

# LESSON 4

# CHOICES

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## 9-11 YEAR OLDS

### PURPOSE

To make youth aware of the choices that are made when selecting clothing to wear.

### OBJECTIVES

Youth will be able to:

- ◆ select clothing to create a desired image.
- ◆ select appropriate clothing for different occasions.
- ◆ identify and analyze factors that affect fashion trends and fads.
- ◆ identify the use of line, design and color in choosing becoming clothing.
- ◆ mix and match to make the most of their clothes.
- ◆ use their wardrobe inventory to plan future purchases.

### LESSON TIME

30 - 45 Minutes

### LEARNING ACTIVITIES

ATTITUDE IMAGES  
CHOICES COLLAGES  
FASHION FORECAST  
THE MAGIC OF LINES  
COLORS PLAY A LEADING ROLE!  
MIX 'N MATCH  
YOUR WARDROBE

### ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Choices.
2. Review activities and choose 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 4. Materials needed for each are listed within the activity.

- ◆ Discuss the images clothing can give to others with ATTITUDE IMAGES and match clothing with appropriate situations in the activity CHOICES COLLAGES.
- ◆ Analyze current trends in clothing with FASHION FORECAST.
- ◆ Identify the optical illusion created by lines in THE MAGIC OF LINES!
- ◆ Discover the roles color plays in clothing choices in COLOR PLAYS A LEADING ROLE!
- ◆ Coordinate outfits with MIX 'N MATCH to make better use of clothing.
- ◆ Analyze your clothing wardrobe by conducting a WARDROBE INVENTORY.

## REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ What does one's clothing tell us about a person's image?
- ◆ What is the difference between a fad and a classic?  
**a classic will remain in style for many years while a fad is a shot-lived line of fashion**
- ◆ Which lines are most becoming to you?
- ◆ What did you learn about the use of color in your planning and selecting your clothing choices? What are your more becoming colors?
- ◆ What is a "separate"?  
**a top (shirt or blouse) and a bottom (skirt or pant)**

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- ♦ What types of clothing make it easy to identify the occasion?
- ♦ What did you learn from doing the wardrobe planning activities?

## APPLY

Help youth learn to apply what they have learned to their daily clothing choices.

- ♦ When dressing for an activity or a season, be sure that your clothing is appropriate.
- ♦ Coordinate outfits with the information that you have learned about colors.
- ♦ Purchase outfits accordingly with the information that you have learned about fads and fashion trends.

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## BACKGROUND BASICS...Choices

### FADS and FASHION

There are many fashion terms which will help us evaluate the clothing we have. A *fashion* is the current mode of dress and will last one or more years. A *fad* is a short-lived fashion, a passing fashion. *Style* refers to the current fashionable way of dressing. A *classic* is a style that remains in fashion. Over the years certain fashions have become known for their classic styling. These garments, from a design viewpoint, are always fashionable when made in quality fabric and quality workmanship. Some examples are straight skirts, straight leg pants, shirtwaist dress, blazer, cardigan jackets or sweaters, tailored blouse, and v-neck sweater. They are usually of simple lines and fairly straight. Changes are made to bring them to current fashion such as the color and type of a fabric and changes in design details such as width of lapel, collar and sleeve design.

In building a wardrobe, think about putting the majority of your dollars into fashions that will last more than one season or one year. Spend little money on fads, which are short lived fashions -- maybe only around for one season. Frequently fads are the accessory items that "perk" up your clothing.

### Color

All colors come from three primary colors - red, yellow, and blue. Mixing two primary colors will give you secondary colors - green, orange and purple/violet. Taking this one step further, mixing a primary with its neighboring secondary color will produce an intermediate color such as blue-green. If more green is used than blue, then it would be called green-blue. When you add white to a color it becomes lighter and is called a *tint*. When you add black to a color it becomes darker. This is then called a *shade*.

Sometimes we refer to analogous colors or color families. We are referring to colors that are next to each other on the color wheel. When we refer to complimentary colors or color cousins we are referring to colors that are opposite each other on the color wheel.

Color communicates a feeling, a message, a mood. Red, orange, and yellow are referred to as warm colors. They appear to advance and make objects look larger. Blue, green, and violet are cool colors. They appear to recede and make objects look smaller.

Color may have an effect on your psyche. Most individuals have likes and dislikes about certain colors. Wearing colors that you like tend to make you feel better about yourself. We need to think about why we like and dislike certain colors.

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## Color and Skin Tone

Each of us either has a warm skin tone or a cool skin tones. Warm skin will have warm color undertones --yellowish or golden. Cool skin tones will have bluish undertones. One of these groups of colors will be the most becoming to you. If you have warm skin, then warm colors (such as brown, orange, tan, warm greens, golds) will be more becoming to you. If you have cool skin, then cool colors; such as blues, black, pure white, pinks, cool greens, or cool reds will be more becoming to you.

To check for accurate skin tone, you must look at skin at the waistline or midriff, or other area that has not been exposed to the sun. The warm or cool nature of skin tone is true regardless of ethnic/cultural backgrounds. While you can assist youth by letting them determine more becoming colors, always stress that color choices is an individual and personal one -- what you feel good about and are happy wearing is just as important.

## Build A Wardrobe

Before adding to your wardrobe, you need to carefully consider what clothing and accessories you already have. Take a hard look at your wardrobe -- begin to evaluate what you have and take time to do an inventory. You may want to have the advice of a good friend. The key is to have clothing that meets your needs.

- Step 1        Remove everything from your drawers.
- Step 2        Try on everything -- you want only clothing that fits and clothing that you will wear. This is a time for you to try different combinations and different looks -- especially with those garments you haven't been wearing. DO NOT keep clothing that you can not or do not wear (maybe you will want to do a clothing swap with friends or have a garage sale).
- Step 3        Evaluate everything -- do you wear, will you wear? Only keep those items that you will wear OR that you will repair so that you can wear them. Make various piles, such as keep as is, need repair, worn out or out of style, don't like/won't wear, haven't worn in 1-2 years.
- Step 4        Record each item that you are keeping.
- Step 5        Plan combinations -- write these down. Try the clothing items on again to check out all possible combinations with the garments and accessories.
- Step 6        Identify needed items that would extend and add to your present garments. Remember that color is the key to coordinating a wardrobe. It is the most important consideration in having garments that will mix and match. Color is what holds the parts together.
- Step 7        Record everything by garment category.

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## Clothing For Occasions

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Before deciding what clothes to wear for an occasion, you have to determine where you are going and what you are going to do. Your clothing and accessories should reflect your lifestyle and activities. Clothing worn to a wedding would not be the same as what you would wear for an outing with your friends.

The occasion and activity influence the types of clothing to be worn. Attending a wedding may require dressier clothing. When going to a sporting event, casual clothes are the accepted dress. As your interests and activities change, your clothing may need changes.

In addition to considering the occasion and the activity, you may need to consider the weather and how your friends will be dressing. If you feel insecure about your clothing selection, ask a friend to help you.

Also, remember that each school or community may have an influence over how people dress for various occasions. If you are going to visit another town or school for a special occasion, you may want to ask someone from that town what is appropriate to wear to the event. Because of warm weather and tourist atmospheres, many places in Florida have a more casual approach to dressing than does most of the United States.

Choosing the right garment for the occasion can be easy with a few helpful guidelines. Athletic activities usually require clothing appropriate to the sport. Whatever the activity, one should be able to move comfortably with restrictions. Breathable fabrics like cotton also help to keep our bodies cooler and comfortable during exercise and activity. Proper shoes are also important.

The first rule of casual dressing to remember is that casual does not mean sloppy. Casual clothing is more relaxed and comfortable than formal wear, but is still neat and presentable. Our casual wardrobe may include pants, skirts, dresses, shirts, sweaters, shorts, jackets, wind breakers, and more. These are the clothes that go with us to school, church, after-school functions, the movies, and shopping. These clothes may be cotton, cotton blends, corduroy, polyester, denim and made of woven or knitted fabrics. They should be easy to care pieces that are washable.

There are many occasions when it is appropriate to wear clothing that is dressy. These events are special and a place where you want to look extra nice. Such occasions may be church, banquets, or weddings. For these occasions choose fabrics and styles that are dressier than casual or school dress. Fabrics like washable silk, polished cotton, jacquard cottons or polyesters, and velvet are nice for dressy occasions. Details like lace collars or a special belt often make a simple design look dressy. Choose an outfit that you can wear to a variety of events. Accessories like a pearl necklace and earrings are classic for dressy occasions. Young men would choose dress pants, shirt, and tie with dress shoes and socks. A blazer or suit would also be appropriate.

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When dressing for any occasion, remember to strive for a complete look. Make sure your individual pieces form one polished look. Become familiar with fabric and styles as well as accessories by looking through fashion magazines or clothing stores.

## Lines

Lines create the silhouette or shape of clothing. The lines you wear can help you create your desired look. There are two categories of lines -- structural and decorative. Structural lines are seams or construction details that hold the garment together. Decorative lines are used to emphasize a feature, such as topstitching or piping in a contrasting color.

Lines can help you create optical illusions. An optical illusion "fools the eye." Lines can be used to create images of your figure. A fine line creates a dainty look while a heavy one appears bold, and a tightly curved one looks ready to spring.

An understanding of line directions and line combinations is necessary before you can create effective design. Lines can go in many directions: vertical, horizontal, diagonal and curved. Vertical lines are dignified and usually carry the eye upward creating an illusion of taller and slimmer. Horizontal lines are restful and usually carry the eye across creating an illusion of wider and heavier. Diagonal lines slant, are read from left to right, are active and require caution when using. Try to determine if the slant is more horizontal or vertical to determine the appropriate illusion desired. Curved lines are gay and graceful. They are soft when slightly curved, and bold when tightly curved.

