YOUTH LEADERSHIP ACADEMY

PERSONAL APPEARANCE

RELAXED

FORMAL

PROFESSIONAL

BUSINESS CASUAL

Students learn to recognize how personal appearance, through dress, hygiene, and body language, can build self-esteem and create opportunity.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

✔ **460,000 people served**
✔ **500 Computer Training Centers**
✔ **200 Youth Development Programs**
✔ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
✔ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
✔ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *"International Journal of the W.K. Kellogg Foundation," 1997*

Outcomes

✔ **Engaging Students –** "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *"Youth Leadership Academy 2-Year Evaluation in Newark, NJ", Martin Finkelstein, Ph.D., 2007*

✔ **Increased Reading and Math Skills –** YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *"Evaluation of YLA in Montclair High School," Elaine M. Walker, Ph.D., 2003*

Overview of "Personal Appearance"

As the old adage goes, "you never get a second chance to make a first impression." This module addresses the importance of personal appearance and good hygiene in everyday living and being able to select the appropriate dress for the occasion. For example, exposed undergarments - while hip and more acceptable in casual youth settings - are not appropriate in a work environment. By the same token, Baby Phat baby tees or tank tops like the one Shawna wears in the animation might be popular among teenagers, but send an inappropriate message in a professional setting.

In addition, many youth today are focused on the latest fashion trends and labels yet have inadequate experience when it comes to healthy grooming habits like brushing their teeth, washing their hair, caring for their nails or even applying deodorant.

A velour Rocawear tracksuit might be stylish hanging out in the studio with Jay-Z, but chronic halitosis and extreme body odor aren't cool anywhere.

In this life skills module, participants learn that taking care of themselves physically, and projecting a clean, positive image are effective ways to build better self-esteem and expand their horizons. They explore variable outcomes for different choices of dress, hygiene, and body language through interactive exercises and peer to peer learning. They experiment with modes of dress and posture in the animated activity, "Dress for Success," to optimize career opportunity. Participants begin to understand the difference between their individual style in a personal setting and appropriate dress for a professional setting, and the value in both.

Goals for Learning

✔ Understand how personal appearance affects self-esteem;

✔ Recognize how personal appearance through dress, hygiene, and body language can create opportunity;

✔ Build skills to physically present oneself successfully and effectively for all environments;

✔ Improve personal hygiene and develop healthy grooming habits;

✔ Be aware of one's own body language and the message it sends forth;

✔ Learn to use good judgment when buying clothes, focusing on quality and affordability, not brands and labels.

Instructor Preparation Guide

YLA's *Personal Appearance Curriculum Guide* is divided into nine sections. Each section examines a different theme and together encourages participants to take control of the messages they send through dress, hygiene and body language. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class
- Think about the messages you send through different styles of dress, hygiene and body language. Reflect about your lifestyle choices and what may influence them.
- Watch the *On the Reel: Manny's Quick Change* animation and use the note-taking worksheet on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan as well as the content of the Interface and the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles to bring the topics covered in this module into context. Good examples are articles about how personal appearance has an effect on self-esteem and self-image in our everyday lives and future professional success.

During class
- Have participants bring in, or provide, a "Personal Appearance" journal. This is a place where they can record their present lifestyle choices. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.

- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

- Sensitivity: *Personal Appearance* can bring up sensitive issues when dealing with hygiene and body image. It is best to treat these subjects at an informational level, avoiding comments in the class that may stigmatize individuals causing resentment and low self-esteem.

Review Worksheet: Sending a Message

▸ Describe what happens in the animation in your own words.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

▸ Summarize in your own words the key ideas in the following Break It Down activities:

Dress for the Occasion

_____
_____
_____
_____
_____
_____

Make a Good First Impression

_____
_____
_____
_____
_____
_____

Review Worksheet: Taking Care of Your Body

▸ Summarize in your own words the key ideas in:

Check Your Hygiene

_____
_____
_____
_____
_____
_____

Be Aware of Your Body Language and Tone

_____
_____
_____
_____
_____
_____

Personal Appearance Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Final Answer: **First Answer** Participants complete a pre-program survey of their attitudes, behavior, and knowledge about personal appearance. **CG pg. 11 • 10 Minutes**	**Break It Down:** **Dress for the Occasion** Participants learn to choose appropriate dress for professional and personal settings. **CG pg. 21 • 30 Minutes**	**Write to the Point:** **Dress for the Occasion** Participants tell a story about a time when they had to dress up for a special occasion. **CG pg. 31 • 60 Minutes**	**Break It Down:** **Make a Good First Impression** Participants learn the essentials of making a good first impression. They discuss respectful dress and why establishing eye contact is important when being introduced to someone. **CG pg. 36 • 30 Minutes**	**Write to the Point:** **Make a Good First Impression** Participants tell a story about a time when a first impression of someone influenced their desire to get to know them. **CG pg. 42 • 60 Minutes**	**Hot Link Library:** **The Missing Link** Participants review the website directory and then write suggestions for additional sites to help enrich the listing. **CG pg. 46 • 60 Minutes**
Break the Ice: **Sending a Message** This exercise previews the topics covered in the personal appearance module. **CG pg. 14 • 20 Minutes**	**We Got Game:** **Dress for Success** Participants select items of clothing to wear for a a job interview. **CG pg. 27 • 30 Minutes**				
On the Reel: **Manny's Quick Change** Manny is rushing to dinner where he might be able to hook up a summer internship. His cousin Shawna shows him what she thinks is acceptable attire for this type of party. **CG pg. 17 • 10 Minutes**					

Personal Appearance Session Plan: Sessions 7–12

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
Break the Ice: Taking Care of Your Body This exercise previews fundamental hygiene issues, maintaining good posture and the importance of setting a respectful tone. **CG pg. 50 • 20 Minutes**	**We Got Game: Freddy's Feud** Participants form two teams for a Family Feud-style competition testing their knowledge of hygiene. **CG pg. 5**	**Write to the Point: Check Your Hygiene** Participants tell a story about a physical, medical, or social consequence of not practicing good hygiene. **CG pg. 62 • 60 Minutes**	**Break It Down: Be Aware of Your Body Language and Tone** Participants discuss the positive impact of maintaining good posture and the importance of setting a respectful tone. **CG pg. 66 • 30 Minutes**	**Write to the Point: Be Aware of Your Body Language and Tone** Participants tell a story about a time when their body language had a negative effect on a situation because their non-verbal communication sent the wrong message. **CG pg. 75• 30 Minutes**	**Final Answer: Pays to Play** Quizzes retention of hygiene and self-presentation skills. **CG pg. 87 • 30 Minutes**
Break It Down: Check Your Hygiene Participants review practical grooming tips and fundamental hygiene issues: bathing, using deodorant, brushing and flossing one's teeth, and hair maintenance. **CG pg. 53 • 30 Minutes**			**We Got Game: Name That Attitude** Participants play a game of body language charades to reveal how specific movements can connote different attitudes and emotions. **CG pg. 71 • 30 Minutes**	**We Got Game: Perpetrating Rhymes** Participants compete in teams to identify songs. They analyze lyrics to better understand messages about Personal Appearance, and how the messages might influence teens. **CG pg. 78 • 30 Minutes**	**Final Answer: Final Answer** Participants complete a post-program survey of their attitudes, behavior, and knowledge about personal appearance. **CG pg. 90 • 10 Minutes**

Instructor Notes

Final Answer: First Answer
Pages 12–13

Background Note

Administer *Final Answer: First Answer*, YLA's pre-assessment survey, to participants **before** the *Personal Appearance* curriculum is introduced. This is recommended because it allows you to assess the participants' background knowledge and tailor the activities according to their needs.

Objectives

- Demonstrate an understanding and awareness of the topics covered in the *Personal Appearance* module.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey's questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *Personal Appearance Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell participants to read the "Set Up" directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board in your room. Tell participants they will find out the answer to their questions by the end of the unit.

Assessment

The results of the survey become part of the participant's portfolio in APOLLO. View the surveys' results in APOLLO by accessing your "Instructor Menu's Assessment and Status Viewer." If time constraints prevent you from viewing each participant's survey individually, take a sampling of surveys to gauge participants' prior knowledge.

After reviewing results, tailor the module's activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter [YLA Login: Username: Password:] then click **Enter**.

