

SHOPPING SAVVY

Name: _____

Age (as of January 1 of the current year): _____

County: _____

Club or group name: _____

Project helper: _____



This 2021 edition features a new design. No changes in the content or in project requirements have been made.

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NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or other important person. Your duties begin with helping the youth create and carry out a project plan as outlined in the Project Guide.

As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps shape the learner's life skills and make them a better consumer.

YOUR ROLE AS PROJECT HELPER

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

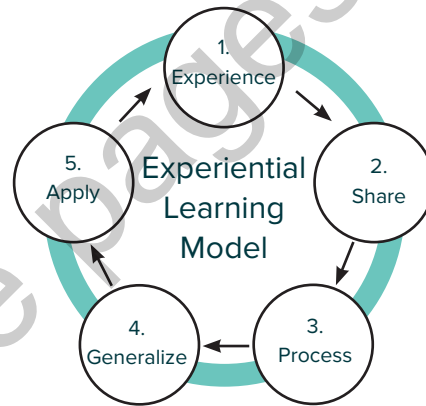
1. Positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Essential Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about being a better consumer.
- Serve as a resource person.
- Encourage the youth to apply knowledge from this project book to improve consumer skills.

WHAT YOU SHOULD KNOW ABOUT EXPERIENTIAL LEARNING

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are then recorded in the accompanying pages. Youth then take the opportunity to (2) share what they did with their project helper, (3) process the experience through a series of questions that allow the learner to (4) generalize and (5) apply the new knowledge and skill.



Pfeiffer J. W., & Jones, J. E., "Reference Guide to Handbooks and Annuals"
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WHAT YOU CAN DO

- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Project Guide.
- After each activity, talk with the member to review and share what she or he has learned. This important step improves understanding and long-term retention of skills.
- Help the learner celebrate what was done well and see what could have been done differently. Allow the learner to become better at assessing his or her own work.
- In the Project Guide, date and initial the activities that have been completed.



PROJECT GUIDE

Welcome to Shopping Savvy! This project is designed for youth with some clothing project experience. Additional clothing resources or your project helper's guidance may be needed for parts of this book. You may repeat this project as long as new learning experiences and new skills are developed each time.

Make sure you check your county's project and record-keeping guidelines (if any) for additional requirements if you want to participate in county project judging or prepare the project as an exhibit for competition.

I am taking this project for the _____ (first, second, etc.) time.

PROJECT GUIDELINES

Step 1: Complete all eight activities. In this project you will put together an outfit, including accessories to complete it.

Step 2: Take part in at least two learning experiences.

Step 3: Become involved in at least two leadership/citizenship activities.

Step 4: Take part in a project review.

STEP 1: PROJECT ACTIVITIES

When you begin an activity, fill in the date you start it. When you finish an activity, fill in the date of completion. Review your work with your project helper. Ask your project helper to initial and date your accomplishment.

PROJECT ACTIVITIES	DATE STARTED	DATE COMPLETED	PROJECT HELPER'S INITIALS
Activity 1: Wardrobe Roll Call			
Activity 2: Fashion Fits			
Activity 3: Inspired Style			
Activity 4: Ready, Set, Shop			
Activity 5: TLC for Your Clothes			
Activity 6: Project Records			
Activity 7: Judge Your Outfit			
Activity 8: Summary of Your Project			

STEP 2: LEARNING EXPERIENCES

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Give a demonstration or illustrated talk.
- Visit a historical costume museum exhibit.
- Exhibit your project.
- Participate in county judging.
- Help organize a shopping trip or meeting based on what you learn in this project.
- Create your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

PLAN TO DO	WHAT I DID	DATE COMPLETED	PROJECT HELPER'S INITIALS
<i>Example: Fashion revue</i>	<i>Modeled my outfit in a fashion revue.</i>	<i>4/5/YR</i>	<i>D.S.</i>



STEP 3: LEADERSHIP/CITIZENSHIP ACTIVITIES

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date each one is completed. Here are some examples of leadership/citizenship activities:

- Encourage someone to take a clothing project.
- Help someone else prepare for project judging.
- Help someone with their laundry.
- Organize a session for your friends about how to care for clothing.
- Create your own leadership/citizenship activity.