The lines in a garment become more dominant when they are accented by stitching, trim or contrasting fabric. Use this to your advantage in creating a desired look. The eyes tend to follow the dominant line. Details of a garment also create lines. Therefore, look carefully at size and placement of pockets, size of cuffs, width of collar, width and kind of belt, length of skirt, and kind of buttons used.

## Mix And Match

Mixing and matching is the key in stretching your clothing resources. By building your wardrobe around 2 or 3 of your most becoming colors and purchasing separates (tops and bottoms) you will be able to look like you have a lot of clothes with only a few pieces. The secret is in really looking at "all" the clothing and accessories you have and trying new combinations. Sometimes we get in a "rut" of wearing this shirt with this pair of pants and don't even think about other separates that it might go with.

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## Accessories

Accessories are used to complement your garment and to complete your look. They are defined as an object that adds beauty or effectiveness to complete one's costume. They add the finishing touch and include such items as shoes, belts, jewelry, handbags, hosiery, scarves, hair ornaments, and ties.

There are many fashion terms which will help us as we evaluate the clothing that we have. A fashion is the current mode of dress, which lasts for one or more years. A fad is a short-lived fashion, a passing fashion. Style refers to the current fashion of dressing. A classic is a style that remains in fashion. Over the years certain fashions have become known for their classic styling. These garments, from a design viewpoint, are always fashionable when made in quality fabric and of quality workmanship. Some examples are straight skirts, straight leg pants, shirtwaist dress, blazer, cardigan jackets or sweaters, tailored blouse, and v-neck sweater. They are usually of simple lines and fairly straight. Changes are made to bring them to current fashion such as, the color and type of fabric and changes in design details such as width of lapel, collar and sleeve design.



## LESSON 4: CHOICES

### Activity 1: Attitude Images

**OBJECTIVES:** For youth to:

- explain the images that can be drawn from appearance.
- describe outfits appropriate for different images or attitudes.
- select outfits to create a desired image.
- identify image characteristics of others.

**LIFE SKILL:**

- Use of nonverbal communication
- Decision-making skill

**MATERIALS:** Pictures of famous people to fit the following images:

professional	conservative
immodest	sloppy
"hippie" or "preppie"	neat

ROLES I HAVE.. CLOTHES I WEAR, Workbook page 15.

Pencils

**TIME:** 30 Minutes**SETTING:** A comfortable room with tables and chairs.**ADVANCE PREPARATION:**

Find the pictures to fit the images above. Check *People Magazine* for good examples. Or, you might ask youth to bring in a picture of themselves, someone else or a cut-out.

## INTRODUCTION

Your clothes tell others many things about you, such as; what you do, what you like, or where you are going. You often choose your clothing to match a "role" (what you do) or a special occasion.

The way we dress tells people about us and what we want them to think of us. The way we dress is our "image" and we may need to be careful in portraying certain images. Let's identify the "images" and "roles" these people exhibit.

## Do

- ◆ Look at each picture and discuss what image the person in the picture might be trying to portray. Be sure to identify the types of clothes worn or other appearance factors that create the image.

## REFLECT

- ◆ What do you think the person in each picture is trying to communicate about themselves?

## LESSON 4: CHOICES

### *Activity 1: Attitude Images*

- ◆ What signifies a "professional" image?  
**Professional Image:** clean cut; well-groomed; dressy clothing; well accessorized
- ◆ What signifies a immodest image?  
**Immodest Image:** revealing clothing; lots of make-up; extremely tight clothing
- ◆ What signifies a conservative image?  
**Conservative Image:** clean; shirts tucked in; no torn clothes; school uniforms; well-fitting clothes; simple lines; solid colors, especially navy and gray
- ◆ What signifies a sloppy image?  
**Sloppy Image:** shirt untucked; dirty clothes; clothes too big; hair unkept; unpolished or dirty shoes
- ◆ What signifies a "hippie" or "preppie" image?  
**Hippie Image:** sandals; wears lots of beads; clothes often too large; tie-dyed clothing  
  
**Preppie Image:** loafers, crewneck sweaters; buttoned down collar shirts; neat, well-fitting clothes
- ◆ What things do clothes tell us?  
**the person's role or job; where we are going; how we feel about ourselves; what we like to do**

## APPLY

- ◆ Think about what your clothes tell others. Do you think other people (friends or strangers) respond to you differently by the way you dress? What would be some examples? Dress carefully to create the image you want to portray. Complete the chart ROLES I HAVE . . . CLOTHES I WEAR on page 15 of your workbook.
- ◆ Notice what others might be saying through their clothing.
- ◆ Look at old family photos. What images did you see? Was it more acceptable to wear shorter skirts? pants?
- ◆ Cut pictures out of magazines or ads to keep a record of current fashion trends and images or research trends during a particular period of history and prepare an illustrated talk for others in your club. What clothing "images" or "trends" have been created over time? How have these changed?

- OBJECTIVES:** For youth to:
- match clothing with appropriate situations.
  - identify occasions where certain clothes are worn.
  - identify the characteristics of clothing for certain situations.
- LIFE SKILL:** ○ Decision-making
- MATERIALS:** Old magazines and catalogs  
Crayons  
Scissors  
Glue  
OCCASION COLLAGE CARDS and container  
CHOICES COLLAGE, Workbook page 16  
Copies of CHOICES Activity Sheet for each youth
- TIME:** 30 Minutes
- SETTING:** A comfortable room with tables and chairs.
- ADVANCE PREPARATION:**  
Cut out OCCASION CARDS and place in container for youth to draw from.

## **INTRODUCTION**

How do you decide what you like or dislike or what to wear each day? What factors influence your choices? (list the responses of everyone.) Several factors affect what our clothing choices are:

- ▶ our likes and dislikes are determined by several things like what's comfortable and what's not;
- ▶ what we feel looks good on us (these are usually influenced by color, line or design to the garment);
- ▶ what the current styles are and how we like them;
- ▶ what our friends are wearing;
- ▶ where we are going and what we will be doing (the occasion); and
- ▶ we may choose what to wear by what's clean and ready to wear!

How much time do you spend deciding what to wear to school? church? a party? Sometimes it takes longer to decide what to wear because of the event. Let's discuss what needs to be taken into consideration when dressing for different occasions.

## Do

Make a CHOICES COLLAGE!

- ◆ Have each youth or team of two draw an OCCASION CARD. (Don't let the rest of the group see what your occasion is!)
- ◆ Distribute magazines, catalogs, scissors, crayons, and glue to each table.
- ◆ Instruct them to create a CLOTHING CHOICES COLLAGE representing the type of clothes one would select as appropriate for their chosen occasion. They can cut and paste or draw illustrations for their collage, using workbook page 16.

## REFLECT

After all youth have completed their collage, let each present it to the group. Let the group member guess what the occasion is by using these questions to demonstrate what our clothing choices communicate.

- ◆ What kinds of things could you tell about the people in the collage? What occasion do you think these people are participating in?
- ◆ What types of clothing made it the easiest to identify the occasion?
- ◆ What are some of the factors that determine what clothes we choose to wear? weather; where we are going; what we will be doing; a certain career or special task

## APPLY

- ◆ What are the most important factors that influence your clothing decisions?
- ◆ Complete the CHOICES Activity Sheet to learn more about your likes, dislikes and factors that influence your decisions.

## OCCASION COLLAGE CARDS

<b>Going to School</b>	<b>Going to work as a lawyer</b>	<b>Going to work as a physician, dentist or nurse</b>
<b>Going to the beach</b>	<b>Your Choice - choose your own occasion!</b>	<b>Going hiking</b>
<b>Playing outside at home</b>	<b>Going to bed</b>	<b>Playing a sport</b>
<b>Going to the movies</b>	<b>Going to a fancy party</b>	<b>Going to a costume party</b>
<b>Going to a friend's house</b>	<b>Going to work as a teacher</b>	<b>Going to a family wedding.</b>



# CHOICES...

## WHERE YOU GO AND WHAT YOU DO...

Think about places you go every week. List them in the space below

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## WHAT YOU LIKE....

Do you have 1 or 2 outfits that you wear more often than your other clothes? List them:

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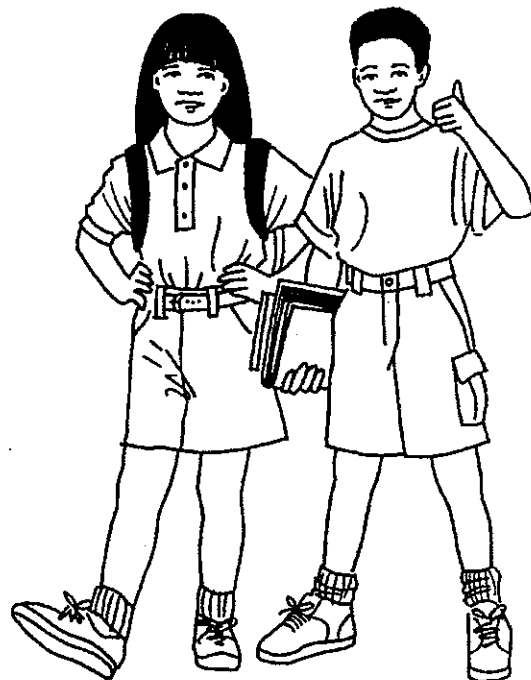
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Can you think of reasons why you like these clothes better than others?

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(Is it the way they fit? Is it the way they feel? Is it because they are your favorite colors? Do they look especially good on you? Is it because they are like what your friends are wearing?)



Now, think about an outfit you haven't worn for a while or one you don't like to wear. Describe it:

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Why don't you like it?

