

### ESTIMATED TIME

2-3 class periods

### PREREQUISITES

- This lesson is related to Lesson 10 Professionalism: Behavior and Lesson 7 Public Versus Private.
- The lesson should be taught *before* students begin any internship so that standards of professional appearance are set in preparation for the internship.
- Have ready poster board, scissors, glue, magazines, paper, pens/pencils, chalkboard or dry-erase board, and markers.

### RESOURCES AVAILABLE

- *Professionalism: Appearance Rubric*

### ACROSS THE CURRICULUM

Knowledge of appropriate appearance in different environments has universal applications. The idea of neatness, hygiene, and dress may not have direct connections to other courses, but having a student body thinking about how they appear to others will. The overarching objective of this lesson is to have the students consider how they appear to others; therefore extensions could include what their homework submission says about their understanding of the material, or how their posture and participation in class speaks to the teacher about their involvement.

## LESSON PLANNING

### LESSON GOAL

Explore the need for professional appearance and learn about various aspects of professional appearance.

### Essential Question

What factors determine appropriate professional appearance?

### Student Expectations

1. Participate in discussions about professional appearance.
2. Create a collage to identify professional appearance.
3. Identify dress codes for internship sites.
4. Establish standards for personal appearance, neatness, and hygiene for internship sites.
5. Write a reflection about personal appearance.

### LESSON OBJECTIVES

1. Understand the importance of a professional appearance both in the classroom and at an internship or job site.
2. Implement appropriate dress guidelines for site and/or jobs.
3. Demonstrate a groomed and neat appearance.
4. Identify examples of good personal hygiene.

### RATIONALE

Adolescents have a strong desire and drive to express themselves through their appearance. In a public high school, crazy hair-dos, ripped jeans, skull caps, piercings, and tattoos are normal. When students are out at internships, they do not necessarily understand the need for presenting themselves to their site supervisors in a professional manner. This lesson will help students understand why professional dress is desired and required.

This lesson just scratches the surface when it comes to getting students to think about their appearance. Many students have a strong sense of justice, and many have probably been discriminated against based on their appearance. These students may want to rant about the injustice of this type of discrimination. Proper questioning and awareness can help prevent the discussion from being sidetracked. These students should be encouraged to write their thoughts in their journals.



Professionalism: Appearance Rubric

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Start by asking students if first impressions matter. Then hand out the *Professionalism: Appearance Rubric* to explain how students will be evaluated. Then discuss the following.
  - a. Display several pictures from magazines or advertisements of people dressed in different ways.
  - b. Have students identify what type of job each person has based on his or her appearance.
  - c. Discuss what it is (clothes, posture, hygiene) that contributes to the impression.
  - d. Discuss how appearance can give a strong first impression (good or bad), which can be lasting and difficult to overcome.
  - e. Briefly discuss whether this type of judgment is fair or not.
  - f. Ask students to cite experiences when they felt they were judged by their appearance, or felt they were not dressed appropriately and how they handled the situation.

### ASSESSMENT

**Discussion** Contribute to discussion to develop an understanding of how appearance makes an impression.

2. **SMALL GROUP** Divide the class into small groups of 3-4 to construct a Professional Appearance Collage with drawings and/or pictures from magazines. Provide magazines, scissors, and paste. Students should display pictures of people who have a professional appearance.
3. **WHOLE GROUP** Have each group share its collage with the class. Have them explain what they chose to display and why it represents professional appearance.

### ASSESSMENT

**Collage** Identify professional appearance.

4. **WHOLE GROUP** Discuss the following questions.
  - a. How do you know what to wear at a job site? Include discussion about dress codes, uniforms, safety equipment, as well as social standards for appearance.
  - b. Why is it important to wear the right clothing at a job site?
  - c. What is more important: worker skills or how you present yourself?

