1985

4-H 172 Teens: Shopping Smart Consumers and Clothing Purchases - Member's Activity Packet

Rose Marie Tondl
Janet Wilson

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Tondl, Rose Marie and Wilson, Janet, "4-H 172 Teens: Shopping Smart Consumers and Clothing Purchases - Member's Activity Packet" (1985). Nebraska 4-H Clubs: Historical Materials and Publications. 336.
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Goal: To acquire knowledge and skills that will encourage wise decisions concerning use of available resources when buying clothing.

As a result of participating in this project, the 4-H member will be able to:

Objective: 1. Shop with an organized list and avoid impulse buying.
2. Know "Why I'm buying this item" and thus make a more satisfying decision.
3. Evaluate one's wardrobe and determine what items are needed to fit into an overall wardrobe that is planned within one's budget and lifestyle.
4. Analyze advertising as an information source.
5. Evaluate different sources of sellers of clothing items.
6. Analyze and use labels as a source of information.
7. Apply clothing selection criteria in making judgments about clothing and personal appearance.
8. Evaluate the workmanship characteristics, quality suited to purpose, care necessary, and price of ready-to-wear garments.
9. Recognize proper fit when purchasing ready-to-wear.
10. Recognize the advantages and disadvantages of buying clothing and accessories on sale.
11. Comparison shop effectively.
12. Ask appropriate questions of sellers before buying.
13. Take responsibility as a consumer/citizen.

To complete the project: select a minimum of five (5) of these objectives; complete at least one activity under each chosen objective.

This project is not related to age — it is intended to serve as the beginning level for purchasing clothing. It may be taken as a project more than once. The leader and member(s) will select objectives and activities from the Leader’s Project Guide that are appropriate for the 4-H member and/or group and that relate to available resources in the community. The selected objectives and learning activities will be based upon the 4-H member’s level of experience, knowledge, interest and age. The project may result in a purchased garment(s) or conclude before point of purchase (no actual purchase necessary).

All resources are available from your local Extension office. (See “Resource List”) Read through the Leader’s Project Guide to determine resources you need to collect or contact. These resources are to be used as the member’s manual.
Resource List

4-H Project Materials:
TEEN SCENE Member Manual and Leader’s Guide
CLOTHING UNLIMITED Member Manual and Leader’s Guide
CLOTHING MAGIC Member Manual and Leader’s Guide
FASHION FLAIR Member Manual

4-H Audiovisual Loan Library (check with the Extension Office in your county)
4-H 90 “Your Clothing Personality”
4-H 91 “Your Clothing Collection”
4-H 92 “The Clothes We Wear”
4-H 127 “Shape Up With Clothes”
4-H 93 “Spending Your Clothing Dollar”
4-H 108 “Figure Flattery Through Optical Illusion”
CL 18 “Fashion and You, Part III, Collecting a Wardrobe”

NebGuides (available from Extension Agent - Home Economics)
HEG83-172 “Tips for the Buyer”
HEG83-182 “Why I Buy What I Buy”
HEG81-141 “Advertising — Help or Hindrance?”

Fact Sheets (available from Extension Agent - Home Economics)
“Impulsive-Compulsive Spending”
“Clothing Labels”
“The Fit of Your Garment”
“Consumer Rights and Responsibilities”

Check Project Guide, “Suggested Resources” for resources to collect and suggestions for local resources.
The Extension Agent-Home Economics can order slide-tape sets as indicated in the Project Guide from the
Departments of Consumer Science and Education, and Textiles, Clothing and Design at the University of
Nebraska-Lincoln.

Textiles, Clothing and Design Loan Library (check with Extension Office in your county)
“The Basics — Clothing and Accessories” (for boys)
“Catalog Buying”
“Clothing: A Consumer’s Guide” Part I and Part II
“Good Buys — Alternative to Shopping Malls”
“Women’s Workable Wardrobe” Part I and Part II

Consumer Education Loan Library (check with Extension Office in your county)
See “Loan Materials Catalog” Form 53-E for materials relating to consumerism.
### Wardrobe Planning Inventory

**For** [Season]

<table>
<thead>
<tr>
<th>Garment</th>
<th>Description (Color/Fabric)</th>
<th>How I Like It</th>
<th>Condition</th>
<th>Remodel/Repair</th>
<th>What I Need to Add</th>
<th>Plan to Buy</th>
<th>Plan to Make or Have Made</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outer Wear</strong></td>
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<td>Raincoats</td>
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<td>Long Sleeve</td>
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<td><strong>Active Wear</strong></td>
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<td><strong>Shoes/Boots</strong></td>
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<td>Dressy</td>
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<td>Scarves</td>
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<td>Belts</td>
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</tbody>
</table>
Making a Spending Plan

Talk with an adult in your family about how much money you should spend for your clothes. Remember, you are only one family member. Each person in your family has his or her own needs and wants. Do you receive an allowance? Will part of it be spent for clothes? Do you receive gifts of money? Are you willing to spend it for clothes? Are you responsible for earning your own clothing dollars?

List all your sources of money for clothes and find the total amount you can spend.

Money earned
Money from parents
Money from allowance
Gifts of money
Other
Total

What Is Your Ad IQ?

You may forget the date of your best friend’s birthday — perhaps even your phone number — but ad writers probably have imprinted the names of some products on your mind forever. Can you identify the product by its slogan? (See page 15 for answers.)

1. We do it all for you.
2. Gentlemen prefer
3. When you care enough to send the very best.
4. Oh, wow! I could’ve had a
5. Have it your way

This is a starter. How many more can you add? Have a contest to see how many slogans each member can add to the list, and one to see how many correct answers each can get.
The Market Place

Select from Column A the market places that BEST describe the situation in Column B. Answers will be used only once. (See page 15 for answers.)

<table>
<thead>
<tr>
<th>Types of Stores</th>
<th>Shopping Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>1. Department</td>
<td>A. Ginny is a tall girl with special fitting needs. She cannot wear standard size clothes.</td>
</tr>
<tr>
<td>2. Specialty</td>
<td>B. Bill gets an urge to go swimming at the motel at 9:00 p.m., but forgot his swimming suit. What can he do?</td>
</tr>
<tr>
<td>3. Discount</td>
<td>C. This rural/ranch family lives many miles from a shopping center.</td>
</tr>
<tr>
<td>4. Mail Order</td>
<td>D. Mother enjoys shopping for other items besides clothing at this store.</td>
</tr>
<tr>
<td>5. Vending Machine</td>
<td>E. Dad likes these stores as they are similar across the state and have somewhat lower prices than major department stores.</td>
</tr>
<tr>
<td>6. Chain Dept. Store</td>
<td>F. This is a good place to buy children’s clothing because of the lower prices, and it is self-service.</td>
</tr>
</tbody>
</table>

Mirror Check

Ask yourself these questions:

What is my height? __________________________________________________________
What is my weight? __________________________________________________________
What is the shape of my face? ______________________________________________
What color is my hair, eyes, and skin? ________________________________________
What are my figure faults? _________________________________________________
What are my figure assets? _________________________________________________
What style of garment, design of fabric would be most becoming to me?
________________________________________________________________________
________________________________________________________________________
Listed below are 20 words that are important to a consumer. Can you use each one in a sentence that would provide information for a consumer?

The words are formed in the diagram forward, backward, up, down, or diagonally. We have started you off by circling "specialty" in the diagram.

advertisement  hangtag  mood  shop  specialty
catalog  impulse  persuade  spend  spend
discount  inform  plan  value  value
emotions  label  purchase  quality  wardrobe
fiber  list  quality

advertisement  hangtag  mood  shop  specialty
catalog  impulse  persuade  spend  spend
discount  inform  plan  value  value
emotions  label  purchase  quality  wardrobe
Activity for "Good Workmanship"

Select three garments of the same kind (for example, shirts or jeans) to compare prices and quality of workmanship. Use the chart below. Judge whether you think the workmanship is good, fair, or poor. List the prices of each garment.

Name of garment (Example—jeans)__________________________

<table>
<thead>
<tr>
<th>Name of garment</th>
<th>Brand A</th>
<th>Brand B</th>
<th>Brand C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workmanship</td>
<td>Price</td>
<td>Workmanship</td>
<td>Price</td>
</tr>
</tbody>
</table>

Was there a noticeable difference in workmanship between the garments? Yes____ No____ If so, name the differences:

<table>
<thead>
<tr>
<th>Name of garment</th>
<th>Brand A</th>
<th>Brand B</th>
<th>Brand C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workmanship</td>
<td>Price</td>
<td>Workmanship</td>
<td>Price</td>
</tr>
</tbody>
</table>

Were the prices different? Yes____ No____

Did the article that had the best workmanship cost the most? Yes____ No____

If it did not, what does this teach you about shopping?

