

Skill 6: Look Good

Students will be able to (SWBAT):

1. Define the skill **Look Good** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill **Look Good**.

Provided Materials: Skill 6: **Look Good** – Development Plan

Skill Definition: **Look Good** means presenting a professional appearance.

Warm Up Brainstorm (5-10 minutes): Begin by writing “Look Good” at the top of a chalkboard or overhead projector. Then make four columns that say “Ways to Look Good,” “Importance of Looking Good,” “Positive Outcomes of Looking Good,” and “Negative Outcomes of Not Looking Good.” Encourage students to express what they think “Looking Good” means and encourage them to brainstorm the four categories on the board. Examples of discussion points below; students should take notes during the brainstorm:

Ways to Look Good	Importance of Looking Good	Positive Outcomes of Looking Good	Negative Outcomes of Looking Good
<ul style="list-style-type: none">▪ Appropriate Attire▪ Cleanliness/good hygiene▪ Clean Look (hair cut, face washed, etc)▪ Clothes clean/not ripped or stained	<ul style="list-style-type: none">▪ Presentation communicates a lot▪ To look professional▪ To be taken seriously▪ Looking good can influence behavior (i.e. clean/dressed can keep you focused/positive)	<ul style="list-style-type: none">▪ Can get you the job▪ Can make people feel more comfortable around you▪ Can make you appear to be confident and approachable▪ Can encourage people to take you seriously	<ul style="list-style-type: none">▪ Can prevent you from getting the job▪ Can make people feel uncomfortable around you▪ Can make people not take you seriously▪ Can make people think you don’t know what you’re doing

After the brainstorm, write the provided skill definition on the board for students to record in their notes.

Guided Activity (20-25 minutes): Follow the discussion with small group competitions. Divide the class into groups of 4-6 students. Randomly draw different scenarios out of a hat, and every group will have thirty seconds to come up with an appropriate response to that scenario (suggested scenarios are given below, but feel free to use your own as well). Every group should prepare an answer, but you should only choose one group to present per round of competition (and make sure to do enough rounds that each group is selected). The group selected will present their ideas to the class. If another group thinks that their answer is much better than the one provided, they can **challenge** the selected group and you can choose which group’s response was most appropriate (try to limit one challenge per round). You should award extra credit or bonus points of some kind to groups who offer thorough examples reflecting on the class discussion above. After the competition, discuss why “Look Good” is an important skill, regardless of your career path.

Suggested scenarios are as follows:

1. You are the CEO of a large company and arrive to work to find that you have a new secretary. The secretary is wearing jeans and sneakers, a t-shirt with a sweater over it, and has a little bit of food on her face. What do you tell your new secretary?
2. You get home from school and your mom says that the local university you've applied to has an opening to interview you tomorrow and you'll have to go directly from school to the interview. What should you do to be prepared for the interview after school tomorrow?
3. It is your first day on the job as an intern at a local insurance company in their human resources department. You have no idea what the dress code at the office is. What do you decide to wear and why?
4. You are a high school teacher and during May and June it is very hot in your classroom. You wake up one morning and can't take the heat anymore; you decide to wear shorts with flip-flops and a tank top that shows off two tattoos. When you get to school, the principal pulls you aside. What does he tell you?
5. You are hired to work at McDonalds and are given a McDonalds uniform to wear to work. You think the uniform is ugly and accidentally "forget" it at home but go to work anyway. What do you think happens when you arrive to your job?
6. Your car is having a problem and you bring it in to the mechanic's shop. The mechanic is wearing a business suit. What do you think of this and how do you react?

Independent Practice (5-10 minutes): Students complete the **Skill 6: *Look Good* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 6 in their initial **Student Skills Assessment**.

Extension Activity:

- Create "career" days for your classroom where students should dress appropriately for that particular career. For example, if you choose "CEO" as a theme, then students should dress as if they were the CEO of a company for that day (as in, wear a suit!). If you choose "receptionist", then students should dress appropriately for that position, etc.

Skill 6: *Look Good* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.
