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Idaho 4-H Leader's Guide

Textiles and Clothing

The Total Look

University of Idaho
Cooperative Extension System

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Welcome to the 4-H family! We are glad you have volunteered to lead boy and girl 4-Hers using the Textiles and Clothing—The Total Look project.

Being a 4-H Clothing Project Leader

4-Hers are young individuals who need your leadership to help them develop into responsible citizens. Assisting them to accept responsibility, acquire poise and self-assurance, and assume youth leadership roles can be a rewarding role for adult leaders. 4-H is a community, county, state, and national endeavor that involves concerned and caring adults working with young people to assist them in preparing for life.

If this is your first time as a project leader, the idea may seem overwhelming. Experienced project leaders, county Extension agents, and a variety of other resource persons are ready to assist you. By working together, the greatest reward we experience is in making the world a better place to live.

Leader Responsibilities

A clothing project leader provides learning opportunities for 4-Hers by:

- Helping them learn something new,
- Demonstrating clothing construction methods,
- Building their self-confidence through a job well done,
- Involving their families so learning can be reinforced at home,
- Helping them evaluate their work,
- Encouraging their participation in other experiences for gaining poise and self-confidence, such as exhibits, demonstrations, and fashion revues,
- Inviting resource people to share their skills.

The 4-H Member

Young people are as different emotionally and intellectually as they are physically. They have different backgrounds, experiences, feelings, personalities, and ways of working and learning. Each individual wants to be accepted as a person who has unique feelings and ideas that deserve consideration. Individuals work best when they are allowed to work at their own speeds and according to their own abilities.

Each individual needs to achieve success. Persistent failure can lead to poor self-image, loss of face before others, and loss of desire to participate in group activities. Programs should be varied and flexible enough so each person can achieve some success. Everyone needs encouragement and praise for even a small job well done.

To meet learning needs of a variety of members, the textiles and clothing 4-H program should allow members to:

- Progress at their own speeds,
- Use their own distinctive learning styles,
- Discover, explore, and experience life.

The leader should:

- Be constantly aware of each member's abilities and accomplishments,
- Be both a partner and a guide during the member's learning experiences,
- Encourage the member to be self-responsible,
- Assist members in planning and making decisions about their activities,
- Help members apply their learning experiences to their personal goals and overall development,
- Stimulate the member's interest in further learning,
- Support the member's development of a value system for life,
- Avoid imposing personal values on individual members.

Project Meetings

Meetings are usually more successful when planned in advance. By avoiding a last-minute rush, leaders are more organized, members can be prepared, and activities move along more smoothly. Follow the lesson meeting plans for necessary preparations and assign responsibilities. Project meetings are more interesting when they include a variety of activities and experiences.

Meetings may be scheduled for all-day, half-day, or 1- or 2-hour sessions. This guide provides outlines for some project meetings, but your club may want to meet more often. Take into consideration the ages of the members and the complexity of their projects. While long sessions provide more actual work time, younger members have short attention spans. You will need to plan breaks in the meetings for stretching and moving about. Recreation should be a regular part of 4-H meetings.

Most people learn better when they are shown the steps they are to take in completing a project. Therefore, demonstrations at club meetings are a valuable supplement to the written instructions. Leaders, teen leaders, and members can all take turns showing others how to do a task.

Practicing what they have learned helps members improve their skills and develop confidence in their abilities. Most project meetings include time for members to work on their

projects. The leaders are available to instruct, supervise, and give individual help when needed.

Project Lessons/Activities

The Consumer Skills I and II projects are designed to give 4-H boys and girls experience with consumer skills related to textiles and clothing projects, boys and girls will:

- Develop basic skills in planning, clothing purchases, buying garments and accessories, and caring for a simple garment or item,
- Develop good posture and good grooming habits,
- Learn to work and share with others,
- Feel good about their learning experiences.

Requirements are listed in each of the lessons. Activities are in the member's manual. To complete these projects, members need to finish all requirements and activities. These activities are completed as part of the lessons. You may be creative with these additional learning experiences.

Activities, demonstrations, and hands-on experience provide learning opportunities for each lesson. You may want to include outside resource people on occasion or take your 4-Hers on a tour of local clothing stores.

Skills to Learn

The Looking Your Best project is prepared for teen-aged boys and girls. Project experiences are designed to build on previous skills with fresh challenges to stimulate highly motivated teens.

Please feel free to encourage highly interested 4-Hers to complete other projects during this year. Through the completion of these consumer activities, teens will become more skilled consumers.

The Leader Guide provides background information about learning experiences included in Looking Your Best members manual. You will want to read them thoroughly. We also encourage you to explore additional reference materials to broaden your expertise. Magazines, newspapers, educational leaflets, and catalogs will keep you informed about trends. Books on wardrobe planning, care, and clothing construction are often available at the public library or your county Extension office.

Additional Suggestions

Invite parents or guardians to the first meeting and explain your objectives. Discuss ways they can be involved:

- Share their expertise at appropriate times,
- Provide transportation to local meetings and county activities,
- Help the boys and girls collect necessary equipment and materials,
- Obtain and set up equipment for project meetings,
- Assist young people by encouraging and sharing their learning experiences but not by doing the work for them.

Encourage 4-Hers to be responsible for their own learning. The more they experience, the more they learn. Indicate that you expect them to:

- Attend meetings, be prepared, and bring necessary supplies,
- Do their own work with guidance from an adult,
- Follow the scheduled work plan,
- Evaluate their work and progress,
- Complete their projects.

Indicate that they can expect you to:

- Be prepared for each meeting,
- Provide necessary information using appropriate methods,
- Attempt to find answers to their questions,
- Give them guidance and individual assistance as needed,
- Be concerned that they develop life-coping skills.

Participants do not become truly interested in the next step until they are ready to apply it. Be prepared to repeat many instructions and demonstrations several times and in several ways. It is helpful to give *similar instructions to all 4-H members*, even though they may proceed on the projects at their own paces.

Be prepared to encourage young people continually as they tackle new and difficult tasks. For some, support may come from other family members. But for many, the majority of the stimulation for learning will come from you. Remember, boys and girls come in all sizes, shapes, and abilities. It requires flexibility on your part to provide the variety of experiences that involve all the members in learning.

Self-evaluation can be a continuing process. Help young people measure progress or growth in terms of the goals they set for themselves at the beginning of the project and the satisfaction they gain when they see improvement in their work. Let them evaluate their own experiences. Here are some questions individuals might ask themselves to measure their progress:

√ What do I want to learn?
√ What am I learning?
√ How well am I doing
√ How do I feel about what I am doing?
√ Are there changes I would like to make in my learning?

Demonstrations

Each member is required to do a demonstration. A demonstration is simply showing others how to do something.

The purpose for having a 4-Her give a demonstration are:

- To reinforce the concepts learned in the project,
- To help members develop poise in public speaking.

You may hold special meeting at which everyone does a demonstration for other club members and/or family and friends, or you may have members take turns giving presentations as part of club meetings.

Members can choose which consumer skills they would like to demonstrate. You may help members plan what to say and do and what supplies they will need. You may also ask members to practice ahead of time. A simple demonstration can be done in 2 to 3 minutes. Look in the member's manual for a list of suggested topics and a presentation outline.

Check with your county Extension office to find out whether a county demonstration contest is being held. You may wish to encourage your member(s) to participate in this contest, but it is not required.

How Did I Do?

As a leader, you will want the 4-Hers to check their progress on the activities throughout the project. A word of encouragement, a pat on the back, or a smile means a great deal to the development of each member's self-confidence.

Assist members in completing "How Did I Do?" in the member's manual. Let the members do most of the talking and writing about their projects with some guidance from you.

My 4-H Story

A young person's 4-H story helps to pull the experiences of the total project together. It is a summary of several weeks of meetings in a few words. It is difficult for some to develop a long story, but the process of organizing and writing some thoughts is a learning experience in itself.

Young members might have difficulty spelling correctly or printing clearly and neatly. It may help to have them put their ideas on a practice sheet first and then copy the story into the member's manual. Using a pencil is acceptable.

4-H Exhibit

Members are expected to have their projects and member's manual judged at the county fair.

Project exhibits are judged according to a predetermined standard rather than by comparing exhibits to one another. Use the Judging Score Sheet in the member's manual as a guide for evaluating members' work. (Do not write on this form. It will be completed by the judge.)

Exhibit requirements:

- Completed member's manual,
- Display outfit with accessories; ensembles chosen by the 4-H member or a poster display using photographs or illustrations showing what members have learned.

Just as you need to help 4-H members check their progress throughout the project and give words of encouragement, you will want to monitor and evaluate their progress toward completing club project goals. At times even experienced leaders feel discouraged. Perhaps your expectations were too high or events occurred that you didn't anticipate. Whatever the reason, don't be too hard on yourself if you have done your best. When you are finished and look back on all the meetings and activities, you will have a better perspective about just how much you really did accomplish! Spend some time with club members to recognize and celebrate success.

We hope that you enjoy your experience as a leader in helping young people. Please share any comments or suggestions you have about the project with your county Extension agents.

Title of Lesson: Art Principles

Objectives: Members will learn

1. To analyze body features in order to choose clothing with the best lines, design and texture for body shape.
2. The importance of art principles for the selection of style according to body type and other features.
3. To use design principles to improve clothing selection skills.
4. To identify different textures and how texture affects appearance.

