

SOCIAL STUDIES:

SHOPPING



T.E.K.S. 111.15 (2.14)

The student uses logical reasoning to make sense of his/her world.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
1. Student will receive exposure to a variety of simulated shopping experiences.	1. Provide students with a “shopping game”. Have cards for various stores (e.g., grocery, department, pet store, card shop, toy store, etc.). Have pictures of products found at each store on individual cards. 2. Begin with younger students by selecting two types of stores. Ask the students to classify products into one of the two stores. 3. Increase the level of difficulty by increasing the number of stores and/or products for students to classify.

RESOURCES/MATERIALS

- Store cards
- Product cards



Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
2. Student will receive exposure to a variety of stores.	<ol style="list-style-type: none"> 1. Display pictures of familiar stores in the classroom. Begin with stores that are the most relevant to the students (e.g., Target, Albertsons, WalMart, Toys 'R Us, etc.). 2. Have students begin to identify the logos of these stores in newspaper and magazine ads, etc. Ask them what types of things can be bought at each store. 3. Begin building and using a shopping vocabulary in the classroom. Use these words frequently so students will understand the meaning of each. Include the following terms: <ol style="list-style-type: none"> a. In/Out b. Entrance/Exit c. Aisle d. Cart e. Clerk f. Cash register g. Counter h. Rack i. Escalator j. Elevator k. Push/Pull l. Cashier m. Checkout n. Money o. Change p. Pay q. Receipt 4. Take students into the community to visit each of the stores they have studied. Use older students as helpers, allowing for small groups of children. Walk students through the stores and let them use their shopping vocabulary to identify different departments and items in the store. 5. When the students return to school, make a list of the items found at the store. Name a department and have the students list what things they found there.



Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Make several trips to a particular store before actually purchasing items.
 - a. Assist students to discriminate clerks from shoppers.
 - b. Expose them to using a shopping list (picture and/or written).
 - c. Begin having students locate specific items on the list by matching words or pictures.
 - d. Instruct students that they are entitled to ask questions of the clerk regarding a product. Emphasize that it is not appropriate to engage in conversation. A business-like attitude will improve the way students are received by clerks.
 - e. Students should distinguish between appropriate/inappropriate areas for customers (e.g., behind the counter).
 - f. Once items have been located, have students find and read the price of the items.
 - g. Assist students in locating the checkout counter.
 - h. Expose them to using money for medium of exchange.

RESOURCES/MATERIALS

Pictures of stores
Newspaper/magazine ads
Other items as specified in activities

Note:

Vary activity #5 by giving each student a checklist to find specific items and recording the aisle where it was found.



T.E.K.S. 115.2 (K.8)

The student understands ways to communicate consideration and respect for self, family, friends, and others.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate appropriate store behavior.	<ol style="list-style-type: none">1. Discuss with students appropriate behavior in a store. Such behaviors include:<ol style="list-style-type: none">a. Walk at all times, don't run.b. Keep hands to self, don't touch the merchandise unless prepared to pay for it.c. Use the eyes, not the voice, when looking.d. Use an "inside" voice when talking to friends or the clerk.e. Be polite to the salesperson.f. Ask politely for assistance.g. Never start conversations with strangers.h. Never put anything in a pocket or purse until it has been paid for.i. Hold an adult's hand (for younger children).2. Observe and practice appropriate versus inappropriate behaviors. Have students identify what is considered inappropriate.3. Review the rules for appropriate behavior just prior to Community Based Instruction.4. For young children, enlist enough volunteers so that there is one adult for every two students. Divide into small groups within a given store and reinforce appropriate behavior at all times.
----- RESOURCES/MATERIALS -----	



T.E.K.S. 122.13 (C-2)