<table>
<thead>
<tr>
<th>Name of garment</th>
<th>Brand A</th>
<th>Brand B</th>
<th>Brand C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workmanship</td>
<td>Price</td>
<td>Workmanship</td>
<td>Price</td>
</tr>
</tbody>
</table>

Which garment would you be willing to buy?________________________

Give your reasons:

<table>
<thead>
<tr>
<th>Name of garment</th>
<th>Brand A</th>
<th>Brand B</th>
<th>Brand C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workmanship</td>
<td>Price</td>
<td>Workmanship</td>
<td>Price</td>
</tr>
</tbody>
</table>
Comparison Shopping Trip

Compare the cost of a ready-made garment at three different stores. Select a similar type of garment to make your comparisons. For example, long sleeve white shirt/blouse, cardigan/crew neck sweater, etc. Compare quality and style in different price ranges. Rate qualities: Excellent-1, Good-2, Fair-3.

<table>
<thead>
<tr>
<th>FACTORS OF QUALITY</th>
<th>STORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabric</td>
<td>A</td>
</tr>
<tr>
<td>Seam</td>
<td></td>
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<tr>
<td>Width/Finishes</td>
<td></td>
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<tr>
<td>Size of Stitch</td>
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<tr>
<td>Even Topstitching</td>
<td></td>
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<tr>
<td>Hem Width</td>
<td></td>
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<tr>
<td>Hemming Stitch</td>
<td></td>
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<tr>
<td>Ease of Care</td>
<td></td>
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<tr>
<td>Collar</td>
<td></td>
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<tr>
<td>Sleeves</td>
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<tr>
<td>Facing</td>
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<tr>
<td>Buttons/</td>
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<td>Buttonholes</td>
<td></td>
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<tr>
<td>Plaids/Stripes</td>
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<tr>
<td>Match</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td>Selling Price</td>
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</tbody>
</table>

Was there a noticeable difference in the quality between the garments? Yes _____ No ______. If so, name the differences.

Were the prices different? Yes _____ No ______. If so, is there a difference between price and quality?

Which garment would you be willing to buy? Give your reasons:
Check the Construction

Are all parts of the garment cut on the grain? Lengthwise threads should be straight up and down; crosswise threads straight across.

Are seams deep enough not to fray or pull out? Finished if needed?

Is the stitching straight and even? Look for fairly short stitches, and ends of thread fastened.

Are buttonholes straight and even and not frayed?

If the garment has a belt, can the belt be washed or cleaned? Eyelets and buckles should be neat and durable.

Do trimmings harmonize in color and texture with the garment fabric? Can they be washed or cleaned with the garment, or removed for cleaning?

Is the hem deep enough to allow for lengthening? Or, if too long, can it be shortened without spoiling the garment lines? Remember, permanent press garments cannot be altered easily since the old crease cannot be removed.

If it is a plaid, or other fabric with a definite design, do the plaids match? Matched designs will be most effective. Look at center front, center back, skirt seams, and sleeves.

Are the pockets flat, smooth and well matched, with reinforced corners?

Are the zipper and other closures smooth and flat, securely stitched, and of a suitable type, weight, strength and color for the garment? Try the zipper to see if it slides smoothly. The placket should be long enough to allow easy entry into the garment. Zippers should remain closed at the top when stress is applied.

Is there interfacing in the collar, lapels, cuffs, neckline and sleeve facing? It keeps the fabric from stretching out of shape.
Proper Fit of Various Garments

Female

Coat or Suit Jacket
Collar fits close to the neck at the back and the sides. Shoulder length is comfortable. Lengthwise grain of fabric hangs straight at the center front of jacket. Crosswise grain of fabric runs straight around body. Sleeves are large enough for clothing to be worn underneath. Fullness at elbow should come at the elbow bend. Shoulders and hips have a smooth fit and no wrinkles under the arms across the back. Waistline in a fitted garment is slightly below normal waistline. Waistline button is located at the natural waistline. Fasteners close without strain. Hemmed edge of jacket runs straight around the figure. Hemmed edge of coat is slightly longer than clothing worn underneath. Skirts
Have enough ease to avoid ripped seams and crosswise wrinkles. Should not pull up when you sit or cup under the seat when standing. Waistband should fit snugly. Sideseams should hang perpendicular to the floor and close to the body. Hips should be comfortable with extra ease at the fullest part. Zipper should be flat and smooth. Lengthwise grain should hang straight at center front and back. Crosswise grain should run around the figure on straight cut skirts. Hemmed edge of skirt must be straight and an even distance from the floor. Darts point to the fullest part of the figure.