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(Is it because the color or style is not right for you? Or, is it the type of garment or that you've outgrown it and it does not fit well?)

OBJECTIVES:	For youth to: <ul style="list-style-type: none"><li>○ identify local fashion trends.</li><li>○ compare local trends to national trends.</li><li>○ record specific fads in their community.</li></ul>
LIFE SKILL:	○ Observation, data collection and analysis
MATERIALS:	FASHION COUNT FUN Workbook page 17 Pencils OPTIONAL: recent ads or catalogs FAD poster
TIME:	45 minutes
SETTING:	This activity needs to be conducted in a busy area such a mall, restaurant or park.

## INTRODUCTION

One of the factors that strongly influences our clothing choices is the current clothing styles. Fashion helps us choose what clothes we wear and how we wear them. Sometimes we wear clothes like our friends or because we saw it on TV. This may be a **fad**. A fad is a short-lived fashion.

One way to tell what is in fashion is to see what people are wearing. Remember that people dress differently for different situations, so go somewhere that you think represents a variety of what is in fashion. Look to see what people are wearing!!

## Do

### FASHION COUNT FUN!

- ◆ Have the youth brainstorm and list what clothing items are the current fashion.
- ◆ Have them "forecast" (guess or predict) which items they will see the most on their field trip.
- ◆ Go to a place where you can "people watch."

#### Field Trip Alternative:

Have the youth look through ads or catalogs to determine what is in style, or as a group discuss and choose some things that are in style.

- ◆ Conduct a fashion count to determine what are the current fashions in their community.

OPTION: Have youth work in teams and collect data by different age ranges of children and adults.

- ◆ Write the items on the FASHION COUNT charts on page 17 of the workbook and tally the number of items you see.
- ◆ Using the FAD poster, discuss fads. What are they?
- ◆ Show examples of fads and classic fashions.

## REFLECT

- ◆ What was the most popular item you observed in your community?
- ◆ Were your guesses (predictions) as to what is popular correct?
- ◆ If you did this count in a different city, do you think you would find the same results?  
**probably, but also consider that weather has an impact on clothing choices**
- ◆ If you did this count for youth and adults, would you see different results?
- ◆ If you did this count in six months, do you think you would get the same results?  
**probably not for items that are a fad, but maybe for the fashion classics; think of the weather also!**
- ◆ Were the most popular items fads or fashion?
- ◆ Name some current fads.
- ◆ How long does a fad normally last?  
**short periods of time; probably a month or two**
- ◆ What is the difference between a fad and fashion?  
**a fad is short-lived and trendy; a fashion is a classic design that stays in style for years**
- ◆ Is it good to buy clothes that are in fad?  
**not generally because in a short time they will go out of style**

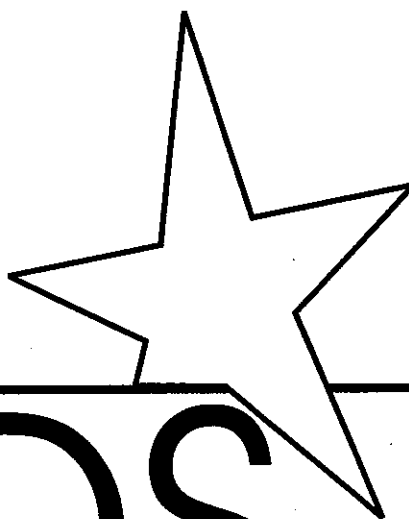


**APPLY**

- ◆ Be aware of good fashion choices when buying clothes.
- ◆ Evaluate a possible purchase in the long run before buying it because your best friend has one.
- ◆ Track the FADS - interview older friends and family members for FADS they remember. Record the dates when the FAD was popular. Chart the trends and compare your FAD trend chart with others in your group!
- ◆ Watch the ads for fashion changes. Make a list of the new items that are fads. Notice how much money you spend on fads and if you continue to wear the clothes after the fad fades!!!
- ◆ Conduct another fashion count in six months counting the same and new items. What are the differences? Similarities?



**CLOTHING CAPERS**



# FADS

## For what reasons?

Why are there fads? Because people enjoy spice in their wardrobe. New and different garments are fun to experiment with.

## Actually, it's cool, dude!

People jump on the band wagon when it comes to fashion fads. They choose to look like their favorite stars on TV or the rock stars on MTV. They look in the ads to see what everyone else is wearing, but do we really need to do that? No - be yourself!

## Do you think it'll be here next month?

Fads do not last long because they sometimes are not comfortable or practical. People get tired of one fad and move on

- OBJECTIVES:** For youth to:
- identify lines in garments.
  - identify the optical illusion effect of lines.
- LIFE SKILL:** ○ Decision-making skills
- MATERIALS:** OPTICAL ILLUSION Posters  
Copies of THE MAGIC OF LINE Scavenger Hunt List for each youth  
Magazines, ads/catalogs  
Scissors
- TIME:** 45 Minutes
- SETTING:** A comfortable room with tables and chairs
- ADVANCE PREPARATION:**  
Collect a variety of magazines, ads, and catalogs that have pictures of pre-teen and teen clothing.

## INTRODUCTION

Lines can play tricks on our eyes called optical illusions. Learn to use lines to emphasize your best features and to de-emphasize others. Let's learn about lines and how they are used in clothing.

## Do

Conduct THE MAGIC OF LINES!

- ◆ Hold up each optical illusion poster (in order) and ask them to respond to the question.
- ◆ Hold up the Lines in Design poster and have youth respond to the questions.
- ◆ Divide into groups of 2 or 3.
- ◆ Give each group a variety of magazines, ads, and/or catalogs.
- ◆ Ask them to locate 3 garments with each of the lines; vertical, horizontal, diagonal and curved.

## **R**EFLECT

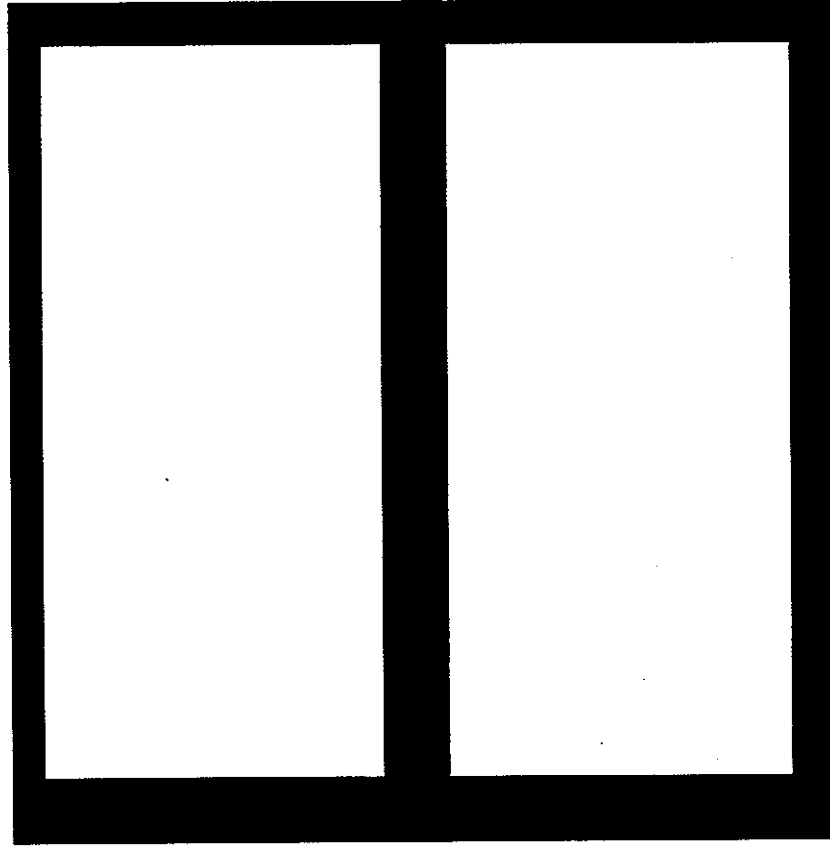
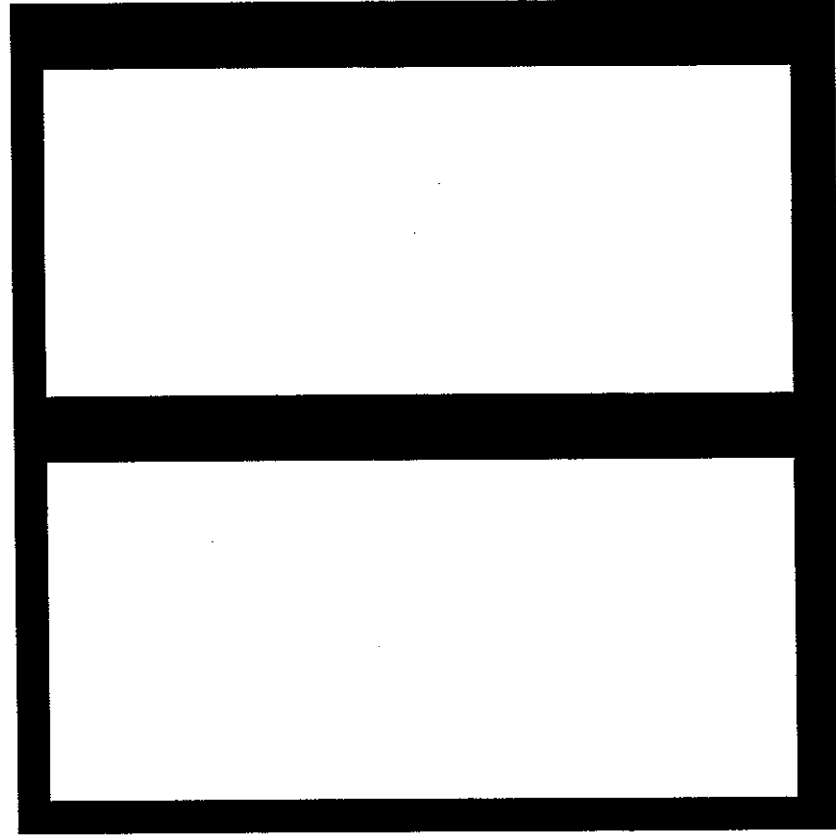
- ◆ What did you learn about optical illusion of lines?
- ◆ What did you learn about identifying lines used in garments?
- ◆ Which of these lines would be more becoming to you? Why?

