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## LESSON C

### Evaluate Roles Involved in Clothing Selection and Maintenance

**FOCUS:** Selecting, purchasing, cleaning and maintaining clothing becomes a major responsibility of an independent young adult. Many tasks require knowledge and skills that can be developed before moving out on your own.

#### ACTIVITIES:

1. In a circular response, name as many tasks as possible involved in selecting and maintaining clothing. Answer the following questions about each task, Have you ever performed the task by yourself? Who might help you with the task? What do you like most/least about the task? When you are on your own will anyone else be helping you do any of the tasks? Identify tasks you need to learn or improve.
2. Give students the worksheet "Selecting and Maintaining Clothing" to complete on their own.
3. Assign students the "Wardrobe Inventory", instructing them first how to systematically complete a wardrobe inventory.
4. Using the completed wardrobe inventory have students create "new" outfits by coordinating items differently, or purchasing a new inexpensive item to go with something they already have to give it a new look.
5. To experience the process of comparison shopping, knowing the quality of clothing, and the value of planned versus impulse purchases have students "shop" for a clothing item at three different stores. Each student should complete the Student Handout "Comparison Shopping" chart and bring it back to class prepared to discuss their experiences.
6. Bring several items of clothing to class. Have students examine the clothing and particularly read the garment label. Discuss the information on labels. Assign students to look at three labels on their own clothing and record the information on the "Understanding Care Labels" student worksheet.
7. Give students the "Shrink and Fade" quiz. Discuss the answers to the questions. Answers - 1-T, 2-F, 3-F, 4-T, 5-F, 6-T, 7-T, 8-F, 9-T, 10-B, 11-B, 12-A, 13-A, 14-C, 15-C.
8. Display several brands of laundry detergents, whiteners, water softeners, fabric softeners, bleach etc. Read and compare the labels. Look at the size and price. Students should complete the handout "Laundry Aids" at the end of class. (Extra credit could be given as an incentive to bring in an empty container for this exercise to increase the number of brands and sizes for comparing.)

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9. Review the "Laundry Tips" transparency with the students. Assign them to do their own or their family's laundry for an entire week, mend one item of clothing, and take something to the dry cleaners. Students should record and hand in a summary of their experiences. Use Student Handout, "Do Your Own Laundry"
  
  10. Have students participate in the "Laundry Experiment" activity. Complete the Student Handout, "Stain Comparison".
  
  11. Discuss clothing maintenance. Use Student Handout, "Mending Evaluation." Have students participate in a relay to see who can sew on a button most effectively and quickly.

# Selecting and Maintaining Clothing

When we were growing up our parents, usually our mothers, took care of selecting, cleaning, and maintaining our clothes for us. List as many tasks as possible involved in selecting and maintaining clothing. Then answer the questions concerning these tasks in the blank spaces to the side.

Task	Who Does It?	Most/Least Liked About This Task	Who Will Do It When You Are On Your Own?



## Comparison Shopping

A shopper can benefit from comparison shopping, knowing the quality of clothing, and the value of planned versus impulse purchases.

Describe an item of clothing you purchased recently that turned out to be a good addition to your wardrobe. What made it a good addition?

Consider the following process of buying a clothing item—either hypothetically or for real, answering the following questions.

Describe the clothing item in detail: "Shop" for this item at 3 different stores and complete the Comparison Shopping Chart below.

Item:	Store A	Store B	Store C
Store Name/Type:			
Distance to Store:	___miles	___miles	___miles
Store Features:			
Knowledgeable clerks	Yes No	Yes No	Yes No
Clean and pleasant facilities	Yes No	Yes No	Yes No
Special services (charge accounts, layaway, gift wrap)	Yes No	Yes No	Yes No
Return policy			
Garment Features:			
Brand name			
Fiber content			
Care instructions			
Quality			
Fit			
Cost	\$_____	\$_____	\$_____

At which store would you buy the garment? Why?

Describe an experience you've had selecting a poor quality article of clothing. What did you learn?

Clothing can be a substantial part of a budget. How will you budget for your clothing purchases when you are on your own?

