

# CREATING FASHION

## Expressing Self



# Leader's Guide

A University of Kentucky 4-H Curriculum

Cooperative Extension Service  
Agriculture and Natural Resources  
Family and Consumer Sciences  
4-H Youth Development  
Community and Economic Development

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# **Leader's Guide Creating Fashion/ Expressing Self Introduction**

## **Leader's Guide Creating Fashion/Expressing Self Overview**

Creating Fashion: Expressing Self is a series of projects designed for teens who have an interest in clothing. The series starts with activities designed to help youth get to know themselves and their wardrobe better.

Creating Fashion: Expressing Self will help young people learn to customize their clothing—to choose clothing they like and enjoy wearing. By the time youth work through the project, they will learn to plan a wardrobe.

### **Program Goals**

The goal of the Creating Fashion/Expressing Self program is to provide young people in high school the opportunity to explore fashion and textile programs in a non-sewing context. Fashion should be a celebration of the uniqueness of each young person. Creating Fashion/Expressing Self is a celebration of the things that make us unique and a tool that helps us express those qualities.

### **Upon completion of the Creating Fashion/Expressing Self series, youth will be able to do the following:**

1. Analyze body features to choose clothing with the best lines, designs, and textures.
2. Be more aware of the importance of clothing to personal style.
3. Experiment with colors to determine which are best suited to them.
4. Evaluate their lifestyle and day-to-day activities as factors in wardrobe planning.
5. Identify wardrobe basic components and extenders.
6. Practice wardrobe coordination strategies.
7. Identify the similarities and differences among fashions, fads, classics, and styles.
8. Investigate and learn more about garment quality.
9. Demonstrate the use of shopping skills.
10. Shop for and obtain at least one garment.
11. Understand the historic connection between fashion and social movements.
12. Make connections between their own cultural background and fashions.
13. Make informed decisions on the impact of their clothing.
14. Incorporate fashions that represent them into their wardrobe.

# **Leader's Guide Creating Fashion/Expressing Self How To Use This Curriculum**

## Target Audience

This Curriculum is designed for youth 14 to 18 who are in high school. While it can be adapted for youth who are younger, leaders should consider reading level and how to scaffold the information.

## Ages and Stages for Teens

As we plan activities and programs for youth, it is important to consider the developmental ages and stages of the participants. 4-H leaders must plan activities that meet participants where they are physically, mentally, socially, and emotionally. Different stages of development have common characteristics in each of these categories. Growth and change in these areas begin at birth and continues into adulthood. These stages often have common characteristics that are important to consider when planning programs and activities.

### Young Teens (12-14)

Characteristics	Implications for Programming
<b>Physical</b>	
Rapid physical change (puberty), growth spurt often happens earlier for girls.	Be aware that youth may feel embarrassed about changes. Find ways to normalize these changes through conversation, etc.
Onset of sexual feelings & interest in their own bodies.	Provide fact based, non-judgmental information and opportunities for learning & discussion.
Interested in sports & active games.	Create active, engaging learning opportunities.
<b>Intellectual</b>	
Interested in youth centered solutions.	Engage youth in activity planning and setting forth expectations.
Increased abstract, hypothetical, logical and cause and effect thinking abilities.	Provide opportunities to create their own solution and engage in predicting and problem solving.
Able to plan and evaluate their own work.	Youth can help plan activities, follow through, and evaluate the outcome.
<b>Social</b>	
Interested in public appearance, peer interactions and approval.	Be patient with excessive grooming habits. Offer activities focused on self-love & self-confidence as well as outside relationships.
More dependent on peer approval than adult approval.	Reassure parents that this is normal youth development, not a rejection of family.
Interested in activities that involve both genders.	Provide low stakes opportunities for groups to mix. Youth can plan these activities themselves.
<b>Emotional</b>	
Struggle with self-esteem: can be critical and self-conscious.	Plan variety of activities where lots of participants can be successful and recognized by others.
Hormone changes can lead to volatile emotional state.	Typical human development leads to drama and extreme feelings. Be open, accepting, understanding.
Torn between independence and reliance on parents.	Encourage asking for help from adults and older youth.

## Middle Teens (Ages 15-17)

Characteristics	Implications for Programming
<b>Physical</b>	
End of puberty; some still changing rapidly. Many self-conscious of body image.	Avoid comments about stature, size, and shape.
<b>Intellectual</b>	
High levels of abstract thinking and problem solving.	Engage in real-life problem-solving situations, allowing youth to take the lead in brainstorming, decision making, and evaluating outcomes.
Invested in community well-being and interests of others.	Plan civic and community service projects.
Development of personal philosophy and self-knowledge.	Create opportunities for youth to explore and express personal philosophies.
Preparing for lots of life changes; may need guidance.	Offer opportunities to explore schools, careers, and networking with college students and working adults.
<b>Social</b>	
Desire status among peer group.	Encourage peer support in learning environment.
Interested in developing relationships, platonic and romantic.	Encourage teens to plan group activities and projects.
Seeking leadership roles.	Give teens opportunities to create their own learning opportunities.
Seeking belonging and individual recognition.	Emphasize personal development when possible.
<b>Emotional</b>	
Imposter syndrome, low self-esteem are common.	Find ways to show youth their own self-worth.
Moving toward independence & individual identity.	Allow teens to take on increased responsibility and opportunities for self-exploration of identity, values, and beliefs.

## Older Teens (Ages 18-19)

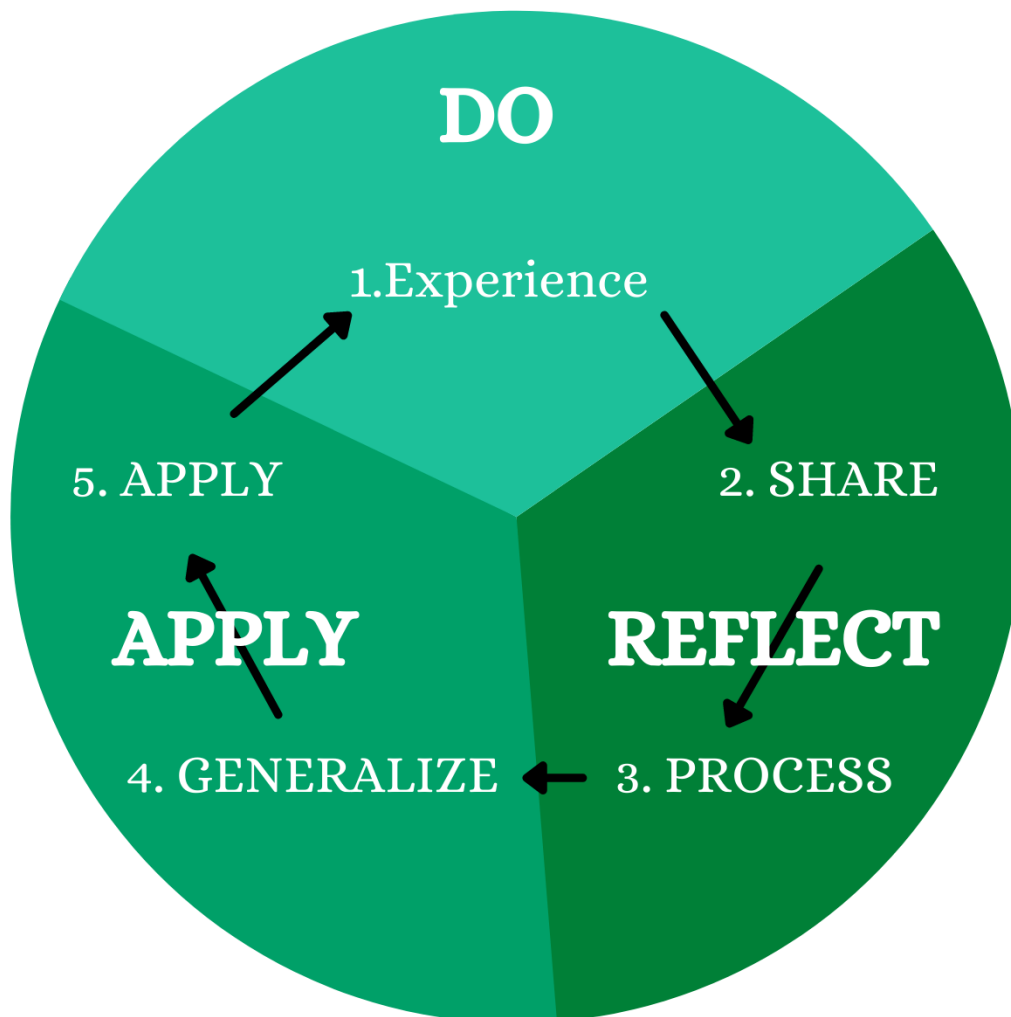
Characteristics	Implications for Programming
<b>Physical</b>	
Growth has tapered off. Brains still developing.	Although living in adult bodies, may not be prepared for adulthood.
<b>Intellectual</b>	
Future goals are important.	Help youth consider ways that these activities can continue into adulthood.
Strong planning & leadership abilities.	Only general directions are necessary for familiar tasks.
<b>Social</b>	
Relationships (romantic and platonic) are shifting.	New relationships may take the place of those created within club or groups
Need adult support when making decisions.	Be a resource for youth considering future plans.
<b>Emotional</b>	
Ready to be treated as an adult.	Give recognition for leadership activities, club activities and rituals may no longer be fulfilling.

Author: Wisconsin 4-H Program



## Experiential Learning Model

This curriculum uses the Experiential Learning model as the framework for teaching youth about fashion and self-esteem. When using Experiential Learning there are 5 steps divided across 3 essential parts. Each step should lead to the next and continue in a circular pattern. First youth experience something by engaging in a learning program. Then young people review what happened during the program and naturally progress into reflecting on how the program was performed. Once they have done this youth can make connections between what they are doing and life skills they are developing. Finally, youth apply that life skill by connecting it to everyday life.

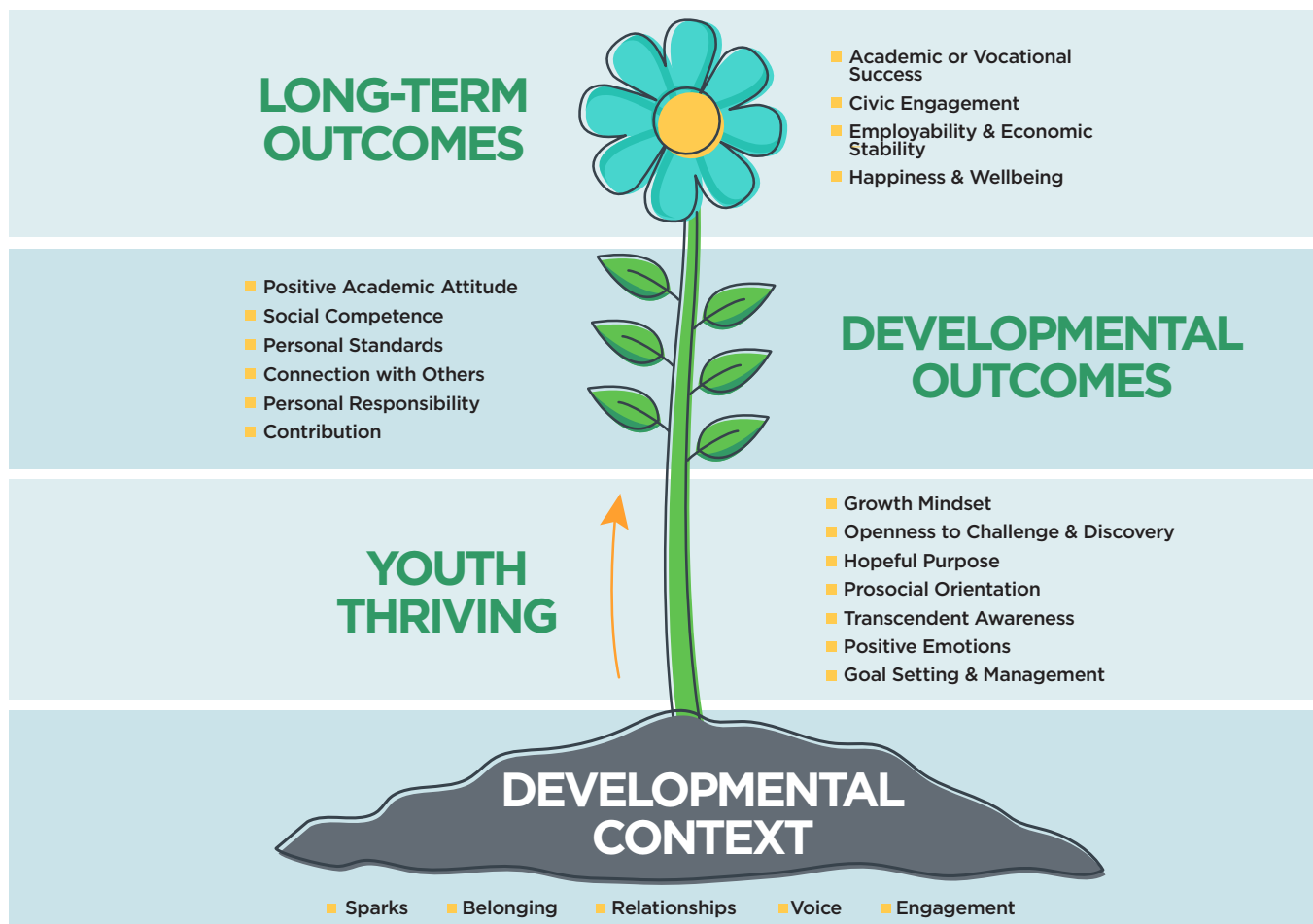


Based on the Kolb Learning Model (1975) and Bybee's Learning Cycle (1977).