3. Click on YLA Interactive!

4. Once the interface has appeared on your computer screen, click **MODULES**.

5. Select **3. MANNY'S QUICK CHANGE**.

6. Roll mouse over fifth icon from left on the "Choose an Activity" screen:

7. Click .

8. After reading the instructions on screen, click **start**.

9. Select **1. FIRST ANSWER**.
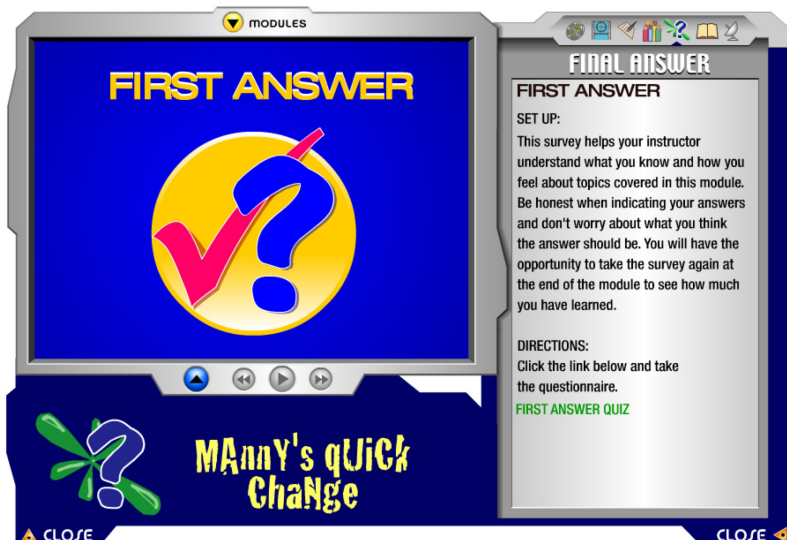
FIRST ANSWER

SET UP:

This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:

Click the link below and take the questionnaire.

FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

The best responses are indicated in blue, on the following page. Participants will only be able to answer the First Answer quiz once.

Final Answer: First Answer (continued)

First Answer Quiz

1. I don't care about the image I present to other people.
   a. Strongly agree (1 point)
   b. Agree (2 points)
   c. Disagree (3 points)
   d. Strongly disagree (4 points)

2. I like to show self-respect by looking people in the eyes when I speak to them.
   a. Strongly agree (4 points)
   b. Agree (3 points)
   c. Disagree (2 points)
   d. Strongly disagree (1 point)

3. I take pride in my personal appearance.
   a. Strongly agree (4 points)
   b. Agree (3 points)
   c. Disagree (2 points)
   d. Strongly disagree (1 point)

4. I feel phony if I don't dress in my own style.
   a. Strongly agree (1 point)
   b. Agree (2 points)
   c. Disagree (3 points)
   d. Strongly disagree (4 points)

5. I choose my clothes according to the latest fashion trends and labels.
   a. Almost always (1 point)
   b. Usually (2 points)
   c. Sometimes (3 points)
   d. Almost never (4 points)

6. I take a shower or bath using soap once a day.
   a. Definitely (4 points)
   b. Probably (3 points)
   c. Maybe (2 points)
   d. No (1 point)

7. I dress how I want wherever I go, not how other people think I should dress.
   a. Almost always (1 point)
   b. Usually (2 points)
   c. Sometimes (3 points)
   d. Almost never (4 points)

8. I give a firm handshake when I meet people.
   a. Almost always (4 points)
   b. Usually (3 points)
   c. Sometimes (2 points)
   d. Almost never (1 point)

9. To make a good impression, _____.
   a. wear designer clothes
   b. dress casually
   c. be on time (4 points)
   d. wear cologne or perfume

10. Good hygiene consists of _____ on a daily basis.
   a. brushing and flossing your teeth
   b. arranging or combing your hair
   c. wearing clean clothes
   d. all of these (4 points)

11. Dressing appropriately for the occasion means _____.
   a. cramping your individual style
   b. communicating a message through dress (4 points)
   c. keeping up with the latest styles
   d. dressing formally at all occasions

12. Personal appearance can create opportunity because _____.
   a. people will admire your fashion talents
   b. people want to be friends with people who look good
   c. people judge you by the way you look
   d. people see that you respect and take care of yourself (4 points)

Instructor Notes

Break the Ice: Sending a Message

Background Note

Personal Appearance is divided into two parts. *Break the Ice: Sending a Message* opens Sections 2-4 with an opportunity for participants to explore how to project a clean and positive image.

Keep in mind *Personal Appearance* can bring up sensitive issues when dealing with hygiene, image and cultural messages about how one should look, act and feel. It is best to treat these subjects at an informational level, avoiding comments in the class that may stigmatize individuals causing resentment and low self-esteem.

Objectives

- Discuss the goals of Sections 2-4 of the *Personal Appearance* module:
  - Learn to dress appropriately for different occasions;
  - Learn to think carefully about the message your style of dress sends;
  - Learn how to communicate a desired message through dress;
  - Develop effective ways to create a good first impression.

Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Sections 2-4 into context. Good examples are articles about how personal appearance has an effect on self-esteem and self-image in our everyday lives and future professional success.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles (optional); Internet resources (optional); journals (optional); and the *Personal Appearance Curriculum Guide*.