## “Understanding Care Labels”

Record information from three items of clothing you own:

1.

2.

3.

Explain the following statements found on labels.

	Label instructions	What it means
1. Dry clean only		
2. Wash separately		
3. Wash with like colors		
4. Machine wash cold		
5. Wash on permanent press cycle		
6. No wringing or twisting		
7. Tumble dry		
8. Line dry		
9. Block to dry		
10. Iron damp		
11. Cool iron		
12. No ironing needed		

# Shrink and Fade Quiz

Name \_\_\_\_\_

Have you ever had your white clothes turn pink in the washer? Shrunk your favorite T-shirt? Washed your jeans with a pen in the pocket? Or found colored spots all over your clothes in the dryer from a crayon left in your little brother's pocket? If yes, then you have firsthand experience with laundry problems. Answer the following true/false questions by circling T for true and F for false:

- T F 1. To keep whites white and colors bright, sort and separate your clothes before washing them.  
 T F 2. Chlorine bleach can be used with any clothing labeled "bleach safe."  
 T F 3. It is recommended to always use a cold rinse when laundering.  
 T F 4. To avoid lint problems, wash lint-catchers, such as permanent press clothes and corduroy, separately from lint-makers, such as towels and fuzzy sweaters.  
 T F 5. Use a short wash cycle for your extra-dirty clothes and a longer cycle for lightly soiled things.  
 T F 6. Pre-treat stains before washing.  
 T F 7. Untreated stains will usually set in the dryer.  
 T F 8. Save energy by putting two or more loads of laundry into the dryer at once.  
 T F 9. Removing clothes immediately after the dryer stops prevents wrinkling.

Multiple Choice: For each item circle the letter corresponding to the best choice.

10. Which cycle is recommended to wash loosely-knit articles, clothes with delicate stitching or lace trim, and hand washables?  
 A. regular or normal  
 B. gentle or delicate  
 C. permanent press  
 D. economy wash
11. Pouring this product on your clothes right from the container may weaken the fabric:  
 A. fabric softener  
 B. chlorine bleach  
 C. heavy-duty laundry detergent  
 D. water softener
12. Which washing machine cycle is recommended to wash jeans, linens, towels, and other sturdy fabrics?  
 A. normal or regular  
 B. gentle or delicate  
 C. permanent press  
 D. economy wash
13. To get rid of clumps in a just-washed down jacket caused by machine washing  
 A. place a pair of clean sneakers in the dryer with the jacket to break up clumps  
 B. hold a hot iron on steam setting several inches above the jacket for two minutes  
 C. pull on the fabric to separate the clumps  
 D. hand the jacket on the line
14. To prevent bright red sweats from fading fast, use:  
 A. hot wash, warm rinse  
 B. hot wash, cold rinse  
 C. cold wash, cold rinse  
 D. cold wash, warm rinse
15. To remove body soil from collars and cuffs, perspiration stains, and food stains before washing, treat blouses and shirts with  
 A. hot water  
 B. fabric whitener  
 C. enzyme pre-soak  
 D. baking soda

Period \_\_\_\_\_

Name \_\_\_\_\_

### “LAUNDRY AIDS”

Using the laundry aids displayed in class compare at least 2 brands of detergent, 2 whiteners, 2 kinds of bleach and 2 fabric softeners.

	Brand	Size	Price	Claim made by product	Comments
<b>Detergent</b>					
1					
2					
<b>Whitener</b>					
1					
2					
<b>Bleach</b>					
1					
2					
<b>Fabric Softener</b>					
1					
2					

Which ones would you choose?

Why?



