1985

4-H 173 Teens: Shopping Smart : Consumers and Clothing Purchases Leader's Project Guide

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Leader's Project Guide

TEENS

Shopping Smart

Consumers and Clothing Purchases

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.

The Cooperative Extension Service provides information and educational programs to all people without regard to race, color, national origin, sex or handicap.
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.
Project Planning Guide

Teens Shopping Smart
Consumers and Clothing Purchases

Project Goal: To acquire knowledge and skills that will encourage wise decisions concerning use of available resources when purchasing clothing.

1. Objective: Shop with an organized list and avoid impulse buying.

   Learning Activities
   1. Think about your favorite garment and list reasons why it appealed to you at the time of purchase and why you continue to like it. Devise a set of criteria from this list to use as a guide in future selection.
   2. Each member of the group: Make a shopping list of clothing items you wish to buy. Pass the list to the two members to your right. Have each member read the list she or he received. Could you go shopping for the member with the information that is on the list? Describe what you would buy and then have the person who made the list describe what she or he had in mind. Develop a set of guidelines for a useful shopping list.
   3. Brainstorm ways to avoid impulse buying. Think: What have I bought within the last month that was unnecessary; that I regretted buying? How could I have avoided buying it?

   Suggested Resources
   • "Teen Scene" Member Manual, p. 7 (Shape Up to Shop) and Leader's Guide, p. 7
   • Fact Sheet: "Impulsive-Compulsive Spending"

2. Objective: Know why you're buying an item and thus make a more satisfying decision.

   Learning Activities
   1. Allow one minute to list reasons for spending (other than need). Share with group — give examples for those reasons. (Example: Buying a pair of earrings or a way-out T-shirt to "lift my spirits").
   2. Discuss "How can I avoid spending and/or buying another isolate" (by being aware of mood or reason for desire to spend, etc.). (Isolate: Something that does not go with anything in your wardrobe.)
   3. Discuss how teenagers in your community spend money on clothing and accessories. What do they buy? Where do they buy? Why do you think they spend money that way? How are you as a teenager influenced to buy?
   4. Interview an older adult or invite one to speak to your group. How has shopping changed since she or he was a teenager? List the shopping points she or he has for teenagers today. (Suggested Resource: Older adult)

   Suggested Resources
   • HEG83-182, "Why I Buy What I Buy"

3. Objective: 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.

   Learning Activities
   1. Do a wardrobe inventory. Use the form in Member's Activity Packet or use one listed under Suggested Resources. Discuss the results with your family or other club members. Inventory your accessories and identify what accessories are worn with the clothing items you have. View slides related to wardrobe.
   2. Make a list of the activities you do. Under each activity list the kind of clothes needed. Compare your present wardrobe inventory with your list of needed clothes. Determine what purchases if any, are needed.
   3. View the slides "Your Clothing Collection" and "Spending Your Clothing Dollar".
4. Using a set amount of money ($35, $40, $50, etc.) select clothing accessories you need to add to your wardrobe for a specific occasion or activity. Use catalogs or newspapers to illustrate your selection and discuss with family or other club members how it meets your needs.

5. Interview buyers or managers of various clothing stores to get definitions of fads and fashions.

6. Using definitions learned, collect pictures of different garments from magazines. Arrange them into fads and fashions. Discuss the differences with family or other club members.

7. List all sources and amounts of money available to spend on clothing and accessories and find total. Use spending plan available for Teens Shopping Smart Member’s Activity Packet.

8. Make a list of current fads in your community or school. How much do they cost? How long do you expect them to be worn? Evaluate: Are they a good buy? Would they be a good buy for you? Why?

9. Find out the cost of dry cleaning various kinds of clothes from your local dry cleaners. Determine how many times a garment would be dry cleaned in a year. Add that cost to the cost of the garment. Divide the total cost by the number of wearings. Determine if the garment is a good buy and fits into the family’s budget. (Suggested Resource: Local dry cleaners)

**Suggested Resources**

- Wardrobe Planning Inventories are available from Teens Shopping Smart Member’s Activity Packet; “Clothing Unlimited” (The Closet Case), Member Manual, p. 10 or Leader’s Guide, Activity B; “Clothing Magic” (Be a Smart Consumer), Member Manual, p. 17 or Leader’s Guide, Activity F.

- Textiles, Clothing and Design Loan Library: “Woman’s Workable Wardrobe,” Part I and Part II.
- Catalogs and Newspapers
- Clothing Stores
- Magazines with current fashions and fads.
- Teens Shopping Smart Member’s Activity Packet: Making a Spending Plan.

4. **Objective:** Analyze advertising as an information source.

