

LESSON 8

CAREERS

12 - 18 Year Olds

PURPOSE

To stimulate youth to think about various types of clothing and textile careers and become aware of the impact of clothing and personal appearance.

OBJECTIVES

Youth will be able to:

- identify types of clothing and textile careers and occupations.
- become aware that one's appearance may be related to acceptance for employment.
- become aware of appropriate and inappropriate dress and grooming when on the job.
- recognize that how one dresses affects job interviews and performance.
- learn how to select clothing suitable for specific jobs.

LEARNING ACTIVITIES

OCCUPATION LOCATIONS
UNSEEN OPPORTUNITIES
WHAT DO I WANT TO DO?
DRESSING FOR SUCCESS!
A CLOSER LOOK

ADVANCE PREPARATION

1. Read BACKGROUND BASICS for Careers.
2. Review the activities and select appropriate one(s) to use.
3. Secure necessary materials as described.

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Do

The following is suggested for using the activities in Lesson 8. Materials needed for each are listed within the activity.

- ◆ Assist youth in exploring local choices of employment opportunities within the clothing and textile field in OCCUPATION LOCATION!
- ◆ UNSEEN OPPORTUNITIES introduces youth to the many possibilities of the clothing and textile industries from manufacturing to getting the products to the consumer.
- ◆ Helping teens look at their skills and interests is the focus of the activity WHAT DO I WANT TO DO? And personal interviews are encouraged with SNAPSHOTS OF CAREER OPPORTUNITIES.
- ◆ DRESSING FOR SUCCESS! And SCENES FOR THE JOB INTERVIEW will help teens make appropriate choices for their next job interview.

REFLECT

After completing the activities, help youth reflect on what they have learned using these questions:

- ◆ Share experiences you have had "on the job."
- ◆ Why is it important to look at your personal skills, interests, values and lifestyles as you explore career options?
- ◆ Why is it important to be appropriately dressed for a job interview?
- ◆ What is the difference between a job and a career?
- ◆ What were three new career options you discovered as a result of this project?

APPLY

- ◆ Talk with at least three employers about the appearance of their employees.
- ◆ Observe the appearance of individuals in different work places.
- ◆ Go home and select appropriate garments for an interview.

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BACKGROUND BASICS.... Careers

Activities in Lesson 8 of CLOTHING CAPERS, the previous project guide to this one, introduced youth to the world of job opportunities within the clothing and textile industries. If your current group of youth have not participated in those activities, it is recommended that you incorporate several of those into your plans. The games and activities are fun learning experiences that are appropriate for any age youth.

Activities in this unit focus on more self-directed experiences encouraging teens to explore job and career opportunities within their community. Interviewing, job shadowing and gaining first-hand experiences will go a long way in helping teenagers think about the skills and knowledge they need to meet their career goals.

A JOB VS. A CAREER

What is the difference between a job and a career? You might get a job for the summer, but would you get a career for such a short period of time? This discussion will help youth realize the qualities that make up a career rather than just a job position. This will also include some self-discovery. What might be only a job for one person might be considered a career for another person.

Generally, a **job** is position that requires less skills, the position is held for a short period of time, and there are fewer promotions and growth opportunities. A **career** is a position that is considered a way of spending your "working" life. Careers build upon skills that are in the same field. Positions are held for longer periods of time and a person in a career position generally needs less supervision, has more responsibility and has more opportunities for promotions and new experiences.

An example of a job could be a store clerk. This could be the first step in a career in marketing or retail, or it could just be a summer job. An example of a career position is that of a textile chemist or a fashion designer.

CAREER DIRECTION

Choosing the right career can be very difficult if you do not know yourself well. It is important for youth to begin considering what they like to do and what they dislike to do. Applying this knowledge to career choices can help them be a happier person later in life.

By discussing personality traits, likes and dislikes, the participants can get to know themselves better and give themselves direction in the opportunities they want to explore. It is important to explore different career possibilities to learn more about what the person actually does. Youth often have different ideas about what a person does in a certain position than what they might actually do.

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Clothing and Textile Industries

Career opportunities in the textile industry have grown with the increased use of new technology. There are career opportunities in the clothing and textile industry in every community. These opportunities may not be obvious at first, but with a little research, they become apparent. As the world becomes more consumer-friendly and world trade is becoming a reality, the opportunities in the clothing and textile industry are increasing.

An industry is a group of related businesses. For example the clothing and textile industry is made up of several industries. The major ones are the textile, apparel, and retail industries. The *textile* industry focuses on the raw materials necessary to make fibers, yarns, and fabrics. The *apparel* industries are concerned with making garments or other clothing items while the *retail* industries get the products to the consumer. The apparel industries can be viewed from two areas: 1) production and manufacturing processes, and 2) fashion design areas focusing on the creative processes.

These industries are major employers throughout the world with millions of people employed. Likewise, these industries have a major influence upon many countries' economies, including the United States. Shifts and changes occur constantly in the job opportunities of many of these industries. For example, within the U.S. the apparel industry has shifted their industries to and from other countries around the world due to high labor costs.

Career opportunities in clothing and textiles exist in other related areas as well. These areas are Research and Development, Communications, and Education. *Research and Development* opportunities focus on scientific skill in the processes of creating and engineering new fibers, fabrics, laundry products or other related developments. *Communication* careers in the clothing and textile area involve the marketing and promotion needed to support the apparel and textile manufacturing and retail industries. Careers in *education* are available in both public high schools and colleges and through private companies who target consumer education. Another area of job opportunities available to many young people in almost all communities is those classified under "Special Services." Examples of these job opportunities include clothing repair and alteration services, cleaning services, custom sewing or other specialized businesses.

Dressing For The Job

Clothing influences our feelings. Don't you feel good when you know you look good? It is important to have this self-confidence when you go on a job interview. There is probably no other place where your image is more important than the job interview.

Dress codes are seldom put into writing in today's business world, but management usually sets them by implication. You might get the job, but how you dress may limit your advancement in the company. Dress and grooming codes are guidelines found in some

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companies. These guidelines describe acceptable clothing/grooming and may describe prohibited clothing. The penalties for not following a dress and grooming code, such as losing a job, are enforced by the organization.

Clothing influences the way people react to you. The unconventional dresser may arouse negative vibrations, especially for a job interview. You will have enough on your mind during a job interview without worrying whether your clothes are wrecking your chances -- and they could---even with the receptionist (sometimes one can never make it beyond this point to get an interview!)

Numerous studies show that employers base hiring decisions on the impressions an applicant makes during the first thirty minutes of the job interview. One question asked was, what factors led to the rejection of an applicant? The number one factor mentioned was poor personal appearance. There is nothing as powerful as your physical appearance to confirm or deny skills, abilities, or potential abilities.

Employers say that when job skills and abilities are equal, appearance is used to decide who gets the job. They have certain images they like their company to project. They use the interview to decide how well you will fit into the company's image. So don't let what you are wearing to an interview ruin your chances of getting the job you want. Choose apparel that will generate a feeling of confidence and trust.

What type of job are you applying for -- clerical or technical, skilled or semi-skilled, management or retail sales? What is the appropriate dress for each of these? Remember not to dress too casual.

Sometimes we are unfamiliar with a new role or the clothing expectations associated with it. To prepare for an unfamiliar role or situation, you may need to see the clothing of people in the role (the company where you are applying for a job). You then adapt that information to the clothing you have and select clothing that looks good on you.

Many employers equate neatness and appropriate dress with efficiency, stability, and competency. Sloppy appearance may reflect sloppy work habits.

Grooming is just as important as your clothing, because it is part of your total appearance. Facial hair is not recommended, unless it is widely accepted by the company.

Most people interviewing applicants are looking for individuals who will present a good image for their business or office. The clothing you wear influences their opinion of you. Most employers believe that a person who cares about their appearance will care more about doing a good job for them. Remember that the responsibility of getting and keeping a job is up to you.

