they offer online purchases and delivery? One of the most important services is the store's return policy. Can merchandise be returned (and under what conditions)? Will you need the sales receipt and is there a limit for how long returns are offered (30, 60 or 90 days)? Sales receipts are generally required, so it's a good idea to keep sales receipts until you're sure you are satisfied with the purchase. If you can return the purchase, will the store give you a cash refund? Will they make an exchange for other merchandise?

Department stores usually offer clothing in the medium to high price ranges. They carry everything from shoes to sportswear to underwear. They offer a variety of colors, sizes, styles and brands. In addition, department stores offer many services, but they may charge for some of them. Most department stores have liberal return policies, but you should ask before you buy.

Mass merchandisers have many stores and are usually nationwide. They sell to a large number of people and, similar to the medium-priced department store, they carry fewer brands. Their policies on services and returns are usually the same nationwide.

Specialty stores sell only one type of clothing (jeans or shoes) or clothes for a particular group (men, children, or women). Prices in specialty stores usually range from medium to high. They sell fewer types of clothing categories than department stores. However, the selection of colors, sizes, styles and brands may be quite large. For example, a store that sells only jeans usually offers many sizes and

styles. Inquire about return policies because they may not be as liberal as department stores.

Discount stores usually offer lower prices than department stores or mass merchandisers. Each store carries a wide range of clothing for women, children and men. They usually offer many colors and sizes but typically offer fewer services than department stores, mass merchandisers or specialty stores.

Off-price stores sometimes carry the same name brands as department or specialty stores but at lower prices. The selection in off-price stores can be limited, especially in terms of size and color choices. Many off-price stores get merchandise from manufacturers' canceled orders, overruns, and end-of-season closeouts. Off-price stores usually offer few services, and most have strict return policies.

Factory outlets are owned and operated by clothing manufacturers. Instead of selling their closeouts, canceled orders and discounted merchandise to off-price stores, manufacturers open their own retail stores. Frequently, factory outlets carry only one brand of merchandise, so the selection is limited. Services are nonexistent or very limited, and returns may not be allowed.

Secondhand or thrift stores have become quite popular. They typically offer lower than general retail prices. Their selections may be very limited but often offer unique or like-new clothing. Generally, they do not accept returns, and other services are likely nonexistent. If you shop at these stores, it might be helpful to know some basic sewing skills which can come in handy for making needed repairs.

Look for Quality

Answer these questions when deciding if a garment is a good buy. How does the garment look on you? Does the design complement your body type and/or figure? Do the color and fabric complement your skin and hair coloring? Is the garment comfortable? Does it fit properly? A new design by a specific brand is a good buy only if the garment fits your current needs and will stay in fashion as long as you want to wear it. Your friends might wear brand name clothing because of the brand's reputation or because "everyone is wearing it." They may not be considering the quality of the garment(s).

Learn to evaluate a particular design by how a particular garment looks on you. Judge the fabric's quality by its appearance and performance capabilities. Fabrics should last throughout the time you use them and should be comfortable at the temperatures in which you'll wear them. They should be reasonably easy to care for and compatible with the garment design. Fiber content and how the fabric is made determines durability, comfort and appearance. Read labels and handle the fabric to determine its quality. Also, consider how often and how long you expect to wear the garments.

Workmanship in construction is another factor. To identify quality workmanship, you need to consider the following points.

- Garments should be cut on the grain. In most garments, the yarns or threads of the fabric run straight from top to bottom at the center front and center back.
- There should be no unnecessary pulling, bagging or sagging at the hem, collar, facings or other parts of the garment.
- There should be no unnecessary wrinkles in the collar, facing, or other parts.
- Seams should be even in width, free of puckers and finished so that the fabric won't ravel when laundered or dry-cleaned.

- Stitching should be even, width and length. The thread color should match or blend with the fabric. Stitches should be secure and unbroken. Stress points (at pockets, bottom of zippers, etc.) should be reinforced.
- Hems should be even in width, evenly stitched and not too evident from the outside of the garment. They should be finished so the raw edge won't ravel.
- Fasteners (hooks, snaps, buttons) should be in the proper location so that the garment doesn't pull. They should be stitched securely to the garment. Buttons should slide through buttonholes without unnecessary pulling or pushing. Buttonholes should be stitched securely, with no dangling threads.
- Zippers should operate easily and be securely stitched. The zipper tape should closely match the color of the fabric (unless the zipper is a design feature, in which case it may contrast) the fabric.
- Linings should be smooth and evenly stitched. The color should match or blend with the outer fabric.

A high price does not always guarantee good quality. You must know how to recognize and judge quality to get the best buy. Sometimes you don't need the best quality in a garment. Before you buy, think how often you'll wear the item and for how many years. Sleepwear and jeans are frequently worn items that have to be replaced often. It's wise to pay less for infrequently worn items, such as outfits you might wear to formal occasions. Spend more for shoes or a good winter jacket that you'll wear daily.

Activity 1

Look in your wardrobe for one type of garment of which you have several examples: T-shirts, jeans or shirts. Compare at least three different brands of the same type of garment. (If you don't own enough different brands, borrow some from a friend or try on a garment in a store). Look for the manufacturer's label and size label in each item. Compare the brands for fit and record your results by explaining the differences between brands. (Use the sample chart or make one of your own to record your results).

Name of garment_____

	Name of manufacturer	Size	How does it fit?
Garment A			
Garment B			
Garment C			

Describe how these garments fit differently.

_____

_____

_____

_____

Which garment fits best? Why do you think so?

_____

_____

_____

_____

REFLECT:
What differences did you find in the fit of the garments? Please describe. What did you find to be the most surprising as you tried them on and checked for fit?

APPLY:
How will what you learned cause you to think about a purchase of future brand name garments? Who could you share this information with, and why would you share it?

