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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Principles of Human Services |
| **Lesson/Unit Title** | Selection and Care of Clothing: Part I |
| **TEKS Student Expectations** | **130.272. (c) Knowledge and Skills**  (2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:  (E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings  (H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze various types of attire for the workplace * Apply the principles of proper care of clothing * Identify and select a proper wardrobe according to the needs and wants of a “client” * Summarize the elements involved in choosing appropriate clothing |
| **Rationale** | How long does it take to make a first impression? Why is making a good first impression important during a job interview? If you had a job interview tomorrow, would you have clothes in your closet that would be considered appropriate? Which outfit would you wear – how would you decide what is appropriate? What does your clothing say about you? Clothing is an important part of how you express your personality and style. Clothing allows you to project your best and can help you feel good about yourself. Proper care of clothing procedures is important to help keep your clothes clean. Maintaining your clothes will also aid in keeping your clothes looking their best, and in turn, they will last a long time. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Accessories:** The items you wear with your clothes, such as shoes, handbags, belts, scarves, and neckties  **Appearance:** The way someone or something looks  **Bleach:** A chemical mixture used to whiten and brighten clothes and remove stains  **Business casual:** Dressing professionally, looking relaxed, yet neat and pulled together; the interpretation of business casual differs widely among organizations and is often a cause of confusion  **Classic:** Characterized by simple tailored lines in fashion year after year  **Clothing label:** Is generally sewn or stamped to the inside of a garment  **Detergents:** Cleaning agents that are made with surfactants, chemicals that allow water to penetrate soiled fabrics more easily; generally better than soaps  **Fad:** A practice or interest followed for a time with exaggerated zeal  **Interview:** A formal consultation usually to evaluate qualifications (of a prospective student or employee)  **Professional:** Exhibiting a courteous, conscientious, and generally businesslike manner in the workplace  **Wardrobe:** Includes all the clothes you have to wear, including accessories |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   Note: If individual equipment is not available, teacher can utilize a projected copy as long as students can see the screen.  **Materials:**   * Construction paper * Markers * Poster board   **Supplies:**   * Fashion magazines   **Other appropriate lessons**   * Show Yourself Off: Write A Resume * Maximize Your Job-Search with a Portfolio * Empowering Your Job Skills   **Teacher note:**  Enrichment section of this lesson provides for student to practice various stain removal techniques.  **PowerPoint:**   * Selection and Care of Clothing: Part I   **Technology:**   * Free iPad App:  Found Consignment Boutique<https://itunes.apple.com/us/app/found-consignment-boutique/id903721268?mt=8>   **TedxTalk:**   * Susan Colantuono: The career advice you probably didn’t get You’re doing everything right at work, taking all the right advice, but you’re just not moving up. Why? Susan Colantuono shares a simple, surprising piece of advice you might not have heard before quite so plainly. This talk, while aimed at an audience of women, has universal takeaways for men and women, new grads, and midcareer workers.<http://www.ted.com/talks/susan_colantuono_the_career_advice_you_probably_didn_t_get>   **Videos:**   * How to Dress for an Interview for Teens: Business Style Etiquette Tips for how to dress appropriately for a job interview.<http://youtu.be/flT7IqtojsU> * Job Interview Tips for Teens For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm> * Six-Panel Organizer Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA> * Too Much Detergent Can Damage Your Washing Machine Besides hurting your washing machine, too much soap can lead to mold and mildew, as well as added wear and tear on your clothes.<http://www.tbd.com/articles/2011/02/too-much-detergent-can-damage-your-washing-machine-53125.html>   **Graphic Organizers:**   * Article STOP and JOT * Notes for Selection and Care of Clothing: Part I   **Handouts:**   * Facts I Learned – Clothing Selection: Part I * Rubric for Your Personal Style Project * Six Panel Organizer: Proper Attire for a Job Interview * Stain Removal Activity * Teacher Instructions for Stain Removal Activity * Your Personal Style Project |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Become familiar with PowerPoint, handouts, and activities.  Display as many of the lesson-related supplies as you have available on a table in front of the room.  On the chalkboard, white board, or a poster board, write the following symbols or letters and what they represent:  $ = good buy  !! = favorite item(s) of clothing  S = seasonal (can only be worn for one season)  F = fad item  C = classic (never goes out of style)  R = needs to be repaired or can be recycled  D = donate to a donation station  Teacher note: Review and explain the symbols and what they represent.  Instruct students to number their paper from 1 to 20 and list items of clothing he or she owns, including shoes, accessories, pants, shirts, t-shirts, or dresses. Next to each item of clothing, instruct the students to write the appropriate symbol from the chart on the board. Explain that some items of clothing may have more than one symbol or letter. For example, “jeans,” may be a good buy, a favorite item, and a classic style. Allow the students time to work on their lists.  