## 4-H Thriving Model

“Youth programs that are intentionally planned and implemented to provide a rich developmental context, with program activities that enhance thriving, lead to achievement of the program’s developmental outcomes (Arnold & Gagnon, 2019). 4-H practitioners across Extension who implement research-based methods to offer a high-quality developmental context in their educational programs will enable youth the opportunity to thrive” (Noble, Hall, Hensley, & Arnold, 2021).

As you plan your lessons from this curriculum remember that the setting is the developmental context where 4-H programs happen. The process of Positive Youth Development is youth thriving. Program outcomes attained by young people are developmental and long-term. The image below is a visual representation of the 4-H Thriving Model as described above. As you study this image think about how you you can ensure you are providing youth with the developmental context needed to thrive, growing, and develop those long-term outcomes. Additional information on the Thriving Model can be found at <https://helping-youth-thrive.extension.org/tip-sheets/>



## Essential Elements of Positive Youth Development

When we approach programming with a thriving mindset of Positive Youth Development the essential elements will be woven into youth experiences. The BIG M or belonging, independence, generosity, and mastery should be experienced by every young person in your program. They should feel like this is a place where they belong, where they can exert their independence through youth voice, where they get to have a positive impact in their community and master a set of skills. Below is an explanation of each of these four elements.

### **Belonging**

Youth need to know they are cared about by others and feel a sense of connection to others in the group. As the facilitator, it is important to provide youth the opportunity to feel physically and emotionally safe while actively participating in a group. Create a safe and inclusive environment and foster a positive relationship with youth learners. Use discussion questions that encourage youth to learn from each other, synthesize and use ideas collaboratively.

### **Independence**

Youth need to know that they can influence people and events through decision-making and action. They learn to better understand themselves and become independent thinkers. Throughout each curriculum, youth are given opportunities to develop and reflect upon thoughts and responses to the challenges, explorations, and investigations. Youth begin to understand that they can act as change agents with confidence and competence because of their learning.

### **Generosity**

Youth need to feel their lives have meaning and purpose. Throughout each curriculum, youth are encouraged to broaden their perspectives, find relevance in the topic area, and bring ideas back to their community.

### **Mastery**

To develop self-confidence, youth need to feel and believe they are capable, and they must experience success at solving problems and meeting challenges. Youth need a breadth and depth of topics that allow them to pursue their own interests. Introduce youth to expert knowledge and guide them toward their own sense of mastery and accomplishment.

Adapted from 4-H Essential Elements of 4-H Youth Development, Dr. Cathann Kress, 2004

## Targeting Life Skills

Life skills learned through 4-H are the foundation for the essential elements of positive youth development and lead youth to become capable, competent citizens. Each of the 35 Life Skills are connected to one of the 4 H's: Head, Heart, Hands, or Health and help young people develop and experience belonging, independence, generosity, and mastery. All the 35 life skills identified are transferable and help young people reach those long-term outcomes in the Thriving Model. As you plan your lessons you should think about what life skills you are targeting. In the lesson plans in this book life skills that are being targeted in that lesson are listed.



Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"

## Leader Training Outline

Volunteers play a critical role in the implementation of 4-H Programs. This curriculum is flexible in its design, allowing youth to complete it independently and allowing for a volunteer leader to guide youth through it. Below is a recommended volunteer training agenda.

### Supplies needed

- Leader's Guide (one per participant)
- Project workbooks 1 to 4 (one set per participant)
- Paper
- Markers
- Cardstock
- Supplies for 4 preselected lessons (one from each book)
- Example of completed portfolio (one for from each book)

### Welcome- 10 Minutes

- Welcome Volunteers to the Creating Fashion/Expressing Self curriculum training.
- Make sure all individuals have signed in and received a complete set of supplies.
- Start with the "My Name Is" activity on page 4 of book 1 (Exploring Self).

### Name Tent- 5 Minutes

- Provide cardstock and markers and ask volunteers to create their name tent (provide no other instructions).
- Set a name tent you made for yourself in view.
- After about 5 minutes make sure everyone has a name tent and ask people to look around and see the differences in how people executed the instructions (some will have drawn or decorated them, some will have folded them differently, some will have used small letters or all caps).
- Explain that just like with fashion each person approached the activity is different and that is fine, we need all these differences to be successful.

### Setting Common Expectations- 10 Minutes

- Provide volunteers with the goals of the curriculum (Page 5 of the Leaders guide).
- Divide volunteers into groups of two to three.
- Have each group come up with one or two expectations they have of themselves, others, and the training in general.
- Ask for volunteers to share if they are willing.
- Record the responses.
- Post responses where everyone can see for the remainder of the training and ask if anything needs to be added.
- Explain that a shared set of expectations can be very helpful in creating a training experience where everyone can learn and enjoy.



### **Exploring Positive Youth Development- 30 Minutes**

- Review Ages and Stages, Experiential Learning, the Thriving Model, the Essential Elements, and Targeted Life Skills as a group (found above).
- Break volunteers into groups of two to three.
- Have each group review a lesson you have selected out of this leader's guide and determine how each of the concepts apply to that lesson.
- Have groups share out.
- Help volunteers understand the importance of Positive Youth Development.

### **Teach Back Sign ups- 10 Minutes**

- Split volunteers into 4 groups.
- Ask the groups to skim through each of the project workbooks.
- Inform volunteers that each group will be teaching a lesson out of the project workbook they sign up for.
- Allow about 10 minutes for groups to skim through the project workbooks and then have each group sign up to teach preselected lessons out of one of the project workbooks they find of most interest.

### **Mental Break- 5 Minutes**

#### **Exploring Book 1 Exploring Self- 20 Minutes**

- Introduce book 1- Exploring Self
- Go through each component of the portfolio that should be turned in at the end of the project.
- Provide an example of the portfolio to view.
- Ask each group to read through a lesson of their choice from this project workbook.
- Teach one preselected lesson (this will be the same lesson volunteers teach to the group later)

#### **Exploring Book 2- 20 Minutes**

- Introduce book 2- Closet Couture
- Go through each component of the portfolio that should be turned in at the end of the project.
- Provide an example of the portfolio to view.
- Ask each group to read through a lesson of their choice from this project workbook.
- Teach one preselected lesson (this will be the same lesson volunteers teach to the group later)

#### **Exploring Book 3- 20 Minutes**

- Introduce book 3- Curating You
- Go through each component of the portfolio that should be turned in at the end of the project.
- Provide an example of the portfolio to view.
- Ask each group to read through a lesson of their choice from this project workbook.

- Teach one preselected lesson (this will be the same lesson volunteers teach to the group later)

### **Exploring Book 4- 20 Minutes**

- Introduce book 4- Empowering Fashion
- Go through each component of the portfolio that should be turned in at the end of the project.
- Provide an example of the portfolio to view.
- Ask each group to read through a lesson of their choice from this project workbook.
- Teach one preselected lesson (this will be the same lesson volunteers teach to the group later)

### **30-45 Minute break**

### **Teach Backs- 3 hours**

- Provide 30 minutes for groups to prepare for the lesson they will be teaching
- Before starting, remind everyone that the group will be teaching each other so it is important to be active participants.
- Start with the activity in book 1 and work through each of the four books.
- After each lesson provide positive feedback to volunteers.

### **Closing- 15 Minutes**

- Allow volunteers to ask any additional questions they have.
- Make sure each volunteer leaves with a full set of books and the leaders guide.

## Curriculum Layout

The Creating Fashion/Exploring Self Curriculum is written with the project workbooks as the foundation for learning. There are four project workbooks that progress from understanding the basic concepts of fashion to using fashion as a form of empowerment. Each book has at least six hours of content and can be a yearlong project for a young person.

The leader's guide is written as a supplement to the workbooks. This is for project groups or community clubs that would like to progress through the books together. Each project workbook has a portfolio as one of the requirements for completion. This serves as a record documenting the work young people have invested in the project and is weighted heavily in judging because the garment they have created or obtained is not the focus of the project. Instead, the focus is the thought process of selecting that has gone into the item.

Each project workbook is divided into parts that can be taught as lessons. You will find lesson plans for these parts here in the leader's guide. You will also find a planning guide in the next few pages. This planning guide is to help you understand the estimated time each lesson will take, lesson outcomes, and life skills we are targeting. This planning guide is followed by the lessons themselves. Each section in the leader's guide has a check-in and check-out in the leader's guide that is not in the project workbooks. These check-in and check-outs are to help facilitate group cohesion. In each lesson you will also find the needed supplies for the lesson activities. If you want to adapt the lesson, just make sure you account for the change in supplies that would be necessary.

County Fashion Revues are set at the local level. Not every county will have a fashion revue. If you do not have a fashion revue and would like to investigate the opportunity, contact your local Extension Office, or reach out to the State 4-H Office.

The evaluation for the project books is at the end of the curriculum. Youth will need to complete the evaluation once they have completed each project book.



## References

Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"

Kress, C. (2004). 4-H Essential Elements of 4-H Youth Development

Noble, R., Hall, K., Hensley, S., & Arnold, M.E. (2021). Aligning 4-H youth development frameworks with the 4-H Thriving Model. Available at: <https://helping-youth-thrive.extension.org/>

University of Wisconsin-Madison (2020) "Ages and Stages of 4-H Youth Development"

<https://4h.extension.wisc.edu/resources/volunteer-resources/4-h-foundations/ages-and-stages/>

## Planning Guide

### Project Workbook 1: Exploring Self Introduction Check-in Tool

#### Part 1 You Are the Best You

##### Outcomes

- Young people will understand the impact of others on their self-esteem.
- Young people will understand how their physical body impacts fashion selection.
- Young people will begin to explore their own fashion tastes.

##### Life Skills

- Self-esteem
- Decision making
- Responsible citizenship

##### Time

- 1 hour

#### Part 2 Finding Your Color

##### Outcomes

- Young people will understand the impact of others on their self-esteem.
- Young people will be able to identify their skin type.
- Young people will be able to identify their most flattering colors.

##### Life Skills

- Self-esteem
- Decision making
- Responsible citizenship

##### Time

- 55 Minutes

#### Part 3 Style by You

##### Outcomes

- Youth will understand different fashion styles.
- Youth will be able to identify real world examples of different fashion styles.

##### Life Skills

- Keeping records
- Accepting differences
- Learning to learn
- Critical thinking

##### Time

- 55 Minutes

## **Part 4 Wardrobe Planning: An Art Form**

### Outcome

- Youth will keep records of their own wardrobe.
- Youth will plan a smart shopping trip.

### Life Skills

- Record keeping
- Self-responsibility
- Self-motivation

### Time

- 1 hour and 30 minutes

## **Checkout Tool**

## **Closet Couture Introduction**

### **Check-In Tool**

## **Closet Couture lesson plans**

### **Part 1 From Closet to Wardrobe**

#### Outcome

- Youth will create a vision board.

#### Life Skills

- Record keeping
- Goal setting
- Decision making

#### Time

- 1 hour

### **Part 2 Coordinating Your Wardrobe and You**

#### Outcome

- Youth will assess their closet and be able to better coordinate their clothing into a wardrobe.

#### Life Skills

- Record keeping
- Goal setting
- Decision making

#### Time

- 1 hour

### **Part 3 Basics**

#### Outcome

- Youth will connect vision boards to real life actions.

#### Life Skills

- Record Keeping
- Goal Setting
- Decision making

#### Time

- 1 hour

### **Part 4 Coordination Strategies**

#### Outcome

- Youth will create a strategy for coordinating clothes.

#### Life Skills

- Wise use of resources
- Planning
- Problem solving

#### Time

- 1 hour

### **Part 5 Putting It All Together**

#### Outcome

- Youth will coordinate outfits on their own.

#### Life Skills

- Wise use of resources
- Planning
- Problem solving

#### Time

- 1 hour

### **Part 6 Completing Your Project**

#### Outcome

- Youth will complete a project book.

#### Life Skill

- Wise use of resources
- Planning
- Problem solving

#### Time

- 1 hour

### **Checkout Tool**

## **Curating You Introduction Check-in Tool**

### **Curating You Lessons**

#### **Part 1 When to Shop**

##### Outcome

- Youth will plan and organize their shopping trips.

##### Life Skills

- Self-responsibility
- Keeping records

##### Time

- 1 hour

#### **Part 2 What to Look For**

##### Outcome

- Youth will identify items needed for their wardrobe.

##### Life Skills

- Wise use of resources
- Planning
- Problem solving

##### Time

- 45 minutes

#### **Part 3 Shopping**

##### Outcome

- Youth will design a personalized infographic.

##### Life Skills

- Marketable Skills
- Critical Thinking

##### Time

55 Minutes

#### **Part 4 Completing your Project**

##### Outcome

- Youth will complete a project book.

##### Life Skill

- Wise use of resources
- Planning
- Problem solving

##### Time

- 1 hour

## **Checkout Tool**

## **Empowering Fashion Introduction Check-in Tool**

### **Empowering Fashion Lessons**

#### **Part 1 My Fashion/My Expression**

##### Outcome

- Youth will make connections between their own cultural backgrounds and fashion.

##### Life Skills

- Accepting differences
- Empathy
- Self-esteem

##### Time

- 1 hour

#### **Part 2 Fashion of Social Movements**

##### Outcome

- Youth will understand fashion's connection to social movements.

##### Life Skills

- Accepting differences
- Empathy
- Self-esteem

##### Time

- 1 hour

#### **Part 3 Fashion of Culture/Identity**

##### Outcome

- Youth will understand appropriation vs. appreciation.
- Youth will identify the cultural influence of different groups on fashion.

