

PERSONAL HEALTH:

DRESSING



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify various articles of clothing.	1. Have several articles of clothing available in a “dress-up” center. 2. Provide dolls and doll’s clothes in a play center. 3. Have articles of clothing available when discussing weather, (i.e., coat-cold, sunglasses-sunny, sweater-cool, shorts-hot, etc.). As weather is described, have the student who is the weatherman put on the piece of clothing which represents the day’s weather. 4. Visit a clothing store. Expose students to all types of clothing and vocabulary, (i.e. swim suit, coat, shorts, mittens, etc.). 5. Play “Go Fishing!”. Glue pictures of clothing to cut-out fish patterns. Put a paper clip on one end of the pattern. Attach a string with a magnet secured to the end of a stick. Allow the students to go fishing. As they catch a fish, have them name the article of clothing pictures. If they are able to do so, they may keep the fish. If not, they must throw the fish back. When all of the fish are gone, the student with the most is the winner. 6. Sing “What Are You Wearing?”

RESOURCES/MATERIALS

Palmer, Hap. “What Are You Wearing?”

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2. Student will be able to take off socks.	1. Demonstrate the process: Seat the student on the floor and say, “(Name), take off your socks.” Praise and reward all attempts made toward completing the task. (A good time to practice is at “rest time”.) a. Place thumbs inside the neck of the sock. b. Push the sock down over the heel. c. Either push the sock off the foot with thumbs or grasp the toe of the sock and pull it off the foot. d. Repeat with other sock.

RESOURCES/MATERIALS

Socks

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OBJECTIVE	TEACHING ACTIVITIES
3. Student will take off shoes.	1. Demonstrate the process: Seat the student on the floor and say, “(Name), take off your shoes.” Praise and reward all attempts made toward completing the task. (A good time to practice is at “rest time”.) a. Loosen fasteners on shoe (velcro, laces, buckles, etc.) b. Pull shoe off heel either by grasping with both hands and pulling with leg, or pull with leg while pushing shoe back against the floor. c. Slip shoe off the toe. d. Repeat with other shoe.

RESOURCES/MATERIALS

Shoes



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4. Student will put on socks.	1. Place two oversized socks on the floor/table in front of the student. Say, “(Name), put on your socks.” Physically assist the student when necessary. a. Straighten one sock. b. Grasp it at the top with thumbs inside. c. Insert toes into top of sock. d. Pull the sock over the foot, up onto the ankle. e. Straighten the heel of the sock. f. Repeat with the other sock. g. Reduce size of socks, until student is successful with appropriate sized socks. h. Place a pile of socks on the floor. Have students find a pair (matching) of socks and put them on. Reward.

RESOURCES/MATERIALS

Different sized socks



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5. Student will put on shoes.	1. Place shoes on the floor in front of the student. Say, “(Name), put on your shoes.” Physically assist the student when necessary. <ol style="list-style-type: none">Place shoes on floor in front of the student.Pick up one shoe.Loosen or undo laces or buckle to make the opening as large as possible.Grasp the tongue of the shoe with the same hand as foot (right hand/right foot) and grasp the heel of the shoe with opposite hand.Insert toe into correct shoe.Pull the shoe on and up over the heel, using pushing and pulling movements.Adjust sock and shoe for fastening.Place all of the students’ shoes in a pile. Say, “Find your shoes.” Each student finds his/her shoes, puts them on (with assistance if needed) and raises his/her hand when finished. Reward for all successes.

RESOURCES/MATERIALS

Students’ shoes



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OBJECTIVE	TEACHING ACTIVITIES
6. Student will lace shoes.	<ol style="list-style-type: none">1. Pull the laces out of the top two (2) holes and instruct the student, “(Name), lace your shoes.”<ol style="list-style-type: none">a. Hold one lace with a pincer grasp.b. Push the end of the lace through the first hole on the opposite side, from the center of the shoe to the outside.c. Use the other hand in a pincer grasp to pull the lace all the way through the hole.2. Decrease physical assistance while rewarding the student for attempting to complete the task independently.3. When the student independently puts the lace through the opposite hole within one minute of request, repeat steps a, b and c with the second lace.4. Pull the laces out of the top four holes and repeat the procedure.5. Pull the laces out of the top six holes and repeat the procedure.6. Pull the laces out of the top eight holes and repeat the procedure.7. Reward independent attempts and continue until the student meets criterion.