Not all students may be comfortable sharing what is on their list. Allow students to volunteer to share their results.  Follow-up questions may include:   * What did this activity reveal to you about your wardrobe? * What does your clothing say about you? * Do you properly maintain your clothes? * Do you iron your own clothes? Do you know how to iron? * Did you pick it up off the floor to put it on this morning? * Do you have a hard time finding something to wear? * Do some of your clothing items have stains and need to be washed? * Do you know how to remove stains? * Do you feel you have a working wardrobe, adequate wardrobe, or inadequate wardrobe? * What are your needs and wants pertaining to clothing?   If you had a job interview tomorrow, would you have clothes in your closet that would be considered appropriate? Which outfit would you wear? |
| **Direct Instruction \*** | **Prior to lesson:**  Review lesson content and slide presentation for both Selection and Care of Clothing: Part I and Selection and Care of Clothing: Part II. This will assist you in determining what information to focus on and how much class time you have to utilize on the lesson TEKS/student expectations.  The slide presentation for this lesson is divided into three sections:   * Acceptable Clothing for a Job Interview, slides 3 – 12 * Caring for Your Clothing, slides 13 – 24 * Developing a Personal Wardrobe Plan, sides 25 – 30   Introduce lesson objectives, terms, and definitions.  Distribute Notes for Selection and Care of Clothing: Part I. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce the PowerPoint Selection and Care of Clothing: Part I, Acceptable Clothing for a Job Interview = slides 3 – 12. Discuss components of acceptable dress for an interview using appropriate notes from Presentation Notes for Selection and Care of Clothing: Part I for discussion.  Continue with the slide presentation Selection and Care of Clothing: Part I, Caring for Your Clothing = slides 13 – 24. Use information from Presentation Notes for Selection and Care of Clothing: Part I for continued classroom discussion. Instruct students to continue taking notes. For your convenience, the Enrichment segment of this lesson has an activity that focuses on stain removal. Students can practice various stain removal techniques.  Continue with slide presentation Selection and Care of Clothing: Part I, Developing a Personal Wardrobe Plan = slides 25 – 30. Use information from Presentation Notes for Selection and Care of Clothing: Part I for classroom discussion. Instruct students to continue using Notes for Selection and Care of Clothing: Part I for note-taking.  Videos included in the PowerPoint presentation:   * How to Dress for an Interview for Teens: Business Style Etiquette  Tips for how to dress appropriately for a job interview.<http://youtu.be/flT7IqtojsU> * Job Interview Tips for Teens  For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm> * Six-Panel Organizer  Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA> * Too Much Detergent Can Damage Your Washing Machine  Besides hurting your washing machine, too much soap can lead to mold and mildew, as well as added wear and tear on your clothes.<http://www.tbd.com/articles/2011/02/too-much-detergent-can-damage-your-washing-machine-53125.html>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instruction * pairing up students with partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | **Prior to lesson:**  Become familiar with how to construct a six-panel organizer at:<http://youtu.be/UILX5mMhXyA.> You may want to construct an organizer to use as a sample.  Instruct students that they will be creating a six-panel organizer on which to place the information for their upcoming project. Distribute Six Panel Organizer: Proper Attire for a Job Interview.  Inform students that each panel will include information on selecting proper attire for a job interview. Students will place the information on the front and back of each panel. Students will provide a title for each section on the panel. Allow students to view video on how to prepare the organizer.  Components of organizer:   * 1st panel – Purpose of dressing appropriately for a job interview * 2nd panel – Appropriate attire for men seeking employment in the Human Services career cluster * 3rd panel – Appropriate attire for women seeking employment in the Human Services career cluster * 4th panel – Appropriate accessories – belts, ties, jewelry * 5th panel – Stain removal tips * 6th panel – Best practices for caring for your clothing   Completion of each panel can be assessed as a daily grade.  Have students display and explain their organizer components.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for assignments * summarizing key points and having students summarize the information * providing copies of the slide presentation |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Scenario: You would like to update your wardrobe and need assistance in selecting proper attire for upcoming job interviews. You have decided to hire a personal stylist from a large department store. The personal stylist has given you a form entitled Your Personal Style Project. Complete the form, and be ready for your trend consultation!  Individually, students will complete the form Your Personal Style Project. After each student has completed the form, they will exchange their paper with another student and act as each other’s “personal stylist.”  They will select a proper wardrobe according to the needs and wants of their new “client.” Students may explore Internet sources or gather images from magazines or newspapers for wardrobe selections. After each student has selected a proper attire for his or her client, they will present the wardrobe plan to the class in the form of an electronic poster- Glogster, Polyvore [www.polyvore.com/](http://www.polyvore.com/) or a fashion poster board/story board.  Distribute Rubric for Your Personal Style Project so that the students understand how their product will be assessed.  Monitor and guide students as they work independently researching and collecting data for their assignments. Student presentations will occur when assignments have been completed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing frequent feedback * minimizing auditory distractions * encouraging participation |