##### Life Skills

- Accepting differences
- Empathy
- Self-esteem

##### Time

- 1 hour

## **Part 4 Environment and Labor- Fast Fashion**

### **Outcome**

- Youth will make informed decisions about the clothing they buy.

### **Life Skills**

- Accepting differences
- Empathy
- Self-esteem

### **Time**

- 1 hour

## **Part 5 Completing Your Project**

### **Outcome**

- Youth will complete a project book.

### **Life Skills**

- Record keeping
- Empathy
- Self-esteem

### **Time**

- 1 hour

## **Checkout Tool**

## **Evaluation**

## **References**

# **Creating Fashion/Expressing Self Lesson Plans**



# CREATING FASHION

## *Expressing Self*

### 1 | EXPLORING SELF



## **Exploring Self Introduction**

### **Overview**

Creating Fashion/ Expressing Self is a series of projects designed for teens who have an interest in clothing and a desire to learn more about dressing fashionably no matter the occasion. The series starts with activities designed to help youth get to know themselves and their wardrobe better. Clothing is said to be an extension of the self; the clothing we wear can reflect who we are and what we like. It is important, then, to select clothing that reflects our real self.

### **Objectives**

- Young people will understand the impact of others on their self-esteem.
- Young people will understand how their physical body impacts fashion selection.
- Young people will begin to explore their own fashion tastes.
- Young people will understand the impact of others on their self-esteem.
- Young people will be able to identify their skin type.
- Young people will be able to identify their most flattering colors.
- Youth will understand different fashion styles.
- Youth will be able to identify real world examples of different fashion styles.
- Youth will keep records of their own wardrobe.
- Youth will plan a smart shopping trip.

### **Supplies**

- Exploring self-workbook (1 per youth)
- Blank paper
- Markers
- Printer
- Camaras or other devices on which they can take photos.
- Selection of 5 to 8 colored fabrics per group (2 to 4 youth per group)
- Swathes of gold and silver fabric (1 per youth)
- Mirrors
- Half inch binder (1 per youth)
- Access to computer
- Example of styles listed on page 11 (you will have to create these yourself)
- 10 to 20 items of clothing (basics and extenders)
- Printout of pages 14 and 15 in the Exploring Self Workbook
- Examples of clothing inventory apps

## Check-In

### **The Common Denominator (15 Minutes)**

Materials Needed: None

Randomly split the group up into pairs. Allow the pairs some time to get to know each other by interviewing the other person.

Each pair should learn three facts about the other person and share that information with the group.

One of the facts shared must be something the pair has in common.

### **Creating Fashion/Expressing Self Project Book (10 Minutes)**

Review what the completed Creating Fashion/Expressing Self project book will look like.

### **Author**

Renata Farmer, M.S. Ed.

# You Are The Best You (Part 1)

## Time Needed

- 1 hour

## Skill/Grade Level

- 9<sup>th</sup> grade.

## Core Area

- Family Consumer Sciences

## Life Skills

- Self- Esteem
- Decision Making
- Responsible Citizenship

## Core Curriculum

- Creating Fashion/ Expressing Self: Exploring Self

## Objectives/Outcomes

- Young people will understand the impact of others on their self-esteem.
- Young people will understand how their physical body impacts fashion selection.
- Young people will begin to explore their own fashion tastes.

## Introduction to Content

The most exciting and successful people are those who know who they are and feel comfortable with themselves. By recognizing and incorporating individual characteristics, youth will be on their way to establishing your own personal style.

## Curriculum

Creating Fashion/Expressing Self: Exploring Self

## Background Information

As youth grow and develop, they will inevitably start to express themselves through the clothing they wear. Providing young people with the basic knowledge of combining style, physical features, and their unique experiences helps them become their most confident self.

## Materials Needed

- Exploring Self Project workbook (one per youth)
- Blank paper
- Markers
- Printer
- Cameras or other devices they can take photos with

## Getting Ready

To prepare for this lesson make sure you can have youth take photos and be able to print those photos.

# You Are The Best You (Part 1)

## Procedure

### Introduction

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### Activity 1 Establish Ground Rules (5 minutes)

- Create a set of shared ground rules centered on positive self-talk and lifting ourselves up not tearing ourselves down.
- Provide each youth with five sticky notes.
- Ask youth to write down one ground rule that supports positive self-talk and lifting ourselves and others up on each sticky note.
- Pair youth into groups of 2 to 4.
- Have youth come up with the shared themes of their sticky notes.
- Ask each group to share the rules they have come up with.
- Write rules where everyone can see them.

### Activity 2 Your Fashion Self (5 minutes)

- Ask youth:
  - What are things you enjoy?
  - What do you know about the area you live in?
  - What traditions are important to your family?
- Use the “My name is” prompts on page 4 of the Exploring Self Project workbook to guide youth through self-exploration.
  - Ask for youth volunteers to share.
  - Ask youth how they think these things affect their fashion choices.

### Activity 3 The Physical You (10 minutes)

- Remind youth that we all exist in a physical form and that form is different for each of us. An understanding our physical self is important in picking clothes that celebrate our own uniqueness.
- Pass out blank sheets of paper to each youth and make sure they have a writing instrument.
- Have youth draw what society thinks is the ideal person.
- Help youth understand that the people close to us play a role in shaping our ideas about body image, in both good and bad ways. Their words and actions have powerful impacts even when they are unintentional.

# You Are The Best You (Part 1)

## Procedure (continued)

- Have youth think about the most important people in their life: what are their thoughts and feelings about body image?
- Ask youth to think about if they have you internalized any of these messages?
- Tell youth they can develop a more inclusive body image by giving careful attention to what our body does, rather than just our appearance. That they should think about their own uniqueness, such as strength, gracefulness, or resilience. Consider specific functions our bodies serve by fighting off disease or getting through a long day.
- Have youth think about the question: What do you appreciate about your body, unrelated to appearance?

## **Activity 4 Sizing yourself up (30 minutes)**

Understanding who we are is foundational to creating our own fashion. It is also important to understand how this relates to the manufacturing of the clothes we buy. To help do this we can create what is called a Croquis.

Help youth define Croquis?

*Definition: Croquis is a sketched drawing of your personal silhouette.*

Create your own croquis'

- Divide young people into pairs.
- Explain that each pair will work together by assisting the other.
- Ask youth to remove any loose-fitting jackets or hoodies for this activity.
- Have youth to take turns standing/sitting in front of a blank wall for a full-length photo.
- Once they have had their photo taken by their partner have them switch places.
- Provide a way for photos to be printed.
- Ask youth to trace the outline of their figures on a blank piece of paper.
- Ask youth to identify which of the five body types on page 4 of the Exploring Self Project workbook most closely match their own.

Creating shared language

- The analyzing body features chart will provide a shared language and understanding of terms. Take time to go through the chart to prepare young people for the celebrating your body sections.
- Provide youth with time to fill out chart on page 5 of the Exploring Self Project workbook.

# You Are The Best You (Part 1)

## Procedure (continued)

### **Activity 5 Celebrating your body (2-3 minutes)**

- The chart under celebrating your body provides examples of items that are considered flattering for four different body styles.
- Have youth select the style that most closely represents themselves.
- Have youth think about the items listed in that section. Do any of them show up in their wardrobe?

### **Activity 6 Parts of the Whole (5 minutes)**

- Make sure youth have a paper to write on or use the notes section in the back of the Exploring Self Workbook.
- Using “the parts of the whole” have youth think about their own fashion.
- Ask youth to list five items that are both flattering on you and represent your style.
- Ask for youth volunteers to share.

## Share/Process/Generalize (Reflect)

### **Self-Reflect (2-3 minutes)**

Tell youth:

- It is important to reflect on anything you have done.
- On your croquis write down the things you appreciate about yourself.

Ask for youth volunteers to share what is one thing they wrote on their croquis.

## Career Connection

Encourage young people who find their spark in fit and shape to explore the following careers:

- Personal Stylist
- Fashion Buyer
- Retail Merchandiser

# You Are The Best You (Part 1)

## Apply

Have youth fill out all charts and prompts in this section of the portfolio. Encourage youth to think about what influences their ideas around body standards and think about ways to celebrate who they are as individuals.

## Supporting Projects/Events

Local 4-H Fashion Revues, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State 4-H Fashion Revue

## References

Creating Fashion/ Expressing Self: Exploring Self Workbook

## Authors

Isaac Hilpp, Ed. D., Paul Adkins, M.S. Ed.

## Extended Learning

- Explore social media's influence on self-image.

## Civic Engagement

- Organize an event that promotes lifting each other up.

## Communications

- 4-H Speech or Demonstration on body image.
- Teach a lesson on personal style.

## Future Readiness

- Understanding of body image.

## Volunteering

- Assist with 4-H Meetings.
- Assist with Fashion Revue.

## Junior Mentor/Teen

- Start a positive self-esteem program.



# Find Your Color (Part 2)

## Time Needed

- 55 Minutes

## Skill/Grade Level

- 9<sup>th</sup> grade.

## Core Area

- Family Consumer Sciences

## Life Skills

- Self- Esteem
- Decision Making
- Responsible Citizenship

## Core Curriculum

- Creating Fashion/  
Expressing Self:  
Exploring Self

## Objectives/Outcomes

- Young people will understand the impact of others on their self-esteem.
- Young people will be able to identify their skin type.
- Young people will be able to identify their most flattering colors.

## Introduction to Content

Color is one of the most exciting dimensions in nature and in clothing. When youth know which colors make the most of their appearance and which ones to use in moderation they can mix and match to show off who they are.

## Curriculum

Creating Fashion/Expressing Self: Exploring Self

## Background Information

As youth grow and develop, they will inevitably start to express themselves through the clothing they wear. Providing young people with the basic knowledge of skin type, undertones, and flattering colors is critical in their exploration.

## Materials Needed

- Exploring Self Project workbook (one per youth)
- Selection of 5 to 8 colored fabrics per group (2 to 4 youth per group)
- Swatches of gold and silver fabric (one per youth)
- Mirrors

## Getting Ready

Make sure that you large fabric swatches (about 1 to 3 yards in size). You should have 5 to 8 different color fabrics available for use. Youth will be in groups for this activity. It is recommended that you have enough fabric swatches for each group or have as many groups as you have fabrics and rotate fabrics between groups.

## Find Your Color (Part 2)

### Procedure

#### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

#### **Activity 1 Finding your color (10 minutes)**

- Start by having youth explore the Fitzpatrick scale on page 6 of the Exploring Self Project workbook. This is a helpful scale that both identifies our skin type and provides some sun protection recommendations.
- Ask for youth volunteers to read the description of the different types of skin.
- Have youth select the skin type that matches their own.
- Explain to youth the important aspect of skin undertones. That some people have cool undertones and appear to have a more blue or blue-pink skin tone; while those with warm undertones have more golden (even orange) skin tones.
- Give each young person a gold and silver fabric swatch and provide mirrors for youth to look in.
- Have young people hold a gold piece of fabric and a silver piece of fabric under their chin. They can work with a partner or utilize a mirror.
- If the gold piece makes their complexion and eyes come to life they have a warm tone, if the silver piece makes their complexion and eyes come to life, they have a cool tone.
- Have youth examine their hair and eye color in daylight in front of a mirror.
- Have youth fill out the chart on page 7 of the Exploring Self Project workbook labeled “My personal color is”.
- Remind youth that color is subjective and we do not see or interpret color pigments the same. For example, one person may see the color turquoise as blue or someone else might call it green.

A variation of this exercise could include showing the group turquoise fabric or a piece of paper and asking each person to write down what color they think they are seeing and ask for volunteers to share. It is likely the room will be filled with variations in the color.

## Find Your Color (Part 2)

### Activity 2 Selecting Colors (40 minutes)

- Divide Youth into groups of 2 to 4
- Have youth drape fabric over their shoulders and around their neck until no other fabric or color shows.
- Ask one member of each of the groups to record the reactions of the group on the, “How Does It Look?” chart on page 7 of the Exploring Self Project workbook.
- The chart will enable youth to determine their best colors.

### Share/Process/Generalize (Reflect)

#### Reflection questions (5 minutes)

- Have youth review their selecting colors chart.
- Ask youth to share their thought process behind selecting colors.
- Ask youth to think about how they can add these colors to their wardrobe without buying new clothes.

### Career Connection

Encourage young people who find their spark in color to explore the following careers:

- Fashion Colorist
- Fashion Illustrator
- Fashion Coordinator
- Fabric Librarian

# Find Your Color (Part 2)

## Apply

Provide youth with the opportunity to connect their colors and the way colors make them feel to their self-esteem and style.

## Supporting Projects/Events

Local 4-H Fashion Revues, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State 4-H Fashion Revue

## References

Creating Fashion/Expressing Self

## Authors

Isaac Hilpp, Ed. D., Paul Adkins, M.S. Ed.

## Extended Learning

- Explore the science behind color and feelings.

## Civic Engagement

- Create store displays for thrift or secondhand stores that highlight colors.

## Communications

- Present a 4-H speech or demonstration on color.
- Teach youth how to find their colors.

## Future Readiness

- Understanding of how to present best self.

## Volunteering

- Work with a dress for success organization.

## Junior Mentor/Teen

- Help middle schoolers complete their fashion projects.

# Style By You (Part 3)

## Time Needed

- 55 Minutes

## Skill/Grade Level

- 9<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Keeping Records
- Accepting Differences
- Learning to Learn
- Critical Thinking

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will understand different fashion styles.
- Youth will be able to identify real world examples of different fashion styles.

