A Style of Your Own

is a clothing decision project. It includes three publications:

- **Discovering Choice** for youth in Grades 6–8
- **Managing Choice** for youth in Grades 9–12
- **Helper's Guide** for the adult leader and for use with groups

**Youth Activity Guides**

The youth activity guides are developmentally appropriate for particular grades but may be used by youth in any grade depending on their experience, skill, and interest. Each guide contains an achievement program, a glossary, and a resource list.

**Helper's Guide**

The Helper's Guide provides additional learn-by-doing activities that can be adapted to family, home school, classroom, scout, club, and other educational settings. You will find a handy chart that lists supplies, special instructions, and answers for the activities in the youth guides. The Helper's Guide also contains helpful hints for working with youth, developing life skills, and teaching experientially.

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**Participating States**


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*Style is the man himself.*

— George Louis Leclerc de Buffon, 1753
What’s on the Clothes Rack?

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Style is the hallmark of a temperament stamped on the material in hand.
— Andre Maurois, French author, critic.
Welcome to A Style of Your Own, a decision-making curriculum that focuses on consumer issues in clothing. A young person has asked you to be his/her helper. In this important role, you will shape learning, offer encouragement, provide recognition, and enjoy the fun.

Your Responsibilities
- Become familiar with this guide and the youth guides.
- Provide a safe, supportive, and non-judgmental environment.
- Understand and use the experiential learning cycle.
- Reinforce the clothing and decision-making skills.
- Assist the youth's efforts to set goals and complete the Achievement Program.
- Serve as a resource person who connects youth to related materials; community projects; and people with needs, interests or expertise in clothing or decision making.

Your Challenge
Support teens as they explore the activities and develop conclusions. Resist the urge to provide or insist on "correct" answers. Instead, engage teens in conversation, listen to their concerns and ideas, and promote follow up and follow through.

Project Outcomes
A Style of Your Own uses youths' interest in what they wear to teach and provide opportunities to practice decision-making skills. Positive outcomes are expected in consumer clothing and decision-making experiences. Youth will:
- learn and practice the six steps of decision making
- assume responsibility for making clothing decisions
- build self-confidence in the apparel marketplace
- learn fiber science, apparel design, and consumer science concepts
- demonstrate leadership skills through community service.

Meeting Place
You can use A Style of Your Own in many teaching and learning situations. Pilot experiences have been successful in 4-H clubs, middle school classrooms, after-school programs, youth summer camps, home schools, and scout programs.

When deciding where to meet, consider the needs of the youth, the purpose of the activity, and the delivery method. You may discover that you need to meet in different places depending on the activity. Visit a museum, observe clothing styles at a stage show, or comparison shop at the mall. Remember to work out the details of parental permission, transportation, and notification so all can participate.

Inside the Youth and Helper's Guides
The Helper's Guide explains what to teach and how to teach it. It provides additional information about using the youth guides, quiz answers, and group activities. You will also use the two youth guides, Discovering Choice and Managing Choice. Each youth guide has activities that can be done individually, with a partner, or within a group. All activities include these sections:

- Introduction—topic and expectations
- Stepping Out—instructions for doing the activity
- Suiting Up—discussion that helps youth think about how the activity teaches a skill and how they can use that skill in their daily lives
- Gearing Up—information
- Looking Good—extra challenges and fun
- Stocking Up—interesting or fun fact

Words written in bold type are found in the Glossary. Each youth guide has its own glossary; the Helper's Guide is a combination of the two plus a few words of its own.

Supplies/Resources
Activity supplies are ordinary items that you might find around the home or at an office supply, craft, fabric, or discount store. If you prefer to purchase by mail-order, see Resources (p. 36) for suggestions. Other resources such as websites, publications, and videotapes can enrich the learning experience.
What to Teach

Youth in middle and high school are already familiar with the clothing marketplace. They’ve tagged along on family shopping trips, made some purchases on their own, and borrowed items from a sibling or friend. They know which stores carry which brands and the average price of T-shirts and jeans. What they may not know is how to make sound decisions within their budget.

A Style of Your Own helps youth understand the decision-making process and how they can apply it first to clothing decisions, then to purchase decisions, and ultimately to any decision.

Each activity in A Style of Your Own emphasizes a decision-making skill and a clothing skill. A shaded box suspended from a hanger tells you which skills are being practiced and what the youth will learn (success indicator). Watch for this logo at the beginning of each activity. The button helps you keep track of where you are in the decision-making process.

Decision-Making Skills

Define Problem
Decision making begins with identification of the problem. Youth ask, “Is it critical to take action on the issue or problem? Does the problem stem from a basic need or from a perceived want?” A good understanding of the situation and a clear description of the REAL issue(s) are essential.

Consider Alternatives
In the second step, youth think about alternatives. They draw from their personal experiences, values, beliefs, attitudes, and resources to develop a list of possible solutions. Youth use critical thinking and problem-solving skills to compare their options.

Gather Information
In step three, youth identify what they need to know and begin to search for information. They locate, sort, and organize data to support/eliminate alternative choices. Common information categories include product features, prices, quality, maintenance costs, other people’s experiences (particularly friends), and media messages.

Evaluate Alternatives
The fourth step, evaluate alternatives, asks youth to analyze the costs and benefits of specific choices based on personal values, goals, and budget constraints. Critical thinking, reasoning, and analytical processes are revisited.

Make Decision
Youth make a decision in step five. Those who avoid or procrastinate making a decision should realize that to not make a choice is also a decision.

Evaluate Decision
In the last step of the process youth ask, “Am I happy with my decision?” They evaluate the decision by thinking critically about consequences. They examine product quality and performance. They wonder, “Should I have done something different? or say, “This works really well; how can I make it work even better?” Post-choice evaluation strengthens future decision-making and helps avoid repeated mistakes. Some teens feel exaggerated needs and wants. Looking back at decisions made and not made can reassure them that a missed purchasing opportunity is not life threatening! Youth also recognize poor decisions and learn to control impulse spending.
Clothing Consumer Skills

Clothing skills address a consumer's need to acquire, manage, maintain, and dispose of clothing. Some examples are:

- inventory wardrobe
- identify clothing styles
- analyze clothing function
- relate body contour to clothing fit
- learn fiber, fabric, and garment terms
- understand clothing care
- calculate clothing prices and budget
- evaluate clothing labels and information
- understand media messages
- select clothing
- take action on defective clothing.

Clothing skills are linked to these important consumer concepts:

- Needs and wants are different. A need is essential to life; a want is simply a desire.
- Needs and wants usually exceed ability to pay unless they are deliberately controlled.
- A problem may have more than one solution.
- The same type of product comes in different qualities and prices.
- Stores sell the same or similar items at different prices.
- Customer service and clerk friendliness vary from store to store.
- Name brands are not necessarily the best product.
- Consumers should complain when a product is disappointing.

Workforce Preparation Skills

Skills needed by tomorrow's workforce emphasize continued learning and adaptability. Specific knowledge is less important because information learned today will be out of date in just a few years. The decision-making and clothing-consumer skills that youth practice in A Style of Your Own help them prepare for the workplace by developing competence in these areas.

Resources:
Manage time, money, materials, space, and staff.

Interpersonal Skills:
Participate in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information:
Find and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Systems:
Understand social, organizational, and technological systems; monitor and correct performance and design or improve systems.

Technology:
Select equipment and tools, apply technology to specific tasks and maintain and trouble shoot equipment.

Style is not something applied.
It is something that permeates.
It is of the nature of that in which it is found, whether the poem, the manner of a god, the bearing of a man. It is not a dress.
—Wallace Stevens,
U.S. poet, 1951.
You will help young people "learn for themselves" by engaging them in learn-by-doing activities. As youth share information or reach agreement they reflect upon their own interests and background, and how those relate to the activity and the life skill practiced. The differences may be great in participant background, maturity level, degree of self awareness, and prior knowledge about the subject matter. It is important to respect each person's knowledge, abilities, skills, and talents and to acknowledge that everyone has something to contribute.

### Understand Learning Characteristics

Despite individual differences, certain learning characteristics are associated with particular age groups. Understanding these characteristics will help you reach and teach your audience.

#### Grades 6-8

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teaching Tips</th>
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</thead>
<tbody>
<tr>
<td>Can take responsibility in planning and evaluating</td>
<td>Give youth responsibility for planning, implementing, and evaluating group</td>
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<tr>
<td>their own work.</td>
<td>activities.</td>
</tr>
<tr>
<td>Can plan their own social and recreational activities.</td>
<td>Provide opportunities for youth to work together. Form committees to plan</td>
</tr>
<tr>
<td></td>
<td>recreational and social events.</td>
</tr>
<tr>
<td>Can discuss current events, international affairs,</td>
<td>Use discussion, activities, and games that encourage awareness of current</td>
</tr>
<tr>
<td>and social issues with some help.</td>
<td>events and issues.</td>
</tr>
<tr>
<td>Want to make decisions but still depend on adult</td>
<td>Establish guidelines that give parameters for youth to follow.</td>
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<tr>
<td>guidance.</td>
<td>Provide activities that foster social interaction with peers and adults.</td>
</tr>
<tr>
<td>Gain skills through social relations with peers and</td>
<td>Use peer pressure to influence positive behavior. Have group give encouragement</td>
</tr>
<tr>
<td>adults.</td>
<td>to individuals.</td>
</tr>
<tr>
<td>Susceptible to peer pressure, first from same</td>
<td>Avoid asking youth to share their work publicly until they feel comfortable</td>
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<tr>
<td>gender, then from opposite gender.</td>
<td>with the group.</td>
</tr>
<tr>
<td>Can be self-conscious.</td>
<td>Encourage youth to participate in activities with older youth and adults.</td>
</tr>
<tr>
<td>Possess strong emotional attachment to older youth</td>
<td>Assist youth in making realistic choices. Review plans, discuss alternatives</td>
</tr>
<tr>
<td>and adults.</td>
<td>and weigh options before making decisions.</td>
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<tr>
<td>Often make unrealistic choices.</td>
<td></td>
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</tbody>
</table>

#### Grades 9-12

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to develop a personal philosophy.</td>
<td>Use activities that allow youth to identify their own philosophies.</td>
</tr>
<tr>
<td>Enjoy discussing world situations and personal</td>
<td>Encourage discussion of events and feelings.</td>
</tr>
<tr>
<td>activities.</td>
<td>Put youth into real life, problem-solving situations.</td>
</tr>
<tr>
<td>Reach a higher level in abstract thinking and</td>
<td>Develop a climate in which youth are encouraged and supported by peers.</td>
</tr>
<tr>
<td>problem solving.</td>
<td>Encourage youth to plan and carry out their own social activities.</td>
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<tr>
<td>Possess a strong desire for status within their peer</td>
<td>Help youth realize that their decisions have consequences.</td>
</tr>
<tr>
<td>group.</td>
<td></td>
</tr>
<tr>
<td>Exhibit high interest in social activity.</td>
<td>Help youth see their positive attributes.</td>
</tr>
<tr>
<td>Need freedom from parental control to make decisions.</td>
<td></td>
</tr>
<tr>
<td>Have feelings of inferiority and inadequacy.</td>
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</tbody>
</table>
Work with Youth in Groups

Whether this is your first volunteer experience or your hundred and first, it's important to consider how you will work with youth. Group dynamics differ from one-on-one support. Keep these points in mind and you should have an enjoyable experience.