| **Lesson Closure** | Review terms, definitions, and lesson objectives.  Distribute Facts I Learned – Clothing Selection: Part I handout. Students will complete the document with interesting facts they learned from the lesson. |
| **Summative/End of Lesson Assessment \*** | Student personal style presentations will be assessed with the appropriate rubric provided during Independent Practice.  Option  Student Reflection: Using the information gathered in this lesson, independently, students will write a one-page summary analyzing their information on proper attire for job interviews, care of clothing and selection of clothes. Students will reflect on how they plan to use this activity and information now and in the future. The reflection and handouts will be submitted for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for assignments * requiring lists instead of sentences |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft. * Photos obtained through a license with Shutterstock.com. * American Cleaning Institute®   **Textbooks:**   * Johnson, L. (2004). *Strengthening family & self*. Tinley Park, IL: Goodheart-Wilcox.   **Websites:**   * About.com  Job Interview Tips for Teens<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm> * Dressing for Interview Success  How to dress professionally for an interview.<http://www.collegegrad.com/jobsearch/Competitive-Interview-Prep/Dressing-for-Interview-Success> * The American Cleaning Institute  Cleaning products play an essential role in our daily lives. By safely and effectively removing soils, germs, and other contaminants, they help us to stay healthy, care for our homes and possessions, and make our surroundings more pleasant.<http://www.cleaninginstitute.org/> * How to Iron Clothes  Four methods to iron clothes.<http://www.wikihow.com/Iron> * How to Take Care of Your Clothes  Taking care of your clothes will not only make them last longer, but will also make you look better. Buying new clothes is costly, and at times unnecessary when you take care of the clothes that you already have.<http://www.wikihow.com/Take-Care-of-Your-Clothes> * Tarleton State University (TSU)  Dress to Impress – Professional Attire TSU provides illustrations, videos, and articles to help you prepare for any professional occasion.<http://www.tarleton.edu/careerservices/Students/dress-to-impress.html>   **Videos:**   * How to Dress for an Interview for Teens: Business Style Etiquette  Tips for how to dress appropriately for a job interview.<http://youtu.be/flT7IqtojsU> * Job Interview Tips for Teens  For any job interview, it’s important to impress the interviewer from the moment you arrive. Learn what you should and should not do during the interview so you can avoid embarrassing faux pas!<http://video.about.com/jobsearch/Job-Interview-Tips-for-Teens.htm> * Six-Panel Organizer  Students can use this manipulative as a sequential description of a topic or to show connection between a central idea, concept, or process.<http://youtu.be/UILX5mMhXyA> * Too Much Detergent Can Damage Your Washing Machine  Besides hurting your washing machine, too much soap can lead to mold and mildew, as well as added wear and tear on your clothes.<http://www.tbd.com/articles/2011/02/too-much-detergent-can-damage-your-washing-machine-53125.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat instructions back to you to be sure they know what is expected of them. * Discuss vocabulary in detail, making sure students understand before moving on. * Use graphic organizers and visuals to help explain the lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the maintenance of clothes and proper attire for job settings. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Resume and job hunt <http://blog.nwjobs.com/careercenter/job-interview_outfit_dos_and_donts.html> * How to dress for success at work <http://www.cnn.com/2008/LIVING/worklife/07/30/cb.dress.for.success/index.html> * Dressing (teachers) for success<http://www.educationworld.com/a_admin/admin/admin422_a.shtml> * Job Hunter’s Guide  Introduction to job hunting, Assess, Prepare, Search, Contact, Interview, Work, Case Studies, and Special Topics.<http://www.twc.state.tx.us/news/tjhg/toc.html> * Word Attack Strategies: Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension.   Instruct students to locate reliable sources which provide information on how to dress for a job interview. Utilize the pre-reading strategy, **Article STOP and JOT** handout. Students will read one article, write a short paragraph summarizing each paragraph and jotting key points and ideas. Students will provide the name of the article and website. |
