

UNDERSTANDING: Lesson 4 (9-12)**Understanding: Know Yourself:**

Increase Self-Awareness
 Know Your Strengths and Weaknesses
 Develop Critical Thinking Skills

Example Practices That Address Self-Awareness:

- Clearly state classroom rules
- Provide students with specific feedback regarding academics and behavior
- Offer different ways to demonstrate understanding
- Create opportunities for students to self-advocate
- Check for student understanding / feelings about performance
- Check for emotional well-being
- Facilitate understanding of student strengths and challenges

The Goals:

As an Arkansas graduate, I am:

- Able to clearly articulate information I want to share
- Growth-minded, curious, and inquisitive
- Reflective
- Resourceful

Personal Competency Addressed: In high school, I can:

- ☐ Recognize my own personal learning style and find ways to incorporate my style in school and out of school
- ☐ Set priorities in building on strengths and identifying areas for improvement
- ☐ Advocate for my own needs related to my identified strengths and areas for growth
- ☐ Explore possible career and volunteer opportunities based on identified interests and strengths
- ☐ Identify organizations in my community that provide opportunities for me to develop my interests or talents
- ☐ Evaluate how behavior choices can affect goal attainment
- ☐ Analyze and use resources for problem solving
- ☐ Implement a plan to build on a strength, meet a need or address a challenge
- ☐ Seek out and identify adult role models and support systems that contribute to my school and life success
- ☐ Recognize physiological responses to emotions and identify strategies I can use to relieve stress
- ☐ Demonstrate responsible social media use
- ☒ Distinguish and appropriately dress for casual, social, and business situations

Learning Objectives:

I can dress appropriately for every situation as a sign of professionalism, respect, and social understanding.
 I will gain an understanding of the differences in appropriate vs. inappropriate dress in the workplace and other settings.

Materials and Preparation:

- Teacher review of: [Self Improvement The ABCs to Dressing for Success: Always Be Conservative](#)
- Student chromebooks or paper handouts of pre/post assessment, questions, and handouts
- Device and internet access for digital material

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Key Vocabulary:

Based upon your personal or your school's preference, students will be shown/provided a list of vocabulary words and discuss any unfamiliar words.

Attire: clothes, especially fine or formal ones

Conservative Dress: marked by moderation or caution / marked by or relating to traditional norms of taste, elegance, style, or personal manners in dress

Dress Code: specific guidelines about appropriate clothing in a school, workplace, or other setting

Grooming: to make one's appearance neat or attractive

Self Improvement: the act or process of improving oneself by one's own actions

Introduction (8 mins):

1. Project the image and have students silently analyze it and think about it for one minute.

Professional Dress - First Impressions

2. Choose four students to provide a 30 second response or two students to provide a one minute response.

3. Have students then complete the following Pre-Test, regarding appropriate dress for certain situations, on a paper handout or the Google Document: [Dress for Success Pre-Test](#).

Explicit Instruction/Teacher Modeling (2 mins):

Once the 8 minutes is up, have the students share their responses to the prompt (3-5 responses will do). It is likely you will get some responses that will help guide you into understanding how much basic knowledge/understanding of appropriate dress most of the students have.

Lesson Activities (5 mins):

Tell students they can remember the ABCs of Dressing for Success: Always **Be** Conservative! It is better to be a little overdressed than to be under-dressed.

Step 1: Review the pre-assessment before introducing the subject to the class.

Step 2: Divide the class into three groups: casual events, weddings and funerals, professional/work.

Step 3: Ask each student group to appoint a reporter who will draw a line down the center of a piece of notebook paper. On one side of the page, write DO and on the other side of the page, write DON'T.

Step 4: Give your students 5 minutes to think about the rules for appropriate and inappropriate dress for each situation and write the rules on the DO or the DON'T side of the paper.

Step 5: When 5 minutes are up, ask them to read their lists.

Step 6: Discuss similarities or differences in the students' opinions.

Guided Practice (5 mins):

Step 1: Review the lesson before introducing the subject to your students.

Step 2: Ask students to break into groups of 3 in order to complete the [What Should I Wear Worksheet](#).

Step 3: Have students read each scenario and match it with the most appropriate attire choice.

Independent Work Time (5 mins):

Have student groups come up with 3 images (i.e., from the internet) depicting appropriate dress vs. inappropriate dress for a casual event, a social event, and a business situation/work event. Have students submit their slides to a class powerpoint.

Differentiation:

If a student needs additional support understanding the material (such as English Language Learners or Special Education students), you could consider:

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

- *Allowing the student to have a partner for the entire lesson
- *Modifying the activity to fewer situations to take up less time
- *Provide ½ of the Google slide (maybe the appropriate outfit for each situation) and the student just has to create the other side
- *Teacher/peer reads any written materials or projected images
- *Print vocabulary words out if students are creating a vocabulary folder or you have a vocabulary wall

Assessment (3 mins):

As an exit ticket, have students answer these questions to reflect on their learning today regarding dressing appropriately for casual, social, and business/work situations:

1. What is one thing that I understand better about myself after this activity?
2. How will this understanding help me in the future?
3. What is one thing I can incorporate in my dressing from the ABC's of Dressing for Success?

Review and Close (2 mins):

Revisit the key points of the lesson:

1. To make an impression on others, look nice and always dress your best.
2. Remember according to the ABC's of Dress for Success, it is always better to dress conservatively.
3. An important take-away from this lesson is that if you want serious consideration for a job, look your best. You may not be able to control where you go to school, many of your life situations, but YOU have control over how you look.

Enrichment/Extension/Optional Activities: (10 mins)

1. Classroom Fashion Show - This role-play is for all the students in the room that are willing to volunteer (or as many as time allows). The teacher will be the fashion show judge and the students will be contestants. Choose a student with a very outgoing personality to be the host of the show and announce each contestant (student) as they walk down the "runway". Each student walks the fashion "runway" to be "judged" on a few points that a date's parent(s) and/or a business manager/boss might judge them. This exercise will help students identify common blunders, severe errors, and personal idiosyncrasies that they should be made conscious of when putting a professional wardrobe together. After students walk the runway, students are to answer these questions:
 1. Is this outfit appropriate for a casual, social, or business/work setting?
 2. If not, what needs to be changed? Shirt, slacks, shoes, etc.
 3. If it is appropriate, what makes it so?
 4. Do the clothes look clean and unwrinkled?
 5. Does the contestant look well-groomed or like he/she just woke up?
2. For a tactile/kinesthetic approach (or if using in an art class): Provide each student with a paper doll handout and have students create appropriate outfits for a casual event, a social event, and a business situation/work event. - [Teen Girl and Boy Paper Dolls](#) (Teacher will need to use discretion when selecting paper dolls.)

Teacher Self-Care:

Pack a picnic and make a date with yourself in the park with a nice book. Invite a loved one to join you if you wish!

Sources:

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

1. McCulloch, Marc and Troy Behrens, "The ABCs to Dressing for Success: Always Be Conservative". 2004. Accessed July 26, 2020.

https://chooseyourfuture.cps.edu/sites/default/files/lesson10-4-s4_0.pdf

Teacher Reflection:

To Ask with Students:

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?