

4-H CLOTHING PROJECT

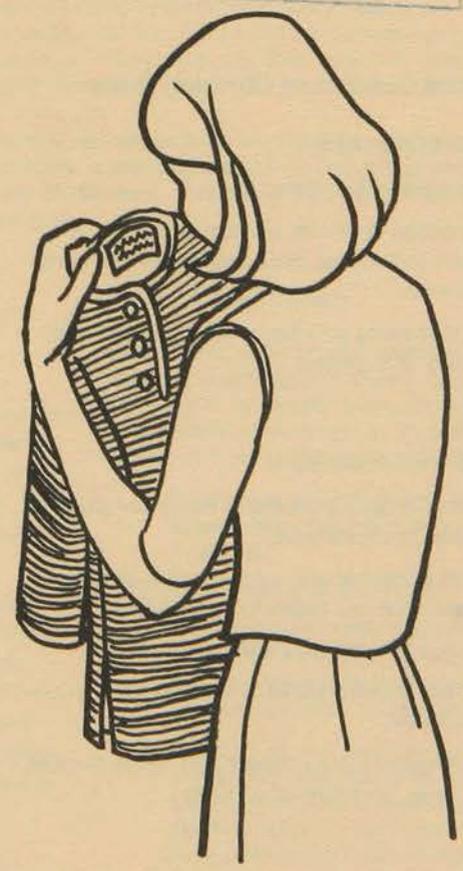
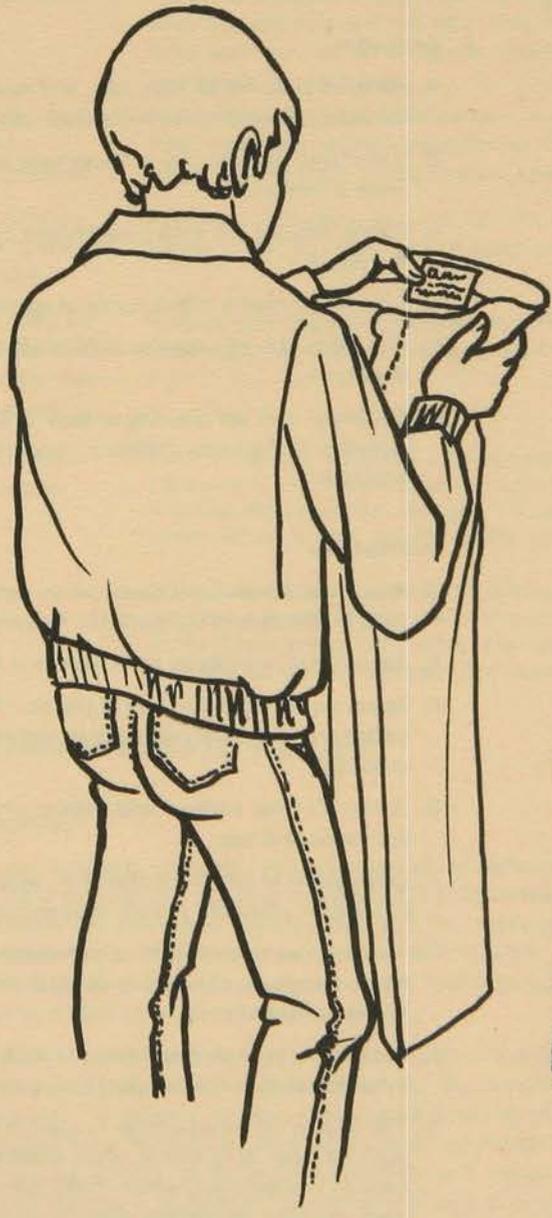
Clothing Sense

Leaders' Guide



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Introduction

Clothing as a 4-H project covers a lot—making clothes (for some), selecting and buying clothes, and taking care of clothes. We also hope that members will learn about grooming, posture, and other details that help with personal appearance. It is difficult to separate clothes and appearance. You'll probably agree that both fellows and girls are interested in these topics as they finish junior high and begin high school. They want to make their own decisions and they have strong feelings about what they do and don't like.

The Clothing Sense project stresses the buying of clothing and all it involves. That includes looking at designs and how they will affect appearance and learning about plans for buying fabrics. It is planned for both fellows and girls of older junior high and young high school age.

As a leader working with members enrolled in Clothing Sense, you will want to plan activities that will increase their interest in the project and will help them learn about clothing selection and buymanship. This leader's guide has suggestions for what you might do in three meetings. You may think of other activities and learning experiences that you also will want to do.

In planning the Clothing Sense bulletin for 4-H members, the first step was to decide what we hoped the members would learn as a result of this project. Objectives were developed and the concepts that members might learn were identified. They are listed here so that you can have a basis for what you do with members.