LEADERSHIP/CITIZENSHIP ACTIVITIES	DATE COMPLETED	PROJECT HELPER'S INITIALS
<i>Example: Taught my younger sister and her friends how to do their own laundry.</i>	4/5/YR	D.S.

STEP 4: PROJECT REVIEW

All finished? Congratulations! After you have completed the activities in this book, set up a project evaluation. You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of an end-of-project meeting or something more formal such as a county fair or other judging event.

WARDROBE ROLL CALL

An organized closet can make or break your morning routine of getting ready. When trying to find clothes to wear, it takes longer when your drawers and closet are cluttered with items that no longer fit, are out of style, or are full of things you just don't like to wear. By regularly going through your closet you can stay organized, keep clothes neat, and avoid frustration.

What to Do

Words in **bold** throughout this book are defined in the **Glossary** on page 32.

1. Take everything out of your drawers or closet and return only the items that you like and fit well. Do one drawer or closet section at a time.
2. Try on items you have not worn in a while to make sure they still fit.
3. Organize and fold the items you keep. As you return items, keep track of what you have. This will help you be a better consumer.
4. Items that need to be mended or cleaned should be put in a separate pile to be fixed at another time, but don't forget to fix or clean them.
5. Decide what to do with any items you are not keeping. They can be handed down to a younger family member or friend or donated to a local charity. Damaged or badly stained items can be recycled for rags or thrown away.

LEARNING OUTCOMES

Project Skill: Assess the contents of your wardrobe and remove unneeded items.

Life Skill: Organizing information and making decisions.

Educational Standard: NASAFACS 2.1.1: Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

Success Indicator: Sorts wardrobe and removes unneeded clothes.



Use the Wardrobe Inventory chart to keep track of your clothes. First, enter the article of clothing. Use the second column to keep track of how many of each item you own, then make any comments you have.

WARDROBE INVENTORY		
Article of Clothing	Amount	Comments
<i>Example: Jeans</i>	<i>2 pairs</i>	<i>I need 2 more pairs.</i>

Sample pages



ACTIVITY 1

Talking It Over

SHARE

What did you do with the clothing items you did not keep?

REFLECT

Why is it important to organize your wardrobe and remove unwanted items?

GENERALIZE

How will sorting your clothes make you a better decision maker?

APPLY

What are other things you may need to organize and sort?

Sample pages

More Challenges

- Create a collage of items you would like in your wardrobe. Share it with a parent or guardian to see if they agree.
- Organize and sort your shoes and accessories. Talk to your project helper about where to donate any extras.

Background

It is important to have a neat and tidy closet to keep you more organized. It can be frustrating when you can't easily find what you want, discover it doesn't fit, or find it needs mended and cannot be worn. Items crammed into tight spaces will typically come out looking wrinkled. To keep yourself looking your best you need to keep your **wardrobe** looking its best.

Clothing items should be folded or hung neatly and organized when put away. Hanging items should be able to hang freely so they don't get wrinkled by being crowded. Hang like items together, such as by season or dressy and casual. Never let things pile up on your closet floor; they will certainly be stepped on and become dirty

again before ever being worn. Fold items for your dresser and put them with similar items. You should be able to easily open and shut your drawers without bunching up the contents.

Knowing what is in your wardrobe helps you be a better **consumer**. When you go to the store you know what you need and what you don't need, which allows you to save money and be prepared for whatever event comes up.



RESOURCES

Check online for more great ideas about how to organize your wardrobe.

★ DID YOU KNOW? ★

Organizing home offices, closets, kitchens, and more has become so popular that men and women are making careers out of being professional organizers.

