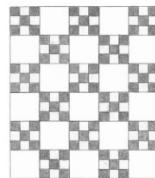
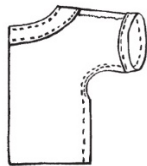




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 College of Agricultural, Consumer  
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 Extension 4-H Youth Development

# Home Economics



## 4-H Fashion Magic– Greentop

400.C-7(R-18)



### Resources:

- Wardrobe Planning Project Book - C-26
- Clothing Coordination Project Book – 100.C-28
- Fashion Consumerism & Careers – 100.C-27
- 4-H Project Record – 300.A-7 (R-18)

### To complete any phases, the 4-Her will:

- Complete charts and activities for each phase. Place them in a notebook for review/judging.
- Acquire one or more clothing items through purchasing, sewing, or as a gift which fits the lifestyle, personal characteristics, and compliments his/her wardrobe.
- Demonstrate the suitability of the acquired items by wearing them to an “interview”/modeling session, and by being prepared to discuss the selection process, how wardrobes are planned, and how coordination impacts wardrobe selections.
- Practice wise fashion consumerism by purchasing one or more clothing items which fit the individual’s lifestyle, personal characteristics, and compliment his/her wardrobe. Demonstrate the suitability of the purchased items by wearing them to an “interview”/modeling session, and being prepared to discuss the basic selection process and how marketing influences consumer selection.
- Complete one or more of the activities designed to provide experience in a career relative to the fashion industry.
- Turn in a county record book that includes completed project notebook with forms and records of your Fashion Magic project experience.

The Fashion Magic project series is designed for male and female senior 4-Hers, ages 14-19, with an interest in clothing and a desire to learn more about successful dressing and the fashion industry. These projects offer an alternative to the traditional clothing construction series for the non-sewer and offer depth and experience to the 4-Her who has a dedicated interest in the field of clothing and textiles. The 4-Her may enter only one Fashion Magic option for competition during a given year. Options may be repeated if desired.

The following options are available:

- **Phase 1: Wardrobe Planning** - Getting to know yourself, including your physical appearance, personality, lifestyle, and your current wardrobe.
- **Phase 2: Clothing Coordination** - You will learn and practice techniques used to coordinate various clothing items and accessories to extend your wardrobe.
- **Phase 3: Fashion Consumerism & Careers** - Learning how to make wise choices as a consumer of fashion through sound shopping skills and market place savvy. You will also learn about specific careers in the Fashion Industry.

*\*Note: The 4-Her must complete Phase 1 of this project before taking either of the remaining two phases. The activities and charts are used as a starting point in each of the other projects.*

### Competitive Events:

A County Fashion Revue will involve judging the project notebook and an interview. Evaluation should be based on the evaluation form found on the Fashion Magic Forms CD.

A poster or display board or the acquired clothing/ensemble may be neatly entered in county and state fairs to exhibit knowledge gained and experiences had through the Fashion Magic project in any of the three phases. Photographs used on display boards must have captions. Articles of clothing used for the project should be labeled with a 5”x7” card indicating the Fashion Magic project phase they were acquired for. The project notebook must accompany exhibits entered in fairs.

State competition will be available for first place county winners from each phase of the project. Contestants notebooks will be evaluated and an interview will be conducted during State 4-H Conference. Participants will model outfits during the State 4-H Fashion Revue contest’s fashion show. First through third place winners will be selected from each project phase. All first place winners will be eligible to compete in the Western National Roundup 4-H Fashion Revue.

*\*NOTE: Project judging focuses on the notebook compiled, the 4-Her’s presentation during the interview, and the appropriateness of the item(s) on the 4-Her. Refer to the criteria listed on the scorecard.*

Fisher, 2009