

DYNAMICS OF CLOTHING I

UNIT VI: *CLOTHING CONSUMERISM*

TOPIC A: **EFFECTIVE CONSUMER SKILLS**

OBJECTIVE: Students will be able to use effective consumer skills when planning for and/or purchasing clothing articles.

CONCEPT: Having the skills to be a smart consumer is important for individuals and families. Students need to know how to be smart shoppers and realize maximum benefits from their clothing dollars.

COMPETENCIES:

1. Develop effective personal consumer skills by:
 - A. Identifying indicators of quality in garments.
 - B. Analyzing the quality of workmanship, fabric, and design of clothing in relationship to cost.
 - C. Recognizing the importance of proper fit for maximum wardrobe value.
 - D. Considering alteration and/or repair options when purchasing ready-made clothing.
 - E. Comparing the costs of care in time and dollars.
 - F. Assessing ways to save money on the costs of clothing.
 - G. Familiarizing oneself with current labeling laws.
 - H. Being aware of commonly used advertising gimmicks.
 - I. Identifying various types of retail stores.
 - J. Comparing costs, advantages, and disadvantages of cash purchases vs. credit purchases.

ACTIVITIES/OPTIONS

SUPPLIES NEEDED

- | | |
|---|---|
| 1. Sharp Shopping | Copies of student activity guide (I-VI-13) |
| 2. <u>Judging Clothing Workmanship</u>
Video | Video/video player
Copies of student activity guide
(I-VI-14 and I-VI-15) |
| 3. Quality Quotient | Copies of student activity guide (I-VI-18) |
| 4. Quest for Quality | Copies of student activity guide (I-VI-19) |
| 5. Analyzing My Acquisitions | Copies of student activity guide (I-VI-20) |
| 6. New Life for Old Rags | Examples of renewed garments, or
Examples of new garments with needs
for minor changes, or
Slides of garments before and after
Camera and film |
| 7. Compare the Care | Copies of student activity guide (I-VI-21) |
| 8. <u>Stretching Your Clothing Dollars</u>
Video | Video/video player |
| 9. Labeling Laws and Hangtags | Overhead transparencies
(I-VI-25 and I-VI-26)
Copies of student activity guide (I-VI-27)
Supplies for making hangtags:
- pellon, oak tag, fine felt markers |
| 10. Advertising Gimmicks | Copies of student activity guide (I-VI-28) |
| 11. For Sale Retail | Copies of student activity guide (I-VI-30)
Butcher paper and markers |
| 12. Cash vs. Credit | Depends on activity chosen |

ACTIVITIES/OPTIONS

information. Have some examples of hangtags available to demonstrate how different manufacturers use them and the information, or lack thereof, to be found on hangtags.

Have the students use the student activity guide, LABELING LAWS AND HANGTAGS, to develop the designs for making a hangtag and garment label for an article of clothing they are making or have recently made. After the students have completed their designs, provide supplies for them to make the actual hangtag and garment label. (Pellon interfacing can be used for the garment labels and oak tag can be used for the hangtags.)

Option 10: Advertising Gimmicks

Introduce the students to the types of advertising gimmicks used to entice consumers to purchase particular products. As each gimmick is introduced, have the students identify current ads that fit into that gimmick category. This activity can be done verbally as a class or written individually on the student activity guide, ADVERTISING GIMMICKS. If the students can't readily identify ads that fall into these categories, have them take the assignment home and complete it as they watch television or listen to the radio.

Option 11: For Sale Retail

Introduce the students to the six (6) major types of clothing retail stores. Give each student a copy of the student activity guide, FOR SALE RETAIL, to fill in the descriptions as they are presented. Then divide the class into small groups and have them identify some advantages and disadvantages of each type, and some stores of each type.

Hang large pieces of colored butcher paper (six colors if possible) around the classroom and have markers ready. Bring the class back together and have six (6) students be recorders—one for each type. Together review the advantages and disadvantages of each category, and list stores that fit into each category. Have the recorders put this information on the butcher paper as it is covered.