The student demonstrates employability skills that lead to career success.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
4. Student will utilize elevators/escalators, as needed.	<ol style="list-style-type: none">1. Provide students with opportunities to practice during Community Based Instruction.2. Explain the purpose of each to go “up” and “down”.3. Discuss what to do in an emergency.4. Practice interpreting and recognizing various symbols on the elevator control panels.5. Instruct students in the following procedures: <u>Elevator:</u><ol style="list-style-type: none">a. Locate the elevator or ask for directions, if necessary.b. Determine whether he/she needs to go up or down.c. Push “Up” or “Down” button.d. Wait patiently for the elevator.e. Identify the correct elevator.f. Wait for the people to exit before entering.g. Enter quickly, hold the door for self/others if the door starts closing.h. Push the button for the desired floor or ask another person to push it if the elevator is crowded.i. Move back as other people enter the elevator.j. Watch the floor indicator light above the door or side panel.k. Recognize the correct floor to exit by using an Elevator Card, if needed.l. Say “Excuse me” while moving forward.m. Exit the elevator with all belongings.



Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

Escalator:

- a. Find the desired “up” or “down” escalator, or ask directions.
- b. Move toward the escalator slowly, but steadily.
- c. Hold the hand rail when reaching the first step.
- d. Stay on the same step and continue to hold the hand rail.
- e. Step onto the landing and walk forward.

RESOURCES/MATERIALS

Elevator
Escalator
Elevator Cue Card, if needed



T.E.K.S. 113.3 (1.4)

The student understands the relative location of places.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
5. Student will discriminate food stores from other stores.	<ol style="list-style-type: none">1. Encourage students to recognize food stores from variety of pictures.<ol style="list-style-type: none">a. Take pictures of various types of stores within the community. Mount on poster board and display in the classroom.b. Ask students to identify stores where one can purchase food.2. Build skills until students can name specific food stores within the community.<ol style="list-style-type: none">a. Ask students to recognize and “read” logos of given grocery stores.b. Have students list the food stores near their homes.c. Have them name the store where their parents usually shop.3. Put up a bulletin board in the classroom where local food stores and their goods can be displayed and/or sorted.

RESOURCES/MATERIALS

Pictures of community stores
Grocery store logos



T.E.K.S. 112.42 (C-3)

The student utilizes various dieting guidelines in making wise food choices.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
6. Student will become familiar with different types of foods, how they are packaged and where they are located.	<ol style="list-style-type: none">1. Discuss with students “foods”, as opposed to “non-food” items on a consistent basis.<ol style="list-style-type: none">a. Provide numerous empty containers in the classroom “store”.c. Have students “shop” for food items (e.g., bread, corn, beans, etc.) or non-food items (e.g., soap, detergent, paper products, etc.).2. Have students identify foods from each section of the food pyramid (refer to Personal Health Care-Nutrition).3. Ask students to classify foods based upon types of storage. “Name all of the foods you can think of that come as/in _____.”<ol style="list-style-type: none">a. Frozen foods.b. Fresh foods.c. Canned foods.d. Boxed foods.e. Jars.f. Bags.4. Have students match foods to their containers.<ol style="list-style-type: none">a. Provide students with various types of containers (e.g., bowls, Tupperware, Zip-Lock, bags, freezer papers, etc.).b. Have students look at pictures of different types of foods. Ask the students which type of container would be most appropriate for food storage.5. Encourage students to begin reading labels. Provide a variety of foods in the classroom. Provide picture/word cues to develop skills in label reading.6. Begin to teach students to make discriminations of container sizes (e.g., small, medium, large, etc.).7. Have students bring empty, clean, food containers from home. This will help them recognize the brands they use at home.
RESOURCES/MATERIALS Items as specified in activities	



T.E.K.S. 113.3 (1.7)

The student understands the concept of goods and services.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
7. Student will receive exposure to grocery store routine.	<ol style="list-style-type: none">1. Discriminate in/out, push/pull, entrance/exit, for students. Have them practice reading signs with these terms listed on them.2. Expose students to shopping routine. During Community Based Instruction, allow one adult for every one to two students. Have the adult “talk” students through the following routine.<ol style="list-style-type: none">a. Carry a shopping list.b. Enter the grocery store and take a grocery cart/basket. Lower the front portion of the cart.c. Loosen and/or remove outer clothing (i.e., coat, hat, etc.).d. Use the cart appropriately (i.e., don’t park in the middle of the aisle, don’t leave the cart unattended, and don’t run into people or other carts).e. Locate the departments/aisles in order to find general food items.f. Scan and track both sides of an aisle to locate specific items.g. When a desired item is located, take the item from the shelf carefully.h. Locate prices on the items or on the shelves.i. Locate the checkout counters.j. Assist the cashier by putting items on the counter, if appropriate.k. Give the cashier the money.l. Wait for change and a receipt.m. Put on outer clothing.n. Pick up groceries before exiting.3. Have students shop for specific items needed to prepare a snack in the classroom.