RESOURCES/MATERIALS

Shoes with laces

Adaptation:

Use two different colored shoe strings and color the holes in the shoes to correspond with the colored shoe strings.



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OBJECTIVE	TEACHING ACTIVITIES
<p>7. Student will untie and tie shoelaces.</p>	<ol style="list-style-type: none"> 1. Say, “(Name), watch me.” Model how to untie a shoelace: <ol style="list-style-type: none"> a. Grasp one of the lace ends, and say, “(Name), grab the end of the lace.” b. Pull it until the bow is untied and say, “(Name), pull.” c. Grasp one of the laces at the bottom (between the knot and the eyelet), and say, “(Name), grab the bottom of the lace.” d. Pull up along the lace until it is out of the knot, and say, “(Name), pull up.” 2. Say, “(Name), untie the shoe.” If the student has difficulty, verbally instruct him/her through the steps. Physical assistance can also be used. For each successive trial, require more independence of the student and give less instruction. 3. Model tying the lace using a bowknot and instruct the student to observe. <ol style="list-style-type: none"> a. Hold one lace in each hand and straighten the laces. b. Cross the laces. c. Thread the end of one lace through the loop formed by the crossed laces. d. Pull both ends to tighten the knot. e. Form a loop with one end of the lace. f. Wind the end of the lace around the base of the loop. g. Pull both loops to tighten the bow (or may tie the bow by forming two loops and tying). 4. Physically assist the student through the movements – one step at a time. For each successful attempt, require more independence and give less instruction or assistance.
<p>RESOURCES/MATERIALS</p> <p>Shoes with laces Dressing bolsters Large sized shoes Dressing dolls Use laces divided in half and colored 2 different colors</p>	



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OBJECTIVE	TEACHING ACTIVITIES
8. Student will distinguish front and back of clothing.	<ol style="list-style-type: none">1. Place pants on a table and say, “(Name), front of pants.” While touching the side with the zipper and snap, or the side without a tag.2. Say, “(Name), touch the front of the pants.”3. If the student responds correctly, continue step 2 using the remaining articles of clothing. If the student does not respond within ten (10) seconds of request:<ol style="list-style-type: none">a. Model or have a peer model by touching the front side of the garment. Reward the peer in front of the student. Repeat the request. Fade modeling until the student can independently touch the front side of the garment within ten (10) seconds of request.b. If the student does not respond to modeling, repeat the request and guide his/her hand to the front side of the garment. Praise and reward once the student’s hand is on the front side. Fade this prompt until the student can independently touch the front of the garment within ten (10) seconds of request.4. Repeat steps 1 through 3 for shirt, coat, and other garments.5. Reward all independent attempts until the student meets the criterion.6. Repeat the procedure for the back of the clothing articles.7. Present in random order.

RESOURCES/MATERIALS

Pants, shirts, jackets, etc.



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OBJECTIVE	TEACHING ACTIVITIES
9. Student will zip and unzip clothing.	<ol style="list-style-type: none">1. Demonstrate zipping and unzipping a jacket.2. Place a jacket on the table and say, “(Name), unzip it.”3. Instruct the student in the following process:<ol style="list-style-type: none">a. Unlock the zipper, slide and grasp it in a pincer grip.b. Pull down the zipper while holding the top of the material.c. Disengage the ends of the zipper.4. Gradually reduce the prompts until he/she is able to do this independently.5. Stress independence and reward all attempts.6. While the student is wearing an unzipped jacket, engage the zipper and say, “(Name), Zip it up.”7. Assist the student by having him/her:<ol style="list-style-type: none">a. Grasp the bottom of the jacket with one hand and the zipper slide in the other hand.b. Pull the zipper all the way up and lock it.8. Reward all attempts at independence.9. Once the student is able to zip and unzip, teach him/her to engage a zipper.<ol style="list-style-type: none">a. Insert the side without the stop into the side with the pull.b. Hold the pull with the dominant hand and the bottom of the zipper with the other hand.c. Repeat steps 6a-6b.10. Have the student practice when removing his/her jacket upon arrival at school and when putting it on before going home.
RESOURCES/MATERIALS	

Jacket with a separating zipper
Zipper pulls
Notebook rings

Adaptation:

Utilize zipper pulls or notebook rings for students who have difficulty.