## Introduction to Content

Personality is a big part of who youth are and the right clothes will show that off. Remember that the most authentic version of young people is also the most beautiful. We all have a unique style that will change and evolve over time.

## Curriculum

Creating Fashion/Expressing Self: Exploring Self

## Background Information

Clothing is a tool to be manipulated and used to help young people express their personality. While they are still in the process of developing their style based on the combination of personality and body type, they need the tools to help them explore all the many different fashions available to them.

## Materials Needed

- Expressing Self Project workbook (one per youth)
- Half inch binder (one per youth)
- Access to computer
- Printer
- Example of styles listed on page 8 of the Expressing Self Project workbook (you will have to create these yourself)

## Getting Ready

Make sure that you will be able to print the work young people put together. Having a physical product to take with them will help them as they explore fashion independently.

# Style By You (Part 3)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### **Activity 1 Find your Style (40 minutes)**

- Have example pages of each style listed on page 11 for youth.
- Share with youth that we are going to explore different styles that they might be interested in exploring.
- Review the styles listed on page 8 of the Exploring Self Project workbook with youth.
- Pass binders out to youth.
- Instruct young people to select 1 style to explore in-depth.
- Using the style young people selected have them create a look book. (A look book is a book that provides a visual representation of styles and designs you are interested in)
- Instruct youth to find 2 looks for each of the four seasons (Spring, Summer, Fall, Winter) that are part of the style they selected and arrange them in a document based on season.
- Instruct youth to create a cover page that includes their name, the style they chose to explore, and an explanation of what draws them to that style.
- Print out young people's work and have them assemble their look books.
- Ask for youth volunteers to share their look books with the group.

### **Activity 2 Clothing and your Lifestyle (5 minutes)**

- Prompt youth to think about how styles can line up with their lifestyles. It is important that your clothes are appropriate for the lifestyle you have.
- Ask youth to think about how they would dress for different activities they have throughout the day.
- Use the clothing and your lifestyle handout on page 12 to help young people gather ideas about what kind of lifestyle they have.

List of possible personality characteristics for the clothing and your lifestyle handout

- Adaptable
- Adventurous
- Diligent
- Humble
- Courageous
- Efficient

# Style By You (Part 3)

## Procedure (continued)

- Likeable
- Sincere
- Nonjudgmental
- Trustworthy
- Resourceful
- Resilient
- Reliable
- Determined
- Strong
- Exceptional
- Generous
- Kind
- Witty
- Magnificent
- Lively
- Fun-loving
- Outgoing
- Friendly
- Thoughtful
- Considerate
- Courteous

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

Ask for youth volunteers to share how they can blend the style they like and their lifestyle to create a fashion that is uniquely them.

## Career Connection

Encourage young people who find their spark in styles to explore the following careers:

- Fashion Designer
- Fashion Merchandising
- Costume Designer
- Fashion House Manager

# Style By You (Part 3)

## Apply

Encourage youth to explore trends and styles of fashions as they develop their sense of self.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits.

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Exploring Self

## Authors

Isaac Hilpp, Ed. D., Paul Adkins, M.S. Ed.

## Extended Learning

- Create a presentation on the style youth chose to present to their peers.

## Civic Engagement

- Organize a community clothing drive.

## Communications

- Present a 4-H Speech or demonstration on the style youth researched.

## Future Readiness

- Youth understand fashion styles.

## Volunteering

- Help 4-H leader plan and implement a 4-H Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their project.



# Wardrobe Planning: An Art Form (Part 4)

## Time Needed

- 1 hour 30 minutes

## Skill/Grade Level

- 9<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Record Keeping
- Self-Responsibility
- Self-Motivation

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will keep records of their own wardrobe.
- Youth will plan a smart shopping trip.

## Introduction to Content

Understanding who youth are, and their personal style is important, but being able to keep track of the articles of clothing they have and what they need is just as important.

## Curriculum

Creating Fashion/Expressing Self: Exploring Self

## Background Information

This lesson is a critical in completing the Creating Fashion/Expressing Self project. This will be the last lesson before youth complete their portfolio. It will be important to make sure youth are prepared to complete their Exploring Self Portfolio.

## Materials Needed

- Exploring Self Project workbook (one per youth)
- 10 to 20 items of clothing (basics and extenders)
- Printout of pages 10 and 11 in the Exploring Self Project workbook
- Examples of clothing inventory apps.

## Getting Ready

Make sure that you have clothing, printouts, and workbooks ready for this lesson.

# Wardrobe Planning: An Art From (Part 4)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### **Activity 1 Wardrobe Inventory (25 minutes)**

- Explain to youth that the next major step in building a successful wardrobe is to look at the condition of their current wardrobe.
- Ask them what clothes they already have.
- Help young people understand that retail stores generally handle, display, and advertise clothing and accessory items by seasons.
- Have youth name the seasons.

There are fashion inventory apps that can be downloaded on smart devices for capturing a picture inventory of their closets.

- Use the following prompts to help young people think about the clothes in their wardrobe.
  - For which season does your wardrobe seem to need the most attention?
  - Which seasons are we currently in?
  - Is there a special event coming up soon for which you will need some new clothes or to make some changes in their wardrobe: school starting, quinceañera, new job, homecoming, or a trip?
- Youth can plan to return later and complete their inventory by adding the remainder to their chart on pages 10 and 11 of the Exploring Self Project workbook.
- Divide youth into groups of 3 to 4.
- Pass out the page 10 and 11 hand out.
- Evenly distribute the clothes between the groups to create a “group closet”.
- Have youth practice filling this handout together in groups.
- Once all groups are done ask for youth volunteers to share their results.
- Reinforce the importance of the inventory. The personal wardrobe inventory is a key step in completion of Creating Fashion/ Expressing Self Project. Much of their success depends on how well they complete and use the inventory information.

## Procedure (continued)

### **Activity 2 Making the Most of Your Wardrobe (30 minutes)**

- Explain that clothing and accessory items work together as a team. Building a look, or clothing presentations, starts with planning.
- Ask youth to remain in groups that they were in before.
- Using the clothes each group has, select one clothing item; then add a shirt and/or sweater and other items until their look is complete. Each additional item must serve as a team member and contribute to the total look.
- Once groups have completed their look have each group present it to the whole.
- Ask youth to demonstrate how they can extend outfits and mix and match the individual items to multiply the number of outfits.
- Challenge each group to come up with as many outfits as possible.

### **Activity 3 Garment Plan (10 minutes)**

The Garment Plan exercise is designed to help youth identify how the garment(s) and/or accessories they plan to acquire will be used in their wardrobe. This can be thought of as a tool to help them think about how the item(s) can be coordinated with other items in their present wardrobe.

Ask youth to utilize their individual Garment Plan questions and charts on page 12 and 13 of their Exploring Self Project workbook.

### **Activity 4 Evaluating Clothing Needs and Desires (5 minutes)**

Congratulate youth for completing the two most important steps in planning and building a good wardrobe- the inventory and the garment plan.

- Ask youth to spend some time examining their Wardrobe Inventory.
  - Can they identify their wardrobe strengths?
  - Does their wardrobe have some weaknesses and specific needs?
  - Are there clothing items that need to be replaced?
  - Do they have clothing items they do not use but would like to wear if they had something to wear with them?
- After processing these questions, youth should be on their way to determining a clothing plan of action.

# Wardrobe Planning: An Art From (Part 4)

## Share/Process/Generalize (Reflect)

### Reflect (5 minutes)

- Do you think you can mix and match your clothing to extend your wardrobe?
- Can you think of one item to add to your wardrobe that would expand your wardrobe by 3 or more outfits?

## Career Connection

Encourage young people who find their spark in wardrobe planning to explore the following careers:

- Product Manager
- Fashion Buyer
- Fashion Coordinator
- Fashion Forecaster

# Wardrobe Planning: An Art Form (Part 4)

## Apply

Discuss the importance of personal appearance and how it communicates a great deal about who we are. Although clothing is only one of several factors which make up our personal appearance, it can say more about us than all the other factors together.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Exploring Self

## Authors

Isaac Hilpp, Ed. D., Paul Adkins, M.S. Ed.

## Extended Learning

- Prepare for the making a wise purchase activity

## Civic Engagement

- Plan a clothing drive for a local organization.
- Donate lightly used cloths that you no longer use.

## Communications

- Present a 4-H Speech or Demonstration on wardrobe planning.

## Future Readiness

- Youth will be able to manage their wardrobe in an economic manner.

## Volunteering

- Help your 4-H leader plan and implement a 4-H Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their projects.

## Check Out

### Piecing it All Together (20 Minutes)

Materials needed: One 25–30-piece puzzle per group of 3 participants

#### Before meeting:

Choose one of the center pieces of the puzzle and remove it from the other pieces.

#### At meeting:

Give each group a puzzle to complete.

Allow time for the group to complete the puzzle.

As each group finishes, they will realize a piece is missing and they have an incomplete puzzle.

#### Wrap Up:

Clothing is said to be an extension of the self. You now know how to select clothing that reflects you. When you learn what type of clothing is best for you, it is like completing the puzzle. You can take the clothing and make it work for you to create your best image.

Distribute evaluation starting on page 110.

### Author

Renata Farmer M.S. Ed.

# CREATING FASHION

## *Expressing Self*

### 2 | CLOSET COUTURE



## **Creating Fashion/Expressing Self- Closet Couture Introduction**

### **Overview**

Creating Fashion: Expressing Self is a series of projects designed for teens who have an interest in clothing and a desire to learn more about dressing fashionably no matter the occasion. The series starts with activities designed to help youth get to know themselves and their wardrobe better.

Clothing is said to be an extension of the self; the clothing we wear can reflect who we are and what we like. It is important, then, to select clothing that reflects our real self.

The Creating Fashion: Expressing Self- Closet Couture project activities will help you learn and practice the fundamentals of coordinating clothing. Youth will also have an opportunity to work with and enhance their existing wardrobe.

### **Objectives**

- Youth will create a vision board.
- Youth will assess their closet and be able to better coordinate their clothing into a wardrobe.
- Youth will connect vision boards to real life actions.
- Youth will create a strategy for coordinating clothes.
- Youth will coordinate outfits on their own.
- Youth will complete a project book.

### **Supplies**

- Downloaded web application or processing program.
- Computer
- Device with internet access
- Poster board
- Markers, crayons, pens, or other creative writing tool(s).
- Printed photos and/or images of clothing found in personal closet (magazines are another good option)
- Plastic tablecloths for all tables
- Blank paper
- Cups of water
- Paintbrushes
- Craft aprons or trash bags to cover clothes
- Paint chips gathered from a local paint store
- 5 to 10 assorted pieces of clothing in different colors, textures, and patterns
- Washable paints in red, blue, yellow, white, and black.
- Large easel-sized sticky notes
- Sample completed project book
- Blank project workbooks for everyone
- Pencils
- Pack of wrapped colorful hard or chocolate candies



## Check In

### Colorful Candy Ice Breaker (10-15 Minutes)

Materials needed: Pack of wrapped colorful hard or chocolate candies like Lifesavers or Starburst or M&Ms (enough for all youth).

Directions: Give every young person a red-colored candy. Have participants choose another color of their choice.

Ask youth to say their name before answering a question pertaining to their color.

Color 1 (Orange): If you could have a superpower, what would you choose?

Color 2 (Yellow): If you could have one meal for the rest of your life, what would it be?

Color 3 (Pink): Pretend you were an adult for a day, what would you do?

Color 4 (Green): What is one of the most fun things you have done in your life?

Color 5 (Red) What are you hoping to learn from participating in this Creating Fashion Project?

### Author

Renata Farmer, M.S. Ed.

# From Closet to Wardrobe (Part 1)

## Time Needed

- 1 Hour

## Skill/Grade Level

- 10<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Record Keeping
- Goal Setting
- Decision Making

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will create a vision board.

## Introduction to Content

The Wardrobe Vision Board is a way for young people to express themselves. Their vision board can be made using your favorite web application, processing program, or even with a poster board.

## Curriculum

Creating Fashion/Expressing Self- Closet Couture

## Background Information

This lesson is a critical first step to completing this project workbook. Having an understanding of how clothing works together to create a wardrobe is a fundamental life skill.

## Materials Needed

- Closet Couture Project workbook (one per youth)

*Web application/Processing program option:*

- Downloaded web application or processing program
- Computer
- Internet access

*Tactile (Poster) option:*

- Poster board
- Markers, crayons, pens, or other creative writing tool(s)
- Printed photos or images of clothing found in personal closet
- Internet access

## Getting Ready

If creating a vision board virtually, research what web application you will use for the program. If creating a vision board using a more tactile method, youth will want to collect art supplies.

# From Closet to Wardrobe (Part 1)

## Procedure

### Introduction (5 minutes)

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### Activity 1 Vision Boards Part 1 (50 minutes)

Have youth begin by thinking about the items in their closet.

Prompt youth to:

*If using a web application or processing program:*

- Write the answers to the questions:
  - Are the items in your closet practical?
  - Is there a color that dominates your closet?
  - Is there an item you have more of than others?
- Download or sign into the web application or processing program.
- Collect photos, images, and/or clip art that reflect the items in young peoples closet. Images do not have to be of the exact items.
- Create a collage of the images that have been collected. This collage is the beginning of your wardrobe vision board.

*If using a poster board:*

- Write the answers to the questions:
  - Are the items in your closet practical?
  - Is there a color that dominates your closet?
  - Is there an item you have more of than others?
- Collect materials that youth can use to use to create a vision board. This can include but is not limited to: poster board, scissors, markers, glue, tape etc.
- Have youth collect photos, images, and/or clip art that reflect the items in their closet.
- Have youth lay out the images they have collected into a collage on a poster board.  
**Please note that they will NOT be gluing anything to their vision board during this part of the activity.** This collage is the beginning of their wardrobe vision board.

