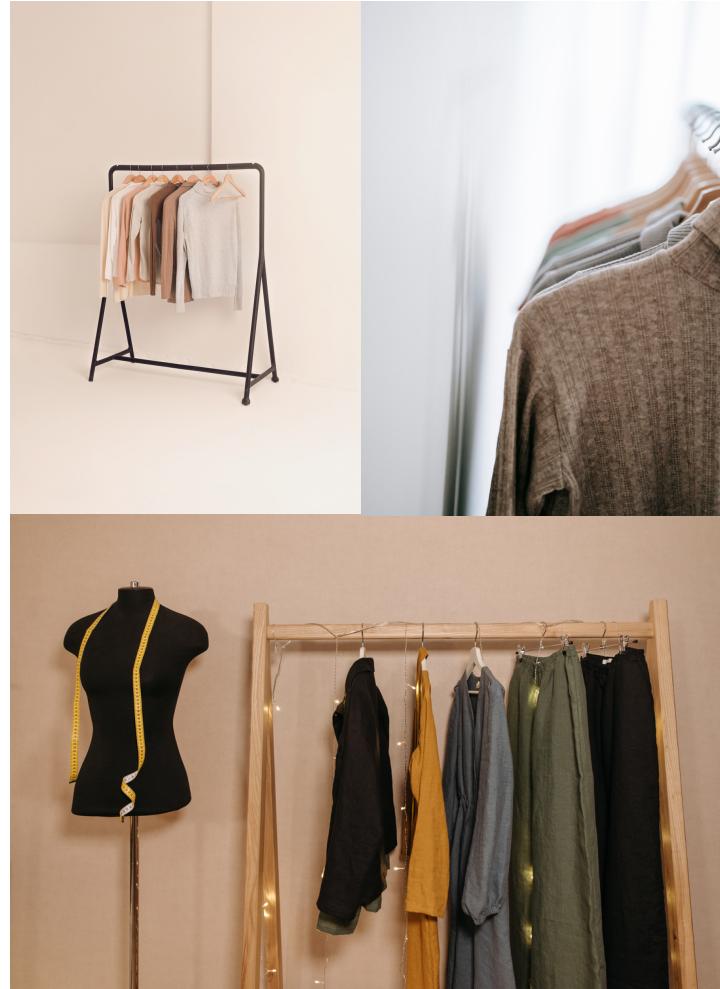


HEAD

HEART

HANDS

HEALTH



Artistic Clothing Buymanship

4-H MANUAL



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Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfieffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.

1) Experience (Doing)

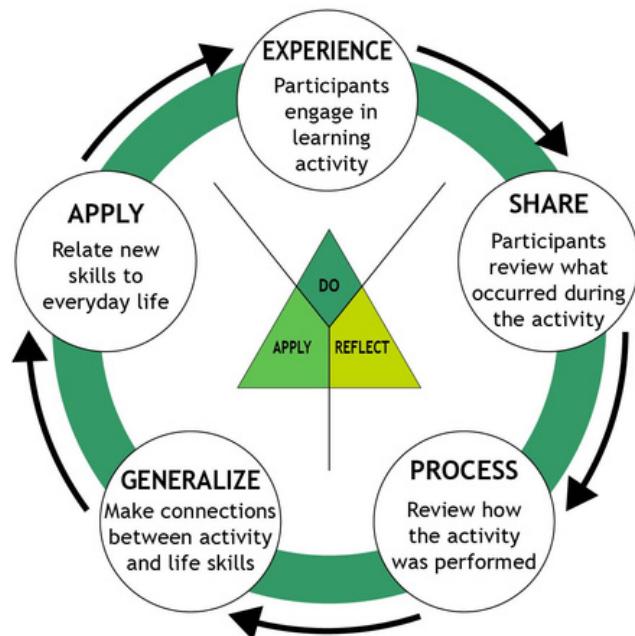
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on what occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on what is important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?