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There is no substitute for being neatly dressed. When you are looking for a job it is important that your clothes be clean, pressed, and fit properly. Suit what you wear to the interview to the kind of place you will work, and, know how much of the public you will come in contact with. Find out as much as you can about the company where you are applying. Look at what the workers and supervisors/owners are wearing.

If you were interviewing someone to be a sales clerk, secretary, or teacher would you hire a women wearing a low neckline or a man wearing cut-offs? If you were interviewing someone to be a mechanic would you hire a person wearing a tailored suit?

Most personnel officers, administrators, and executives believe that work hours are not the place to experiment with the way you look. Our lifestyle today may be informal, but a neat, well groomed appearance cannot be overemphasized.

Inappropriate

The following items are usually considered to be inappropriate for most interviews and jobs.

- dressy outfit
- flashy fabrics
- extreme styles
- glittery jewelry
- jangly jewelry
- slacks too long or too short
- soiled clothing
- clothing that needs repair
- run-down or badly scuffed shoes or handbag
- see through fabrics
- faddish clothing
- skirt with slit higher than the knee
- clothing that shows inner garments
- jeans
- too tight garments
- revealing necklines
- too short garments
- chewing gum
- smoking (during the interview)
- too much makeup
- dirty and unkempt hair

Appropriate

The garments which are considered appropriate are:

- simple styles
- solid restful colors
- simple accessories
- conservative appearance
- neat and clean garments and self
- conservative, if the company is conservative
- more creative, if a fashion related company
- suited to your figure type
- well pressed
- hosiery that blends with outfit and shoes
- understated makeup -- clean, natural look
- well groomed hands
- conservative jewelry
- clean and neatly styled hair

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-
- well polished shoes
 - good posture (can give you a look of confidence)
 - good manners
 - simple handbag

Select garments that are appropriate for the job, for your age, and for your build. They should be comfortable and of good quality. Select a garment in a color that is becoming to you. Remember to be well groomed -- neat and clean from head to toe. The way you dress depends on the job you will be doing.

Non-Verbal

Think about the positive impressions these non-verbal communications can leave with an interviewer.

- ☞ On Time
- ☞ Good eye contact
- ☞ Good posture (no fidgeting)
- ☞ Polite (never interrupting the interviewer)
- ☞ No gum and no smoking

Dressing appropriately for a job interview is one essential part in being hired. However, the most important aspects of an interview is the way you present yourself and your ability.

Think Ahead

After getting the job, keep your career goals in mind. If you are interested in "moving up" place more emphasis on appearance and dress. If you cannot afford an expensive interview outfit remember that inexpensive clothes look more expensive in dark fabrics.

In Summary

Clothing is one of the means by which we bolster our self-esteem and seek acceptance from others. Clothes should have that crisp, fresh look. Remember to pay attention to your grooming and your accessories (shoes, handbag, etc.), too. It is part of your job to look your best when you are seeking a job and when you are on the job. Use good judgment and good taste.

References:

Hackler, N. (May 1995) "Dressing for Success", *CHOICES : Charting a Positive Future for Teen Parents, Vol III*, Gainesville, FL: University of Florida.

Webb-Lupo, A. and Lester, R.M. (1987) *Clothing Decisions*, Encino, CA: Glencoe Publishing Company.

OBJECTIVES:	Youth will be able to: <ul style="list-style-type: none"> ○ identify clothing store locations in their community ○ identify jobs that are related to the clothing industry and where they are located in their community
LIFE SKILLS:	<ul style="list-style-type: none"> ○ Career planning skills ○ Acquiring, analyzing and using information
MATERIALS:	City or county maps (optional) Phone books Markers or highlighters Copies of OCCUPATION LOCATION Activity sheet for each group Pencils Masking tape CAREERS, workbook page 39
TIME:	45 minutes - 1 hour
SETTING:	A comfortable room with space for small groups.

INTRODUCTION

Exploring the job opportunities available to you is one of the early stages of career planning. Have you ever noticed how many textile or apparel industries are in your community? Everyone wears clothing, but how many people are involved in selling, making or caring for clothes? Today let's explore the many opportunities there are to work in the textile and apparel industries in our community.