RESOURCES/MATERIALS

Items as specified in activities
Assessment Guides – Level I and II (attached)

Adaptation:

Provide students who are non-readers with picture cards prepared from coupons and/or cutouts of colored advertisements to use as a shopping list.



T.E.K.S. 113.3 (1.7)

The student understands the concept of goods and services.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
8. Student will receive exposure to shopping in a department store, single item store and/or malls.	<ol style="list-style-type: none">1. During Community Based Instruction, allow students to identify types of stores found in a shopping mall and/or shopping center (e.g., drug store, shoe store, toy store, etc.).2. Provide opportunities for students to classify items found in particular stores.3. When visiting a department store, identify and locate various departments (e.g., men's wear, linens, gifts, etc.)4. Expose students to various shopping experiences. During Community Based Instruction, have an adult for every two to four students to serve as a model.<ol style="list-style-type: none">a. Assist students in discriminating clerks from shoppers. Give students opportunities to identify clerks in various departments.b. Demonstrate the use of shopping lists (pictorial and/or written).c. Locate and read prices of specific items.d. Assist students in locating the checkout counters in a variety of stores.e. Expose students to money as a medium of exchange.

RESOURCES/MATERIALS

Shopping list

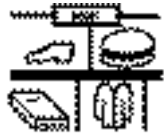
Note:

All shopping experiences should be linked to a classroom activity that has been planned by the students.



SOCIAL STUDIES:

SHOPPING



T.E.K.S. 113.4 (2.10)

The student understands the roles of producers and consumers in the production of goods and services.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
1. Student will select the type of store needed for specific purchases.	<ol style="list-style-type: none"><li data-bbox="813 472 1377 583">1. Ask each student to identify one item he/she can afford to purchase. Encourage a wide variety of products. Write the items on the chalkboard.<li data-bbox="813 594 1377 678">2. Discuss each item. Ask what type of store would be most likely to carry a particular item.<li data-bbox="813 688 1377 800">3. After determining what type of store would carry the items, ask students the name or a specific store that would have a particular item.<li data-bbox="813 810 1377 898">4. During Community Based Instruction, have each student locate and purchase his/her item in the appropriate store.

RESOURCES/MATERIALS



T.E.K.S. 113.3 (1.8)

The student understands the condition of not being able to have all the goods and services one wants.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
2. Student will determine “enough” or “not enough” money to pay for a purchase.	<ol style="list-style-type: none">1. Provide a variety of items to “purchase” in the classroom. Post a price tag on each item.2. Give each student a different amount of money. Have the students count their money. Let them determine which items they can or cannot purchase. Take up the money and re-distribute it. Repeat the activity.3. Expose students to various alternative methods of payment.<ol style="list-style-type: none">a. Single item – round up to the next whole dollar/ten dollars.b. Use of a calculator.c. Use of a money card.d. Use of a tax table.e. Predetermined amount prior to going shopping.