Ask for youth volunteers to share their work

# From Closet to Wardrobe (Part 1)

## Procedure (continued)

### Share/Process/Generalize (Reflect)

#### **Reflection (5 minutes)**

Have youth reflect on the collage you have created.

- Ask young people to consider the following questions again:
- Are the items in your closet mostly for practical use?
- Is there a particular color that dominates your closet?
- Is there an item you have more of than others?
- What do you notice about your wardrobe?

### Career Connection

Encourage young people who find their spark in management and design to explore the following careers:

- Visual Merchandise
- Fashion Illustrator
- Computer Aided Designer
- Print Designer

# From Closet to Wardrobe (Part 1)

## Apply

Visual representations of what we are thinking or needing can be helpful in reaching our goals. Encourage youth to think about other areas of their life they could incorporate vision boards.

## Supporting Projects/Events

County Fashion Revues, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revues

## References

Creating Fashion/Expressing Self-Closet Couture

## Authors

Alivia Faris, M.S., Kelsey Chadwick, MSSW

## Extended Learning

- Encourage youth to explore 4-H Arts categories.

## Civic Engagement

- Help with county fashion revue.

## Communications

- Encourage youth to participate in 4-H Speech or Demonstration contests.

## Future Readiness

- Youth can gather their thoughts in meaningful ways.

## Volunteering

- Work with a 4-H leader to plan and implement a 4-H Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their projects

## Coordinating Your Wardrobe and You (Part 2)

### Time Needed

- 1 hour

### Skill/Grade Level

- 10<sup>th</sup> Grade

### Core Area

- Family Consumer Sciences

### Life Skills

- Record Keeping
- Goal Setting
- Decision Making

### Core Curriculum

- Creating Fashion/Expressing Self

### Objectives/Outcomes.

- Youth will assess their closet and be able to better coordinate their clothing into a wardrobe.

### Introduction to Content

The Wardrobe Vision Board is a way for youth to express themselves and be creative. A vision board can be made using a web application, processing program, or even with a poster board.

### Curriculum

Creating Fashion/Expressing Self: Closet Couture

### Background Information

This is a building lesson that requires the completion of part 1. Understanding vision boards and the many different applications of them will be a helpful skill for young people.

### Materials Needed

- Closet Couture Project workbook (one per youth)

*Web application/Processing program option:*

- Downloaded web application or processing program from part 1
- Computer
- Internet access

*Tactile (Poster) option:*

- Poster board from part 1
- Markers, crayons, pens, or other creative writing tool(s)
- Printed photos and/or images of clothing found in personal closet (magazines are another good option)
- Internet access

### Getting Ready

Youth must complete the activity from Wardrobe Vision Board, Part 1 before moving on to this lesson.

# Coordinating Your Wardrobe and You (Part 2)

## Procedure

### Introduction (5 minutes)

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### Activity 1 Wardrobe Vision Board Part 2 (50 minutes)

Prompt youth:

*If using a web application or processing program:*

- To revisit your original vision board and review questions and answers from part 1 to help remember what you have been working on.
- Begin to organize vision board into basics and extenders.
- Think about the style/silhouette/design, color, texture, trims/buttons/embellishments, and quality of each of your items.
- Finally, reflect on the organized collage created. *Remember to save changes when finished.*
- Begin to think about what pieces of clothing coordinate with each other.

*If using a poster board:*

- Revisit original vision board and review questions and answers from part 1.
- Begin to organize your vision board into basics and extenders. **As you organize your vision board still do not glue down any images.**
- think about the style/silhouette/design, color, texture, trims/buttons/embellishments, and quality of each of your items.

**Wardrobe Basics:** Garments that will make up the base of a wardrobe. They are often neutral in color, functional, and of a higher quality.

**Wardrobe Extenders:** Items that add drama and personality. They are often mixed and matched with basics to display youths own personal style.

## Share/Process/Generalize (Reflect)

### Reflection (5 minutes)

Reflect on the organized collage that you have created. Write down answers to each of the questions

- What is the purpose of each item?
- Do I favor certain fabrics and blends over others?
- How often do I wear each item?
- Do I have more basics or more extenders?

Begin to think about what pieces of clothing coordinate with each other.

### Career Connection

Encourage young people who find their spark in management and design to explore the following careers:

- Visual Merchandise
- Fashion Illustrator
- Computer Aided Designer
- Print Designer
- Textile Artist
- Graphic Designer
- Fashion Importer
- Fashion Exporter



## Coordinating Your Wardrobe and You (Part 2)

### Apply

Visual representations of what we are thinking or needing can be helpful in reaching our goals. Encourage youth to think about other areas of their life they could incorporate vision boards into.

### Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

### Award & Recognition

State Fashion Revue

### References

Creating Fashion/Expressing Self-Closet Couture

### Authors

Alivia Faris, M.S., Kelsey Chadwick, MSSW

### Extended Learning

- Encourage youth to explore 4-H Arts categories.

### Civic Engagement

- Help with county fashion revue.

### Communications

- Encourage youth to participate in 4-H Speech or Demonstration contests.

### Future Readiness

- Youth can gather their thoughts in meaningful ways.

### Volunteering

- Work with a 4-H leader to plan and implement a 4-H Club.

### Junior Mentor/Teen

- Help a younger 4-H'er complete their project

# Basics (Part 3)

## Time Needed

- 1 hour

## Skill/Grade Level

- 10<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Record Keeping
- Goal Setting
- Decision Making

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will connect vision boards to real life actions.

## Introduction to Content

To complete this activity, we will revisit the Wardrobe Vision Board you created in part 1 and organized in part 2. By the end of this activity, you will be able to assess your closet and be able to better identify what your wardrobe needs are, identify where you can expand and/or downsize your wardrobe, and begin to plan for coordinating outfits that match your lifestyle.

## Curriculum.

Creating Fashion/Expressing Self: Closet Couture

## Background Information

This is the 3<sup>rd</sup> lesson in a set of building lessons. Make sure you have completed parts 1 and 2. This lesson will end with obtaining an item based on the vision boards

## Materials Needed

*Web application/Processing program option:*

- Downloaded web application or processing program from part 1 and 2
- Computer
- Internet access

*Tactile (Poster) option:*

- Poster board from part 1 and 2.
- Markers, crayons, pens, or other creative writing tool(s).
- Glue and/or tape
- Printed photos and/or images of clothing found in personal closet.
- Internet access

## Getting Ready

Make sure you have gathered all supplies; youth have completed parts 1 and 2 and that you have internet access.

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.

### **Activity 1 Vision boards (50 minutes)**

To complete this activity, revisit the Wardrobe Vision Board youth created in part 1 and organized in part 2. By the end of this activity youth will be able to assess their closet and be able to better identify what their wardrobe needs are, identify where they can expand and/or downsize their wardrobe, and begin to plan for coordinating outfits that match their lifestyle.

If using a web application or processing program:

Prompt youth:

- To revisit their original vision board and review questions and answers from part 1.
- Begin to organize vision boards into possible outfits and collect inspiration for outfits that match their personal needs/wants.
- Organize their images on the collage into outfits.

Ask youth to consider the following:

- Will I need (or do I want) extenders to coordinate these outfits?
- What statement does my outfit make?
- What basics do I have that are multifunctional?
- What gaps do I need/want to fill in my wardrobe?

If using a poster board:

Prompt youth:

- To revisit their original vision board and review questions and answers from part 1.
- Begin to organize vision boards into possible outfits and collect inspiration for outfits that match their personal needs/wants.
- Organize their images on the collage into outfits **Once you are satisfied with the organization of your collage feel free to begin to glue items down.**

## Share/Process/Generalize (Reflect)

### **Reflection (5 minutes)**

Ask youth to reflect on the organized collage that you have created. Write down answers to each of the following questions and any other observations that they have made while organizing their outfit on their vision board.

- Will I need (or do I want) extenders to coordinate these outfits?
- What statement does my outfit make?
- What basics do I have that are multifunctional?
- What gaps do I need/want to fill in my wardrobe?

With a completed vision board youth can use it as a reference while completing this book and others.

## Career Connection

Encourage young people who find their spark in management and design to explore the following careers:

- Visual Merchandise
- Fashion Illustrator
- Computer Aided Designer
- Print Designer
- Textile Artist
- Graphic Designer
- Fashion Importer
- Fashion Exporter

# Basics (Part 3)

## Apply

These vision boards create a foundation for future fashion projects.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Alivia Faris, M.S., Kelsey Chadwick, MSSW

## Extended Learning

- Use vision boards to plan your next shopping trip.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their projects.

# Coordination Strategies (Part 4)

## Time Needed

- 1 Hour

## Skill/Grade Level

- 10<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Wise use of Resources
- Planning
- Problem Solving

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

Youth will create a strategy for coordinating clothes

## Introduction to Content

Each of us has noticed an unexpected combination of clothing items that turns into a great outfit. A good coordination strategy probably helped create a combination of complimentary garment pieces. Harmonious outfits are the result of careful planning and the correct use of the elements and principles of design.

## Curriculum

Creating Fashion/Expressing Self: Closet Couture

## Background Information

This Lesson will build off the vision boards created over the last three lessons. In this lesson youth will explore: color, texture, patterns, and shapes. These foundational aspect of design can be used to build a wardrobe that represents who a young person is.

## Materials Needed

- Plastic tablecloths for all tables
- Blank paper
- Markers
- Cups of water
- Paintbrushes
- Craft aprons or trash bags to cover clothes
- Paint chips gathered from a local paint store
- 5 to 10 assorted pieces of clothing in different colors, textures, and patterns
- Computer or tablet access to the internet
- Washable paints in red, blue, yellow, white, and black.

## Getting Ready

Cover tables with plastic tablecloth. Gather and prepare materials at the leader's table.

# Coordination Strategies (Part 4)

## Procedure

### **Introduction (3 minutes)**

- Welcome youth to the program. Ensure youth know each other and you as the leader. Spend some time asking the youth about their day and allowing them to settle in.
- Briefly review content previously covered in parts 1 through 3. Highlight key concepts that youth will need to know moving forward, such as basic components and wardrobe extenders.
- Give each youth a piece of paper and some markers. Ask youth to imagine their favorite outfit or an outfit they have seen that they really liked. Ask them to not talk about it out loud yet. Instruct the youth to draw that outfit on the sheet of paper.
- Ask youth to share about their favorite outfit. What do they like about it? What makes it unique? Interesting?
- Specifically ask youth about colors, lines, and patterns. Does anything catch your eye and hold your attention?

### **Activity 1 Color (25 minutes)**

- Discuss the definitions of monochromatic, complimentary, split complementary, and analogous color schemes found in the book on page 7 of the Closet Couture Project workbook.
- Use paint chips to demonstrate the different color schemes side by side. Ask youth which ones they like the best.
- Give each of the youth a paint palette, a blank piece of paper, a paintbrush, and a cup of water.
- Review primary colors and how to make secondary colors. Review how to make tints and shades with white and black.
- Instruct youth to use paint palettes to mix different colors, shades, and tints to create one of the color schemes on their paper. To extend the activity, ask youth to create two or more of the color schemes on their paper.
- As youth are working, informally observe. Assist and give feedback on color combinations to check for understanding.
- Ask youth to show their completed combinations to the other youth in the class. Ask them what is similar between the colors in the combination. Ask the youth what mood is created in their color combination. Ask if there is the use of repetition in their color combination. Refer to the book as needed to explore color concepts.
- Place youth work in a separate area to dry. Clean up tables and painting supplies to complete the next activity.

# Coordination Strategies (Part 4)

## Procedure (continued)

### **Activity 2 Line/Shape, Texture, & Pattern (25 minutes)**

- Spread out assorted pieces of clothing where youth can see them.
- Hold up each item of clothing. Ask youth what kinds of lines and shapes they see in the clothing. Do they see any patterns or textures?
- Ask how the lines, shapes, patterns, and textures make them think about the clothing. What kind of images or feelings do the clothes suggest?

## Career Connection

Encourage young people who find their spark in color, shape, texture, and patterns to explore the following careers:

- Textile Designer
- Textile Artist
- Pattern Maker
- Fashion Coordinator
- Fashion Writer
- Fashion Critic



# Coordination Strategies (Part 4)

## Share/Process/Generalize (Reflect)

### Reflection (7 minutes)

- Review the information in the book about color, line/shape, texture, and pattern. Discuss how the different characteristics of clothing can create different moods.
- Ask youth to mix and match the articles of clothing. Do any pair well together? Are there combinations that should not be made?

## Apply

### Clothing Coordination Strategies

- Ask youth to complete the Clothing Coordination Strategies activity in their book. Youth may use one of the examples of clothing you have provided or an example from their own wardrobe.
- Have youth research the type of item they are looking for online. Assist them in finding three different possible items, purchasing sources, and prices.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Kelsey Chadwick, MSSW, Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Lead a Vision Board Workshop to help generate County Fair exhibits.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help 4-H'ers complete their projects.

# Putting It All Together (Part 5)

## Time Needed

- 1 Hour

## Skill/Grade Level

- 10<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Wise use of Resources
- Planning
- Problem Solving

## Core Curriculum

- Creating Fashion/ Expressing Self

## Objectives/Outcomes

- Youth will coordinate outfits on their own.

## Introduction to Content

Wardrobe building is an ongoing task. There is not one way to go about it – just suggestions and guidelines that have worked for others. Each of us is different.

## Curriculum

Creating Fashion/Expressing Self: Closet Couture

## Background Information

This lesson helps youth collect the information from the last four lessons and begin thinking about their portfolio.

