

DYNAMICS OF CLOTHING II

UNIT I: *PSYCHOLOGICAL ASPECTS OF CLOTHING*

TOPIC B: **SELF-CONCEPT AND SELF-IMAGE**

OBJECTIVE: Students will explore the role self-concept and/or self-image plays on clothing choices.

CONCEPT: How one dresses and presents himself/herself is directly related to his/her self-concept and self-image. Self-image controls the self-concept, and self-concept is reflected by one's personal image. In turn, one's personal image has a direct effect on one's self-concept. It is important for students to understand the components of this cycle and analyze what's behind their personal image.

COMPETENCIES:

1. Evaluate the role self-concept plays in clothing choices.
2. Analyze the impact of one's personal image on his/her self-concept.

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

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| 1. Self-Concept Role | Copies of student activity guides
(II-I-34 and II-I-35) |
| 2. Visit the Mall | Copies of student activity guide (II-I-37) |

ACTIVITIES/OPTIONS**Option 1: Self-Concept Role**

Using the teacher background information, THE ROLE OF SELF-CONCEPT IN CLOTHING CHOICES as a guide, present the basic concepts identified to the students. Then have the students complete the student activity guide, SELF-CONCEPT/SELF-IMAGE and/or SELF-IMAGE ANALYSIS.

Option 2: Visit the Mall

Have the students go to the mall, grocery store, or some other public place and observe people for a period of time. Have them evaluate the self-concept of the people observed, judging by the way they dress, walk, grooming habits, etc. The students can use the observation guide provided in the resource section of this unit. Or the teacher could video people at a mall or public place and use the video for evaluation.

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



RESOURCES

Books or Articles

Storm, Penny, Functions of Dress: Tool of Culture and the Individual, Florida International University, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

Roach, Mary Ellen, Adolescent Dress, Journal of Home Economics, Vol. 61, #9, Nov. 1969.

Lind, Charlene, Ph.D., The Social Importance of Clothing for Infants, Children, and Adolescents, Family Perspective, Center for Studies of the Family, Brigham Young University, College of Family, Home, Social Science, Vol. 25, Nov. 4, 1991.

Litrell, M.A.; Litrell, Damhorst; Litrell, M.L.; and Eicher, J.B., Clothing Interests, Adolescence, Michigan State University, Spring 1990.

Videos

Know Yourself: The Secret of Self-Esteem, Sunburst Communications, P.O. Box 40, Pleasantville, NY 10570-0040. 1-800-431-1934. Catalog No. 2376-YH.

Posters

Valuing Yourself: 22 Ways to Develop Self-Esteem, Nasco, P.O. Box 901, Fort Atkinson, WI 53538-0901. 1-800-558-9595. Catalog No. WA13421H. A set of 22 11" x 14" posters depicting ways to build positive self-esteem.

Software

Improving Your Self-Concept, Home Economics School Service, P.O. Box 802, Culver City, CA 90232-0802. 1-800-421-4246. Catalog No. MCE166M3-82 for IBM/PC format. This interactive program prompts students to examine their ambitions and relationships. Printed feedback is available for each section.

Other

Building a Positive Self-Concept: 113 Activities for Adolescents, Nasco, P.O. Box 901, Fort Atkinson, WI 53538-0901. 1-800-558-9595. Catalog No. WA15187H.

EVALUATION/TEST QUESTIONS

1. Evaluate the role self-concept plays on clothing choices.

1. Our self-concept doesn't have any affect on the way we dress.
A. True
B.* False
2. Match the following terms with the correct definition:

A. Self-concept	_B_	The way you see yourself; the outer self.
B. Self-image	_C_	The kind of person you perceive yourself to be; the inner self
C. Self-esteem	_A_	The way you feel about yourself; the total self.
3. Which of the following statements is true?
A.* Our self-concept comes from our self-image and our self-esteem.
B. Our self-image comes from our self-concept and our self-esteem.
C. Our self-esteem comes from our self-concept and our self-image.
4. Our clothing choices generally reflect our _____.
A. Self-esteem
B.* Self-image
C. Self-concept.
5. Our self-concept is whatever it is and there's nothing we can do about it.
A. True
B.* False

2. Analyze the impact of one's personal image on his/her self-concept.

1. If we feel good about our personal image, we tend to be more self-confident.
A.* True
B. False
2. Our own self-image isn't as important as what other people think.
A. True
B.* False
3. We play an important part in determining our own self-concept.
A.* True
B. False