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
<p>10. Student will button and unbutton buttons.</p>	<ol style="list-style-type: none"> 1. When the student is wearing buttoned up clothing, say “(Name), unbutton.” 2. Stand behind the student and physically assist him/her through the task: <ol style="list-style-type: none"> a. Grasp the material around the buttonhole. b. Grasp the button in the other hand. c. Push the button through the hole. d. Repeat for the next button until all are open. 3. Gradually fade assistance until the student is able to do the task independently. 4. Have the student put on his/her coat or shirt. Say, “(Name), button your ‘_____’”. 5. Stand behind the student and physically assist him/her through this task. <ol style="list-style-type: none"> a. Pincer grasp one button with the hand on same side of the body as the button. b. Grasp the material around the correct buttonhole with the other hand. c. Push the button through the hole until it’s visible. d. Help pull the button completely through the hole with the other hand. e. Repeat the process with the other buttons. 6. Gradually fade assistance until the student can do the task independently.
<p>RESOURCES/MATERIALS</p>	

Variation:

This is a good task to include in workshop as it encourages independence. Provide clothing items for students that have different types and sizes of buttons.

Adaptation:

Button hook.



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OBJECTIVE	TEACHING ACTIVITIES
11. Student will snap and unsnap snaps on a garment.	<ol style="list-style-type: none">1. Demonstrate and then present a garment to the student and say, “(Name), unsnap.”2. Stand behind the student and physically assist him/her through the task:<ol style="list-style-type: none">a. Grasp both sides of the material near the snaps with both hands.b. Pull the material apart to open the snaps.3. Reward the increased independence.4. Demonstrate and then present a garment to the student and say, “(Name), snap.”5. Stand behind the student and physically assist him/her through the task:<ol style="list-style-type: none">a. Grasp both snaps, one in each hand.b. Place the indentation of the snap on the protrusion of the opposite snap.c. Align and press.6. Reward for increased independence.

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
12. Student will fasten a belt.	<p>Prior to training, measure around the student and mark the correct hole on the back of his/her belt where the student should insert the tongue of the buckle.</p> <ol style="list-style-type: none">1. With pants removed and in the student's lap, have the student pick up the end of the belt without the buckle in his/her dominant hand.2. Instruct the student to insert the end of the belt in the front lefthand side of the pants.3. Then pull the belt through the loop with the other hand.4. Repeat steps 1-3 until belt is in all the loops.5. Put the pants on.6. Fasten the waistband.7. Grasp the buckle with the left hand.8. Grasp the other end with the right hand.9. Insert the end without the buckle into the buckle opening, pushing the buckle tongue up as the belt passes through the opening.10. Grasp the end without the buckle with the right hand.11. Pull firmly to the right, exposing the marked hole.12. Push the tongue of the buckle into the marked hole, using the left index finger.13. Lift the left side of the buckle slightly with the left thumb.14. Insert the end of the belt.15. Pull the end of the belt until the belt lays flat across the buckle.16. For different types of buckles, slight modifications may be necessary.17. Begin training with physical and verbal prompts.18. Fade physical prompts first and then verbal prompts.19. Finally, fade the mark for the correct hole.
RESOURCES/MATERIALS	
Belt	<p><u>Note:</u> Girls need to reverse step #2.</p>



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OBJECTIVE	TEACHING ACTIVITIES
13. Student will hang a coat on a hook.	<ol style="list-style-type: none">1. Hand the student his coat and say, “(Name), hang up your coat.”<ol style="list-style-type: none">a. Hold the coat near the neck with both hands.b. Turn the coat so the inside faces the wall.c. Hang the neck of the coat over the hook so that the coat hangs securely.2. Physically assist the student through steps 1a to 1c, allowing the student to do what he/she can unassisted. Provide as much assistance as necessary.3. When the student can complete the task, withdraw physical assistance and/or verbal prompts. Reward only upon completion of the entire task.