1. Do advance preparation.
   Prepare your group for individual work, group meetings, and fieldtrips. Make prior arrangements at malls, restaurants, museums, libraries, private homes, and small shops. Let the members and parents know what to expect and what is expected of them.

2. Provide positive encouragement.
   Is someone's inventory a work of art? Did the group show conviction during the discussion? Has a member suggested a creative community service project? Give all the support and reinforcement you can—without patronizing.

3. Be a helper, not a competitor.
   Resist the normal urge to leap in with the answers or prod too much while someone is thinking.

4. Keep everyone positive.
   Insist on respect for all. Thoughtless remarks can sting so redirect the conversation or remind the group that "No putdows are allowed."

5. Allow open-ended conclusions.
   Most questions have different facets to explore. Not every question merits a definite answer.

6. Value outcomes more than rules.
   Did the point get made in another way? If so, that's OK! Adapt Looking Good activities for the group or for the individual. Freely encourage art, poetry, drama, video, and dance if there is interest. How about murals? Read-ins? Video festivals? Guest speakers? Critiques and movie reviews? Fashion shows?

7. Relax and enjoy!
   Teens are wonderfully expressive, ever changing, and highly social. Bring along your sense of humor. Relax and have fun.
Use the Experiential Learning Model

A Style of Your Own activities follow the five steps of the experiential learning model as recommended by the 4-H Youth Development Program. This process engages the learner immediately, encouraging her/him to think more, work harder, and ultimately learn more thoroughly than through traditional teaching methods. Some educators recommend using 25% of the available time for the experience and 75% for the four remaining steps. The goal is to make the experience relevant to the youth's life through reflection and application.

1. Experience
   The model begins with an experience—ACTION. This immediately focuses the attention on the learner rather than the teacher. When youth first learn by doing, before being told or shown, they practice a wide variety of life skills. As the group leader, your challenge is to “sit on your hands” as much as possible during the experience step. Many times you will hear, “We figured it out by ourselves!”

2. Share
   Sharing is simply asking the group or individuals, “What did you do? What happened? How did you feel about doing (whatever)?” The intention is to involve everyone and to generate ideas and information for later discussion.

3. Process
   The questions and discussion now focus on what was most important about the experience. Common themes that emerge from the sharing session are explored further. Often the key teaching points related to the subject matter (in this case, clothing issues for consumers) are discussed.

4. Generalize
   The discussion becomes more personal. “So what?” is the question. “What did you experience mean to you personally? To your everyday life?” Although the focus could remain on the subject matter, it generally shifts to the life skill being practiced (in this case, decision making).

5. Apply
   Ask youth what was learned and how they can use this knowledge. Can they demonstrate mastery of a skill by performing another activity that requires using the new skill? Again, the emphasis is placed on the life skill practiced rather than the subject matter skill.

Use the Decision-Making Skill Grid

The grid below will help you keep track of how each activity fits into the decision-making process. It quickly identifies activities that address the same skill and makes clear that choices are not made by climbing steps one-by-one. Instead, each step may be repeated several times as new information is found or unexpected limitations are discovered.

<table>
<thead>
<tr>
<th>Decision-Making Skills</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Problem</td>
<td>Discovering Choice: 1, 2, 3</td>
</tr>
<tr>
<td>Consider Alternatives</td>
<td>4, 5</td>
</tr>
<tr>
<td>Gather Information</td>
<td>6, 7, 8</td>
</tr>
<tr>
<td>Evaluate Alternatives</td>
<td>9, 10, 11</td>
</tr>
<tr>
<td>Make Decision</td>
<td>12, 13</td>
</tr>
<tr>
<td>Evaluate Decision</td>
<td>14, 15</td>
</tr>
</tbody>
</table>
"It was so much fun," the seventh grader exclaimed, but the parent was thinking, "What did he learn?"
The helper reported, "Every kid was bubbling over with excitement," while the youth was wondering, "What was the point?"
Youth, helpers, and parents need to know that learning is taking place and that they have tools to record that progress.

Success Indicator
Near the beginning of every activity is a success indicator, a brief statement of what the youth are expected to accomplish. The success indicator brings together the clothing and decision-making skills. Knowing this information allows the helper to guide the discussion, provide help, and evaluate the experience.

Achievement Program
The Achievement Program in each youth guide makes it easy to set learning goals, make a plan to achieve the goals, mark progress throughout the project, and evaluate when the project ends. Your assistance will help each youth complete the program and recognize their own learning.

Youth Activity Guides
In their activity guides, youth will make lists, answer questions, sketch designs, outline ideas, record observations, and make collages. The books are theirs to keep. They might enter it in a fair or record book competition, drop it in a memory chest, or keep it handy for easy reference.

