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:

- Develop effective personal consumer skills by:
 - Identifying indicators of quality in garments.
 - 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.

Teacher Information Unit VI Topic A: Effective Consumer Skills SUPPLIES NEEDED ACTIVITIES/OPTIONS Copies of student activity guide (I-VI-13) 1. Sharp Shopping Video/video player 2. Judging Clothing Workmanship Video Copies of student activity guide (I-VI-14 and I-VI-15) 3. Quality Quotient Copies of student activity guide (I-VI-18) Copies of student activity guide (I-VI-19) 4. Quest for Quality Analyzing My Acquisitions Copies of student activity guide (I-VI-20) 5. 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. Copies of student activity guide (I-VI-21) Compare the Care Stretching Your Clothing Dollars Video/video player 8. Video Labeling Laws and Hangtags Overhead transparencies 9. (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. Copies of student activity guide (I-VI-28) Advertising Gimmicks 11. Copies of student activity guide (I-VI-30) For Sale Retail Butcher paper and markers 12. Cash vs. Credit Depends on activity chosen

ACTIVITIES/OPTIONS

Option 1: Sharp Shopping - Unit Introduction

Use the student activity guide, SHARP SHOPPING, to introduce this unit and its contents. The guide is an assessment of the kind of shoppers the students are as they begin the unit and should initiate some discussion that would support the need for being sharp shoppers and studying this topic. It might be interesting to have the students complete this study guide again after they have completed the unit to see if they've made any changes. Here is the scoring guide:

Have the students count the number of "Always" and "Often" answers to rate their shopping skills.

17 = A very sharp shopper

14-16 = Very good

11-13 = Good

8-10 = Fair

-8 = This shopper seriously needs this unit

Option 2: <u>Judging Clothing Workmanship</u> Video

Have the students watch the video, <u>JUDGING CLOTHING</u>
<u>WORKMANSHIP</u>, by Meridian Education Corporation, and complete the corresponding student activity guide during the viewing. This video covers a lot of material and is quite thorough. Upon completion, break the class into small compatible groups and have the groups judge the workmanship of the clothing they are wearing according to what they have just learned from the video.

If you do not have the video, use the teacher key as a guide for presenting the information to the class in another way.

Option 3: Quality Quotient

Assign the students to analyze a piece of clothing at home according to the directions given on the student activity guide, QUALITY QUOTIENT.

Option 4: Quest for Quality

This activity could be used to augment or reinforce the activities above. A student activity guide, QUEST FOR QUALITY, is provided to direct the students' thinking.

Option 5: Analyzing My Acquisitions

Have the students analyze their clothing acquisitions for the past three (3) months using the student activity guide, ANALYZING MY ACQUISITIONS. The students will probably need to take this guide home to complete it.

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Option 6: New Life for Old Rags

The objective of this activity is for students to look beyond what "is" to what a garment "could be." It is also an opportunity to be creative and make something that is almost what they want into what they want with minor changes. Being able to fix something that is in need of repair can save many dollars at the time of purchase.

The teacher will have to have some examples of altered or repaired garments to demonstrate to the students. Or, the teacher may arrange to use some new garments from a local store that could use a little fixing to demonstrate the difference a new set of buttons, adding some trim, or adjusting the hemline can make. Assign the students to bring one or two things they have in their wardrobe (or one of their family members) that need to be "fixed" a little and do the fixing.

Ideally, as the students bring projects that need to be fixed, the teacher can take some before and after pictures to make slides for future use as examples of how minor changes can bring "new life to old rags."

Option 7: Compare the Care

This activity is a brief exercise for the students to compare the costs and amount of care required for garments before they make purchases and/or buy fabric. Have the students complete the student activity guide, COMPARE THE CARE, and discuss the conclusions as a class upon completion.

Option 8: Stretching Your Clothing Dollars Video

Use the video, <u>STRETCHING YOUR CLOTHING DOLLARS</u> from Meridian Education Corporation, to examine how redesigning, recycling, and adding accessories allows a person to enlarge his/her wardrobe with minimum expense. It includes some examples of "before" and "after" garments and how a base outfit can be used to create a variety of looks.

Upon completion, have the students share and/or explore other ways to save money on clothes. If the video is not available, the teacher can lead the students in a discussion to identify ways to save money on clothes. A list of clothing items that are regularly on sale for particular months of the year has been included in the resource section for reference during this activity.

Option 9: Labeling Laws and Hangtags

Using the teacher background information and the overhead transparencies provided, explain the importance of labeling laws, how they protect the consumer, and the necessity of consumers interpreting and utilizing the

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 <u>Fashion Strategies</u>, 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:

 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.