Do

Identify "OCCUPATION LOCATIONS" In Your Communities!

- ◆ Have participants form groups of three to five members. Pass out one map, markers, pencils, and a phone book to each group.

ALTERNATIVES: As an alternative to individual maps, have youth draw their own to represent the geographic area they think is realistic in which to live and work. For older teens, this will create the opportunities to discuss time and expense of commuting for specific job opportunities.

Assign an occupational category to each group and provide each group with a different colored marker to mark their findings on the map.

- ◆ Using the phone book have each group locate on the map the address where retail stores, second-hand or thrift shops, dry cleaners, fabric stores, and textile factories are located. Write down on the OCCUPATION LOCATION Activity sheet the name of the occupational opportunity.
- ◆ Assign each store/occupational opportunity a number/letter code and use it to mark the location on the map.
- ◆ After finding as many as possible, have the groups hang up their map(s). Compare the number of occupations available and the locations. Have the groups name some of the locations they found for each category to summarize the clothing and textile opportunities in your community.

REFLECT

- ◆ How many locations did you mark on your map? Did this number surprise you?
the number should be higher than expected
- ◆ Do you have any factories in your communities? Second-hand or thrift shops? Retail stores or outlets? Fabric stores? Dry cleaners?
yes, each community should have at least some of these stores
- ◆ What are some textile career opportunities in retail stores?
examples: fashion buyer, clerk, customer relations
- ◆ What are some textile careers opportunities in the fabric stores?
examples: fabric consultant, clerk, fabric buyer
- ◆ What are some textile career opportunities in a factory?

APPLY

- ◆ Look at the different categories or "clusters" of clothing and textile career opportunities list on page 39 of the Workbook. Were you able to find job opportunities in our community for each?
 - ◆ If yes, have youth list the ones that are good examples under each and record in their workbook.
 - ◆ If no, what categories of opportunities are not available in our community?
 - ◆ Discuss where these opportunities might exist. Have youth interested in these research the geographic locations and discuss the impact of relocation on career/job choices. You might have youth look up job types and occupations via the Internet as a fun and interesting learning experience.
- ◆ Tour some of the locations that you found. Find out how many employees they have, what their jobs are, how long they have been in business, etc.

OCCUPATION LOCATIONS

RETAIL STORES

FABRIC STORES

FACTORIES

SECOND-HAND SHOPS

ALTERATIONS

CUSTOM SEWERS

THRIFT SHOPS

OTHERS:



**Clothes
That Click!**

OBJECTIVES: Youth will be able to:

- analyze the manufacturing process of their clothing and create a detailed list of the jobs or careers that are involved
- define job and career, identifying the difference in the two terms

LIFE SKILLS: ○ Career planning skills

MATERIALS: Flip chart paper

Markers

A textile item for every group of 4 or 5

Suggested items: jeans, tent, t-shirt, towel, sheet, socks, sleeping bag, carpet sample

TIME: 45 Minutes

SETTING: A comfortable room with tables and chairs.

INTRODUCTION

There are many careers and job opportunities in the clothing and textile areas that you might not think of at first. The process of providing the wide assortment of clothing and textiles you see in department stores or at malls employs many people. Today we are going to explore these career opportunities.

Do

Identify "UNSEEN OPPORTUNITIES"

- ◆ Instruct participants to get into groups of four or five. Give each group a piece of flip chart paper and a marker. Instruct them to define job and career including specific differences between the two. Allow the group sufficient time to brainstorm these definitions, approximately 10 minutes.
- ◆ Encourage a spokesperson from each group to present their definitions. Have the entire group decide on a definition for job and career by combining the definitions of the individual groups. Hang up the new definition so that everyone can see it.
- ◆ Discuss examples of both jobs and careers.