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
14. Student will hang a coat on a hanger.	Refer to Science – Clothing Care <ol style="list-style-type: none">1. Present the garment to the student and say, “(Name), hang the coat on a hanger.”2. Stand behind the student and assist him/her through the task:<ol style="list-style-type: none">a. Hold the coat near the tag with the non-dominant hand.b. Hold the hanger in the dominant hand.c. Place the hanger into one sleeve.d. Grasp the shoulder of the side already on the hanger with the non-dominant hand.e. Insert the hanger into the other sleeve.f. Position the coat on the hanger.3. Gradually fade assistance until the student is able to complete the task independently.

RESOURCES/MATERIALS



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
15. Student will remove and put on a coat.	<p>Demonstrate the process of <u>removing</u> a coat:</p> <ol style="list-style-type: none">1. When the student's coat is on and unfastened, say, "(Name), take off your coat."2. If no response within five (5) seconds, take the coat off except for one sleeve. Say, "(Name), take off your coat."3. If no response within five (5) seconds, physically assist by guiding the student's hand behind him/her to the other hand and grasping the cuff of the coat, then pulling the sleeve off the arm. Reward.4. Repeat the procedure, gradually reducing assistance.5. When the student independently pulls off the sleeve, put the coat on the student over one shoulder with one arm in the sleeve. Say, "(Name), take off your coat."6. If no response within five (5) seconds, assist the student in lifting the shoulder of the coat off his shoulders. Require the student to complete the task unassisted. Reward.7. Reduce guidance. When the student independently takes his/her coat off one shoulder and one arm, put the coat on the student with one arm in the sleeve and over both shoulders. Say, "(Name), take off your coat."8. If no response within five (5) seconds, assist the student by guiding his/her hand in grasping the collar of the coat and lifting it off the shoulders. Require the student to complete the task unassisted. Reward.9. When the student takes off the coat from both shoulders and one sleeve, put the coat on the student all the way unfastened, and say, "(Name), take off your coat."10. If no response within five (5) seconds, assist the student in reaching up to the collar. Loosening the coat from the shoulders and reaching behind to pull sleeve off the arm.11. Require the student to complete the task unassisted. Reward all independent attempts until criterion is met.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- Demonstrate the process of putting on a coat:
1. Hold the student's coat and say, "(Name), put on your coat."
 2. If no response within five (5) seconds, put the coat on the student except for one sleeve. Say, "(Name), put on your coat."
 3. If no response within five (5) seconds, physically assist by guiding the student to lift his/her arm and place it in the sleeve. Reward.
 4. Repeat the procedure, gradually reducing physical assistance.
 5. When the student independently places his/her arm in the last sleeve, put the coat on the student with one sleeve on and over one shoulder. Say, "(Name), put on your coat."
 6. If no response within five (5) seconds, physically assist the student in lifting the coat over his/her shoulder, but require the student to complete the task unassisted. Reward.
 7. When the student independently lifts the shoulder of the coat onto his/her shoulder and puts the last arm in the sleeve, then put the coat on with just one arm in one sleeve and say, "(Name), put on your coat."
 8. If no response within five (5) seconds, assist the student in lifting the coat onto his/her shoulders, but require the student to complete the task unassisted. Reward.
 9. When the student can put on a coat after one sleeve only is done for him/her, merely hold the coat out by the shoulders and say, "(Name), put on your coat."
 10. If no response within five (5) seconds, assist the student in placing the corresponding arm into the first sleeve. Require the student to complete the task unassisted. Reward.



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

11. Gradually reduce physical guidance.
12. When the student can put on his/her coat unassisted when it is held out, simply put the coat on a table or chair and say, “(Name), put on your coat.”
13. If no response within five (5) seconds, assist the student in picking up the coat and arranging it so that his/her arm will go into the corresponding sleeve, then require the student to complete the task unassisted. Reward all independent attempts until criterion is met.

