

## LESSON GUIDE

# ***MY DREAM NIGHT OUT***

Following the sessions, the students participate in a gala: They present a fashion show, meet and interact with other guests, and enjoy a three-course dinner.

### Students participating:

Janelys Hernandez, John Diodato, Clay Lee Jones, Bridget Walker, Kia Lloyd, Kimberly Lora, Jahron C. Black, Derek Bullock, Angelique Iglesias, Vanessa Luna, Dominique Anderson, and Tiasheen Brown.

### **Lesson 1** Introduction: “Dream Night Out”

**Grades:** 8<sup>th</sup> to 12<sup>th</sup>

**Duration:** 45 minutes

### **Objectives:**

- Students discuss the components of self-presentation.
- Students discuss what is fashion? Fashionista? Fashionable? Personal style?
- Students discuss casual and formal clothing, what to wear depending on the occasion.
- Students discuss personal hygiene, adaptive strategies for dressing.
- Students discuss the social etiquette of a gala.

### **Suggested topics for class discussion:**

- What does making a good impression mean? Why is it important to make a good impression at a first meeting?
- What is self-presentation? Introduce aspect of self-presentation: clothing style, posture, grooming, and etiquette.
- Discuss dress codes: formal, business, casual, black tie, cocktail, street wear, sport wear.
- What is your personal style? What impression do you want to make?
- How can you alter your appearance from casual to dressy—or vice versa—as you move from one space/event to another in one day: i.e., from school or work to an evening event?

### **Activity:**

- Think of one person, celebrity, or anyone you look up to, and reflect on what you would wear, what is your style, what kind of impression do you want to make? What you would say if you were to meet him or her.
  - Make a list of the clothing items and accessories
  - Be as descriptive as you can: color, material, brand
  - Explain your choices

Follow-up lesson: Visit to Bloomingdale’s New York Department Store

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### **Lesson 2** Visit to Bloomingdale’s

**Grades:** 8<sup>th</sup> to 12<sup>th</sup>

**Duration:** Half-day

### **Objectives:**

- Students select outfits for their “Dream Night Out.”
  - Students explore strategies to alter one’s appearance from business attire to dressy, etc.
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### **Described and Captioned Media Program**

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- Students discuss strategies to be fashionable and dress appropriately within their budget.
- Students practice walking as if on a runway.

### Activity:

- Students get help of personal shoppers to select their outfit.
- Professional talk about dress code in the workplace and for job/college interview.

Follow-up lesson: Fashion statements

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## Lesson 3 Personal Style Statements

**Grades:** 8<sup>th</sup> to 12<sup>th</sup>

**Duration:** 45 minutes

### Objectives:

- Students develop and complete personal style statements.

### Suggested topics for class discussion:

- In the last session, you chose celebrities to meet and how you would dress for the meeting. What is the context or situations for meeting them?
- Did you “dress up” or “dress down” and why?
- Importance of accessories for both girls and boys.
- Factors to consider: Style, comfort, self-expression, individuality vs. fitting in or group identity expressed by clothing.

### Activity:

- Each student completes a one-page fashion essay reflected upon the 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.”*

Do you agree or disagree with the above 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? How has this changed since you were younger? How might this change as you get older? How is your personality/personal taste reflected in the outfit you have selected?

**Materials:** Braille, paper, pens

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