## **A**PPLY

- ◆ Go to your closet and find three garments that have your most becoming lines.
- ◆ Evaluate the lines in 6 additional garments.

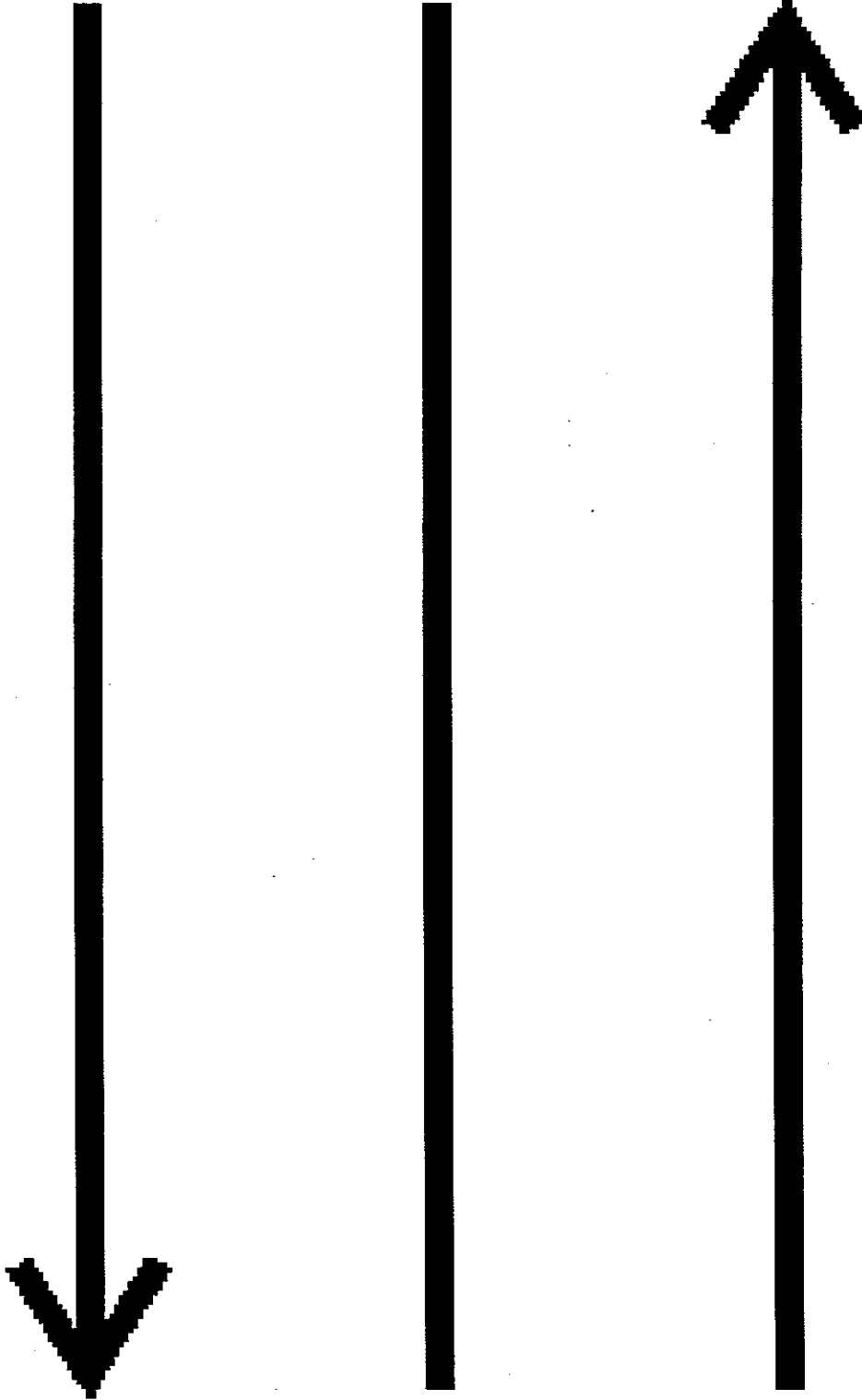
## OPTICAL ILLUSION POSTER 1

Do these shapes look the same size?



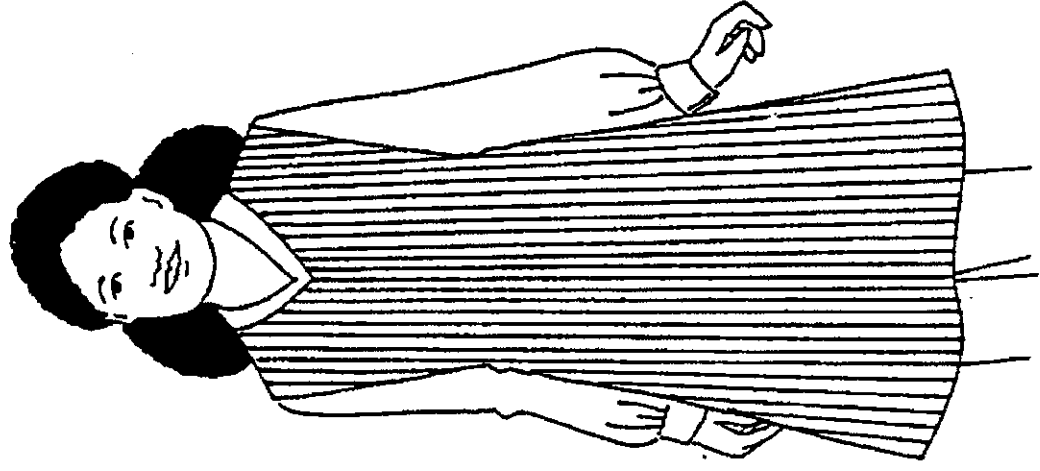
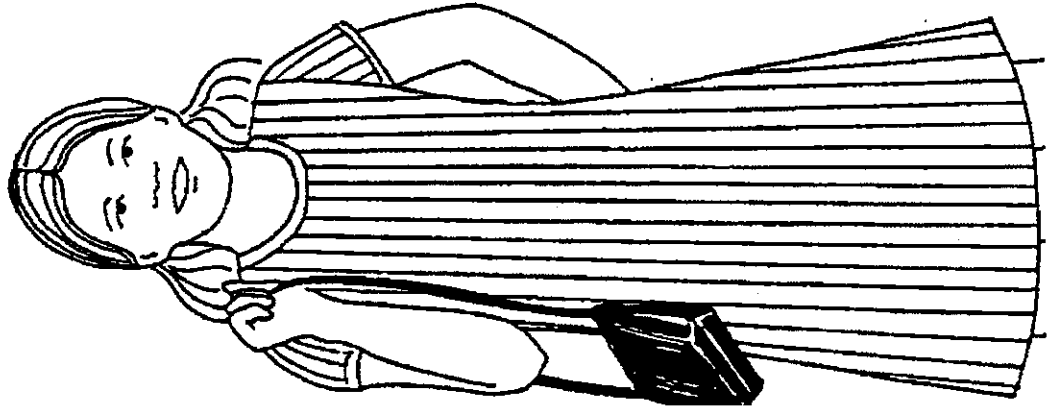
CLOTHING CAPERS

## OPTICAL ILLUSION POSTER 2

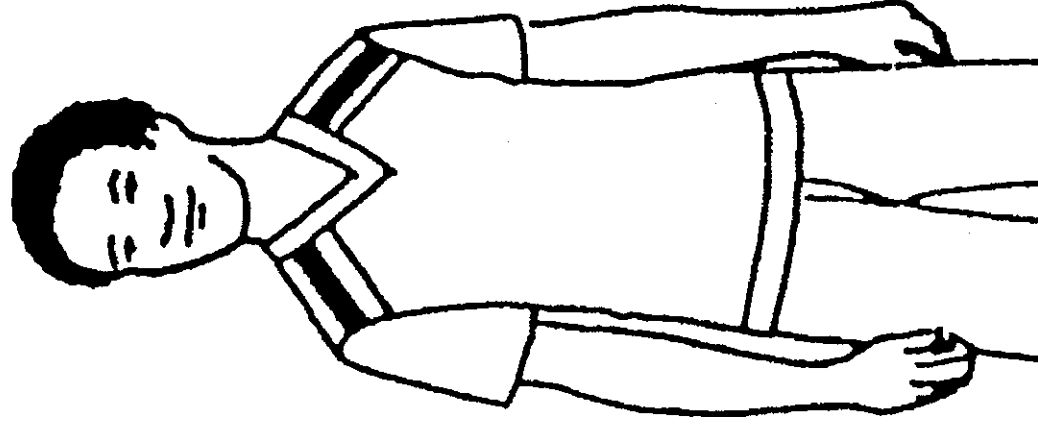
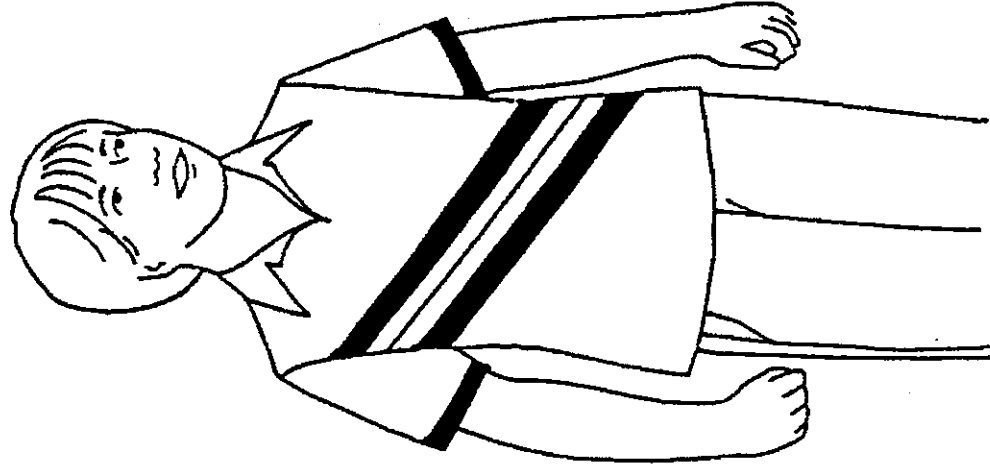


Which line looks the longest?

