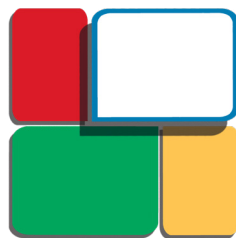




# \$15 CHALLENGE

EDUCATION | BUILDING A VIBRANT CLUB



## EDUCATION

The elements of a vibrant club meeting are designed to meet youth needs of belonging, independence, mastery and generosity.

- Welcome (10-20 min)
- Education (20-30 min)
- Recreation (20-30 min)
- Business Meeting (10-20 min)

## CONCEPT

Youth will prepare for the \$15 challenge using online shopping platforms.

## AUDIENCE

Intended for groups of ten or more youth in grades 4-12.

## PRIORITY AREA

- Communication and the Arts

## LIFE SKILLS

- Consumer management
- Goal setting
- Decision making

## BACKGROUND INFORMATION

This learning experience will introduce young people to virtual clothing shopping options for personal use or the \$15 Challenge. Young people will learn about a tool to use to shop for their \$15 Challenge exhibit.

## DO

All young people should start the activity by sitting. Explain that individuals will stand each time they hear something that applies to them (alternatives to standing could include putting your hand on your head, or raising your hand). Use the following statements to learn about the young people participating and their previous shopping experiences.

1. I am listening and understand the directions.
2. I am wearing clothes today.
3. I know how to care for my laundry.
4. I know how to put away my laundry.
5. I have shopped at a grocery store for food.
6. I have shopped for clothes online.
7. I have shopped for clothes at a mall or department store (Target, Kohls, etc.).
8. I have shopped for clothes at a secondhand store (goodwill, salvation army, etc.).
9. I have participated in the \$15 Challenge at the fair. (Facilitator note: some counties have their judging experiences before fair, so select your wording based on how this event occurs in your county.)

## REFLECT

Make a note of who has shopped for clothes online, at a secondhand store, and/or participated in the \$15 Challenge. Ask these young people if they would be willing to share what they did, what they purchased, what they learned, etc. If young people in the group have not shopped at a secondhand store or participated in the \$15 Challenge, be prepared to give an overview of both experiences.

Ask young people how they selected the items they purchased online, at a secondhand store, or chose to exhibit for the \$15 Challenge. What was their goal when purchasing items?



## MATERIALS

- Whiteboard or poster
- Marker
- Computer (several needed for a larger group)
- Projector
- Internet access
- County \$15 Challenge information

## SPACE NOTES

This experience will work best if a computer and projector are available, so everyone can see the information shared on the computer. An area to allow all young people to sit and stand from where they are sitting is needed.

## VIRTUAL ADAPTIONS

This activity can be used in a virtual setting by utilizing a shared screen. Instead of having young people sit and stand, use the raise hand feature, reactions, or turn cameras on to raise hands.

## STANDARDS

21.3-5.TL.3 Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.

21.3-5.TL.5 Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.

Use a whiteboard or poster to make a list of potential goals a person might have when purchasing clothing. Does one outfit meet all of their goals? Potential goals could include:

- Outfits for special events like homecoming, graduation, summer party, or holiday party.
- Outfits for different purposes like attending a regular after school activity, a day at school, a day at their part-time job, or participating in a specific sport.
- Outfits for specific locations like a place they plan to go on vacation, or for a special school trip.

## APPLY

Next, you will use a virtual shopping platform to select some items that could meet the goals identified. The example provided will be ThredUp, an online consignment platform. You may use any online retail platform that you feel comfortable with that offers secondhand clothing items.

Use a computer and project the screen so everyone can see. Ask a young person who has shopped for clothes online to be the website navigator.

Ask the youth to vote on one item to shop for by raising their hands.

Begin to shop for the agreed-upon item. Be sure to highlight different ways to search using filters such as brand, features, type of clothing, etc. Use the “favorite” tool to select items that the group likes. Vote on which item using a raise of hands to exhibit for the \$15 Challenge. Shipping costs do not count towards the maximum of \$15 spent on the item.

Ask everyone to sit down and thank them for participating. Explain that individuals will stand each time they hear something that applies to them (alternatives to standing could include putting your hand on your head, raising your hand, etc. and should be provided in case any of your participants do not wish to stand or are unable to).

1. I am wearing clothes today.
2. I understand how to use goals when shopping for clothing.
3. I am interested in participating in the \$15 Challenge this year at the fair!

Be prepared to give guidance on participating in the \$15 Challenge at the county fair.

## VIBRANT CLUBS BEST PRACTICES

When facilitating this learning experience, keep all young people engaged by using their previous experiences in shopping. Ask for their thoughts on what types of clothes they need. Encourage older youth to use their website experience to navigate ThredUp as the group shops together. Have groups share their final selections together after having different shopping experiences.

If the group is larger, consider using several computers to shop and identify potential clothing options for different goals identified as a group.

## REFERENCES

Written by Abby Stanek, Youth Program Specialist, Iowa State University Extension and Outreach.

For more information on the elements of a vibrant club, please see publication 4H 4004, Building a Vibrant Club at <https://store.extension.iastate.edu/product/12893>.

Copyright © 2021, Iowa State University of Science and Technology, Iowa State University Extension and Outreach.