Refer to Mathematics-Money

RESOURCES/MATERIALS

Brown, Lou, et al. “Teaching Moderately and Severely Handicapped Adolescents to Shop in Supermarkets Using Pocket Calculators.” Education and Training of Mentally Retarded, April, 1980, pg. 105

T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
3. Student will practice making purchases of food, clothing and furniture, buying the most economical product when given information on two or more products.	<ol style="list-style-type: none">1. Place three different brands of food items in front of the students (three cereals, three jellies, three soups). Attach a price tag to each item. Have the students locate the item in each group which is the least expensive. Discuss other consideration when trying to determine the best price. Help students locate information on size or quantity of product. Discuss differences in the quality of food items or personal preferences.2. Give the students two advertisements of food items from newspaper supplements. Have the same products advertised on each sheet, but at different prices. Say to the students, "I want to buy orange juice. Where should I go to buy my orange juice?" Ask them to find the best buy and circle item.4. Locate furniture items in catalogs. Ask students to cut out beds, sofas, and kitchen tables with the price and glue each item and price on an index card (3" X 5"). Ask students to place cards in appropriate piles (label a place for each type of furniture). Have two students each select a card from one pile and tell the class the item and the price. Choose another student to select the item that is less expensive.5. Repeat the activity with clothing items.

RESOURCES/MATERIALS

- Food, furniture, clothing advertisements
- Catalogs
- Index cards



T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
4. Student will increase and refine grocery shopping skills.	<ol style="list-style-type: none">1. Continue to refine/extend classification skills.<ol style="list-style-type: none">a. Review classification according to types of containers and food storage (e.g., frozen, fresh, canned, etc.).b. Introduce classification of foods according to sections of the grocery store (e.g., bakery, frozen foods, meat department). When shopping, students should get all of the items on his/her list that are located in one section of the store before going to another section.2. Continue to review and extend label reading skills. Increase the number of products for the students to identify.3. Extend size recognition of various containers. Review as often as necessary to become automatic.4. Introduce shopping lists of from one to ten items. Types of lists may include:<ol style="list-style-type: none">a. Printed words.b. Labels.5. As students are successful in locating and selecting one item, increase the list to include two items, etc. This activity is more meaningful if the items being purchased are to be utilized in a class cooking project.6. Assist students in recognizing items not appropriate to purchase (i.e., bulging cans, open boxes, unsealed medicines, etc.)7. Have students begin to make their own shopping lists, following a budget. Explain that only the items on the lists should be purchased to ensure sufficient money to cover expenses.8. How items are to be transported home should be considered. Students should only purchase items they are able to carry (i.e., one quart of milk, one soft drink, and one loaf of bread) without the risk of damage. This may necessitate shorter lists and more shopping trips.



Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Refine the shopping skills during Community Based Instruction.
 - a. Allow students to locate and select their own shopping carts.
 - b. Encourage students to manipulate clothing (i.e., coats, purses, etc.) independently.
 - c. Instruct students to utilize aisle directories to locate specific items.
 - d. Assist students, if needed, in scanning aisles for items in a systematic manner.
 - e. Observe to ensure that students carefully take the items from shelves and displays.
 - f. Show students how to place items in a cart (e.g., cans on the bottom, bread and eggs on the top), so that food items are not damaged.
 - g. Select frozen foods and ice creams last so that they will be more apt to stay frozen until the students can get them home and into the freezer.
 - h. Have students go to the checkout counter. If coupons are used to discount the amount of purchase, they should be presented to the cashier prior to beginning the checkout.
 - i. Explain that change may be returned in a separate compartment and that students should remember to pick it up.
10. Explain how to read and use price breakdown codes.

RESOURCES/MATERIALS

Items as specified in activities
Assessment Guide, Level III (attached)



T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

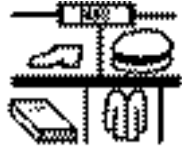
Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
5. Student will refine and extend shopping skills in department stores, single item stores, and/or malls.	1. Have the class design a shopping center or mall for the classroom. This could be done on a large bulletin board. a. Have the students decide what types of stores to include in the mall. Make sure they include major department stores, as well as small specialty stores. b. Talk with students about each store and decide what type of merchandise each will carry. c. Using the model, allow students to practice deciding what to purchase, where to buy it, how to pay for it, etc. 2. Take the entire class to the mall for a tour. a. Have each student locate a particular item in a particular store. b. Have students assist each other in locating stores and obtaining items. 3. Review the use of shopping lists as outlined under grocery shopping. Reduce the number of items from ten to five, in view of the vast area to cover in a mall. 4. Demonstrate how to use a shopping bag to carry several purchases. 5. Teach students to look at/scan a number of items to locate a specific item (e.g., records, clothing, etc.). 6. Develop an awareness of various and appropriate sizes for purchase (e.g., shoe size, blouse size, etc.). Explain that the same size may not always fit, but it gives a good starting point. 7. Develop browsing skills. Encourage students to spend time window-shopping and looking at magazines and catalogs to know what styles and colors are current. 8. Demonstrate the procedure for trying on clothes in a fitting room. The object is to determine if the garment fits. Students should always look at themselves in a full length mirror. They should look at the inside of a garment to determine if all seams are sturdy and well-trimmed.
RESOURCES/MATERIALS	