## LINES IN DESIGN

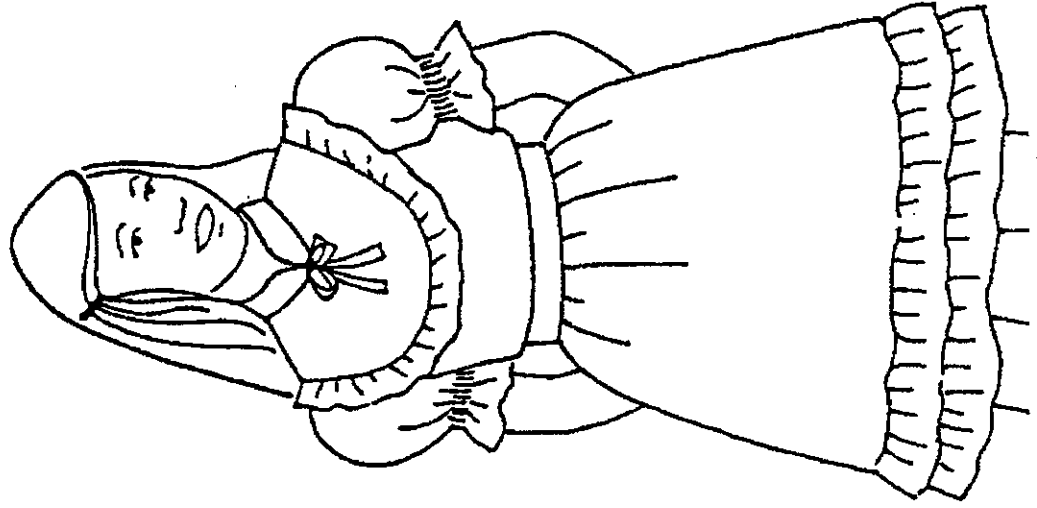
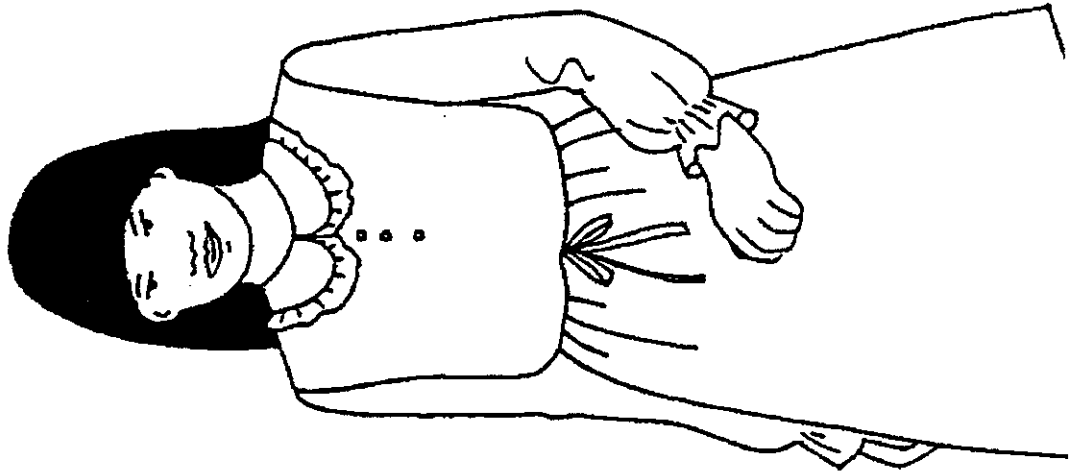


## LINES IN DESIGN

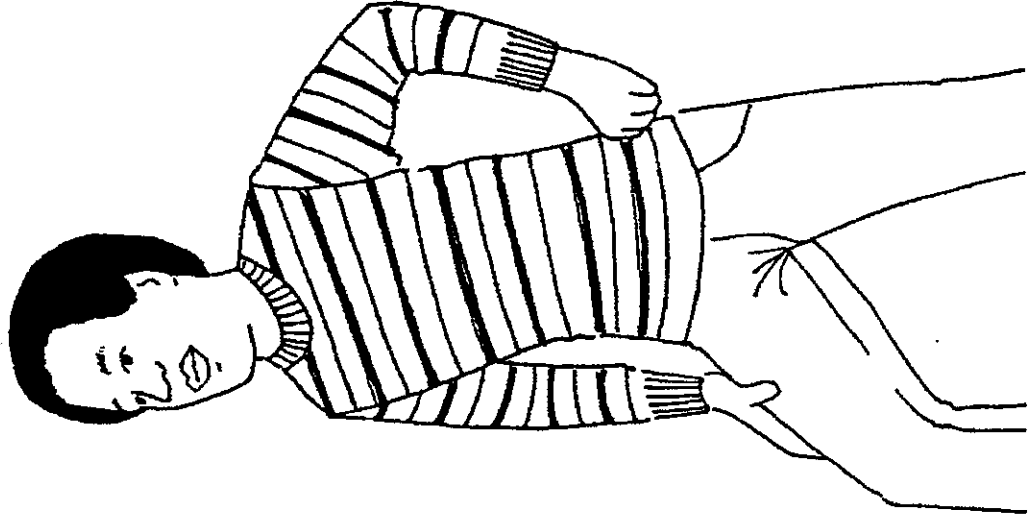
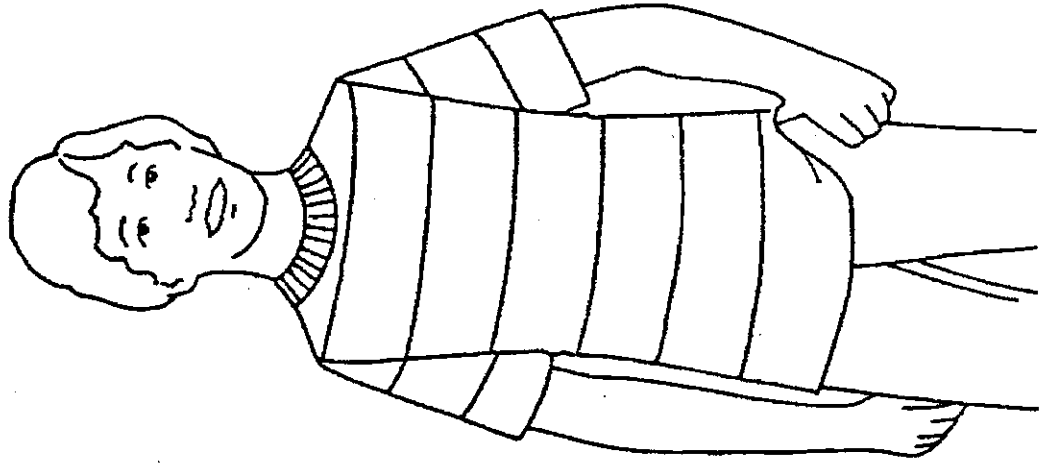




## LINES IN DESIGN



## LINES IN DESIGN





# THE MAGIC OF LINE

## Scavenger Hunt List



*Find examples of garments to fit each situation. Cut and paste items from a magazine, catalog or ad onto separate pages and show and tell about each at your next meeting.*

1. Find two examples of lines making an object look taller (vertical lines)?
2. Find two examples of lines making an object look shorter (horizontal lines)?
3. Find an example of curved lines.
4. Find an example of many vertical lines.
5. Find an example of many horizontal lines.
6. Find an example of diagonal lines.



- OBJECTIVES:** For youth to:
- identify the relationship between the clothes we wear and feelings.
  - identify the primary colors, secondary colors, intermediate colors and their shades and tints.
  - determine warm and cool skin tones and colors that compliment each other.
- LIFE SKILLS:**
- Expresses oneself verbally
  - Critical thinking skill
- MATERIALS:** COLOR PLAYS A LEADING ROLE, Workbook page 18  
COLOR WHEEL Poster/Activity Chart for each youth  
COLOR CHANGES Activity sheet for each youth  
Water color/tempura paints  
Brushes  
Copies of FEELING COLORS Activity for each youth  
Copies of WHAT'S YOUR COLOR? Handout for each youth  
Fabric drapes that compliment warm and cool tones:  
Cool: white; black; hot pink; light pink  
Warm: beige; brown; hot orange; light orange  
One white bed sheet/large piece of fabric
- TIME:** 45 Minutes
- SETTING:** An area with natural light for color analysis will be best. An outdoor picnic table for color experiments and activities could be used.
- ADVANCE PREPARATION:**  
Color the COLOR WHEEL to use in lesson activity.

