DRESSING FOR SUCCESS I

Multimodal Modules for Teaching Dressing Skills, Understanding of Fashion and Self-Expression Through Fashion.

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“Vestis virum facit” meaning “the man is his clothing”
*Latin Proverb recorded by Erasmus*

“Clothes make the man. Naked people have little or no influence on society”
*Mark Twain*

“You never get a second chance to make a first impression.”
*(Unknown)*
Art Beyond Sight’s Dressing for Success module aids in developing self-dressing skills and self-expression through dressing, building social skills and confidence. The curriculum integrates occupational and music therapy and art education to develop functional and motor skills as well as social integration skills. Teaching basic dressing skills and concepts of hygiene and self-care also supports other important educational and therapeutic goals:

- Fine motor skills (manipulative, eye-hand coordination, graphomotor).
- Cognitive skills through visual memory, imagination, concentration.
- Problem-solving skills through independent and group processing.
- Development of self-concept and enhanced self-esteem through body awareness and enhanced fashion awareness.
- Tactile exploration skills by introducing a range of different textures.
- Kinesthetic awareness and motor skills through music and movement.
- Aesthetic awareness through fashion, design, and art.
- Socialization and self-expression skills.

Dressing For Success I is a module that was developed and piloted with the elementary school students and focuses on teaching basic dressing skills such as belting, buttoning, zippering, tying, and lacing.

Dress for Success II is an advanced module developed for middle school and high school students that teaches dressing skills such as tying a necktie or scarf, as well as understanding of dress codes, appropriate attire, how to think about personal fashion choices, making first impression, and body language.
LESSON 1:

*Zippering Pants*

**Grade Level:** K – 3rd

**Duration:** 45 minutes

**Objectives:**
- Students will understand necessary vocabulary when prompted to zipper.
- Students will learn correct hand positioning to zipper pants.
- Students will demonstrate the improved ability to use a variety of zippers in their dress and daily routines (i.e. pants, book bags, pencil cases, purses, jackets, etc.).

**Key Vocabulary:** zipper, pull, pinch, thumb, and first finger.

**Materials:** Samples of different sizes and types of zippers (pants, book bags, purse, pencil cases, sleeping bags), mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating buttons for visually impaired.

**Procedure:**

**Warm Up:** Everyone sits in a circle. Briefly introduce program. Students will prepare their hands using short warm up exercises: wiggling all fingers, clenching fists and releasing, “pinching” thumb and index finger together.

**Class Discussion:** All items will be in the center of the circle. Use these items to discuss different applications of zippers. Why are zippers useful? What are their benefits? What can go wrong? Where are they found at home and school environments, in clothing? Items may be passed around.

**Activity:**
Play song lyric, “Zippering Pants”, as a mnemonic aid to learning the sequencing and required skills and concepts of using zippers. Discuss lyric and concepts of “pull,” “pinch,” “thumb,” “first finger.”
To zip up a pants zipper it takes two hands,
One for the zipper, the other for the pants.
Pull, pull, ‘til you can pull up no more!
Then you’ll know it’s closed when you leave your door!

CHORUS
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

The teacher models zippering on various objects. Introduction of vocabulary: pull, pinch, thumb, and first finger

**Independent Practice:** Students will practice zippering various objects. Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a book bag, pencil case, purse, or sleeping bag. Determine appropriate adaptive needs for each child’s visual ability. Teachers will monitor and assist as needed.

**Closure:** “Freeze! Everyone show me how to pinch your fingers together to pull up a zipper.” Students should raise their dominant hand and demonstrate their learned behavior from today’s lesson. Assessment: Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** Adaptive accessories for manipulating buttons for visually impaired.

**Cross-curricular Components:**
- **Song:** “Zippering Pants.”
LESSON 2:

Zippering a Jacket

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
• Students will learn correct hand positioning to zipper a jacket.
• Students will understand necessary vocabulary when prompted to zipper.
• Students will demonstrate an improved ability and the concurrent confidence to use a variety of unsecured zippers in their dress and daily routines (jackets, sweatshirts, sleeping bags).

Key Vocabulary: zipper, line up, track, pinch, thumb, first finger, pull.

Materials: Samples of different sizes and types of zippers for outer garments (jackets, sweatshirts); mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating zipper and zipper foot for visually impaired.

Procedure:
Warm Up: Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

Class Discussion: How is zippering pants different from zippering jacket?

Activity:
Play song lyrics, “Zippering a Jacket,” as a mnemonic aid to learning the sequencing and required skills and concepts of using a jacket zipper. Discuss lyrics and concepts of “line up,” “track,” “pinch,” “thumb,” “first finger,” “pull.” Please note that some students may benefit from a set of step-wise, written directions that incorporate these steps: 1. Line Up Sides 2. Put in Track 3. Pinch Thumb & First Finger, 4. Pull to the Top!

Lyrics:

To zip up a jacket gotta’ start at the bottom,
Line both sides up and be sure that you got em
Firmly in their track, ’cause once you start
You won’t wanna’ turn back
Or stop ‘til you’re at the top

CHORUS:
So easy when you know how
When you know how.
Although you may not know now
Practice, you’ll see
It’s so easy when you know how.

The teacher models zippering on a jacket while introducing vocabulary: line up, track, pinch, thumb, first finger, pull.” Instructor shows how to slip one side of zipper into the other side so that they are lined up in the track.

Optional Follow-up Activity: In teams, students can compete to see who can zipper the most quickly.

Independent Practice:
Students will practice zippering a jacket. Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a jacket or sweatshirt. Determine appropriate adaptive needs for each child’s visual ability. Teachers will monitor and assist as needed.
Closure – “Freeze! Everyone show me how to pinch your fingers together to pull up a zipper.” Students should raise their dominant hand and demonstrate their learned behavior from today’s lesson.
Assessment: Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

Accommodations & Modifications: Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a jacket or sweatshirt. Also, students will be provided a step-by-step directions for how to zip a jacket, should they need the process to be scaffolded.

Cross-curricular Components:
Song: “Zippering a Jacket.”
LESSON 3:

**Buttoning**

**Grade Levels:** K- 3rd

**Duration:** 45 minutes

**Objectives:**
- Students will learn correct hand positioning to button an item of clothing.
- Students will understand necessary vocabulary when prompted to use a button.
- Students will demonstrate an improved ability and the concurrent confidence to use a variety of buttons in their dress and daily routines (i.e. shirts, pajamas, jeans, skirts).

**Key Vocabulary:** Pinch, slide, fit.

**Materials:** Samples of different sizes and types of buttons (shirt, pajamas, jeans, skirts, sweater); mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating buttons for visually impaired

**Procedure:**

**Warm Up:** Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

**Class Discussion:** All items will be in the center of the circle. Use these items for discussion of different applications of buttons. Why are buttons useful? Why do we need them? What can go wrong? Where are they found (e.g., at home, school, environments, and in clothing)? Pass around and explore examples of different applications of buttons.

**Activity:**
Play song lyrics, “Buttoning,” as a mnemonic aid to learning the sequencing and required skills and concepts of using buttons. Discuss lyric and concepts of “pinch,” “feel,” “fit.”

Button up when wearing a shirt
Closing your jeans or fastening a skirt
One hand takes the button
While the other feels for the hole
Fit it in, push it through 'til it's closed!
CHORUS
So easy when you know how
When you know how
Though you may not know now
It's so easy when you know how

The teacher demonstrates how to button by pinching fingers around the button, sliding button through the hole, and pulling the button through.

**Independent Practice:** Students practice how to button, and teachers use tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a shirt, pajama, sweater, and skirt. Determine appropriate adaptive needs for each child's visual ability. Teacher will monitor and assist as needed.

