

Lesson 5.1: Clothing for Roles, Activities, Weather, and Safety

Unit: Unit 5, Make It, Mend It, Wear It (Apparel and Textile Production and Design) **Topic:** 5.1 What We Wear and Why **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 116 of the year) **Room:** Either. No kitchen, no sewing stations needed today.

This is the first day of the apparel unit. Nobody touches a needle for four more days. The point of Topic 5.1 is that clothing is a decision, and the decision has four parts: protect the body, fit the activity, fit the setting, and say something about the person. Today covers the first three. Lesson 5.2 covers the fourth. My Brentwood “Dress the Part” packet is the source of the five-situations task; the outfits activity from that packet becomes Handout 05.01, re-leveled for grades 6 to 8 and tied to state lines.

Standards

- NYS module line: NYS ATPD 1. Selection a) Determine personal needs, wants, and values
- NYS module line: NYS ATPD 1. Selection b) Identify appropriate clothing for individual roles and activities
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety d) Wear appropriate protective clothing and gear when using tools, machines, and equipment
- CTE theme line: CTE CCO 1. The Work World c) Compare the similarities and differences among home, school, community, and work environments
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students use age-appropriate techniques to select and maintain clothing.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities. Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.
- National FCS 3.0: 16.2 Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.
- National FCS 3.0: 2.1.4 Use consumer skills when buying and caring for clothing.

Note on the citations: the crosswalk pairs ATPD 1. b) with HSW 4. d) and CCO 1. c), which is what this lesson uses. National FCS 16.2 is a content standard, not a numbered competency; it is printed in the ATPD module’s own Standards Addressed block, so it is cited at the standard level. The competency-level lines that fit best (16.2.2 on performance characteristics) come in Lesson 5.3, where students test fabric.

Enduring understanding and essential question

Big idea: Getting dressed is a decision, not a habit. Clothing has a job to do: keep the body safe, let the body move, and match where the body is going. When the clothing does not match the job, somebody gets hurt, gets cold, or gets sent home. **Essential question:** What does the clothing have to do today, and who decides?

Objectives

By the end of this lesson, students will be able to:

1. (Low: remember or understand) Without notes, list the four jobs clothing does (protect, fit the activity, fit the setting, say something) and give one example of each.
2. (Mid: apply or analyze) Given five situations, select and justify appropriate clothing and footwear for each, naming the weather, the activity, and the setting that drove the choice.
3. (High: evaluate or create) Evaluate one dress code rule from a real workplace and explain in two or three sentences what the rule protects and what it costs the worker.

Vocabulary

Tier 2 (general academic): appropriate, situation, setting, protect, justify, rule Tier 3 (FACS): apparel, personal protective equipment (PPE), dress code, uniform, closed-toe shoe, layer. See the unit vocabulary list (Vocabulary 05.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 05.01 - Match the Clothing to the Situation.md
- Slides: Slides 05.01 - Clothing for Roles Activities Weather and Safety (outline in 05 Materials; the site renders it as a deck)
- Five situation cards printed large, one taped on each of five spots around the room (job interview, construction site, wedding, soccer game, cold walk to school). Cards are in the handout, Part 2, and can be enlarged.
- The PPE box: real items from this room and the school, laid out on the front table. Minimum set: an apron, an oven mitt, safety glasses or goggles, a hair tie or hair net, a closed-toe shoe next to a flip-flop, a work glove, a high-visibility vest if the custodian will lend one, a bike helmet. *[Sal: pull these from your own room and the custodian's closet. Eight items is plenty. The flip-flop next to the closed-toe shoe does more teaching than any slide.]*
- Index cards for the closure, one per student
- Timer visible to the class
- Setup notes: lay the PPE box out before the bell so students see it on the way in and start asking. Tape the five situation cards up before the period. No allergy or safety check needed today; nothing is worn by a student unless they volunteer, and nothing goes on a head that has been on another head.

Pre-assessment

The do now is the pre-assessment: what students already do when they pick an outfit for weather tells me whether to spend time on layering. Add a hand vote before Step 2: “Raise your hand if you have ever been sent home, sent to the office, or made to change because of what you were wearing.” I do not ask who or why. The count tells me how loaded the dress code discussion will be in this class, and whether Step 4 needs to stay tight.

Do now and hook (Time: 5 min)

On the board as students enter: “You are walking to school tomorrow. It is 38 degrees, windy, and it might rain. Write the five things you would wear, top to bottom. Then circle the one you would be sorriest to leave home without.”