## INTRODUCTION

The colors you wear can change the way you look and feel. For instance, you might wear bright clothes to cheer you up on an overcast day. Certain colors give different feelings. Let's talk about the way colors affect our choice in clothes.

## Do

### COLOR PLAYS A LEADING ROLE!

- ◆ Discuss the COLOR WHEEL using a colored poster. Ask the youth to identify the primary colors (red, yellow and blue). Give each youth a COLOR CHART to make their own color wheel with paints.
- ◆ Determine what colors you can get from mixing the primary colors. Follow the activity instructions on page 18 of their workbook "COLOR PLAYS A LEADING ROLE".

Primary colors mixed together result in the secondary colors. Discuss warm and cool colors:

**Warm colors** are red, yellow and orange. These colors are the colors of the leaves changing as well as red reminding you of fire and yellow of the sun. These may help you feel warmer.

**Cool colors** in blues, greens or purple help you feel cooler. Blue reminds you of cool water or a clear sky, purple of shadows, and green of cool grass and trees.

- ◆ Next, instruct youth to continue mixing neighboring colors to create the intermediate colors to complete their **COLOR CHART**.
- ◆ Assist youth in experimenting with "shades" and "tints" of colors by mixing black and white with their primary/secondary colors.

## **REFLECT**

- ◆ Describe an outfit you might wear if you were sad. What colors would it be?  
**answers will vary, but the youth might think of blue, soft colors or dark colors**
- ◆ Describe an outfit you might wear on a happy day.  
**bright colors, stripes or patterns**
- ◆ Describe an outfit you might wear on a clear crisp cool day, dark rainy day, etc.?  
What colors would it be?
- ◆ Name some colors that are "complimentary."  
**yellow and violet; green and red; orange and blue**
- ◆ Name two other family members of the color orange.  
**yellow and red**
- ◆ What are the primary colors?  
**red, blue, yellow**
- ◆ What are the secondary colors? What two colors form each of these colors? (Who are the parents?)  
**orange (red and yellow), green (blue and yellow), violet (red and blue)**

- ◆ What colors do you get by mixing black with other colors? What term do we use to refer to these variations?  
**these color variations are called "shades"**
- ◆ What are the color variations called when white is added to the color?  
**tints**

## **APPLY**

Let's look at how color affects the clothes we choose or like to wear. Color plays two majors "roles" in our clothing choices.

### **I. COLOR and FEELINGS:**

- ◆ Have the youth look through advertisements and catalogs to find pictures of clothes that represent feelings and also represent the relationships between the colors using the FEELING COLORS Activity Sheet.
- ◆ Go through your wardrobe at home and match some happy outfits, sad outfits.
- ◆ Notice what people are wearing and see if it relates to their mood or the weather.

### **II. BECOMING COLORS: WHAT'S YOURS?**

Have you ever noticed that an outfit can really look good on one person and bad on another? Have you ever been complimented repeatedly on a certain outfit. Often the color of the outfit plays a role in your total look. Certain colors look better on certain people and today we are going to find out why.

- ◆ Read WHAT'S YOUR COLOR? skin tone descriptions. Have the youth identify their skin tones.
- ◆ Using the fabric swatches, determine which colors are more becoming on which skin tones.

**NOTE:** Have the youth sit side-by-side and drape with white sheet/cloth before draping fabric swatches around their faces.

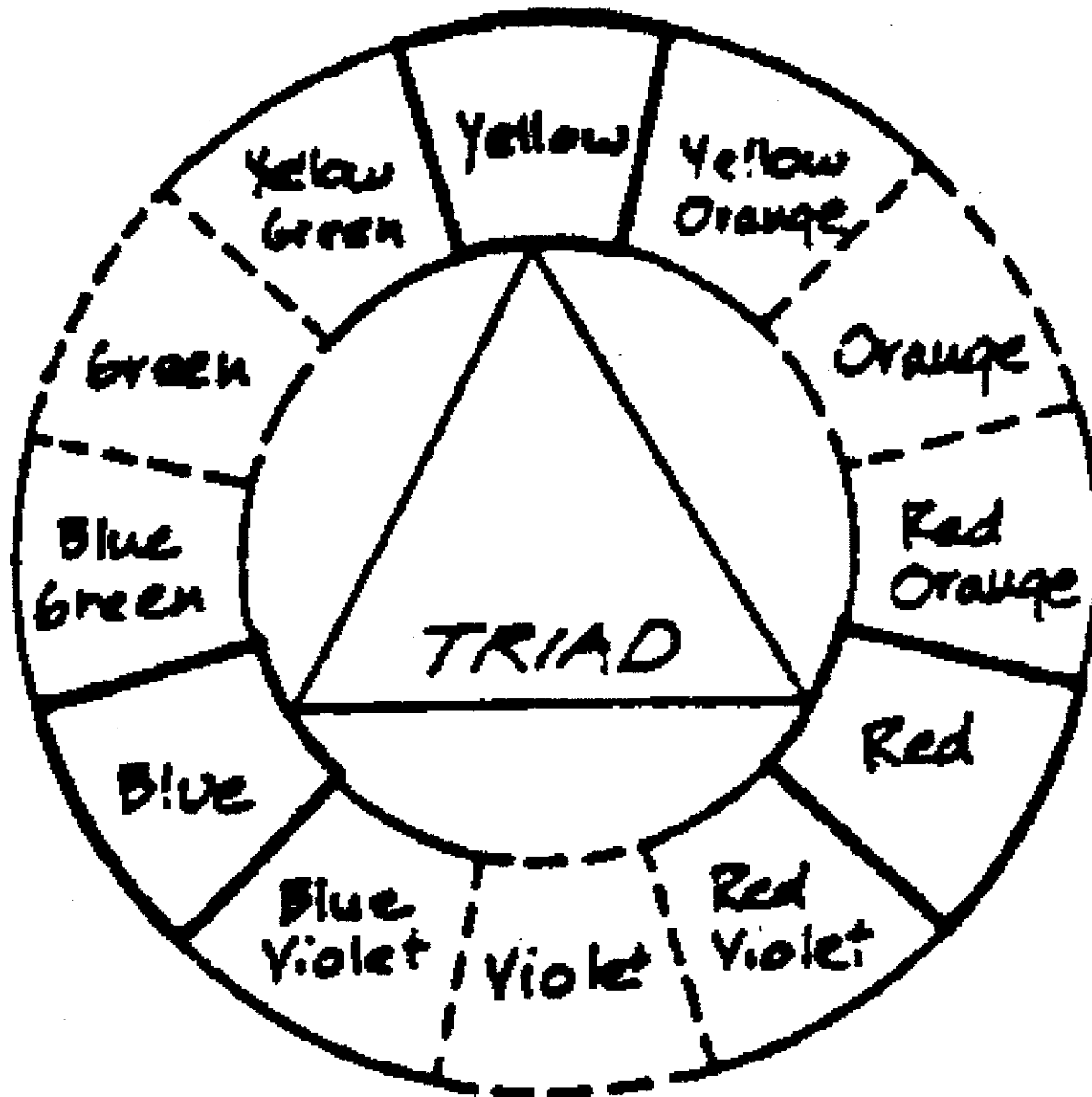
## **R**EFLECT

- ◆ Describe a cool skin tone.  
**pink and blue undertones**
- ◆ Describe a warm skin tone.  
**golden brown or yellow undertones**
- ◆ Do you look better in colors that are warm or cool? Do these match your skin tone? Do you receive the most compliments when you wear these colors?  
**yes; most likely**
- ◆ What is your favorite color? When you wear clothes that are that color do you feel better about yourself? Do you receive more compliments?

## **A**PPLY

- ◆ Try to wear colors that compliment your skin. Check your wardrobe for colors that are in your color scheme.
- ◆ Make a list of colors that are for warm skin tones and for cool skin tones. Keep them in mind when you shop.