**Closure:** “Freeze! Everyone show me how to pinch your fingers together to slide and pull a button.” Students should raise their hands and demonstrate their learned behavior from today’s lesson.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a shirt, pajama, sweater, and skirt. Determine appropriate adaptive needs for each child's visual ability.

**Cross-curricular Components:**
- **Song:** “Buttoning.”
LESSON 4:

Snapping

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
- Students will learn correct hand positioning to snap an item of clothing.
- Students will understand necessary vocabulary when prompted to use snaps.
- Students will demonstrate an improved ability and the concurrent confidence to use a variety of snaps in their dress and daily routines (i.e., shirts, pajamas, jeans, purses, wallets).

Key Vocabulary: Snap, lining up, pushing together.

Materials: Samples of different sizes and types of snaps (shirt, pajama, jeans, purses, wallets); mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating buttons for visually impaired.

Procedure:
**Warm Up:** Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

**Class Discussion:** All items will be in the center of the circle. Use these items for discussion of different applications of snaps. Why are snaps useful? What can go wrong? Where are they found at home, school, environments, and in clothing? Is snapping like buttoning (i.e., what is similar and what is different)? Pass around and explore examples of different applications of snaps.

**Activity:** Play song lyrics, “Snapping,” as a mnemonic aid to learning the sequencing and required skills and concepts of using snaps. Discuss lyric and concepts of “line them up and push.”

Snapping is a musical task
When you get it right, you won’t have to ask
‘Cause the top and the bottom, they just click
When you line them up and push
   It's a natural fit!
CHORUS
   So easy when you know how
   When you know how
   Though you may not know now
   It's so easy when you know how.

The teacher demonstrates how to snap by lining them up and pushing together.

**Independent Practice:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a shirt, pajama, jean, purse, or wallet. Determine appropriate adaptive needs for each child’s visual ability. Teacher will monitor and assist as needed.

**Closure:** “Freeze! Everyone show me how to pinch your fingers together to snap a snap” Students should raise their hands and demonstrate their learned behavior from today's lesson.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function? For cooperative social interaction?

**Accommodations & Modifications:** Adaptive accessories for manipulating buttons for visually impaired. If students present with fine motor challenges, they may benefit from the use of therapy tools and the support of an occupational therapist. For a list of OT tools, check out therapro.com.

**Cross-curricular Components:**
   **Song:** “Snapping.”
LESSON 5:

_Belting and Buckling_

**Grade Levels:** K- 3rd

**Duration:** 45 minutes

**Objectives:**
- Students will learn correct hand positioning to belt and buckle an item of clothing.
- Students will understand necessary vocabulary when prompted to use a belt and buckle.
- Students will demonstrate an improved ability and the concurrent confidence to use belts and buckles, as well as, an increased awareness of how to incorporate them into their dress and daily routines (i.e. pants’ belts, fanny packs and backpacks).

**Key Vocabulary:** buckle, double back, slack, pin.

**Materials:** Samples of different sizes and types of belts and buckles (back packs; pants’ belts); mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating belts, buckles, and buckle type of fasteners for visually impaired.

**Procedure:**
- **Warm Up:** Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

- **Class Discussion:** All items will be in the center of the circle. Use these items for discussion of different applications of belts and buckles. Why are belts and buckles useful? What can go wrong? Where are they found at home, school, environments, and in clothing. Pass around and explore examples of different applications of belts and buckles.

- **Activity:**
  Play song lyrics, “Belting and Buckling,” as a mnemonic aid to learning the sequencing and required skills and concepts of using a belt and buckle. Discuss lyric and concepts of “double back” and “slack.”

  Belting and buckling are good things to do
  They keep our pants from falling to our shoes!
All you do is push the belt end in
   Double back, pull the slack
   Push the pin through!
   CHORUS:
   So easy when you know how
   When you know how
   Though you may not know now
   Take it slow and you’ll see
   It’s easy when you know how.

The teacher demonstrates how to buckle a belt by pushing the belt end in, doubling back, pull the slack, push the pin through, and pull it tight.

**Independent Practice:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a pants’ belt or backpack strap. Determine appropriate adaptive needs for each child’s visual ability. Teacher will monitor and assist as needed.

**Closure:** Have students sing program theme song, while miming actions of song.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** Adaptive accessories for manipulating belts, buckles, and buckle type of fasteners for visually impaired. Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using a pants’ belt or backpack strap.

**Cross-curricular Components:**
   **Song:** “Belting and Buckling.”
LESSON 6:

Art Therapy Project—Pipe Cleaner Shapes

Grade Levels: K-3rd

Duration: 45 minutes

Objectives:
• Students will create pipe cleaner shapes by following directions and understanding necessary vocabulary.
• Students will develop flexibility and strength in fingers, hands and wrists.

Key Vocabulary: twist, coil, pinch, bundle, symbol, self-expression, accessories.

Materials: Pipe cleaners, markers and pencils.

Procedure:
Warm Up: Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

Class Discussion: Ask students the following questions:
• What are these objects? Have you used them before/do you know what they are?
• What do they feel/look like?
• What can we do with them?
• What are some of the shapes we’ve learned about?

Activity:
Students will create shapes or forms using pipe cleaners: These shapes can be used later to decorate outfits or create accessories to be worn during final event fashion show. Students may be asked to choose a shape or symbol that says something about who they are to support later discussion of self-expression through clothing. Explain and demonstrate how to ‘twist’, ‘coil’, ‘pinch’ and ‘bundle’ the pipe cleaners. Use pencils and markers to coil the pipe cleaners to make shapes, i.e. Animals, flowers, starbursts, etc.

Independent Practice: Students can then work independently and demonstrate ability to twist and coil to create animal or other shapes. Teachers will monitor progress and assist as needed.
Closure: Students clean up art supplies. Then, going round the room, students describe and show the shape(s) they chose to make for their accessory.

Assessment: Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

Accommodations & Modifications: NA.
LESSON 7:

Tying a String

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
- Students will learn correct hand movements for tying a string.
- Students will understand necessary vocabulary when prompted to tie a string.
- Students will demonstrate an improved awareness of why tying is important; where it occurs in their lives (homes, schools, environments); where it is used in their clothing and, finally, how to tie a simple knot.

Key Vocabulary: knot, tying, ends, “cross,” “drop,” up, “down,” “pull.”

Materials: Samples of different sizes and textures of tying material (rope, ribbon, “rapper snapper” tubing, macramé belts, etc.); boom box, and Songs mp3 files. Adaptive accessories for manipulating string for visually impaired. Stiff laces, tactile cue at each end for orientation, varied length of string, varied thickness, specific language for orientation, etc. mp3 player/speakers and program songs mp3 files (available on iTunes).

Procedure:
Warm Up: Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

Class Discussion: All items will be in the center of the circle. Use these items for discussion of different applications for tying a string. Why is tying important? Where does tying occur—in home, school, other environments, in clothing? Pass around and explore examples of different sizes and textures of tying materials. Explore examples of tying materials: rope, ribbon, “rapper snapper” tubing, macramé belts, etc.

Activity:
Play song lyrics, “Tying a Lace,” as a mnemonic aid to learning the sequencing and required skills and concepts of tying a string.
To tie a lace it takes two ends
Cross them and hold them and drop one in
With one end up and the other down
Pull 'em and practice 'til you know how!

CHORUS
So easy when you know how
When you know how
Though you may not know now
It's so easy when you know how.

Discuss lyric and concepts of “ends,” “cross,” “drop,” up,” “down,” “pull.”

Using their arms, students can mime making a simple knot to better understand the mechanics involved. The teacher demonstrates how to tie a lace by taking both ends, crossing and holding them, dropping one in, and with one end up and the other down pull them tight.