RESOURCES/MATERIALS

Adaptation:

1. Lay the coat on the table or floor wrong side up with the collar facing the student. Place both hands down into the armholes. Flip the jacket up over the head and onto the back. Adjust the arms all the way down into the sleeves and adjust the shoulders.
2. Grasp the coat with hands on either side of the collar with the front of the coat facing the student. Place the coat on a chair with the collar over the back of it and the sleeves on either side. Have the student sit in the chair and insert his/her arms into the sleeves. Instruct the student to stand up with arms in the sleeves, raise his/her arms above the head and move them forward to adjust the sleeves.



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OBJECTIVE	TEACHING ACTIVITIES
16. Student will dress in correct sequence with clothes put on correctly.	<ol style="list-style-type: none">1. Begin practice by having the student put on clothes laid out in appropriate sequence.2. Say, “(Name), put your clothes on.”3. Within ten minutes of the request, student should:<ol style="list-style-type: none">a. Put on underpants.b. Put on T-shirt.c. Pull on socks.d. Put on dress, pullover garment and/or shirt/blouse.e. Button shirt/blouse.f. Put on pants/skirt.g. Zip pants/skirt.h. Put on shoes.i. Put on coat/jacket/sweater.4. Praise and reward the student each time he/she puts on an article correctly. Slowly fade this prompt.5. Aim for and <u>stress</u> independence.

RESOURCES/MATERIALS

Klein, Marsha D.,
Dressing Techniques for Children
Who Have Cerebral Palsy.



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OBJECTIVE	TEACHING ACTIVITIES
17. Student will choose clothing appropriate to a given situation, weather and/or activity.	<ol style="list-style-type: none">1. Discuss the weather each day as a part of opening activities.2. Take pictures of students dressed for all types of weather and display them in the room. Review all pictures frequently.3. Appoint a weatherman to look outside and determine the weather.4. Give the weatherman a “microphone” and ask the student to tell about the weather. If he/she is unable to tell about the weather, Ask him to point to the picture that matches the weather.5. Ask the weatherman to select an appropriate article of clothing to put on as he describes the weather.6. Suggested articles of clothing are: coat, sweater, umbrella, raincoat, sunglasses, shorts, long and short sleeved shirts, sandals, mittens, and hats.7. Cut out pictures of people dressed in all types of clothing from catalogs. Sort the different types of clothing according to weather, season, occasion, sex, situation, or activity, etc.
<hr/> <p>RESOURCES/MATERIALS</p> <hr/> <p>Pictures of students dressed for all types of weather Microphone (toy) Articles of clothing Visiting weatherman can make a fun presentation to the students.</p>	<ol style="list-style-type: none">8. Construct student notebooks from the sorted pictures. As a concluding activity at the end of the day, discuss appropriate dressing for the next day. Mark the notebook page corresponding to the discussion and send notebooks home with students. Challenge them to wear something they own that would be similar.



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OBJECTIVE	TEACHING ACTIVITIES
18. Student will select clothing that matches and/or “goes together”.	<ol style="list-style-type: none">1. Collect a wide variety of articles of clothing. Include plaids, stripes, and colors.2. “Dress up” a student and discuss what looks good together.3. Divide into groups of two and have students dress each other. Have them tell each other if what they’ve put on matches, etc.4. Praise students’ clothing when it matches and point out “why” it matches.5. With parents help, have students select several complete outfits that go together.

RESOURCES/MATERIALS

Articles of clothing



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OBJECTIVE	TEACHING ACTIVITIES
19. Student will select clothing of appropriate size.	<ol style="list-style-type: none"><li data-bbox="779 462 1391 556">1. Present articles of clothing for students to try on. Have students decide if it fits or if it's too large or too small.<li data-bbox="779 556 1391 682">2. Present "Goldilocks Visits the Three Bears' Closets", and then have students portray Goldilocks trying on different sizes of hats, shoes, shirts, etc.<li data-bbox="779 682 1391 955">3. Have student locate and identify size tags in their own clothing. Instruct them to look through assorted clothing items and compare their sizes with those of the various items. They should determine if they need a larger of smaller size and continue to look for items that are of the appropriate size. This activity can be used as a race among students.