Other Ways to Record Progress
A journal, portfolio, or videotape are great for recording the extra challenges in Looking Good or for related experiences that you dream up. The journal can be kept in a sketch pad, notebook, or binder. A portfolio is good for things that don't fit into the journal. Use a big envelope, manila folder, folded piece of cardboard, or box. You might rent or borrow a video recorder and create a project highlights tape.
Use these tips to enhance and reinforce the activities in the youth guide. Youth may do the activities individually or as part of a group.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Tips and Concepts</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan the Program Year</td>
<td><strong>ALERT! Before doing the first activity, work with youth to Plan the Program Year (p. 18) and their Achievement Program (Discovering Choice, p. 4).</strong>&lt;br&gt;&lt;br&gt;Be certain youth understand that they will learn and practice the six steps of decision making as they focus on what to wear. Initiate discussion about clothing function. Talk about how the activities youth do (the things on their calendar) tell others about them and help them decide what to wear. Group work: Youth could make a big calendar collage that includes each member's activities or records the things they do together. Do Movies and Popcorn (p. 18) watching for ways that lifestyle influences clothing choices for the characters.</td>
<td>Newspapers and magazines&lt;br&gt;Paste, glue, or rubber cement&lt;br&gt;Pencils&lt;br&gt;Foamcore, paper, or poster board for collage&lt;br&gt;Looking Good:&lt;br&gt;Watercolors, poster paints, color markers, or crayons&lt;br&gt;Poster board or paper&lt;br&gt;Photos and album</td>
</tr>
<tr>
<td>1 What's on Your Calendar?</td>
<td><strong>Share measuring information (p. 33) with youth. Check out pattern companies' websites or clothing and textile books for additional information on measuring and sizing. Be aware that some youth will not be comfortable taking their measurements as a group or sharing their results.</strong>&lt;br&gt;&lt;br&gt;Group work: If you live near an apparel manufacturer, arrange a visit and ask how they determine their size range. Do The Golden Mean (p. 20) for another approach to proportions.</td>
<td>Measuring tape&lt;br&gt;Pencils&lt;br&gt;Pattern envelopes&lt;br&gt;Clothing catalogs</td>
</tr>
<tr>
<td>Stats and Sizes</td>
<td><strong>Ask youth if they have an income. Do they use it to make clothing purchases? If parents make most of their clothing decisions, do youth understand how they fit into the family plan? Do not ask youth to share exact $ amounts with the group.</strong>&lt;br&gt;&lt;br&gt;Group work: Plan a fund raiser and allow the youth to manage the money. View The Thing About Money (Resources, p. 36).</td>
<td>Pencils&lt;br&gt;Financial records such as checkbooks or receipts</td>
</tr>
<tr>
<td>3 Got a Dime— or a Dollar?</td>
<td><strong>Focus on the wide variety of choices in today's marketplace. Ask if too many choices is a problem and how they deal with it.</strong>&lt;br&gt;&lt;br&gt;Group work: Take a field trip to any retailer to demonstrate the variety of merchandise.</td>
<td>Pencils&lt;br&gt;Looking Good:&lt;br&gt;Index card</td>
</tr>
<tr>
<td>Activities</td>
<td>Tips &amp; Concepts</td>
<td>Materials</td>
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<td>------------------</td>
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</tbody>
</table>
| 5 Buy, Borrow or Barter? | Discuss ways of getting clothes WITHOUT buying. Talk about ways to recycle clothing.  
Group work:  
Follow decision-making model in Caring for Community (p. 26) to design a community service activity that recycles clothing.  
Arrange a garage sale outing.  
Suggested answers for Stepping Out:  
1. borrow  
2. clean  
3. repair  
4. buy  
5. charge  
6. layaway  
7. exchange  
8. order  
9. cut off  
10. sew  
11. rent  
12. trade  
Note that some answers fit more than one slot. | Pencils |
| 6 You as Designer | Ask how many youth check labels before buying. Bring clothing labels to generate discussion. Refer youth to p. 36 in Discovering Choice. Provide Flash 'N Fashion (See Resources, p. 36) for youth use in designing their garments.  
Group work:  
Some enjoy checking the labels in the clothes they are wearing but be aware that others are threatened by this. Discuss the popularity of designer labels. Order free care label information from Textile Industry Affairs (Resources, p. 36). | Pencils  
Sample labels (optional)  
Newsprint (optional)  
Tape or flipchart stand (optional) |
| 7 Whose Idea Is It? | Talk about credibility of sources. How do youth decide who to believe?  
Group work:  
Discuss the practice of companies providing school equipment for the right to advertise in schools. View Buy Me That Too (Resources, p. 36). | Pencils  
Looking Good:  
Journal  
Telephone directory |
| 8 Truth and Consequences | Bring along extra advertisements. Sale flyers work well.  
Group work:  
Ask youth to share experiences related to misleading advertising. Talk about whether youth/families are willing to pay more if the product is environmentally safe or made from recycled materials. View Why Ads Work (Resources, p. 36). | Advertisements  
Highlighters or colored pencils  
Stapler with staples  
Looking Good:  
Paper and pencils  
Art supplies (optional) |
| 9 Where's Your Favorite T-shirt? | Be flexible in how youth do the inventory. A chart is provided but they could use any method that works. The intent is to get them to think about why they only wear a few of the garments in their wardrobe.  
Group work:  
If youth choose to make this a group activity, they could each bring four items (two they like and two they never wear) for discussion and then complete the full inventory on their own. | Pencils |
| 10 Colorful Characters | Youth should use thinned liquid glue to allow mingling of the colors.  
Encourage them to watch for color changes where tissues overlap.  
Group work:  
Youth enjoy working with color. Try these ideas:  
- Invite a color consultant to meet with your group.  
- Use natural dyes, Kool Aid, or commercial dyes.  
- Make or order (Resources, p. 36) color wheels.  
- Do Movies and Popcorn (p. 18) watching for color schemes or the relationship of clothing color to character personality. | Colored tissue paper  
Plain white paper  
Thinned liquid glue (not glue stick or paste)  
Scissors  
Mirror  
Clothing catalogs |
<table>
<thead>
<tr>
<th>Activities</th>
<th>Tips &amp; Concepts</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 11 Mapping Choices | Bring sample sweatshirts that have at least some of the characteristics listed in the chart. Remind youth that the terms are in the Glossary; refer to Properties of Some Common Fibers (p. 30).  
**Group work:** Design a “Trivial Pursuit” game using the terms in the Glossary or try the one in Dollars & Sense (Resources, p. 36). | Clothing catalogs  
Sweatshirts (optional)  
Pencils  
Looking Good:  
Old sweatshirts |
| 12 Trade Up or Trade Down? | Bring sample backpacks or bags for close inspection. Talk about the value of the features and how they fit together. For example, what is the use of a padded shoulder strap if the backpack is tiny?  
**Group work:** Develop an exhibit that shows what the group learned about backpacks or about decision-making. Refer to Show the World (p. 28) to get started. Do Shop-a-Thon (p. 24) as an extension of this activity. | Pencils |
| 13 To Spend or Not to Spend? | Review the steps of decision-making. **Note that every clothing decision DOES NOT have to result in a purchase. Emphasize that NOT deciding is also a decision.**  
**Group work:** Do Shop-a-Thon (p. 24) as an extension of this activity. | Clothing catalogs  
Scissors  
Paste  
Pencils |
| 14 Thumbs Up or Thumbs Down? | Bring in garments or household items that demonstrate different color problems. Perhaps an item that was accidentally bleached, something that faded in the sun, and several pairs of jeans that have been finished by stonewashing, acidwashing, or enzyme-washing.  
**Group work:** Do Jean Cotes (p. 22) for a fun experiment with cracking. | Pencils  
Discolored items (optional) |
| 15 Great Gripes | Encourage youth to return or exchange items that did not perform as expected. Be willing to accompany them or ask a parent to do so.  
**Group work:** Do role plays on how to return merchandise. Some ideas for roles:  
• angry customer  
• cranky customer representative  
• friendly customer  
• very talkative salesclerk  
• customer’s hurried friend  
• new staff that doesn’t know rules  
• customer’s mother or father  
• helpful store manager | Clothing catalogs  
Highlighters  
Pencils  
Stapler with staples  
Looking Good:  
Shoe box or other container |
**Managing Choice (Grades 9–12)**  
**Helper's Hints**

Use these tips to enhance and reinforce the activities in the youth guide. Youth may do the activities individually or as part of a group.

---

<table>
<thead>
<tr>
<th>Activities</th>
<th>Tips &amp; Concepts</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Plan the Program Year</td>
<td>ALERT! Before doing the first activity, work with youth to Plan the Program Year (p. 16) and their Achievement Program (Managing Choice, p. 4).</td>
<td>Pencils</td>
</tr>
</tbody>
</table>
| 1 What (exactly) Is the Problem?               | Introduce the decision-making process and how it can be applied to clothing decisions. Review Decision-Making Skills (p. 3). Help youth clearly define the problem or situation that needs to be solved.  
Group work: Try Stepping Out as a group activity. Brainstorm fashion and function characteristics and record them on newsprint or a chalkboard. The group might do the Process question as a contest. Youth choose one activity and list as many fashion and function characteristics as they can in three minutes. | Pencils                    |
| 2 What's in Your Mind?                         | Help youth define their clothing problems by gathering information about their lifestyle and preferred “look.” Dry the collage on a waterproof surface; flatten it with a waterproof weight. Protect the dry collage with clear contact paper. Use the collage(s) in a bulletin board display.  
Group work: Try Stepping Out as a group activity. List everyone's ideas about desirable styles. Encourage youth to sketch unique “looks” for the group. Ask for demonstrations of walk, posture, gestures, or other mannerisms that support a particular image.  
Involve the school art teacher in this project. View vintage clothing at a museum or historical society. Ask youth to share photographs of their parents and grandparents and talk about how styles have changed. Do Movie and Popcorn (p. 18) matching clothing styles to setting, period, and character personality.  
Look Ahead: Remind youth to bring/make a photo of themselves for Activity 3. You could also take photos at this meeting in preparation for Activity 3. | Magazines/newspapers  
Glue stick/rubber cement  
Scissors  
Poster board/foam core (optional)  
Clear contact paper (optional)  
Group Work  
Newsprint/chalkboard  
Felt markers/chalk  
Masking tape  
Looking Good  
Costume history  
Videotapes |
| 3 What's in Your Mirror?                       | Encourage youth to further define their clothing situation by gathering information about body shape. Be sensitive. Teens are experiencing new emotions and physical changes. Set the tone for an objective, clinical approach. Disallow put-downs of themselves and others. Note that bodies change form as they mature.  
Emphasize that genetic inheritance is the first determining factor for a figure. Note that different physical qualities have been considered desirable in different periods of history and among different ethnic groups. Remind youths to value themselves for all their qualities and uniqueness.  
Group work: Do not make this a group exercise unless the teens agree—or suggest it. | Full length photographs  
(Consider taking photos with a disposable camera or instant photo camera.)  
Tracing paper  
Pencil or pen  
Colored paper  
Scissors  
Group Work  
Tracing paper |
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<th>Activities</th>
<th>Tips &amp; Concepts</th>
<th>Materials</th>
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<tr>
<td>4 What's in Your Data Profile?</td>
<td>Help youth continue to define their clothing questions by taking body measurements. Again, be sensitive to youth's privacy and allow them to do this activity with a close friend or at home. Demonstrate how to take accurate measurements (p. 33). Talk about how manufacturers use different sizing systems. <strong>Group work:</strong> Ask one youth to explain the measuring process. If the group agrees, allow youths to identify what they like about one another's personalities. Do The Golden Mean (p. 20) and include proportion data to profiles. Assist youth in researching the metric system. List industries that use metric more commonly than they use the U.S. Customary System. Refer to Show the World (p. 28) to plan a presentation on measuring systems. Ask youth to bring in boy/girl dolls. Talk about the cultural messages the body characteristics of these dolls represent.</td>
<td>Pencils or markers&lt;br&gt;Colored paper&lt;br&gt;Scissors&lt;br&gt;Looking Good&lt;br&gt;Journal/sketchbook</td>
</tr>
<tr>
<td>5 What's in Your Budget?</td>
<td>Help youth define their clothing problems by figuring out how much money they have to spend on clothes. Don’t ask for full disclosure of personal funds. Use this opportunity to talk about other financial management issues youth face such as opening a savings account or using a credit card. <strong>Group work:</strong> Group discussions could include allowances, typical expenses, and ways to earn money. Brainstorm techniques for saving instead of spending money. Invite a local store manager to talk about layaway and store credit. Invite an accountant or a disciplined household budgeter to lead a group discussion or present money management strategies. Plan a field trip to a local bank to learn about savings accounts and future loans for financing automobiles and college/after school technical training.</td>
<td>Pencils&lt;br&gt;Financial records such as checkbooks and receipts&lt;br&gt;Looking Good&lt;br&gt;Paper/computer program&lt;br&gt;College information</td>
</tr>
<tr>
<td>6 What Do You Really Need?</td>
<td>Introduce the second step of the decision-making model, consider alternatives. Help youth learn to differentiate between clothing needs and clothing wants. <strong>Group Work</strong> Have youth share a clothing item that they purchased on impulse. Ask them to talk about why they bought it and how they feel about it now. Photocopy the “Test of Need” (pp. 31-32) on green paper or have youth design their own. Remind them to carry this in their wallet and read it before making a purchase. Design a community service project on this topic (Caring for Community, p. 26).</td>
<td>Pencils&lt;br&gt;Clothing catalogs&lt;br&gt;Scissors&lt;br&gt;Glue/Paste/Rubber Cement&lt;br&gt;Group Work&lt;br&gt;Photocopy #&lt;br&gt;bill on green paper.</td>
</tr>
<tr>
<td>7 What's in Your Wardrobe?</td>
<td>Help youth consider clothing alternatives by taking inventory of their wardrobe. To save time, photocopy the garment shapes (Managing Choice, p. 38). A video inventory is another way to record and consider clothing alternatives. Suggest youth try on their clothes as they videotape. This will help them discover new ways to mix and match garments and to identify items they can no longer use. <strong>Group work:</strong> Work with youth to inventory the meeting room.</td>
<td>Tracing paper/copies of p. 38&lt;br&gt;Pencils&lt;br&gt;Erasers&lt;br&gt;Colored pencils/fine line markers</td>
</tr>
</tbody>
</table>
### Activities

#### What’s in the Package?
Youth have been gathering information all along to define the problem and to consider alternatives. Now, they will gather information about jean alternatives in order to evaluate those alternatives. Refer to Properties of Some Fibers (p. 32) and Glossary (p. 34).

