

DYNAMICS OF CLOTHING I

UNIT I: *PSYCHOLOGY OF CLOTHING AND APPEARANCE*

TOPIC A: **ROLE OF CLOTHING AND CLOTHING CHOICES**

OBJECTIVE: Students will explore the role clothing plays in projecting a personal image and how clothing choices support that image.

CONCEPT: Clothing is an important part of our culture and our personal image. Our image is projected through our clothing choices. An article of clothing, piece of jewelry, or accessory can act as a "clue" in determining the message we send and, consequently, the way we are perceived.

COMPETENCIES:

1. Define the role clothing plays in creating images for self, school, peer groups, and families.
2. Review how images are projected through dress and the statements made through clothing choices.
3. Distinguish between fashion conformity, personal originality, and classic styles of dress.
4. Determine the impact of technology and media on clothing choices.



ACTIVITIES/OPTIONS

SUPPLIES NEEDED

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| 1. | Roles of Clothing/Clothing Choices | Examples of clothing that represent various types of garments worn
Overhead transparency (I-I-14)
Copies of student activity guide (I-I-15)
Collages of three (3) types of garments |
| 2. | Types of Dress That Stereotype | Large pictures that depict different types of dress that stereotype people
Optional: Supplies for student collages (poster paper, magazines, glue, markers, scissors, etc.) |
| 3. | Classic Clothing Choices | Copies of student activity guide (I-I-18) |
| 4. | Clothing Messages | Classroom set of article (I-I-20 through I-I-22)
Copies of student activity guide (I-I-23) |
| 5. | Clothing Clues | Fabric swatches for each clue
OR
Pictures that depict each clue
Large pieces of butcher paper or poster paper with names of categories
Felt-tip markers |
| 6. | Your Roles and the Clothing You Wear | Copies of student activity guide (I-I-26) |
| 7. | Guest Speaker:
Clothing Retail Person | As desired |
| 8. | Guest Panel | Questions for panel members (I-I-27) |

**ACTIVITIES/OPTIONS****Option 1: Roles of Clothing/Clothing Choices**

Using the teacher background information ROLES OF CLOTHING/CLOTHING CHOICES as a guide, lead the students in a dialogue regarding the role clothing and clothing choices play in our society. As the discussion progresses, display one or more items of clothing that represent each of these areas. Ask the students to identify other pieces of clothing for each area. Have the students complete the corresponding student activity guide, ROLES OF CLOTHING/CLOTHING CHOICES.

Examples of items that represent each area:

Protection:	football helmet, ski hat, gloves, etc.
Modesty:	swimsuit, tank tops, shorts, etc.
Safety/sanitation:	hiking boots, hard hat, lab coat, knee pads, etc.
Identification:	letter coat or sweater, uniform for work or team
Status:	example of current popular "designer" or "label" clothing
Decoration:	jewelry, dressy dress, vest

Option 2: Types of Dress that Stereotype

Follow the directions provided in the teacher background information and guidelines, TYPES OF DRESS THAT STEREOTYPE, for this activity.

Option 3: Classic Clothing Choices

Have each student complete the student activity guide, CLASSIC CLOTHING CHOICES, to gain an awareness of and analyze the implications and ramifications of the clothing choices he/she makes every day. A scoring guide is provided on the second page.

Option 4: Clothing Messages

Begin this activity by having the students read the article, WHAT ARE YOUR CLOTHES SAYING ABOUT YOU? Then assign the class to watch one television program or movie, with or without sound, and describe the main characters. Have the students analyze the way each character is dressed and identify the messages and cues given by their dress. Then have the students analyze what kind of messages and cues their own dress gives, using the student activity guide, CLOTHING MESSAGES.

Note: Periodically, the teacher will need to update this reading material with new programs, characters, modes of dress, etc.

**ACTIVITIES/OPTIONS****Option 5: Clothing Clues**

Follow the teacher guidelines and background information, CLOTHING CLUES, for this activity. The teacher will need to prepare large sheets of butcher paper or poster board, with one category on each piece, and hang them around the room for the students to record their responses.

Note: If the teacher will laminate these pieces of paper or poster board before they are used the first time, they can be cleaned and reused if board markers are used on them.

Option 6: Your Roles and the Clothing You Wear

Discuss the various roles students play in their everyday activities. As the students identify some of their roles, list them on the board. Then have students complete the student activity guide, YOUR ROLES AND THE CLOTHING YOU WEAR.

Option 7: Guest Speaker: Clothing Retail Person

Ask a clothing retail person to be a guest speaker and explain how the retail market is controlled, the impact of the media on clothing choices/sales, and how it changes from year to year.

Option 8: Guest Panel

Invite a guest panel to discuss the psychological aspects of clothing in a variety of situations. The panel could be made up of:

- One parent
- A store manager
- A business person
- One high school student
- One college student
- A youth from a correctional facility

Some questions that could be used for the panel are provided in the resources.

Note: Options 2, 3, 4, and 5 are from the Fashion Strategies curriculum, Unit II: Personal Fashion, Competencies 2 and 3, pages II-3 to II-20.

**ASSESSMENT/EVALUATION QUESTIONS****COMPETENCIES**

1. **Define the role clothing plays in creating images for self, school, peer groups, and families.**
 1. People who live in the desert keep the hot sun from damaging their bodies by covering up with long flowing robes and head coverings.
A.* True
B. False
 2. If you have a leadership position within a group, your appearance will have very little importance.
A. True
B.* False
 3. Ordinary people can have a sense of importance by the clothing they choose.
A.* True
B. False
 4. Clothing that may be considered as modest to one person may not be modest to another.
A.* True
B. False
 5. Some reasons the definition of modesty may differ are:
 - laws and customs of the land
 - religious beliefs
 - personal activities
 - styles of the time
 6. The two (2) main reasons clothing is a basic need in our society are:
 1. physical
 2. psychological/social
 7. The three (3) physical reasons we need clothing are for:
 1. protection
 2. modesty
 3. safety/sanitation
 8. The three (3) social/psychological reasons we need clothing are for:
 1. identification
 2. status
 3. decoration

**ASSESSMENT/EVALUATION QUESTIONS****4. Determine the impact of technology and media on clothing choices.**

1. Modern technology has little effect on clothing choices.
A. True
B.* False
2. Computers are used to help design patterns.
A.* True
B. False
3. CAD/CAM are methods used in the advertising of clothing.
A. True
B.* False
4. Grading is when the public decides if they like the garment.
A. True
B.* False
5. CAD/CAM stand for Computer Aided Design/Computer Aided Manufacturing.
A.* True
B. False
6. Computerized machines are a type of new technology used in the garment industry.
A.* True
B. False
7. Satellites have helped to make fashion information from around the world more available.
A.* True
B. False
8. Often television personalities and movie stars influence or start a fashion trend by the clothing worn on their shows.
A.* True
B. False
9. Musical artists usually don't influence fashion because their entertainment is audio (you listen to it) and not visual.
A. True
B.* False
10. The rate of change in the fashion cycle is the same today as it was 100 years ago.
A. True
B.* False