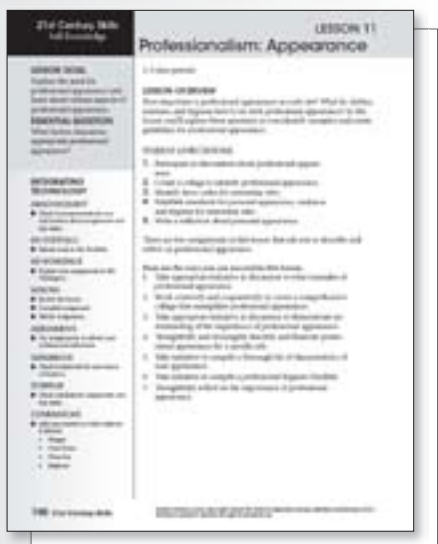
### ASSESSMENT

**Discussion** Contribute to discussion to develop an understanding of the importance of professional appearance.

5. **INDIVIDUAL** Have each student pick a specific job that is of interest and illustrate and write a description of the appropriate dress for the job, including the rationale behind the type of clothing selected. Have students share their descriptions with the class. Have students use the *Sakai* Assignment Tool to submit their descriptions for evaluation.



## ASSIGNMENT 1



Student Page

## ASSESSMENT

**Professional Appearance Description** Recognize professional appearance related to specific jobs.

- 6. WHOLE GROUP** List five potential internship or job sites on the board and brainstorm what the dress code for each site might be. Obtain or have students obtain any actual dress codes and compare to the class-generated dress code.
- 7. WHOLE GROUP** Discuss the importance of cleanliness and neatness, regardless of the clothing one is wearing. Discuss which is more important, cleanliness or appropriate dress? Brainstorm 10 characteristics of neatness (clothes that fit properly, clean clothes, combed hair, clothes that are not torn or wrinkled) and list them on the board.

## ASSESSMENT

**Neatness** Identify 10 characteristics of a neat appearance.

- 8. SMALL GROUP** Divide the class into pairs for five minutes to create a checklist of five personal hygiene issues that affect professionalism and appearance. (clean fingernails, hands, face, shoes, and clothes; combed hair, fresh breath). Explain that some of these may seem obvious but some people may need to be reminded. At the end of five minutes, create a combined class list.
- 9. WHOLE GROUP** Combine each group's list into a class checklist of appropriate hygiene considerations. Then add to the list other issues that might go along with professional appearance (posture, eye contact, nonverbal language, dragging feet, and so on). Discuss the importance of each item.

## ASSESSMENT

**Hygiene Discussion** Describe areas of personal hygiene that contribute to professional appearance.

## REFLECTION

Have students write a reflection on the following prompt. Have them use the *Sakai* Assignment Tool to submit their reflections.



## ASSIGNMENT 2

Record, describe, and explain three items you feel are the most important to remember about professionalism and appearance.

## ASSESSMENT

**Reflection** Demonstrate understanding of professional appearance.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Grade 9 English Language Arts Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

#### Grade 9 Arts-Visual Art Creative Expression and Communication

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.

## ASSESSMENT

Use the *Professionalism Appearance Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, they should be given additional time or extra assistance.

### GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing some internet research on what are some different types of professional dress, hygiene, and neatness tips.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- **About.com Human Resources** Use this site to find links to human resources guidelines for appropriate work attire. [humanresources.about.com/od/dresscodesforwork/Dress\\_Codes\\_for\\_Work.htm](http://humanresources.about.com/od/dresscodesforwork/Dress_Codes_for_Work.htm)
- **Wikipedia** Use this resource to explore all aspects of social and employment dress codes. [http://en.wikipedia.org/wiki/Dress\\_code](http://en.wikipedia.org/wiki/Dress_code)
- **Professional Dress Code Burleson Consulting** This article provides a thorough evaluation of dress codes and grooming. [http://www.dba-oracle.com/dress\\_code.htm](http://www.dba-oracle.com/dress_code.htm)