**Group work:** Invite a Home Economics teacher, 4-H Clothing and Textiles leader, tailor, or home sewer to explain/demonstrate garment construction techniques and closures. Try Jean Codes (p. 22) to learn more about this teen favorite. Use the Looking Good activity, create a rubbing as a hands-on activity for younger children. View Clothing: An Intelligent Buyer’s Guide (Resources, p.36).

### Materials
- Pencils
- Looking Good
- Indigo dye (see Resources, p.36)
- Used garments with various seam types
- Seam ripper
- Stopwatch/watch
- Variety of woven fabrics
- Colored pencils
- Paper

### Answers for Activity 8:

<table>
<thead>
<tr>
<th>Fiber Content</th>
<th>Fabric Construction</th>
<th>Fabric Finish</th>
<th>Garment Construction</th>
<th>Closure</th>
<th>Style and Fit</th>
<th>Care</th>
<th>Cost</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>Plain weave</td>
<td>Acidwashed</td>
<td>Bar tack</td>
<td>Button</td>
<td>Baggy 40</td>
<td>Dry clean</td>
<td>Discount</td>
<td>Designer label</td>
</tr>
<tr>
<td>Nylon</td>
<td>Twill weave</td>
<td>Enzyme washed</td>
<td>Belt loop</td>
<td>Snap</td>
<td>Bell bottom</td>
<td>Handwash</td>
<td>Regular price</td>
<td>Logo</td>
</tr>
<tr>
<td>Polyester</td>
<td></td>
<td>Indigo dyed</td>
<td>Double stitching</td>
<td>Zipper</td>
<td>Boot leg</td>
<td>Line dry</td>
<td>Sale price</td>
<td>Store label</td>
</tr>
<tr>
<td>Spandex</td>
<td></td>
<td>Permanent press</td>
<td>Flat fell seam</td>
<td></td>
<td>Classic</td>
<td>Machine wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prewashed</td>
<td>Plain seam</td>
<td></td>
<td>Cowboy cut</td>
<td>Tumble dry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stonewashed</td>
<td>Pocket</td>
<td></td>
<td>Easy fit</td>
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<td></td>
<td></td>
<td></td>
<td>Rivets</td>
<td></td>
<td>Loose fit</td>
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<td></td>
<td></td>
<td></td>
<td>Serged seam</td>
<td></td>
<td>Reverse fit</td>
<td></td>
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<td></td>
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<td></td>
<td>Tapesitching</td>
<td></td>
<td>Slim fit</td>
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<td></td>
<td></td>
<td></td>
<td>Straight leg</td>
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</tbody>
</table>

### Activity 9: Whom Can You Trust?

Help youth gather information from different sources.

**Group work:**
Brainstorm with youth where they get information about products they are interested in buying. Talk about the amount of time and energy it takes to gather information. Discuss why you trust some brands more than others. Does the group agree?

Make labels for each of the information sources listed in Stepping Out. Ask each youth to select one from a jar and role play the information source. Ask the group to rate the source for credibility and discuss why the information is/is not trustworthy. Invite a dry cleaner to explain clothing labels.

### Activity 10: What's Between the Lines?

Ask youth to gather information from clothing advertisements. Remind them of the definitions for implicit and explicit messages.

**Group Work**
Hold an ad contest. Ask youth to design a persuasive ad and discuss what makes an ad compelling. Combine everyone’s work into a bulletin board or window display. Play “Name that jingle or slogan.” Youth sing jingles or quote slogans while others guess the advertiser and the product. View Why Ads Work (Resources, p. 36).
<table>
<thead>
<tr>
<th>Activities</th>
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<th>Materials</th>
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<tbody>
<tr>
<td><strong>11</strong> Collar Clues</td>
<td>Help youth evaluate alternatives in collar styles based on their unique proportions. Triumph of Style by Mathis and Connor provides a nice analysis of how clothing characteristics can be used to enhance different body shapes and create different styles. <strong>Group work:</strong> Divide the group into teams that examine and discuss different clothing elements such as collars, sleeves, and closures. Expand this discussion to include clothing styles from other countries.</td>
<td>Pencils&lt;br&gt;Paper&lt;br&gt;Mirror&lt;br&gt;Measuring tape&lt;br&gt;Garments with collars&lt;br&gt;Arrange trip to thrift store&lt;br&gt;Looking Good&lt;br&gt;Book of portraits</td>
</tr>
<tr>
<td><strong>12</strong> Purchase or Something Else?</td>
<td>Encourage youth to evaluate alternative ways to obtain clothing. Before buying clothing, youth need to evaluate their options: purchase, sew, borrow, trade, or do without. Talk about how youth can acquire sewing skills, when and why sewing skills are useful. <strong>Group work:</strong> The activity is more fun if done as a group. Remember to alert stores in advance.</td>
<td>Pencils&lt;br&gt;Arrange trips to clothing and fabric stores&lt;br&gt;Photocopied charts&lt;br&gt;Looking Good&lt;br&gt;Arrange fieldtrips&lt;br&gt;Clothes to exchange</td>
</tr>
<tr>
<td><strong>13</strong> Keep or Toss?</td>
<td>Instruct youth to make a decision about what to do with clothing they rarely or never wear. <strong>Group Work</strong> Use this as a group activity and ask everyone to bring one item that they haven’t worn in a month. Allow each person to test every garment. Compare the results for a lively discussion. Consumer Reports often rates clothing products. Check your library.</td>
<td>Pencils&lt;br&gt;Clothing rarely worn&lt;br&gt;Group Work&lt;br&gt;One or more garments per person</td>
</tr>
<tr>
<td><strong>14</strong> What’s it Going to Be?</td>
<td>Remind youth that they will practice the first five decision-making steps in this activity. Become familiar with the chart so you can explain how it works and how to do the math (multiplication and addition). Bring calculators and allow youth to work at their own speed. Note how useful math skills are in everyday life. <strong>Group work:</strong> Discuss how not making a decision is also a decision. Encourage youth to organize an exhibit about the decision-making process. Refer to Show the World (p. 28) for details.</td>
<td>Catalogs/fieldtrip/internet&lt;br&gt;Pencils&lt;br&gt;Art supplies&lt;br&gt;Group Work&lt;br&gt;Exhibit materials</td>
</tr>
<tr>
<td><strong>15</strong> Did You Triumph?</td>
<td>Focus on how to evaluate the decision. Note that evaluation of past experiences provides youth with new information for future decisions. <strong>Group work:</strong> Ask the group to define the phrase consumer satisfaction. Discuss how personal definitions of desirable and undesirable clothing features differ. Is the number of times a garment is worn a good measure of whether it was a good consumer choice?</td>
<td>Pencils&lt;br&gt;Garment&lt;br&gt;Looking Good&lt;br&gt;Art Supplies</td>
</tr>
<tr>
<td><strong>16</strong> Did You Get Stuck?</td>
<td>Encourage youth to evaluate a clothing decision and take action on defective clothing. Discuss the components of a good complaint letter. <strong>Group work:</strong> Ask the group what evidence (receipt, label, hang-tag, newspaper ad) is needed to make a complaint or return an unsatisfactory purchase. Discuss how product price might affect the amount of time and effort that consumers put into complaints. Visit your local Small Claims Court or Dispute Resolution Center.</td>
<td>Pencils/pens/computer&lt;br&gt;Paper&lt;br&gt;Looking Good&lt;br&gt;Internet access</td>
</tr>
</tbody>
</table>
Plan the Program Year

A Style of Your Own activities can be done by individuals or groups guided by an adult helper. Group sessions allow youth to share experiences from Discovering Choice/Managing Choice or to work together on related events/projects. Advance planning will help youth stay interested and involved.

STEPPING OUT
Before planning begins, you may want to talk with parents to find out what they feel their teens need and to enlist their support. Gather writing supplies, youth activity guides, helper's guides, and relevant resources. Encourage youth (with input from their parents/guardians/helpers) to develop the year's plan.

1. Explain that A Style of Your Own builds skills in clothing management and decision making.
2. Ask youth and adults to scan the A Style of Your Own series.
3. Review the Achievement Program requirements in Discovering Choice/Managing Choice.
4. Allow youth to discuss and select Achievement Program Activities (6 Stepping Out, 2 Leadership/Community Service, and 2 Looking Good). They may work individually, in pairs, or in small groups. Ask them to:
   1. list activities they want to try
   2. choose one activity from the list and explain why it is appealing
   3. rank the activities in order of preference
   4. decide by consensus which activities to do
   5. record decisions in their youth activity guides (pp. 4-5)
   6. set meeting dates, locations, and topics.

- Allow youth to discuss and select group activities. These may be part of the Achievement Program, extra challenges, or simply fun. Examples are fieldtrips, recreation, and community service. Ask youth to:
  1. repeat steps 1-6 from above
  2. list tasks for each activity (transportation, refreshments, materials, publicity, etc.)
  3. identify persons responsible for each task: encourage everyone to volunteer
  4. write the plan on newsprint or chalkboard for all to see and approve
  5. provide each participant with a copy of the plan and member contact information.