# COLOR WHEEL



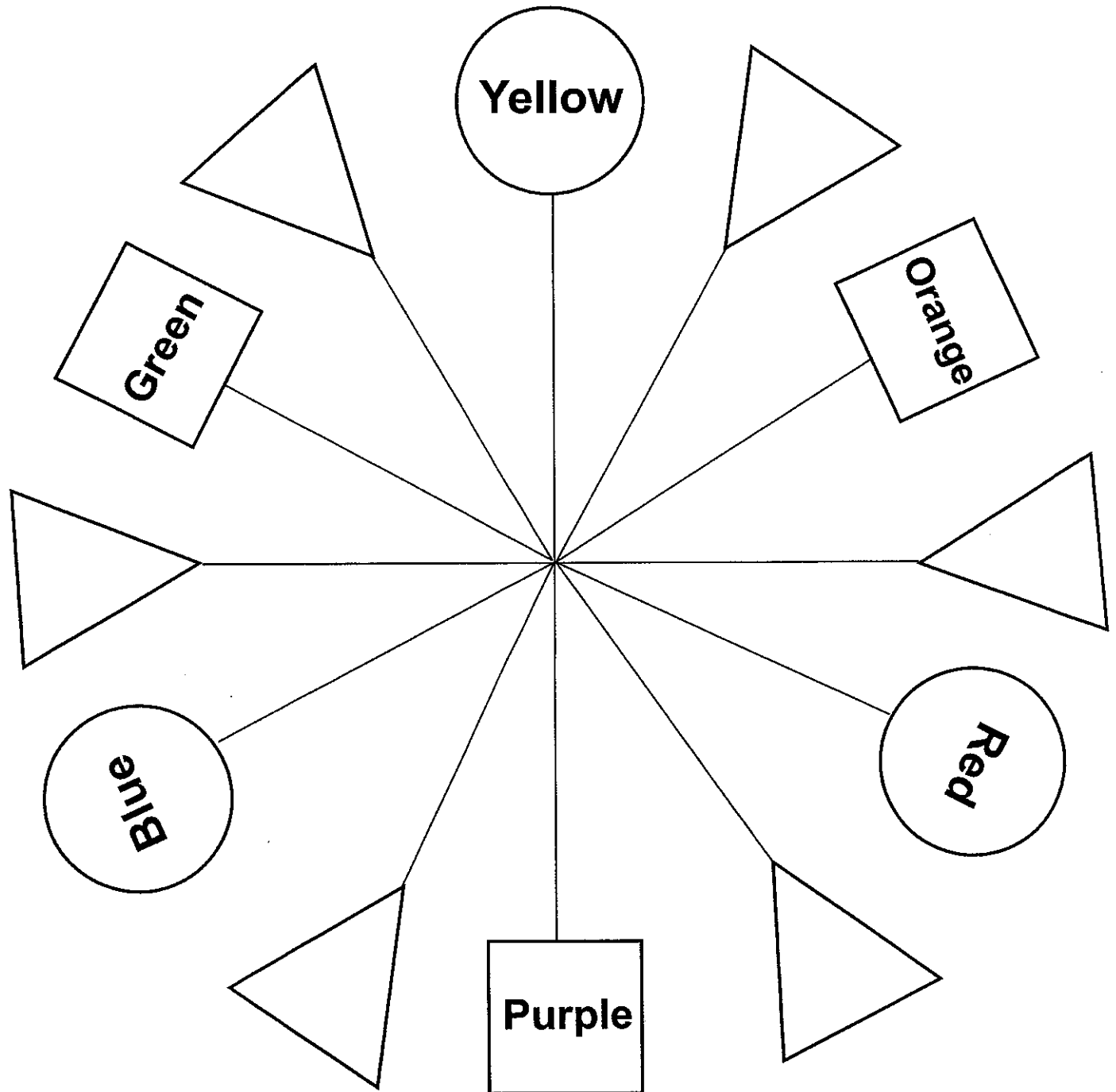
CLOTHING CAPERS

Color Wheel Poster



# COLOR Chart

Starting with the primary colors, mix and paint to complete your color chart.



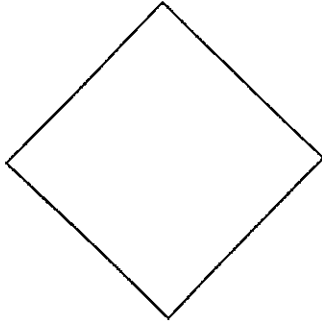
- = Primary Colors
- = Secondary Colors
- △ = Intermediate Colors

# COLOR CHANGES

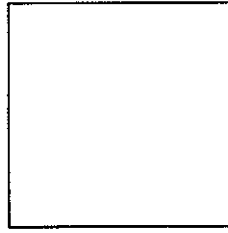
Add white or black to find the tint and shade of the primary colors!

## RED

Tint

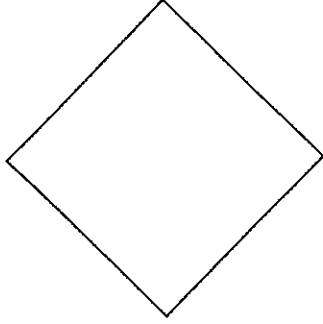


Shade

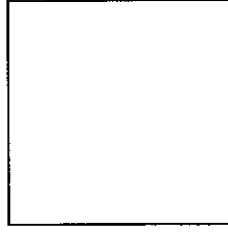


## BLUE

Tint

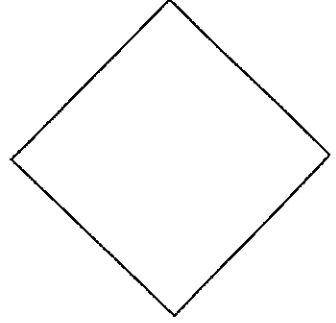


Shade

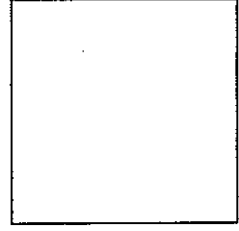


## YELLOW

Tint



Shade



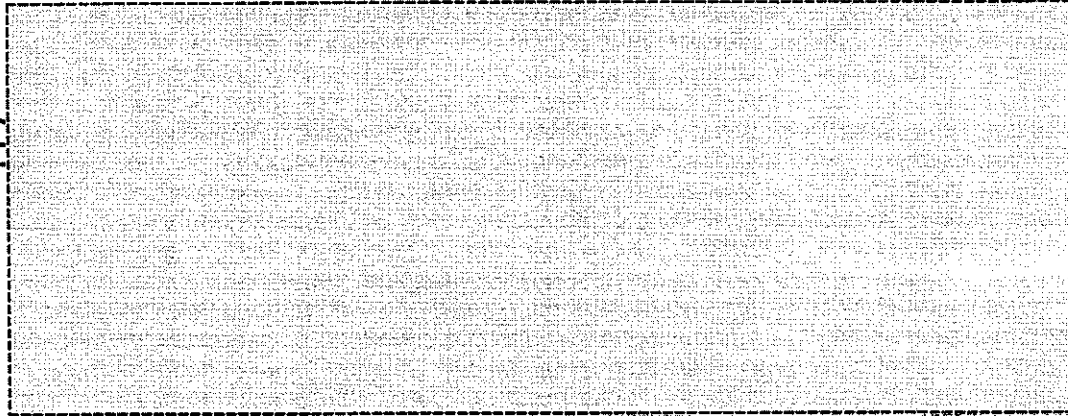


CLOTHING CAPERS

# FEELING COLORS

Paste pictures of outfits that match the mood.

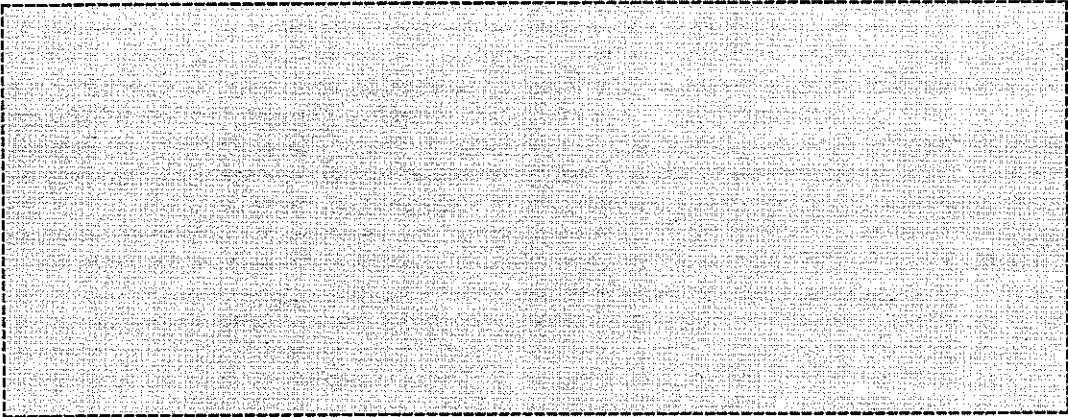
Happy



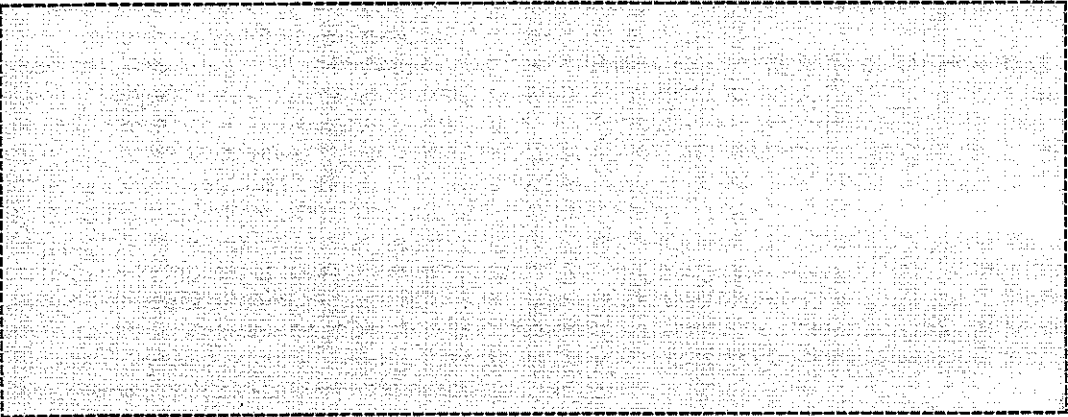
Sad

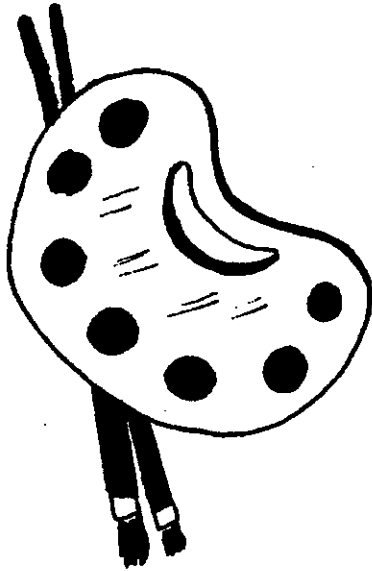


Warm



Cold





# What's Your Color?

## SKIN TONE DESCRIPTIONS

These skin tone characteristics extend to all individuals regardless of race, gender or ethnic background. Read the descriptions and check to see what your skin tone is by looking at an area of your body that has not been exposed to the sun.