Time and length of meeting: _____

Supplies and materials:

- Magazines and catalogs
- Scissors, glue or tape
- Shears
- Fabric examples of various textures that can be cut and mounted in member's manual
- Clothing examples that illustrate art principles and texture combination
- Member's manual

To be done before the meeting:

- Review activities 1 and 2 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "Art Principles and Clothing"

To be done during the meeting:

- Discuss art principles using clothing examples. Give both good and bad examples of the use of these principles.
- Provide several pictures or patterns of teen fashions. Ask participants to identify a garment that would do the following: Increase height, decrease height, conceal large hips or thighs, emphasize a small waist, emphasize petiteness.
- Use a team of participants to illustrate variations in proportion. Show how the sizes of accessories look different on persons of different size and body frame.
- Have participants find examples of design principles in outfits illustrated in current magazines and catalogs then have your participants use the same principles to analyze the outfits they are wearing. Complete activity 1 in member's manual.
- Discuss textures using clothing and fabric examples. Give both good and bad examples of texture combinations.
- Find different garments that illustrate at least four of the five concepts:
  √ Shiny texture reflects light so it can make an area look larger.
  √ Dull texture absorbs light and makes an area look smaller.
  √ Fuzzy or bulky texture makes an area look larger.
  √ Stiff or crisp texture stands away from the body and hides figure irregularities.
  √ Soft and flowing texture makes an area look smaller.
- Have members identify how each of these textures affects their appearance.
- Using fabric examples have members complete activity 2 in member's manual.

Suggested additional activities:

- Participants could select pictures from a catalog or magazine that illustrate the look they want and that would enhance their figure type. Have them identify art principles in their examples.
- Have members identify which textures are becoming to them, then ask them to mount pictures and swatches.
- Make a collage of fabrics of the same color by arranging them into the texture categories. Discuss which fabrics you would wear on what parts of your body.
- Talk about how various textures make you feel. Find and mount samples of textures that make you feel:
  √ Full of energy
  √ Soft and cuddly
  √ Relaxed and at ease
  √ Friendly and outgoing
  √ Safe and protected.
- Make "Feely Boxes" to share at your next club meeting. Ask members to describe the texture and guess the item.

Art Principles and Clothing

Everyone is unique. Accepting one's distinctive physical characteristics and developing a positive attitude about oneself are important steps toward developing an attractive self. You can look attractive without an ideal figure by selecting clothing that enhances body build. In other words, an illusion can be created to conceal figure flaws by practicing creative dressing and following a few guidelines in line and design. Design lines can be used to accent or to draw attention from various body features, as one chooses.

Analyzing Your Figure

Making the most of appearance means learning to see both the things that are attractive and those things that could be changed. You can't change your physical features, but you can learn to analyze your figure and select clothing that makes the most of your body build, facial features, and coloring. An important consideration in determining your figure type is to determine your height and frame size.

The following guidelines are used to determine if a body height is short, average or tall.

Girls	**Boys**
Short: under 5'4"	Short: under 5'7"
Average: 5'4"—5'7"	Average: 5'7"—5'11"
Tall: over 5'7"	Tall: over 5'11"

Female frame size or bone structure size can be determined by wrist measurement: under 6" is small-boned, 6"—$6^1/_2$" is medium-boned, and more than $6^1/_2$" is considered large-boned.

Knowing your body proportions will help you achieve balance in your overall look. There are standard proportions to which we can compare our own figures.

Determine Your Silhouette

The contour or silhouette of the body also is an important consideration in determining the line, design and styles that are best for you. Are you round or angular? Is your lower torso larger than your upper torso, creating a pear shape? Are you thin, average, or overweight? Do you stand straight? Is your torso shaped like a rectangle: Do you have an hourglass shape, in which the chest and hips are larger than the waist? Other shapes include an H shape, triangle, or inverted triangle. Are you short and full? Petite and slim? Tall and full, or maybe tall and thin?

Which Line Is Ideal?

Lines can deceive the eye. They can appear to change one's size and shape. Learn to identify the types of lines and what they can do for your appearance. Remember, lines are not only the obvious lines in fabric, but also may be seen in such things as seams, lines in design, buttons, pleats, yokes, lapels, belts, collars, and neckline shapes. The proper use of lines can create illusions that will help achieve an ideal look.

Following are some basic guidelines:

Vertical lines go up and down a garment and give the wearer a long, tall look. Pleats and button front opening are examples of the use of vertical lines in a garment. Spacing of vertical lines also can create width.

Horizontal lines go across a garment and can make the wearer look shorter and wider. Wide bands and dropped waistline can create horizontal lines. Closely spaced horizontal lines can make you appear taller.

Diagonal lines go at an angle or slant on a garment. The illusion created depends on how horizontal or vertical the diagonal line is. Diagonal lines often are created by closure or applied trims.

Curved lines can be round or somewhat flat. They add gentleness and gracefulness to a garment. Curved yokes and gathers are examples of the use of curved lines in a garment.

Texture

Texture is the appearance and feel of fabric. It results from the way the fabric is made. Fabric textures can make one look larger, smaller, taller or shorter. Light weight to medium weight fabrics with a dull finish can

be worn by a wide variety of people because they follow the body's shape easily without clinging or adding bulk. Other types of fabric must be used more carefully, especially if one wants to create an illusion to minimize an area. Choose fabrics that emphasize the best illusion for you. Some types of fabric to consider when selecting clothing are:

Stiff or crisp fabrics stand away from the body and tend to increase the size of the area. When they are used with the right design, they can conceal the outline of a figure and create a flattering effect. (Example: Leather-like fabrics, plastic, heavy denim)

Dull surfaces tend to minimize size. (Example: Crepe, flannels, and cotton broadcloth)

Shiny surfaces reflect more light and make an individual appear larger. (Example: Satin, polished cotton, metallic fabric)

Bulky fabrics add dimension and depth and add size to the figure. (Example: Bulky knits, wide-wale corduroy, terrycloth, fur, down fabrics)

Soft or clingy fabrics tend to hug the body, to reveal the figure, and to emphasize figure variations. (Example: Chiffon, satin, lightweight crepe, single jersey knits)

Scale

Scale refers to the size of design or accessories in relationship to the body. Large-scale prints, for example, may overpower a petite figure, whereas tiny prints may look lost on a large-framed person.

Select fabric prints, stripes, and plaids in proportion to your figure size. Stripes and plaids must also be selected and carefully positioned to flatter the figure according to basic guidelines for effective use of line in apparel.

Creating the Look You Want

Once a person knows how he/she sizes up in body proportions and build, he/she can begin to apply the principles and elements of design to the selection of clothing for a particular body type.

Design lines in the garment lead the eye in different directions, depending on their placement, grouping, and direction. Texture, the feel of the fabric, and the weight of the fabric also are important considerations in clothing selection. The key to a pleasing appearance is to arrange design elements to your best advantage according to these key principles:

Balance is created with either an equal or an unequal attraction to the right or left sides of the garment. Everything on the garment or outfit will look as if it belongs together. Balance can be formal and symmetrical (space and detail evenly divided) or informal and asymmetrical (design details unequally divided).

Proportion is the relationship of the size of spaces to each other. Good proportion results when all parts of an outfit are consistent in size with one another and with the person. The proportion of an outfit also is influenced by fabric prints and texture, color and accessories and how it relates to your body shape and body frame.

Lines that proportion the body in equal parts are usually not as becoming as lines that divide the body unevenly. For example, visually divide the body into fifths. A horizontal line that crosses the body so the $^3/_5$ of the body is below the waist and $^2/_5$ is above the waist is usually more pleasing than a line that divides the body in half or fourths. Clothing worn on fashion models frequently looks different when worn on the average figure. Most likely this is because the body proportions or the distribution of the body weight on the frame of the fashion model is different.

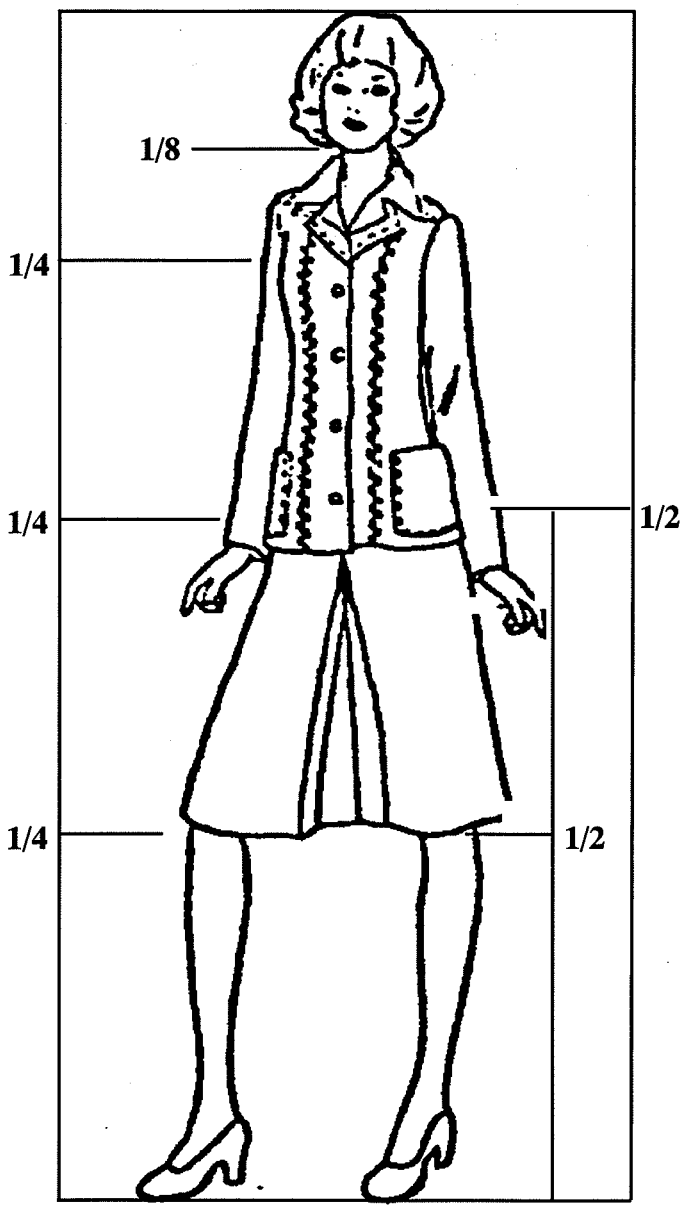
View the body in terms of head lengths. The average adult female figure is generally $7^1/_2$ head lengths tall. The fashion model is often 8 or $8^1/_2$ head lengths tall, which means the head of the model is $^1/_8$ of the length of the body instead of $^1/_7$ or $^1/_6$. This gives a very different appearance to garments being worn.