- ◆ Pass out more flip chart paper and one textile item to each group. Challenge them to list the jobs and the careers that would be involved in the process of preparing the object from manufacturing until its appearance in a store. Their lists should be rather detailed. Encourage them to use their knowledge of sewing construction so their job/career lists will be specific. Make sure that they identify each position they name as either a job or a career. This activity will take approximately 20 minutes.
- ◆ Encourage a spokesperson from each group to present the job/career list to the entire group. If there is a question about why a position is listed as a job or career, the entire group should answer it.
- ◆ After each group has presented their list of jobs/careers suggest any that they might have missed. Make them aware of more complicated or related careers that they might have overlooked such as the designer or pattern maker, fashion buyer, notions manufacturer, truckers, warehousemen, etc.

REFLECT

- ◆ Were you surprised at the number of jobs/careers that are involved in bringing you the consumer goods that you take for granted? How many did your group list?
- ◆ What is the definition of job and career? How are they different?
 - job:** a way of spending your time; requires supervision, few promotional opportunities; less skills required; position held for a shorter time
 - career:** a way of spending your life; requires more skills and offers promotions; more broad than a job, less supervision; position held for a long period of time
- ◆ Name some careers that you listed.
 - examples:** fashion designer, fashion buyer, factory/store manager, computer engineer, farmer, textiles chemist, advertising, researcher
- ◆ Name some jobs that you listed.
 - examples:** store clerk, cashier sewing machine operator, delivery person, packaging person.

APPLY

- ◆ Are there clothing and textile careers in which you are interested? How can you search out more information regarding these opportunities?
- ◆ Investigate one aspect of the apparel manufacturing process such as the conceptual design stage, production stage, or the consumer marketing and distribution stages. Interview a person involved in a field of your interest and write a paper about the information you learned.
- ◆ Complete THE CLOTHING AND TEXTILE EMPLOYEES IN YOUR DAILY LIFE Activity sheet. Share what you are doing with others in your family.
- ◆ Research and teach a group of younger children about the many people and jobs that are necessary to produce an item of clothing. Investigate all the countries that a particular clothing item travels to get to your closet.

CLOTHING AND TEXTILE EMPLOYEES IN YOUR DAILY LIFE

You come into contact with fibers and fabrics constantly as you go about your daily life. For one day, try to notice and record all the textiles that you come in contact with.

[illegible]

OBJECTIVES:	Youth will be able to: <ul style="list-style-type: none">○ analyze qualities in themselves and match these qualities with career possibilities○ research career opportunities○ identify opportunities to develop personal qualities
LIFE SKILLS:	<ul style="list-style-type: none">○ Understanding self○ Decision making skills
MATERIALS:	Copies of WHAT DO I WANT TO DO? Activity sheets for each participant Pencils Flip chart or chalkboard Markers or chalk SNAPSHOTS OF CAREER OPTIONS Workbook Activity, page 40
TIME:	30 Minutes
SETTING:	A comfortable room with tables and chairs.

INTRODUCTION

What do you want to do when you grow up? You might have been asked that when you were younger, but what would your answer be today? What are the things that you take into consideration that will influence your decision? You might be surprised to find out that you and your personality hold the answers to what kind of position you might one day hold.

Do

Answer "WHAT DO I WANT TO DO?"

- ◆ Instruct the participants to fill out the WHAT DO I WANT TO DO? Activity sheet.
- ◆ Ask the participants to discuss their answers. Were there any trends? Write on the flip chart the trends within the group. Group the participants according to which type of positions they would like.
- ◆ Brainstorm the types of positions in clothing and textiles that would fit each trend. What qualities of the positions match the personal qualities?

- ◆ Have each smaller group discuss and list ways to find out about opportunities in jobs that match their personalities. Be sure to have them think of opportunities that could be open to them at a young age (internships, shadowing).
- ◆ Allow each group time to present their ideas to the entire group.