**Independent Practice:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using various types of string material. Practice with a partner (and teachers will determine whether or not students can select partners or if they will be assigned). Determine appropriate adaptive needs for each child's visual ability. Teacher will monitor and assist as needed.

**Closure:** Have students sing program theme song, while miming actions of song.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using various types of string material.

**Cross-curricular Components:**
**Song:** “Tying a Lace.”
LESSON 8:

Making a Bow

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
• Students will learn correct hand positioning to make a bow.
• Students will understand necessary vocabulary when prompted to make a bow.
• Students will demonstrate an improved ability and the concurrent confidence to make a bow and an awareness of how to incorporate them into their dress and daily routines (i.e., footwear, belt, sash, neck ties, hair accessories).

Key Vocabulary: knot, tying, bow.

Materials: Samples of different sizes and textures of tying material (string, lace, ribbon, shoelaces, hair bows, bow ties, etc.); mp3 player/speakers and program songs mp3 files (available on iTunes). Adaptive accessories for manipulating string for visually impaired. Stiff laces, varied length of string and varied thicknesses.

Procedure:

Warm Up: Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and “pinching” thumb and index finger together.

Class Discussion: All items will be in the center of the circle. Explore examples of bows (pre-tied sneakers, bow ties, and birthday ribbons). Use these items for discussion of different applications of bows. Why is being able to make a bow important? Where are bows found -- in home, school, environments, in clothing? What are some bow substitutes (Velcro, pre-made ties, etc.).

Activity:
Play song lyrics, “Making a Bow,” as a mnemonic aid to learning the sequencing and required skills and concepts when making a bow. Discuss lyric and concepts of “ends,” “crossing,” “loop,” “pull,” “left,” “right.”
If you want to make a bow, just take those ends
Loop them, cross them, and hold them again
When one jumps in, pull real tight
And you’ll have loops left and right.

CHORUS
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

The teacher demonstrates how to make a bow by taking both ends, looping them, crossing them, and holding them again, put one in, pull real tight, and you’ll have loops left and right.

**Independent Practice:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using different sizes and textures of tying material. Students can pair up to make a bow on two index fingers of a partner. Determine appropriate adaptive needs for each child’s visual ability. Teacher will monitor and assist as needed.

**Closure:** Have students sing program theme song, while miming actions of song.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

Accommodations & Modifications: Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill by using different sizes and textures of tying material. Students can pair up to make a bow on two index fingers of a partner.

**Cross-curricular Components:**
- **Song:** “Tying a Bow.”
- **Song:** “Making a Bow.”
LESSON 9:

**Dressing for Success**

**Grade Levels:** K- 3rd

**Duration:** 45 minutes

**Objectives:**
- Students will categorize types of clothing and accessories.
- Students will understand appropriate clothing for an occasion and season.

**Key Vocabulary:** fashion, designers, accessories, seasons, occasion, “dressing for success.”

**Materials:** Samples of different sizes and types of clothing with a variety of seasons, weather and occasions in mind, accessories, scarves, hats, ties, jewelry, socks etc.

**Procedure:**

**Warm Up:** Play and learn the WHAT TO WEAR song

What 2 wear? What to wear?
How to choose? What to wear? What’s the weather like?
Is it wet or dry? What’s my mood like? Silly or sly?
Should I be dressy or messy? Or should I even care?

What 2 wear? How to choose? Black or white? Sneakers or shoes?
If I'm going to the cotillion Gotta' look like a million!
But I don’t know what to wear
Gotta’ find a mirror
Do something ‘bout this hair!

Now satin may work in Manhattan
But if its Queens, it’s gonna’ be jeans!
Can it be a party without Ed Hardy? Am I a bore in Christian Dior?
Or just another zombie in Abercrombie?

Gold or silver? Rings or chains?
need something bold
Let ‘em know my name
I guess it don’t mean a thing if it ain’t got that bling!
I’m looking for something to wear
I’m peering in the mirror and liking who’s waiting there!

What 2 wear? What to wear? Ooh
What 2 wear? What to wear?

Class discussion: Discuss students’ clothing choices for everyday wear.
What affects their choices? Prompt for season, weather, occasion, etc. What are the different parts of an outfit: [pants, skirts, tops, jackets, socks, undergarments, accessories]
Do they or their parents prepare their clothes for them?
Do they go shop for clothing or do their parents buy their clothes?
How do they match colors?

Activity:
Pass around items and explore application of each item. How do you match the various items? Are they for a specific occasion or season? Why? Working in groups, students can sort items by occasions, then sort by season. Determine appropriate adaptive needs for each child’s visual ability. (Note that students will most likely need support to carry out this task. This support can come in the form of modeling how to choose and sort these pieces; creating a demarcated space wherein samples/examples of different types of outfits are displayed; and leading kids to assemble outfits that conform to the characteristics displayed in the samples. This is but one iteration of a scaffolded version of this activity; the important thing to remember is to provide students in this age group with clear, easily digestible directions as well as modeling.)

Follow-up Activity: Students will select an outfit for a fashion show final event. Prepare one or two sentences about what you hope your outfit says about you?

Assessment:
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

Accommodations & Modifications: See note above in “activity” section.

Cross-curricular Components:
Song: “What to Wear”
LESSON 10:

Art Therapy Project—Beaded Accessories

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
• Students will following directions and understand necessary vocabulary to use skills of tying and snapping in creating accessories for the final event
• Students will practice fine motor skills needed for buttoning by threading beads on pipe cleaners, yarn or ribbon
• Students will develop flexibility and strength in fingers, hands and wrist

Key Vocabulary: accessory, embellish, threading.

Materials: Pipe cleaners with markers and pencils, yarn thick ribbon, beads to be threaded.

Procedure:
Warm Up: Prepare students to use their hands by short warm up exercises: wiggling fingers, clenching fists and releasing, and "pinching" thumb and index finger together.

Class discussion: What is an accessory? [Prompt for a small item used to decorate or complement an outfit.] What kinds of accessories do you like to wear? Why?

Activity:
Review pipe cleaner shapes created by students in earlier lesson. Students will decide how to make accessories from their pipe cleaner shape: necklace, bracelet, hairpiece, hat decoration, tie, belt buckle, and shoelace decoration.
Teacher can demonstrate how to string a bead on string, or ribbon. [Pipe cleaners may also be used and will be easier for students with fine motor skill deficits.]
Students will use tying and beading skills to create accessories for their fashion show outfit.

Independent Practice: Students can then work independently if they demonstrate ability to twist and coil.
Teachers will monitor progress and assist as needed. If the need arises, students can work in pairs for peer support.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** Use of tactile (hand-over-hand) and verbal cuing to demonstrate skill. Students can pair up, if necessary, to practice twisting and coiling.
LESSON 11:

Making A Good Impression—Body Language

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
• Students will explore the components of body language including: facial expressions, eye contact, gestures, postures, body language.
• Students will learn how to communicate self-confidence through body language.
• Students will practice using body language, facial expressions etc. to communicate different emotions.
• Students will discuss and review how to ‘read’ other people’s body language, and to think about what their own body language might be communicating to others (attitudes/values).
• Students will explore ways to manage their tics.

Key Vocabulary: body language, posture, good impression.

Materials: None.

Procedure:
Warm Up: How do you feel when you stand up straight, shoulders back, arms relaxed at your side and chin up? Compare this to how you feel in an opposite stance: shoulders hunched, face down, arms crossed.