Figure is approximately 8 heads high
Body divided into 4 equal parts at:

Head to high chest
High chest to hip
Hip to knee
Knee to foot

Shoulder width roughly equal to hip width for women; shoulder width slightly greater than hip width for men.

Shoulder line is equal for men and women.



STANDARD BODY PROPORTIONS

shoulder width equals back waist length
hip line is 1/2 total height
hips and shoulders are the same
fingertips are at mid-thigh
elbow is at waist
knees are 1/2 of lower half
waistline is slim

By examining one's own body in terms of head lengths, one can learn about proportion. Be sure to reassure members who are in different growth patterns that their body proportions will change considerably by the time they are grown, but in the meantime, they may employ line to alter their body-proportion silhouette.

Rhythm helps your eye move from one part of an outfit to another. It is the arrangement of lines, shapes, color or texture in fabric, design and/or silhouette.

Emphasis is the center of interest. Good emphasis will direct the eye to only one center of interest. An area of emphasis could be a neckline, an interesting accessory, hemline, or hairdo. The right use of accessories can emphasize one's best features. Accessories can also detract. For example, a bright red necklace on a white outfit may lose effect and give a spotty appearance if one adds red shoes, red purse, and red belt.

Unity/harmony is the pleasing combination created by all parts of an outfit. It is the result of good proportion, balance, rhythm, and emphasis.

Title of Lesson: First Impressions

Objectives: Members will learn

1. The importance of making a good first impression.
2. If the way teens dress is really an indication of what type of person they are.
3. To distinguish between personality, trait, and image.

Time and length of meeting: _____

Supplies and materials:

- Magazines and catalog pictures
- Two large pads of paper or blank sheets of paper
- Marking pens
- A person to be the timer/facilitator
- Two teams
- Two sets of index cards
- Paper
- Table and chair
- Member's manual

To be done before the meeting:

- Review activities 3 and 4 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "Making a First Impression"

To be done during the meeting:

- Discuss first impressions—how they are made, time involved, how important they are.
- Using pictures from magazines and catalogs illustrate what is perceived in making a first impression.
- Have members play the game "Are You What You Wear?" page 11. Follow with discussion questions given.
- Form a panel to discuss components of "First Impressions" page 12. Be sure to include the final activity when panel members write first impressions of pictures from catalogs and magazines.
- Have members complete activity 3 and 4 in member's manual.

Suggested Additional Activities:

- Arrange for people from other cultures to share their dress and customs.
- Participate in a "Come as you are" party. Ask the guests to explain why they were dressed in their outfits when the invitation to the party was received.
- Plan and present a fashion show including current fashions worn by your peer group with a script explaining lifestyles and outfits, or help plan and conduct a fashion show involving younger members.
- Have an informal "non-fashion" show in which people bring along special projects or things that are important to them. They talk about who they are and what it is they value in life.
- Select an image you'd like to be identified with and list the types of garments you would wear to portray this.
  - √ Promotional modeling for a new business
  - √ Entertaining for banquets or meetings
  - √ Theme fashion shows (*Christmas*)
  - √ Participation in local parade
  - √ Include modeling practice in every club meeting
  - √ Mock fashion shows
  - √ Attend a fashion show for a boutique or clothing shop
  - √ Mannequin modeling (*strike a pose and hold for a specific time period*)

Making a First Impression

Most people, especially teenagers, are concerned about how they appear to others. However, they fail to realize that their appearances, body posture, and mannerisms are sending out all types of messages. First impressions are formed in 20 seconds to 4 minutes. In this short time some ideas about a person's educational level, sex, religion, occupation, personality, and status are developed. Although it is extremely important in today's society to elicit favorable impressions from others, it's just as important that we have good impressions of ourselves: An individual's unique characteristics aren't always observable after 20 seconds but you never get a second chance to make a first impression.

Modeling is growing in popularity because it gives one self-confidence and reassurance. Educators do not have to be experts in this area. They, too, can gain the skills and confidence right along with their learners.

GAME

Are You What You Wear?

1. The timer decides on a clothing-related category and makes up a variety of words or phrases for the two teams to compete in the draw off.

2. Put the words or phrases on two sets of cards.

3. For example, one category could be "Titles of teen stereotypes." Titles include: Freak jock, preppie, headbanger, druggie, or whatever titles are common in your community. Other categories could be "Clothing/ uniforms" (football player, waitress, cheerleader, etc.) or "Special occasions" (prom, graduation, weddings, etc.)

4. Pass out one identical card to one member of each team.

5. Someone says "go" and the member begins drawing.

6. The first team to correctly identify the phrase wins that round. Play as long as you desire. The team with the most points wins: After the game discuss what you learned.

7. Closing thought: Do clothes make the person, or does the person make the clothes?

Discussion questions:

- What are the different types of groups in your school?
- What group in your school do most kids want to be a part of? Why?
- What special clothes identify this group?
- Can anybody belong to this group, or is it very elitist?
- If so, what type of teens are part of this group?
- Have you found that your initial stereotype about the group is true for every individual in the group? Why, or why not?
- What about other groups? Describe their dress and type of kids that belong to these groups.
- Do kids ever switch groups? If so, how? Why?
- How much do you let "the group" dictate what you wear to an event?
- How much influence do your parents have over what you wear?

First Impressions

Participants will discuss various facts and words that pertain to first impressions. They will view pictures of people and discuss the first impressions they receive of those individuals.

Procedure

1. Give an overview of the activity and explain the objectives.

2. Form a "discussion panel.: Seat five to six volunteers at a long table. The other participants will be the "participating audience." Ask each panel member questions and monitor them by listening to the answers and ask for audience feedback. Your discussion panel may include the following:

   What is Personality?

   The distinctive, individual qualities of a person.

   How is an Individual's Personality Influenced?

   Physical appearance, beliefs, habits, talent, temperament, values, moods, and attitudes.

   What is a Trait?

   Term used to describe a consistent manner of behavior.

   What is Self-Image?

   The way that one perceives oneself, which may or may not be realistic.

   Answer true or false: People can perceive one's personality and self-image by observing one's clothing. **Answer: True!!!**

3. Conclude panel discussion by discussing how personality and first impressions are related.

   Personality will show through by way of body language, posture, and mannerism. Discuss the fact that in order for others to feel positively towards us we must feel good about ourselves. Having a positive self-image goes a long way toward gaining favorable first impressions.

4. Use magazine pictures to further discuss first impressions. Show pictures one at a time to the panel members. Show them for only 20 seconds. Ask each panel member to write his/her first impression of the person. Choose one characteristic to write down about each person. After the panelists have finished, have them hold up their papers one at a time. Were there any common characteristics? If not, why? Now discuss other characteristics such as education, religion, personality, and status.

Title of Lesson: Comparison Shopping and Making Clothing Decisions

Objectives: Members will learn

1. To identify factors for making wise clothing purchase decisions.
2. How garment construction, method of payment, and cost per wearing impact purchase decisions.

Time and length of meeting: _____

Supplies and materials:

- Clothing items for activities below
  √ Workmanship
  √ Cost per Wear
  √ Cash versus Credit
  √ Making Clothing Decisions
  √ Clothing Stores
- Newspapers
- Member's manual

To be done before the meeting:

- Review activities 5 and 6 in member's manual
- Review meeting plan in leader guide
- Read the following information "Making Clothing Decisions," "Workmanship," "Cost vs. Credit," and "Cost Per Wear"

To be done during the meeting:

- Identify the factors you look for to determine quality in a garment.

- **Workmanship**. Analyze construction of two clothing items. Workmanship is important when you are planning to spend more money on a garment that you intend to keep in your wardrobe for a long time.

- **Cost per wear** (CPW). Determine cost per wear. Try CPW with your clothing items. CPW can help you decide if an item that you will wear frequently and for many years is worth buying, even at a non-sale or higher price.

- **Cash versus Credit.** If you choose to use credit, how much more will a garment cost?

- **Classics versus fad.** Recognizing classic clothing will help you buy garments that will not go out of style and can save you money.

- **Label information.** Labels tell you the brand name, the designer, who made the garment and where, the content, and care instruction. Reading a label before buying, and knowing what you're reading, is an important step in making wise garment purchases.