**Learning Activities**

1. Advertising has two purposes: to inform and to persuade. Discuss: Which purpose is used most often in our society? How many ads are you exposed to each day? How do you react to advertisements?

2. Make a quiz for your group. For a start, see “Ad IQ” in Teens Shopping Smart Member’s Activity Packet. List slogans used by advertisers on one side of the page; list (scrambled) the products on the other side. How many members can match the slogan to the product? This will indicate how much we are influenced by advertising even though we may think we are not.

3. Collect ads for clothing and accessories. Create a display by dividing the ads into two groups: 1) informers (factual, specific information that would help with a buying decision); 2) persuaders (ads that appeal to emotions); label each ad with the emotion being appealed to.

**Suggested Resources**

- HEG81-141, “Advertising — Help or Hindrance?”
- Consumer Education Loan Library: Slide-tape kits available.
- Teens Shopping Smart Member’s Activity Packet: Ad IQ.
- Magazines, Newspapers, Catalogs

5. **Objective:** Evaluate different sources of sellers of clothing items.

**Learning Activities**

1a. Brainstorm: How many different kinds of places sell clothing and accessories? (Example: want-ads, garage sales, specialty shops, discount stores, radio, catalog, flea market, factory outlet, etc.)

1b. Discuss: How do these sellers differ? On a flip pad, make a chart showing characteristics, services, advantages and disadvantages for each place. How are practical and psychic needs of consumers met by different retailers? When would you use each source?

1c. Have each member investigate a type of seller and report findings to the group.

1d. Plan a tour of your community — visit as many different sources as possible.

1e. Follow-up discussion: When would you use each?

2. As a group, take the quiz, “The Market Place”. Discuss answers.

**Suggested Resources**

- Newspaper
- Textiles, Clothing and Design or Consumer Education Loan Library: “Good Buys Alternative to Shopping Malls”
• Sellers (stores, catalogs, garage sales, want ads, etc.)
• Yellow pages in the telephone book
• Newspaper
• Teens Shopping Smart Member’s Activity Packet: “The Market Place”

6. Objective: Analyze and use labels as a source of information.

Learning Activities

1. Each member should bring as many labels as possible to the meeting. Pile all together. Then sort as you did the ads: “informers” and “persuaders”. Create a display pointing out why you sorted them as you did.

2. Discuss “What is required by law on a clothing label?” Make a display of a label and its requirements in relation to: care, fiber content, manufacturer, country of origin.

3. Make a display of labels that voluntarily give valuable information.

4. Prepare an exhibit or display of informative labels and hangtags. Set it up on a continuum or on a rating scale (very poor to excellent). Discuss “How will this information (required and voluntary) help with clothing decisions?”

Suggested Resources

• Fact Sheet, “Clothing Labels”
• Clothing labels
• Hangtags

7. Objective: Apply clothing selection criteria in making judgments about clothing and personal appearance.

Learning Activities

1. View slides on “The Clothes We Wear” and “Your Clothing Personality”.

2. Try on color collars to see which colors look best on you. Record your best colors.

3. Make a list of the colors you have in your wardrobe. Compare your recorded best colors to what you have in your wardrobe. List the basic colors in your wardrobe you would like to build on.

4. After viewing slides on “Shape Up With Clothes” or “Figure Flattery Through Optical Illusion” (girls), “The Basics — Clothing and Accessories” (boys) analyze your figure assets and problems by taking the Mirror Check found in Member’s Activity Packet.

5. Find pictures of garments in magazines, catalogs, etc. of vertical, horizontal, diagonal and curved lines. Determine how the designs create illusions of height and width.

Suggested Resources

• 4-H Loan Library: 4-H 92 “The Clothes We Wear”; 4-H 90 “Your Clothing Personality”; 4-H 127 “Shape Up With Clothes”; 4-H 108 “Figure Flattery”.

• “Clothing Magic” (Looking Your Best), Member Manual p. 4 and Leader’s Guide Activity A.

• Color Collars or swatches of colors of fabrics. Check with your local Extension Office.

• Textiles, Clothing and Design Loan Library: “The Basics — Clothing and Accessories” (boys)

• Teens Shopping Smart Member’s Activity Packet: “Mirror Check Sheet”

• Magazines and catalogs.

8. Objective: Evaluate the workmanship characteristics, quality suited to purpose, care necessary, and price of ready-to-wear garments.

Learning Activities

1. Compare the workmanship of three similar types of garments in various price ranges and/or at three different stores. Fill out “Good Workmanship” chart and/or “Comparison Shopping Trip Chart”. Share information with family or club members. Do this for more than one type of garment. Example: blue jeans, oxford shirts, sweaters, T-shirts, etc. Select designer brands and store brands. See Construction Check Sheet. View slides, “Clothing, A Consumer’s Guide” Part I.