Objectives and Content of Clothing Sense

Clothing Sense — Broad Objectives

To help 4-H Clothing project members:

1. Learn to apply design elements and art principles in clothing selection to increase their feelings of self confidence in appearance.
2. Develop decision-making abilities to become better informed consumers of clothing.

Objectives — Specific

To help 4-H Clothing project members:

1. Become interested in appearance and recognize that clothes contribute to appearance.
2. Recognize design elements and art principles and how they affect appearance and begin to apply them.
3. Develop ability in planning for clothing needs.
4. Select clothing and accessories with an awareness of current fashions and fads.
5. Recognize the effect of fiber content and fabric finishes on appearance, wear, and care of garments.

6. Recognize differences in fabric construction and the effect on appearance, wear, and care of garments.
7. Be able to evaluate construction quality in garments purchased or made at home.
8. Know what to do if clothing purchases are unsatisfactory.

Concepts and/or Generalizations

These are the ideas we wish to emphasize, or include in the ways we teach. If you wish to start using some of this vocabulary, check the member's publication.

I. Aesthetics

- A. Personal coloring of skin, hair, and eyes provide the basic information needed for individual color selection.
- B. Value and intensity are as important as color in influencing color selection.
- C. Fabric texture can enlarge or reduce the apparent size of the figure.
- D. Lines in garments affect personal appearance.
- E. The silhouette of a garment affects the apparent shape of the figure.
- F. Garments that are pleasing to look at combine the principles of art: harmony, balance, proportion, rhythm, and emphasis.

II. Buymanship

- A. A realistic wardrobe is based on an analysis of the individual's activities and the available resources.
- B. Accessories contribute to fashion and individualize garments.
- C. Selecting accessories involves the art of coordinating the design elements with themselves and with one's own personality.
- D. A fabric's fiber content and finishes predict expected performance and care.
- E. Differences in fabric construction cause differences in its durability, strength, stretch, and appropriate care.
- F. The permanent care label in a garment or given with a fabric purchase tells how to care for the garment to maintain its appearance.
- G. Evaluation of readymade garment construction will result in better decisions when purchasing clothing.
- H. The quality of construction needed in a garment (readymade or sewn at home) is determined by the life expectancy of the garment, which is affected by fashion, size, fabric quality, durability, severity and frequency of wear and care.

Suggestions for Project Meetings

The meeting suggestions include more ideas than you can do at each meeting. You can choose the topics you think are most important or you could divide this into more meetings. Be sure to add other learning experiences you or your members think of.

Meeting 1

Purpose of the Meeting

At this meeting you can help 4-H members to:

1. Recognize the elements of design and principles of art and how they affect appearance.
2. Begin to apply elements and principles of art to personal appearance.

Topic	How to Present	References
My favorite outfit	Have members think of an outfit that they like to wear when they go someplace special. Have them describe it on paper—color, style, why they like it, how they feel when they wear it, etc. Add any details they wish. When finished, have them think of an outfit that just hangs in the closet and is worn only when everything else is in the wash. Describe it. Why do they feel the way they do about the two outfits? Have members group into two or threes and discuss the reasons they wrote. Have them discuss how this might affect future clothing selections. At the end of the meeting ask if they have discovered anything more about why they like or don't like these clothes.	
My personal colors	Demonstrate making a color aid card. Show the process of selecting the colors for the card and using it in clothing selection.	Clothing Sense p. 4
Texture affects appearance	Look at fabric samples which have a variety of textures. Ask the group to describe how each would affect the appearance of the person wearing it. Look at textures of clothing being worn by group members. Analyze effect of some.	Clothing Sense p.5
Lines in clothes	Have 3 members (1 girl model, 1 boy model, and 1 to explain) show the effect of line in clothing on appearance. Have models dressed in very plain solid colored garments. Use masking tape to add design lines to their clothes. Show the general effect of horizontal lines and vertical lines by placing masking tape on their clothes in different positions. A horizontal line will add width to the part of the body that it crosses (could be desirable or not depending on the individual's figure). A vertical line will add height and create an illusion of slimness. What design lines are found in garments worn by members at the meeting?	Clothing Sense p.7-8
Art principles	Using a poster or flannel board discuss the art principles. Find examples of each in magazines or catalogs to illustrate them in clothing.	Clothing Sense p. 8-9
I learned . . .	<p>Make a chart with the following statements:</p> <ul style="list-style-type: none"> I learned that I . . . I re-learned that I . . . I realized that I . . . I noticed that I . . . I discovered that I . . . I was surprised that I . . . I was pleased that I . . . I was displeased that I . . . <p>Have members complete these statements referring to what was done earlier in your meeting. After writing their completed statements, have volunteers share, do not call on people. This could be done at the middle or end of any meeting.</p>	

Meeting 2

Purpose of the Meeting

At this meeting you can help the 4-H members to:

1. Develop some ability in planning for clothing needs.
2. Recognize quality differences in readymade clothes.
3. Know how to return unsatisfactory merchandise.
4. Learn to analyze ads.

