



## Advanced-/Advanced FASHION INFLUENCES

### Lesson Goal

- Learn and use new vocabulary in discussions concerning fashion influences.

### Conversation Starter:

*Ask:* “Does what we wear influence our behavior and our way of thinking and acting?”

*Allow 2 to 3 students to answer.*

*Allow 2-3 minutes.*

### Introduction:

*Say:* Researchers labeled the term “*enclothed cognition*” to describe **mental changes that take place when we wear particular clothing**. (*Put the term and definition on the board for the students to write down.*) This is not the same as “intrinsic motivation” which is **an action or behavior you enjoy or internal reward**. (*Again, you may want to place this word and definition on the board.*)

### Classroom Learning Activities

#### Activity 1 - Vocabulary

#### Resources Needed:

## **Vocabulary Matching Chart**

- |                              |  |
|------------------------------|--|
| <b>1. Avante-garde - G</b>   | <b>A. The design and manufacture of fashionable clothes to client's specific requirements.</b> |
| <b>2. Catwalk/runway - F</b> | <b>B. A type of cloth or woven fabric.</b>   |
| <b>3. Texture - D</b>        | <b>C. Something added in order to make it more versatile or attractive.</b>                    |
| <b>4. Wardrobe - H</b>       | <b>D. Interwoven threads that make up fabric</b>   |
| <b>5. Haute couture - E</b>  | <b>E. Expensive, fashionable clothes produced by leading fashion houses.</b>                   |
| <b>6. Palette - I</b>        | <b>F. A narrow ramp that runs into an auditorium or between sections.</b>                      |
| <b>7. Trends - J</b>         | <b>G. New and unusual ideas; innovative</b>  |
| <b>8. Silhouette - L</b>     | <b>H. A person entire collection of clothes.</b>   |
| <b>9. Accessory - C</b>      | <b>I. A range of colors used.</b>  |
| <b>10. Couture - A</b>       | <b>J. A direction which fashion is developing</b>  |
| <b>11. Tailored - K</b>      | <b>K. Custom made.</b>   |
| <b>12. Textiles - B</b>      | <b>L. The general shape and outline of someone.</b>  |

## **Procedure for Activity**

- 1. Students are to match vocabulary words to the definition.**
- 2. This is to be done in the large group in case the students have any questions.**  
**If there is time, put the vocabulary words into a sentence.**
- 3. Allow 5 minutes.**

## **Activity 2 - Influences on the Fashion Industry**

### **Resources Needed:**

- White board**
- Dry erase marker**

### **Procedure:**

1. **Ask:** “What influences the fashion industry?” Place student answers on the whiteboard. It can be done by webbing, bulleting, listing, etc. Possible answers could include culture, art, modernization, technological influences, world events (WWII-only certain fabrics could be used), climate change, social media, video marketing.
2. Place students in groups of 3 to 4 depending on class size and have the students discuss how these influences have affected the fashion industry.
3. Provide a few moments for informal reporting of group discussions.
4. Allow approximately 12-15 minutes.

### **Activity 3 - Influences On Your Own Personal Style**

#### **Resources:**

- White board
- Dry erase marker
- Photos

#### **Procedure:**

1. **Ask:** “What are the major influences on your personal clothing style?”  
(*Teacher might say, ‘Because of my job as a lawyer I must wear a suit every day.’*) Students brainstorm and teacher writes responses on white board. Possible answers could include climate, graphic design, job, sports, other people, music, furniture, architecture, movies, hobbies etc.
2. *During brainstorming, teacher should display photos from resource file.*
3. Place students in pairs or threes and have them discuss how these influences have affected their own personal style.
4. Allow approximately 15 minutes.

### **Activity 4 – Idioms and Phrasal Verbs**

#### **Resources Needed:**

- **Idioms and Phrasal Verbs Chart**

- **Clothes horse** – someone who loves clothes
- **Dress up/dress down** – formal/casual
- **To handle someone with kid gloves** – to treat someone who is upset with extreme care
- **Roll up one's sleeves** – prepare to work extremely hard
- **Put yourself in someone else's shoes** – to emotionally/mentally put yourself in someone else's situation
- **Decked out** – dressed in fancy clothing

**Procedure:**

- **Display chart and discuss with students.**
- **Allow 5 minutes.**

**Conclusion:** *Say: “After discussing influences on the fashion industry as well as influences on your own personal style, summarize in 1 sentence how this new awareness/knowledge might affect your next clothing purchase? Call on each student.*