Instructional Procedures

- Get the participants excited about the activities in *Personal Appearance* with a glimpse of *We Got Game: Dress for Success*.
- Let participants know that the goal of the first half of the module is to explore how to choose appropriate dress for professional and personal settings, as well as the importance of making a good first impression.
- Start a discussion about personal appearance to open up the topic. Ask questions like:
  - What does the quote "you never get a second chance to make a first impression" mean to you?
  - What are some ways you can prepare to make a good first impression?
  - How do you know when someone makes a good first impression?
  - What does it mean to dress "appropriately" for different occasions?
  - Why do many people think wearing designer clothes is the only way to show status and receive acceptance?
- Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.
- Explain to participants that choosing appropriate dress is a tool that they can use to their advantage. Knowing how to dress for specific occasions and how to make good first impressions are important skills to learn.

Instructor Notes (continued)
Break the Ice: Sending a Message

- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

Learning Extensions (optional)
If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Personal Appearance* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)
Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Personal Appearance* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit artifacts for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of the bulletin board entitled "Wall of Ideas: Leaders."

Assessment (optional)
Use the Journal Scoring Guide on page 16 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

Journal Scoring Guide
Break the Ice: Sending a Message

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list *in the margin*:	1	2	3	4
Date of entry				
Title of entry (e.g., *My Daily Routine*)				
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric

Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of us of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

On the Reel: Manny's Quick Change

Background Note

The quote at the beginning of "Manny's Quick Change" is attributed to the famed actor, humorist and social commentator, Will Rogers. Rogers' inspiration for the quote may have stemmed from his own professional beginnings. As a young man he performed in rodeos and circuses as a roper and cowboy. During a performance at Madison Square Garden a runaway bull charged into the audience. The quick thinking Rogers roped the steer and the next day his story landed on the front page of the *New York Times*. Rogers' "first impression" led him to overnight fame and subsequent job opportunities. With the media exposure he gained he even landed a career in Hollywood!

Objectives

- Differentiate between appropriate styles of dress for Manny to wear to his business lunch.

Instructor Preparation

Review the objectives for the activities found in Sections 2-5 of the *Personal Appearance Curriculum Guide.* On page 7 you will find a note-taking page to record your observations and thoughts while watching *On the Reel: Manny's Quick Change*. After reviewing the results of participants' pre-assessment surveys, tailor your notes to address your participants' needs.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Personal Appearance Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.

- Recap the material from *Break the Ice: Sending A Message.* Participants need constant reinforcement as they absorb the material.
- Review any difficult vocabulary before you begin the video, such as façade, internship, formal, and professional.
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 19 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing Manny's Quick Change, write the quote used at the beginning of the animation on an overhead projector or chalkboard. Have participants interpret the quote in their own words using examples from the animation to support their ideas.
- Journal: Ask participants to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Instructor Notes (continued)

On the Reel: Manny's Quick Change
Pages 19-20

Assessment (optional)

Use the Journal Scoring Guide on page 20 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

1. Roll mouse over first icon from left on the "Choose an Activity"   **Notes:**
screen:

2. Click .

> The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click 🔴 on the interface to pause the screen for more time. Click ▶ to resume play.

Journal Scoring Guide
On the Reel: Manny's Quick Change

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits		**Performance Criteria**		
Mechanics				
Format: All entries clearly list *in the margin*:	1	2	3	4
Date of entry				
Title of entry (e.g., *My Daily Routine*)				
Organization: Entries appear in chronological sequence	1	2	3	4
or as otherwise assigned				
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric

Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
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Instructor Notes

Break It Down: Dress for the Occasion
Pages 23–26

Background Note

Manny didn't realize that a potential employer would make assumptions about his professional credibility and potential performance based on his appearance during a first meeting. Without Shawna's help, it would have been very difficult for him to overcome a poor first impression. In *Break It Down: Dress for the Occasion* participants will become more knowledgeable about the messages their clothing sends to others, and begin to make informed decisions about the choices they make.

Objectives

- Identify the messages that different clothing styles send.
- Differentiate between acceptable clothing choices for a variety of occasions.

Instructor Preparation

Collect clothing catalogs and fashion magazines to generate visual interest and provide additional support for participants.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); clothing catalogs and magazines (optional); and the *Personal Appearance Curriculum Guide*.

Instructional Procedures

- Review with participants any difficult vocabulary before you begin the activity.
- Follow the instructions on pages 23–25 of the curriculum guide to navigate *Break It Down: Dress for the Occasion*.
- Explain to participants that the illustrations are helpful guides that suggest ways of choosing appropriate dress.