Debrief in two minutes: cold call four students for their circled item. Write the items on the board. Most will circle a jacket or a hoodie. Then the hook: hold up the flip-flop and the closed-toe shoe. “One of these is not allowed in this room, on the stage crew, in a restaurant kitchen, on a construction site, or in a hospital. Same foot. Same person. Why does the shoe get a rule?”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the four jobs of clothing	Teach the four jobs with one slide and one object each, in this order. (a) Protect: from cold, sun, rain, heat, sparks, cuts, chemicals. Hold up the oven mitt and the safety glasses. (b) Fit the activity: the body has to move, run, bend, reach, kneel. Hold up the work glove and ask what job you could not do wearing it (thread a needle). (c) Fit the setting: every place has an expectation, spoken or not. (d) Say something: name it and park it,	Fill in Part 1 of the handout: the four jobs with one example each in their own words.	8 min

	because that is Lesson 5.2 tomorrow. Then the state's line in plain words: part of this course is being able to pick clothing that fits your roles and activities.		
2. Learning activity: the PPE walk	Move the class to the front table. Pick up each PPE item and ask three questions: what does it protect, what could happen without it, and where is it required. Cover the five in this room: apron (food and spills on clothing), oven mitt (burns, and why a wet mitt is worse than no mitt), hair back (hair in food, hair in a mixer, hair near a flame), closed-toe shoes (a dropped pan, a dropped iron, a dropped pair of shears), sleeves up or off the burner. Then the ones from other rooms: goggles in science and in a shop, a helmet on a bike, a high-visibility vest on a road crew. Name the state's line out loud: workers wear protective clothing	Fill in Part 2 of the handout as a three-column table: item, what it protects, what happens without it. Two students volunteer to model the apron and the hair tie.	9 min

	and gear when they use tools, machines, and equipment, and that starts in this room next week when the shears come out.		
3. Learning activity: Match the Clothing to the Situation	Send pairs to the five posted cards, one minute per card, rotating on the bell. At each card the pair writes an outfit head to toe plus the one-sentence reason. Circulate and push on footwear and on weather, the two things students skip. Keep the pace; this is fast on purpose.	At each card: write the outfit (head, body, legs, feet), then the reason sentence using the frame "This works because the weather is , the activity is , and the setting is ____."	8 min
4. Guided discussion: dress codes, why they exist, and what they cost	Put three real dress code rules on the slide: a restaurant kitchen (closed-toe non-slip shoes, hair back, no loose jewelry), a hospital (scrubs, no long nails, no rings in a sterile room), and a school (this school's own code, quoted from the handbook). For each, ask the class to sort the rule into safety, sanitation, image, or team identity. Most rules are more than one. Then the hard question: a rule can protect and still cost the worker money,	Sort each rule in Part 3 of the handout. Write one sentence on what the rule protects and one on what it costs.	6 min

	comfort, or self-expression. Take three answers, no vote, no argument about this school's code. Close the step by stating the room rule for next week: closed-toe shoes, hair back, sleeves clear at the sewing stations and the iron, same standard as the kitchen.		
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Day total: 5 (the do now) plus 8 plus 9 plus 8 plus 6 plus 4 (the closure) = 40 minutes.

Questions to ask

Monitor understanding:

- Which of the four jobs is the oven mitt doing? Which is the wedding suit doing?
- What is one thing you could not do while wearing this work glove?
- You picked sneakers for the construction site. What does a construction site require that a sneaker does not have?
- It is 38 degrees and raining. Which is the better plan, one thick coat or three thin layers, and why?

Deepen learning:

- Whose job is it to decide what you wear to school? What about to work? What changes between those two answers?
- A restaurant says no open-toe shoes. Who is that rule protecting: the worker, the customer, or the owner? Could it be all three?
- Name a job where the clothing is the protection. What happens to that worker if the clothing fails?
- Cold weather clothing costs money. If a family cannot buy a winter coat, what does the school or the community do about that? Should it?

Check for understanding

Walk the room during Step 3 with a clipboard and read reason sentences over shoulders. The check has three boxes per pair: names the weather, names the activity, names the setting. A pair with all three at three of the five cards has it. A pair that writes only "it looks good" gets one question at the card: "Is that the setting or is that Lesson 5.2?" Also scan Part 1 for four jobs, not three; the one students drop is "fit the activity."

Closure (Time: 4 min)

Exit card, three lines: (1) one piece of protective clothing you will wear in this room next week and what it protects, (2) the situation from today where your first outfit was wrong and what you changed, (3) one question about clothing rules. Three students read line 1 aloud. Sort the cards into “got it” and “needs more.” Any card that names no protective item comes back in Lesson 5.5, where the sewing safety rules get set.