4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

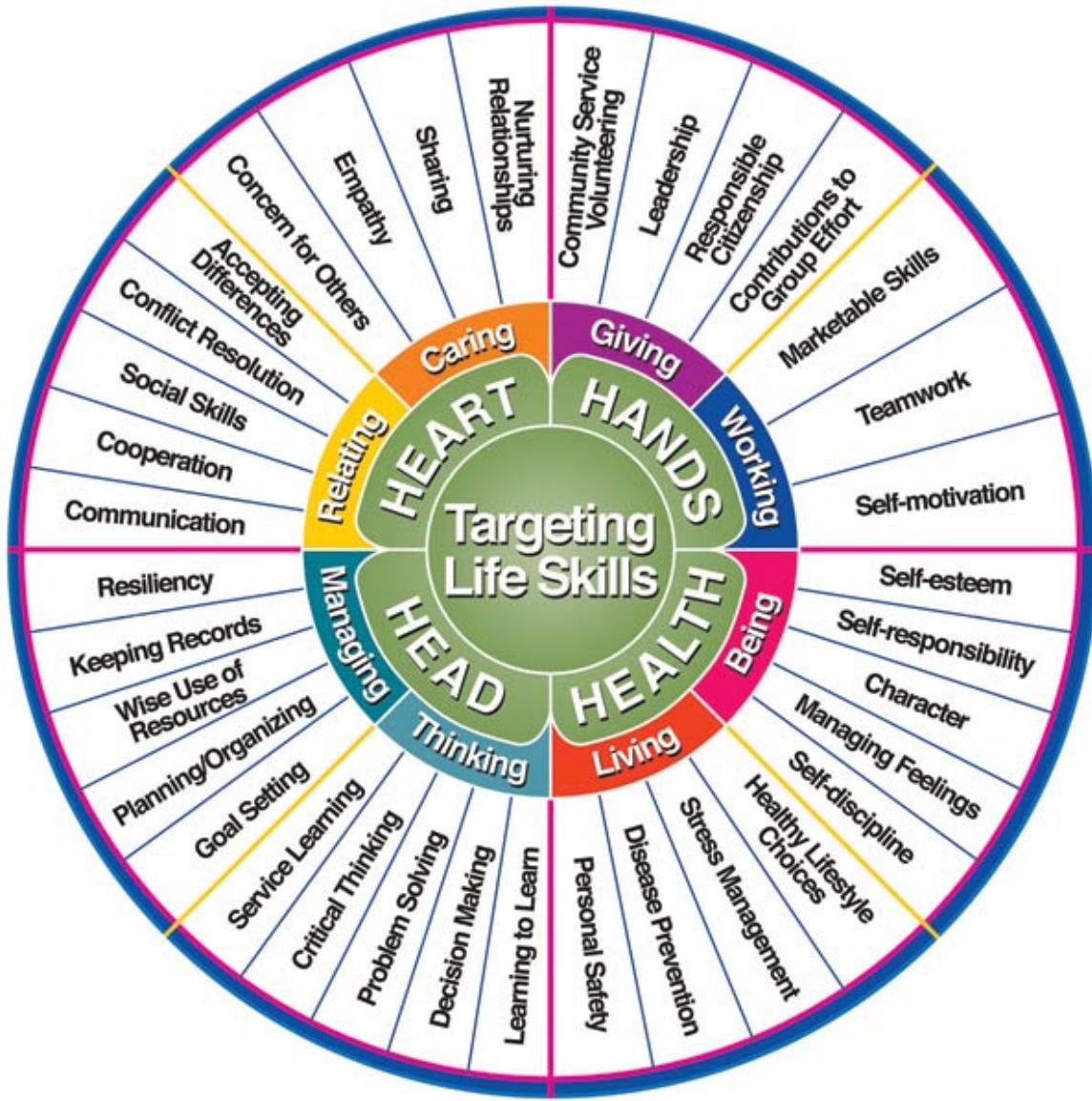


Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H.