Activity 2

Choose a specific kind of garment, such as jeans, shirts, coats, or jackets. Look at three examples of the garment in one or more stores. Make a "Quality Chart" to compare the garments (see chart below). Use this rating scale: 1 = unacceptable, 2 = less than acceptable, 3 = acceptable, 4 = good, and 5 = excellent

REFLECT:
Which of the three garments would you be willing to buy? Explain your reasons.

APPLY:
How could a similar quality chart inform your decisions about future purchases?

	Garment A	Garment B	Garment C
Kind of Garment			
Design of the garment			
Quality of garment			
Quality of construction			
Overall appearance			
Fit			
Acceptable for intended use			
Price			
Total Points			

Activity 3

Make a Cost-per-Wearing Chart. Compare the cost-per-wearing of three garments from your wardrobe. For example, you could compare jeans, an item you wear to school and a special-occasion garment.

	Garment A	Garment B	Garment C
Name of garment			
Cost or purchase price			
Number of wearings * (number of wearing-per-week x number of years)			
Cost-per-wearing (divide total cost by number of wearings)			

*Use actual or expected numbers

REFLECT:
Which garment has the highest cost per wearing? What happens if you wear the garment more times per week or for more years? Which garment has the lowest cost per wearing? What happens to the cost per wearing if you don't wear a garment as often as you thought you would?

APPLY:
Give an example of how you can use a cost per use chart for other household purchases.

Activity 4

Choose a different set of garments than those you used in Activity 7. Select them from three different stores. Explain what you compared and the type of store.

REFLECT:
If there is a difference in price, can you explain the differences in price and quality? Were there differences in the store's services?

APPLY:
How can you use what you learned when it's time to make future clothing purchases?

Fit Determines Comfort

Good fit is essential for comfort. Search for a dressing room with a 3-way mirror and try on garments so that you can see not only front but side views, too. Does the garment allow you to move freely? Few garments, other than swimsuits, fit skin-tight. Extra fabric in a garment is called ease. Wearing ease keeps garments from binding when you breathe, reach, bend or stoop. If you are buying active sportswear, simulate the movements that you'll make when wearing the clothing. Swing an imaginary tennis racquet if you are buying a shirt for tennis. This might sound funny but remember, you won't be standing like a statue out on the tennis court.

Designers add additional fabric to achieve a special look. Design ease is added beyond what's needed for wearing ease. Full, gathered skirts and sweatpants have extra inches of design ease around the hipline. Oversized jackets contain a lot of design ease across the shoulders and through the chest and waistline. The amount of wearing ease depends on the fabric. With stretch fabrics or knits, the garment may need very little wearing ease. Racing pants for bicycling have very little wearing ease. The knit construction and the nylon and spandex fibers stretch and give with body movements. Racing pants do not have any design ease because extra fabric creates wind drag. Aerodynamically styled clothing can add winning seconds to the racer's speed. When buying clothes, look for enough ease for comfort, but not so much that the garment looks too big or inhibits your activity.

Activity 5

Try on a new sports or active wear outfit. Simulate the motions involved in the sport where you would wear this. Is there enough ease for you to move freely? Or does the garment bind and restrict movement?

REFLECT:
Describe how you felt in the outfit. Explain where ease is needed in the outfit and why it's needed for your sport.

APPLY:
Is this an outfit you would buy in the future? Explain why you would or would not make the purchase. If you answered that you wouldn't purchase, what would you look for instead?

Activity 6

Interview three to four members of a local gymnastics, basketball, dance (or other) team to learn what they think about how their uniforms fit. Prepare your questions ahead of time and interview the individuals one at a time.

REFLECT:
Do any of the players complain that what they're required to wear rubs or binds? If so, can you determine why other players feel comfortable in the same uniform? Do the reasons have anything to do with differences in body build? Describe what you learned.

APPLY:
How can you apply what you learned about how a person's body is built and how that impacts comfort in clothing.

SECTION 3

Color, fabric and clothing care

Color and color terminology

Refer to the color wheel located on the inside back cover of this project manual to help you understand the explanations of color vocabulary, and for the next three activities).

Color is a part of everything we do – from the clothes we wear to the items in our room and the food we eat. Color has its own language. The following are several color terms you may have learned about in school. They can also be used to think about the variety of colors found in your home or your wardrobe.

Hue refers to the color names: red, blue, or yellow green. Red, yellow, and blue are the three primary colors found on the color wheel. When any two of these colors are combined, they create secondary colors. Red and yellow make orange. Red and blue make purple. Tertiary colors are made by mixing a primary color with a secondary color. The colors on a color wheel can be used to help you decide which colors look good together. Value is the lightness or darkness of a color. A value scale begins with white and ends with black. When a color is lighter than the brightest hue possible, it is called a tint of that hue. You can make tints by adding white to a hue. Pink is a tint of red. A color that appears darker than the brightest hue possible is a shade of that color. You make shades by adding black to colors. Brown is a shade of orange.

Intensity is the brightness or dullness of a color. Full intensity is the brightest color possible. Low-intensity colors are often called dull, soft, or grayed. They also may look muddy or dirty. To make a color less intense, add either gray or the color's own complement. Complementary colors are two colors that are directly opposite one another on the color wheel. Colors also are either warm or cool. Warm colors are red, orange, and yellow. Cool colors are blue, green and purple. Warm colors remind us of heat and fire. They are stimulating and exciting. Cool colors remind us of shadows, water and trees. They are calm and quiet. You might wear intense colors together in equal amounts, but sometimes it's more interesting to combine bright and soft colors.

Combinations of bright and soft colors are more pleasing when they are combined in unequal amounts. Accent a large area of soft or dull color with a small area of bright color. For example, combine medium blue with a small amount of red. Equal areas of bright and

dull intensity usually aren't pleasing. To create a focal point or catch the eye with color, use one splash of color. You can draw attention to a particular area of your body with a focal point. For example, wear a bright scarf or tie to draw attention to your face. Let the rest of your clothing serve as a background.