Topic	How to Present	References
The clothes I need	In the center of a sheet of paper, have each member list what he or she would like to add to his or her wardrobe. Then have each look at the list. On the right-hand side of the paper write down the activities the garments could be worn for. Divide the left-hand side of the paper into five columns. In the first column put an N if it is a need or a W if it is a want. In column two, put a \$ sign before any items that are expensive. In column three, put a B before items they would buy and a M before any they would make. In column four, put a C before items that could coordinate with garments they already have. In column five, put a F if the item is a fad. Look over the list again and circle items needed because nothing in the current wardrobe can be worn for the activity identified. Have members divide into groups of two or three to discuss how to decide if an item listed is a want or a need.	
Planning a wardrobe	Review the wardrobe planning process. To illustrate it, describe in detail how a wardrobe could be planned for a vacation trip or for a season.	Clothing Sense p. 10-11
More outfits through planning	Present the idea that with careful planning of additions to the wardrobe a person can stretch the dollar by making many interchangeable outfits. Illustrate with garments or pictures from catalogs or magazines. Start with two basic outfits and show how additions can be used with both.	
What is quality?	Select four garments of the same type (blouses, shirts, dresses) which vary in quality. Have 4-H members examine the four garments and rank them for quality. Tell how you ranked them. Then have members tell what details made them think one was higher quality than the others. List the details. Bring out other details they may want to check to determine quality.	Clothing Sense p. 11-12
When is good quality important?	We usually think that good quality is important when selecting clothing. There are times when it is more practical to purchase a lower quality garment that will meet your needs as well as the high quality garment but not cost as much. List situations when a lower quality would be best. Have members offer their ideas and discuss them as they are listed.	Clothing Sense p. 11
Returning clothing to the store	Have three members develop and present a skit showing two different people attempting to return unsatisfactory merchandise to a clothing store. One member would show an unsuccessful attempt, the other would be successful. Have them lead a discussion on what made one successful and the other unsuccessful at the end of the skit.	Clothing Sense p. 11-12
What do ads tell?	Find three clothing ads from a newspaper. Mount them. Have members study them and tell what kinds of information they can find on the ads.	Clothing Sense p. 12

Additional Activities Possible:

Field trip to clothing stores in your community. Visit a discount store, a department store, and a clothing store. Have each member look at the same type of garment at each place. After the tour have members describe the differences they found in price, quality, type of display, and services offered by store (credit, delivery, help of clerks, etc.) Have different members look at different types of garments.

Meeting 3

Purpose of the Meeting

At this meeting you can help the 4-H members to:

1. Recognize the effect of fiber content and fabric finishes on appearance, wear, and care of garments.
2. Recognize differences in fabric construction and the effect on appearance, wear, and care of garments.
3. Use labels to know what to expect of garments and how to take care of them.

Topic	How to Present	References
What fibers are you wearing?	Open the meeting with each member answering this question as a roll call.	
Fabric experiments	At the second meeting have members volunteer to do the experiments in Clothing Sense. Have two people do each experiment. At this meeting, have them bring the results of their experiments and tell what they did and what they discovered about the fabrics. Help each member to bring out how the ideas they learned could be applied to buying and caring for clothing.	Clothing Sense p. 16-20
Effect of fabric construction	Have a display of fabric swatches—woven, filling knit, warp knit, double knit, nonwoven. Have members examine swatches to identify the types of construction. After identifying them, discuss some of the stretch, strength, and care characteristics of each.	Clothing Sense p. 18-19
Fabric finishes used in today's clothing	Present information on what finishes are available today. Illustrate each by showing a garment that has that type of finish and tell what the finish is intended to do.	Clothing Sense p. 20
Labels—Why do we have them? What do they do for us?	Enlarge clothing labels on posters. Showing what is on a label, explain the reasons the information is there and how to use it.	Clothing Sense p. 21 Textile Legislation HC-6
Do consumers use labels?	Have a member interview a salesperson in two different stores and at least two consumers. Ask the salespeople whether or not they have seen consumers using labels as they purchase clothing. If so, what information do they look for? Ask consumers how they use the labels (or if they do). Report on interviews at meeting.	
What do fibers do?	Bring two or three garments of different fiber contents to the meeting. Using each garment, tell what fibers are in the garment. Lead a discussion of the characteristics of the fibers present and what they add to the item. Point out the importance of knowing how much of each fiber is present.	Clothing Sense p. 21-22 Today's Fibers EF-218

Developing a Program for Members

Plan Carefully

Before you hold any meetings, you will want to do some homework. Read through the material in the Clothing Sense member's bulletin and this leader's guide. You will find most of the basic subject matter information in the member's bulletin. In the leader's guide you will find suggestions for meetings and some extra information that you will need.