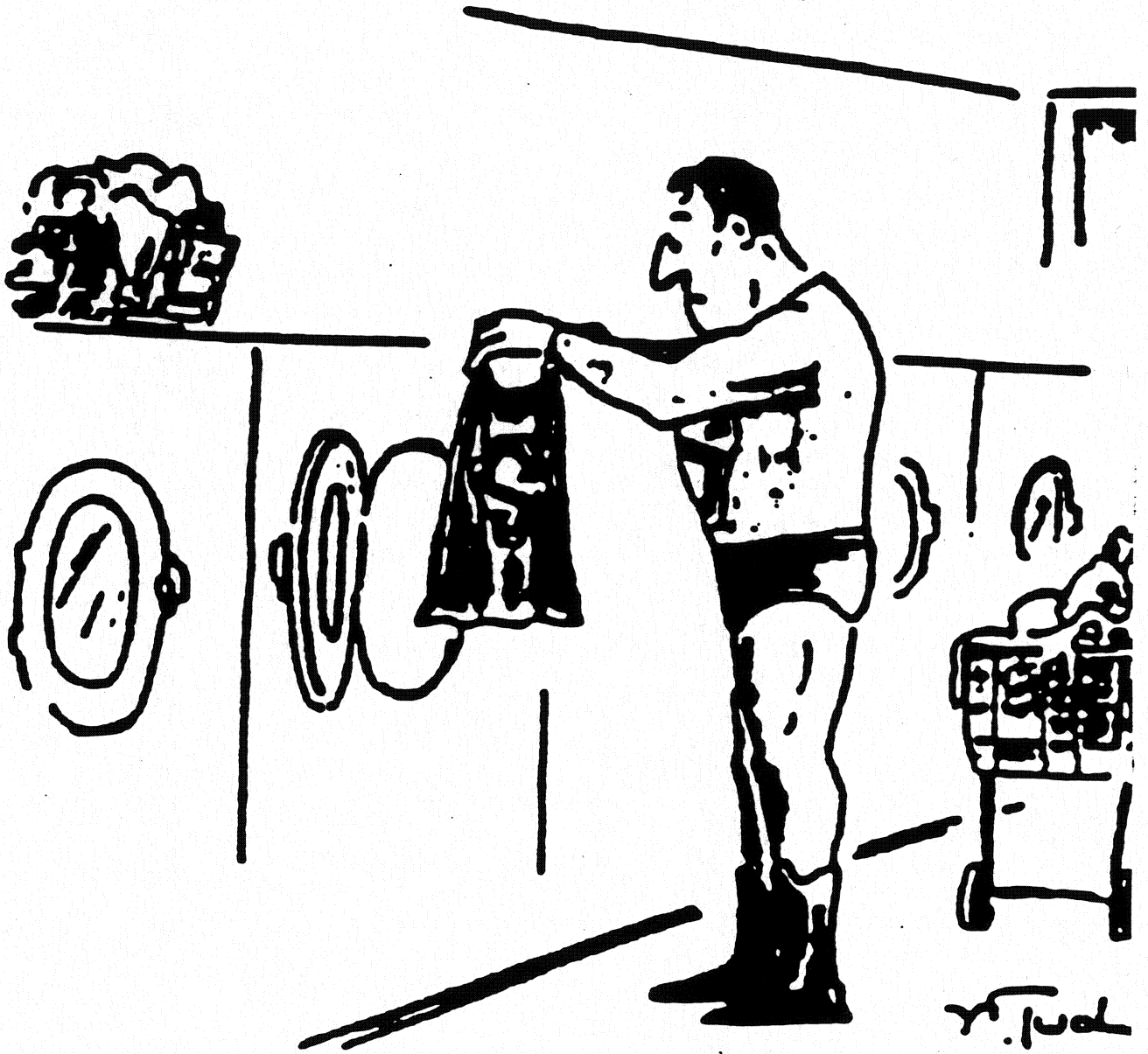
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## LAUNDRY TIPS