REFLECT

- ◆ Name some qualities in a job position that are attractive to you. Name some qualities in a job position that are NOT attractive to you.
- ◆ Does everyone like the same qualities?
not generally
- ◆ Do all of the qualities you like in a position often come together in a career position you might hold?
no, if you don't want to work extra hours, but you want a high salary you might have a problem... often, you have to work longer hours for a bigger salary
- ◆ What are some positions that you might enjoy if you like to travel and enjoy meeting new people and learning about new ideas?
examples: fashion buyer, model, professional wardrobe coordinator
- ◆ What are some positions that you might enjoy if you do not like to travel, and you like to concentrate and have your own space?
examples: researcher, fashion illustrator, textile tester, fashion writer
- ◆ What are some opportunities for you while you are still in junior high or high school?
examples: internships, shadowing, working in retail, volunteering, learning about textiles in programs such as 4-H

APPLY

- ◆ Research one or two opportunities that could be open to you in the clothing and textile fields. Interview someone in a career that you might enjoy one day. Try to become involved in that field if possible. Write down a description of your experiences.

WHAT DO I WANT TO DO?



Check the answer that best describes how you feel.

Would you like to...	YES	SOMETIMES	NO
Travel on the job?	Y	S	N
Work with a team?	Y	S	N
Work by yourself?	Y	S	N
Work with both a team and individually?	Y	S	N
Work in an office?	Y	S	N
Work in a factory?	Y	S	N
Work outdoors?	Y	S	N
Use your creativity?	Y	S	N
Follow directions of others for tasks?	Y	S	N
Have to create your own solutions?	Y	S	N
Work lots of hours?	Y	S	N
Work a minimal amount of hours?	Y	S	N
Have a boss?	Y	S	N
Manage others?	Y	S	N
Be required to follow dress codes?	Y	S	N
Wear anything?	Y	S	N
Live in another city?	Y	S	N
Live anywhere?	Y	S	N
Stay in home town?	Y	S	N
Have opportunity to move up/change jobs?	Y	S	N
Stay with same position for a long time?	Y	S	N
Work in a high stress situation?	Y	S	N
Work in a relaxed atmosphere?	Y	S	N

- OBJECTIVES:** For youth to:
- identify appropriate and inappropriate dress and grooming when interviewing or on the job.
 - recognize the impact of one's appearance on employment.
- LIFE SKILLS:**
- Understanding self
 - Decision making skills
- MATERIALS:** DRESSING FOR SUCCESS Workbook Activity, page 41
CHOICES FOR THE INTERVIEW SCENE, Workbook Activity, page 42
Pencils
- TIME:** 30 minutes
- SETTING:** A comfortable room.
- ADVANCE PREPARATION:**
Read BACKGROUND BASICS regarding Dressing for Job Success.

INTRODUCTION

Throughout earlier activities you've learned that clothing influences your feelings and how people react to you. Don't you feel good when you know you look good? There is probably no other place where this is more important than the JOB INTERVIEW. Your personal self-confidence at this time is a major portion of the image you project!

From a potential employer's perspective, what might a sloppy appearance project? (List responses on the board.) Likewise, what messages can be communicated by neat, appropriate dress?

Do

Check out your "DRESSING FOR SUCCESS!"

- ◆ Read the situation in the Workbook on page 41. Instruct the youth to mark which items are appropriate or not appropriate when dressing for an interview.
- ◆ Tally the results for the group and compare/contrast opinions.

REFLECT

- ♦ What were some choices that were clearly inappropriate for job interviews? Why?
examples: chewing gum, revealing necklines, unkept hair, etc.
- ♦ What were some choices that were not so easily categorized? Why?
examples: conservative appearance may or may not be appropriate depending upon the nature of the job (if it were a position that required a great deal of creative design potential employers could view it very differently than interviewing for a manager position in an office.)
- ♦ What are some other positive examples that could be added to the list?
- ♦ What are other examples of poor clothing choices or behaviors that are not appropriate for job interviews?

APPLY

- ♦ Demonstrate your ability to "dress for success" as you complete CHOICES FOR THE INTERVIEW SCENE! Workbook activity on page 42.
- ♦ What characteristics of the jobs were similar or different in the situations?
- ♦ How do the job environments affect clothing choices and expectations?
- ♦ What kinds of job environments do you want to work in? How do they fit with your clothing interests?
- ♦ Can you think of jobs or careers that would require dress codes or uniforms? Would being required to meet a dress code affect your interest or choice of jobs?