Decision-Making Skill:
- Define Problem
- Consider Alternatives
- Gather Information
- Evaluate Alternatives
- Make Decision

Clothing Skill:
- Explore clothing-decision activities

Success Indicator:
- Participate in discussions. Plan year's activities.
**SUITING UP**

**Share**
How did you or your group decide what activities to do?

**Process**
Why is it important for youth, parents, and helpers to plan activities together?

**Generalize**
How does making a plan help you manage your time and schedule?

**Apply**
How will the way you plan your week or year change as a result of this experience?

---

**Gearing Up**
Planning ahead involves decision making. Sound decisions take time. You may want to divide the planning into two sessions: one to plan the youth's Achievement Program and another to plan any group activities. As the year progresses, members may gather new information that leads to a change of plans. The key to success is FLEXIBILITY!

---

**Looking Good**

1. Share experiences in which you did or did not plan ahead.
2. Use this planning process to identify a fund-raising project.
3. Discuss different methods for drawing everyone into the discussion.

---

**A Sample Plan for A Style of Your Own**
Youth will work individually or as a group to complete the Achievement Program in Discovering Choice or Managing Choice

<table>
<thead>
<tr>
<th>Youths' Names</th>
<th>Helpers' Names</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Meeting Dates/Time/Place</th>
<th>Activities</th>
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Youth will work together on group activities

<table>
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<th>Group Name</th>
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<table>
<thead>
<tr>
<th>Youths' Names</th>
<th>Helpers' Names</th>
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<tr>
<th>Meeting Date Time, Place</th>
<th>Meeting Topic, Activity, or Event</th>
<th>Tasks</th>
<th>Responsible Person</th>
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**Stocking Up**
Fashion lines are planned a year or more ahead of the time they appear in stores.
Movies and Popcorn

Clothing styles are historical and cultural markers. These ideas, values, and experiences are captured and promoted by movies. To find your group's style on film, put down that book and head for the theater or video store.

STEPPING OUT
Plan a movie marathon at a location large enough for the group. Remember to arrange for popcorn and refreshments!

- Choose one or two movies that represent different cultures, time periods, or values.
  (Hint: Gandhi, Mary Poppins, Grease, Grapes of Wrath, Casablanca, Star Wars, Gone with the Wind)
- Set the date, time, and place.
- Encourage youth to invite a friend.
  (Hint: Group may want to print "tickets" for invitations)
- Ask the youth to note the names of the main characters, what they wear, and how their clothes provide clues to their personalities, behaviors, and values. They can use the chart below, make notes, or simply remember the important points they want to discuss.

<table>
<thead>
<tr>
<th>Characters</th>
<th>What Are They Wearing?</th>
<th>What Messages Do They Send?</th>
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</table>
SUITING UP

Share
What was the movie’s main plot or message?

Process
Name three or four main characters in the movie. How were they dressed?

Generalize
How did the costumes reflect the characters’ personalities, actions, and images? How did the film producer use clothing to support the main plot?

Apply
Clothing and costumes are visual clues to a person’s occupation, interests, culture, and self-image. How can people who are blind “see” the messages that clothing conveys?

Gearing Up
The media is influential in creating new fashions and reviving old ones.

1974  The Great Gatsby revived 1920s styles for men and women.
1978  Grease promoted styles from the 1950s.
1983  Flashdance introduced the grey sweatshirt dress.
1986  Top Gun brought back the military look and cropped hair.
1996  Little Women renewed interest in dresses with empire waist lines.

Stocking Up
In the film It Happened One Night (1934), actor Clark Gable appeared bare-chested. This scene introduced the fashion of going without undershirts, a practice that severely affected the underwear industry.

Looking Good
1. Attend a play at a local school or theater. Notice costumes. Check for student discounts and allow time afterwards for discussion.
2. Compare two movies based on the same story but filmed at different times. Suggestions are:
   • Sabrina with Audrey Hepburn and Humphrey Bogart (1954)/Sabrina with Harrison Ford and Julia Ormand (1997).
   • Cyrano de Bergerac with José Ferrer (1950)/Roxanne with Steve Martin (1987)/Cyrano de Bergerac with Gérard Depardieu (1990).
The Golden Mean

Dismayed that nothing in the store looks right on you? You are not alone. Maybe the clothes you tried on were not designed for your body proportions. Apply the Golden Mean—pleasing proportions of 2:3 (or 3:5)—to choose tops and bottoms that look great every time.

Stepping Out

Locate a room with plenty of floor space. Gather measuring tape, yardstick, scissors, rolls of butcher or brown paper, and markers. Youth should be comfortable doing this as a group because only length measurements are taken. Do not outline the body, measure body circumference, or relate to clothing size. Ask the youth to work in pairs.

1. Record body length and proportions (Figure 1).
   - Cut a 3’ x 7’ length of brown paper for each person.
   - Place paper on floor and draw a vertical line along its length about 6 inches from the edge.
   - One partner lies on the paper beside the vertical line.
   - The other partner marks and labels the following points on the line: top of head, chin, waist, crotch, knees, and soles of feet.
   - Measure between the points and record the length (inches) of these body areas: head, upper torso, lower torso, upper leg, lower leg, and height.

2. Compare length proportions to the “standard” (Figure 2).
   - Most clothing manufacturers base their designs on an imaginary body whose height and area lengths are proportional to the length of the head. This easy-to-fit body with “standard” proportions can be divided into eight head lengths as illustrated below. Knowing how your proportions relate to “standard” proportions helps you fit clothes and create your own style.
   - Divide the lengths of your body areas by the length of your head.
   - Compare these proportions in head lengths to the standard.

   (Example: If your head length is 7 inches and your upper torso is 1.4 inches, 1.4/7 = 2 head lengths. Your upper torso is easy to fit. If your upper torso is 1.2 inches, 1.2/7 = 1.7 head lengths. You are short waisted and should wear tops that fall below your waist to lengthen your torso.
   If your upper torso is 1.6 inches, 1.6/7 = 2.3 head lengths. You are long waisted and should wear high-waisted dresses or tops with horizontal designs that pull the eye upward, shortening the torso.)
Design a two-piece outfit with Golden Mean proportions of 2:3 (Figure 3).

The Golden Mean says that the relationship between the shorter and longer garments must be the same as the relationship between the longer garment and the whole outfit. Thus, for a 2:3 proportion, divide the clothed area into 5 parts: 2 parts will be covered by one garment and 3 parts will be covered by a different garment.

- Decide which body areas will be clothed.
- Add the lengths of those body areas (measured in step 1) for total body length to be clothed.
- Use the equations below to calculate the visual length (the part that will be seen) of the two garments.
- Draw the two-piece outfit onto the brown paper.

![Figure 3 - 2:3 Proportion](image)

\[
\text{length of one garment} = \frac{2}{5} \times \text{total body length to be clothed (inches)}
\]

\[
\text{length of other garment} = \frac{3}{5} \times \text{total body length to be clothed (inches)}
\]

In Step 3, you calculated exact visual garment lengths (amount of the garment in inches that can be seen) to achieve a 2:3 proportion. You could have estimated garment length by assuming the "standard" proportions in Step 2. For example, if the area to be clothed is from the chin to the knees, estimate the upper torso as two head lengths and the lower torso plus upper legs as three head lengths. A shirt (two head lengths) tucked into knee-length shorts (three head lengths) creates an outfit of 2:3 proportion (Figure 3b). An untucked shirt that falls to the crotch also creates a 2:3 proportion but the shirt is the longer visual element.

Remember that the head becomes a visual part of the top of the body if the upper garment is the same color as your hair. Shoes and stockings become a visual part of the lower body if they are the same color as your skirt or pants.

Share
How many youth in the group have "standard" body proportions? How do they know?

Process
Describe one of the outfits you or your group put together. How many people in your group could wear garments of those lengths and achieve a 2:3 proportion?

Generalize
How does knowing your body proportions help you evaluate different clothing styles and features?

Apply
How does understanding the Golden Mean proportions help you appreciate good art?

Test the Golden Mean
- Provide or ask youth to bring tops (blouses, shirts, vests, sweaters, jackets, coats) and bottoms (skirts, shorts, pants) of different lengths.
- Combine tops and bottoms to achieve proportions of 2:3.

Gearing Up
An important part of comfort and beauty is good proportion. Proportions of 2:3 (or 3:5) provide visual balance. These proportions are known among artists as the Golden Mean or the Golden Section. Use the Golden Mean to balance clothing tops and bottoms.

Looking Good
1. Invite an art teacher to explain the Golden Mean.
2. Visit a clothing store and observe how the Golden Mean is used in store and window displays.
Jean Codes

If your jeans were tossed into a pile with all your friends' jeans, could you identify yours? The FBI says you can. Unique markings due to wear are used by detectives to identify jeans worn by criminals who are videotaped at crime scenes. Set aside your unique Swiss Army Jeans and join the sleuthing fun.

STEPPING OUT

- Collect at least six pairs of jeans of similar color. Do not allow the youth to see or handle them.
- Select one pair as the "mystery" jeans. Set aside the others out of sight.
- Ask each teen to carefully examine the side seams of the mystery jeans making notes or drawings for later reference.
- Ask teens to leave the area while a helper prepares the test site.
- Fold all six jeans (forming a front crease) and lay on flat surface with side seam up.
- Cut a "window" approximately 2" x 10" in six large sheets of newspaper.
- Cover the jeans with the newspapers, framing the same section of side seam on each pair of jeans.
- Ask youth to examine the exposed seams, comparing the wear pattern on the six test jeans with their earlier observation of the mystery jeans.
- Identify the mystery jeans.

Helper's Hint

Use as an icebreaker or as a companion for these activities:

Discovering Choice: Thumbs Up or Thumbs Down?
Managing Choice: What's in the Package?
SUITING UP

Share
How many people were able to locate the mystery jeans? To those who did, how did you do it?

Process
How did you record the wear pattern during your first observation? What other locations on the jeans would you expect to show noticeable wear and tear? What wear patterns do you notice on your own jeans? Why do they wear in these specific areas?

Generalize
Denim finishes such as stonewashing weaken the cloth before it gets to the consumer. How can you use this jean code experience to evaluate the quality of stonewashed jeans in the store?

Apply
Careful observation and clear records can help in decision making. Describe another situation where you would use these skills.