Class Discussion: What do you think the phrase “body language” means? What is posture? What is good posture? What is bad posture? How do the different parts of your face and body communicate how you feel (i.e., eyebrows, lips, shoulders, hands and arms, etc.)? What does the phrase “to make a good impression” mean? List some body language that makes up a good first impression: smiling, eye contact, relaxed hands and shoulders.

OPTION: Discuss how our body language/tics can be distracting (i.e.: crossed arms and looking at feet, rocking, playing with hair, etc.) and explore ways to manage them.

Activity:
Body language role play:
Ask students to stand, and give them different emotions to act out with facial expressions: i.e. happy, proud, excited, amused, impressed, tired, sad, angry, surprised, hurt, skeptical, bored, interested, frustrated, scared, depressed, worried
Ask students to feel their face with their hands or in the mirror, and describe the changes that occur when their facial expression changes i.e.: mouth going up or down, eyebrows sinking when frowning or going up in surprise etc. See if there is any body or postural changes that match

**Closure:** “Freeze! Pretend the President just paid us a surprise visit. Everyone show me your best first impression body language and posture.” Students should demonstrate their learned behavior from today’s lesson.

**Assessment:**
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

**Accommodations & Modifications:** NA.
LESSON 12:

Making a Good Impression—Grooming and Hygiene

Grade Levels: K- 3rd

Duration: 45 minutes

Objectives:
• Students will identify various items used in grooming.
• Students will understand the importance of daily grooming and hygiene.
• Students will demonstrate an improved ability and the concurrent confidence to use grooming items.

Key Vocabulary: Grooming, toiletries, hygiene.

Materials: Samples of different sizes and types of grooming items for each student (cotton swabs, toothbrushes, toothpaste, flossers, nail clippers and brushes, hairbrushes, other hair accessories for girls, tissues, deodorant for older students, toiletry bag, other toiletries etc.) TIP: doctors, dentists or pharmacies may be willing to donate these for your classroom program.

Procedure:

Warm Up: Ask students how they get ready in the morning.

Class Discussion: Discuss students’ grooming habits. Why is grooming important? How often should you brush your teeth or your hair? Why? Pass around items and explore application of each item. Determine appropriate adaptive needs for each child’s visual ability.
• Have students do a turn-and-talk with one other student to help them begin to think about their grooming habits. Allot no more than 2 minutes for this turn-and-talk.

Hygiene products, like cotton swabs, nail clippers, hairbrushes and toothbrushes are important not only for good appearance, but also for protecting against bacteria or germs. What other products will get rid of germs? Should you share brushes?

Activity:
Ask students to imagine they are visiting a friend or relative’s house for the weekend. As a class, brainstorm a checklist of toiletries necessary for travel. Students will write finalized list on a card or sheet of paper. Then, have each student pack a toiletry bag to go, using the checklist as a guide. Students will bring weekend kit home.
Closure: Share with a partner your bedtime grooming routine.

Assessment:  
Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?

Accommodations & Modifications: NA.
Lesson 13:

Final Event: Fashion show

Grade Levels: K-3rd

Duration: Several 45-60 minute session (2-3 sessions: 1-2 or preparation plus day of event)

Objectives:
- Through a simulated runway show, Students will demonstrate understanding of appropriate clothing for an occasion and season.
- Students will express themselves through fashion choices.
- Students will demonstrate newly acquired self-dressing skills and concurrent confidence.
- Students will perform songs learned during program.
- Students will learn and execute the components of organizing and planning an event, including creating a guest list and invitations, choosing refreshments and assist in serving food, greeting guests, and providing entertainment.

Key Vocabulary: hosting, event planning, guest lists, invitations.

Materials: Card stock (for invitations); Braille embosser; guest list (partially constructed and to be completed in-class by students), refreshments and materials to create and install signage and decorations for final event; A/V equipment, microphone and speaker for MC.

Procedure:
Warm Up: Practice singing program theme songs.
Class Discussion: Describe for the class the outfit you chose and why? Can it be for a special occasion or to wear everyday?
Review concepts of appropriate dress code and presentation skills.
Review the steps necessary to plan a party: invitations, food, entertainment, etc.

Activity:
Students participate in every step of event planning and execution, including appropriate dressing, socialization, event planning, and execution.
Prior to day of the Final Event:
- Break up into committees: refreshments, decorations, announcer, and invitations.
• Select guest list; design and send out invitations to guests such as other classes and families, either paper or via email or web-based invitation services
• Choose and order refreshments.
• Students will select outfit for fashion. Have students draft descriptions of outfit, why they chose it, how it makes them feel. This will be used to narrate fashion show.
• For performance: Fashion show and singing of selected theme songs: “Easy when you know how.” Choose one student to be the Master of Ceremonies.
• Rehearse exhibition tour or performance on short runway.

**Day of the Event:**
• Set up runway space for fashion show.
• Students greet guests and offer refreshments while guests gather and view program materials.
• Student Master of Ceremonies calls group to order for performance of program songs, presentation of video or beginning of exhibition tour as each student presents their materials. Adult master of ceremonies narrates fashion show announcing each student.
• Students will line up at the door to say good-bye to their guests and thank everyone for coming.

**Accommodations & Modifications:** Instructors and teachers will continue to assess needs of children, noting progress in acquiring presented skills, and continuing needs assessment and provision of adaptive equipment, special instruction, exercises, etc.

**Assessment:** Is child able to complete task independently? Does he/she generalize skill for function, for cooperative social interaction?
Appendix A: Songs

ZIPPERING PANTS
© Brian Muni and Art Education for the Blind

To zip up a pants zipper it takes two hands,
One for the zipper, the other for the pants.
Pull, pull, ‘til you can pull up no more!
Then you’ll know it’s closed when you leave your door!
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

ZIPPERING A JACKET
© Brian Muni and Art Education for the Blind

To zip up a jacket gotta’ start at the bottom,
Line both sides up and be sure that you got ‘em
Firmly in their track, ‘cause once you start
You won’t wanna’ turn back
Or stop ‘til you’re at the top.
So easy when you know how
When you know how
Although you may not know now
Practice, you’ll see
It’s so easy when you know how.

BUTTONING
© Brian Muni and Art Education for the Blind

Button up when wearing a shirt
Closing your jeans or fastening a skirt
One hand takes the button
While the other feels for the hole
Fit it in, push it through ‘til it’s closed!
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

SNAPPING
© Brian Muni and Art Education for the Blind

Snapping is a musical task
When you get it right, you won’t have to ask
‘Cause the top and the bottom, they just click
When you line them up and push
It’s a natural fit!
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

**BELTING AND BUCKLING**
© Brian Muni and Art Education for the Blind

Belting and buckling are good things to do
They keep our pants from falling to our shoes!
All you do is push the belt end in
  Double back, pull the slack
  Push the pin through!
So easy when you know how
When you know how
Though you may not know now
Take it slow and you’ll see
It’s easy when you know how.

**TYING A LACE**
© Brian Muni and Art Education for the Blind

To tie a lace it takes two ends
Cross them and hold them and drop one in
  With one end up and the other down
Pull ‘em and practice ‘til you know how!
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

**MAKING A BOW**
© Brian Muni and Art Education for the Blind

If you want to make a bow, just take those ends
Loop them, cross them, and hold them again
  When one jumps in, pull real tight
And you’ll have loops left and right.
So easy when you know how
When you know how
Though you may not know now
It’s so easy when you know how.

**WHAT 2 WEAR?**
© Brian Muni

What 2 wear? What to wear?
How to choose? What to wear?
What’s the weather like? Is it wet or dry?
What’s my mood like? Silly or sly?
Should I be dressy or messy? Or should I even care?
What 2 wear? How to choose?
Black or white? Sneakers or shoes?
If I’m going to the cotillion
Gotta’ look like a million!
But I don’t know what to wear
Gotta’ find a mirror
Do something ‘bout this hair!

