

DYNAMICS OF CLOTHING II

UNIT I: *PSYCHOLOGICAL ASPECTS OF CLOTHING*

TOPIC A: **BEHAVIOR, IMAGE, AND DRESS**

OBJECTIVE: Students will explore the role clothing choices play on one's behavior.

CONCEPT: One's behavior is affected by one's dress. When we are dressed appropriately for the occasion, we tend to act appropriately. When we are not dressed appropriately, our behaviors have a tendency to follow suit. Being dressed appropriately brings a feeling of confidence and puts one at ease.

COMPETENCIES:

1. Analyze the relationship between behavior, image, and dress.
2. Determine appropriate attire for a variety of occasions.

**ACTIVITIES/OPTIONS****SUPPLIES NEEDED**

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| 1. Behavior, Image, and Dress | Large pictures of people in different types of attire
Overhead transparency (II-I-10) |
| 2. <u>Clothing Communicates</u> Video | Video
Video player |
| 3. Courtroom-Type Video Clip | Video
Video player |
| 4. Clip Without Sound | Video
Video player |
| 5. Dress Codes | Copies of student activity guide (II-I-11) |
| 6. Appropriate Dress Pictures | Slides, photos, or video of people in appropriate and inappropriate attire |
| 7. Appropriate Dress Choices | Copies of student activity guide (II-I-26)
- Three per student |
| 8. Dress Differently for a Day | Copies of student activity guide (II-I-27) |

**ACTIVITIES/OPTIONS****Option 1: Behavior, Image, and Dress**

Have several large pictures of people in different types of attire. Ask the class what they can tell about these people by what they have on or how they are dressed. Try to steer the discussion away from stereotyping issues and direct it toward personal characteristics. Assist the students in identifying their personal reactions to the dress of the people in the pictures. (If the class members are mature enough to handle such a situation, have the students react to each other's appearance.)

Explain that sometimes the messages our appearances communicate are not received the way we intend. You and your friends may think your appearance communicates one message, but other people think your appearance means something else. On the other hand, as a receiver, the individual's first impressions are based on a personal frame of reference. Our community, family, friends, education, and experiences contribute to the kinds of judgments we make. Therefore, our judgments of others are greatly influenced by our own approaches to dress and grooming.

Divide the class into pairs and have each pair discuss and analyze their own behavior in relationship to dress. Give the students a couple of examples so they understand what to do. Stress that this is a time for honest, open analysis-not for personal criticism or judgment. Also have each group identify examples they have observed when the message sent by someone was not the message received by others.

Bring the class back together to summarize the relationship of dress to behavior. Illustrate this interrelationship by using the overhead transparency provided in the resource section.

Option 2: Clothing Communicates Video

Show the video, Clothing Communicates, from Glencoe. Discuss the major points of the video and the messages and concepts attained therefrom.

Option 3: Courtroom-Type Video Clip (such as Law and Order)

Show a video depicting the attire of someone being arrested, the attire they wear to court, and compare the difference. This can be taped from a television program.

Option 4: Clip Without Sound

Record a clip from a television show or movie without sound and have the students evaluate the impact of personal images to the characters. Use something like My Fair Lady, Thoroughly Modern Millie, or an edited version of Pretty Woman.

**ACTIVITIES/OPTIONS****Option 5: Dress Codes**

Give each student a copy of the student activity guide, DRESS CODES, and have them fill in what they know (or think) was the code for the eras listed. Then have the students generate a code for the '90s. This should prompt a discussion regarding why dress codes exist, when and where they are functional and/or appropriate, etc. It is a good time to identify the purposes, advantages, and disadvantages of dress codes. Dress codes establish what is and isn't appropriate and/or acceptable attire.

A large section of teacher background information is provided to support this activity.

Option 6: Appropriate Dress Slides or Photos

The purpose of this activity and the next one are to help students determine appropriate attire for a variety of activities and/or occasions. Recognizing that what is appropriate and what isn't is somewhat discretionary; however, there are some social standards that dictate what is and isn't appropriate. This is a good opportunity to assist the students in recognizing the appropriateness of various types of clothing for various activities. The teacher will need pictures to do this. The Extension Services often has some sets of slides on appropriate dress that might be borrowed, or the teacher may choose to develop his/her own slide show from photos, mount pictures of types of dress that are appropriate for various occasions on large sheets or poster board, or take videos of people in public places, such as:

- bus station
- airport
- fast food restaurant
- park
- shopping mall
- truck stop
- sports event
- concert

Follow the discussion with the next activity.

Option 7: Appropriate Dress Choices

Have each students list four (4) to six (6) different activities and/or occasions he/she has been involved in during the last month, using one-half page per activity (see sample in the resource section). Then have students choose pictures from magazines and/or pattern books of appropriate attire for each of those occasions. This could be accomplished as a collage or a more formal approach can be taken.

Then, have the students take the same list of various activities and/or occasions and describe what they could wear from their own wardrobe to those events that would be appropriate attire.

ACTIVITIES/OPTIONS

Some suggested occasions are:

- Wedding
- School banquet
- School stomp
- Biking
- Amusement park
- Funeral
- Ball game
- Formal dance
- Rock concert
- Apply for a job
- Church
- Going to the mall
- Hiking/mountain climbing
- Professional theater/symphony
- _____

Option 8: Dress Differently for a Day

Assign students to dress different than normal for a day and not tell anyone why. Have the students record the reactions to their different style of dress throughout the day. The following class period, discuss the reactions of others to them as well as their personal reactions to others.

NOTE: See the Dynamics of Clothing I curriculum for other activities on this topic. Any activities not used in that class can be used here.

RESOURCES:

Video:

Clothing Communicates, Glencoe, P.O. Box 543, Blacklick, OH 43004-0543,
1-800-334-7344. Catalog No. 0-02-636040-3)

**ASSESSMENT/EVALUATION QUESTIONS****1. Analyze the relationship between behavior, image, and dress.**

1. The way we dress is a form of non-verbal communication.
A.* True
B. False
2. Others' perceptions of us will always be accurate if they are based on the way we dress.
A. True
B.* False
3. The way we dress has no influence on the way we act or behave.
A. True
B.* False
4. Give two (2) examples of how behavior is dictated by dress.
- Answers will vary
5. Once people get to know us, they no longer look at the way we dress.
A. True
B.* False
6. The messages sent by our dress are influenced by many factors.
A.* True
B. False
7. Our values and attitudes affect not only our clothing choices but also other choices we must make.
A.* True
B. False

2. Determine appropriate attire for a variety of occasions.

1. Describe appropriate attire for attending a professional theater or going to the symphony.
2. Describe appropriate attire for a rock concert.
3. Describe appropriate attire for hiking or mountain climbing.
4. Describe appropriate attire for a formal dance.

**ASSESSMENT/EVALUATION QUESTIONS**

5. Describe appropriate attire for church or a funeral.
6. Define the term appropriate.
7. When we make favorable first impressions, we begin to feel:
 - A. Comfortable and rejected
 - B.* Comfortable and accepted
 - C. Uncomfortable and accepted
 - D. Uncomfortable and rejected
8. We tend to judge others by our own approaches to and standards of dress and grooming.
 - A.* True
 - B. False
9. When we are dressed inappropriately for an occasion, we tend to feel:
 - A. Comfortable and at ease
 - B.* Uncomfortable and uneasy
 - C. Like we don't care