Gearing Up
Agents at the Federal Bureau of Investigation believe the fading pattern along the side seam of the pant leg is as distinctive as a bar code or a fingerprint. They can match these patterns taken from jeans in crime videotapes with the patterns on jeans owned by the accused. Other points of wear such as cuffs and pockets may provide supporting evidence.

The pattern of irregular light and dark splotches results from the way the denim fabric is made and the way the jeans are sewn. Traditional denim has blue yarns and white yarns. The blue yarns are mostly on the face of the fabric so they are most exposed. As they wear away, the white yarns are revealed. When jeans are sewn, the operator pushes the fabric through the sewing machine a little at a time. Some of the fabric puckers and creates a wavy appearance. The color change faster at the top of the pucker because that area accepts most of the abrasion from wear and laundering.

Looking Good

1. Ask a weaver to demonstrate how denim fabric is woven.

2. Create other activities based on observation skills. For example, allow youth one minute to examine a sweater. Then hide the sweater and ask them questions about it—color? Fiber? Size? Number of buttons? and so on.

The British rocker George Michael popularized torn and slashed jeans with the 1988 release of his music video Faith.
Shop-a-Thon

Your group can shop-until-you-drop or make your virtual purchases from a comfy chair. Either way, a shop-a-thon is guaranteed fun. Encourage the teens to set the criteria and take leadership for organizing the event.

STEPPING OUT
Participants will be “given” a specific dollar amount as a clothing budget. They will “purchase” items within a specified time and justify those purchases to a judge or the group. The goal is to get the most items and the best quality for the money invested. But first, the group has to agree on the rules and practicalities.

- Select a format.
  - Scan catalogs
  - Gather clothing from home and create a temporary “store”
  - Browse on-line stores
  - Watch shopping channel
  - Visit one or more stores and note virtual purchases on a pad
  - Use a computer program such as Dollars & Sense (Resources, p. 36)
  - Other

- Set a dollar amount $__________
- Set a time limit _____________
- Participants
  - Individuals
  - Teams
  - Pairs
  - Other

- Set criteria. Assign points if you wish. Some ideas include:
  - How many times a year will the garment be worn?
  - How many garments in your wardrobe does it match?
  - What did it cost?
  - What did it cost elsewhere? Earlier?
  - Does it fit?
  - What are the expected cleaning costs?
  - Other

- Choose method of evaluation.
  - Judge
  - Helper
  - Consensus of group
  - Other

Decision-Making Skill:
- Define Problem
- Consider Alternatives
- Gather Information
- Evaluate Alternatives
- Make Decision
- Evaluate Decision

Clothing Skill:
- Purchase clothing

Success Indicator:
- Make clothing decisions

Helper’s Hint
Always fun, this shopping experience works well as a grand finale to A Style of Your Own or as a follow up to these activities:

Discovering Choice:
Trade Up or Trade Down? and To Spend or Not to Spend?

Managing Choice:
What Do You Really Need? and What’s It Going to Be?
SUITING UP

Share
What were the least items purchased? The most? What were the cheapest and most expensive items purchased?

Process
Who used all of their money in the time allowed? What would you have done differently if you had more time?

Generalize
List three reasons for purchasing an expensive item.

Apply
How could you improve your clothing and other shopping skills in the future? Who or what might help you?

Gearing Up
Americans shopped at small stores until the mid-1800s when Macy's, John Wannamaker, Marshall Field, and Jordan Marsh opened department stores. Some of these stores developed into chain stores by the 1920s. Self-service stores were introduced in the early 1900s. Their popularity led to the modern supermarket and discount stores. Today's shopper can select clothing from a variety of stores, shopping channels, mail-order firms, and on-line services.

Helper's Hint
If going to the store, make advance arrangements with the management. Ask if they have a snack area or room where you can gather. Inquire whether you might come in when the store is closed or when store traffic is normally light.

Looking Good
1. Repeat Shop-a-Thon using a different format or buying for another person.
2. Organize a Shop-a-Thon for a younger group.

Stocking Up
The first department store was the Bon Marché established in Paris, France in 1838.
We all have special clothing needs at some time in our lives. It might be a sweater that doesn't irritate sensitive skin, wide pants to cover a leg cast, or a garment that can be worn comfortably when in a wheelchair. Look to your community to learn more about the clothing needs of people with disabilities and to find opportunities for sharing what you have learned about clothing decisions.

**STEPPING OUT**

Invite one or more persons with physical disabilities or other special needs to talk about the problems they face in buying clothes. Invite someone from a local human service agency, group home, nursing home, or independent living center to discuss ways your group can serve—and learn. Ask the youth to plan, organize, and conduct an activity with an individual or group that addresses a particular clothing concern.

Youth should:

- Identify a person or group that they can assist with a clothing problem
- Meet with the person or group and select an activity
- Do the activity
- Report back to the group.

**Suggested Activities**

See additional ideas on page 27 or create your own.

- Help a younger person, who needs a big brother/sister, to sort and repair their clothes.
- Sew hook and loop fasteners (like velcro) to the clothing of someone with arthritis.
- Go shopping with a friend who is in a wheelchair.
- Lead one of the activities from the youth guide with a group in residential care.
- Help an immigrant family locate shopping areas and understand credit procedures.
- Collect and share catalogs with a house-bound neighbor.
SUITING UP

Share
Who did you work with and what did you do?

Process
How did you help the person(s) you worked with?
How did they help you?

Generalize
How did this experience help you evaluate clothing? How did you feel about doing this activity?

Apply
What other volunteer activities would you consider doing because of this experience?

More Community Service Ideas
- Work with teen parents on how to apply decision-making skills when buying clothing for their children.
- Design a collection of puppets using fabrics of different textures and donate to a children’s hospital.
- Develop a list of mail-order sources of clothing for special needs. Distribute through local Cooperative Extension offices or nursing homes.
- Organize a winter coat exchange at your school.
- Donate a year’s subscription of the magazine Zillions to your school or community center.
- Create a story with felt board and cut-out characters on how to select a baseball cap. Present to younger children.
- Organize a “smart consumer” club in your community.

Gearing Up

More than 43 million Americans are differently abled. Clothing issues important for people with special needs are similar to those important for everyone. One special concern is ease of dressing. Possible solutions include:
- Hook and loop fasteners such as Velcro
- Large buttons
- Zipper pulls
- Front openings
- Fullness in the shoulders
- Fabrics with stretch
- Large or expandable neck openings
- Tops with pleats in the back

Looking Good

1. Contact an independent living center in your state for more information about issues related to people with disabilities. Check local listings or call Independent Living Research Utilization in Houston, Texas, Tel: 713-520-0232.

2. Join or organize an effort such as “Adopt a Grandparent” or “Adopt an Institution.” Work with facility staff to provide interesting activities related to clothing decisions.

Stocking Up

A 1996 Prudential Spirit of Community Youth Survey of high school students showed that 95% felt that community involvement is very or somewhat important.
Show the World

By the time youth have completed Chapter 5 in the youth guides, they will have practiced the first five steps of decision making. They are ready to show the world what they’ve learned. Ask them to develop an exhibit about decision making that incorporates their favorite Style of Your Own activities.

STEPPING OUT

Youth will share the decision-making process with others through a public display. They must decide:

1. where to locate the exhibit
2. how to illustrate each decision-making step
3. who will do each task.

- Remind youth to follow the decision-making model in their planning.
- To make it easy, put the charts below on newsprint or a chalkboard. Allow plenty of space to record the group's ideas. Examples of discussion points are given. Your group should develop their own.

### Decision #1

<table>
<thead>
<tr>
<th>Decision-Making Step</th>
<th>Sample Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Problem</td>
<td>Where will we locate the exhibit?</td>
</tr>
<tr>
<td>Consider Alternatives</td>
<td>Fair, school, store window, bulletin board at Cooperative Extension?</td>
</tr>
<tr>
<td>Evaluate Alternatives</td>
<td>List, discuss, and compare pros and cons of each proposed site.</td>
</tr>
<tr>
<td>Make Decision</td>
<td>Select exhibit location by consensus of group.</td>
</tr>
</tbody>
</table>

### Decision #2

<table>
<thead>
<tr>
<th>Decision-Making Step</th>
<th>Sample Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Problem</td>
<td>How to illustrate each decision step?</td>
</tr>
<tr>
<td>Consider Alternatives</td>
<td>Brainstorm ideas from Stepping Out and Looking Good activities already completed by the youth or from their personal experiences.</td>
</tr>
<tr>
<td></td>
<td>Some ideas are:</td>
</tr>
<tr>
<td></td>
<td>Define Problem—Make flip cards with the name of a sport on the front and clothing characteristics such as warmth or stretch on the back. Viewers select a sport, guess which clothing characteristics are needed, and flip the card to compare answers.</td>
</tr>
<tr>
<td></td>
<td>Consider Alternatives—Hand out The Test of Need (pp. 31-32).</td>
</tr>
<tr>
<td>Gather Information</td>
<td>Gather Information—Invite viewers to join a scavenger hunt (Managing Choice, p. 21) or to identify weasel and puffery words in advertisements (Discovering Choice, p. 20).</td>
</tr>
<tr>
<td>Evaluate Alternatives</td>
<td>Evaluate Alternatives—Engage viewers in making a color collage (Discovering Choice, p. 24) or simply have available many colors of cloth so viewers can evaluate how they look and feel wearing different colors.</td>
</tr>
<tr>
<td>Make Decision</td>
<td>Make Decision—Survey viewers on the question, “Should students wear uniforms at school?” Or, present three dissimilar sweatshirts and poll viewers as to which they would most likely buy.</td>
</tr>
<tr>
<td></td>
<td>Gather Information—What supplies are needed for each proposed idea? Do the proposed ideas fit the exhibit space and time? Is it affordable?</td>
</tr>
<tr>
<td>Evaluate Alternatives</td>
<td>Evaluate Alternatives—List, discuss, and compare pros and cons of each proposed idea.</td>
</tr>
<tr>
<td>Make Decision</td>
<td>Choose the activities that will illustrate each decision step and list tasks.</td>
</tr>
</tbody>
</table>
SUITING UP

Share
Which parts of your exhibit did you take from Discovering Choice or Managing Choice? Which parts were original with your group?