Let's practice understanding some additional color terms by looking at the color wheel.

Monochromatic colors are the shades or hues of a single color. For example, pink, fuchsia, rose are all generated from the use of red. Analogous are those colors that are next to each other on the color wheel. An example would be red, red-orange and red-violet.

Pick a single color on the color wheel. The complementary color of your selection is exactly opposite that color on the color wheel. When trying to understand what is meant by split-complementary colors, start with a single color of your choice and then identify the complementary color. The color on each side of the complementary forms the split-complementary when added to the originally selected single color.

Triadic colors are three colors spaced equally apart from one another on the color wheel. Red, yellow, and blue are examples of triadic colors. If you used a ruler to draw lines on a color wheel to connect those three colors, you would have a triangle with three equal sides. A square color scheme combines four colors that are spaced evenly around the color wheel.

Activity 1

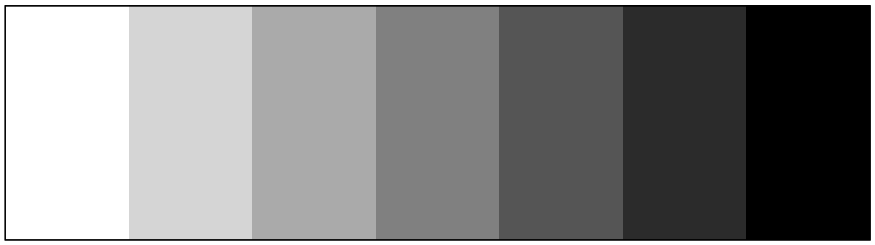
Use watercolors or poster paints in only primary colors of red, yellow, and blue to learn how the primary colors are mixed to form secondary and tertiary colors. Then form a 12-color color wheel and label the colors.

REFLECT:
How are the colors related to one another? Do you have a favorite color?

APPLY:
How does seeing secondary or tertiary colors develop before your eyes change how you see or think of colors? Please explain.

Activity 2

Use watercolors or poster paints to make a value scale similar to the one you see here. Remember that value is the lightness or darkness of a color. Start with white. Add a bit of black to make a light gray. Then add another bit of black to create a darker gray. Continue adding more black until the swatch is completely black. The next activity will help you understand how value is applied to colors.



REFLECT:
What surprised you most about creating the value scale? Which part of creating the value scale did you enjoy the most? And why?

APPLY:
Find a black and white photograph and spend some time studying it. Besides seeing black and white in the photo, how many different shades of gray do you see? How does value help you to see what is in the photo besides black and white?

Activity 3

This activity will help you learn about six major color schemes: monochromatic, analogous, complementary, split complementary, triadic, and square. Use watercolors, poster paints, fabric swatches, paint chips or samples, or pictures to show your understanding of four of the major color schemes.

REFLECT:
What is your favorite scheme, and why? Do any of the outfits in your wardrobe use these schemes? Does the proportion or the amount of the color used affect how you like the scheme?

APPLY:
How can you use the knowledge of these color schemes the next time you select an outfit? Which color scheme would you like to use, and why? Are there any that you would choose not to use? If so, why?

Fabric

Fibers used in clothing are either natural fibers, manufactured fibers, and/or blended fibers.

Natural Fibers: Natural fibers come from animals or plants. The most common plant fibers used in clothing are cotton and linen. The most common animal fibers used in clothing are wool (commonly comes from sheep, goats, rabbits, llamas or alpacas) and silk (which is made from the cocoons of silkworms that have fed on mulberry leaves).

Manufactured Fibers: Manufactured fibers are made from chemicals. Common examples of manufactured fibers used to construct clothing are polyester, nylon, spandex, and acrylic.

Blended Fibers: Blended fibers are a combination of natural materials and manufactured materials. Examples of blended fibers are polyester/cotton, nylon/wool, and rayon/acetate.

Fabric is made in three basic steps. The first step in creating fabric is to harvest and process the raw, natural fibers by spinning the raw fibers into yarns and threads. Most spinning today is done by a spinning wheel, where the fibers are drawn across the wheel and as the wheel spins, the fibers are made into a long strand of thread or yarn that is collected on a bobbin.

In the second step, bobbins are moved to a machine called a loom, where the thread or yarns are joined together by a process called weaving to form fabric. Two sets of thread or yarn are required for weaving. The first set of bobbins holds what is called the warp threads, which are stretched across the metal frame on the loom. The second set of bobbins holds the weft threads that are connected to metal rods. The loom is controlled by a computer that lets the metal rods know how the weft threads will be woven into fabric. The weft threads are repeatedly woven over a warp thread, then under the next warp thread.

After fabric is woven, the third and final step is processing of the fabric. It is first cleaned and bleached so that there is a purified white base color. A variety of chemicals and cleaners are also used to remove impurities that are found in most fibers. Before the fabric can be sent to the companies that manufacture clothing and textiles, color (and in some cases design) is added.

Activity 4

Using the internet with an adult's permission, books or knowledgeable individuals, research the advantages, disadvantages, and possible uses of the following fiber types.

- cotton
- linen
- silk
- wool
- acetate
- rayon
- acrylic
- nylon
- polyester

REFLECT:
How would you explain the advantages and disadvantages of your favorite fiber type to another 4-H member or trusted adult? Why should you know and understand the fiber types of clothing items?

APPLY:
How would you apply what you learned in this activity the next time you plan to go shopping for clothing items?