- Review the steps involved in consumer decision making:
  a. Problem recognition: Which clothing item do you need?
  b. Search for alternatives: Visit different stores, talk to salespeople, and discuss with parents and friends.
  c. Evaluate alternatives: What is the best choice?
  d. Purchase.
  e Post-purchase use and re-evaluation of chosen alternative: How often is the item worn, is it easy to care for, and are you satisfied with it?

- Discuss the different types of sales. Refer to leader guide.

- Complete activity 6 in member's manual.

- Use your best decision-making skills on a shopping trip, either alone or with your group/family. Complete activity 5 in member's manual.

Suggested additional activities:

- Select a garment and discuss its fashion trend. Estimate how many seasons it might be worn and cost per wear.

- Roleplay a situation in which a person is returning a defective piece of merchandise.

- Visit a local clothing store for a preview of current fashion and accessories. Identify garments that show fashion trends. Interview a buyer to discuss these trends.

- Compare the actual dimensions of three t-shirts labeled with the same size.

- Read clothing advertisements and identify factors that make specific apparel items a good buy.
- Start a box or use your Looking Good notebook for the hang tags from your garments. These will have fiber content and care information, and also the spare thread and buttons you need for repairs. Label each tag so you know which garment it goes with.
- Keep a record of money spent on apparel items for a year.
- Help a person with physical limitations adapt or select clothing to enhance self-reliance.

Making Clothing Decisions

Garment _____

Price: $ _____

Factors	Comments
Fabric: Natural/synthetic Characteristics/qualities	
Construction: Patterns/design Closures Reinforcement Stitching/seams Inside look	
Cost: Initial cost Care cost Cost per wear Cash vs. credit	
Classic/fad: Lines/style Color/pattern/fabric	
Care labels: Washable Dry-clean Low labeling	
Fit: Does it need alterations?	

Would you purchase this garment? (Y/N) _____

Why/Why not? _____

_____

_____

Note: Use one worksheet per garment. You may want to make copies of this worksheet if you are comparing more than one garment.

Workmanship

Fabric

Choose pure natural fabrics or fabrics with a good percentage blend of both natural and synthetic fibers. Tightly woven fabric will perform longer than a loose weave. Patterns, plaids, and stripes should match up at the seams and armholes.

Buttons

Make sure buttons slide easily through the holes, but that holes are not too loose. Buttonhole corners should be reinforced with thread, showing no fraying edges. Check for even spacing between the buttonholes. Better-quality manufacturers use good buttons, such as mother of pearl, wood, or brass.

Collars

A wool or wool-blend jacket should have a collar with a flat flannel lining on the opposite side. This will help retain a good fit around the neck and chest. Mens'/boys' shirts should have removable collar stays, and a reinforced fabric at the front closure.

Hems

The hem width should be ample enough to allow for lengthening and the hem should hang evenly. Stitching should not show through to the outside of the garment.

Lining

Lining works best when it is hemmed to the bottom of a jacket, blazer, or sportcoat. It may be attached to a coat vent or at several points at the side seams. Lining does not wear well when it is completely attached or sewn to the entire coat fabric because the friction of movement will cause strain on the garment. You can check to see how the lining is attached by pulling the lining to see if it moves easily away from the fabric.

Reinforcement

Clothing designed for rugged use should be double-stitched at the seams. Look for double-stitching or patches at points of strain: underarms, crotches, elbows, knees. Flat-felled seams are more durable than a plain seam.

Seams

Seams should lie flat with no signs of puckering or unraveling. There should be enough seam width to withstand strain. Half an inch is the average width for natural fabrics; synthetics require more width. Inside seams should be well-finished: Stitched at the edge of cut with a pinking shears to prevent unraveling. There should be a generous center back seam in men's slacks, in case alterations are needed.

Stitching

There should be no hanging threads on a garment. Look for stitches that are small and threads that do not pull or pucker. Topstitching on collars, pockets, and edges should be straight. The thread ought to be a good color match for the fabric. Transparent plastic thread is a cheap substitute, because it will pull out easily and is a sign of poor workmanship.

Interfacing

Interfacing is the extra material added to lapels, collars, and fronts of suit jackets and cuffs to help them retain their shape. Check for puckering in the interfacing areas of the garment. Shoulder pads should be soft and smoothly shaped with no puckering at the back of the shoulder or armholes.

CASH VERSUS CREDIT

Ways to Pay	Advantages	Disadvantages
Cash	Saves credit charges May discourage impulse buying Prevents shopping beyond credit limits of your own or family charge accounts	Requires you to carry amounts of cash that may be lost or stolen May not have cash when needed
Open-End Credit	Take advantage of bargains when cash is limited Don't have to carry large amount of cash Have monthly record of purchases Helps develop a credit record May receive preferred treatment, i.e., advance notices of sales Charge limits set by retailer	May encourage shopping at chain stores only, without "bargain" hunting May encourage charging beyond your ability to pay Must pay finance charges on unpaid bill Clothing may wear out before paid in full
Layaway	Can reserve garment when short of cash	You get neither interest on your deposit nor use of item until you completely pay for it

Example: Cost comparison for a $60 jacket

	Cash	30-day	Layaway	Revolving	Installment
Price of jacket	$60	$60	$60	$60	$60
Down payment	None	None	10% ($6)	None	20%($12)
Carrying charge	None	None	None	1½% on monthly unpaid balance	15%
Time to pay	When bought	30 days after purchase	6-8 weeks	6 months monthly payment $10.53	3 months monthly payment $16.40
Total cost	$60	$60	$60	$63.18	$61.20

Source: Strategies for Clothing, 4-H 315c, Cooperative Extension System-Iowa, 1983.

Cost per Wear

Cost per wear (CPW) is the cost of the garment plus care cost divided by the number of times you wear it. It's like miles per gallon with a car. The more times you wear the garment, the less money it costs for each wearing.

Apply the cost per wear formula to any garment before you decide to buy. Using the formula can help you resist buying impulsively.

Use this formula:

$$\frac{\text{cost (+ care costs)}}{\text{\# of wearings}} = \text{CPW}$$

Example #1
Clothes that must be dry cleaned usually have a higher care cost than those that can be washed at home. You need to look at clothing costs both in terms of how often you will wear the garment (more frequent wearing will mean higher care costs) as well as how many times you will wear the garment for the lifetime of the garment.

Item	Original cost	Cleaning cost per season	Average times worn per season	True cost (cost per wear)
Jacket (dry clean)	$75	$25	110	$\frac{\$75 + \$25}{110} = \$.91$
Jacket (washable)	$75	$5	110	$\frac{\$75 + \$5}{110} = \$.73$

Example #2
Cleaning costs were not figured in on the comparison between the two blouses because they are both washable, and the cleaning costs will be the same for each, and relatively low in cost.

Item	Original cost	Average times worn	True cost (cost per wear)
Dress blouse (washable)	$25	1 times per week x 52 = 52 times/year	$\frac{\$25}{52} = \$.48$
Casual blouse (washable)	$25	3 times per week x 52 = 156 times/year	$\frac{\$25}{156} = \$.16$

Sources: 4-H Focus On Fashion, Y5216, Cooperative Extension System—Missouri.
Looking Great, 4-H 1365, Cooperative Extension System—Michigan State.

Title of Lesson: Fabric Expectations

Objectives: Members will learn

1. The importance of textile legislation including Textile Fiber Products Identification Act and Permanent Care Labeling.
2. Fiber characteristics and how they relate to purchasing garments.
3. Where to complain if textiles are improperly labeled.

Time and length of meeting: _____

Supplies and materials:

- Garment examples with labels
- Fabric examples to show abrasion resistance, absorbency, heat sensitivity, resilience, and stretch recovery
- Member's manual

To be done before the meeting:

- Review activity 7 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "Label Legislation" and CIS 256 *Fiber Facts* (available at your local county Extension office).

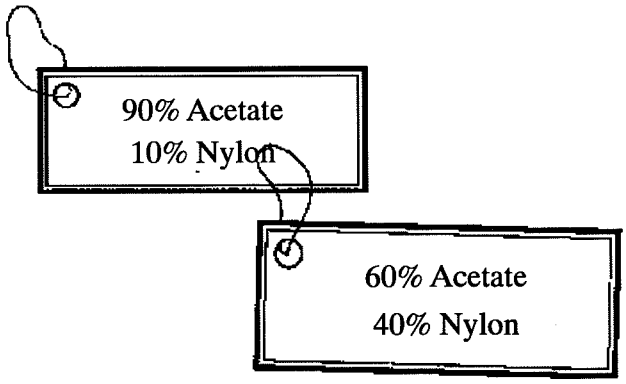
To be done during the meeting:

- Use garment examples and have members identify labeling that is in compliance with legislation.
- Ask questions on "Legislation Quiz" page 23 for members to answer as a group.
- Use fabric examples to demonstrate:
  √ Abrasion resistance
  √ Absorbency
  √ Heat sensitivity
  √ Resilience
  √ Stretch recovery
- Use fabric examples to demonstrate fiber characteristics.
- Discuss the difference between a generic name and a trade name.
- Have members complete activity 7 in member's manual.

Suggested additional activities:

- Invite a fish and game official to discuss the poaching of live animals for their fur or skin.
- Visit store to examine labels to see what is in compliance.
- Write a letter to complain about a misrepresentation in mail order catalog, if one is noted. If not, write a hypothetical one.

LABEL LEGISLATION



Labels are found on almost every textile product purchased from a retail outlet. These labels cause additional expenses to textile producers. Producers add these labels because it is a federal law. Certain labels are required to be in or on textile products.