Process
How did following the decision-making model help you develop the exhibit?

Generalize
Explain one thing you learned about making group decisions.

Apply
List two ideas you got from working on this exhibit that you intend to use in another presentation.

Decision #3

<table>
<thead>
<tr>
<th>Decision-Making Step</th>
<th>Sample Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Problem</td>
<td>Who will do each task?</td>
</tr>
<tr>
<td>Consider Alternatives</td>
<td>Who are potential participants?</td>
</tr>
<tr>
<td></td>
<td>Will all be group members?</td>
</tr>
<tr>
<td></td>
<td>Should others be invited?</td>
</tr>
<tr>
<td></td>
<td>Are teams needed?</td>
</tr>
<tr>
<td>Gather Information</td>
<td>What do participants want to do?</td>
</tr>
<tr>
<td></td>
<td>When are they available?</td>
</tr>
<tr>
<td></td>
<td>Do they need transportation?</td>
</tr>
<tr>
<td>Evaluate Alternatives</td>
<td>Discuss pros and cons of ideas and ways to involve all.</td>
</tr>
<tr>
<td>Make Decisions</td>
<td>Assign responsibilities.</td>
</tr>
</tbody>
</table>

Looking Good

1. Make another exhibit but focus on only one step of decision making or on a clothing topic.
2. Make a display kit that your group can use for other exhibits.
3. Present the same information in a different way such as a demonstration, speech, or role play.

Elkanah Watson, a merchant in Albany, NY, is credited with initiating the American state agricultural fair in 1811.
## Properties of Some Common Fibers

<table>
<thead>
<tr>
<th>Fiber</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acetate</td>
<td>Smooth, soft, drapes well</td>
<td>Weak, sensitive to abrasion and heat</td>
</tr>
<tr>
<td>Acrylic</td>
<td>Soft, warm, resilient</td>
<td>Collects static, low absorbency, heat sensitive</td>
</tr>
<tr>
<td>Cotton</td>
<td>Absorbent, soft, strong wet</td>
<td>Wrinkles, mildews</td>
</tr>
<tr>
<td>Flax (linen)</td>
<td>Absorbent, smooth, strong dry/wet, lustrous</td>
<td>Wrinkles, mildews</td>
</tr>
<tr>
<td>Lyocell</td>
<td>Absorbent, strong</td>
<td>Wrinkles, mildews</td>
</tr>
<tr>
<td>Nylon</td>
<td>Strong, resists abrasion</td>
<td>Collects static, weakened by light, pills</td>
</tr>
<tr>
<td>Olefin (polypropylene)</td>
<td>Strong, resists static, wicks, resisting stains</td>
<td>Weakened by light, heat sensitive</td>
</tr>
<tr>
<td>Polyester</td>
<td>Strong, resists abrasion, resilient</td>
<td>Collects static and oily stains, low absorbency, pills</td>
</tr>
<tr>
<td>Rayon</td>
<td>Absorbent, lustrous, drapes well</td>
<td>Wrinkles, mildews</td>
</tr>
<tr>
<td>Silk</td>
<td>Absorbent, smooth, soft, drapes well, elastic recovery</td>
<td>Weakened by light and perspiration</td>
</tr>
<tr>
<td>Spandex</td>
<td>Elastic</td>
<td>Yellows in chlorine bleach</td>
</tr>
<tr>
<td>Triacetate</td>
<td>Smooth, soft, drapes well</td>
<td>Weak, sensitive to abrasion and heat</td>
</tr>
<tr>
<td>Wool</td>
<td>Absorbent, soft, warm, elastic recovery</td>
<td>Felts, attracts insects, can irritate skin, shrinks</td>
</tr>
<tr>
<td>Test of Need</td>
<td>Test of Need</td>
<td>Test of Need</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>1 Do I need it?</strong></td>
<td><strong>1 Do I need it?</strong></td>
<td><strong>1 Do I need it?</strong></td>
</tr>
<tr>
<td>How will it change my life?</td>
<td>How will it change my life?</td>
<td>How will it change my life?</td>
</tr>
<tr>
<td>What happens if I don't purchase it?</td>
<td>What happens if I don't purchase it?</td>
<td>What happens if I don't purchase it?</td>
</tr>
<tr>
<td>• death</td>
<td>• death</td>
<td>• death</td>
</tr>
<tr>
<td>• reduced health/disability</td>
<td>• reduced health/disability</td>
<td>• reduced health/disability</td>
</tr>
<tr>
<td>• loss of job</td>
<td>• loss of job</td>
<td>• loss of job</td>
</tr>
<tr>
<td>• loss of community respect</td>
<td>• loss of community respect</td>
<td>• loss of community respect</td>
</tr>
<tr>
<td>• loss of friends</td>
<td>• loss of friends</td>
<td>• loss of friends</td>
</tr>
<tr>
<td>• I feel bad</td>
<td>• I feel bad</td>
<td>• I feel bad</td>
</tr>
<tr>
<td>• my friends don't like me for a day</td>
<td>• my friends don't like me for a day</td>
<td>• my friends don't like me for a day</td>
</tr>
<tr>
<td><strong>2 What's another way to get the same results?</strong></td>
<td><strong>2 What's another way to get the same results?</strong></td>
<td><strong>2 What's another way to get the same results?</strong></td>
</tr>
<tr>
<td>Are there less expensive substitutes?</td>
<td>Are there less expensive substitutes?</td>
<td>Are there less expensive substitutes?</td>
</tr>
<tr>
<td>What are the differences in the substitutes and what I think I want to buy? (price, quality, value, time, purchase location)</td>
<td>What are the differences in the substitutes and what I think I want to buy? (price, quality, value, time, purchase location)</td>
<td>What are the differences in the substitutes and what I think I want to buy? (price, quality, value, time, purchase location)</td>
</tr>
<tr>
<td><strong>3 Does it overload my inventory?</strong></td>
<td><strong>3 Does it overload my inventory?</strong></td>
<td><strong>3 Does it overload my inventory?</strong></td>
</tr>
<tr>
<td>How long will it last?</td>
<td>How long will it last?</td>
<td>How long will it last?</td>
</tr>
<tr>
<td>Will I have to replace it soon?</td>
<td>Will I have to replace it soon?</td>
<td>Will I have to replace it soon?</td>
</tr>
<tr>
<td><strong>4 Am I being sold, or have I really determined I need it?</strong></td>
<td><strong>4 Am I being sold, or have I really determined I need it?</strong></td>
<td><strong>4 Am I being sold, or have I really determined I need it?</strong></td>
</tr>
</tbody>
</table>
How to Take Measurements

Measure over usual undergarments. Hold the tape measure comfortably snug, but not tight. You might want to take other measurements but these are commonly used.

- **Height** – Stand against a flat wall without shoes; measure from floor to top of head.
- **Neck** – Around the base of the neck.
- **Shoulder Width** – From base of neck to tip of shoulder bone.
- **Bust/Chest** – Around the fullest part of the bust or chest and straight across the back.
- **Arm Length** – From shoulder point to wrist bone with elbow slightly bent.
- **Upper Arm** – Around fullest part of upper arm.
- **Waist** – Tie a narrow elastic around waist and let it settle naturally. Measure over the elastic.
- **Back** – From the most prominent bone at the base of neck to the natural waist.
- **Hips** – Around body at fullest part, usually 7” to 9” below waist.
- **Outside Leg Seam** – Along outside of the leg from waist to desired pant length.
- **Inside Leg Seam** – Along inside of leg from crotch to desired pant length.
A

Acidwashed - fabric finish that creates a worn appearance by tumbling garments or fabric with pumice stones containing bleach.

Acronym - word formed from the first letters or parts of other words.

Analogous color scheme - colors that are side by side on the color wheel.

Attorney General - state law official that mediates individual consumer complaints and enforces state consumer fraud laws.

B

Bargain - something offered or acquired at a price advantageous to the buyer.

Barter - to trade one item for another.

Balance point - a mathematical expression of body proportions.

Bar tack - close series of stitches for reinforcement at stress points.

Benefit - something that enhances well-being.

Better Business Bureau - organization of businesses concerned with their reputation and customer satisfaction. Some have local arbitration panels for mediating disputes.

Bleach - chemical that removes color. Chlorine bleach is very strong; oxygen bleach is relatively safe for colorfast dyes.

Bleeding - color loss when washed or dry cleaned. Color may be picked up by other garments.

Body shape - the width relationship between your shoulders, waist, and hips/thighs.

Budget - list of proposed expenses and expected receipts for a definite period.

C

Chemise - woman's loose, shirt-like undergarment.

Colorfastness - color resists fading in light, air, and laundering.

Complementary color scheme - colors that are on opposite sides of the color wheel.

Consumer Protection Office - local or state office that resolves consumer complaints and proposes consumer legislation.

Cost - an expense.

Cotton - natural cellulosic fiber from the cotton plant.

Crackowé (crak' ow) - an elongated, pointed-toed shoe worn by European nobles in the 10th, 12th, 14th, and late 15th centuries as a sign of status. Also called poulaine (poo-lan').

Crocking - dye rubs off the fabric.

D

Decision-making - a process for reaching a conclusion after considering options.

Denim - sturdy cotton or cotton blend twill fabric made of colored lengthwise yarns and white crosswise yarns.

Double stitching - two rows of stitching.

E

Enzyme washed - fabric finish that creates a worn appearance by washing garments or fabric in a cellulase-based solution.

Explicit - completely and clearly expressed.

F

Federal Trade Commission - federal organization that enforces legislation related to product marketing claims, warranties, and unfair business practices.

Flat fell seam - strong, double-stitched seam.

G

Golden Mean - a ratio between two dimensions in a plane figure or two divisions of a line such that the smaller is to the larger as the larger is to the whole. It is used to find pleasing proportions such as 2:3 or 3:5.

H

Hue - color name.

I

Implicit - not directly expressed and not readily apparent.

Impulse shopping - a sudden urge that prompts a purchase without careful thought.