Now satin may work in Manhattan
But if its Queens it’s gonna be jeans!
Can it be a party without Ed Hardy?
Am I a bore in Christian Dior?
Or just another zombie in Abercrombie?

Gold or silver? Rings or chains?
Need something bold
Let ‘em know my name
I guess it don’t mean a thing if it ain’t got that bling!
I’m looking for something to wear
I’m peering in the mirror and liking who’s waiting there!

What 2 wear? What to wear? Ooh
What 2 wear? What to wear?
DRESSING FOR SUCCESS II

Multimodal Modules for Teaching Dressing Skills, Understanding of Fashion and Self-Expression Through Fashion.

Elisabeth Axel, Nina Levent, Marie Clapot, and Clara Ines Rojas Sebesta
Original Songs: Brian Muni

“Vestis virum facit” meaning “the man is his clothing”
*Latin Proverb recorded by Erasmus*

“Clothes make the man. Naked people have little or no influence on society”
*Mark Twain*

“You never get a second chance to make a first impression.”
*(Unknown)*
LESSON 1:

Program Introduction—What Is Fashion And Why Is It Important?

Duration: 45 minutes

Objectives:
- Introduce program, theme and objectives.
- Students will be introduced to fashion terminology.
- Students will begin defining their personal style.
- Students will identify outside factors influencing their personal style.
- Students will explore role celebrities from related industries (music, movies, etc) play in defining fashion.

Key Vocabulary: style, fashion, dress codes, fashionista, couture, trends.

Materials: Computer with speakers to play songs.

Procedure:
This program will introduce fashion, personal style, self-dressing and presentation, concepts of portraiture though writing, music and art.

Introduction/Class discussion
How do you define fashion? What do you know about fashion? Capture students’ thoughts within a K-W-L Chart (specifically, the “K” and “W” sections at this juncture). In conjunction with the initial question of “How do you define fashion,” pose the following questions to elicit additional responses and prior knowledge from the students:
- What does “put together” mean?
- Can you give examples of when clothes made you feel confident? Why?
- Introduce new vocabulary such as “fashionista,” fashion conscious, old-fashioned, setting the trend, put together, sleek, to be “fly” etc.
- Do you dress in the same everyday? Why or why not?
- What does it mean to be “fashionable?”
- Who starts fashion trends? Who are fashion designers? What are the brands?

Activity:
In this activity, students will be asked to do two things:
A. guess who is singing the song that they hear playing and (2) to analyze the lyrics of said artists and extract the most salient points about fashion, fashion trends, and the role clothing plays in affect someone’s image.

1. Guessing Game: Who is Singing?
   - Fashion - Lady Gaga and/or Labels or Love - Fergie
   - Fancy – Drake and Ti and/or My Adidas – Run DMC
   NOTE: The examples given here are specific to audience in pilot program. Modify for your students by choosing artist/songs/lyrics, with which they would be familiar or have a connection.

2. Discuss/Analyze Lyrics (see class discussion): As you lead the students in a discussion and analysis of lyrics, it would be a good idea to either (a) chart students’ responses OR (b) provide students with a template on which they can record key points from this discussion.
   - Lady Gaga: “I am anyone you want me to be” “I need, some new stilettos
     Can’t walk, down the street in those
     You are, who you wear it’s true
     A girl’s just as hot as the shoes she choose”
   - Drake: “long as they got a little class like half days
     and the confidence to overlook my past ways
     time heals all, and heels hurt to walk in
     but they go with the clutch that you carry your lip gloss in
     and look I really think that nobody does it better
     I love the way you put it together”
   - Fergie: “I already know what my addiction is
     I be looking for labels, I ain’t looking for love
     I shop for purses while love walks out the door”
   - Run DMC: “I wore my sneakers but I’m not a sneak
     My Adidas cuts the sand of a foreign land
     with mic in hand I cold took command

Review contemporary lyrics about fashion. Comment on some of the lyrics.
   - What do you think Lady Gaga means by “You are who you wear it’s true”?
   - Why do you think they love those clothes so much (adidas sneakers for Run DMC, designers brand for others etc.)?

**Closure:** Review the key points that arose during this inaugural lesson; specifically, review key vocabulary and ask students about their knowledge of said terminology.

**Assessment:**
Were students able to define key vocabulary, and use concepts to define personal style and how it is used to express self? You can begin to assess students’ understanding by asking them what they’ve learned about fashion and why it is important (and this information can be recorded in the K-W-L chart in the “L,” or “Learned” section).

**Accommodations & Modifications:** NA.

**Cross-curricular Components:** NA.
LESSON 2:

**Personal Fashion Statements: Creative Writing**

**Duration:** 45 minutes

**Objectives:**
- Students will discuss the meanings of fashion: how it pertains to conventional ways of dressing/etiquette, to customs and culture, to group and self-identity.
- Students will complete a personal fashion statement.

**Key Vocabulary:** style, fashion, dress codes, fashionista, couture, trends.

**Materials:** paper, pencils, braillers, recording device.

**Procedure:**
**Introduction/Class Discussion:** Read a fashion statement prepared by instructors or interview teachers to provide more materials for discussion.

Review questions below can be used for discussion:
- What is fashion? Is it “good or bad” to follow a fashion?
- What is a fashionista? Do you follow fashion trends or set your own? Are you a fashion rebel?
- What is being “stylish?”
- What is ‘personal style’? Do you have a personal style?
- If you do not care about fashion, is that a fashion statement in itself?
- Do you need to understand fashion, trends, and brands in order to fit in?
- How is fashion different for men and women? How is fashion for office and leisure different? Do they influence each other?
- What role do accessories play in your style?

**Activity:**
Writing Assignment

**OPTIONS:**
1. Write a complete, detailed and well-developed essay (i.e., from 4-7 pages in length, roughly) reflecting on one of the quotes/statements below:
• “I don’t design clothes; I design dreams.” - Ralph Lauren
  What do you think this famous designer meant by this? To what degree do you think it is true?

• “You are what you wear.” (also in Lady Gaga’s fashion song)
  Do you agree or disagree with her statement? To what extent is this true or false? In what situations might it be true? What about the changeable nature of fashion: Being in style vs. some consistent part of your self-identity? Have you changed your style over the years? How might this change as you get older? Do you make assessments about your classmates or friends based on their clothes?

• “Clothes make the man.” (Mark Twain) Do you agree or disagree? Explain and make sure to include specific details.

2. Write an interview. Imagine you are a celebrity or musician. Write an imagined interview between yourself and your manager, discussing what kind of image you would like to project and how your style (i.e., clothes, accessories, etc.) will portray that image.

3. Like Drake or Lady Gaga (or celebrity discussed earlier), write a Fashion song, poem, or rap that describes your personal style and what your style represents about you.

4. Op Ed piece for school newspaper or class debate topic.
  • School uniforms can be a social leveler and improve performance and discipline in schools. Do you agree?

Follow up: Complete the writing assignment, which will be distributed, read and reviewed by classmates in following session.

Assessment: Students write in clear, concise, detailed language that meets the writing assignment goals. Were students able to identify, define, and articulate their personal fashion statements in writing?

Accommodations & Modifications: For students for whom writing and written expression is a challenge, provide them with one of the following options: (1) to record their thoughts on audio or video, as a precursor to writing their thoughts down in writing and (2) to depict their personal style story through graphic artistry (i.e., a graphic depiction format, such as a comic strip).

