

DYNAMICS OF CLOTHING II

UNIT II: *WARDROBE SELECTIONS*

TOPIC A: **WARDROBE CONSUMERISM**

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. Analyze personal clothing expenditures.
2. Review quality indicators of clothing.
3. Review smart consumer techniques.
4. Describe the pricing structure of clothing.
5. Differentiate between various types of clothing labels.
6. Decipher what advertisements really say.
7. Differentiate between various kinds of sales.

**ACTIVITIES/OPTIONS****SUPPLIES NEEDED**

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|----|---|--|
| 1. | They Cost How Much? | Copies of student activity guide (II-II-8)
Clothing catalogs |
| 2. | Characteristics of Clothing
Quality | Materials from <u>Dynamics of Clothing I</u> , Unit VI,
Topic A, Options 1 through 5. |
| 3. | What's Behind the Price Tag? | Overhead transparencies
(II-II-12 and II-II-13)
Copies of student activity guide
(II-II-14 and II-II-15) |
| 4. | Clothing Labels | Materials from <u>Dynamics of Clothing I</u>
curriculum, Unit VI, Topic A, Option 9
Copies of student activity guide
(II-II-18 and II-II-19)
Clothing labels from garments |
| 5. | What Advertising Really Tells
You | Ads from magazines and newspapers
Copies of student activity guide
(II-II-22 and II-II-23) |
| 6. | Sales! Sales! and More Sales! | Newspapers from various times of year for
various types of sales
Copies of student activity guide (II-II-26) |
| 7. | <u>Clothing: An Intelligent Buyer's
Guide</u> Video | Video
Video player |

Optional: If the teacher is going to use these activities as self-instruction packets, copies of the teacher background information will need to be provided also.

**ACTIVITIES/OPTIONS**

NOTE: The activities/options in this topic can be used as a unit or as self-instruction lessons/learning packets. They would be ideal for use on "substitute" days and to fill in between projects.

Option 1: They Cost How Much?

Have students analyze the costs of the clothing and accessories they are wearing today, using catalogs as a guide for costs. Be sure to have the students include everything they are wearing, including underwear. A student activity guide has been provided for this option.

The teacher will need to have some catalogs available, such as Penney's, Land's End, Eddie Bauer, current newspaper inserts, etc.

Option 2: Characteristics of Clothing Quality

Review the materials provided in Dynamics of Clothing I, Unit VI, Topic A: Effective Consumer Skills, Options 1 through 5. In addition, the following concepts could be presented:

- Four characteristics to consider when checking for garment quality:
 - Comfort Depends on the weather and the situation in which the clothing will be worn.
 - Appearance Important if buyer is interested in current styles and fads.
 - Durability Is a consideration if the item will be worn often or handed down to other family members.
 - Care Is important because it takes into consideration your time and money.
- When buying a garment that will be worn often, the most important thing to consider is durability.
- The most important thing to look for when shopping for clothes is quality.
- Sales are not always the best way to choose new clothes.

Option 3: What's Behind the Price Tag?

Using the teacher background information, WHAT'S BEHIND THE PRICE TAG? as a guide, introduce the students to apparel manufacturing, retailing costs, and how these costs determine the price of garments. Then have the students complete the student activity guide by the same title. Overhead transparencies of pages II-II-12 and II-II-13 can be used to illustrate how prices are determined.

Option 4: Clothing Labels

Using the teacher background information, CLOTHING LABELS as a guide, explain the different types of clothing labels, why they are used, and what the consumer can learn by reading the labels. Refer to Unit VI Topic A,

**ACTIVITIES/OPTIONS**

Option 9 of the Dynamics of Clothing I curriculum. Have the students complete the corresponding student activity guide. The teacher could have some clothing labels on hand to use as examples and/or ask the students to bring in some labels to study.

Option 5: What Advertising Really Tells You

Read the teacher background information provided and discuss the different types of advertising. The teacher will need to have some ads on hand to use as illustration during the discussion. A corresponding student activity guide is provided for use if desired.

Option 6: Sales! Sales! and More Sales!

Using the teacher background information as a guide, identify the various types of sales used by stores and what the meaning of each type is. The teacher will want to have some newspapers on hand from various times of the year and ready for the students to use as they look for different types of sales. A student activity guide is provided that requires the students to do some shopping and comparison.