You will want to hold a planning meeting with members, but before you do that, work out a general plan for the meetings. You may want to do exactly what is suggested in this guide, but you may want to include other experiences for members. Have your suggestions for the project meetings well thought out before the planning meeting so you can be sure to suggest the most important ideas. Plan to have variety in the learning experiences.

At this meeting you will also want to have members fill in "Goals for my 4-H Clothing Project," page 3 of Clothing Sense.

Plan with the Members

Before you begin project meetings with members, hold a planning meeting with them. Explain what is included in the project by briefly going through the member's bulletin, or use other ideas to get at the various areas. Then explain what you have planned for the meetings. Decide together:

1. How many project meetings you will have. You might suggest what could be done in different numbers of meetings.
2. How often you will meet.
3. When you will meet and where the meetings will be held. Will you meet during the day or the evening? Will you meet in your home? In homes of members? Somewhere else in the community?
4. Whether or not your preliminary plans for the meetings sound interesting to the members. What else would they like to have included? What suggestions do they have for the meetings? Would they like to have a field trip? Could they present more of the information than you had planned?



Possible Exhibits

An exhibit is one way a 4-H member can show what he or she has been learning because of 4-H projects. It should reflect the goals of the member and the opportunities for learning the project provided. Not all of the ideas learned can or should be exhibited, but many can be.

Possible exhibits which are related to this project could include:

1. Purchased accessories for use with a garment. Include a mounted colored snapshot of exhibitor wearing the accessories with the garment. Include an explanation telling why these accessories were chosen and a description of how they fit into your wardrobe. Include factors such as fashion, color, occasion, and cost. Describe the effect of the accessories on total appearance.
2. A garment purchased by a 4-H member. Include an explanation of why the garment was chosen considering fashion, color, care, activities of wearer, wardrobe plan, and cost. Compare cost of making a similar garment. Include colored snapshot of member wearing garment.
3. Poster or display showing a textile and clothing "fact" or "why" related to clothing selection, fabrics, clothing care, etc. Actual products, pictures, diagrams, etc. may be used to teach the idea. If not a poster, include a sketch, diagram, or snapshot to show how the exhibit is to be set up for display.
4. Collection of information or ideas related to work done in 4-H Clothing project. Include a statement on the purpose of the collection and how it will be used in the future.

Criteria for Evaluating Suggested Exhibits

Exhibits can teach the public as well as show us what a 4-H member has learned in his or her project. In evaluating any of the exhibits suggested with this project, ask a member what someone could learn from observing his or her exhibit. There are questions listed with each type of exhibit which might guide an evaluator who is working with the member.

1. Purchased accessories—
 - Do the accessories complement the garment?
 - Is the total outfit appropriate for the activities for which it will be worn?
 - Are colors harmonious?
 - Are accessories fashionable?
 - Are accessories appropriate to the member's age?
 - Do accessories fit into the individual's wardrobe?
 - Is information with the exhibit well organized?
 - Is display neatly done?
2. Purchased garment—
 - Are the reasons for the selection of the garment logical? (Consider fashion, color, care required, activities of the wearer, wardrobe plan and cost).

Is the written statement clear and complete?
 Is the garment construction consistent with its use and cost?
 Does the garment fit the exhibitor well?

3. Textiles and clothing "fact" or "why"—

Is the information presented a sound practice or concept?
 Is the information accurate?
 Is the information presented in a clear concise manner?
 Can the information be read quickly and easily?
 Is the display eye-catching?
 Is the display neat?

4. Collection of information or ideas—

Is the information accurate?
 Is the information presented in a clear concise manner?
 Is the information organized logically?
 Are any samples or examples that are included accurate?
 Does the collection fulfill the stated purpose?
 Will the member be able to use the collection in the future?
 Is the container durable?
 Will the container allow for additions?

References

Clothing Sense will be the major reference for you and for 4-H members. There are other extension publications and school textbooks that could also be a help to you in your teaching. These are listed below.

Extension Publications:

Textile Legislation—Its importance to consumers HC-6
 Today's Fibers F218

Books and Pamphlets:

Your Clothing Dollar. Prudential Plaza, Chicago, Illinois, Household Finance Corporation. 1972. 25 cents.

American Home Economics Association, Textile Handbook. Fifth Edition. American Home Economics Association, 2010 Massachusetts Ave., N. W. Washington, D.C. 20036. 1974.

Vanderhoff, Margil; Franck, Lavine and Campbell, Lucille. Textiles for Homes and People. Lexington, Massachusetts, Ginn and Company. 1973.

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