

ESTIMATED TIME

2-3 class periods

PREREQUISITES

- The lesson should be taught *before* students begin any internship so that standards of professional appearance are set in preparation for the internship.
- Have colored pencils, crayons, and/or markers available.
- Place the Photos around the room. Next to the photos place the **Photo Gallery Walk** form.

RESOURCES AVAILABLE

- **Professionalism: Appearance Rubric**
- **Photos of professional dress (make sure to have as many photos as there are students)**
- **Photo Gallery Walk form (same number as photos)**
- **Draw Me Looking Professional Form**
- **Daily Organizer**
- **What's in Your Closet?**
- A list of site placements with mentor's contact information for advisory group
- Daily & Weekly Schedule Exemplars by other students

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. In addition, this lesson will help the students think through the steps required to achieve their goal of presenting a professional appearance, which is a thinking process that can transfer to any situation.

LESSON GOAL

Understand the importance of and steps to maintain a professional appearance.

Essential Question

How does my appearance affect what people think of me?

Student Expectations

1. Participate in discussions and gallery walk about professional appearance.
2. Identify dress codes for individual internship site.
3. Create a list of appropriate clothing items for site that you already own, as well as ones you might need to purchase.
4. Create a schedule in which you can manage time effectively to come prepared to site.
5. Write a reflection about personal appearance.

LESSON OBJECTIVES

1. Understand the importance of a professional appearance.
2. Verify and implement appropriate dress guidelines.
3. Identify clothing items already owned and make a plan for additional items that need purchased.
4. Create a schedule to effectively manage preparation time.

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 supervisor 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 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.

In addition, students will benefit from taking stock of what clothing items they already own that fit the requirements for site. If the student needs additional items, this lesson will help the student to find economical shopping options to fill out their wardrobes. However, having knowledge of the clothes and the hygiene/grooming that is expected is not enough. A schedule must be considered to make sure that the student adequately prepares him/herself to wash and iron clothes, shower, prep, and get to site on time.



Professionalism: Appearance Rubric



Photo Gallery Walk



Draw Me looking Professional

PROCEDURES: WHAT TO DO

Photo Gallery Walk

1. WHOLE GROUP Hand out the *Professionalism: Appearance Rubric* to explain how students will be evaluated. Then follow these steps.



ASSIGNMENT 1

- Display several pictures of people around the room (on tables or walls). Place a *Photo Gallery Walk* form next to each picture.
 - Explain that students are to visit each photo to identify what type of job each person has based on his or her appearance and add comments to the *Photo Gallery Walk* forms. On each form are students contribute to a list of the **top five** or more items they wearing that reveal their profession, and name **three good reasons** why it is helpful for consumers/customers/coworkers/patients to see this person dressed this way.
 - Explain that the students are to circulate around the room, looking at each photo but staying silent as in an art gallery. They should bring a pencil or pen with them to write on the forms below the photos. They can write on more than one sheet, but in the end they will each take one *Photo Gallery Walk* form with at least some of their own writing to turn in for evidence of participation in Assignment 1. The activity will be over when the sheets are filled. If they need help they should ask the advisor quietly to preserve the gallery atmosphere of the room.
 - When the sheets are filled, have each student take one photo and matching *Photo Gallery Walk* sheet with them.
 - Discuss the results of the gallery walk by having the students talk about the photos and corresponding record forms.
 - Discuss what it is (clothes, posture, hygiene) that contributes to the impression of professionalism.
 - Discuss how appearance can give a strong first impression (good or bad), which can be lasting and difficult to overcome.
- Have students submit a *Photo Gallery Walk* form using the *Sakai Assignments* tool.

ASSESSMENT

Photo Gallery Walk Contribute to discussion to develop an understanding of how appearance makes an impression and turn in recording form with photo attached.

Draw Me

2. INDIVIDUAL Hand out *Draw Me Looking Professional* forms and explain the procedure to the class. Set up an agreed upon due date for this to be returned after students have verified dress codes.



ASSIGNMENT 2

3. SMALL GROUP Have each student share their drawings in a small group. Encourage the groups to make suggestions on revisions or new ideas. At the bottom of each *Draw Me Looking Professional* form, students are to get validation from others about their idea of

What's In Your Closet

Daily Organizer and Weekly Schedule

Student Pages

professional appearance. Finally have students submit their completed *Draw Me Looking Professional* forms using the *Sakai* Assignments Tool.

ASSESSMENT

Draw Me Looking Professional Identify professional appearance.

What's In your Closet?

4. WHOLE GROUP Discuss the following questions.



ASSIGNMENT 3

- Now that we have an idea of what to wear at site, what is the next step?
- Do you already have the clothes necessary to look professional at your site?
- Let's stop to think about what we have in our closets, dresser drawers, and around the house. Make a list on the *What's In Your Closet?* form, as well as noting if they are clean and ironed, and creating a list of items you might still need to purchase. When the group is ready, we will discuss some great places to find additional clothing/items to help you look as professional as possible. (Goodwill, Craig's List, Freecycle-the Yahoo group, garage sales, relatives, friends, teachers.)

Have students submit their *What's In Your Closet?* forms using the *Sakai* Assignments Tool for evaluation.

ASSESSMENT

What's In your Closet? Complete this form to help you be prepared for site.

5. INDIVIDUAL Explain that now that students know what they need to wear



ASSIGNMENT 4

and have to look professional at site, they still need to consider how they are going to get there on time. One way to do that is by making a schedule. Hand out the *Daily Organizer* and *Weekly Schedule* and review the directions. Then have students complete the *Daily Organizer* and *Weekly Schedule* individually.

6. WHOLE GROUP Discuss the reflection questions listed on the schedules.

- Are there things you should be including in your schedule that aren't there?
- Are you getting enough time to sleep?
- What would you change?
- What seems to be working?

Finally, have students submit their completed *Daily Organizer* and *Weekly Schedule* using the *Sakai* Assignments Tool.

ASSESSMENT

Daily Organizer and **Weekly Schedule** Complete both schedules

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

- 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 10 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.

REFLECTION

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

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



ASSIGNMENT 5

ASSESSMENT

Reflection Demonstrate understanding of professional appearance.

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 from the advisor.

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
- **Wikipedia** Use this resource to explore all aspects of social and employment dress codes. 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
- **Clothing sources:** Goodwill, Craig's List, Freecycle the Yahoo group, Garage Sales, Relatives, Friends, teachers