## Materials Needed

- large easel-sized sticky notes
- markers

## Getting Ready

Gather needed supplies.

# Putting It All Together (Part 5)

## Procedure

### **Putting It All Together (50 minutes)**

- Welcome youth to the program. Ensure youth know each other and you as the leader. Spend some time asking the youth about their day and allowing them to settle in.
- Briefly review content previously covered in lessons 1-4. Highlight key concepts that youth will need to know moving forward, such as basic components and wardrobe extenders.
- Review the content in the Closet Couture Project workbook on page 11.
- Give each youth a large sticky note and some markers.
- Instruct youth to identify five garments from their wardrobe that meet the criteria discussed on page 11: basic, classic, versatile, functional, quality, and flexible pieces that can serve as the foundation of the wardrobe. Have examples of low cost options so all young people can think of one basic item.
- Ask youth to draw these pieces on their sticky note. Use words from page 11 to identify the key elements that make these pieces either foundational basics or extenders.

## Share/Process/Generalize (Reflect)

### **Share (10 minutes)**

- Give each youth an opportunity to share about the garments on his or her sticky note.
- Ask questions to check for understanding.

## Career Connection

Encourage young people who find their spark in portfolios to explore the following careers:

- Fashion Forecaster
- Fashion Director
- Authenticity Expert
- Pattern Grader

## Apply

- Instruct youth to stick their notes on the wall next to each other.
- Ask youth to brainstorm which pieces would coordinate together into a complete outfit if they could use any of the pieces on any note.
- Ask youth to share out their outfits.

# Putting It All Together (Part 5)

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Kelsey Chadwick, MSSW, Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Lead a Vision Board Workshop to help generate County Fair exhibits.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help 4-H'ers complete their projects.

# Completing Your Project (Part 6)

## Time Needed

- 1 Hour

## Skill/Grade Level

- 10<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Wise use of Resources
- Planning
- Problem Solving

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will complete a project book.

## Introduction to Content

Now it's time to complete this project by acquiring one or more clothing items that can be coordinated with items in young people's existing wardrobe. Reminded them that there are many different ways to acquire the items.

## Curriculum

Creating Fashion/Expressing Self: Closet Couture

## Background Information

This is the last lesson for the Closet Couture Project workbook. At the end of this lesson youth should have their completed portfolio ready to submit.

## Materials Needed

- Sample completed project workbook
- Closet Couture Project workbooks (one per youth)
- Pencils

## Getting Ready

Complete a sample project book for youth to refer to for guidance. Gather materials.

# Completing Your Project (Part 6)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure youth know each other and you as the leader. Spend some time asking the youth about their day and allowing them to settle in.
- Briefly review content previously covered in parts 1 to 5. Highlight key concepts that youth will need to know moving forward, such as basic components and wardrobe extenders.

### **Project Book (50 minutes).**

- Review the Wardrobe Inventory (found in the back of the Closet Couture Project Workbook) with youth if they have already completed it. If they have not, give instructions to complete it at home with an adult.
- Show the sample Project workbook to inspire youth.
- Work with each youth to finalize plans for acquiring final pieces.

### **Extended Activities**

- Review the Leadership and Citizenship Activities from page 12 of the Closet Couture Project workbook with youth. Discuss possible ways to extend their learning from this activity through other involvement in 4-H.

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

- Ask youth to reflect on any questions they have about completing the project book.
- Ask youth what extended learning opportunities they are interested in completing.

## Career Connection

Encourage young people who find their spark in portfolios to explore the following careers:

- Fashion Forecaster
- Fashion Director
- Authenticity Expert
- Pattern Grader

# Completing Your Project (Part 6)

## Apply

- Check in with youth after the project to check on project book completion.
- Schedule a meeting to finish the project book if necessary.
- Contact youth when extended learning activities become available.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Lead a Vision Board Workshop to help generate County Fair exhibits.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help 4-H'ers complete their projects.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Kelsey Chadwick, MSSQ, Alivia Faris, M.S.

## Check Out

### Test time! 15-20 minutes

Materials needed: Several bags of multi-colored, diverse clothing (think casual, active, and business) & several accessories (belt, jewelry, scarf) The bags should have basic wardrobe pieces and wardrobe extenders. Basic wardrobe pieces include pieces mostly neutral in color (white, brown, gray, black, blue) – nothing too bold or embellished. Wardrobe extenders include pieces that are eye catching, bold, more colorful, and textured pieces.

Divide participants into groups of 3-4 and challenge them to complete the following tasks either competitively or non-competitively.

1. Find a piece of clothing that would be considered a basic garment.
2. Find two piece of clothing that would be considered wardrobe extenders. Be sure to incorporate color & texture. Add it to the basic garment.
3. Create a complete outfit for a day of shopping & dining.
4. Create a complete outfit for an interview at a local business.

Wrap Up: Wardrobe building is an ongoing task. There is not one way to go about it – just suggestions and guidelines that have worked for others. Each of us is different and continues to change. As we change, so do our wardrobe needs, and so must our clothing.

Distribute evaluation starting on page 110.

### Author

Renata Farmer, M.S. Ed.



# CREATING FASHION

## *Expressing Self*

### 3 | CURATING YOU



## **Creating Fashion/Expressing Self- Curating You Introduction**

### **Overview**

Webster describes shopping as “to examine goods or services with intent to buy or to hunt through a market in search of the best buy.” Shopping know-how is a skill that you learn and continue to develop with time and experience. There are, however, some tips that can help get you started. This 4-H project is designed to help young people discover and learn more about shopping for clothing. Youth will have an opportunity to explore and experience the marketplace while learning some valuable marketing techniques. The activities youth complete in this project will help young people become a wiser, more skilled consumer.

### **Objectives**

- Youth will plan and organize their shopping trips.
- Youth will identify items needed for their wardrobe.
- Youth will design a personalized infographic.
- Youth will complete a project book.

### **Supplies**

- Blank annual calendars
- Pencils
- Project books
- Sticky notes
- Markers
- Papers with store type headings
- Tape
- Pencils
- Sample completed project book

## Check In

Fact or Fiction (15 minutes)

Materials needed: Note cards and pencil/marker Give each young person a note card and pencil.

Youth should think of and write three facts about themselves. Two of the statements should be true (facts) while one statement should be false (fiction). Each youth will share the three facts with the group while others try to determine which one is fiction.

### Author

Renata Farmer, M.S. Ed.

# When to Shop (Part 1)

<b>Time Needed</b>
1 hour
<b>Skill/Grade Level</b>
<ul style="list-style-type: none"> <li>11<sup>th</sup> Grade</li> </ul>
<b>Core Area</b>
<ul style="list-style-type: none"> <li>Family Consumer Sciences</li> </ul>
<b>Life Skills</b>
<ul style="list-style-type: none"> <li>Self-Responsibility</li> <li>Keeping Records</li> </ul>
<b>Core Curriculum</b>
<ul style="list-style-type: none"> <li>Creating Fashion/Expressing Self</li> </ul>

**Objectives/Outcomes**

- Youth will plan and organize their shopping trips.

**Introduction to Content**

Webster describes shopping as “to examine goods or services with intent to buy or to hunt through a market in search of the best buy.” Shopping know-how is a skill that individuals learn and continue to develop with time and experience. The activities you complete in this project will help young people become a wiser consumer.

**Curriculum**

Creating Fashion/Expressing Self – Curating You

**Background Information**

This is the first lesson in book three. Please make sure youth have the needed parts of previous books to begin this project.

**Materials Needed**

- Blank annual calendars
- Pencils
- Example of a completed portfolio for Curating You
- Curating You Project workbooks (one per youth)

**Getting Ready**

Make copies of a blank annual calendar and project book for each youth. Gather pencils.

# When to Shop (Part 1)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.
- Ask youth if they like to shop. What drives them to shop? Where do they like to go? What do they like to buy?
- Ask youth if they notice whether things are on sale. If they do, what do they look for in a sale? What is a typical price they are willing to pay for a shirt or pair of pants? What is a steal? What is too much?

### **When to Shop (30 minutes)**

- Ask youth to turn to page 4 in their Curating You Project workbook. Review the definitions of clearance sale, annual sale, and anniversary sale.
- Ask youth to fill in one type of each sale on page 4 using the definitions you have given them.
- Read the information to youth regarding timing of purchases.
- Ask youth if they use any of these strategies to plan shopping trips.
- Have youth work in pairs to think of an example of each kind of sale.

### **Project Portfolio Introduction (15 minutes)**

- Hand out examples of a completed portfolio
- Review what the completed portfolio will be so young people understand how each of the lessons and sections play into the completed project.
- Allow young people to ask questions.

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

- Ask youth if they use any of these strategies to plan shopping trips.
- Have youth share their favorite sales and sale times.

## Career Connection

Encourage young people who find their spark in shopping to explore the following careers:

- Fashion Buyer
- Fashion Psychologist
- Fashion Merchandising
- Apparel Business Owner

# When to Shop (Part 1)

## Apply

Give youth a blank annual calendar. Have them work in groups to plug in favorite sales and locations. Under each sale time, have youth brainstorm what type of clothing they could be looking for at that time of year.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Kelsey Chadwick, MSSW, Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

# What to Look For (Part 2)

## Time Needed

- 45 Minutes

## Skill/Grade Level

- 11<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Self-responsibility
- Keeping records

## Core Curriculum

- Creating Fashion/Expressing Self

## Objectives/Outcomes

- Youth will identify items needed for their wardrobe.

## Introduction to Content

Now that young people know when to shop, let's discuss where to shop. There are many places from which clothing can be acquired. Explore a few through this lesson.

## Curriculum

Creating Fashion/Expressing Self-Curating You

## Background Information

An important aspect of this workbook is purchasing a garment. This will be needed to complete the project.

## Materials Needed

- Sticky notes
- Markers
- Papers with store type headings
- Tape
- Pencils
- Curating You Project workbooks (one per youth)

## Getting Ready

Prepare papers with store type headings from pages 5 to 7 in the Curating You Project workbook. Gather the rest of the needed materials.

# What to Look For (Part 2)

## Procedure

### **Introduction (5 Minutes)**

- Before the program starts, create papers that list each type of store at the top. The list of stores can be found on pages 5 to 7 of the Curating You Project workbook. Tape these around the room before youth arrive.
- Welcome youth to the program. Ensure that youth know each other's names and your name as the leader. Give youth time to talk and adjust to their surroundings before getting started.
- Review the concepts from lesson 1. When is the best time to shop?
- Tell youth that today we are going to discuss where to shop.

### **Different Types of Stores (35 Minutes)**

- Pass out small sticky notes to youth with markers. Ask youth to write a different store name on a sticky note until they cannot think of anymore. Have them work together as a group to ensure there are no repeats. Remind youth that these should be stores that sell clothing—not groceries, hardware, etc. Encourage them to think of all different kinds of stores—local, national, regional, consignment, etc.
- After youth have completed all their sticky notes, tell youth that stores are usually divided into brick and mortar and online stores. You can physically visit brick and mortar stores. You must access online stores digitally. Some stores offer both options at the same time.
- Discuss advantages and disadvantages of buying online and in person with youth.
- Say, “Now, we are going to talk about different types of stores.”
- Ask for a volunteer to read under each heading aloud to the group.
- Once all the types of stores have been covered, have youth place their sticky notes around the room on the corresponding paper where they think it belongs.

## Share/Process/Generalize (Reflect)

### **Reflection (5 Minutes)**

- Review how youth categorized each store. Do you agree with the categorization? What would you change? Did any categories not have a store assigned to them? Can you think of one?
- Discuss shopping at malls, shopping downtown, shopping at yard sales, consignment stores, thrift stores, borrowing from a friend or family member, hand me downs, and more. Are there any other ways to acquire clothing? Buying on social media? Any other ideas?

## Career Connection

Encourage young people who find their spark in shopping to explore the following careers:

- Ecommerce Director
- Account Executive
- Garment Technologist



# What to Look For (Part 2)

## Apply

Work with youth to complete the top of the Shopping Spree Workshop. Use phones, tablets, or computers to look up places youth would like to shop and record the name, location, and hours. The stores visited can also be online. Instruct youth who plan to shop in person on how to complete the rest of the form after their in-person visit.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Kelsey Chadwick, MSSW, Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

# Shopping (Part 3)

## Time Needed

- 55 Minutes

## Skill/Grade Level

- 11<sup>th</sup> Grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Marketable skills
- Critical thinking

## Core Curriculum

- Creating Fashion/ Expressing Self

## Objectives/Outcomes

- Youth will design a personalized infographic.

## Introduction to Content

The goal of this activity is for young people to have a visual reference and tool to use as they shop, based on your specific needs/wants and budget.

## Curriculum

Creating Fashion/Expressing Self- Curating You

## Background Information

Before beginning this activity ensure that young people have read and understand the information from Curating You: What to Look For. Ensure that youth have completed all updates to their written personal profile and comparison-shopping worksheets before beginning your Infographic.

## Materials Needed

- Downloaded web application or processing program
- Computer with internet access

## Getting Ready

To complete this activity, you will need to download or create a profile for a computer application that allows you to use graphics and words simultaneously.

# Shopping (Part 3)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.
- Review which youth completed the previous project books. Provide Books 1 and 2 to youth who need them with instructions for completing the worksheets before the next meeting.

### **Activity 1 Shopping (45 minutes)**

- Have youth review their comparison-shopping worksheets.
- Ask them these questions:
  - What information from my comparison-shopping worksheets is a priority?
  - What do I value most when shopping for clothing?
  - What is my personal budget?
  - What visuals could represent the information on my completed worksheets?
- Explain that they are going to make their own infographic using a design tool of their choice.
- Ask for suggestions from young people.
- Have youth prioritize the information in their comparison-shopping worksheets from most important to least important.
- Tell youth they can use the digital tool of their choice to create an infographic.

