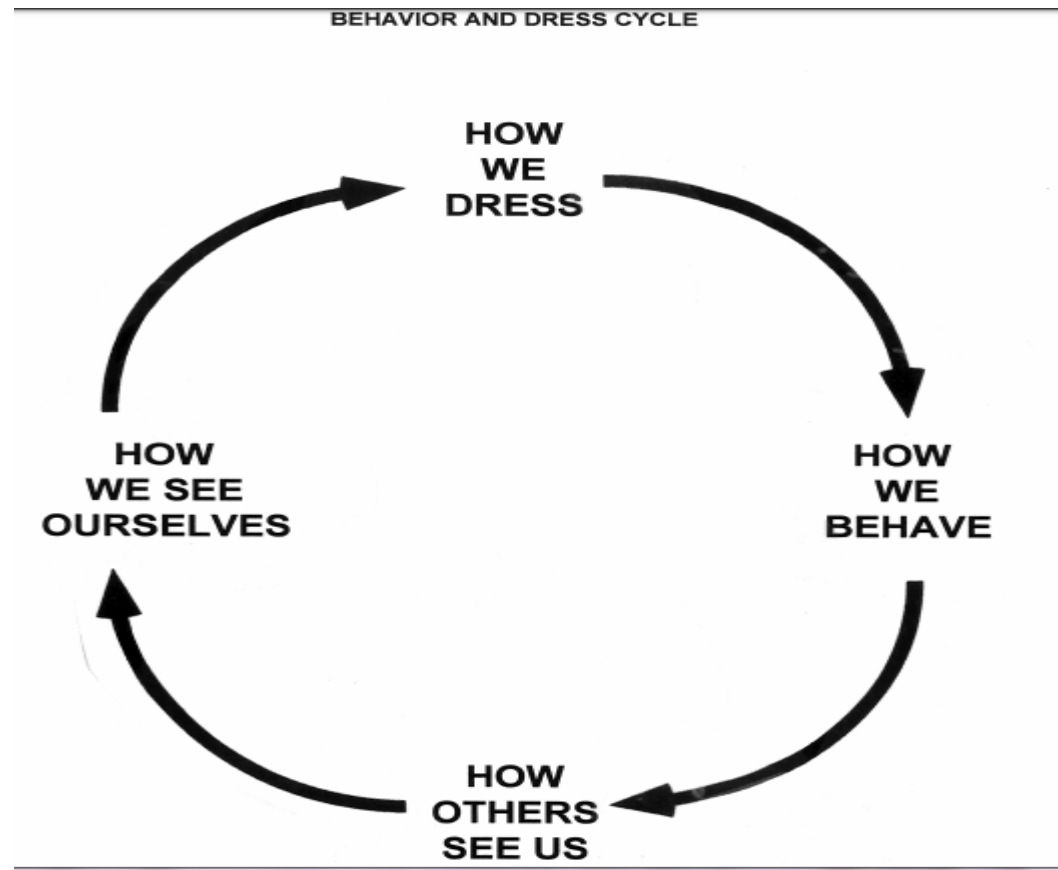


Psychological Aspect Of Clothing

Emphasis on the social and psychological aspects of clothing is a relatively recent phenomenon in home economics. As a result, there is a need for in-service education for teachers who, as a result of curriculum change, may find themselves teaching in an area of textiles and clothing for which they lack preparation. Continuing education, a trend in all areas, means that programs in home economics need to provide for various types of learners and for more diverse age groups in a variety of study situations. Independent study may be one means of reaching those who do not find on-campus courses a feasible solution to this problem. In addition, an independent study program might well be a means of introducing more flexibility in course scheduling and individualized instruction for on-campus students.



Behavior, Image, and Dress

Have several large pictures of people in different types of attire. Ask the class what they can tell about these people by what they have on or how they are dressed. Try to steer the discussion away from stereotyping issues and direct it toward personal characteristics. Assist the students in identifying their personal reactions to the dress of the people in the pictures. (If the class members are mature enough to handle such a situation, have the students react to each other's appearance.)

Explain that sometimes the messages our appearances communicate are not received the way we intend. You and your friends may think your appearance communicates one message, but other people think your appearance means something else. On the other hand, as a receiver, the individual's first impressions are based on a personal frame of reference. Our community, family, friends, education, and experiences contribute to the kinds of judgments we make. Therefore, our judgments of others are greatly influenced by our own approaches to dress and grooming.

Divide the class into pairs and have each pair discuss and analyze their own behavior in relationship to dress. Give the students a couple of examples so they understand what to do. Stress that this is a time for honest, open analysis-not for personal criticism or judgment. Also have each group identify examples they have observed when the message sent by someone was not the message received by others.

Bring the class back together to summarize the relationship of dress to behavior. Illustrate this interrelationship by using the overhead transparency provided in the resource section.