The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

About the 4-H Thriving Model

The 4-H Program Leaders' Working Group developed the 4-H Thriving Model to advance and support the accomplishment of the 4-H Youth Development 2025 National Strategic Plan. They describe the 4-H Thriving Model as follows:

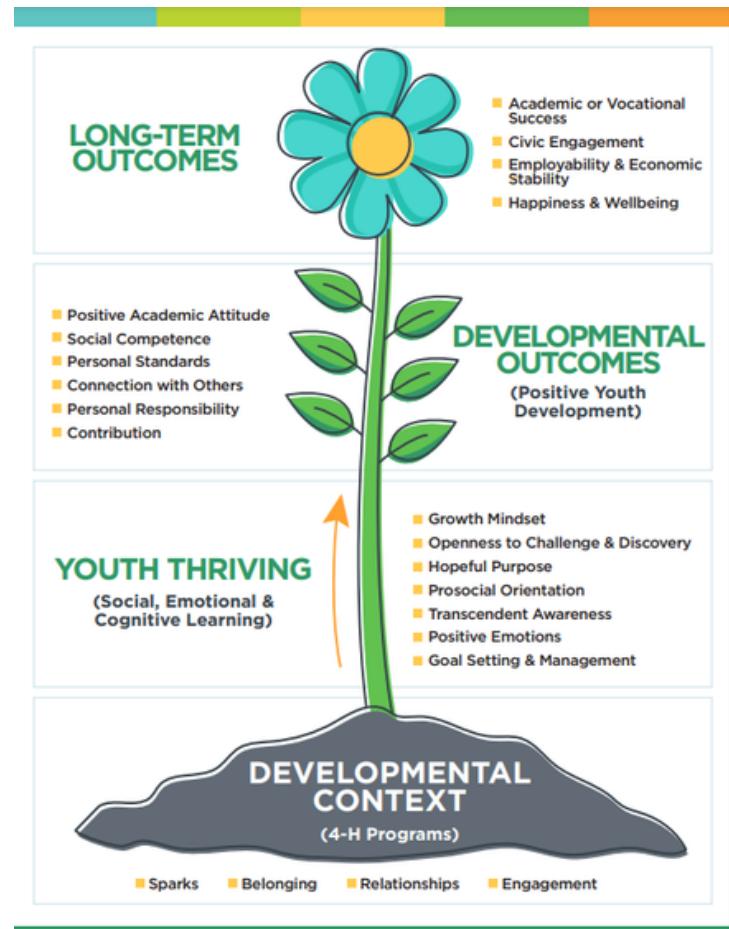
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high quality program settings to the promotion of youth thriving.

High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. High quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can belong and grow.

High quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model, this process of PYD is described by seven indicators of thriving: Openness to challenge and discover, growth mindset, hopeful purpose, pro-social orientation, transcendent awareness, positive emotionality and self-regulation through goal setting and management.

Youth who experience high quality developmental settings in 4-H with an emphasis on these key social-emotional skills achieve key positive youth development outcomes, including academic motivation and success, social competence, high personal standards, connection with others, personal responsibility, and contribution to others through leadership and civic engagement.

Youth who achieve positive developmental outcomes are more likely to also achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability and happiness and well-being. (Learn more at <https://helping-youth-thrive.extension.org/>.)



Buymanship Project Overview

What is Buymanship?

Buymanship project will help you learn to make wise decision in choosing a wardrobe that is fit into your budget and compliments you. You will learn ways to compare shops for good value (best sale prices and discounts) and how to choose appropriate clothing for your age, figure type, and available funds.

Requirements

- Purchase an outfit. The outfit should be from a different category each year.
 - Everyday/Casual
 - Sports
 - Professional Casual
 - Semi-Formal
- Your outfit may include belts and scarves. No other accessories are allowed. The exhibit needs to be neat, clean, pressed, and ready for display.
- Complete the Buymanship e-Record, which is downloadable from the State 4-H Website at
<https://co4h.colostate.edu/program-areas/fcs/>
- Model in the Fashion Revue at County Fair

Suggested Skills to Learn

Choosing clothing styles and colors that are flattering to your body type.