Remember, an infographic uses very little words and organized visuals to share information and/or communicate a message.

## Share/Process/Generalize (Reflect)

### **Process (5 minutes)**

Once completed, have youth download infographics to their phone for simple access while selecting and purchasing a new outfit(s). Feel free to print out infographics if youth prefer a hard copy.

## Career Connection

Encourage young people who find their spark in shopping to explore the following careers:

- Fashion Psychologist
- Graphic Designer
- Authenticity Expert

# Shopping (Part 3)

## Apply

Work with youth to plan their shopping trip, review shopping plans and help youth think about where they could obtain the item at low to no cost.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Closet Couture

## Authors

Alivia Faris, M.S., Kelsey Chadwick, MSSW

# Completing your Project (Part 4)

<b>Time Needed</b>
<ul style="list-style-type: none"> <li>1 Hour</li> </ul>
<b>Skill/Grade Level</b>
<ul style="list-style-type: none"> <li>11<sup>th</sup> Grade</li> </ul>
<b>Core Area</b>
<ul style="list-style-type: none"> <li>Family Consumer Sciences</li> </ul>
<b>Life Skills</b>
<ul style="list-style-type: none"> <li>Wise use of resources</li> <li>Planning</li> <li>Problem solving</li> </ul>
<b>Core Curriculum</b>
<ul style="list-style-type: none"> <li>Creating Fashion/Expressing Self</li> </ul>

**Objectives/Outcomes**

- Youth will be able to complete the project book.

**Introduction to Content**

Now it's time to complete this project by acquiring one or more clothing items that can be coordinated with items in young peoples existing wardrobe.

**Curriculum**

Creating Fashion/Expressing Self: Closet Couture

**Background Information**

This is the last lesson for the Curating You Project workbook . At the end of this lesson youth should have their completed portfolios to turn in. This is an opportunity for you to reinforce alternatives to buying an item as part of the project.

**Materials Needed**

- Sample completed project book
- Curating You Project workbooks (one per youth)
- Pencils

**Getting Ready**

Complete a sample project book for youth to refer to for guidance. Gather materials.

# Completing your Project (Part 4)

## Procedure (continued)

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure youth know each other and you as the leader. Spend some time asking the youth about their day and allowing them to settle in.
- Briefly review content previously covered in lessons 1 through 3. Highlight key concepts that youth will need to know moving forward, such as basic components and wardrobe extenders.

### **Project Book (50 minutes)**

- Review the Wardrobe Inventory with youth if they have already completed it. If they have not, give instructions to complete it at home with an adult (found at the end of the Curating You Project workbook).
- Show the sample project book to inspire youth.
- Work with each youth to finalize plans for acquiring final pieces.
- Demonstrate how to complete the charts and forms, take the photo of the final outfit, and place it in the portfolio.

### **Extended Activities**

- Review the Leadership and Citizenship Activities with youth. Discuss possible ways to extend their learning from this activity through other involvement in 4-H.

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

- Ask youth to reflect on any questions they have about completing the project workbook.
- Ask youth what extended learning opportunities they are interested in completing.

## Career Connection

Encourage young people who find their spark in shopping to explore the following careers:

- Fashion Psychologist
- Apparel Business Owner
- Showroom Sales Rep
- Fashion Coordinator
- Stylist

# Completing your Project (Part 4)

## Apply

- Check in with youth after the project to check on project workbook completion.
- Schedule a meeting to finish the project book if necessary.
- Contact youth when extended learning activities become available.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Curating You

## Authors

Kelsey Chadwick, MSSW, Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help 4-H'ers complete their fashion projects.

## Check Out

### Pledge reflections (10 Minutes)

Write the words Head, Heart, Hands, and Health on a board

Tell youth that the 4-H pledge includes our head, heart, hands, and health, so we are going to debrief using those words.

Break the group into pairs

Head: Ask youth to share what they think about their completed portfolio project with their partner.

Heart: Ask youth to share how they feel about their completed portfolio project with their partner.

Hands: Ask youth to share what their next steps are for their completed portfolio project with their partner.

Health: Ask youth to share how they will use what they learned from their portfolio project.

Distribute evaluation starting on page 110.

### Author

Renata Farmer, M.S. Ed.



# CREATING FASHION

## *Expressing Self*

4

### EMPOWERING FASHION



## **Creating Fashion/ Expressing Self- Empowering Fashion Introduction**

### **Overview**

Creating Fashion: Expressing Self is a series of projects designed for teens who have an interest in clothing and a desire to learn more about dressing fashionably no matter the occasion. The series starts with activities designed to help youth get to know themselves and their wardrobe better. Clothing is said to be an extension of the self; the clothing we wear can reflect who we are and what we like. It is important, then, to select clothing that reflects our real self.

Throughout history, fashion has provided a means to connect to each other, to express ideas, and to promote change. Much of our identity can be shared with others through our fashion choices. In this project book youth will explore their own fashion, the fashions that have connected and propelled social movements, the fashions of ethnic and cultural groups that have heavily influenced fashion, and the ongoing struggle between fast and slow fashion.

### **Objectives**

- Youth will make connections between their own cultural backgrounds and fashion.
- Youth will understand fashion's connection to social movements.
- Youth will understand appropriation vs. appreciation.
- Youth will identify the cultural influence of different groups on fashion.
- Youth will make informed decisions about the clothing they buy.
- Youth will complete a project book.

### **Supplies**

- Project workbooks (one per youth)
- Youth will need photos of people from 1 generation, 2 generations, and 3 generations back during their teenage years and a personal photo
- Scissors
- Glue
- Pencils
- Magazines for cutting and pasting
- Computer with printer and internet access
- Posterboards
- A bag of everyday objects. Objects could be related to fashion (spool of thread, magazine, piece of clothing, crayons, photo, piece of fabric, necklace, shoe, etc.)

## Check-In

### **Tell a Story (Approximately 15 minutes)**

Materials needed: A bag of everyday objects. Objects could be related to fashion (spool of thread, magazine, piece of clothing, crayons, photo, piece of fabric, necklace, shoe, etc.)

Gather youth and have them take one object, without looking, from the bag.

Choose someone to begin a story that includes their object.

After 20 seconds, the next participant will continue to add to the story using their object.

Each young person continues to add to the story until everyone has contributed to the story.

### **Author**

Renata Farmer, M.S. Ed.

# My Fashion/My Expression (Part 1)

## Time Needed

- 1 hour

## Skill/Grade Level

- 12<sup>th</sup> grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Accepting Differences
- Empathy
- Self-Esteem

## Core Curriculum

- Creating Fashion /Expressing Self

## Objectives/Outcomes

- Youth will make connections between their own cultural backgrounds and fashion.

## Introduction to Content

Clothing is said to be an extension of the self; that is, we share with people who we are by the clothing we wear. It is important, then, to select clothing that reflects our real self.

## Curriculum

Creating Fashion/Expressing Self-Empowering Fashion

## Background Information

Throughout history, fashion has provided a means to connect to each other, to express ideas, and to promote change. Much of our identity can be shared with others through our fashion choices.

## Materials Needed

- Empowering Fashion Project workbooks (one per youth)
- Youth will need photos of people from 1 generation, 2 generations, and 3 generations back during their teenage years and a personal photo.
- Scissors
- Glue
- Pencils
- Magazines for cutting and pasting

## Getting Ready

Let participants know they need pictures of people from 1, 2, and 3 generations ago during their teenage years (these could be individuals they know or people who inspire them/ are important figures throughout history) and a photo of themselves for this lesson. Gather materials as needed.

# My Fashion/My Expression (Part 1)

## Procedure

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure that youth know each other and you as the leader. Give youth time to adjust and settle into the environment.
- Ask youth: “What are some fashion trends of the past you know about? Are there any you like or don’t like?” (give personal examples from when you were a teenager).

### **Activity 1 Fashion of Past Generations (25 minutes)**

- Ask youth to take out their photos. Have each youth show their photos to the group.
- Introduce the worksheets on pages 4-6 of the Empowering Fashion Project workbook to youth. Have the young people glue the pictures on their worksheets in the designated spaces.
- Review the questions with the young people.
- Give time for young people to complete the worksheets. Allow youth to ask the leaders and friends for help as needed.

### **Activity 2 Fashion of My Community (25 minutes)**

- Once youth have complete the Fashions of Past Generations activity, pass out the magazines, scissors, and glue.
- Encourage youth to pair with a partner and find images that they see of fashion in the community. Tell them to cut out the pictures.
- Have youth to sort the images by season and glue them on page 7 and 8.

## Share/Process/Generalize (Reflect)

### **Reflection (5 minutes)**

- Ask youth to complete the Twist on the Past activity on page 8 of the Empowering Fashion Project workbook on their own.
- Have each youth share their favorite pictures, collages, and answers with the group.

## Career Connection

Encourage young people who find their spark in historical fashion to explore the following careers:

- Fashion Writer
- Costume Designer
- Fashion Illustrator
- Fabric Librarian
- Textile Designer

# My Fashion/My Expression (Part 1)

## Apply

Ask youth to search their closets for ways to recreate their favorite trends. What do they already have that they could make use of?

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Empowering Fashion

## Author

Kelsey Chadwick, MSSW

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Teach this lesson at teen conference.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Understanding others.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

# Fashion of Social Movements (Part 2)

## Time Needed

- 1 hour

## Skill/Grade Level

- 12<sup>th</sup> grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Accepting Differences
- Empathy
- Self-Esteem

## Core Curriculum

- Creating Fashion /Expressing Self

## Objectives/Outcomes

- Youth will understand fashions connection to social movements.

## Introduction to Content

According to the Oxford Dictionary a social movement is a loosely organized effort by a large group to achieve a particular goal, typically a social one. In many ways our society is driven by social movements. As different groups of individuals strive to change society for the better, their work is often translated into fashion. With the loose organization of many of these movements, a shared fashion can be an inexpensive and effective way of communicating a shared interest or goal.

## Curriculum

Creating Fashion/ Expressing Self: Empowering Fashion

## Background Information

This lesson is an exploration of fashion and social movements.

## Materials Needed

- Empowering Fashion Project workbooks (one per youth)
- Scissors
- Glue
- Pencils
- Computer with printer and internet access
- Posterboards

## Getting Ready

Gather needed materials.

# Fashion of Social Movements (Part 2)

## Procedure

### **Introduction (3 minutes)**

- Welcome youth to the program. Ensure that youth know each other's names and you as the leader. Give youth time to talk and adapt until they are comfortable.
- Review which youth completed the previous project books. Provide Books 1, 2, and 3 to youth who need them with instructions for completing the worksheets before the next meeting.

### **Activity 1 Fashion of Social Movements (50 minutes)**

- Ask youth to recall the last activity on past generations. How were the clothes different then than now?
- Tell youth, "Today we are going to be learning about fashion specific to social movements."
- Ask youth to turn to page 11 of their Empowering Fashion Project workbook.
- Put youth into groups of 2 to 3.
- Tell groups to select a movement from pages 9 to 11 of their empowering fashion Project workbook and complete the worksheet as a group.

## Share/Process/Generalize (Reflect)

### **Share (7 minutes)**

- After youth complete the activity, have each group present their findings to the rest of the group.

## Career Connection

Encourage young people who find their spark in social movements to explore the following careers:

- Fashion Writer
- Fashion Illustrator
- Textile Designer
- Fashion Designer
- Activist
- Sustainability Officer
- Outreach Coordinator



# Fashion of Social Movements (Part 2)

## Apply

Have youth utilize the internet to research their movement further. Give out poster boards, scissors, and glue. Youth can print examples of the fashion images and paste them into a collage to add to their project workbook.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Empowering Fashion

## Author

Kelsey Chadwick, MSSW

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Teach this lesson at teen conference.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Understanding others.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

# Fashion of Culture/Identity (Part 3)

## Time Needed

- 1 hour

## Skill/Grade Level

- 12<sup>th</sup> grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Accepting Differences
- Empathy
- Self-Esteem

## Core Curriculum

- Creating Fashion/ Expressing Self

## Objectives/Outcomes

- Youth will understand appropriation and appreciation.
- Youth will be able to identify the cultural influence of different groups on fashion.

## Introduction to Content

Today our access to information and images from across the world makes it is easy to find an article of clothing, or jewelry that we like. Before we buy it or make something like it, we need to make sure we are appreciating the culture it comes from and not appropriating it. One way to think about this is to use your own culture as an example.

## Curriculum

Creating Fashion/Expressing Self: Empowering Fashion

## Background Information

Fashion can be a powerful exploration of identity. This lesson explores those connections.

## Materials Needed

- Empowering Fashion Project workbooks (one per youth)
- Device with internet access
- Markers
- Colored pencils

## Getting Ready

Make sure that you have internet access for young people to do research. Go through the lesson and complete activities your own so you understand all the components. Have examples from your own cultures on hand if needed.

# Fashion of Culture/Identity (Part 3)

## Procedure

### Introduction (3 minutes)

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.
- Review which youth completed the previous project books. Provide Books 1, 2, and 3 to youth who need them with instructions for completing the worksheets before the next meeting.

### Activity 1 Appreciate all appropriate none (15 Minutes)

Today our access to information and images from across the world makes it easy to find articles of clothing, or jewelry that we like. Before we buy it or make something like it, we need to make sure we are appreciating the culture it comes from and not appropriating it.