**Allow 10 minutes.**



Avant-garde

Catwalk/runway

Texture

Wardrobe

Haute couture

Palette

Trends

Silhouette

Accessory

Couture

Tailored

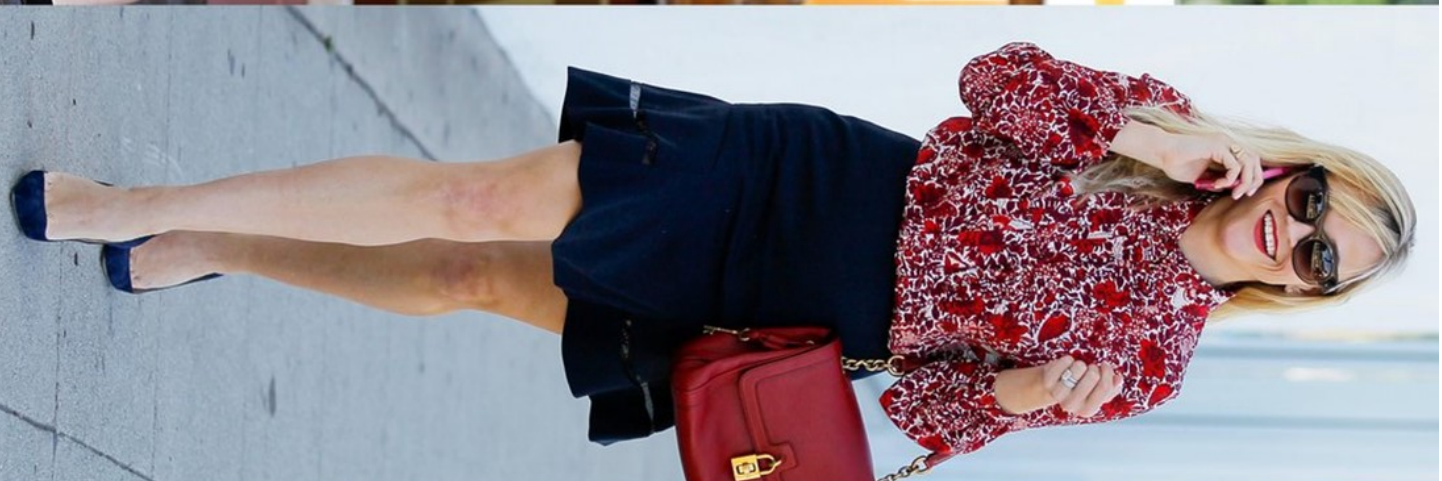
Textiles

The design and manufacture of fashionable clothes to client's specific requirements.	Catwalk/runway	Texture
Wardrobe	Haute couture	Palette
Trends	Silhouette	Accessory
Couture	Tailored	Textiles