Blouses - Shirts
Collar fits smoothly and does not wrinkle or stand away from the body. Fullness at bust is adequate with no wrinkles below the bust or gaps between buttons. Smooth across the back of the shoulders. Armhole seam curves over top of shoulder. Sleeves hang straight — no pulling across the upper arm. Bust darts point to the fullest part of the figure. Long enough to stay tucked in jeans, slacks, or skirts.

Male

Shirts
Collar fits comfortably, not too tight or too loose. Collar points lie flat and wrinkle free. Adequate length across the top of the shoulder. Shirt front should lie flat against the chest. Cuff of sleeve extends to the joint of the thumb and wrist. Body of shirt is long enough to stay tucked into pants.

Jackets (boys)
Collar rides flat against the neck. Lapels lie smoothly against the chest. No wrinkles appear below the base of the neck at centerback. Smooth shoulder line of adequate length. Jacket contoured without being too tight or bulky through the chest and waist. Long enough to cover the seat. Sleeve ends near the bend of the wrist, allowing part of the shirt cuff to show. Enough ease across the chest, no pulling or stretching.

Male - Female

Trousers - Slacks - Jeans
Fits smoothly and easily about the waist and the hips. Firmly woven fabric interfacing is at the waist. Creases follow the grain of the material. Has a comfortable, smooth-fitting seat. Long enough for a slight break at the instep for boys. Not too tight in the legs. Crotch length is just right — not too long or too short. Side seams should hang perpendicular to the floor.

Sweaters - Vests
Neckline fits smoothly and comfortably. Shoulder length is comfortable. Armhole does not bind. Fits comfortably across bust or chest, no pulling or stretching. Sleeves are comfortable and an attractive length. Front opening stays neatly closed, no gapping between buttonholes. Rib knits at lower edges fits snugly.
CAST OF CHARACTERS:  Diane and Sarah - 9th grade girls on a shopping trip for new fall clothing.
Diane's mother

SCENE 1

SETTING:  A downtown department store Saturday afternoon. The trip has the blessing of both their mothers and each girl has been given $35.00 to add to what each has saved for new clothes.

Diane: (Discouraged, looking in mirror) This shopping trip sure is turning out to be a drag. These pants don’t look any better on me than the last ones. The plaid is too large—or something. Maybe they’d look good on you.

Sarah: Well, if you’re not going to get them, I’ll try them on. If they fit they’d be perfect with the yellow knit top I bought this morning. Then I’d have found about everything on my list!

Diane: You’ve really had good luck. (Wistfully) I wish I could find something—See, what did I tell you—those pants look great on you!

Sarah: How much are they? Where’s the tag?

Diane: Here it is — $12.00.

Sarah: I’d better figure how much money I’ve got left. I spent $15.00 for the skirt, $12.00 for the blouse and $10.00 for the knit top. That’s $37.00 which leaves me $15.00 and some change. If I get these then all I have left on my list to get is a half slip. How much is a half slip going to cost?

Diane: I don’t know, but if you run short, I’ll loan you some. (Disgustedly) I sure haven’t found anything to spend my money on.

Sarah: Come on, I’ll help ya find something. I’ll hurry and pay for these and then let’s go to the first floor. They’ve got a boutique section there and I’m sure we’ll find just what you’re looking for...(pause) By the way, what are you looking for?

Diane: I don’t know—but we’ve been planning this shopping trip for a month—and I’d hate to go home with nothing. I just want something kinda new and different.

(Five minutes later at the boutique section)

Sarah: I’ll meet you back here. I’m just going over to the slip counter for a minute.

Diane: O.K. (looking through clothes racks)

(Ten minutes later—Sarah returns)
Sarah: Did you find anything?
Diane: (holding up a brightly colored dress) What do you think of this?
Sarah: It’s O.K. I like the colors (nodding). Go try it on. (Sarah looks through clothes racks)

(A few minutes pass and Diane returns)
Diane: Well, what do you think? (Taking a modeling pose)
Sarah: Do you really want to know the truth?
Diane: You don’t like it.
Sarah: Well, (laughing) those hip pleats kinda open up and stick out on you.
Diane: (looking in the mirror) Guess you’re right. It makes me look fat.
Sarah: I’ll look through some more racks and see if I can find anything else.
Diane: Don’t bother, I’ve looked through everything except that sale table.
Sarah: Well, you go get changed and I’ll look through it. You can’t go home without anything and we haven’t too much time left before we should start home.
Diane: (returning from the dressing room) Did you find anything?
Sarah: How about these? (holding up a pair of slacks) They’ve been marked down to $10.00!
Diane: Shocking pink—Wow!—What size are they?
Sarah: 8
Diane: (shaking head) I need at least a 10. Hey, look at this green silk blouse. It’s really beautiful.
Sarah: What size is it?
Diane: A 10 — perfect! And it’s reduced from $40.00 to $30.00.
Sarah: $10.00 off is pretty good. The color really lights up your eyes, too.
Diane: What do you think: Should I get it?
Sarah: It’s the (shrugging) right size and it’s on sale—How could you go wrong?
Diane: I’ve got green bracelets I’ve never worn that would be just great with it.
Sarah: Go ahead and get it—then we’ve got to get going.

SCENE 2
SETTING: Later—the girls have separated. Diane has just entered the kitchen to show her mother her purchases.
Diane: Hi, Mom—I’m home.
Mother: Hi! How did the shopping trip go?
Diane: I didn’t find much...Sarah was really lucky—she got everything on her list.
Mother: Did you buy anything?
Diane: (opening the bag) Yes, a green silk blouse!
Mother: (looking at the blouse) Silk?—It is lovely and well made. But—(hesitating) How much did you pay for it?
Diane: I got it on sale. It was $40.00, marked down to $30.00. Isn’t that great?
Mother: A ten dollar saving is a find if it is really a savings.
Diane: What do you mean? $10.00 off is a lot!
Mother: Have you thought about what you have to wear with it?
Diane: Those green bracelets I got for my birthday.
Mother: *(joking)* You need more than just bracelets!
Diane: Oh Mom, I know, and I thought those olive colored slacks would go with it.
Mother: Do you mean the tweed ones?
Diane: Yes, don’t you think they’d be O.K.?
Mother: I’m afraid you’ll find the slacks are quite sporty and not very good with this dressy silk blouse.
Diane: Well, I could always wear it to school with my brown wool jumper.
Mother: Silk is a delicate fabric to wear for your active school days. Besides are you willing to hand wash and iron it after each wearing?
Diane: Hand wash?
Mother: Those are the instructions right here on the care label.
Diane: *(pause)* Guess I didn’t make a very good purchase, did I?
Mother: I don’t want to discourage you, but I think you should have thought it through more carefully.
Diane: *(sigh!)* They won’t take it back either. There was a sign above the sales table that said ‘*No Refunds or Exchanges on Sale Merchandise.*’
Mother: Well, maybe it isn’t all lost. Aunt Mary’s birthday is next month and since you two wear the same size, it might make a nice gift for her.
Diane: *(sadly)* I suppose.
Mother: To ease your pocketbook, I’ll pay you for half of it and we’ll make it a mutual gift.
Diane: Thanks Mom — Guess I was just desperate to find something. Sarah got everything she wanted and I felt bad that I didn’t find a thing.
Mother: Did Sarah have an idea in mind of what she wanted?
Diane: Yes, she had a list.
Mother: Did you make a list before you went?
Diane: No, I was in too much of a hurry this morning.
Mother: Well, if nothing else, I think you learned something important today. Perhaps some evening next week you can go shopping again. Now get ready for dinner — we’re having pizza tonight.

**Discussion Questions**

What do you think Diane should do before she goes shopping again?
What reasons did Diane give her mother for buying the blouse?
What things did Diane overlook before she made her purchase?
Have you ever experienced a shopping trip similar to Diane’s?
Have you ever bought items on impulse that did not turn out to be satisfactory purchases?
What is Your Ad IQ? The Market Place

Answers:
1. McDonald's
2. Hanes
3. Hallmark
4. V-8
5. Burger King

Answers:
A. 2
B. 5
C. 4
D. 1
E. 6
F. 3
**TEENS SHOPPING SMART**

*Project Record*

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

The decision you make in selecting and purchasing garments is important in getting the most satisfaction for the money spent.