- During the discussion acknowledge the need to be creative when socializing with peers, but stress the importance of communicating professionalism when applying for a job.
- Review the list of places under each heading (e.g. RELAXED). Ask the participants to suggest other occasions after viewing the outfits on-screen.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Have participants create brochures or posters advertising their own fashion line. Their fashion apparel should be arranged based on the categories discussed in *Break it Down* (Relaxed; Business Casual; Semi-Formal/Professional; and Formal). Participants should use clothing catalogs and magazines to cut out images, or create electronic versions using internet resources.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Ask participants to talk about how different people and cultures express themselves through their clothing, accessories, and hairstyles. For example, Sikh men and women wear bangles (kara) for religious reasons. Suggest the importance of researching cultural and ethnic origins of dress in a multi-cultural society.

Instructor Notes (continued)

Break It Down: Dress for the Occasion
Pages 23–26

Assessment

Use the Discussion Scoring Guide on page 26 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Dress for the Occasion*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary
occasion, **attire**, **casual**

⊞ Break It Down: **Dress for the Occasion**

1. Roll mouse over second icon from left on the "Choose an Activity" screen:

Notes:

2. Click ⊞.

3. After reading the instructions on screen, click ⬤ **start** .

4. Select **1. DRESS FOR THE OCCASION** .

> Explain to participants that these are suggestions and helpful guides for choosing appropriate dress.

Dress for the **Occasion**

Individuality and self-expression are important, but certain occasions call for certain **attire**.

✔ Think carefully about the message that you want to send

✔ Choose the appropriate dress for the message

✔ Ask for advice when in doubt

Here are a few categories (click to see examples):

occasion
(noun) An event or happening; an incident. *The graduation dinner was a joyous occasion.*

attire
(noun) Clothing or apparel. *The invitation suggested wearing informal attire.*

Break It Down: Dress for the Occasion (continued)

5. Click on each category to see an example:

- RELAXED
- BUSINESS CASUAL, BUT NOT DRESSY
- SEMI-FORMAL OR PROFESSIONAL
- FORMAL

6. After reviewing each category on-screen, click **prev** .

DRESS FOR THE OCCASION

RELAXED
- Hanging out with friends
- Home
- Study time

prev

DRESS FOR THE OCCASION

BUSINESS CASUAL, BUT NOT DRESSY
- School
- Family gathering
- Holiday event
- Casual workplace

prev

DRESS FOR THE OCCASION

SEMI-FORMAL OR PROFESSIONAL
- Job interview/opportunity
- College interview
- Corporate workplace
- Visit to a government agency

prev

DRESS FOR THE OCCASION

FORMAL
- Prom
- Wedding
- Black tie event

prev

> Review the list of places under each heading (e.g. RELAXED). Ask the participants to suggest other occasions after viewing the outfits on-screen.

casual
(adjective) Informal or relaxed.
Manny's casual dress for the event at The Lobster Hut was appropriate.

7. After reviewing the text on-screen, click **next** .

Break It Down: Dress for the Occasion (continued)

1. **Why should Manny be concerned about appropriate dress?** The way he dresses communicates a message and he wants that message to be right for the occasion. He wants to look good for a possible job opportunity.

2. **What message would Manny like to give to Freddy's uncle?** He wants Freddy's uncle to know that he is interested in a job at his company. He wants to make the impression that he is professional and serious.

3. **In what way does Shawna help Manny prepare for the occasion?** She describes the different forms of dress and provides advice on how to dress for different occasions. She suggests that Manny wear something "professional looking" like a suit, or a shirt and tie to the event at The Lobster Hut. Because he doesn't have a suit, she suggests he wear something casual but nice.

4. **What is Shawna's advice to Manny about his expensive Sean Juan shirt?** She tells Manny that just because it is expensive doesn't mean that it is appropriate.

5. **Why is Manny concerned about what his friends might think?** Sometimes if you dress differently than usual, your friends might think that you that you are trying to be someone you're not, or that you are being phony by projecting a different image from what they are used to. However when your friends learn that dressing differently when applying for a job does not compromise your individuality they will respect you for your professional goals. Maybe they have not had the opportunity to attend YLA and learn the importance of appropriate business dress.

6. **Tell a story about a time when you had to dress up for a special occasion.** Were you dressed appropriately? Where were you going? What did you wear? Whom were you going to see? How did your dress affect the outcome of the event?

Discussion Scoring Guide
Break It Down: Dress for the Occasion

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			

Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			