Cross-curricular Components: NA.
LESSON 3:

Reflections On Personal Statements

Duration: 45 minutes

Objectives:
• Students will present and discuss their personal statement with the class.
• Students will give constructive feedback.
• Students will learn how to hear and incorporate constructive feedback into their personal statements as they revise their pieces.

Key Vocabulary: editing, constructive feedback.

Materials: paper, pencils, braillers, recording device.

Procedure:
Introduction/Class discussion:
Outline basic guidelines for peer review and giving constructive feedback:
• Focus first on positive elements, and be considerate of author’s feelings. No negative “put-downs” permitted.
• Make suggestions or ask follow-up questions that will help the writer improve his or her writing sample. Brainstorm some of these with the students and “begin” a list of possible questions and suggestions from which the students can draw. For example, items such as the following can be added to the list:
  - Can you tell me more about (FILL IN THE BLANK)?
  - Perhaps add more detail to what you said; I think this will help paint a clearer picture of what you mean.
• Be specific and detailed in your comments and suggestions.

Sample questions to consider:
• Did student give specific details (elements of outfit, accessories, hair, makeup etc)?
• Did student explain how these details add up to express something about themselves?
• If writing sample included an argued opinion, (options 1 & 4), did students provide details to support argument? Did they consider and address counter-arguments?
• Does the personal statement coincide with your impressions of the student? Why or why not?
• What did you learn about your classmates through their statements?

Model this process (briefly) with one of the students asking you (the teacher) these questions; this will scaffold the process for the students.

**Activity:**
Working in dyads or triads (depending on the number of students in your classroom), students will begin their review and critique of one another’s work. Provide students with a checklist as a source of support for students who may need more guidance in this process. This checklist should include the steps they will follow in this process (i.e., 1. Peer Review Partner One Reads Work and Partner Two Listens and Takes Notes; 2. Partner Two Provides Feedback in the Form of Questions and Comments. 3. SWITCH ROLES!). A few of the sample questions can be placed at the bottom of this sheet.

**Post-Review Share:** Ask two peer review partners to share their reviews/feedback with the class. These students will read their essay aloud for the class. Those students who are not in the dyad/triad are encouraged to ask the pair more questions and give additional feedback, as part of a peer review/editing process. If possible and appropriate, give photocopies or large print copies of essays to facilitate the review process.

**Homework:**
Incorporate edits and feedback into your final draft of statement.

**Closure:** Review, with the students, the peer review process and the importance of entering into this process—focusing on the benefits inherent in giving and receiving constructive feedback.

**Accommodations & Modifications:** Students are provided the support of teacher modeling of the peer review process. Further, students are provided a checklist with the steps involved in the peer review process, including questions and comments to pose to their partners.

**Assessment:**
Were students able to grasp the concept (of) and skills required in the peer review process? Could they complete this process within their dyad/triad?

**Cross-curricular Components:** NA
LESSON 4:

Meet The Experts, Interview the Experts (Fashion Design)

Duration: Half Day

Objectives and Outcomes:
• Students will understand the multitude of professions within the fashion industry.
• Students will practice their communication and questioning skills.
• Students will learn about fashion etiquette and dress code basics, including faux pas.
• Students will learn strategies for purchasing wardrobe items to maximize value (mix and match).
• Students will outline strategies to modify an outfit to dress “up” or “down.”

Key Vocabulary: designer, dress codes, faux pas.

Materials: paper, pencils, braillers, recording device.

Procedure:
Introduction:
NOTE: Students in the Art Beyond Sight pilot program visited the museum at the Fashion Institute of Technology and explored clothing, accessories, and fabrics. Other options include either an off-site visit to design studio, department store or boutique, or bringing a professional in to the classroom. Possibilities include the following:
• Other costume collections at a local museum;
• Fashion Designer or Buyer; or
• Personal Shopper.

Discussion
• Introduction to fashion
• Guest speaker will outline descriptions for various jobs in the fashion industry: designer, production manager, buyer, photographer, stylist, model, retailer and salesperson, fashion journalist, public relations.
• Brief history and variety of styles and trends, as time allows.
• Review fabrics for diversity of purposes, with samples for tactile exploration. Students must have the opportunity to explore these fabrics and acquire schema for their varied attributes.
• What is a dress code? Can you name some types of dress codes, such as formal, casual, black tie, festive, etc.
• Outline strategies to dress up or down: Layering, role of accessories.
• NOTE: During this presentation, students will take notes of the speaker’s talk and will use these notes to pose questions during the interview activity that follows.

**Activity:**
Once the fashion industry expert has spoken and delivered his/her information, students will use the interview skills they acquired in Module #2 to interview this industry insider. If you want to organize this interview along thematic lines, you can either assign students a topic to cover in their questioning of the guest or students can choose categories of interest.

**Closure:** Lead students in a share of what they learned from the speaker about the different roles in the fashion industry, about the history and variety fo styles and trends, dress codes, and (more importantly) what they might have learned about their own personal style as a result of this presentation and interview.

**Accommodations and Modifications:** NA.

**Assessment:** Were students able to take note of the speaker’s most salient points? Could students pose thought-provoking questions and interview the speaker utilizing the skills learned in the previous module?

**Cross-Curricular Components:** NA.
LESSON 5:

How To Mix And Match?

Duration: 45 minutes

Objectives:
• Students discuss the aesthetics of matching colors, patterns and texture in clothing.
• Students learn adaptive strategies to match their outfit.
• Students discuss do’s and don’ts, trends in what goes together, “dressing up and down.”

Key Vocabulary: aesthetics, patterns, textures, match/matching, mix-and-match.

Materials: Wide variety of clothes, fabrics and accessories, mannequins.

Procedure:
Introduction:
• Review concepts introduced in previous lesson (i.e., how different fabrics are used or different purposes and occasions).
For students with visual impairments, discuss adaptive strategies for making sure your outfit elements (i.e., skirts, pants, shoes, accessories) match. What does “matching” mean? Possible strategies to ensure your outfit elements match: ask a friend, ask a salesperson, prepare in advance, tech devices (i.e., Bry tech color tellers).

Activity:
Using mannequins, create two to three outfits—paying attention to colors, fabrics and patterns.
TIP: If you don’t have a mannequin, you can make a dress-form mannequin using an old T-shirt and several layers of duct tape. Instructions can be found easily on the Web, on websites such as eHow. You may also be able to locate mannequins or dress-forms at Goodwill or Salvation Army location or by doing a search on Craigslist. If you are able to plan far enough in advance,

Present your choices in front of the class:
• Review how to combine fabrics, colors, patterns
  o What colors work together and what does not work; expand the possibility of mix and match with a few items of clothing.
  o Do’s and Don’ts: Avoid too many points of interests, a “cluttered” look.
• Once you have chosen an outfit, select matching shoes and accessories.
• How do you dress up/dress down a simple outfit such as blue jeans and a t-shirt: layering, covering (i.e., How do you dress up when you wear a t-shirt with a design, and you have to go to a dinner with your friends’ parents and look appropriate?)? Examples of this can be found in fashion magazines for guidance.
• How to you change a school or office outfit for an evening event: What could they add to their outfit so that they look fit to go to a cocktail party (more examples) or what can they do if they are dressed formally to go to a dinner with friends?

Follow-up session: Come to class with an outfit of your choice (attire for an interview, for a party, for a dinner etc.) and be ready to discuss it.

Closure: Review with the students the key to mixing and matching items of clothing to fit different occasions and situations.

Accommodations & Modifications: NA.

Assessment:
Were students able to grasp the mix-and-match concept?

Cross-curricular Components: NA.
LESSON 6:

Dressing and Wardrobe Care

Duration: 45 minutes

Objectives:
Students will understand how to care and organize their clothes

Key Vocabulary: wardrobe, wardrobe care.

