

COMPETENCY #3: Analyze how clothing reflects individual group images.

CONCEPT #1: Our image is projected through our clothing choices. An article of clothing, piece of jewelry or accessory can act as a "cue" in making up the clothing message we send.

Examples:

- . A school ring tells what school you attend
- . A sweat shirt or Tee shirt with a logo of any kind tells where you have traveled, or what your interests may be.
- . An engagement ring or wedding ring announces attachment to another person.
- . Sports or athletic attire shows an interest in those particular events.

Ask for a volunteer to come to the front of the class (use yourself if you feel comfortable in doing so). Ask the volunteer and class members to identify 5 clothing cues being sent by the volunteer.

CONCEPT # 2: Colors in clothing and types of fabrics worn give additional information about the wearer.

COLORS:

- . White- symbolic of purity and light, peace.
- . Pastel colors are soft and innocent, nonthreatening, romantic and delicate.
- . Bright colors such as yellow, orange, red, hot pink, florescents, say "look at me", they are warm colors and indicate cheerful, happy personalities.
- . Quite colors such as tan, brown, grey, are neutral, not forceful, subtle, dull at times if used along. They say "I" blend in with the crowd, and do not call attention to the wearer.
- . Black is a forceful, dramatic color, shows power, sophistication, in some uses considered sexy. Negative images associated with black are drug users and satan worshippers.

FABRIC: (collect samples of examples to show class)

- . Medium to heavy weight fabrics such as denim, corduroy, other "Pant weight" materials, double knits and some leathers are casual, outdoorsy, sporty.
- . Soft fabrics are more feminine and less powerful, like silk, rayon, chiffon, lace and soft velour or brushed nylon.

- . Thick fabrics such as velour, fleece, cashmere, angora, chenille, corduroy etc. give a soft "cuddly" appearance.
- . Formal, dress up fabrics are satin, lace, velvet, velveteen, pane velvets, some leathers.
- . Firm weaves of wool and linen look business like and command more power.

IDEAS FOR LECTURE/DISCUSSION

1. The clothing message we send should be like we are, and not just a reflection of others around us. Our dress should be individual and reflect our personality.
2. The clothing messages we send might be inaccurate or send a mistaken message about the type of person we really are.
3. Changes in our clothing messages occur for many reasons, they may change several times in one day according to the activities and people with whom we associate.
4. Groups of people are stereotyped by dress, as well as individuals.
5. Discuss as a class the pros and cons of dressing to please yourself.
6. Discuss as a class the pros and cons of dressing to please other people or just to fit in.
7. All people in a group are individual, but the way they dress ties them to the group they dress like, for better or for the worse. (Consider employees at a fast food restaurant, soldiers, police officers etc)
8. Is the image that we project which ties us to a group fair, false or a fact of life?
9. What could be the result of mistaken images?

ACTIVITY:

Break students into small groups and give each one a piece of paper with one of the following categories written on it.

Business executives, attorneys etc.	
Athletes	Housewives
Hippies	College students
Movie Stars	School teachers
Surfers	Cowboys
Motorcycle or gang members	Drug users

NOTE: ADD ANY OTHER GROUP OR SUB CULTURE YOU WOULD LIKE

Student groups will list the clothing, fabric choices, accessories etc. that their group would wear. Each group will pick a spokesperson to report to the class on their group findings.