In addition to the care label you may find a brand label in a garment. The brand label is optional and is not required by law. If a producer has a brand that is easily recognized or has earned consumer regard, they will often choose to include the brand label to increase sales. Fiber or fur content are other labels required by law. These laws require certain textile products to be labeled truthfully and carry certain specific information.

These laws include the Textiles Fiber Products Identification Act (TFPIA), Wool Products Labeling Act (WPLA), Fur Products Labeling Act (FPLA), and in addition a flammability regulation for children's sleepwear has special labeling requirements.

Textile Fiber Products Identification Act: This act affects the broadest scope of textile products.

1. This law mandates to producers that three items must be identified on a label at the point of purchase.
   a. Fiber content.
   b. Name of RN number of the product manufacturer. All labels are required to carry some form of manufacturer's identification. There are three methods of disclosure: name and address; registration number (R.N.); and textile act numbers.
   c. County where product was made.

2. This act covers wearing apparel, draperies, floor coverings, bedding, and household furnishings.

3. The fiber generic name must be given if that fiber is found in at least 5 percent of the total. Trade names such as Trevira (polyester), Lycra (spandex), etc., may be used. If trade names are used then the generic name of the fiber must appear with it in type of equal size.
   a. If only one type of fiber is used either "all" or "100%" may be used with the fiber name.
   b. If two or more fibers are used the label must state the percent in order of amount by weight. If any fiber is less than 5 percent it must be listed as "other fiber," unless the fiber has a functional purpose. If you see an amount greater than 5 percent labeled as "other fiber" then two or more fibers are used in less than 5 percent by weight but when totaled equal more than 5 percent.
   c. Fiber added for structural purposes need not be identified—interfacings, paddings, etc. If added for functional purposes then fiber must be stated.

4. Items that can be sold apart like suit jacket and skirt must be labeled separately, if sold together requires only one label.

5. Fibers used in ornamentation or decoration need not be identified other than "exclusive" or "ornamentation" if below 5 percent of the total fiber weight of the garment.
   a. Fiber used in trims, braids, ribbons, etc., need not be identified unless they cover more than 15 percent of surface area of the garment.

6. Piece good fabrics must have the fiber content printed on the end of the bolt, on a tag attached to the bolt, or both.

7. The manufacturers name of RN must be attached so the consumer knows who is responsible for the merchandise.
   a. The RN is a registered number issued by the Federal Trade Commission to qualified firms residing in the U.S. This takes up less space. Examples of such numbers are RN27163 or WPL10415.
   b. These numbers are not confidential and can be found by purchasing a directory from P.S. Press, 620 Herndon Parkway, Herndon, VA 22070, or phoning (703) 481-8559. Also, your county home economist agent can find the information for you.
   c. RN numbers may be withdrawn and canceled by the FTC if the number has been obtained or used improperly.

8. The label must be affixed to a prominent location in the garment, such as the neck line, between shoulder seams, or near the brand label as long as its size is equal to the brand label.

9. The country of origin label is to inform consumers the place where the textile product was processed.
   a. For garment with a neck area this label must be placed in this area.
   b. If a garment is domestically made, the label must be securely attached until sold or can be permanently attached if the manufacturer desires.
   c. If the garment is imported the label must be permanently attached.
   d. If a product is made in the United States from U.S. materials, it must be labeled "Made in the U.S.A." If made in the U.S. but not from U.S. materials, it must be labeled "Made in the U.S.A. of imported fabric," or "Made in (foreign country), finished in U.S.A."

10. Mail order products must include fiber content, whether an item is imported or made in the U.S.A., and whether it is a combination of domestic and foreign made material.

11. Imported products are covered by this Act and it is the responsibility of the importer to see that the products are properly labeled.
   a. The FTC has the authority to inspect, analyze, test, and examine products or mislabeling. Offenders can be tried in a court of law and may be fined or imprisoned if found guilty.
   b. If a consumer cannot find a fiber content label you should first contact the retailer then report your findings to the Federal Trade Commission, Division of Enforcement, Bureau of Consumer Protection, 6th and Pennsylvania Avenue, N.W., Washington, DC 20580, or phone (202) 326-2966.
   c. The U.S.A. customs service regulated imported textile products.
   d. Manufacturers must retain records of their products for 3 years.

Wool Products Labeling Act

1. The amount of wool, recycled wool or other generic fibers must be listed by percent of the total weight as long as it makes up at least 5 percent of the total weight of the item.
   a. If a product contains both new and recycled wool the percentage by weight and classification must be stated, even if it is less than 5 percent.

2. The fiber content of the wool product's component parts must be listed separately on the label.

3. The hair or fur fiber of any animal other than sheep, lamb, angora goat, cashmere goat, camel, alpaca, llama, and vicuna are listed as "Fur Fiber."

4. The manufacturers registered identification number is required on all labels and is seen with a WPL prefix number.

5. The stamp, tag, or label with the above information must be affixed in a conspicuous area and securely attached at the point of purchase.

Fur Products Labeling Act

1. Fur is defined as any animal skin with fair hair, fleece, or fur fibers that are not intended for conversion to leather by removing any of the above.

2. No trade names, coined names, or words descriptive of a fur may be used in labeling, advertising, or selling a fur product.
   a. The label must state name of the animal that produced the fur, the presence of used fur, and disclosure of bleached or dyed fur.

3. Used fur is any fur that has been worn by an ultimate consumer previously.

4. The fiber content of all materials is listed on the same side of the label, such as interlining and trim.

5. If a fur product is composed of furs with different countries of origin, they are listed in order, based on the country's fur which has the greatest surface area.

6. When marketing, the required label should have minimum dimensions of $1^3/_4$ inches by $2^3/_4$ inches. It must be securely attached so that it will remain on the product until it is purchased by the consumer.

7. If the item consists of two or more parts to be sold together each part must be labeled separately.

Note: In addition both the Wool and Fur Acts must list the RN or product manufacturer name and country of manufacturing. Both acts are enforced by the Federal Trade Commission and apply to imported products.

Legislation Quiz

Q: Why is fiber content important on a label for a consumer to see?

A: Assist in purchasing decisions, to know expected garment performance, information about quality of garment, truth in advertising, and accountability of manufacturer.

Q: What should you do if you find an item with no fiber label?

A: Take it back to the retailer if possible, contact The Federal Trade Commission.

Q: Do all fibers have to be on the fiber label?

A: Yes, unless accounting for less than 5 percent of the fiber weight, are added for a functional purpose, or are a recycled wool.

Q: What is a RN number and where do you get one?

A: It is a registered number from the Federal Trade Commission for a manufacturer to produce a textile or fur product.

Title of Lesson: Clothes—More Than Something To Wear

Objectives: Members will learn

1. That clothing is functional as well as decorative,
2. The thermal function of clothing,
3. Special clothing is designed to meet special demands,
4. Special fabrics are used for meeting these special needs,
5. That they must use personal judgment when they choose clothing for a purpose other than decoration.

Time and length of meeting: _____

Supplies and materials:

- Iron
- Swatches of special fabrics, examples—water repellant, polar fleece, fluorescent, Gore Tex, camouflage, reflective, etc.
- Examples of special clothing designed for a purpose or job, examples—fireman's coat, diver's suit, bulletproof vest, hospital isolation gown, astronaut's glove, etc.
- *Blue Sky Beneath My Feet* video
- Magazines and catalogs
- Scissors, glue, or tape
- Member's manual

To be done before the meeting:

- Review activity 8 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "More Than Something To Wear"

To be done during the meeting:

- Have each member tell one item they have worn at some time for a reason other than aesthetics. (Coats, hats, mittens, catcher's mask, football pads, reflective suit or shoes, hunter's vest, camo clothing, apron, others).
- View *Blue Sky Beneath My Feet.*
- Discuss how clothing (fiber, fabric construction layering) is used to keep us warm.
- Show samples of fabrics from fuzzy, thick ones to thin and silky. You may want to show how heat is retained or trapped by covering an iron with padding and letting members touch to feel how the heat is held within the fabric.
- Have members complete activity 8 in member's manual.
- Have members discuss how they would keep cool in clothing.
- Discuss the importance of impact resistant clothing and radiation protection garments.
- Discuss special features of clothing designed for the handicapped.

Suggested additional activities:

- Tour an industry or place of work with the emphasis on the garments used for that particular type of work.
- Begin a scrapbook about special work clothes for various professions.
- Rate various fabrics for their thermal resistance.
- Do a club project on reflective awareness for the community (runners, children, etc.).

More than Something to Wear

When we think of clothing most generally we think of fashion, color, style, or fit. These are the aesthetics of clothing (aesthetics—the appeal to the eye, or the art and beauty). There are times when aesthetics take a back seat to the function of clothing.

We often choose clothing because we like how it looks on us. As the *Blue Skies* video identified, at times we need to choose clothing for a different reason. Most people have clothing for both hot and cold weather. Clothing has been used for protection since the beginning of time. Before the discovery of synthetic fibers, our choice of clothing was quite limited. For cold weather animal skins and fur were harvested. These along with layering clothing provided warmth. With all the new fibers, yarns, fabrications, and finishes, our ability to protect ourselves as well as designing special purpose fabrics is greater than ever before.

Look at the simple task of keeping warm to demonstrate how different fibers are used for different situations.

The following principals are considered in keeping warm.