Materials: selection of clothes, laundry supply samples: detergents, softeners, etc.

Procedure:
Introduction/Discussion:
• Do you prepare your clothes in the evening or do you just grab something in the morning?
• How do you organize/prepare your clothes? Do you have a specific dresser or closet? Do you put them on hangers or fold them? Do you throw them on the floor?
• Discuss organizational adaptive strategies to make sure you look your best.
• Do you wash your own clothes? Review how to sort wash loads and reading tags for clothing care. What happens if you don’t sort your clothing prior to washing? Can you wear the same thing twice? Making sure your clothes are clean and stain free.
• Discuss how to keep your clothes longer. Why is this important?

Activity:
Sort & Organize Your Laundry!
• Create two piles of “dirty laundry.”
• Decide the types of laundry loads to sort: whites, lights, darks, delicates. Discuss different laundry needs for each load.
• Split class into two teams and have a laundry-sorting race. Teams lose points for incorrectly sorted items.

Homework:
Practice strategies learned in class: Do a complete load of laundry: sort, wash, dry, fold and put away.

Closure: Review with students the following points: (1) that our clothing has to be cared for properly in
order to have them last longer and (2) that one way to do this is to understand the basics of laundering clothing properly (i.e., sorting by color, material, etc.).

**Accommodations & Modifications:** If available, ...

**Assessment:** Were students able to understand the importance of taking care of their clothing? Did they grasp how to care for their clothing?

**Cross-curricular Components:** NA.
LESSON 7:

*How To Tie a Tie (Or Scarf)*

**Duration:** 45 minutes

**Objectives:**
- Students will learn basic knot tying required to tie a tie.
- Students will practice skill and execute a proper tie-knot.
- Students will discuss occasions where skill is likely to be implemented.

**Key Vocabulary:** tie, tie-knot.

**Materials:** computer with Internet access, enough ties for each student, in a variety of textures, patterns, width.

**Procedure:**

**Introduction/Discussion:**
For occasions with a more formal dress code, an essential skill is tying a tie. While mostly for boys, girls may also wear ties or assist others in tying ties (i.e., father, brother, partner etc.) so it is a useful skill for all to learn.

Ties come in many fabrics, textures, colors and widths, with style changing over time. There are also many knots; class will focus on basics.

**Introduction to Step-by-Step tying:**
There are many You-Tube videos, with step-by-step audio, that are available to familiarize yourself and students with step-by-step process; a good example can be found at tie-a-tie.net

Use Kinesthetic or hand-over-hand guidance as necessary.

**Activity:**
- Assign each student a tie.
- Go through tying process, step-by-step.
- Then, students practice independently for approximately 5-7 minutes.
- Finally, students are broken up into two teams and compete to see who can tie knots most quickly. Whoever completes the tying process most quickly and accurately wins!
Homework:  
Practice knot-tying skills on self, or other member of the family.

Closure:  
Review the knot-tying procedure with students.

Accommodations & Modifications:  
Hand over hand guidance.

Assessment:  
Are students able to independently tie a knot?

Cross-curricular Components:  
NA.
LESSON 8:

Fashion Scents: Introduction To Skin Care, Personal Hygiene, and

Duration: 45 minutes

Objectives:
• Students will review the importance of grooming and personal hygiene.
• Students will learn the essentials of grooming.
• Students will discuss and experience a variety of scents.
• Students will discuss the uses of perfumes.

Key Vocabulary: toiletries, deodorant, skin care, grooming, hygiene.

Materials: toiletry samples.

Procedure:
Introduction/Discussion:
If you have both girls and boys, have them discuss the differences between gender, and factors involved in choices. To organize this discussion, and to add a kinesthetic element to it, create posters with each of these topics (i.e.,
• What is “hygiene?” Why is it important for us to pay attention to our personal hygiene?
• What steps do you follow in the morning when you are tending to your own personal hygiene? Share you morning “personal hygiene” routine with the person sitting next to you.
• How do you choose your soap (smell, ingredients/allergies or skin sensitivity, price)?
• Shampoo (hair length, color, texture): How often to you wash your hair? When do you know you need to wash them?
• Brushes: How often do you brush your hair? What else do you apply to your hair? How often do you get them trim? How do you style them? Why? What hairdo might be inappropriate for a work or business dinner?
• Deodorants/perfume (don’t overdo it).
• Nail clipping: Keep nails clean; to not scratch anyone else; to apply nail polish.
• Hair removal/face shaving.

Activity:
Recreate Your Morning Routine—
Part One: Personal Hygiene Routine. Working in teams of two, students will rank order the steps involved in the typical personal hygiene routine in the morning.

Part Two: Pass Around. Students will identify the items in the toiletry bags, noting how they are used in the personal hygiene routine. These items can include the following, but are not limited to these items: toiletry bags, soaps, shampoos, Q-tips (cotton swabs), nail-clippers and brush; fake nails, comb/brushes, toothbrushes/toothpaste, deodorants/perfume, tweezers, shaving cream.

Optional: If you have access to a stylist, they can work with students on hair and skin care.

Homework: Create a checklist of travel toiletries for one week.

Closure: Review personal hygiene routine with students, paying some specific attention to hair and skin care.

Accommodations & Modifications: NA.

Assessment: Were students able to define, grasp, and articulate what “personal hygiene” is? Could they recreate said routine during the “activity” portion of the lesson?

Cross-curricular Components: NA.
LESSON 9:

*First Impressions and Fashion Dress Codes*

**Duration:** 45 minutes

**Objectives:**
- Students will understand how clothes can “make a good impression.”
- Students will discuss dress codes for a variety of social events: job interview, cocktail, festive events, casual, street wear etc.
- Students will understand how dress codes can impact the impression we make on others.

**Key Vocabulary:** to make a good impression, fashion codes, sartorial/sartorial choices.

**Materials:** Assortment of clothing and accessories.

**Procedure:**

**Introduction/Discussion:**
- What does “making a good impression” mean?
- Why is it important to make a good impression at the first meeting?
- What are the components of making a good impression? Fashion/dress and body language?

**Fashion/Dress**
- How to make a good impression with your attire: What would you wear for...? What to wear when...? Why make a good impression? You don’t get a second chance to make a good first impression. How you look tells others how you feel about yourself and can make a difference in how you will be treated.
- What does “Dress Sunday best” mean? “To be fly?” Share other expressions they know. Ask them for other phrases they might have heard (and maybe didn’t understand).
- Discuss how personal style can be adapted to different situations: dressing for family, friends (old and new) and work events.
- What do you communicate through the degree to which you accept or reject fashion styles or norms?

**Activity:**

Role Play

**Part One:** Provide students an assortment of clothing, ranging from formal to informal and spanning...
different styles. Using this clothing, students will assemble ensembles that send different messages (formal/informal, business attire/casual attire, etc.). Once these ensembles are completed, students will do the following: (1) describe the ensemble, (2) state why they made the fashion choice in question, and (3) indicate the different impressions people could get from viewing said ensemble.

**Part Two:** Have students pair up and practice an introduction in a professional situation (i.e., School or job Interview), paying particular attention to how they perceive one another’s intentions based on their fashion choices and attire. Teachers and support staff provide feedback during exercise.

**Closure:** Review, with the students, the implications of our sartorial choices: We make an impression on others by the clothes we wear.

**Accommodations & Modifications:** NA.

**Assessment:**
Were students able to grasp the importance of their sartorial choices? Could they assemble outfits designed to make different impressions?