1. Read the care labels.
2. Sort clothes.
  - a. Color
  - b. Fabric (fiber content)
  - c. Surface Texture (some fabric attract lint, others produce it)
  - d. Construction (delicate or heavy duty)
  - e. Degree of Soil
  - f. Water Temperature
3. Prepare each load for washer:
  - a. Mend rips or tears before washing
  - b. Close zippers, hooks, and buttons.
  - c. Shake out loose dirt/lint
  - d. Empty pockets
4. Pretreat stains and heavy soil
5. Select the right laundry products for the job and follow package directions.
6. Load the washer loosely:
  - a. A load should consist of articles of various size.
  - b. Do not over load the washer.
7. Choose proper water temperature and agitation speed.
8. Rinse thoroughly.
9. Use the dryer properly.
  - a. Use dryer sheets to prevent static cling
  - b. Regular
    - all loads except permanent press and "no-iron" garments
    - lingerie containing elastic should be dried on regular
    - do not over dry
  - c. Permanent Press
    - remove clothes from dryer immediately when tumbling stops
  - d. Damp Dry
    - eliminates the need for hand sprinkling before ironing.
  - e. Air Fluff
    - freshens pillows, draperies, bedspreads, etc.
  - f. Commercial Dryers
    - operate at higher temperatures than a dryer in the home - may cause excessive wrinkling

Adapted from North Dakota State curriculum guide, "Decisions for Independent Living Guide," Vol. II, p. 781. North Dakota State University, 1989.



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## LAUNDRY TIPS

1. Read the care labels.
2. Sort clothes.
3. Prepare each load for washer.
4. Pretreat stains and heavy soil.
5. Select the right laundry products for the job and follow package directions.
6. Load the washer loosely.
7. Choose proper water temperature and agitation speed.
8. Rinse thoroughly.
9. Use the dryer properly.



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## “LAUNDRY EXPERIMENTS”

Divide the class into 5 groups. Have each group put stains of blood, grass, grape juice, ink, lipstick, and dirt on a piece of white terry cloth. One sample should be done about one week in advance to allow stains to set. Instruct each group to treat and wash the terry cloth as outlined below. (If washing machines aren't available cans with lids or wide mouth mason jars make great washing machines. Fabric samples may have to be cut into individual stains if done this way however.)

**Wash:**

- one in hot water with detergent
- one in cold water with detergent
- pretreat one with spot remover, wash in warm water with detergent
- pretreat the one that is one week old and wash in warm water with detergent
- look on a stain removal chart and pretreat each stain individually, (cut terry cloth apart if necessary to treat stains individually) Wash in warm water with detergent  
(washed in bleach or whitener could also be added if more groups were needed)

Allow samples to dry and compare results.

Period \_\_\_\_\_

Name \_\_\_\_\_

### “LAUNDRY EXPERIMENTS”

Compare the samples washed in class. Record your observations.

	Washed in Hot Water	Washed in Cold Water	Pre-treated Warm Water	Week Old Pre-treated Warm Water	Pre-treated Individually Warm
Water					
Blood					
Grass					
Grape Juice					
Ink					
Lipstick					
Dirt					

What did you learn from this experiment about stain removal. Is there a “best” method?

Compare 5 stain removal products:

Brand	Price/Size	Product Claims	Comments
1.			
2.			
3.			
4.			
5.			

Which products would you choose?

Why?

# “Mending Evaluation”

Evaluate the following mending jobs you have completed:

	Student Score	Teacher Score
<b>Button:</b> (1 point each)	_____	_____
Shank is firm, button is firm	_____	_____
Shank allows buttonhole to lay flat under button	_____	_____
Stitching is snug but doesn't cause puckering	_____	_____
Threads are firmly fastened and neatly trimmed	_____	_____
Overall appearance is neat	_____	_____
<b>Repaired Seam:</b> (1 point each)		
Stitching is straight	_____	_____
Seam is closed without puckers or valleys	_____	_____
Ends of stitching are firmly fastened, neatly trimmed	_____	_____
Stitching is small enough to be secure, but not too small	_____	_____
Overall appearance is neat	_____	_____
<b>Hem:</b> (1 point each)		
Hem repair blends in with original stitches	_____	_____
Stitches are firm but do not pucker or pull	_____	_____
Ends of threads are securely fastened, neatly trimmed	_____	_____
Hem is pressed	_____	_____
<b>Rip or Tear:</b> (2 points each)		
Patch completely covers rip or tear but isn't too big	_____	_____
Edges of patch are securely fastened with either stitching or bonding	_____	_____
Patch looks neat	_____	_____
<b>Totals</b>	_____	_____