1. **Cover all parts of your body**. Bare feet, hands, and head lose great amounts of heat. To keep heat within your body, covering all these areas will greatly help.

2. **Dress in layers**. Dressing in layers retains heat from the body by using the principle of "insulation." Insulation is the property of trapping warm air in air pockets or between layers. One insulation factor of fabric is the loft (the fuzziness or pile). As a general rule the thicker the fabrics used, the warmer the garment will be. The thickness acts as the insulator to trap air and allow your body heat to warm it. Dressing in layers also allows for better moisture absorption as well as allowing for the removal of layers as the wearer becomes warm. This helps keep the body dry by avoiding unnecessary sweating.

3. **Keep the body dry**. A dry body has a much easier time maintaining a normal temperature. Wetness from the weather or from perspiration can cause chilling and the body temperature is more difficult to maintain.

4. **Absorb energy from the environment**. Try to gather heat from the outside. Dark colors are warmer to wear because they absorb heat from the sun.

5. **Wear fabrics that are nonconductive**. These fabrics do not allow the body heat to transfer to the environment.

6. **If you are in a windy environment stop air movement within the clothing system**. A windbreaker worn over layered clothing will be a very effective system.

The insulative value of fabric is expressed as "thermal resistance." The factors that determine this are:

1. The material's ability to hold a large amount of air to fiber,

2. The fabric's thickness,

3. The fabric's resistance to moisture,

4. The orientation (placement) of fibers on the fabric surface,

5. The color and texture of the fabric,

6. The design of the structure (the weave, stiffness, etc.).

If all these are considered in keeping warm, what should we do in the summer when we want to keep cool?

1. **Remove clothing cover**, except for hats—they act as shades to allow the head to keep cool.

2. **Reduce layers**. Use thin layers to help wick away moisture and allow it to dry. But limit layers to only a few.

3. **Reflect the sun's heat**. Wear light colors to do this. They do not absorb the heat from the environment.

4. **Wear nonconductive fabrics**. This will not allow environmental heat to transfer to the body.

5. **Allow for freedom of movement**. Nonbinding, loose clothing allows for air to dry perspiration and keeps additional perspiration from overexertion to a minimum.

Other situations require thermal protection. Some of these include: Scuba diving, professions that expose workers to water at various temperatures, fire fighters, race car drivers, aircraft pilots, astronauts. Let me tell you about one of these situations and the garment that has been designed just for this purpose.

An aircraft pilot may have to eject from a plane over water. The suit must be one piece to be worn at all times since chances are he will not have time to change. This suit needs ventilation since the cockpit gets quite warm. It must also protect in the water if there is the need. The resulting garment is a three-layer, one-piece suit. The outermost layer is flame resistant Nomex. This protects against a burning plane. The next layer is nylon Gore Tex, this is a breathable, water-proof layer. That allows for comfort on board and on a hot plane but would keep water out in case of a water landing. Also the ankles, wrists, and neck have rubberized cuffs to further keep out water. The layer closest to the skin is an inflatable thermal barrier (two-layer, thin, water proof fabric fused together around a ventilation hole). If the pilot is caught in water he or she can manually inflate this layer to provide warmth and buoyancy.

Other situations that have special designs just for them are impact resistant clothing. Things like bulletproof vests, helmets, boxing gloves, sports pads, and other industrial protective clothing fall into this category. Another more recent development is in radiation protective garments. These classify as impact resistant clothing also due to the need to resist the impact of very tiny radiation molecules, gases, chemicals, viruses and bacteria.

Another situation when clothing is more than something to wear is in the handicapped designs that allow for self living. Many persons from elderly to handicapped to temporarily recuperating persons choose clothing so they can continue to care for themselves. Special clothing designs, easy fasteners, knee braces, etc., allow for personal dignity in the area of self dressing and living.

Don't forget special designs that aid in professions. Items such as carpenter's apron, photographer's vest, life preservers, nurse emergency smock, and many others are available. There are many more to be designed maybe by you!

Title of Lesson: Clothing Care

Objectives: Members will learn

1. The five "R's" of waste reduction,
2. The cost of the cleaning process to the environment,
3. Enviroshopping facts,
4. Their ability to have an impact on the environment by the cleaning products and practices they adopt,
5. Responsibility for enhancing the world in which they live,
6. Consumer responsibility in purchasing, and use of cleaning products,
7. When and how to handwash garments,
8. Pressing and ironing techniques for various fabrics,
9. That improper temperatures or techniques can ruin garments,
10. That properly done correct pressing enhances the new look of garments,
11. Pride in caring of personal items,
12. How to read labels and decide the appropriate method for pressing.

Time and length of meeting: _____

Supplies and materials:

- Life cycle assessment copies
- Steamer (if available)
- Iron
- Ironing board
- Press cloth
- Garment with sleeves
- Garment with darts or curved seams
- Pair of pants
- Terry towel
- Samples of the following: Crepe, metallic, sheer, lace, velvet deep pile, synthetic suede, glazed chintz, linen, cotton, synthetic fabric, wool
- Iron cleaner
- Member's manual

To be done before the meeting:

- Review activities 9, 10, 11, and 12 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "Enviroshopping" and "Pressing Techniques"

To be done during the meeting:

- Discuss laundry additives.
- Have members state their favorite natural resource. You begin.
- Give and explain the Life Cycle Assessment handout (do a life cycle assessment of concentrated vs. unconcentrated detergent—be sure to emphasize less energy to produce, less transportation costs to move smaller volume of smaller containers, and less packaging going to the landfill if smaller container or particularly so if in recyclable containers).
- Complete activity 10 that gives the five R's. Have members complete and verbally discuss recommendations.
- Have members complete activity 9 in members manual before the next meeting.
- Discuss when it is better to hand wash instead of machine wash garments.
- Have all members sit around the ironing board so that they can see. Have each member tell what the last garment was that they pressed or ironed. You begin.
- Show the iron and steamer—or illustrated picture if not available.
- Lay out various fabric samples and let the members choose a sample. Then allow other members to guess how to press this sample before allowing member to demonstrate.
- Demonstrate as many of the pressing techniques as possible.
- Demonstrate mending tears and holes by machine and hand. At home have members do a clothing repair and report at the next meeting.
- Have member's complete activities 11 and 12 in member's manual.

Suggested additional activities:

- Begin a recycling program for club or community.
- Tour recycling plant.
- Start a swap shop for club or remake items as a project or community service.
- View environmental programs or videos available for checkout.
- Have members calculate the amount of waste their family generates per week.
- Take members to dry cleaners to see special pressing equipment.
- Have members volunteer to do home ironing, or ironing for handicapped.
- Provide instruction on ironing, starching, etc., of day to day items found in home laundry.

Enviroshopping

As responsible consumers, we must consider the consequences of our actions upon the environment. This is true in many different areas. The cleaning process is no exception. Today we will be taking a very broad look at what happens to our environment when we clean our personal items and how we can make changes that may benefit our planet's natural resources.

"Enviroshopping," or shopping with a concern for the environment, is one way we can make a difference. What we purchase plays a vital role in reducing the waste stream that we may now be causing. When we shop, we must be aware of the TOTAL cost to the environment of that product. If we have not considered that then we are little more than succumbing to marketing tactics when we purchase. What we must evaluate is the life cycle assessment (page 33) of that product from beginning to end before we can make a full determination of the environment pluses and minuses of that product. "Life Cycle Assessment" means the cost of a product and its packaging from the inputs of energy and raw materials to the outputs of water effluents, airborne emissions, solid wastes, other environmental releases, and usable products.

Let's turn for a minute to factors that can reduce waste accumulation. They are called the Five R's.

Reduce—Consumers have become hooked on convenience and pay millions of dollars for it. We pay much more for larger nonmix products and then throw away the bottles. We should buy smaller containers of concentrate and mix them. To reduce waste you can "precycle" or choose products and packaging with less negative cost to the environment before purchase. Example: Use concentrated detergents that use less packaging; or reconstitute fabric softener by buying refill containers and adding water.

Reuse—Instead of disposing of items and packaging, think of creative ways to reuse them. Not only will this save landfill space but it will also save you money. Example: Use mesh citrus bags for laundry bags, plastic grocery bags for trash can liners, and discarded clothing can be cut to use for cleaning cloths rather than using disposable paper towels.

Recycle—This is gaining lots of attention recently and is an important step to reducing landfill space required for waste. Some states are passing laws to reduce the solid waste by mandatory recycling laws. Most recycled materials are used to create new packaging materials that require less energy than producing it from new raw materials. Aluminum yields the greatest energy savings; for example, if each person in a family of four saved one aluminum can per day for a year it would save the equivalent energy in gasoline to drive a 30 mile-per-gallon car about 2,000 miles. Other common packages to save for recycling are glass, paper, plastic, steel, or tin, and newspapers. Textiles can be reclaimed and reprocessed (wool) or fabrics from discarded clothing recycled into the "rags" some businesses use as industrial wiping cloths. Check your local area Extension office for local collection points for recycling. Remember recycling can only work when you buy items in packaging that has been recycled so consider this in your "precycle" purchasing decisions. Look for the recycled symbol on packages you buy.

Reject—Enviroshoppers reject materials and products that cannot be reduced, reused, or recycled. You have the most powerful tool in our economy—your dollar. If you choose products that are wasteful or harmful to the environment, you are sending a message that you want these to be produced. If, on the other hand, you do not buy them you are also sending a message that the marketplace will no doubt hear. Reject disposable towels and napkins by choosing reusable cloth napkins and cleaning cloths.