Care Labels and Caring for Your Clothing

You may wonder about the labels you find sewn into the seam of a garment or maybe even printed inside the back neckline of some shirts and tops. Likely the most important information you'll find on a label – and the reason people read them – is to learn the size, type of fabric and how it should be cared for. The right care is important for every clothing purchase you make. Following the directions for cleaning your garments should help keep them looking new, and they should last longer when properly cared for. Additional information you should find on the clothing is the country where the garment was manufactured. It is also likely that you will find some labels with symbols that may not be familiar to you. If you would like to learn more, with adult permission you may wish to do an internet search for laundry care symbols and their meaning. You may be surprised by what you discover!

The washer and dryer may be two of the most important appliances in your home. Sometimes, people don't have a washer and dryer in their home, so they use a business called a laundromat or coin laundry, where they pay to use the washers and dryers. Although it takes time to load your dirty laundry and take it there, you can wash and dry multiple loads at one time before returning home with clean items. When doing the laundry that has been sorted, it is important for you to know how to operate the washer and dryer. Be sure to check with a parent or another adult to help you learn how these machines work. They may also want to tell you about the importance of safety with both appliances.

There are many brands and models of washers and dryers. Some basics about each will be helpful for you to know. There are two types of washers: front-loading and top-loading. The HE in washers stands for high efficiency. These high-efficiency washers use less energy and water than top-loading washers. Detergents that are labeled HE are typically recommended for use in these washers. All washers generally

have at least three basic cycles. The normal or "regular" cycle likely is the most used. As you are learning the basics of assisting with doing the laundry, we recommend that you work with an adult after sorting the clothes for laundering so they can help you learn the differences in the washing cycles. We also recommend adult assistance with learning to use the dryer. The following pointers will help you with other things you need to know before "doing" the laundry.

Simply rinsing clothes in water will not clean them. Without soap or detergent, water remains on the surface of the fabric. The water drops clump together and do not spread, mix with dirt, or penetrate the fibers. Water hardness affects how well soaps and detergents work.

Water hardness is measured by the amount of calcium and magnesium (minerals) in the water. This measurement is usually expressed in "grains" per gallon. Generally, water with 0 to 3 grains hardness is considered soft. Water with more than 10 grains is very hard. Over 18 grains of hardness is so extremely hard that no amount of detergent will provide thorough cleaning. Indiana's water hardness ranges from about 4 to 38 grains-per-gallon. If the water hardness exceeds 10 grains, it helps to install a water softener (a salt-based solution) or a water conditioner, which is less expensive and is more eco-friendly. Another option is to purchase water softening products that can be added to the wash water.

Pretreating. Accidents will happen! Garments frequently become stained through normal wearing, resulting in the need for special attention. The earlier you treat spots or stains, the easier they are to remove. For oily stains, like those that occur on shirts or blouse collars, treating them with one of several commercial pre-wash products may be helpful. They are available as sprays, liquids, or sticks. Pre-wash products are effective for food and oily stains. Applying a liquid detergent or rubbing with bar soap is another useful technique.

Detergents have several functions. They remove, emulsify, dissolve and suspend soil in a washing solution. Detergents contain two important ingredients – surfactants and builders. Surfactants are wetting agents. They lower the surface tension

of water. Wetting agents permit water to spread out, penetrate fabrics more evenly and remove many water-soluble soils. Builders upgrade or protect the cleaning efficiency of surfactants. They also soften water, emulsify oil, suspend loosened dirt and maintain the desired alkalinity. Phosphates, carbonate, silicates, citrates and aluminosilicates are examples of builders. These are ingredients you may find on detergent labels.

Detergents come in several forms – liquids, powders and tablets. When mixed with water they create low or high amounts of suds. Detergents, not the amount of suds, get clothes clean. Too many suds can interfere with the washing action of a washing machine and can be difficult to rinse from clothes. Use the amount recommended on the package. To be sure of your amount, you measure the detergent. Use enzyme products for protein-based stains, such as grass, blood, food, ground-in dirt and perspiration. Dissolve powders completely before use or they may leave small white spots on fabric.

Laundry additives may also be helpful in laundering. Bleach helps remove problem stains, keeps white fabrics white, disinfects and deodorizes. Chlorine bleach performs all of these functions. Oxygen bleach does not offer as much bleaching power as chlorine bleach, but it is safe to use on most washable fabrics, finishes and colors. All bleaches are designed for use with detergents.

Fabric softeners help make clothes softer, minimize wrinkling and reduce static cling. They come in liquid or disposable sheets. Pouring liquid fabric softener directly on garments may cause greenish blue or blue-gray stains. Fabric softeners can build up on the fabric if you use too much or if used every time the fabric is laundered. Using too much fabric softener reduces the absorbency of the fabric.

Setting the washing machine isn't an exact science. The clothes need to circulate freely in the wash basket during washing and rinsing. Varying the size of items in the wash load helps washing action. A load made up of two sheets plus a number of small garments allows items to circulate freely. To save water and detergent, adjust the water level to fit the size of the load. Experience will help you decide what level to select. Read the owner's manual or ask an adult how to select the water temperature and wash cycle for the machine. Read permanent care labels on garments when selecting the water temperature and wash cycle.

Use hot water (approximately 130° F) for sturdy, all-white items such as socks, T-shirts, underwear and towels. Hot water is best for removing most soils from fabric. Also, detergents and bleaches are most effective in hot water. Warm water is a 50/50 mix of hot and cold water. It should be about 100° F. Although not as effective in removing soil, warm water is best for delicate fabrics and permanent-press items. Cold water is ineffective for removing heavy, greasy soil. If you want to save energy, use cold water for lightly soiled, delicate fabrics. Cold water is less than 60°F and it can be much colder in winter.

While some loads of heavily soiled garments may require a hot water wash, most loads can be washed effectively in warm water. You can compensate for the reduced effectiveness of detergents in cold water. Simply increase the amount of detergent used, bleach whenever possible and pretreat stains. Many washing machines have set rinse water temperatures. When selecting a hot wash, you also select a warm rinse. When selecting a warm wash, you get a cold rinse. A cold rinse is best for permanent-press, wash and wear, and synthetic fabrics because it minimizes wrinkling.

