

# FaceSpace Project Lesson 2: Workplace Etiquette

**SUBMITTED BY:** Kathryn McGinn

**SUBJECT(S):** Career Development

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

This is the second lesson in a series about workplace expectations. Students will read the Knowledge@Wharton article on appropriate workplace attire and discuss the key points. They will go over additional workplace guidelines, and then act out a variety of scenarios, relating to etiquette dilemmas in the workplace. For the remainder of class, students will begin working on their FaceSpace projects.

## ≡ NBEA STANDARD(S):

- Career Development, III. Workplace Expectations

## ≡ RELATED ARTICLES:

- [“Workplace Etiquette: Would You ‘Ghost’ Your Employer?”](#)
- [“Robots Advance: Automation in Burger Flipping and Beyond”](#)
- [“Is TikTok Invading Your Privacy?”](#)
- [“How Clean Is Your Digital Footprint?”](#)
- [“Educator Toolkit: Technology and Privacy”](#)
- [“Educator Toolkit: Digital Footprints”](#)
- [“An Arctic Teen’s Viral Tunes Save His Language from Extinction”](#)
- [“#ExploreMuseums: Using Social Media to Improve Your Future Prospects”](#)

### Common Core Standard(s):

- ELA CCR Reading 1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in diverse media and formats, including visually, quantitatively, and orally.
- ELA CCR Speaking and Listening 4: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

### Objectives/Purposes:

- Students will read/analyze the article to obtain relevant information.
- Students will discuss appropriate workplace attire.
- Students will address etiquette dilemmas and offer their own solutions.
- Students will work constructively in groups.

### Knowledge@Wharton Article:

- [“Casual Wear in the Office: Dressing for Success or Dressing for Stress?”](#)

### Other Resources/Materials:

- Business Etiquette ([Handout A](#))
- Workplace Scenarios ([Handout B](#))
- Extra copies of “FaceSpace” handout
- Poster board, construction paper, glue, markers, and any other materials necessary to create “FaceSpace” posters

### Activities:

1. Ask students how they decide what to wear to school everyday. In many districts (such as Philadelphia), students are required to follow a dress code/uniform policy. What are some advantages and disadvantages of having a dress code at school? Ask students who have/had jobs to describe what they had to wear to work. How did they know how to dress for their jobs? (5 mins)
2. Hand out copies of the Knowledge@Wharton article. All the students should read the first eight paragraphs (up to and including “Do’s and Don’ts”) of the article. Then assign pairs to read each of the following sections:

Group 1: Casual Wear Backlash

Group 2: The New Suit

Group 3: Fashion as Strategic Tool

Group 4: Image Building

Group 5: Putting it in Writing

Group 6: Black and Brown in Singapore

Group 7: Casual Wear is Big Business

Group 8: In the End, Ambiguity and Anxiety

When students have finished reading, have each pair write a 1-2 sentence summary of the main idea of their section, and write 1-2 sentences linking what they have read to their own lives (e.g., When do they use fashion as a strategic tool? When do they use fashion to build an image? etc.). Have each group share their notes and discuss the connections which the students have made. Connections may vary, but the key points are listed below:

- *Casual Wear Backlash*: Some organizations have gone back to more formal dress policies because employees did not understand the casual dress policy and/or employees were less productive when dressed in casual wear.
- *The New Suits*: Suits are becoming both more stylish and comfortable, and some people may opt for suits even in casual offices as a way to distinguish themselves.

- *Fashion as a Strategic Tool:* Some firms believe that allowing casual wear will help their employees relate better to their employees, attract young recruits, and improve productivity (if people don't have to worry about what to wear, they can spend more time on their work).
- *Image Building:* A company's dress code can contribute to the company's image. Some companies do not want to appear too stuffy or formal.
- *Putting it in Writing:* A lot of companies don't have clear guidelines for casual wear, but sometimes relying on people's common sense means employees will come to work dressed inappropriately.
- *Black and Brown in Singapore:* Casual dress policies vary depending upon which country you are in; it is important to understand the dress code wherever you are working.
- *Casual Wear is Big Business:* Lots of clothing stores are finding ways to profit from the shift to casual wear in the office by offering new lines of clothing.
- *In the End, Ambiguity and Anxiety:* It can be confusing to figure out how to look good/distinguish yourself in casual wear. Plus, people tend to look better in formal clothes.

(10 mins)

3. Hand out "Appropriate Behavior in the Workplace" and go over the key points with students. Address any questions that students have. (5 mins)
4. Divide students into groups of 3-4. Give each group a different workplace scenario. The group must discuss the scenario and figure out the appropriate way to respond to the situation. After the groups have had an opportunity to discuss it, they should share their solutions with the class. Discuss each scenario and get the other students' feedback. (10 mins)
5. Students may use the remainder of their time to work on their "FaceSpace" projects. Encourage students to incorporate what they have learned from today's reading into their posters. (10 mins)

### **Tying It All Together:**

Save the end of class for final reflections. What do students think about fashion in the workplace? Is it fair to be judged on what you wear? Why/why not? What questions do students still have about workplace etiquette? (5 mins)

**Practice Outside of the Classroom:**

- Ask the adults you know how they dress for work.
- Compile any information/materials you need for your “FaceSpace” poster.

**What Worked and What I Would Do Differently:**

The first time I taught this lesson, I did not spend enough time going over “Appropriate Behavior in the Workplace,” so I added scenarios to this lesson so that students would have an opportunity to apply the rules of behavior to real-life situations as a way of reinforcing these ideas. Students enjoyed working on their FaceSpace projects at the end of class; they tend to be more productive the closer the deadline is.

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