Respond—This is an action step that requires you to contact merchants and producers to let them know you are concerned about their products and their effects on the environment. Ask for larger more economical packaging, use of recyclable containers, and other sound practices to be available. Contact addresses are usually available on the package containers. Ask local merchants to carry these items. Contact local officials about beginning or expanding area recycling efforts.

Take a look at the cleaning process with these things in mind and see what difference you and I can make.

First item to consider is clothing itself. Can you reduce the number of items you wear? How about multi-use items? By decreasing the items demanded, how will energy be saved? What about cleaning those items? Do you ever wear garments once and wash regardless of degree of soiling? How does this waste energy and resources? What about proper storage? How can you reuse items instead of wasting? Turn into rags, give away, etc. How can you recycle clothing items? Remake craft projects, etc. How can clothing be rejected to reduce waste? Evaluate products such as stone washed jeans, endangered species skins, etc. for environmental effect and refuse to buy. How can responding by clothing purchase affect the environment? Let manufacturers know of reasons you avoid purchase. Set up local swap shop, remake outlet.

Look at cleaning products. **Reduce**: Use multi-use products such as detergents with bleach and softeners; use concentrate products that have less packaging and put into refillable containers; buy in bulk. **Reuse**: Buy packaging that is made from recycled material. **Recycle**: Collect packaging to be recycled and take it to the nearest center. **Reject**: Read package contents and learn about harmful environmental components; do not buy items that contain these components: phosphates, fluorocarbons, etc. **Respond**: Contact manufacturers and retailers to request more efficient packaging or product formulation.

The other main cleaning factor to evaluate is the cleaning equipment. **Reduce**: Choose water-efficient models and washers with variety of temperatures, as well as water level settings; use the least amount of water and coolest temperature that will allow for adequate cleaning; energy comparison tags are required on all new electrical equipment; use line to dry in place of the dryer when possible; dry cleaning uses solvents that are harmful, choose as little of this as possible. **Reuse**: Consider repair instead of replacing cleaning equipment. **Recycle**: If items are nonrepairable, disassemble and recycle parts that are recyclable. **Reject**: Do not purchase items of poor quality or that are energy wasteful, these will end up in landfills long before items of high quality. **Respond**: Let manufacturers know of your pleasure when they are responding to environmentally sound practices, as well as problems they may be causing.

The 5 R's: What can I do to help?

Reduce

Clothing: _____

_____

_____

Cleaning Products: _____

_____

_____

Cleaning Equipment: _____

_____

_____

Reuse

Clothing: _____

_____

_____

Cleaning Products: _____

_____

_____

Cleaning Equipment: _____

_____

_____

Recycle

Clothing: _____

_____

_____

Cleaning Products: _____

_____

_____

Cleaning Equipment: _____

_____

_____

Reject

Clothing: _____

_____

_____

Cleaning Products: _____

_____

_____

Cleaning Equipment: _____

_____

_____

Respond

Clothing: _____

_____

_____

Cleaning Products: _____

_____

_____

Cleaning Equipment: _____

_____

_____

Life Cycle Assessment

Inputs	Raw Materials Acquisition	Outputs
	Manufacturing, Processing, and Formulation	Water Effluents
Energy	Distribution and Transportation	Airborne Emissions
		Solid Wastes
Raw Materials	**Use/Re-Use/Maintenance**	Other Environmental Releases
	Recycle	Usable Products
	Waste Management	

Unconcentrated Detergent

Inputs	Raw Materials Acquisition	Outputs
	Manufacturing, Processing, and Formulation	
	Distribution and Transportation	
	Use/Re-Use/Maintenance	
	Recycle	
	Waste Management	

Concentrated Detergent

Inputs	Raw Materials Acquisition	Outputs
	Manufacturing, Processing, and Formulation	
	Distribution and Transportation	
	Use/Re-Use/Maintenance	
	Recycle	
	Waste Management	

Pressing Techniques

Having the right equipment and using it properly is a prerequisite for successful pressing and ironing. Pressing is done mainly when sewing. This consists of lifting and lowering the iron, bringing pressure down on construction details. Ironing on the other hand is gliding the iron across the fabric in long gliding motions.

A steam or spray-steam iron is an excellent choice for pressing. These irons can be used in a wide variety of situations. Make sure the iron has a wide variety of temperature controls to allow for use on a wide variety of fabrics. Choose one that is not heavy in your hand and that you can hold comfortably.

A steamer is light-weight, nonmetal and looks somewhat like an iron. It does not become hot but produces a large amount of steam. This is ideal for use on napped fabrics for it presses without the pressure that would crush the fabric pile.

We are going to focus on special pressing techniques for special fabrics. As you wear formal wear and perhaps begin to wear garments of special fabrics it is essential that you know how to press them without ruining these special items. Always test your pressing method and temperature of iron on a scrap in an inconspicuous area before using.

Crepe—Steam will cause some crepe to shrink or pucker. Always test, use a light touch of the iron to avoid overpressing.

Metallics—Test on scraps. Metallics are very sensitive to heat and moisture (steam will tarnish or discolor and high heat will melt). When determined safe, use a press cloth and press from wrong side.

Sheers—Handle soft sheers without steam, always test, and use a light touch of the iron. Crisp sheers usually can be steamed using a pressing cloth.

Lace—Handle again without steam, using light touch of iron, always test. For heavy lace place face down on terry towel. Be careful to avoid snagging lace with point of iron.

Velvet and Corduroy—Press on the wrong side with right side against self-fabric, terry towel, needle board, etc. Use a press cloth and low temperature. Steamer may also be used. After pressing, turn to right side and hold steam iron about 1/2 inch above the nap to "perk-up" the nap.

Deep Pile—Pressing always from the wrong side with minimum pressure. Place face of pile against a needle board, terry towel, etc. Use tip of iron or fingers to press seams open.

Leather or Synthetic Suede—Press open seams by using fingers or dry iron on low setting. An adhesive may need to be used to hold the seam allowance flat.

Glossy Fabric (glazed chintz)—Press on right side without a pressing cloth and with little or no moisture.

Linen—Press with high temperature and moisture. Press on wrong side directly on the fabric until dry. If you desire a shiny look, press directly on surface of fabric. Many linen fabrics have an unevenness of threads. Press on wrong side to retain this look. Water may be prayed directly on areas where extra moisture is needed.

Cotton—The easiest fabric to press, but is handled according to its weight. Lighter cottons require a lower setting where heaviest cottons require the same treatment as linen. Moisture (spray or steam) is generally used. Fabric should be pressed completely dry or it will pucker. Pressing on the right side will give a smooth, shiny finish. Pressing on the wrong side will provide a dull finish. For dark colors, use a dry cheesecloth or steam iron cover when pressing the right side. Cotton often changes colors because of the heat of the iron but usually regains the original color when cool.

Synthetic Fibers—Manmade fibers are heat sensitive, so iron should be on low setting. Acetate is the most sensitive and can be permanently damaged by iron shine. If iron begins to stick, lift immediately. Use a light press cloth to prevent this. These fibers are thermoplastic and can be easily melted or heat-set. Always test. Press seams and hems lightly until you are certain of an accurate line.

Wool—Press carefully with steam. Wool is easiest of all fabrics to mold and shape. Press on wrong side with a slightly dampened press cloth and steam iron never touching the fabric. Too much moisture may cause shrinkage. Never press wool dry. Be sure to stop pressing while fabric is still steaming to prevent fibers from becoming brittle. Let wool dry before handling. Brush woolen as you press to prevent a shine. Let's use a wool garment to demonstrate various techniques and pressing equipment.

Always test—set the iron on "rayon." On some irons the setting for "wool" is too hot for modern wool. Use some of the scraps cut from the fabric (also test lining and trim). Begin with heat and moisture from the rayon setting. Check for water spots, when they appear you know that you are using too much moisture for that particular wool.

Note: Wool crepes need very little heat and moisture. Keep pressing motion gentle with no tendency to stretch. Maintain a light touch.

- √ Mohair should be pressed without steam.
- √ If pressing bonded fabrics, the tricot backing usually requires a lower setting.
- √ Napped wool fabrics may be pressed on a needle board in direction of the nap.
- √ Sheer wools require less moisture and heat.
- √ Worsted wools are more easily marked and made shiny than other woolens.
- √ Erasing changed seamlines is also more difficult. Be sure to fit carefully before pressing.

Answers to Outfit Upkeep Unscrambler

Words in the laundry scramble on member sheets may be familiar or unfamiliar to members. If unfamiliar, perhaps a discussion will help define their meanings and their roles in the care of clothing.

1. soap
2. fabric softener
3. detergent
4. measure
5. lint
6. colorfast
7. mildew
8. bleach
9. dry-cleaning
10. storage
11. closet
12. laundry
13. temperature
14. scorch
15. press
16. pretreat
17. load
18. tumble dry
19. machine washable
20. rinse

Title of Lesson: Clothing Careers

Objectives: Members will learn

1. Career possibilities related to fashion and wardrobe planning,
2. Personality traits and educational requirements needed for careers in these areas,
3. Job duties that are most compatible with their personalities,
4. An occupation that might be of interest to investigate as a possible career.