The "regular" agitation and spin speeds are designed to give the best cleaning and water extraction for sturdy fabrics and well-made garments. Some washers have a "gentle" or "delicate" cycle. A "gentle" cycle slows both the spin and agitation speeds. A "delicate" cycle automatically divides the wash and rinse times into brief periods of agitation, alternated with soaking periods. Garment construction and fabric sturdiness are the best guides for determining which cycle to use if that information isn't included on the permanent care label.

Don't over-dry. Most dryers give you several choices of heat selection and drying time. Permanent press cycles allow for cooling-down periods. End-of-cycle signals prompt you to remove garments immediately. Follow care labels to determine drying requirements. Heavy fabrics are best dried together because they require a longer drying period than lighter items. Use small loads when drying large, bulky items. When drying small loads of lightweight items, add one or two bath towels to get the best tumbling action. Over-drying can shrink garments. To avoid wrinkling, hang or fold them immediately.

Iron and press if needed. Many permanent-press fabrics and those with special fabric finishes may not need ironing. They may require only touch-up pressing. However, many fabrics made of natural fibers, such as cotton, do require ironing for a smooth, neat appearance. If garments need ironing, remove them from the dryer while they're slightly damp or dampen them with a small spray bottle or mister. Iron delicate garments and clothing requiring low iron temperatures first. It can take 10-12 minutes for an iron to cool from a high to a low temperature, but it takes only a few seconds to increase the heat. To avoid stretching items when pressing them, always follow the direction of the yarns in the fabric. Some garments may need touch-up pressing between wearing. Never press a dirty or stained garment.

Activity 5

Select six garments from your wardrobe and study the care labels. You may wish to create a chart to record your results.

REFLECT:
In what country(ies) were your garments made? Do the care instructions vary based on where the garments were made? Do the labels provide you with the needed information to appropriately care for the garment? How many different fiber types did you find on the six garments? What was the greatest number of fiber types you found in a single garment?

APPLY:
How can you share what you learned about care labels with others?

Activity 6

Create a household stain removal kit. Make a list of the most common stains you need to deal with in your family laundry. With adult permission, look online for a stain removal chart (there are several different types). Compare the information and select one to download that meets the needs of your family. Print it off and include it in your stain removal kit. Compare items that are readily available at home with commercial stain removal products. Use this information to create a stain removal kit. Make sure to include your reasons for selecting each item in the kit.

REFLECT:
What are the most common stains that you need to deal with in your family laundry? What did you learn from the stain removal chart you printed? How has the chart been useful for your family?

APPLY:
Where else in your home might you be able to use items from your stain removal kit?

Activity 7

Sort the family laundry. Make sure there are at least 8 different types of garments or items. Create a chart with what you discovered.

REFLECT:
How many loads did you have? How will the washing machine need to be adjusted for any special loads? Will any special detergent be needed? What was the dirtiest item? Did you have a need for stain removal on any of the garments? What type of clothes did you have the most of? What garment or garments required the gentlest care? Did you learn new skills during this activity? If so, please explain.

APPLY:
How can you share with others what you learned from this activity? If you had the chance to share information with others, please describe what you shared.

Activity 8

Do the family laundry for one week and record your experiences.

REFLECT:
How many loads did you do? How did you sort the clothes? How did you set the machine for each load? What laundry products were used? How did you dry the clothes, and if you used a dryer, how was it set? Were there any items you needed to press? If so, please describe what they were. Was pressing a new experience for you?

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

Activity 9

Examine the labels of several different laundry detergents. You might include laundry tabs or pods and homemade laundry detergent. With adult permission, you might want to search the internet for a homemade laundry detergent recipe. Compare the amount that each detergent requires for washing clothes. Create a chart that shows each detergent and the amount used per load.

REFLECT:
What additives are in the detergents and what do they do? Are there additives that would be helpful for your family's needs or should not be used by your family? Does anyone have allergies to any of the additives?

APPLY:
If you have a friend or family member who has allergies, how would share what you learned about laundry additives? And why would you share the information?

Activity 10

Find two items in your family's wardrobes that need to be hemmed or have repairs made to the hems. Make the repairs. Determine if they need to be hemmed with the sewing machine or by hand. Is this an item that could be repaired by using a hemming tape product? Take a before and after photo of the repairs you made. If you have not yet learned how to sew or repair a hem, you may be able to find an adult who can teach you how. Another option, with adult approval, would be to conduct an internet search on how to do the repairs.

REFLECT:
Describe the items that needed repair and which process you used to make the repairs. Was this the first time you hemmed an item or repaired a hem?

APPLY:
How could you utilize hemming skills in the future? Who else do you know who might benefit from learning to hem their clothing?

Activity 11

With adult approval, search online for suggestions on how to organize your clothes with simple, do-it-yourself ideas. Plan and reorganize your most unorganized space.

REFLECT:
What was your most unorganized clothing space? What did you do to reorganize this space? Have you been able to maintain your organization since you did this activity? Did you purchase any special items for organizing or did you make something yourself? Include before and after photos with your answers.

APPLY:
If you were to do this activity again, what space would you organize and why? How can researching and creating storage spaces help in your home?

SECTION 4

Money and Careers

Understanding clothing prices

Retailers price items to sell. Sometimes when those items do not sell in the time period that a retailer predicts, the retailer needs to make room for the next season's items before what is currently in stores becomes undesirable. As a result, the items are sold at a discounted price, often labeled as "sale" or "clearance" items. You can sometimes make a great buy if your timing is right (such as close to the end of a retail season) and a retailer has the size you're looking for.

Activity 1

Visit a local retailer that sells clothing. Look at the price ranges for this activity and find articles of clothing, shoes, or accessories at full price that you would like to wear within these categories. If you cannot locate an item within the given price range, indicate that below.