Note: If the teacher has the teaching aids box for Fashion Strategies, materials for this activity are included therein.

Option 12: Cash vs. Credit

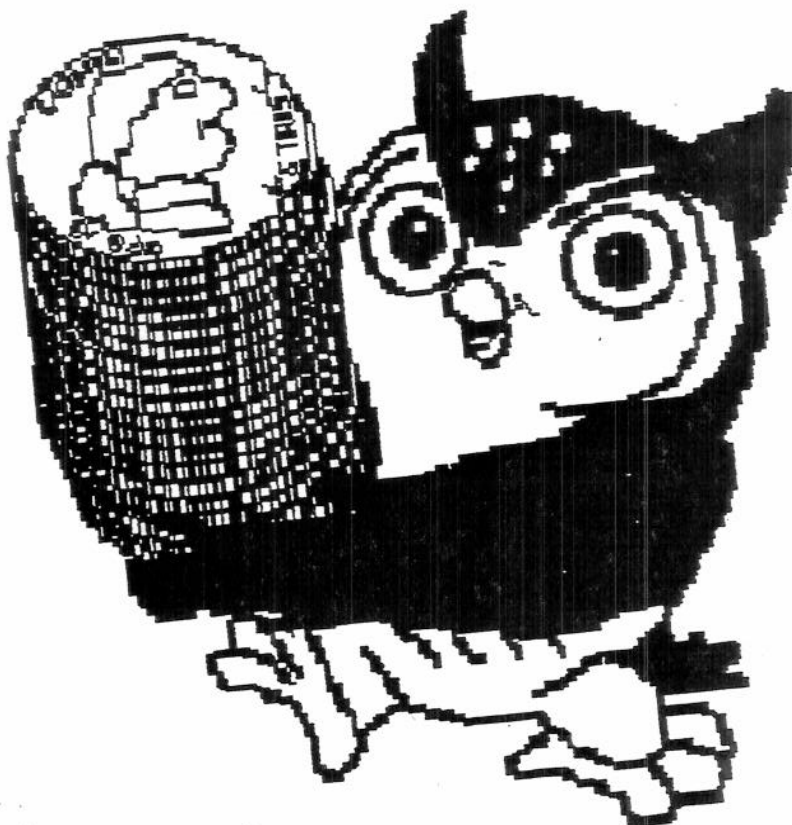
The purpose of this activity is for students to understand how credit costs can significantly increase the real price of the garment. Here are several ways this can be accomplished:

- 1) Using actual figures, illustrate the purchase costs, credit costs over a given period of time, and the total cost.

ACTIVITIES/OPTIONS

- 2) Have each student choose a fairly expensive clothing item at a local store (or through a catalog) he/she might like to purchase. (They may have to do some pretending.) Then have them find the interest rate charged by the store or credit card, determine the number of months they would take to pay for it (or just use 12 months to make life easier), and figure the interest that would be added during the year. If necessary, enlist the help of a math teacher to figure the interest costs.
- 3) There are U.S.D.A. Extension materials available with 4-H activities already developed. See your local extension agent.
- 4) If you have access to the textbook, Teen Guide, from Glencoe/McGraw Hill, 1990, there is an excellent section on the cost of credit.

The advantages and disadvantages of paying cash and buying on credit should also be identified. For example, it is much easier to return an item if it has been charged.



RESOURCES**Videos**

JUDGING CLOTHING WORKMANSHIP, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61702. 1-800-727-5507. Catalog No. 2101.

STRETCHING YOUR CLOTHING DOLLARS, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61702. 1-800-727-5507. Catalog No. 2120.

Books

Rasband, Judith, HOW TO CLOTHE YOUR FAMILY, Deseret Book Company, Salt Lake City, UT. ISBN 0-87747-904-6.