**COOL:** Cool skin tones have bluish undertones.

**WARM:** Warm skin tones have yellowish undertones.

Does your skin have a blue/white cast, or a blue/black cast? Then your skin tones are cool. If you have yellowish or golden brown tones, then your skin tones are warm.



<b>OBJECTIVES:</b>	For youth to: <ul style="list-style-type: none"><li>○ become aware of ways to add to their wardrobe through mixing and matching.</li><li>○ practice mixing and matching to make better use of their clothing.</li></ul>
<b>LIFE SKILL:</b>	○ Planning and organizing skills
<b>MATERIALS:</b>	WARDROBE PLANNING Workbook pages 19-20 Copies of MIX AND MATCH SCENES for youth Pencils Crayons Paper
<b>TIME:</b>	30 minutes
<b>SETTING:</b>	A comfortable room with tables and chairs.

## INTRODUCTION

Your closet probably has a lot of separates, such as; T-shirts, jeans, pants, and shirts. Learning to mix and match or "coordinate" many separate garments helps you expand your clothing options. Today, let's see how many different combinations you can make.

## Do

- ◆ Have youth color and/or create fabric designs (they would wear) on the garments on page 20 in their Workbook.
- ◆ Ask them to record their combinations in the scene boxes on page 19 in the workbook.
- ◆ Give them additional sheets of "scenes," as needed.
- ◆ Let each youth add one additional garment. Then continue adding combinations.

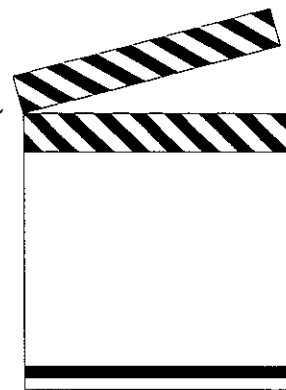
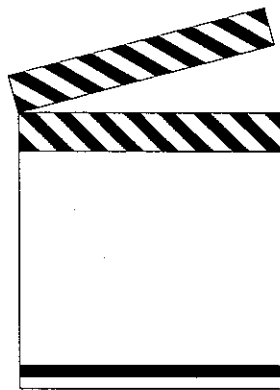
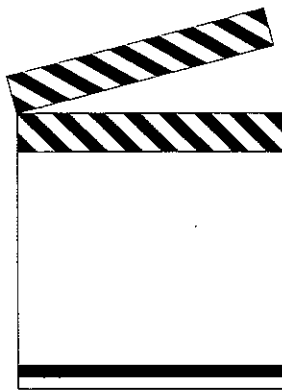
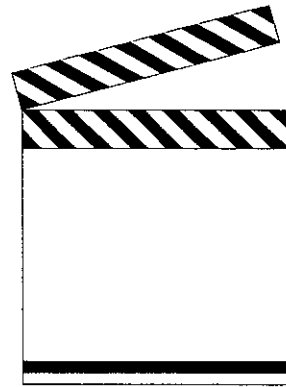
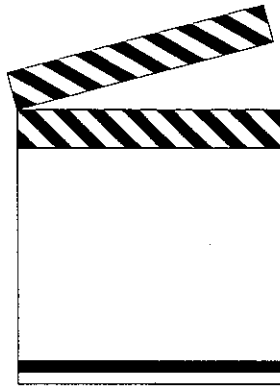
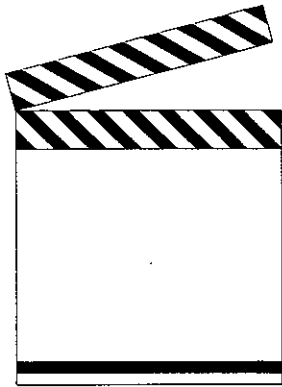
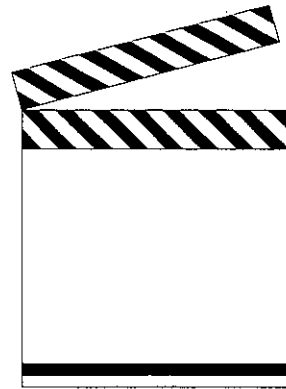
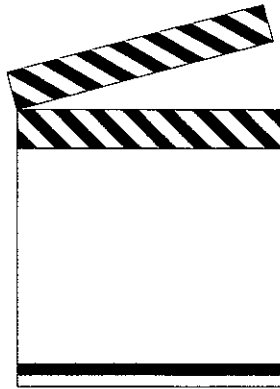
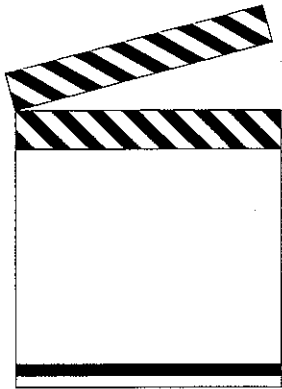
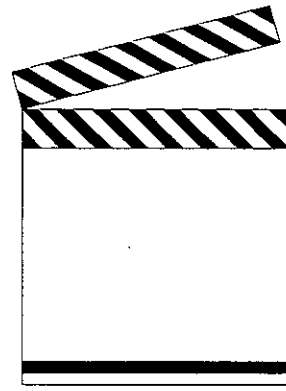
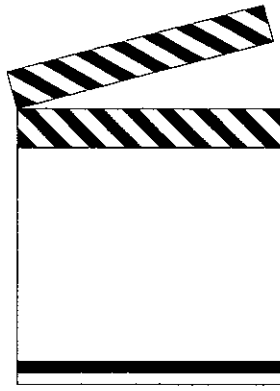
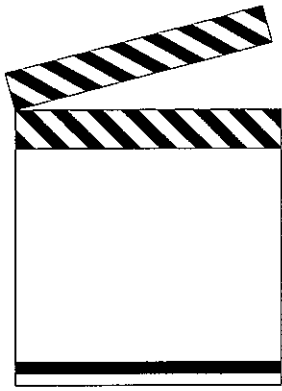
## **REFLECT**

- ◆ Why did you select the colors and fabric designs you did?
- ◆ Did you create some combinations you had never thought of? Why?
- ◆ How many different combinations did you make from the garments on page 20?
- ◆ What garment did you add? Why?
- ◆ How many additional combinations were you able to create with this one addition?

## **APPLY**

- ◆ Create at least three new combinations of separates in your closet.
- ◆ Share what you learned with a family member or a friend.
- ◆ Do the garments on page 20 reflect what is in your wardrobe?
- ◆ How can you use what you've learned in this activity in changing your wardrobe or clothing choices?

## MIX 'N MATCH SCENES



**OBJECTIVES:** For youth to:

- do an inventory of their clothing and shoes.
- plan how to extend their current wardrobe.

**MATERIALS:** Completed YOUR WARDROBE INVENTORY Sheets\*

1 - 2 garments they don't wear

Copies of I DON'T WEAR IT Activity Sheet for each youth

Pencils

**TIME:** 45 Minutes**SETTING:** Comfortable room**ADVANCE PREPARATION:**

\* Copy and hand out YOUR WARDROBE INVENTORY for youth to complete prior to the lesson. Ask each to bring in 1 or 2 garments from the "I don't wear it" category and their inventory to the next meeting.

## INTRODUCTION

How much and what kinds of clothing do you need? This is not easy to answer. You need to reflect back to the previous lesson's activities. Making decisions about clothing items to extend your wardrobe is an important step toward building and managing your wardrobe. By looking at your wardrobe from a different point of view, you may find new ways of combining garments you had not thought about before. Noticing what you have or rediscovering something at the back of your closet can lead to a new outfit for you to wear!

## Do

- ◆ Hand out the I DON'T WEAR IT Activity Sheet for youth to complete.
- ◆ Divide youth into groups of 4.
- ◆ Brainstorm ways that the "I Don't Wear It" garments they brought in could become "I Wear It."
- ◆ Write in possible solutions and mark the ones they like best.



- ◆ How many different solutions were given?
- ◆ How do you feel about trying one or more of the solutions?
- ◆ Do any of the solutions involve purchasing another item? If yes, how will this piece coordinate with other garments?

## **APPLY**

- ◆ Remove all the clothing on the "I Won't Wear It" sheet and give to someone who will use it.
- ◆ Brainstorm with family members or friends on how to make other "I Don't Wear It" garments into ones you will wear.
- ◆ Make a list of clothing items you would like to add to your wardrobe. Remember to consider how many other items they will coordinate with.

[illegible]

Garment

I Wear It  
Because...

I Don't Wear It  
Because...

I'll Never Wear It  
Because...

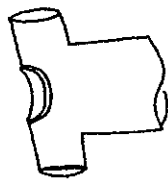
*Pants*



*Shirts/  
Blouses*



*T-shirts*



*Shoes*



Garment

I Wear It  
Because...

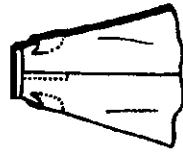
I Don't Wear It  
Because...

I'll Never Wear It  
Because...

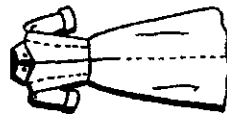
*Sweater*



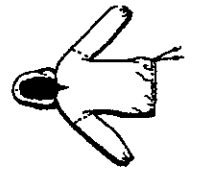
*Skirts*



*Dresses*



*Jackets*



# I DON'T WEAR IT!!

Evaluate why you do not wear the two garments you brought in. After brainstorming with your group, add possible solutions.

DESCRIPTION	WHAT IS THE PROBLEM?	SOLUTION
GARMENT #1		
GARMENT #2		