SOCIAL STUDIES:

SHOPPING



T.E.K.S. 113.4 (2.10)

The student understands the roles of producers and consumers in the production of goods and services.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
1. Student will refine general shopping skills.	1. Encourage students to independently select the type of store needed for everyday purchases. 2. Allow students to determine whether they have enough money for a particular purchase. Provide as little assistance as necessary. 3. Increase expectations of appropriate store behaviors.
RESOURCES/MATERIALS	



T.E.K.S. 113.4 (2.10)

The student understands the roles of producers and consumers in the production of goods and services.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify and differentiate between luxury and necessity purchases.	1. Define luxury and necessity. 2. Instruct the class to make posters of necessary and luxury items. 3. Discuss with students luxuries and necessities in relation to individual lifestyles and economics. 4. Have students collect newspaper and magazine ads that urge customers to purchase “luxury” items.

RESOURCES/MATERIALS

Newspaper and magazine ads



T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate the concept of quality purchasing.	<ol style="list-style-type: none"><li data-bbox="813 472 1317 562">1. Discuss reasons some items are priced higher than others (i.e., leather vs. vinyl shoes).<li data-bbox="813 569 1357 779">2. Provide several different kinds of clothing for analysis. Ask the students to examine each item for signs of quality. These may include looking for generous hems, tight buttons, wide seams, working zippers, washing instructions, and pre-shrinking. Determine if high price guarantees quality.<li data-bbox="813 785 1385 900">3. Teach students to recognize defects in items (i.e., runs in clothing, tears, damaged/broken parts, items marked “seconds” or “factory rejects”).

RESOURCES/MATERIALS

Clothing items
Soda crackers



T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
4. Student will demonstrate the concept of economic purchasing.	<ol style="list-style-type: none">1. Expose students to a variety of brands of an item at different prices (including generic or “store” brands).2. Define the key words associated with lower prices (i.e., “generic”, “plain-label”, “special”, “sale”, etc.).3. Provide practice to identify the cheaper of two items. Cues may include use of math skills, visual cues, color coding, plainer label, etc.4. Discuss reasons for “marking down” specific items (i.e., to build customer following, to sell product faster, etc.).5. Discuss the functions of the product label (i.e., identification of product; size/quantity/weight; ingredients’ fiber content; to denote last day item can be sold, etc.).6. Visit a variety of discount stores.7. Develop the concepts of items “on sale”, “marked-down”, “half price”.8. Discuss with students how to differentiate between regular and sale items.<ol style="list-style-type: none">a. Give a sale advertisement to students.b. Have students distinguish between the regular and sale prices of advertised items in the newspaper ads.c. Have students plan a shopping trip based on the selection of sale items.d. Discuss with the class that often sale items cannot be returned (e.g., final sale).e. Compute the cost of items on the shopping list once using the regular prices and once using the sale prices to illustrate the savings obtained through wise use of “sales”.