Chamberlain, Valerie, TEEN GUIDE, Glencoe/Mc Graw Hill Publishing Co., P.O. Box 543, Blacklick, OH 43004. 1-800-452-6126. Catalog No. 0-07-007847-5; Teacher Resource Center, 0-07-007848-3.

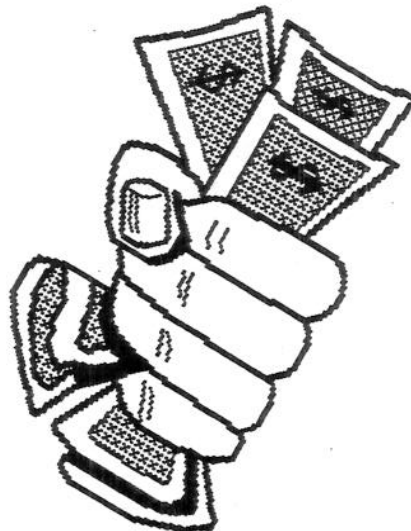
Other Activities

CONSUMER CLOTHING, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61702. 1-800-727-5507. Catalog No. 2121.

- an activity workbook with 20 projects supporting key clothing concepts.

4-H Programs, USDA Extension Services

Fashion Strategies Curriculum, Utah State Office of Education



ASSESSMENT/EVALUATION QUESTIONS

3. Some factors that influence the price of a garment are:
- Number of details
 - Types of trims
 - Designer labels
4. The types of details, such as side pockets vs. welt pockets, may influence the price of a garment.
- A.* True
B. False
5. Two garments made of cotton-like fabrics but in different designs will probably cost the same.
- A. True
B.* False
- C. Recognizing the importance of proper fit for maximum wardrobe value.**
1. Clothing that fits correctly provides one with a feeling of confidence.
- A.* True
B. False
2. Ill-fitting clothing can make a person feel very uncomfortable.
- A.* True
B. False
3. Proper fitting comes easy for most people.
- A. True
B.* False
4. When I have a piece of clothing that doesn't fit quite right, I: _____
- _____
- Answers will vary
- D. Considering alteration and/or repair options when purchasing ready-made clothing.**
1. An article of clothing that is marked down because it needs a small repair is usually bad merchandise.
- A. True
B.* False

ASSESSMENT/EVALUATION QUESTIONS

2. If an article of clothing fits perfectly and is just the right color, but it is way too long, it is better not to buy it.
A. True
B.* False
3. Having some sewing skills can provide you the opportunity of saving money on the costs of clothing purchases.
A.* True
B. False

E. Comparing the costs of care in time and dollars.

1. It is more important to buy what looks good than worry about the costs of maintaining a garment.
A. True
B.* False
2. It is important to consider the time involved in caring for a garment at the time of purchase.
A.* True
B. False
3. The costs of care over a period of time can easily exceed the original price of the garment.
A.* True
B. False
4. For people who are on a restricted budget, dry cleanable clothing is the most economical way to go.
A. True
B.* False
5. Clothing that can be washed at home costs more to maintain than clothes that are dry cleaned.
A. True
B.* False

F. Assessing ways to save money on the costs of clothing.

1. Using appropriate laundry techniques can save on clothing expenses.
A.* True
B. False

ASSESSMENT/EVALUATION QUESTIONS

- J. Comparing costs, advantages, and disadvantages of cash purchases vs. credit purchases.**
1. Many stores have their own charge accounts to accommodate their customers.
A.* True
B. False
 2. There is no extra cost to use a charge account if you pay the balance in full before the next billing date.
A.* True
B. False
 3. The cost of an article of clothing is the marked price, which includes the state tax and the interest.
A. True
B.* False
 4. When you make a purchase using a charge account, one should figure the cost of the article is the marked price, plus sales tax, plus the interest that will be charged.
A.* True
B. False
 5. To be able to buy a needed expensive clothing item now, using a charge account and paying the additional interest rate is one _____ of using credit.
A.* Advantage
B. Disadvantage