- When explain this concept to young people one way is to use your own culture as an example
- Remind young people that we all come from a cultural group.
- Thinking about their own culture ask them to consider if it would bother them if someone wore an important item to their culture without knowing its meaning or wearing it in an offensive way (provide a personal example to promote understanding).
- Ask youth to define: Appreciation and Appropriation
  - Appreciation- When you work to learn and understand the cultures of others to broaden your perspectives and connect with people across cultures.
  - Appropriation- Taking or adopting customs, practices, or ideas of a marginalized community and using it for your own personal interest, or financial gain.
- Ask youth to identify if the following are examples of appreciation or appropriation
  - Purchasing a piece of clothing that has significance to another culture to use as an extender for your wardrobe. **Appropriation**
  - Supporting a Nigerian designer by purchasing clothing directly from them. **Appreciation**
  - Taking a video of a powwow simply to get lots of views on TikTok. **Appropriation**
- Remind youth that the goal is to appreciate all cultures while appropriating none. Be open to and curious about other cultures as well as share your own.
- The advertisement on the bottom of page 12 in the Empowering Fashion Project workbook is one that was put out by Northern Arizona University. Reflect on the meaning of the advertisement and the message being shared.

# Fashion of Culture/Identity (Part 3)

## Procedure (continued)

### **Activity 2 Fashions (40 Minutes)**

This activity examines fashions that have roots in and are significant to cultural groups that have had strong influence on fashion in America. It is important to remember that these fashions are not wholly representative of the entire culture and instead offers a single view of a single aspect.

- Ask youth to review the five examples listed in the workbook: Tokyo Street Fashion, Ghana, Indigenous American, Scottish, Black American.
- Challenge youth to think of items in they have that have elements of these cultures.
- Ask them to consider what they think inspired the designers who made the items and what inspired the young people to buy them.
- Many cultures around the world lend and borrow from other cultures. Exploring the ways cultures express themselves through fashion can be exciting and empowering for many people. For some, finding and expressing a connection to culture can be a symbol of empowerment, resistance, or pride. Think about your own cultural background: the combination of ethnic, geographic, and faith practices.
- Give youth time to research and explore their own culture.
- Have youth think about how they would describe their culture, what fashion represents their culture, and what cultural/historical context they would like other people to know about that fashion using the prompts on page 18.
- Using the blank page on page 19 of the Empowering Fashion Project workbook have young people create a garment that would represent their culture.
- Ask for volunteers to share their garments and explain why that garment represents their culture.

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

Ask youth to reflect on what parts of their own culture they have pride in.

Ask youth if they are stereotypes about their culture that they find hurtful.

Ask youth to reflect on how they could help others appreciate their culture.

## Career Connection

Encourage young people who find their spark in cultural connections to explore the following careers:

- Textile Designer
- Sustainability Officer
- Outreach Coordinator

# Fashion of Culture/Identity (Part 3)

## Apply

Encourage youth to explore other cultural groups or these cultural groups in greater depth.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Empowering Fashion

## Author

Isaac Hilpp, Ed. D.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.
- Teach this lesson at teen conference.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Understanding others.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

# Upcycling and Thrifting (Part 4)

## Time Needed

- 1 hour

## Skill/Grade Level

- 12<sup>th</sup> grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Accepting Differences
- Empathy
- Self-Esteem

## Core Curriculum

- Creating Fashion/ Expressing Self

## Objectives/Outcomes

- Youth will make informed decisions about the clothing they buy.

## Introduction to Content

Fashion is a major global industry that includes everything from designers, manufactures, raw supplies, and distribution. It is an extremely complex supply web that brings along with it many different impacts. One such impact is on the environment. The fashion industry is the second largest polluter, behind the oil industry. The Intergovernmental Panel on Climate Change has calculated that the fashion industry produces 10% of the worlds carbon dioxide emissions and consumes about 3.9 billion gallons of water annually.

## Curriculum

Creating Fashion/Exploring Self: Empowering Fashion.

## Background Information

There are many ways to engage in the fashion industry that are value driven, this lesson explores some of those.

## Materials Needed

- Empowering Fashion Project workbooks (one per youth)
- Markers
- Poster boards
- Used clothing in various condition

## Getting Ready

Make sure you have workbooks for each young person and that you have posters and markers for each group of 2 to 3 young people. Review the lesson beforehand.

## Procedure

### **Introduction (3 minutes)**

- Welcome youth to the program. Ensure that you know all youth names and that they know your name as the leader. Allow time for youth to talk to one another and settle into the environment.
- Review which youth completed the previous project books. Provide Books 1, 2, and 3 to youth who need them with instructions for completing the worksheets before the next meeting.

### **Activity 1 Environment Impact of the Fashion Industry (15 minutes)**

- Explain to youth that fashion is a major global industry including everything from designers, manufactures, raw supplies, and distribution and is the fashion industry is the second largest polluter, behind the oil industry.
- Share with youth the following facts:
  - as of 2020 the Intergovernmental Panel on Climate Change has calculated that the fashion industry produces 10% of the world's carbon dioxide emissions and consumes about 3.9 billion gallons of water annually.
  - Consumers bought 60% more clothing items in 2014 than they did in 2000 and 85% of all textiles end up in landfills each year.
  - In 2020 most labels were producing between 16 and 24 collections a year as opposed to the traditional 2 collections.
  - Some of the main sources of environmental impact are water pollution, water consumption, waste, greenhouse gases, and soil degradation.
- Provide the following prompts to young people to think about:
  - With such a large impact on our environment, what can we do as individuals to help reduce pollution?
  - How can we reduce our own contribution to the environmental impact of fashion?
- Have youth brainstorm answers to these questions in small groups.
- Ask youth to share the solutions their groups came up with.

### **Activity 2 Thrifting and Upcycling (25 minutes)**

Explain to youth:

- Thrifting is simply the act of shopping at thrift stores, secondhand stores, yard-sales, or other locations to buy clothes that have been previously owned.
- By engaging in this form of shopping you can reduce your environmental impact by not creating new items and not tossing out old ones. It is a win at both ends of the fashion industry.
- When thrifting, it is important to start shopping with a plan and be open to ideas.

## Procedure (Continued)

- Ask youth to think about the difference between upcycling and thrifting
  - With upcycling, we are intending to change, or modify garments to create a new item and extend the life of the fabric.
  - When shopping with the intent to upcycle, the fabric and condition tend to matter more.
  - Look for patterns and colors you want to incorporate.
  - Think about what you want the final product to look like.
- Break young people into small groups.
- Give each group clothes that you have brought with you.
- Ask young people to sort the clothes into two groups: a upcycling group and a thrifting group using the following questions to help.
  - Will you be using the garment as salvage, or will you retain the structure of the garment?
  - If you want to deconstruct the garment and use the fabric, would you look for larger sized clothing that is in good condition?
  - If you are looking to retain the structure you will want to think about sizing and seam lines.

Youth can use the chart on page 21 and 22 of the Empowering Fashion Project workbook for their thrifting and upcycling adventure.

## Share/Process/Generalize (Reflect)

### **Reflect (17 minutes)**

Tell youth that the next time we meet they will be completing their project.

Put youth in groups of 2 to 3.

Give each group a poster board and drawing supplies.

Ask youth to work in groups to create a poster of what they have learned over their time in the fashion project.

Ask groups to share their posters.

## Career Connection

Encourage young people who find their spark in upcycling and thrifting to explore the following careers:

- Boutique Owner
- Sustainability Officer
- Fabric Researcher
- Fashion Designer
- Textile Artist



# Upcycling and Thrifting (Part 4)

## Apply

Encourage youth to complete their project by thrifting an item for their wardrobe.

## Extended Learning

- Complete the upcycling project.

## Civic Engagement

- Plan a county Fashion Revue.
- Teach this lesson at teen conference.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Understanding others.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Empowering Fashion

## Author

Isaac Hilpp, Ed. D.

# Completing Your Project (Part 5)

## Time Needed

- 1 hour

## Skill/Grade Level

- 12<sup>th</sup> grade

## Core Area

- Family Consumer Sciences

## Life Skills

- Record Keeping
- Empathy
- Self-Esteem

## Core Curriculum

- Creating Fashion /Expressing Self

## Objectives/Outcomes

- Youth will complete a project book.

## Introduction to Content

Now it's time to complete this project by acquiring one or more clothing items that can be coordinated with items in young peoples existing wardrobe.

## Curriculum

Creating Fashion/Expressing Self: Empowering Fashion

## Background Information

This is the last lesson for the Empowering Fashion Project workbook. At the end of this lesson youth should have their completed project.

## Materials Needed

- Sample completed project workbook
- Empowering Fashion project workbooks (one per youth)
- Pencils.

## Getting Ready

Complete a sample project book for youth to refer to for guidance. Gather materials.

# Completing Your Project (Part 5)

## Procedure (continued)

### **Introduction (5 minutes)**

- Welcome youth to the program. Ensure youth know each other and you as the leader. Spend some time asking the youth about their day and allowing them to settle in.
- Briefly review content previously covered in lessons 1 through 4.

### **Project Book (50 minutes).**

- Show the sample project book to inspire youth.
- Work with each youth to finalize plans for acquiring final pieces.
- Take the photo of the final outfit, and place it in the portfolio.

### **Extended Activities**

- Review the Leadership and Citizenship Activities with youth. Discuss possible ways to extend their learning from this activity through other involvement in 4-H.

## Share/Process/Generalize (Reflect)

### **Reflect (5 minutes)**

- Ask youth to reflect on any questions they have about completing the project book.
- Ask youth what extended learning opportunities they are interested in completing.

## Career Connection

Encourage young people who find their spark in portfolios to explore the following careers:

- Fashion Forecaster
- Fashion Director
- Authenticity Expert
- Pattern Grader

# Completing Your Project (Part 5)

## Supporting Projects/Events

County Fashion Revue, County Fair Exhibits, State Fair Exhibits

## Award & Recognition

State Fashion Revue

## References

Creating Fashion/Expressing Self: Curating You

## Author

Alivia Faris, M.S.

## Extended Learning

- Replicate this lesson on your own.

## Civic Engagement

- Plan a county Fashion Revue.

## Communications

- Participate in Kentucky 4-H Speeches or Demonstrations.
- Create a display for a local retail store.

## Future Readiness

- Implement goal setting.

## Volunteering

- Help a 4-H leader plan and implement a Fashion Club.

## Junior Mentor/Teen

- Help younger 4-H'ers complete their fashion projects.

## Check Out

Reflection (20-30 minutes)

Reflection Materials Needed: None

Divide participants into groups of 3 to 4. Use the following prompts to reflect on the Creating Fashion Project.

Allow the groups some time to reflect together and then have them share with the whole group.

Clothing is said to be an extension of the self. Why is it important is it to become aware of the importance of personal style?

When building your wardrobe, why is it important to consider your daily activities?

Identify some of the similarities and differences of fashions, fads, classics and styles. How does where you live influence fashion?

Aspects of our own fashions are often passed down to us from generations before us. How has your fashion sense been influenced?

Distribute evaluation starting on page 110.

### Author

Renata Farmer, M.S. Ed.

## PROGRAM EVALUATION

Dear Participant:

You have been given this survey because you have participated in a 4-H program or project and 4-H would like to learn about you and your experiences in 4-H.

Your answers are important, and they will be kept private. But, if you don't want to fill out the survey, you don't have to or if there is a question you don't want to answer, you can leave it blank.

There are no right or wrong answers, so please answer all questions honestly.

Thank you for your help!

<p><b>1. How many years of 4-H Have you completed?</b></p> <p> <input type="checkbox"/> 1 year  <input type="checkbox"/> 2 years  <input type="checkbox"/> 3 years  <input type="checkbox"/> 4 years  <input type="checkbox"/> 5 or more years  <input type="checkbox"/> I'm not in 4-H         </p> <p><b>2. Is 4-H a place where adults care about you?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>3. Is 4-H a place where you feel left out?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>4. Is 4-H a place where others like you?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>5. Is 4-H a place where you feel safe</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>6. Is 4-H a place where you get to figure things out for yourself?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p>	<p><b>7. Is 4-H a place where it's okay for you to make mistakes?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>8. Is 4-H a place where you get to teach others what you've learned?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>9. Is 4-H a place where you get to do things that you like?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>10. Is 4-H a place where you're encouraged to plan for your future?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>11. Is 4-H a place where you get to choose what you want to do?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p> <p><b>12. Is 4-H a place where adults make the decisions?</b></p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> Usually  <input type="checkbox"/> Not really  <input type="checkbox"/> No         </p>
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**13. Is 4-H a place where you have a chance to be a leader?**

- Yes
- Usually
- Not really
- No

**14. Is 4-H a place where you learn about ways to help your community?**

- Yes
- Usually
- Not really
- No

**15. Is 4-H a place where you feel you belong?**

- Yes
- Usually
- Not really
- No

**16. Is 4-H a place where you get to help make group decisions?**

- Yes
- Usually
- Not really
- No

**17. How old are you**

**18. What grad are you in? *If it is summer break, which grade will you be starting in the fall?***

**19. What is your gender?**

**20. Which of the following best describes your race and ethnicity?**

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian/Other Pacific Islander
- White or Caucasian
- More than one race
- I don't know

**21. How many hours do you typically spend on 4-H activities each week?**

- Yes
- Usually
- Not really
- No

**22. Are you involved in 4-H at the county level?**

- Yes
- No

**23. Are you involved in 4-H at the state level?**

- Yes
- No

**24. Are you involved in 4-H at the national level?**

- Yes
- No



Why are you involved in 4-H?

What has been the most interesting thing you have learned by being involved in 4-H?

How might you be different if you had never been involved in 4-H?





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