RESOURCES/MATERIALS

Articles of clothing of different sizes



PERSONAL HEALTH:

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OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will identify the name and function of ten pieces of clothing.</p>	<p>1. Gather pictures of people dressed in a variety of clothing. Be sure to include people dressed in a variety of uniforms. Give one to each student. The students' task is to label each piece of clothing shown.</p> <p>2. Prepare two suitcases (or paper bags) by inserting the following articles into each one: crew neck sweater; large pair of tennis shoes; apron; large pair of bib overalls; neck tie; rain poncho; cardigan sweater; shawl; bath robe; clip-on tie; turtle-neck sweater. Have volunteers identify each article before continuing.</p> <p>3. Divide the class into two groups for this suitcase race. Both groups will need a list of the contents, in different order, posted on their suitcases. To begin, the first person on each team stands behind a line on the floor. When the starting signal is given, both students race across the line to the suitcase labeled with their team's number. They must locate the article of clothing listed next to the number "1" on the list posted on the suitcase, put it on, race back to the starting line, and say "This is a _____." If the teammates concur, player number "1" must remove the clothing and give it to the second person in line. That person races back to the suitcase, returns the clothing worn by the starter, and selects the second item on the list. Play continues until one team has located, worn, and identified each article of clothing.</p>
<p>----- RESOURCES/MATERIALS ----- Pictures of people in a variety of clothing Articles for the suitcases Suitcases (Paper Bags)</p>	<p>4. Demonstrate the function of clothing. For example:</p> <ol style="list-style-type: none"> Put on shoes without socks and explain that one wears socks to protect the feet and keep them warm. Take off shoes and walk on rocks. Explain that one wears shoes to protect the feet.



T.E.K.S. 122.72 (C-1)

The student practices clothing care procedures.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify clothing that needs to be laundered.	Refer to Science – Clothing Care <ol style="list-style-type: none">1. Bring some clothing to class which has a variety of stains and/or spots on them.2. Demonstrate ways to clean the items (e.g., spot removers, bleach, etc.)3. Have students experiment with various ways to remove spots.4. Stress the importance of checking clothes for dirt and stains. Emphasize that those items should not be worn. They should be laundered.

RESOURCES/MATERIALS

Stained/dirty articles of clothing
Cleaning supplies



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
<p>3. Student will select appropriate wardrobe items.</p>	<ol style="list-style-type: none"> 1. Assist students in developing a list or chart depicting all articles of clothing which constitute a basic wardrobe. Include a list of optional items. 2. Students should discuss which of the items they would want to include in their basic wardrobe. 3. Develop a bulletin board depicting basic wardrobe items according to seasonal conditions. 4. Students should inventory their own wardrobe and develop a list of clothing needs. 5. Distribute a clothing catalog to students and ask them to find a complete wardrobe that would be appropriate for a given season. (Math skills could be strengthened, if students are urged to compare prices to determine the best buy, add the total costs, including postage charges.) 6. Assist students in developing a personal notebook of clothing "Do's and Don'ts". For example: <ol style="list-style-type: none"> a. Always wear panty hose with heels. b. Wear knee-high hose with slacks, <u>not</u> dresses. c. Wear appropriate undergarments with sheer or 'see-through' clothing. d. Don't wear cowboy boots with shorts.
<p>RESOURCES/MATERIALS</p> <p>Clothing catalogs</p>	<p>Have students dress in inappropriate clothing. Take pictures to develop a bulletin board. Refer to the display on a daily basis to determine if anyone forgot the dressing rules.</p> <ol style="list-style-type: none"> 7. Demonstrate the importance of saving a few wardrobe items to wear for special occasions (i.e., parties, church, etc.) instead of wearing everything to school.