Option 7: Clothing: An Intelligent Buyer's Guide Video

Show the video, Clothing: An Intelligent Buyer's Guide, from The Learning Seed.

RESOURCES

Video: Clothing: An Intelligent Buyer's Guide, The Learning Seed, 330 Telser Road, Lake Zurich, IL 60047. 1-800-634-4941. Catalog No. 134-S89. A video that covers how to "read" a clothing store, what to look for in a garment, how to inspect and test clothing before buying, how to judge fabric by fiber content and "hand," and how to make the best purchases. 24 minutes.

Posters: 20 Tips for Buying Clothing, J. Weston Walch, Publisher, P.O. Box 658, Portland, ME 04104. 1-800-341-6094. Catalog No. JWW603-82. A series of 20 11" x 14" posters with graphics and brief commentaries to remind shoppers of what they should look for when they select and purchase clothing.



ASSESSMENT/EVALUATION QUESTIONS

COMPETENCIES:

1. Analyze personal clothing expenditures.

2. Review quality indicators of clothing.

1. Match the following quality indicators with the correct description.

A. Comfort D Is important because it takes into consideration your time and money.

B. Appearance C Is a consideration if the item will be worn often or handed down to other family members.

C. Durability A Depends on the weather and the situation in which one will wear the clothing.

D. Care B Can be important if one is interested in current styles and fads.

2. When buying a garment that will be worn often, what is the most important thing to consider?

- A. Appearance
- B. Price
- C.* Durability
- D. Size

3. What is the most important thing to look for when shopping for clothes?

- A. Price
- B. Manufacturer's brand name
- C.* Quality
- D. Silhouette

3. Review smart consumer techniques.

See Unit IV Topic A of the Dynamics of Clothing I curriculum for assessment questions.

**ASSESSMENT/EVALUATION QUESTIONS****4. Describe the pricing structure of clothing.**

1. What is the wholesale price of a piece of clothing?
 - A. The price charged to the customer in the store
 - B.* The price the store paid for the product
 - C. The cost of producing the article without any markup
2. What is the retail price of a piece of clothing?
 - A.* The price charged to the customer in the store
 - B. The price the store paid for the product
 - C. The cost of producing the article without any markup
3. What is the cost of manufacturing?
 - A. The price charged to the customer in the store
 - B. The price the store paid for the product
 - C.* The cost of producing the article without any markup

5. Differentiate between various types of clothing labels.

1. Permanent care labels are usually attached:
Where? in the neckline How? sewn in
2. Garment care instructions that tell you NOT to do something are called negative instructions.
3. How is a permanent care label different from a hang tag?
- Sewn into the garment (hang tag is attached by string, etc.)
4. How is the information on a permanent care label different from that on a hang tag?
- Gives care instructions vs. brand promotion, size, etc.

6. Decipher what advertisements really say.

1. The two basic types of advertising are:
- Institutional and product
2. Describe institutional advertising.
- Tries to present the store as a desirable place to shop
3. Describe product advertising.
- Stresses the characteristics of individual products

**ASSESSMENT/EVALUATION QUESTIONS**

4. There are no laws to protect consumers, only the merchandisers.
A. True
B.* False
5. Who compiles the suggested retail price list?
A. The store
B. The manufacturer's representative and the store buyer
C.* The manufacturer
6. When a store advertises a product for sale and quotes a "regular price" for comparison, they can use any price they want to entice the buyer to come in the store.
A. True
B.* False
- 7. Differentiate between various kinds of sales.**
1. The best way to choose new clothes is to buy whatever is on sale.
A. True
B.* False
2. Match the following kinds of sales with the correct description.
- | | | |
|---------------------|--------------|--|
| A. Promotional | <u> C </u> | Sales designed to move merchandise that is going out of season or out of style. |
| B. Special Purchase | <u> A </u> | Sales offered on regularly stocked clothing items at reduced prices for limited periods of time. |
| C. Clearance | <u> D </u> | Sales where regularly stocked items of clothing are offered for a percentage off the original price. |
| D. Percent Off | <u> B </u> | Sales that represent special offers by manufacturers to clothing stores. |
3. A coat you want is regularly priced at \$100. You see an ad that says everything in the store is 33 percent off. How much would the coat cost on this sale?
A.* \$66.66
B. \$33.33
C. \$44.44