Actividad 2: *Fashion trends at work*

PROPÓSITO

Se promueve que los estudiantes comprendan textos relacionados con influencias culturales en la manera formal de vestir, y que se expresen oralmente al respecto.

OBJETIVOS DE APRENDIZAJE

OA 2 Producir textos orales y escritos breves y claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

OA 3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Pensar con apertura hacia otros para valorar la comunicación como una forma de relacionarse con diversas personas y culturas, compartiendo ideas que favorezcan el desarrollo de la vida en sociedad.

DURACIÓN

4 horas pedagógicas

DESARROLLO

Leyendo sobre tendencias y moda en el trabajo

- El docente escribe el nombre de la actividad '*Fashion trends at Work*' en la pizarra y formula preguntas como: *What do people usually wear for work? / Have you ever gotten dressed for professional purposes? If so, what did you wear? / Do you know what type of clothing professionals working in your subject area wear?* Aplica la estrategia "*Think, Pair, Share"* y entrega las siguientes instrucciones*: Today's lesson relates to fashion trends at work. I will now write a question on the board and you will have 30 seconds to think about your answer individually, then I'll say PAIR, and you will have 1 minute to share your answer with a partner, finally, you will share your answers as a whole class in 3 minutes.*

- Presenta palabras clave del texto que leerán y les pregunta por su significado. Si no lo conocen, el profesor les facilita la respuesta.

> *Aka: also known as.*
> *Attire: clothes or garments.*
> *Boyish: youthful.*
> *Choker: a necklace that fits snugly around the neck.*
> *Entrepeneur: a person who manages and organizes an enterprise.*
> *Flag-bearers: someone who openly promotes an idea or value and becomes symbolic for it.*
> *Flared pants: bell-bottoms trousers with legs that flare.*

> **HR:** *human resources.*
> **Kitten heel:** *a low stiletto heel.*
> **Mule heel:** *is a style of shoe that has no back or constraint around the foot's heel*
> **Outrun:** *to run faster.*
> **Power suit:** *A suit stereotypically associated with the 1980s, characterized by sharp cuts, wide shoulder pads, and a stiff rigidity.*
> **Pumps:** *a woman's low-cut shoe with a moderately high heel.*
> **Raucous:** *harsh, rough.*
> **Single strap heel:** *a single strap attached to a shoe to hold it on passing through the ankle.*
> **Trend:** *the way or direction things tend to go.*
> **Wedges:** *shoes and boots with a sole in the form of a wedge.*

- Leerán el texto de una página titulado '*The changing trends in the work place clothing'*. El profesor indica: *Now you will read a text from a webpage entitled 'The changing trends in work place clothing'. Individually, skim the text and state the purpose of the reading text in your notebooks:* https://www.curriculumnacional.cl/link/https://www.entrepreneur.com/article/286106
- Lo leen y escriben el propósito del texto en sus cuadernos. Luego comparan la información con un par.
- Escanean el texto para completar la tabla, de acuerdo a las siguientes instrucciones: *Individually, scan the text and fill in the following chart.*

Scan the text and…	Your answers here…
Identify fashion trends	*Power suits, corporate style*
Identify reasons to change fashion trends	A. *liberal dress codes reflect in an employee's sense of comfort.* B. *millennial's awareness to a whole new world of fashion online has facilitated their affinity to break boundaries more often.* C. *companies and corporates have realized how dramatic the freedom of dressing affects the creativity and productivity of employees*
Provide examples of what to wear	*Flared pants, button-down shirt or a top, mid-length accordion pleats, satin button-down top, Boyish gray blazers.* *Shoes: single-strap blocks, mules or kitten heels, wedges, burgundy pumps.*
Provide examples of what not to wear	*Hats, over the top make-up, raucous patterns, bright colors in a corporate setting*
Provide a brief opinion about fashion trends at the workplace	*xxx*

*En color morado, las posibles respuestas correctas de los jóvenes.

- Según las indicaciones del profesor, completan la tabla y comparan información en pares: *Now find a partner and compare your charts. Highlight similar information and discuss about the differences.*

Elaborando un *collage*

- En parejas, tienen que crear un *collage* con sus tendencias favoritas en moda para el trabajo; pueden seguir tendencias actuales o imaginar algunas del futuro. El profesor entrega las siguientes instrucciones: *With the materials requested/provided, each pair will have to create a collage with your favorite fashion trends at the workplace or imagine new fashion trends at the workplace in the future. After you finished the collage, prepare a brief presentation for the whole class following the criteria on the rubric.*

* El profesor debe pedirles con antelación los materiales (revistas de moda o recortes de sus vestuarios favoritos para el trabajo, hoja de block ¼ o pliego de cartulina, pegamento y tijeras) o proveérselos.

A continuación, se incluye la rúbrica para la actividad.

RÚBRICA PARA PRESENTACIÓN DE COLLAGE

Score	7- 6	5-4	3-2	1
Non-verbal skills	Student makes eye contact while presenting and stands up straight and still during presentation.	Student often makes eye contact while presenting and stands up straight and still most of the time during the presentation.	Student rarely makes eye contact while presenting and sways or fidgets during presentation.	Student doesn't make eye contact while presenting and slumps or leans during presentation.
Oral skills	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly during presentation.	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly most of the time during the presentation.	Student's voice, rhythm and tone are not clear enough and makes mistakes in pronunciation during the presentation.	Student's voice, rhythm and tone are not clear and make mistakes in pronunciation which break down communication during presentation.
Visual support	Collage is visually attractive and contains images that relate to the presentation.	Collage is somewhat visually attractive and contains images that relate to the presentation.	Collage is somewhat visually attractive and contains some images that relate to the presentation.	Collage is not visually attractive
Total				

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Completan en una tabla, información explícita de un texto leído.
- Presentan oralmente un *collage* que crean a partir de un tema específico.