T.E.K.S. 122.72 (C-1)

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OBJECTIVE	TEACHING ACTIVITIES
4. Student will select clothing on a daily basis, appropriate to the weather, occasion, etc.	<ol style="list-style-type: none">1. Take students to a department store and have them find clothing that is appropriate for a particular weather condition.2. Have them identify various workers in the community who dress according to weather conditions (i.e., mail carriers, highway repairmen, construction personnel).3. Invite a clothing consultant to address the class on various types of clothing and the occasion for which it is appropriate.4. Have the class list a variety of occasions that would require specific forms of dress: formal/informal wear, work clothes, etc.5. Instruct the class to collect pictures from magazines and newspapers depicting people dressed for particular occasions.6. Make lists of clothing (or pictures of clothing) and have the students match clothing with the specific events.7. Have a fashion show to demonstrate appropriate clothing.8. Assist the students in selecting appropriate clothing for a simulated occasion from magazines, catalogs, and newspapers, etc.9. Have the students make a collage of inappropriate clothing for specific occasions (e.g., social, work, school, etc.).10. Display a picture of a woman dressed in a bridal gown. Ask students to tell who would wear such an outfit and when. Show the class a picture of a baseball umpire. Ask the students to tell who would wear such clothing and why. Explain that people wear different kinds of clothes for different occasions. Discuss the meaning of "appropriate dress".



Area: Dressing

OBJECTIVE

TEACHING ACTIVITIES

(Continued)

11. Prepare for this lesson by providing one discarded pattern book for each student. (Fabric stores are a good source to check.) Have the students locate an example of an outfit they could wear to work, church, school, weddings, and sporting events.
12. Present students with hypothetical situations. For example, "Your best friend has been given two tickets to the baseball All Star Game and selected you as his/her guest. You don't have anything to wear. Look through the catalog to find everything that you would need to be dressed appropriate for this event. (Don't forget essentials like underwear, socks and shoes!) You cannot spend more than \$50.00. Fill in a recording sheet to keep track of your expenses." Catalogs will need to be available for this lesson. Create additional situations to include other dress requirements.

RESOURCES/MATERIALS

Pattern books
Clothing catalogs
Magazines
Newspapers
Department store personnel
School dress code



T.E.K.S. 122.72 (C-1)

The student practices clothing care procedures.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
5. Student will match outfits by color and design.	<ol style="list-style-type: none"><li data-bbox="779 430 1385 556">1. Demonstrate color coordination “Do’s and Don’ts” by developing student notebooks of colors that are compatible and can be worn together.<li data-bbox="779 556 1385 808">2. Provide a variety of clothing items (i.e., skirts, shirts, blouses, and pants) having different patterns (i.e., prints, plaids, stripes, polka-dots, solids, etc.). Demonstrate to students how to mix patterns appropriately. Emphasize that different patterns (i.e., plaids and stripes) should not be worn together.<li data-bbox="779 808 1385 928">3. Help students make a list of people who can help make decisions and suggestions on coordinating clothes (parent, store employee).

RESOURCE/MATERIALS

Clothing items



T.E.K.S. 122.72 (C-1)

The student analyzes consumer decision-making practices in individual and family apparel choices.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
6. Student will accessorize a wardrobe appropriately	<ol style="list-style-type: none">1. Develop a list of accessory items (jewelry, scarves, hair bows, ties, belts).2. Ask students to make a list of accessories they have at home and to bring a few of the items to school. Have them share items in the classroom activity by coordinating with different wardrobe items they are wearing on a particular day.3. Create a bulletin board of pictures showing outfits with accessories from catalogs and magazines. Discuss if accessories are appropriate to the outfits and/or to given situations.

RESOURCES/MATERIALS

Catalogs
Magazines
Accessories



PERSONAL HEALTH:

DRESSING



T.E.K.S. 122.72 (C-1)