The store(s) I visited:

_____

Price range	Article of clothing, shoes or accessory	Price
Up to $10.00		$
$10.00-$25.00		$
$25.00-$50.00		$
Over $50.00		$

Now explore the store for sale or discounted items.

Price range	Article of clothing	Original price	Sale/discounted price
Up to $10.00		$	$
$10.00-$25.00		$	$
$25.00-$50.00		$	$
Over $50.00		$	$

REFLECT:
What surprised you about your clothing, shoe, or accessory finds? If you were to purchase all of the items you found at full price, what would you have spent? If you purchased all of the sale items you found, how much would you have saved versus paying full price for those same items?

APPLY:
If you were responsible for purchasing clothing for your family or household, how would you take advantage of the changing of the seasons or overstock of store items? Would you prefer to spend more money when trends are new or wait a little bit to save some money? Why did you choose that response?

Activity 2

Many retailers provide sale or discount events that will save consumers money compared to paying the manufacturer's suggested price. This can be done in various ways; some will save you money, and others will entice you to spend more money without realizing it. Explore different types of sales and discounts and explain them in your own words.

Buy One, Get One (BOGO Sale): _____

_____

Name a store or item you have noticed that uses this type of sale:

_____

30% Off Sale: _____

_____

Name a store or item you have noticed that uses this type of sale:

_____

$5 Off Sale: _____

_____

Name a store or item you have noticed that uses this type of sale:

_____

Price Matching: _____

_____

Name a store or item you have noticed that uses this type of sale:

_____

Bag Sale (most often found at small thrift stores): _____

_____

_____

Some stores use the "Buy More, Save More" sales pitch. How is this beneficial or detrimental to the customer? How is this beneficial or detrimental to the business?

_____

_____

_____

If you want to purchase a shirt that retails for $25 and the rack says items are being sold at 30% off, what will the subtotal on your receipt be?

_____

If you want to purchase a pair of pants online that retails for $45 but has been marked down by $3, and you find a coupon code for 20% off, what will the subtotal in your shopping cart be?

_____

If you want to purchase athletic shoes that retail for $75 and are being sold at 10% off, what will the subtotal on your receipt be?

_____

Indiana's sales tax is currently 7%. When you add sales tax, what will your receipt total be?

_____

REFLECT:
In what ways does learning how to calculate subtotals help you in the decision-making process? When might a sale or discount event entice you to spend more money than you originally budgeted for or planned?

APPLY:
What types of sales or discount events are worth attending? Which types of sales or discount events are worth avoiding?

Learning about personal style and your clothing

The purpose of this next activity is to begin thinking about personal style in terms of your clothing selections, the quality of garments, and the ways in which parts of a wardrobe can be seen as an investment. According to the Collins Dictionary, a trend is "something that becomes accepted or fashionable, and that a lot of other people copy." Trends often emerge quickly and then fade as the next trend is set. A timeless item is considered something "so good or beautiful that it cannot be affected by changes in society or fashion."

Activity 3

Interview an individual who you think has good style. Ask about their wardrobe. Create your own questions or use some of the questions provided below. Record the questions and responses.

- What are some memorable clothing trends you adopted?
- What trends did you choose to avoid, and why did you avoid them?
- How would you describe your personal style preference?
- Where do you purchase most of your favorite wardrobe items?
- How willing are you to adopt clothing trends as they develop, and why do you feel that way?
- What items do you currently have that you would consider "on trend?"
- How do you determine your clothing budget, especially as it relates to trends?
- In your opinion, what is the highest quality item you own?
- How do you blend timeless, quality items with trendy items?

Sources:
https://www.collinsdictionary.com/us/dictionary/english/fashion-trend
https://www.collinsdictionary.com/us/dictionary/english/timeless

REFLECT:
How do your personal thoughts about purchasing trendy items match or differ from the person you interviewed? What clothing item(s) do you have that are considered trendy and may last for only a short while? What clothing item(s) do you have that are considered timeless and high quality, likely wearable for years?

APPLY:
How do you define quality as it relates to clothing, shoes, or accessories? Who is someone you see as stylish? What makes that person stylish?

Thinking about a career – learning about product development

Product development is anything involved during the process of developing a product and getting it to market. Product development can also involve revising current products. An important part of product development is collecting and giving feedback on the products.

Activity 4

Locate at least 2 pieces of clothing or fabric that are freshly stained. Choose 2 different pretreatment sprays or laundry detergents to "test" on these stains. Pretreat each piece of clothing or fabric with a different pretreatment spray or detergent. Handwash or use a machine to wash each piece of clothing or fabric separately. Prepare a verbal or written report to share your results. Also include any recommendations for product improvement and product marketing.

REFLECT:
How did you decide which product was the best for removing stains? What information would be important to include when giving product feedback to a manufacturer?

APPLY:
How could you test and provide feedback on other products used in the clothing and textile industry? Please give examples of products and how you would test them.

Glossary

Additives – substances added to grooming products in small quantities to improve or preserve them.

Blended fibers – a combination of two types of fibers to change or improve the texture of the fiber.

Complementary colors – two colors that are directly opposite one another on the color wheel.

Detergent – a powder or liquid used to clean clothes.

Emulsifier – a substance that keeps oil and water from separating.

Hard water – Water that contains high levels of minerals.

Hue – refers to the color names: red, blue, or yellow green.

Intensity – the brightness or dullness of a color.

Manufactured fibers – fibers that are made from chemicals.

Monochromatic colors – the shades or hues of a single color.

Natural fibers – fibers that come from plants or animals.

Primary colors – red, yellow, and blue (as found on the color wheel).

Principle surfactants – the detergents that create foam and clean hair.

Secondary colors – are created by combining any two of the primary colors.