Time and length of meeting: _____

Supplies and materials:

- Member's manual
- Blank paper

To be done before the meeting:

- Review activity 13 in member's manual
- Review meeting plan in leader guide
- Read the following information entitled "Clothing Careers"

To be done during the meeting:

- Ask members to name a career in wardrobe planning, grooming, or fitness. You begin.
- Have members play the word game on page 36 in the leader guide. This will help them think of differnet types of careers.
- Have members complete activity 13 in member's manual. Ask them to write these items:
  - √ Name
  - √ Address
  - √ Telephone
  - √ Date of birth
  - √ Health condition
  - √ Work experience (jobs) most recent listed first
  - √ Extracurricular activities
  - √ Achievements
  - √ Interests/hobbies
  - √ Skills
  - √ References: List three unrelated persons who know you well
- Have members select a career to study for next meeting. Help them to identify a person or place with which they can investigate this career.
- Places to assist include:
  - √ Library
  - √ Job training programs
  - √ "Shadow" a person in the occupation for a few hours
  - √ Local employment agency personnel
  - √ Trade association headquarter and union offices

Offices include:

American Apparel Manufacturers Association
1611 N. Kent St.
Arlington, VA 22209

American Textile Manufacturers Institute
1501 Johnstone Building
Charlotte, NC 28202

California Fashion Creators
110 E. 9th St.
Los Angeles, CA 90015

Clothing Manufacturers Association
135 W. 50th St.
New York, NY 10020

Men's Fashion Guild
353 Fifth Ave.
New York, NY 10019

National Retail Merchants' Association
100 W. 31st St.
New York, NY 10001

New York Couture Business Council
141 W. 41st St.
New York, NY 10036

The Fashion Group
9 Rockerfeller Plaza
New York, NY 10020

Suggested additional activities:

- Have members share a presentation about careers with the club or community.
- Have members begin a scrapbook of careers in which they are interested.
- Have members write want ads describing themselves and the jobs they would fill perfectly.
- Help members compile a list of colleges, vo-tech schools, trade schools, and other places that have courses in the careers they find most appealing.
- Outside of the meeting interview two people already in this field. Ask questions and report next meeting.
- Select a job or career goal. Help members make a step by step plan to reach that goal. Emphasize that goals are both long and short term and it may take years to fulfill.
- Have members volunteer to help with a career day at their high schools to explain careers in the fashion industry that they have researched.

Clothing Careers

Which career is for you? You are the only one who can answer this question. You can get help answering from a number of sources including schools, libraries, guidance centers and, most importantly, from those working in a career similar to the one you may be interested in.

Plan for a career rather than a specific job. A career can include a variety of jobs that build from the one currently held. A flexible goal will permit you to seek a variety of experiences and take advantage of opportunities as they arise. Every part-time summer or temporary job will help you build knowledge and background, and may help you decide what to do.

Most people do not describe the same job in the same way. All jobs have advantages and disadvantages. By knowing yourself, you can determine which job traits are more, and which ones less, important to you. What are your abilities and interests? Can you work under pressure? These and many more traits are worth exploring about yourself as you consider the right career for you.

The ability to get along with people is essential for any job. In addition to that, the ability to communicate effectively is essential to the success of any worker.

Job satisfaction is not always related to salary. Starting salaries may be lower for certain jobs, but advancement opportunities are greater. Consider the long range potential. Certain job benefits may make lower salaried jobs more financially beneficial.

Next you need to consider what is important to you. You must determine this by knowing yourself as completely as possible. A job is what you make it. A career is a combination of related jobs that communicate who you are and what you do during a major part of each day, week or year.

The jobs included in wardrobe planning, grooming, and fitness are almost limitless. To help you begin thinking about the possibilities we will discuss some obvious ones.

Retailing—Clothing can be an exciting career to the person interested in fashion changes and the distribution of goods and services to consumers. If you are college-bound, consider that a person with a degree in home economics with a specialization in clothing may work with the promotion, buying, or service functions related to the sale of ready-to-wear or fabrics. In addition, majors in business marketing may also find clothing retailing exciting. If you are not college bound, an entry-level job could be that of a salesclerk and job advancement to the duties just mentioned could be possible over time. Some of the major retailing jobs are described below:

Buyers—select clothes or fabrics from manufacturers and wholesalers.

Training supervisors—keep employees up to date on fashions in ready-to-wear or piece goods departments. They also train new employees in those departments.

Fashion coordinators—establish fashion policy for their stores, plan special programs for schools and other groups, produce style shows, and occasionally work with sales personnel to keep them up to date on fashion tends.

Shopping consultants—or personal shoppers aid customers in the selection of wardrobes, accessories, or gifts.

Comparison shoppers—compare the value, price, and quality of their store's merchandise with that of competitors.

Copy writers—compose ads, prepare material to promote sales through newspapers, catalogs, leaflets, and direct mail.

Salesclerks—answer questions about merchandise and sell the clothes and accessories.

Education requirements include:

- High school diploma,
- For some positions a bachelor's degree in home economics or business,
- Courses in fashion and design, economics, retailing or merchandising, mathematics, advertising, psychology, speech, and multi-cultural appreciation are helpful. Some colleges and trade schools offer apprentice experience in merchandising.
- A training program in a reputable department store leads to advanced positions.

Employment opportunities are good because:

- Large personnel turnover through promotions and moving to accompany a spouse creates many openings in many department stores, high fashion shops, specialty stores, and other retail firms in the United States.
- Customer services are on the increase in retailing, especially in large department stores competing with suburban shopping centers.

Freelance Business Career Opportunities

The market for professional wardrobe planning can be different for each location and for every customer. Activities range from advertising, promotion, publicity, and printing of charts and other items you will use when working with customers, to actual customer contact.

Wardrobe planners might provide a color profile in written form, a life-style analysis complete with written results, or a list of wardrobe basics on the first visit. They may offer classes in wardrobe investment, additional planning services, or coordinate with makeup and hair care experts in the community, health spas and beauty salons. They may offer service to groups of women and/or men including:

- Color consultation
- Life-style identification
- Fashion trend classes and forecasts
- Wardrobe planning classes
- Total wardrobe planning
- Buying accessories
- Special wardrobes: Evening, travel, handicapped, elderly, special occupation needs
- Budgeting
- Fashion classes
- Teach closet organizations and do wardrobe inventories

Wardrobe planners study fashion trends and research new products to give the customer up-to-date information. Courses in fashion and design, merchandising, education, public speaking, and marketing are helpful.

Special qualifications include:

- Flair for fashion,
- Ability to analyze body shapes and use fashions and fabrics that flatter figure types,
- Ability to understand and use color to build wardrobe excitement and versatility,
- Business minded and organized.

Employment opportunities are:

- Home-based business,
- Consultant for women's magazines, print media, and mail-order companies,
- Contract with departments stores, high fashion shops, and specialty stores.

Other jobs include the areas of: Self improvement/modeling, fashion reporter and writer, fashion researcher, broadcaster, trade association publicity director/researcher/convention director, teacher, Cooperative Extension service agent, costume planner for theater/movie/media, interior designer, hair care specialist, skin care specialist, nail specialist, fitness instructor, physical therapist, nutritionist, owner/operator of fitness center or spa. In addition, each of these careers have a facet that deals with planning, business records, customer service, promotion, media interface, evaluation and training and supervising of others. So the possibilities are endless! Each of the above can further be targeted towards a single audience; for instance the elderly, handicapped, or young.

Clothing Careers

Many people work in a field related to the care of clothing and textiles. Circle each of the following care-related accupations in the work search puzzle below. Occupations may be spelled left-to-right, right-to-left, top-to-bottom, bottom-to-top, or diagonally.

Chemist	Dry cleaner	Presser	Service person
Delivery person	Home economist	Receptionist	Spotter
Distributor	Museum curator	Salesperson	Truck driver

M	E	C	P	O	M	N	A	G	R	O	T	U	B	I	R	T	S	I	D
R	S	G	I	T	R	U	C	K	D	R	I	V	E	R	B	A	V	R	R
I	A	E	T	S	N	A	S	E	B	O	S	M	C	T	M	N	R	S	A
T	L	N	A	I	S	I	M	E	O	O	U	H	A	L	Z	C	X	P	S
Y	E	D	L	N	C	E	A	M	U	T	E	E	S	B	Z	Z	R	O	H
T	S	I	M	O	N	O	C	E	E	M	O	H	U	M	C	O	E	T	N
K	P	U	T	I	I	E	H	I	I	A	C	S	N	T	U	H	N	T	T
F	E	C	I	T	E	D	E	S	V	S	S	U	E	W	F	U	A	E	V
I	R	T	S	P	R	I	T	I	T	O	M	P	R	E	S	S	E	R	U
T	S	G	N	E	R	E	Y	V	M	D	A	C	Y	A	R	Y	L	F	I
C	O	Y	D	C	A	D	N	S	E	N	D	I	R	E	T	T	C	T	E
Y	N	R	S	E	R	V	I	C	E	P	E	R	S	O	N	O	Y	D	A
R	O	D	N	R	I	O	U	G	A	H	H	T	T	M	I	T	R	A	L
M	U	A	L	N	O	S	R	E	P	Y	R	E	V	I	L	E	D	F	L

Pledge:

I pledge — My head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
For my club, my community, my country,
and my world.

Motto: "To make the best better."

Colors: Green and white.

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Issued in furtherance of cooperative extension work in agriculture and home economics, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, LeRoy D. Luft, Director of Cooperative Extension System, University of Idaho, Moscow, Idaho 83844. The University of Idaho provides equal opportunity in education and employment on the basis of race, color, religion, national origin, gender, age, or disability, or status as a Vietnam-era veteran, as required by state and federal laws.
1,000, June 1996 (reprint)