The student uses effective decision-making skills when selecting and purchasing apparel.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will determine the probable clothing needs for a hypothetical family.</p>	<p>1. Have students list places where clothes can be purchased, including Mall department stores, Wal-Mart/K-Mart, specialty shops, thrift shop, Goodwill, and garage sales. How is each establishment organized? How many different kinds of clothing departments can they name? List the suggestions on the chalkboard. In which of those departments would you find a man's dress shirt? Jogging shorts? Sandals? Etc. Give the students additional practice in categorizing clothing by having them complete a worksheet listing seven departments and forty different articles of clothing.</p> <p>2. Distribute clothing catalogs to students. Their task is to find several examples of clothing that would be found in specific departments in a retail store. These pictures should be glued in the appropriate spaces of a simple outline of a department store.</p> <p>3. Discuss why some clothes must be returned to the store. Can any student tell about a time they returned something? What did they have to do? Are there some things that cannot be returned? What? Why? Remind students that the reason for dissatisfaction and return of garments should be stated clearly.</p>
<hr/> <p>RESOURCES/MATERIALS</p> <hr/>	
<p>Clothing catalogs Outline of a department store and purchasing apparel</p>	

T.E.K.S. 122.72 (C-1)

H-1
The student uses effective decision-making skills when selecting



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
2. Student will select and purchase own clothing.	Refer to Social Studies - Shopping <ol style="list-style-type: none">1. Have the class list basic necessary items of clothing.<ol style="list-style-type: none">a. Develop charts to list or depict all articles of clothing which constitute a basic wardrobe (including optional items).b. Discuss what students would want to include in their basic wardrobe.c. Discuss special clothing required for various jobs. Discuss how a student's wardrobe would vary by season or because of weather. Have the students review the school dress code and explain what is acceptable and what is unacceptable.d. Have the students construct a bulletin board depicting basic wardrobe items.e. Invite a fashion expert to visit the class and demonstrate different articles of clothing required in a basic wardrobe.2. Assist students in deciding what size clothing he/she needs to purchase.<ol style="list-style-type: none">a. Demonstrate how body measurements relate to clothing which fits properly.b. Show students how to determine if an article of clothing fits properly.c. Discuss how measurements can change with growth and gain or loss of weight.d. Show students how to identify clothing tags.e. Have students make lists of personal sizes and the sizes of family members.3. Have students make a list of clothing categories (e.g., dress, work, casual, sports).<ol style="list-style-type: none">a. Demonstrate the purpose of each type of clothing.b. Discuss why and when to wear each type of clothing.c. View films of situations for which each type of clothing might be appropriate.



Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Instruct students in how to select clothing within a personal budget.
 - a. Have students cut out clothing sale ads and put on the bulletin board.
 - b. Discuss what items of clothing are most essential for their wardrobe.
 - c. Demonstrate the economics of clothing purchases (color selection so various articles can be interchanged to make varied outfits).
 - d. Demonstrate ways to identify good workmanship (hence longer life) of clothing articles.
 - e. Plan a shopping trip and make a list of clothing needs.
 - f. Identify clothing sale ads in the newspaper.
 - g. Purchase clothing during community based instruction.

RESOURCES/MATERIALS

Newspapers
Catalogs
Magazines



T.E.K.S. 122.72 (C-1)

The student uses effective decision-making skills when selecting and purchasing apparel.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
3. Student will select appropriate clothing for work, school, social settings (weddings, funerals, graduations, etc.)	1. Word Match. Match the appropriate clothing to the correct setting. 2. Cut out and paste pictures from magazines for appropriate settings (i.e. weddings, work and school). 3. Use actual clothes to pick out the appropriate wardrobe for a given activity (i.e. work, shopping and date)
RESOURCE/MATERIALS	



T.E.K.S. 122.72 (C-1)

The student uses effective decision-making skills when selecting and purchasing apparel.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
4. Girls will wear appropriate undergarments.	1. Take to the undergarment section of a store and identify different types of undergarments. 2. Cut out pictures of women in catalogs wearing undergarments. Identify types of undergarments.

RESOURCE/MATERIALS

Various catalogues and magazines



T.E.K.S. 122.72 (C-1)

The student uses effective decision-making skills when selecting and purchasing apparel.

Area: Dressing

OBJECTIVE	TEACHING ACTIVITIES
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5. Student will demonstrate neatness in their appearance.

1. Have students make a checklist of activities to complete in order to be neat (including combing hair, buttoning clothes, tucking in shirt, tying shoes, trimming nails, and shaving).

RESOURCE/MATERIALS