RESOURCES/MATERIALS

Variety of products



T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
5. Student will demonstrate independent grocery shopping skills.	<ol style="list-style-type: none">1. Expose students to a variety of grocery stores, including convenience stores (e.g., Stop-N-Go, 7-Eleven).2. Increase the number of food items for students to purchase independently.3. Assist students in increasing the rate of checking out at the counter.4. Insist upon the use of a functional shopping list for each students. (Secure information regarding size and generic names for items used in students' homes.)5. Assist parents in generalizing shopping skills to the home environment.6. Expand the number of strategies each student has for following a route through a given store and locating specific items.7. Present the following concepts as appropriate:<ol style="list-style-type: none">a. Store brands are usually cheaper.b. Food is usually cheaper in large quantities.c. Foods with less expensive or less attractive packaging may be the best buy.d. Buying foods in season may save money.e. Buying items advertised in sale flyers can save money.f. Coupons can result in savings.g. Price does not determine nutritional value.h. Manufacturers are required to list ingredients in descending order according to the weight of each ingredient in the product.i. Instruct students in how to determine the quality of perishable foods.j. Demonstrate how to identify cuts of meat, fish, and poultry.



Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
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- k. Demonstrate and provide practice in determining the cost of items in the produce section (i.e., cost per item/cost per pound) and the correct use of scales.

Refer to Mathematics-Measurement.

RESOURCES/MATERIALS

Items as specified in activities

T.E.K.S. 122.2 (C-8)

The student utilizes effective consumer practices promoting money management and goal setting.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
6. Student will expand and refine shopping skills in department stores, single item stores, discount stores, and/or malls.	<ol style="list-style-type: none">1. Continue exposing students to a variety of department stores, single item stores, discount/outlet stores, and malls.2. Have students independently locate checkout counters in a variety of stores.3. Assist students in refining browsing skills (comparing, styles, checking prices, sizes, colors).4. Assist in increasing rate of the locating different departments and items within a given store.5. Insist that students locate price and size on item price tags.

RESOURCES/MATERIALS



T.E.K.S. 112.1 (11)

The student practices principles of good grooming and positive personal habits.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
7. Student will demonstrate appropriate procedures for selecting and trying on clothes.	<p>During Community Based Instruction, have students try on and/or buy an article of clothing in a department/clothing store. Utilize the following sequence of steps:</p> <ol style="list-style-type: none">1. Locate and enter a department or clothing store.2. Locate the specific department, asking for help if needed.3. Look through the racks carefully.4. Choose the desired item(s).5. Take an allowable number of items into the dressing room.6. Check packages, if appropriate.7. Try on clothing in the fitting room.8. Hang any rejected items neatly.9. Return the rejected items to the rack/shelf, if appropriate.10. Find the cashier, pay for the item, and get a receipt.11. Take the bag and other belongings and leave the counter.12. Locate the exit and leave the store.

RESOURCES/MATERIALS

NOTE:

Remind students that they should always wear foot coverings (i.e., socks, hose, etc.) when trying on shoes.



T.E.K.S. 112.1 (11)

The student practices principles of good grooming and positive personal habits.

Area: Shopping

OBJECTIVE	TEACHING ACTIVITIES
8. Student will select a wardrobe within a personal budget.	<ol style="list-style-type: none">1. Demonstrate construction of a clothing budget with students as a group.2. Ask students to cut out clothing sale ads and post them on the bulletin board.3. Encourage students to discuss among themselves which articles of clothing are most essential for their wardrobe.4. Discuss the economics of clothing purchases (i.e., color selection so various articles can be interchanged to make various outfits).5. Demonstrate ways to identify good workmanship of clothing articles. Discuss economics of certain kinds of purchases.6. Instruct students in the following concepts:<ol style="list-style-type: none">a. Articles of clothing should always be tried on before purchase, even if the label indicates garment is the usual size worn.b. Instruct students how to determine when garments do and do not fit.c. Check garments for fit by using a full-length mirror and/or asking a friend or relative.d. Demonstrate how to use the "size charts" in catalogs to determine size.e. Discuss the fact that with certain fabrics, allowances in sizes should be made for shrinkage.f. Remind students that a sales receipt is usually required and should be kept in order to return an article to place of purchase.g. Tell students that items purchased on sale usually cannot be returned.h. Teach students that items which have been worn usually cannot be returned.i. Emphasize that bathing suits and undergarments are not returnable.

RESOURCES/MATERIALS

Newspaper
Magazines