Differentiation and supports

- ELL: the handout carries a picture-word bank (apron, mitt, goggles, helmet, vest, glove, closed-toe shoe, hair net) with the Turkish, Portuguese, and Spanish words from Vocabulary 05.md; the PPE walk is the lesson’s visual, so an ELL student can point to the object instead of naming it; the reason sentence is a fill-in frame, not open writing; pair with a bilingual peer at the five cards where possible.
- IEP and 504 (general): the five-card rotation can be done seated with five printed cards passed to the desk instead of walking; a student who struggles with writing may draw the outfit and label two items; extended time means Part 3 can be finished at the start of Lesson 5.2; the handout has checkboxes for the sort in Part 3 so no sentence is required to show the sort; fidgets allowed; no student is asked to model or try on anything.
- Grade 6 support: three situation cards instead of five (interview, soccer game, cold walk) and the reason frame is filled in for the first card as an example.
- Grade 8 stretch: add a sixth card, “a paid job you might actually get at 15 (grocery bagger, camp counselor, dog walker),” and have the student find and quote the real dress rule from that employer’s own posted policy, then judge whether the rule is about safety or about image.
- UDL checkpoint used: multiple means of representation (real objects in hand, plus the same items on the slide and in the picture-word bank) and multiple means of engagement (the rotation is a timed pair task with movement and choice at each card).
- No-kitchen or no-machine alternative: nothing in this lesson needs a kitchen or a machine. If the PPE box cannot be assembled, the slide deck carries a photo of every item and the walk becomes a slide walk with students naming the protection before the answer appears. *[Sal: your own room’s apron and mitt beat any stock photo. Take the pictures once and you have the slides forever.]*

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the four jobs of clothing with an example each	ATPD 1. a), 1. b); National FCS 16.2	Handout Part 1, Step 1	Formative; handout checked for four jobs with a matching example; exit card line 2

2. Select and justify clothing for five situations	ATPD 1. b); HSW 4. d); Std 2 PI C; National FCS 2.1.4	The five-card rotation, Step 3	Formative; clipboard check on weather, activity, setting at each card; scored complete, partial, or missing for daily work. Summative on Assessment 05.1 items 11a and 11b
3. Evaluate a dress code rule for what it protects and what it costs	HSW 4. d); CCO 1. c); CDOS 3a Personal Qualities	Handout Part 3 and the Step 4 discussion	Formative; the two sentences in Part 3 read for one protection and one cost; exit card line 1

Homework

None. Optional: look at the care tag or the label inside one thing you are wearing tomorrow and bring the words on it (do not bring the garment). We use those words in Lesson 5.4.

Connections

Physical education and health: the PE teacher already enforces footwear and can co-sign the closed-toe rule in one sentence at the door; FACS gives PE a class that can explain why the rule exists instead of arguing about it. Science: goggles and the reason for them is the same lesson in both rooms, so trade the goggle line for the science teacher's fabric-and-heat demo in Lesson 5.3. Community: the school custodian for the high-visibility vest and one minute on why he wears it in the parking lot; he gives the class a real worker's answer and gets a class that stops leaving bags in the hallway. *[Sal: ask the custodian first; he is the easiest yes in the building.]*

Sources

- NYS Middle Level CTE FACS Content Module 03, Apparel and Textile Production and Design (nyctecenter.org, June 2018), lines 1. a) and 1. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness, line 4. d); Theme Module 01, Career and Community Opportunities, line 1. c). Text per 02 Standards/NYS ML CTE FACS Modules - verbatim extract of all twelve.md.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand, Key Idea and PI C. Wording per the crosswalk, Part A.6.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), content standard 16.2 and competency 2.1.4, per 02 Standards/STANDARDS SOURCES - web research.md, section 4.16.

- Sal's own materials: the Brentwood "Dress the Part" packet (workbook 5.9), specifically its second activity, outfits for five situations. Re-leveled here for grades 6 to 8 and retied to ATPD 1. b). The packet's style-profile activity moves to Lesson 5.2.
- This school's own student dress code, quoted from the student handbook for Step 4.
[Sal: paste the exact wording; do not paraphrase a code you are about to ask students to analyze.]

Teacher notes

- If the period runs short, cut Step 3 to three cards. Do not cut Step 2; the PPE walk is what makes the sewing safety lesson land four days later, and it is the only place HSW 4. d) gets taught all year outside the kitchen.
- Common mistake: students dress the situation and forget the feet. Ask "and the shoes?" at every card. It becomes a running joke by the third card, which is fine, because they stop forgetting.
- Common mistake: the wedding card turns into a fashion conversation. Redirect with the setting question: "What does the family expect of a guest?" Keep judgments about specific clothing out of it; that agreement gets written tomorrow.
- The dress code step can go sideways fast if a student in the room was recently dress-coded. Watch the hand vote count. If it is high, keep Step 4 on the restaurant and the hospital and give this school's code 90 seconds with no personal stories. The point is the reasoning, not this building's policy.
- *[Sal: you have the 80s Day story from Spirit Week and it is the right story, but it belongs tomorrow, in Lesson 5.2, where the class writes the agreement. Do not spend it today.]*
- Keep the PPE box packed in one bin labeled Unit 5. It comes back out in Lesson 5.5 and again in Lesson 5.11.