**Cross-curricular Components:** NA.
LESSON 10:

First Impressions and Body Language

Duration: 45 minutes

Objectives:
• Students will understand how clothes and body language can “make a good impression.”
• Students will discuss the importance of a good posture, making eye contact, and avoiding fidgeting.
• Students will discuss dress codes for a variety of social events: job interview, cocktail, festive events, casual, street wear etc.
• Students will explore the components of nonverbal communication: facial expressions, eye contact, gestures, postures, proximity, body language, hygiene, and clothing.
• Students will learn how to communicate self-confidence through body language.
• Students will discuss and review how to “read” other people’s body language, and to think about what their own body language might be communicating to others.

Key Vocabulary: to make a good impression, communication; gaze, open vs. closed poses, body language.

Materials: NA.

Procedure:
Introduction/Discussion:
• What does “making a good impression” mean?
• Why is it important to make a good impression at the first meeting?
• What are the components of making a good impression? How does body language affect the impressions we make?

Body language
• Briefly address posture; the importance of smiling and eye contact while greeting and talking to people.
• Discuss how the different parts of a face and body communicate (i.e., eyebrows, lips, shoulders, hands and arms, etc.) and how facial expression and gestures accompany words.
• Discuss the importance of smiling to make a good impression. [This is specific to Westernized, and especially American, culture.]
• Outline Body language that expresses confidence, engagement, vs. hesitation, withdrawal (or lack of self-esteem, signals that and specific gestures; closed vs. open poses; gaze
• Discuss how our body language/tics can be distracting (i.e., crossed arms and looking at feet, rocking, playing with hair, etc.) and explore ways to manage them.

**Activity:**
Role Play (Focus on Body Language)

**Part One:** Ask students to stand, and give them different emotions to act out with facial expressions: i.e. happy, proud, excited, amused, impressed, tired, sad, angry, surprised, hurt, skeptical, bored, interested, frustrated, scared, depressed, worried, pouting; they will explore their face with their hands or in the mirror, and describe the changes that occur when their facial expression changes (i.e., mouth going up or down, eyebrows sinking when frowning or going up in surprise etc.). See if there is any body or postural changes that match the changes in facial expressions; if not, how could the body mirror the facial expression?

**Part Two:** Have students pair up and practice an introduction in professional situation (i.e., School or job Interview), paying particular attention to posture, eye contact, and body language. Teachers and support staff provide feedback during exercise.

**Closure:** Review, with the students, the role that body language plays in making a good impression and how body language can factor into our fashion choices.

**Accommodations & Modifications:** NA.

**Assessment:** Were students able to grasp and articulate the role that body language plays in making a good impression? Were they able to act out different emotions with facial expressions and further, were they able to role-play a professional situation wherein their body language played a large role in their communication?

**Cross-curricular Components:** NA.
LESSON 11:

Visit to Museums: portraiture and costumes

Duration: Half Day

Objectives:
- Students will understand the components of a portrait: body language, posture, gestures, and clothing, accessories.
- Students will analyze several portraits and identify how the components communicate the identity of the sitter.
- Students will articulate how clothing/costume contributes meaning to a portrait.

Key Vocabulary: portrait, sitter, gesture, body language, costume, gaze, point of view,

Materials: none.

Procedure:
Schedule visit with local museum focusing on portraiture. If possible, contact the museum education department in advance to see what different types of portraits on view, and ask them to focus on fashion, costume and body language to reflect themes of program.

Discussion: Open a discussion with students about portraits. Pose the following questions:
- What are they?
- What are their component parts?
- How and what can portraits communicate?
- What role might clothing and “fashion” play in a portrait?

Activity:
While at the local museum, ask the museum educator to lead the students in a two part activity:

Part One: Identifying Elements of Fashion, Costume, & Body Language: With a pre-made template that students will have access to during the museum visit (perhaps on clipboards or if electronically, on iPads), students will identify and note where, when, and how they see fashion, costume, and body language at play in the portraits they view. The museum educator should stop causally (i.e., after each or some of the portraits), to ask students about what they’ve identified (and lead them in a brief discussion on these topics).
**Part Two:** Practicing Portraiture. To provide students with the opportunity to begin to apply what they’ve learned about portraits/portraiture and fashion, lead them in a portraiture practice activity wherein they practice creating portraits of one another (in pairs). While they will not be expected to create or complete a full portrait, they should at least begin to apply what they’ve learned and integrate some aspects of body language, costume and fashion.

**Closure:** Review with the students the elements that make portraits come to life: costume, body language, and fashion.

**Accommodations & Modifications:** If available, students will be provided with technology that supports their understanding of and interaction with the portraits, such a voice-activated software that describes the elements of a given portrait, perhaps this can be accessed through a piece of technology such as an app on an iPad.

**Assessment:** Were students able to identify how costume, body language, and fashion effect change in the landscape of a portrait?

**Cross-curricular Components:** NA.
LESSON 12:

Final Event: Fashion Show And Reception

Duration: 2 sessions for preparation and Final Presentation: 1 hour and 45 minutes

Objectives:
Students will be able to:
• Understand the components of organizing and planning an event.
• Choose refreshments and execute presentation and serving of food.
• Conduct a conversation and use appropriate greetings with others.
• Coordinate the presentation of a film, or performance demonstrating self-presentation, interviewing skills.
• Engage with students giving tours of exhibition.
• Organize a display of artwork created during program.

Materials: Card stock (for invitations); braille embosser; place settings; guest list (partially constructed and to e completed in-class by kids), refreshments and materials to create and install signage and decorations for final event; student artwork, and performances by students and instructors including original music written and produced for Standing Tall; A/V equipment, microphone and speaker for MC.

Procedure:
Students participate in every step of event planning and execution, including appropriate dressing, socialization, event planning, and execution.

Options for final event to incorporate public speaking and self-presentation skills
• Performance of songs, presentation of video, reading/reciting personal narratives.
• Fashion Show wearing personal style statement.

Prior to day of the Final Event:
• Students decide components of final event: fashion show, exhibit of portraits and personal creative writing samples.
• Break up into committees: refreshments, performance or show installation; invitations.
• Select guest list; design and send out invitations to guests such as other classes and families, either pa per or via email or web-based invitation services.
• Select and design menu.
• Choose and order refreshments.
• For exhibition: collect artwork, text for labels (artist’s name, title of work, materials used to make work (media line) and short description by artist—100-200 words. Students should prepare a short description to present on day of event, as they give an informal tour of the student exhibition. Develop signage and acknowledgements for gallery space Install exhibition. Options for hanging work, in addition to traditional framing: clothesline and binder clips; removable hanging tabs (i.e. Command strips).
• For performance: this could include singing of song written in lesson 1.2, presentation of talk show video and/or students reciting/reading personal narratives written while in the program. The personal memoirs and artwork could also be presented in book form. Choose one student to be the Master of Ceremonies.
• Rehearse exhibition tour or performance.
• Review concepts of appropriate dress code and presentation skills.

**Day of the Event:**
• Set up space for exhibition of art and viewing performance or screening of video.
• Students greet guests and offer refreshments while guests gather and view program materials. Students will demonstrate self-presentation and conversation skills learned throughout program.
• Student Master of Ceremonies calls group to order for performance of program songs, presentation of video or beginning of exhibition tour as each student presents their materials.
• Students will line up at the door to say good-bye to their guests and thank everyone for coming.

**Accommodations and Modifications:** Instructors and teachers will continue to assess needs of children, noting progress in acquiring presented skills, and continuing needs assessment and provision of adaptive equipment, special instruction, exercises, etc.

**Assessment:**
Child’s participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to apply the skills and knowledge, learned throughout this unit of study, to this final event

**Cross Curricular Components:**
**Music - Songs:** Play and sing along with the students.
References


Online Resources