Men's Sport





Other People





Other People



Celebrity





Celebrity

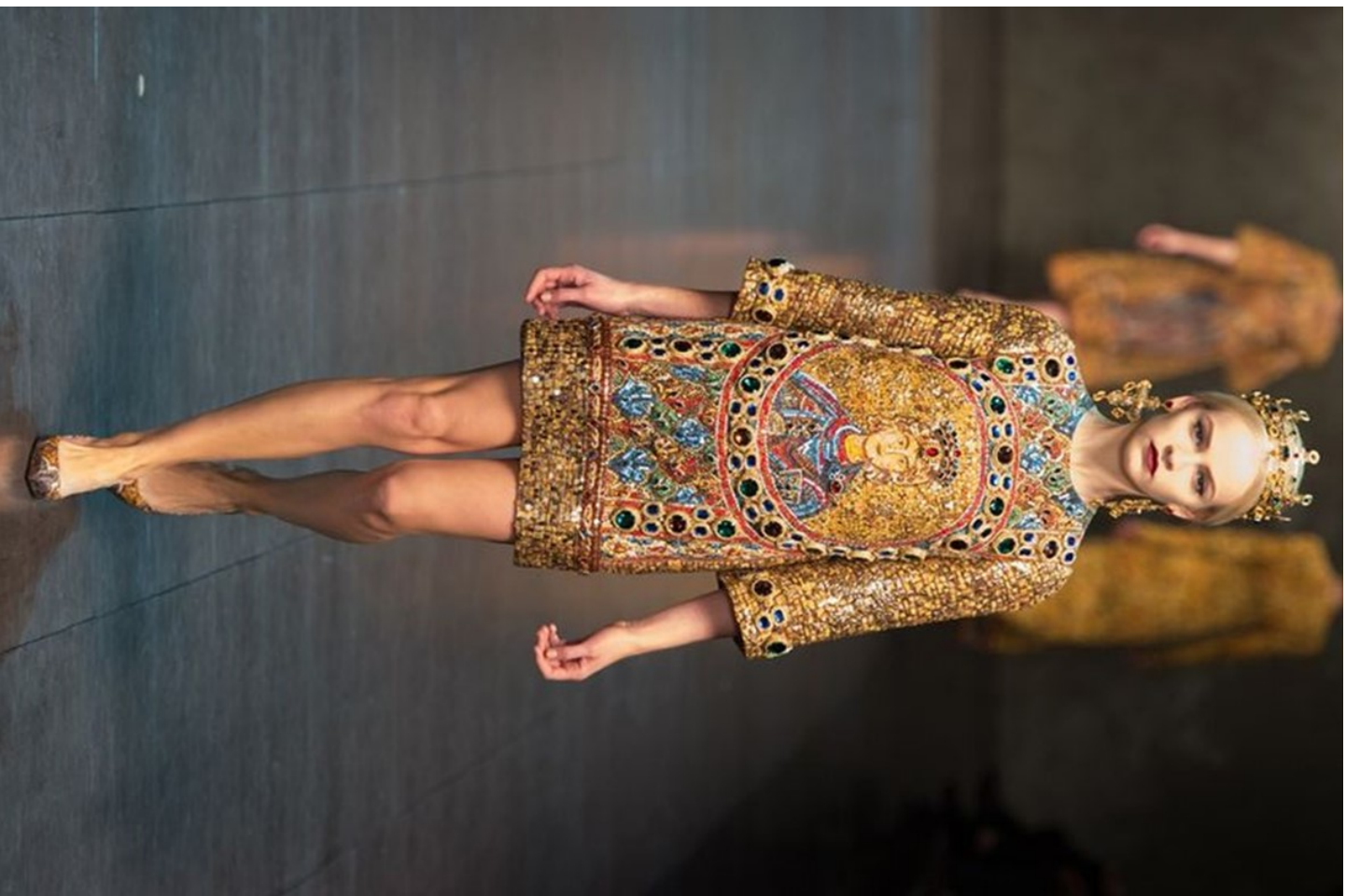


Furniture

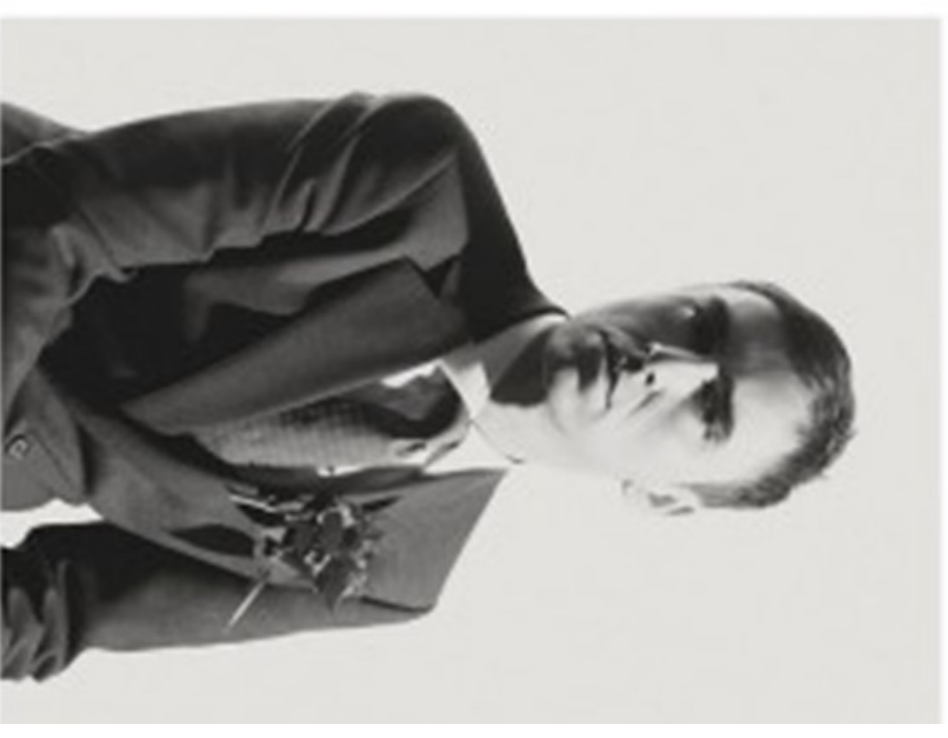




Furniture



Architecture—Gothic







Climate - Tropical



Climate - Winter