- There are U.S.D.A. Extension materials available with 4-H activities already developed. See your local extension agent.
- If you have access to the textbook, <u>Teen Guide</u>, 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, <u>HOW TO CLOTHE YOUR FAMILY</u>, Deseret Book Company, Salt Lake City, UT. ISBN 0-87747-904-6.

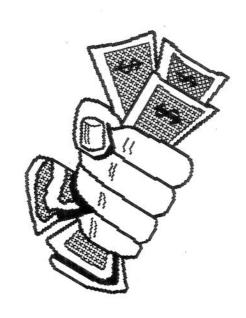
Chamberlain, Valerie, <u>TEEN GUIDE</u>, Glencoe/Mc Graw Hill Publishing Co., P.O. Box 543, Blacklick, OH 43004. 1-800-452-6126. Catalog No. 0-07-007847-5; Teacher Resource Center, 0-07-007848-3.

Other Activities

<u>CONSUMER CLOTHING</u>, 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



Unit VI Topic A: Effective Consumer Skills Teacher Information		
ASSESSMENT/EVALUATION QUESTIONS		
1.	Devel	op effective personal consumer skills by:
	A.	Identifying indicators of quality in garments.
	1.	The quality of a garment depends upon the fabric and the workmanship. A.* True B. False
	2.	Facings on quality garments should not be seen from the outside unless they are used for trim or decoration. A.* True B. False
	3.	Concealed zippers covered by a smooth, straight lap are a sign of quality workmanship. A.* True B. False
	4.	Which of the following characteristics denote a quality piece of fabric? A. Color and design even through the fabric B. No large slubs or pills in fabric C. Lengthwise and horizontal grainlines are perpendicular D.* All of the above
	5.	Which of the following characteristics denote quality workmanship in a garment? A. Stitches are correct size, even, and smooth B. Stripes and plaids are matched in appropriate places C. Adequate seam allowances D.* All of the above and more
ā	В.	Analyzing the quality of workmanship, fabric, and design of clothing in relationship to cost.
	1.	Services offered by the store may affect the cost of an item. A.* True B. False
	2.	The price is generally an indicator of quality. A. True B.* False

- A.* True
- B. False
- 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

Considering alteration and/or repair options when purchasing readymade clothing.

- 1. An article of clothing that is marked down because it needs a small repair is usually bad merchandise.
 - A. True
 - B.* False

- B.* False
- 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
- 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

- 2. Higher-priced quality clothing may cost less in the long run than less expensive clothing.
 - A.* True B. False
- 3. Three (3) ways I can save money on clothing costs are:
 - Watching for sales or mark downs
 - · Waiting until the end of the season
 - · Taking appropriate care of clothing
 - Making repairs immediately
 - Color coordinating purchases
- G. Familiarizing oneself with current labeling laws.
- 1. By law, four (4) items that MUST appear on a clothing label are:
 - Fiber content
 - Care instructions
 - Location of manufacturer
 - Size
- 2. Items that MAY appear on a clothing label, but are not required by law, are:
 - · Trademark or brand name
 - Store name
 - Certification
 - Logo
 - · Designer or signature labels
- H. Being aware of commonly used advertising gimmicks.
- 1. List five (5) commonly used advertising gimmicks and briefly describe the premise behind each one.

 Celebrity appeal Buy this because a famous person does. Bandwagon Buy this because everybody else does. Prestige Buy this because it will bring you status.

 Savings Buy this because it's a bargain.

 Novelty Buy this because it's new.

 Glittering Buy this because we say meaningless generalities but positive-sounding things about it.

Buy this because you'll be entirely different Image making if you do.

- 2. The advertising gimmick I see used most often is:
 - answers will vary

Three (3) examples or products where I have seen this used are:

- answers will vary

ASSESSMENT/EVALUATION QUESTIONS

- I. Identifying various types of retail stores.
- 1. Which type of store has furniture, home appliances, and general apparel for the entire family?
 - A. Specialty store
 - B. Factory outlet
 - C.* Department store
 - D. Discount store
- 2. Which type of store carries brand names at reduced prices that are overruns and seconds?
 - A. Specialty store
 - B.* Factory outlet
 - C. Discount store
 - D. Chain store
- Which type of store carries a limited variety of goods which may be for a certain age group, sex, or specific purpose?
 - A.* Specialty store
 - B. Factory outlet
 - C. Discount store
 - D. Chain store
- 4. Which type of store is a departmentalized store with mostly self-service styles of merchandizing?
 - A. Chain store
 - B. Department store
 - C. Factory outlet
 - D.* Discount store
- 5. What is the term used in connection with the different types of stores when they have many locations?
 - A. Shopping center
 - B. Strip mall
 - C.* Chain stores
 - D. Link stores

ASSESSMENT/EVALUATION QUESTIONS

- J. Comparing costs, advantages, and disadvantages of cash purchases vs. credit purchases.
- 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
- 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
- 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