Indigo dyed - colored with blue dyestuff originally made from the indigo plant; synthetics now available.

Intensity - brightness to dullness of a color.

Inventory - detailed itemized list, report, or record of one's possessions (noun) or to make such a record (verb).
**K**

**Knit** - fabric made by intermeshing, forming a loop with yarn and pulling that loop through another loop.

**M**

**Matrix** - a visual and mathematical comparison.

**Metric system** - decimal system of units based on the meter as a unit length, the kilogram as a unit mass, and the second as a unit time.

**Monochromatic color scheme** - only one color.

**N**

**Notions** - small items for household or clothing use.

**Nylon** - strong manufactured synthetic fiber made from petroleum.

**P**


**Personality** - character, behavior, temperament, emotions, and mental state of a person.

**Physical characteristics** - features of the human body such as size, coloring, and shape.

**Pill** - ball of tangled fibers on the fabric surface.

**Plain seam** - single row of stitching through two layers of material.

**Plain weave** - fabric structure in which the lengthwise and crosswise yarns pass over and under alternate yarns. Common plain weave fabrics are broadcloth, chambray, duck, gingham, percale and poplin.

**Polyester** - strong manufactured synthetic fiber made from ethylene glycol and terephthalic acid.

**Primary colors** - red, yellow, and blue.

**Problem statement** - equation or sentence that clearly describes a problem or situation. It consists of a main idea plus any number of descriptive characteristics.

**Proportion** - the harmonious relation of parts to each other and to the whole.

**Puffery words** - words that give an inflated opinion of the product with proof.

**Q**

**Quick Response** - apparel merchandising sourcing strategy that provides apparel retailers with speedy delivery from suppliers.

**R**

**Raglan sleeve** - sleeve that extends from neckline to underarm to give a diagonal line.

**Rib knit** - basic single knit with excellent stretch and recovery.

**Rivets** - metal tacks for reinforcement stress points.

**S**

**Secondary colors** - orange, green, and purple.

**Serged seam** - line of stitching with the seam edges overcast.

**Small Claims Court** - local court where individuals can sue a business for minor injustices.

**Spandex** - manufactured elastic fiber.

**Stonewashed** - fabric finish that creates a worn appearance by tumbling garments or fabric with stones.

**T**

**Topstitching** - stitching on the outside of a garment.

**Triadic color scheme** - three colors that are an equal distance apart on the color wheel.

**Twill weave** - fabric structure in which the crosswise yarns pass over one lengthwise yarn and then under two or more lengthwise yarns to create a diagonal ridge on the fabric surface. Common twill weave fabrics are denim, flannel, gabardine and serge.

**V**

**Value** - lightness to darkness of a color.

**W**

**Waiver** - relinquish a right, claim, or privilege.

**Warranty** - guarantee given to the purchaser stating that a product is reliable and free from known defects and that the seller will, without charge, repair or replace defective parts within a given time limit and under certain conditions.

**Weasel words** - words and phrases used to avoid making a direct statement.
Resources

Books
Natural Dyes & Home Dyeing
Rita Adrosko
Dover Publications, 1976
ISBN: 0-486-22688-3
Available from <www.amazon.com>
Includes recipe for indigo dyeing.

The Triumph of Individual Style
Carla Mason Mathis and Helen Villa Connor,
Timeless Editions, 1993
ISBN 0-9632223-0-97
Order from Helen Connor,
Tel: 650-593-5288 or <www.amazon.com>
Uses art to demonstrate each person's unique beauty. Written for a female audience.

Computer Programs
Flash 'N Fashion, Diskette or CD-ROM
Media Motion Publications
PO Box 658
Cherry Hill, NJ 08003-0658
Tel: 609-273-8999
email: info@mediaimation.com
Users can design clothing, explore color combinations, study fiber/textile properties, and learn construction terms. Windows or Mac. Discounts for orders of five or more.

Dollars & Sense, CD-ROM
C. W. Publications
Available from Meridian Education Corp.
236 E. Front St.
Bloomington, IL 61701
Tel: 800-727-5507
Fax: 866-340-5507
email: meridian@meridianeducation.com
Users shop at four stores to spend a budgeted amount. They also practice math, view videos, and compete in Trivial Pursuit. Printed teacher's Guide included. Windows or Mac.

Cooperative Extension
Ask your land grant university county extension office for information.
The resources below can be ordered from:
Cornell University Resource Center,
7 Business and Technology Park
Cornell University, Ithaca, NY 14850
Tel: 607-255-2080
Fax: 607-255-9946
email: dist_center@cornell.edu
<www.cce.cornell.edu/publications/catalog.html>

Financial Fitness for Young Adults 1998
Workbook to help youth gain control of their money.

It All Adds Up 1998
Youth and leader materials on consumer rights and responsibilities plus basic money management.

Fiber Facts 1999
48-page bulletin that explains the unique properties of today's 16 most common fibers.

Magazines
Consumer Reports
Consumer Union of U.S.
101 Truman Ave.
Yonkers, NY 10703-1057
ISSN: 0001-7174
<www.consumerreports.org>

Mail Order Supplies
Dharma Trading Company
Box 150916
San Rafael, CA 94915
Tel: 800-542-5277
Fax: 415-456-8747
email: catalog@dharmatrading.com
<www.dharmatrading.com>
Indigo dye

Nasco Arts & Crafts
901 Janesville Ave.
PO Box 901
Fort Atkinson, WI 53538
Tel: 920-563-2446
Fax: 920-563-8296
email: info@nasco.com
<www.nasco.com>
Art, drawing, and craft supplies; color wheels

Internet Web Sites
Care labels
- Textile Industry Affairs
  <www.textileaffairs.com>
- International Fabricare Institute Consumer Info
  <www.fii.org/consum iar.html>
- Soap and Detergent Association
  <www.sdachq.org>

Consumer Issues
- Better Business Bureau <www.bbb.org>
- Consumer Information Center
  <www.pueblo.gsa.gov>
- Consumer World
  <www.consumerworld.org>
- Federal Trade Commission <www.ftc.gov>
- National Institute for Consumer Education
  <www.emich.edu/public/cone/nice/nice.html>

U.S. Consumer Gateway
<www.consumer.gov>

Figure types and sizes and how to take accurate measurements
- Butterick patterns <www.butterick.com>
- McCall Patterns <www.mccall.com>
- Simplicity Patterns <www.simplicity.com>
- Vogue Patterns <www.vogue.com>

Textiles and clothing
- Apparel Related Websites
  <einstein.human.cornell.edu/apparel_sites.html>
- Costume History Index
  <www.mcn.org/R/RAGS/HTML/CTlinkG.html>
- Cotton Incorporated <www.cottoninc.com>
- Home Sewing Association
  <www.sewing.org>
- Indigo Dyeing - A Brief History
  <www.indigodye.org/history.html>
- Iowa State University Textiles and Clothing Extension
  <www.iastate.edu/techext/tae>
- Men's Fashions <www.dnr.com>
- Ohio State University Ohioline
  <www.agohio-state.edu/ohioline.html>
- Pennsylvania State University PENpages
  <www.penpages.psu.edu/>
- Women's Wear Daily <www.wwd.com>
- Woolmark <www.woolmark.com>

Videotapes
Buy Me That Too: Kid's Survival Guide to TV Advertising
Ambrose Video Publishing, Inc.
Tel: 800-526-4663
5-8th graders examine ads aimed at kids.

Clothing: An Intelligent Buyer's Guide
Learning Seed
330 Teller Road
Lake Zurich, IL 60047
Tel: 800-634-4941
Fax: 800-988-0854
email: LearnsSeed@aol.com
Viewers learn how to inspect clothing before buying. 24-minute videotape.

Kids as Consumers, 322VKACPKG
Cornell University Resource Center,
7 Business and Technology Park
Cornell University, Ithaca, NY 14850
Tel: 607-255-2080
Fax: 607-255-9946
email: dist_center@cornell.edu
<www.cce.cornell.edu/publication/catalog.html>
Viewers learn how young people develop marketplace skills, which consumer concepts youth need to live independently, and how adults can intervene to strengthen consumer skills. 23-minute videotape. A companion publication, Kids in the Marketplace, provides additional information and activities.

The Thing About Money
Aid Association for Lutherans
4321 N. Ballard Rd
Seattle, WA 98107-0001
Tel: 800-345-1025
email: oalmoney@aol.com
<www.oal.org>
Viewers explore how to earn and save money, comparison shop, and make a budget. 21-minutes. Free.

Why Ads Work: The Power of Self-Deception
Available from Learning Seed
330 Teller Road
Lake Zurich, IL 60047
Tel: 800-634-4941
Fax: 800-988-0854
email: LearnsSeed@aol.com
Viewers focus on claims made by ads. 21-minutes.
"Experience the Difference"

Look for more than 130 publications, videos, CD's and audio tapes to support youth development programming.

**Mail:**
Extension Distribution Center
20 Coffey Hall
1420 Eckles Avenue
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**Phone:**
1-800-876-8636

**E-mail:**
order@extension.umn.edu

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**Issues Investigation**
Issues Investigation 1 BU-7158
Issues Investigation 2 BU-7159
Helper's Group Guide BU-7160

**Sewing and Textiles**
Sewing 1 BU-7179
Sewing 2 BU-7180
Sewing 3 BU-7181
Helper's Group Guide BU-7182
Let's Sew Book BU-7196

**Small Engines**
Small Engines 1 BU-7204
Small Engines 2 BU-7205
Small Engines 3 BU-7206
Helper's Group Guide BU-7207

**Theatre Arts**
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Theatre Arts 2 BU-6871
Theatre Arts 3 BU-6872
Theatre Arts 4 BU-6873
Helper's Group Guide BU-6874

**Woodworking Wonders**
Woodworking 1 BU-6875
Woodworking 2 BU-6876
Woodworking 3 BU-6877
Woodworking 4 BU-6878
Helper's Group Guide BU-6879

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Check the 4HCCS web site for product information and current prices at: [www.n4hccs.org](http://www.n4hccs.org)
4-H Cooperative Curriculum System

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