



at the shopping mall

objectives

1. To encourage students to think about clothing/shopping from a “needs” perspective
2. To demonstrate creative ways to save money related to clothing/shopping



Discussion

Introduce money management as it pertains to the shopping mall with the following discussion points:

- How do students plan wardrobes?
- How are buying decisions made? For example, “I need something” “I really want new...”
- What does a clothing budget mean to the students? How is this budget established?
- What encourages shopping? How does a store market clothing?
- How do peers influence your clothing purchasing decisions?



Activity

Shop smart

Length: Part 1 (45 minutes at school); Part 2 (at home); Part 3 (45 minutes at school)
Materials: At the Shopping Mall Student Handouts, flyers, catalogues, computer (optional)

Part 1 (At School): Clothing Wish List

- In this part of the activity, students will put together a clothing wish list of items that they believe they will need for the school year. Using the *At the Shopping Mall Student Handout*, students need to record their clothing wish list and then research and record the respective costs (total cost should also be indicated).

Part 2 (At Home): Clothing Inventory

- In the second part of the activity, students will need to go home and record the details of

their wardrobe (*Clothing Inventory* section of the *At the Shopping Mall Student Handout*). Students will then record whether or not they wear the clothes, as well as, whether it may be an item that they would trade.

Part 3 (At School): Clothing Budget

- Once they have completed Part 2 of the activity, continue by telling students they need to cut their clothing wish list total by 50%. Brainstorm and discuss the relevant cost-saving techniques (need vs. want, second-hand clothing, trades or clothing swaps, etc.) Have students review the clothing wish list against their clothing inventory and see if they can eliminate any redundancies.

Extension

- Set the guidelines for students to arrange a clothing swap with friends and/or family. The “trade” items from the *Clothing Inventory* section of the *At the Shopping Mall Student Handout* may be included. Encourage students to keep track of the obstacles and benefits that arise from the swap.

Collaborative Feedback

- What were the pros and cons of the clothing swap? (Body image and style differences may be addressed here)
- How do money and clothing relate? How do money and clothing influence important issues such as: identity and “fitting in”?
- Tally up how much money was saved as a class after the wish lists were revised.



Teacher Tips

- Organize a “discount” fashion show. Students will need to put together an outfit from discount or second-hand stores.
- Discuss the idea of donating clothing (or lost and found items) to a charity.

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Part 1 (At School): Clothing Wish List

Clothes can be very costly. Start to explore clothing costs by filling out the table below. In the first column, make a list of what you believe to be a realistic amount of clothes that you would like for this school year. In the second column, research the approximate cost of this clothing.

Part 2 (At Home): Taking Inventory at Home

What's in your closet? Your drawers? What about the laundry basket? Take inventory of the clothes that you already have at home (chart on next page). Note whether or not you wear each piece of clothing and also, whether or not you would be willing to trade the item.

Part 3 (At School): Clothing Budget

Now it's time to revisit your Clothing Wish List and compare the new information to your Clothing Inventory Chart. Are there items that may be removed from the wish list? Is there any duplication in the lists?



Part 1: Clothes Wanted	Approximate Cost at a Store
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
Total	\$

Part 3: Clothes Wanted	Approximate Cost at a Store
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
Total	\$

After discussing ideas on saving money with the class, record some of your favourites:
