# Lesson Plan

# To Wear or Not to Wear

*Created: 06/2017 by the National FFA Organization*

**STUDENT LEARNING OBJECTIVES:**

After completing these activities, students will…

1. Discover what attire should be worn to a job interview.
2. Identify what is not appropriate to wear to a job interview.

**TIME REQUIRED:** 30 minutes

**RESOURCES:**

1. FFA.org
2. Infographic: "What to Wear and What Not to Wear to an Interview https://dailyinfographic.com/how-to-dress-for-an-interview-infographic

**EQUIPMENT AND SUPPLIES NEEDED:**

1. A copy of the "What Do I Wear?" worksheet for each student
2. Internet access for students to see the infographic or copies for each student
3. Examples of good and bad interview attire (designate upperclassmen or several students within the class to model that interview attire)

**THIS QUICK LESSON PLAN WOULD WORK WELL AS:**

1. Part of a career unit.
2. Part of a job interview lesson/unit.

**THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:**

*FFA Precept*

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

*AFNR Cluster Skills*

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

*Common Core- Writing*

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

*Common Core- Speaking and Listening*

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

*AFNR Career Ready Practices*

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

*Partnership for 21st Century Skills*

- Communication
- Initiative and Self-direction
- Leadership and Responsibility

**LESSON PLAN:**

1. *Introduction:* To help students understand the necessity of acquiring and practicing effective interview skills, ask them the following questions:
    a. "How many of you like to get new things like clothing, phones, music and cars?"
    b. "In order to get new items, what does it take?" (Help them get to the response "money.")
    c. "How many of you have to buy your own items right now?"
    d. "Eventually, all of you will be paying for your own *new* items, which will only be made possible from the money you make in a job or career."
    e. "As a result, how do you plan to convince an employer to hire you when you're in an interview?"

2. *Activity:* Each student needs a copy of the handout "What Do I Wear?"
    a. Give students a copy of the "What to Wear and What Not to Wear to an Interview" infographic. The direct URL is https://dailyinfographic.com/how-to-dress-for-an-interview-infographic. Have the students utilize the infographic to complete the handout.
    b. Upon the completion of the worksheet, conduct a fashion show with the good and bad examples of interview attire. Have the class identify if the outfit is appropriate for an interview or not. If it is not, have them identify what could be changed to make it appropriate for an interview.

3. *Follow-up:* At the completion of the fashion show, have the students share what they learned about what or what not to wear for a job interview. Have students share personal experiences if they have gone through job interviews.

4. *Leveling Up:* Allow the students to apply the skills learned in the activity by working with your advisory group, local alumni or general business professionals in the community to conduct mock interviews with the students and provide feedback.

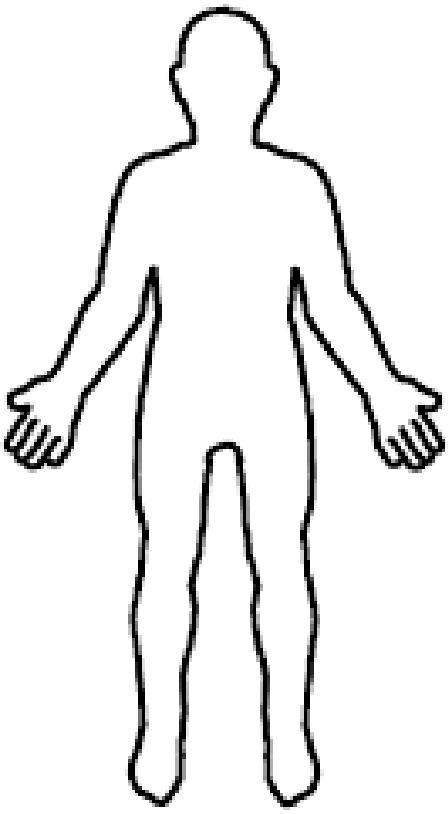
NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA-PL.F; FFA.PG-I; FFA.PG-J; FFA.CS-M; CS.05.; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CRP.02; CRP.04

# What Do I Wear?

**DIRECTIONS:**
Read and use the infographic "What to Wear and What Not to Wear to an Interview" to complete the worksheet.

1. Draw, label and explain the appropriate attire for a job interview for the gender of your choice.



2. Do you agree with the items you should not wear to an interview? Why or Why Not?