| **Quotes** | If you look over the years, the styles have changed – the clothes, the hair, the production, the approach to the songs. The icing to the cake has changed flavors. But if you really look at the cake itself, it’s really the same. **-John Oates**  The beauty of a woman is not in the clothes she wears, the figure that she carries or the way she combs her hair. **-Audrey Hepburn**  I think fashion is a lot of fun. I love clothes. More than fashion or brand labels, I love design. I love the thought that people put into clothes. I love when clothes make cultural statements and I think personal style is really cool. I also freely recognize that fashion should be a hobby. **-Anne Hathaway**  When I was a young boy, growing up in Durham, North Carolina, the women in my family were truly passionate about their clothes; nothing was more beautiful to me than women dressing with the utmost, meticulous attention to accessories, shoes, handbags, hats, coats, dresses, and gloves to attend Sunday church services. **-Andre Leon Talley**  Clothes and manners do not make the man; but when he is made, they greatly improve his appearance. **-Arthur Ashe** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * To “dress for success” means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The “soft skills” I possess are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Clothing care is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My clothing needs include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Appropriate dress for a job interview could include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  Using the Article STOP and JOT handout, after reading the suggested articles from the reference/resource section of the lesson plan, have the students write a paragraph on their findings. |
| **Communication**  **90 Second Speech Topics** | * I can prepare for a job interview by \_\_\_\_\_\_\_\_\_\_\_\_. * It is important to determine your clothing needs and wants because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Clothing care requirements influence my clothing selections by \_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Stain Removal Activity**  Each student will need four fabric swatches 3” x 2 1/2”. Prior to the activity, you need to have the fabric swatches cut to size and samples of stains on each piece of fabric. Each student will be given four swatches of fabric; one each with a lipstick stain, ballpoint pen ink stain, melted wax stain and mustard stain. You will also need the following supplies:   * ballpoint ink pen (black or blue) * butter knives or plastic knives * bowl * cleaning supplies such as:  color-safe oxy bleach  hair spray  liquid dish-washing soap  liquid laundry detergent  rubbing alcohol  spot removal solvent * fabric swatches * ice * iron * lipstick * melted candle wax * mustard * old towel * paper towels * plastic bowl for ice * plastic dishpans * stapler * tape * wooden spoon   Refer to the Teacher Instructions for Stain Removal Activity handout. If you do not have access to several sinks, you will need to set up several temporary “sink areas.” Place water in four plastic dishpan containers throughout the room to set up stain removal stations. Instruct the students to rotate among the four stations. Students will practice various stain removal techniques. Distribute the Stain Removal Activity handout.  **Human Services Principles of Human Services Writing Prompt**  Think about the importance of appearance in personal and professional settings. Write an essay explaining the importance of appearance in personal and professional settings. (9th and 10th grade expository writing)  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Susan Colantuono: The career advice you probably didn’t get  You’re doing everything right at work, taking all the right advice, but you’re just not moving up. Why? Susan Colantuono shares a simple, surprising piece of advice you might not have heard before quite so plainly. This talk, while aimed at an audience of women, has universal takeaways for men and women, new grads, and midcareer workers.<http://www.ted.com/talks/susan_colantuono_the_career_advice_you_probably_didn_t_get> |
| **Family/Community Connection** | * Make contacts to arrange for guest speakers or panelists from the workforce to discuss important job skills. * With permission from administration, host a “Dress for Success” fundraiser. If students are required to wear a uniform to school, the students can pay $2.00 to “Dress for Success” and align their clothing with a career of their choice. Clothing must be professional attire and within the school dress code rules. All monies collected could be donated to a women’s shelter. * Have students develop their own interview questions and take them home to practice interviewing techniques with parents. Ask parents to make critique notes on the handout. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  STAR Event:  Job Interview – An individual event which recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview and communicate a personal understanding of job requirements. Students will create a résumé©, cover sheet, job application form and other documents to display their skills.  Career Investigation – An individual event which recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals and describe the relationship of Family and Consumer Sciences coursework to the selected career. Participants prepare a portfolio and an oral presentation.  **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>  Portfolio Contest – To assist TAFE members in compiling a dynamic record of their qualifications, experiences, and professional growth. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see<http://www.nylc.org>  Develop a video on how to create a job portfolio, tips for developing one and how to conduct yourself at an interview. Donate the video to domestic violence shelters to assist women in finding jobs. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)