- Understanding the components of fashion including design, fabric, and color
- Understanding the importance of clothing care and construction
- Choosing clothes to coordinate with existing wardrobe

Activities

Two activities are to be included in your e-record. Choose from the following:

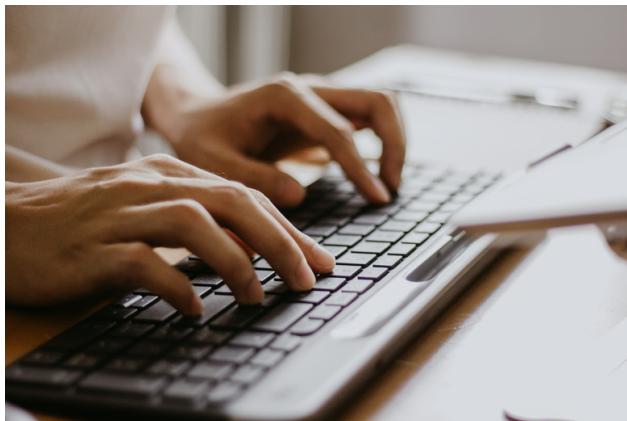
- Self-assessment (Getting to Know Myself) found at
<https://co4h.colostate.edu/projects/manuals/Self-Assessment.pdf>
- Wardrobe Inventory found at
<https://co4h.colostate.edu/projects/manuals/WardrobeInventory.pdf>
- Clothing Plan of Action found at
<https://co4h.colostate.edu/projects/manuals/Artistic-Clothing-PlanOfAction.pdf>
- Selecting Becoming Colors found at
<https://co4h.colostate.edu/projects/manuals>SelectingBecomingColor.pdf>

These activity supplements are also included at the end of this manual.



Presentation or Demonstration Ideas/Suggestions

- Be able to explain to the judges your choices, combinations, and uses.
- Be able to cite numerous outfits or variations you can achieve from your purchased outfit.
- Arrange an orderly display.
- Have accessories to show combinations not being worn.
- Have pictures to show combinations of outfit not being worn.
- Costs: know what was spent, what was saved, and the value of what the outfit will bring to current wardrobe



Suggested Activities

- Practice shopping skills through comparative shopping trips.
- Visit the different “types” of stores available for shopping.



E-Record Judging Criteria

- One completed outfit, including belts and scarves. No other accessories allowed. The exhibit needs to be neat, clean and pressed: ready for display.
- Completed Buymanship e-record.



4-H Buymanship Project

This is one of the activities that can be chosen to be included in your e-record.

Self-Assessment (Getting to Know Myself)

Section 1: Analyzing Body Features

Direction: Circle the appropriate body features which best describe your body. To the right, fill in an appropriate garment style for that body feature.