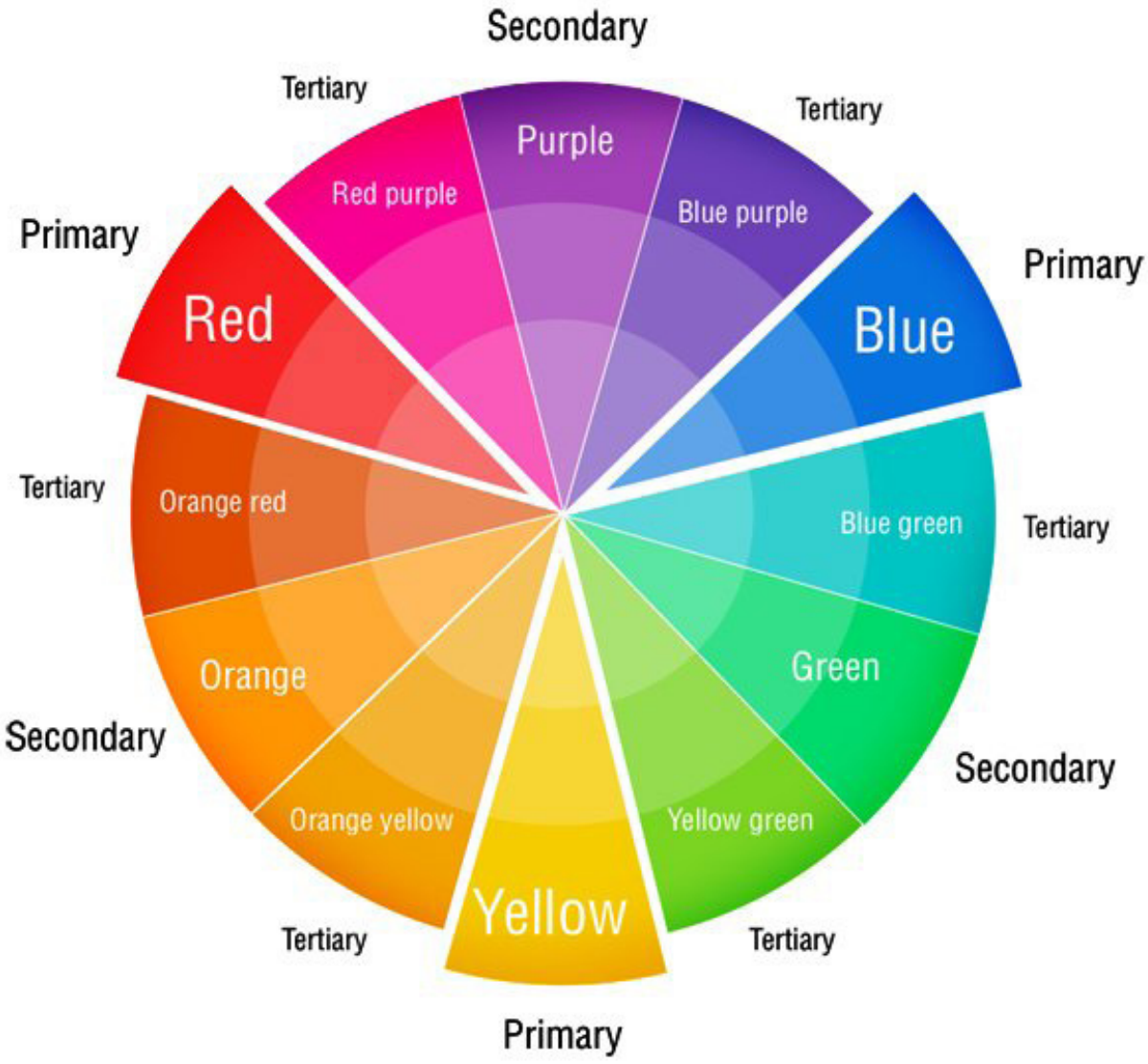
Soft water – Water that has been treated to reduce the level of minerals, such as magnesium or iron.

Tertiary colors – colors that are made by mixing a primary color with a secondary color.

Thrift stores – stores that offer unique or like-new clothing at lower than general retail prices, though their selections may be very limited.

Value – the lightness or darkness of a color.

Color Wheel



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Advanced Level

Consumer Clothing

Table of Contents

Note to Project Helper **3**

Experiential Learning Model **4**

Acknowledgments 4

Project Guidelines **5**

Having Fun with Consumer Clothing **6**

Are you ready? 6

Your project helper..... 6

Demonstrations 6

Section 1: Self-esteem and Personal Grooming **7**

Activity 1 8

Activity 2 9

About Grooming and Cosmetic Products — Claims and Labels 10

Activity 3 11

Activity 4 12

Activity 5 12

Section 2: Wardrobe planning, fashion and clothing selection **13**

Activity 1 13

Activity 2 18

Activity 3 19

Activity 4 19

Activity 5 19

Fashion 20

Activity 6 20

Clothing selection 20

Activity 7 21

Activity 8 21

Section 3: Color, fabric and clothing care ... **22**

Learning About Personal Colors 22

Activity 1 23

Fabric Types, Garment Designs, Accessories and You 24

Activity 2 27

Activity 3 27

Fabric care 28

Activity 4 30

Activity 5 31

Activity 6 31

Activity 7 32

Activity 8 32

Activity 9 32

Section 4: Money and Careers **33**

Price Hunt 33

Activity 1 33

Activity 2 35

Activity 3 36

Clothing and Textile Careers 37

Activity 4 37

What is a job description? 38

Creating a resumé 38

Activity 5 38

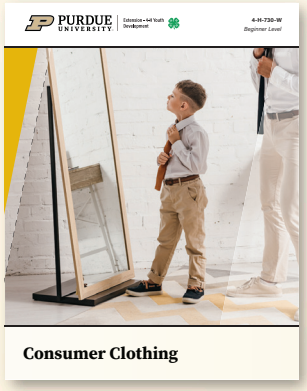
Activity 6 39

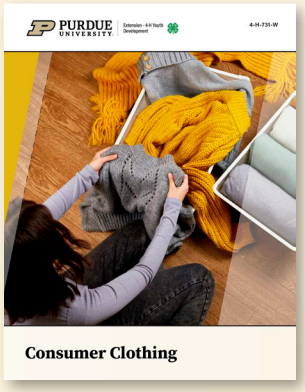
Activity 7 39

Activity 8 39

Glossary **40**

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:

SECTION 1
Self-esteem and personal grooming

SECTION 3
Color, fabric and clothing care

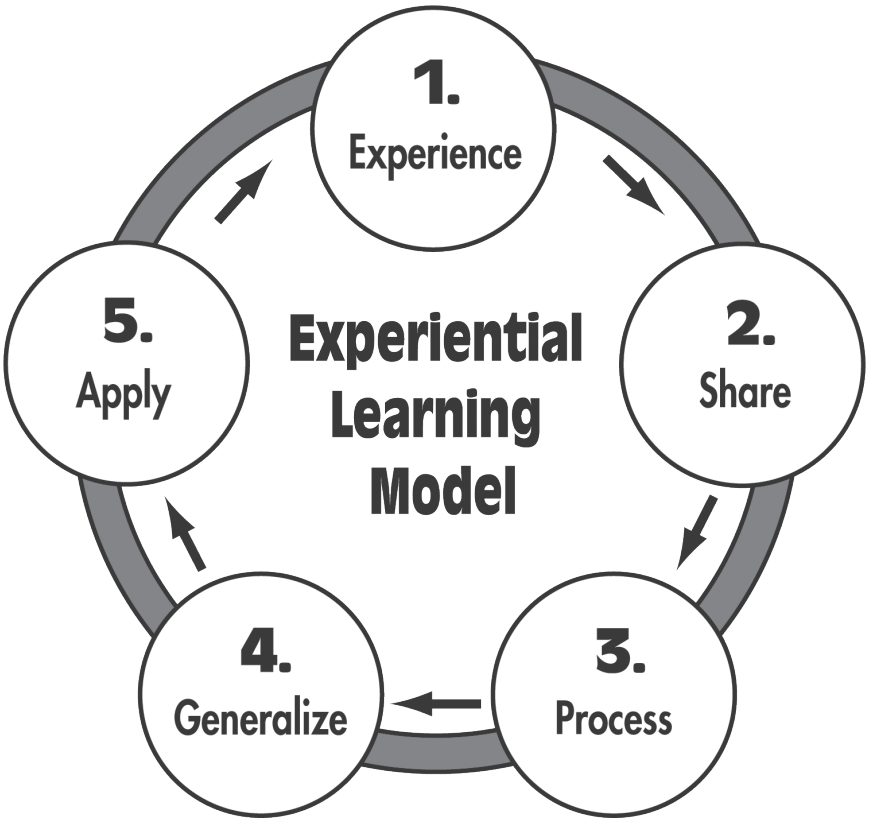
SECTION 2
Wardrobe planning, fashion and clothing selection

SECTION 4
Money and careers

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"
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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.

SECTION 1

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.

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?

Activity 5

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

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.

SECTION 2

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 1

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 ½ to ¾ 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 ½ 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 ½ to ¾ inch longer than the sleeves you'll wear underneath.

Activity 2

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 3

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 4

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 5

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 6

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?

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?

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

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 7

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.

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.

Activity 8

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:
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?

SECTION 3

Color, fabric and clothing care

Learning About Personal Colors

We each have different skin, hair, and eye colors. When it comes to color and your clothing, there are some colors that complement your personal coloring. The secret is to learn which colors make the most of your appearance and which colors to use in moderation.

Start with your personal coloring – hair (your natural color), eyes and skin (without makeup). Skin tone is the most important factor in determining the best colors for you, although hair and eye colors are important too. Look at yourself in natural daylight. People with cool coloring have more blue or blue-pink tones and tend to look best with greys, browns, blues, greens and purples. Those with warm coloring have more yellow (even orange) tones and look best with either bright or light colors.

Regardless of your race or ethnicity, your skin has either a blue or yellow undertone. The same underlying pigmentation is in your hair, the whites and iris of your eyes and even your teeth. As you grow older, your natural coloring fades, but the undertones always remain the same.

To determine hair and eye color, examine yourself in front of a mirror in daylight. What do you see? Ask a parent or friend to help you. Color is subjective. We don't all see or interpret color pigments the same way. One person may see the color turquoise as blue, but someone else will call it green. The undertone in your personal coloring clues you in on your best colors. If your undertones are blue, all colors with an undertone of blue will be good for you. If you belong to the yellow group, the colors you wear should be those with yellow undertones.

The challenge is to see the undertone in your own coloring. This ability is particularly important. In the fashion world, tints and shades have new names each season. Blues can be called navy, denim, sky, cadet, sapphire, turquoise or aqua, etc. You must be able to see which blues flatter your coloring. Don't just rely on this year's fashion names.

The dominant values of your skin, hair, and eyes may be light, medium, or dark. There may be a great contrast in value between your skin and hair color, or they may be similar. Your hair and eyes may be very bright or more neutral.

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 1

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 2

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.

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?

Activity 3

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 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 4

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 5

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?

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?

Activity 6

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:
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 7

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.

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?

Activity 8

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.

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?

Activity 9

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:
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?

SECTION 4

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 1

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 2

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 3

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 4

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 resumés change over time and may look quite different from one industry or occupation to another. Employers utilize resumés 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 resumés available, and there are many tools you may find helpful online.

Activity 5

Job descriptions and resumés

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 resumés. 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 6

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.

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?

Activity 7

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?

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?

Activity 8

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:
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.

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