The project record is designed to help you think through the decision involved in your final selection and purchase. After completing selected activities as described in the Project Guide, the 4-H member will be responsible for filling out the Project Record.

The project form may be used two ways:

1. As a project record to show completion of the project.
2. As a form to be used by judge(s) if there is a county-wide event relating to selecting/purchasing clothing.

**Category (check one)**

- [ ] Sports of Sorts
- [ ] Everyday Wear (School)
- [ ] Special Occasion (Prom, Night Out, Church, etc.)
- [ ] Outer Wear (jackets, coats, capes, etc.)
- [ ] Other

1. Why did you decide to select this garment/outfit, and why do you want or need it?

2. Describe places or events where you could wear it.

3. Make a list of the qualities (criteria) found in this garment. (For example - coat to wear to school: warm, tight cuffs, full length, etc.)
4. Describe the accessories (shoes, jewelry, belts, scarves, ties, etc.) you could wear with this garment/outfit. How are they appropriate?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. How could this garment/outfit fit into your wardrobe plan? Explain.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6. A. What sources of information did you use when deciding what to select? (Such as ads in newspaper, TV, labels, NebGuides, Fact Sheets, etc.)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

B. How were they helpful?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. Who helped you with your selection and how did they help? (mother, friend, store clerk, etc.)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. Where did you find the garment/outfit?

Mail Order Catalog  Chain Store  
Specialty Store  Discount Stores  
Department Store  Garage Sales  
Second Hand Clothing  Other  

9. Describe why your garment(s) is a good fit.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

10. Did you examine your selection for workmanship? Describe what you found.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
11. A. Fiber content and permanent care labels are required on clothing by federal law. Fill in the following information from the labels (indicate if labels were missing).

Information | What the Label Said
--- | ---
Fiber Content | 
Permanent Care Label | 
Brand or Manufacturer’s Name | 
Origin (USA or Imported) | 

B. Why do you think this label information is important?

__________________________________________________________________________

12. Compare the item you selected with at least two similar articles you looked at and did not choose.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Reason Why Not Selected</th>
</tr>
</thead>
</table>

13. A. Cost per wearing (for one part of your outfit, e.g., shirt or blouse, pants or skirt, jacket, dress, etc.)

\[
\text{Cost per wearing} = \frac{\text{Cost}}{\text{No. of wearings}}
\]

B. Does your garment/outfit need dry cleaning _____yes_____no. How often would you have it dry cleaned? How does this affect the cost per wearing?

__________________________________________________________________________

C. How do you feel about the price of this item now that you know the "cost per wearing"?

__________________________________________________________________________

14. Would the cost of this garment/outfit be reasonable when compared to your spending plan for clothing?

__________________________________________________________________________

15. What have you learned about the relationship between price and quality in clothing?

__________________________________________________________________________

16. Write a narration for your garment/outfit. Highlight the most outstanding feature(s) of your garment and describe the decisions you made in selecting your garment/outfit.

__________________________________________________________________________

4-H Leader 4-H Parent
# TEENS SHOPPING SMART

Score Sheet

(For garment purchased and modeled)

<table>
<thead>
<tr>
<th>NAME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. The Individual (15)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good posture and balance</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appears at ease and presents outfit with pride</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Grooming</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Outfit on the individual (20)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color and fabric choice are becoming</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style and fabric are suitable for individual’s size and body build</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit is attractive and comfortable</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessories coordinate well and are appropriate for the outfit</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Information from Project Record (50)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outfit for the intended purpose. (Based on questions 1-5)</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing the garment — consideration of fibers, fabric design, construction, fit and labeling (based on questions 6-11).</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. The money spent (15)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison shopping — shows careful consideration of price (based on questions 12-15).</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Total** | 100 | | |
# TEENS SHOPPING $MART
Score Sheet
(For garment selected but not purchased)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Individual (15)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe your personal characteristics. Attach a written description using the &quot;Mirror Check&quot; from Activity Packet as a guide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Outfit on the Individual (20)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sketch or provide a picture of the selected outfit. Indicate style, color and fabric. Explain why they are appropriate and coordinate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Information from Project Record (50)</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outfit for the intended purpose. (Based on questions 1-5.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchasing the garment — consideration of fibers, fabric design, construction, fit and labeling (Based on questions 6-11).</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. The money spent (15)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison shopping — shows careful consideration of price (based on questions 12-15).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
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