2. Identify from your closet a good and a poor buy. Give reasons for the purchase and what was enjoyed and regretted about each one.

3. Make a list of the workmanship characteristics and type of care you feel clothing should have when worn for certain activities: sports, school, dressy occasions, sleeping, etc. Evaluate your list by talking with your 4-H leader, extension agent, a home economics teacher, a buyer or manager from a clothing store. Go to a store and use your check list to judge a garment.

4. Have a panel discussion on the importance of quality in clothing selection. Panel could be a mother, a clothing buyer or store manager, teen boys and girls, a young career man or woman.

5. Discuss “How is quality related to brand names or trademarks? How would you determine the relationship of price to quality of an item of clothing to be purchased? In what way are you limited in inspecting clothes you buy?” Interview a local retailer for his/her reactions.

Suggested Resources

• “Clothing Unlimited (Hey Look Me Over) Member Manual p. 35-37. “Fashion Flair” (Hey Look Me Over)

Learning Activity

1. Try on garments in different sizes. Using the information on proper fit, evaluate the garments.

Suggested Resources

- Fact Sheet — “The Fit of Your Garment”
- Clothing Store
- Teens Shopping Smart Member’s Activity Packet: “Proper Fit of Various Garments”

10. Objective: Recognize the advantages and disadvantages of buying clothing and accessories on sale.

Learning Activities

1. Club members can present or read the mini-skit, “The Birthday Present”. Discuss the questions on the last page of the skit.

Suggested Resources

- Teens Shopping Smart Member’s Activity Packet: “The Birthday Present Skit”

11. Comparison shop effectively.

Learning Activities

1. Select one item that you wish to buy. Using your knowledge of advertisements, sources of sellers, criteria for buying, labels, and reasons for spending — go shopping. Not spending — shopping. Get as much information as you can, then share with group. Is your buying decision different from one you would have made before the comparison shopping? How? If not, why not?

2. When is comparison shopping too costly to be worthwhile? How can you decide when to spend time, energy, money, on the act of comparison shopping?

Suggested Resources

- Community resources for shopping.

12. Ask questions of sellers before buying.

Learning Activities

1. How many questions can you list that need to be answered before purchasing ... that are NOT related to the item you are buying? (Example: What is the store’s return policy? Refund policy?)

Suggested Resources


13. Taking responsibility as a consumer/citizen.

Learning Activities

1. Describe the most embarrassing shopping trip you ever had because of the lack of courtesy shown, either by you, another customer, your salesperson, another salesperson. Have members offer ways the situation could have been handled to avoid buying when you didn’t want to. Have two members role play such a situation.
2. Contact a successful business person. Ask for a tour of the business and a talk to your group on such issues as: consumer responsibilities when shopping; a store’s responsibilities to a customer; his/her use of advertising; guidelines for successful shopping from the retailers point of view. Suggested Resource: Local business leader.
3. In pairs, go shopping with the purpose of observing other shoppers. Report back to the group what you observed/learned: How did the shoppers... —treat merchandise? —match colors?
 —use a list? —treat salespeople?
 —act assertively? —treat other shoppers?
4. Play the game “Word Search” in the Teens Shopping Smart Member’s Activity Packet.

Suggested Resources

- Fact Sheet — “Consumer Rights and Responsibilities
- Community Resources for shopping.
TEENS SHOPPING SMART
Project Record

Name ____________________________
Address ____________________________

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).

<table>
<thead>
<tr>
<th>Information</th>
<th>What the Label Said</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiber Content</td>
<td></td>
</tr>
<tr>
<td>Permanent Care Label</td>
<td></td>
</tr>
<tr>
<td>Brand or Manufacturer's Name</td>
<td></td>
</tr>
<tr>
<td>Origin (USA or Imported)</td>
<td></td>
</tr>
</tbody>
</table>

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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

\[
\text{Cost} + \frac{\text{No. of wearings}}{\text{Cost/wearing for one month}} = \text{Cost per wearing for one month}
\]

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.
# TEENS SHOPPING SMART

**Score Sheet**

(For garment purchased and modeled)

<table>
<thead>
<tr>
<th>NAME</th>
<th>____________________________________________________________________ __</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
<td>________________________________________________________________</td>
</tr>
</tbody>
</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 |

11
### TEENS SHOPPING SMART

**Score Sheet**

(For garment selected but not purchased)

<table>
<thead>
<tr>
<th>NAME</th>
<th>____________________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
<td>____________________________________________________________________</td>
</tr>
</tbody>
</table>

<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></td>
<td>15</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></td>
<td>20</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></td>
<td>25</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></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>D. The money spent (15)</td>
<td></td>
<td>15</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><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>