Body Characteristic	Garment Style
Silhouette	
Height: Tall <input type="checkbox"/> Average <input type="checkbox"/> Short <input type="checkbox"/>	_____
Frame: Small-boned <input type="checkbox"/>	_____
Medium-boned <input type="checkbox"/>	_____
Large-boned <input type="checkbox"/>	_____
Contour: Slender <input type="checkbox"/> Plump <input type="checkbox"/>	_____
Stocky <input type="checkbox"/> Angular <input type="checkbox"/>	_____
Face/Complexion	
Shape: Oval <input type="checkbox"/> Round <input type="checkbox"/> Square <input type="checkbox"/>	_____
Pear-shaped <input type="checkbox"/>	_____
Texture: Smooth <input type="checkbox"/> Uneven <input type="checkbox"/> Clear <input type="checkbox"/>	_____
Pimpled <input type="checkbox"/>	_____
Neck	
Length: Long <input type="checkbox"/> Average <input type="checkbox"/> Short <input type="checkbox"/>	_____
Width: Narrow <input type="checkbox"/> Average <input type="checkbox"/> Wide <input type="checkbox"/>	_____
Shoulders	
Width: Broad <input type="checkbox"/> Average <input type="checkbox"/> Short <input type="checkbox"/>	_____
Pitch: Sloping <input type="checkbox"/> Average <input type="checkbox"/> Square <input type="checkbox"/>	_____
Arms	
Length: Long <input type="checkbox"/> Medium <input type="checkbox"/> Short <input type="checkbox"/>	_____
Chest/Bust	
Chest (guys only) Muscular <input type="checkbox"/> Normal <input type="checkbox"/>	_____
Slim <input type="checkbox"/>	_____
Bust (gals only)	
Placement: High <input type="checkbox"/> Average <input type="checkbox"/> Low <input type="checkbox"/>	_____
Cup: Large <input type="checkbox"/> Average <input type="checkbox"/> Small <input type="checkbox"/>	_____
Waist	
Placement: High (Short) <input type="checkbox"/> Average <input type="checkbox"/>	_____
Low (long) <input type="checkbox"/>	_____
Width: Large <input type="checkbox"/> Average <input type="checkbox"/> Small <input type="checkbox"/>	_____

AbdomenShape: Flat Protruding **Back**Contour: Overly erect
Normal curve
Excessively curved **Hips**Size: Wide Average Narrow **Legs**Length: Long Average Short **Other:**

Section 2: Personal Style

My body type can be described as

Date Completed: _____

My Personal Image

The personal style traits that I feel good about are

My facial features are

My natural walk and body gestures can be described as

The personal style traits that I would like to change to more clearly reflect the real me are:

My behavior is generally

Date Completed: _____

I think my personal style type is closest to _____

Section 3: Personal Coloring and Colors

My personal color is (Circle one in each category on each line).

Skin

Tone: Light Medium Dark
Undertone: Yellowish Blue-Pink

Hair

Tone: Light Medium Dark
Color: Blonde Brown Black Red

Eyes

Tone: Light Medium Dark
Color: Blue Green Grey Black-Brown

My Three most flattering colors are:

1. _____
2. _____
3. _____

Date Completed: _____



Section 4: Life Style Analysis

Personal Data (Check the most appropriate description.)

Where you live:

Farm Small Town
 Urban Rural nonfarm
 Suburban

What types of activities are you required to do at home? _____

List the school and community clubs and organizations in which you are involved: _____

List the six adjectives which you think best describe you. These do not have to be related to clothing. You may find it helpful to refer the resources list on the website at: _____.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Date Completed: _____

Wardrobe Inventory

Coats/Jackets/ Rainwear	Suits	Blouses/Tops/ Shirts	Sweaters	Pants/Shorts/ Jeans
Quantity	Color	Style	Casual	Dressy
			Formal	Special
			Fall/Winter	Spring/Summer
			All purpose	Can wear again
			Needs repair	Does it fit?
			Like	Dislike
			Y	N
			Needs to replace	

Date Completed: _____



Clothing Plan of Action





>Selecting Becoming Colors

Directions: Drape the fabric across your shoulders and around your neck until no other fabric or color shows. Ask one member of the group to record the reactions of the group on your chart. Use this chart to help you determine your best colors.

Date Completed:

MY BUVMANSHIP NOTES

Colorado 4-H Mission

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

Colorado 4-H Vision

A world in which youth and adults learn, grow and work together

4-H Pledge

I pledge.....

My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
 My health to better living
for my club, my community,
 my country and my world.

Promesa 4-H

Prometo usar mi mente para pensar con más claridad,
 mi corazón para ser más leal,
 mis manos para ser más servicial,
 mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto

“To Make the Best Better.”



Acknowledgements

This Artistic Clothing supplement was written by Sarah Lillis, Education Programs Coordinator, Avenir Museum of Design and Merchandising, Colorado State University.

Feedback and review was given by:

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