OBJECTIVES:	Youth will be able to: <ul style="list-style-type: none">○ explore clothing and textile careers in detail○ understand the need, advantage, and feasibility of a career in tailoring or alterations○ compare the costs of using a seamstress rather than purchasing from a retail clothing store
LIFE SKILLS:	○ Career planning skills
MATERIALS:	COST/BENEFIT Analysis Worksheet Pencils Guest speaker or telephones and phone books Catalogues
TIME:	45 Minutes
NOTE:	Having small business owner such as seamstress or alterations sewer come speak to the group and answer questions will greatly aid this activity. If this is not possible, use the telephone to call seamstresses or alterations stores for estimates.

INTRODUCTION

Many small businesses exist in the clothing and textile field. These businesses could provide opportunity for you to perfect your construction skills or launch your own career. Let's explore the role of alterations, tailoring, and small business seamstresses in the clothing and textile world.

Do

Take "A CLOSER LOOK" at alternative clothing and textile careers!

- ◆ If you have a guest speaker, introduce them and allow them time to speak about their business, what they do, who they deal with, etc. (Approximately 20-30 minutes would be appropriate.) Allow time for questions. Ask the person to stay to help answer more questions that will arise as the participants complete their worksheet.
- ◆ Depending on your group, this activity can be done individually or in small groups.
- ◆ Using the COST/BENEFIT worksheet, instruct participants to think of occasions that you might use a seamstress/alternationist. Find out prices of materials that would be used, labor costs, and compare them to the cost of purchasing a similar item already constructed from a retail store. For an alternationist, determine how much it would cost you to make the repair yourself, as opposed to having someone else sew it for you.

REFLECT

- ◆ Is using a seamstress/alternationist feasible for every clothing purchase or alteration that you make? Why or why not?
no, it is not feasible for all occasions because of the extra time, planning, costs
- ◆ Name some occasions when using a seamstress is appropriate.
bridal wear, special suits, dresses for special occasions, etc.
- ◆ Name some occasions when using an alternationist is appropriate.
alter a prom dress, business suit, wedding dress
- ◆ What are the benefits of using a seamstress/alternationist?
for expensive outfits that need some adjustment to fit you; when you don't have the skills; when you want a unique item sewn specially for you; your item should fit you perfectly and you have the luxury of picking out your own fabric, buttons, etc.
- ◆ What are some items that you would not have a seamstress sew for you?
everyday clothing, most items would not be custom-sewn by a seamstress
- ◆ What career opportunities could this profession hold for you? Do you think that it would be hard to start your own business?
you could possibly shadow or intern at a small business and gain valuable experience and knowledge; starting your own business could be hard, but with a lot of hard work you could be successful if you know the tricks of the trade and have the skills
- ◆ Who would your clients be if you were a seamstress?
brides, business men and women, the people of the town in which you are established, people who could afford the service
- ◆ What are the skills required to run a small business like this?
excellent sewing construction skills, communicate well with customers, knowledge of textiles, patterns, complimentary illusions for figures, organization, self disciplined and determination; it is also important to have a good reputation

APPLY

- ◆ Work with a seamstress/alternationist for a day to find out if that would be a job that you might like. What do they do all day long? Who do they talk to? Write a paragraph describing your experiences.
- ◆ Begin cost/benefit analyzing your sewing projects. What are the reasons you sew?

COST/BENEFIT WORKSHEET

Write down the cost and the benefits of each item if it were sewn by a seamstress or if it is purchased.

PROM DRESS/BUSINESS SUIT

If purchased at a store:

COST

BENEFIT

If sewn by a seamstress:

COST

BENEFIT

ALTERATION OF A HEM (skirt or pants)

If done by an alternationist:

COST

BENEFIT

If altered by you:

COST

BENEFIT

