

School uniforms

A debate and language arts unit which focuses on the extensive use of uniforms in our society and their purposes

curriculum strands

Visual Arts

- Developing Knowledge in the Visual Arts
- Developing Ideas in the Visual Arts
- Communicating and Interpreting in the Visual Arts

Links to English, Mathematics

essential skills

- Work and Study Skills
- Social and Co-operative
- Communication
- Competitive Skills

Levels 2-4

THE DEBATING POINT

“There are many advantages in having a school uniform”

ACTIVITY ONE

Who wears uniforms?

- Groups discuss and search through magazines, newspapers and books to come up with a comprehensive list of all the people in different occupations in the community that wear uniforms. Report back to class.
- Cut out or draw pictures to make a chart with called ‘People who wear uniforms’.
- Design an illustrated table divided into occupational categories.
- Have pupils look for similarities and differences in the types of uniforms worn. Why is this so?
- Students discuss the word style and then see if certain styles of uniforms apply to certain occupations? List these.
- As a group and class discussion, try to come up with reasons for why people wear uniforms. Have each child choose one particular uniform from an occupational group and write a statement
‘.....wear/s a uniform because.....’
- Make a top ten uniform list based on:
 - **the most suitable**
 - **the most visually appealing**
 - **the most hard wearing**
 - **the most comfortable**

ACTIVITY TWO

Focus on uniforms

- Why do one day cricketers wear coloured clothing? Discuss the influence of television on uniforms.
- Have pupils come up with their favourite sporting uniforms and have them give reasons why.

- Write short statements to back up the choice.
- List sporting uniform copies that are worn by people as everyday clothing. Why?
- Assign groups/individuals the task of describing the type of uniforms/clothing worn by:
 - **runners**
 - **rugby players**
 - **skiers**
 - **rowers**
 - **golfers**
 - **gymnasts**
 - **netball players**
 - **swimmers**
 - **cyclists**
 - **racing car drivers....**
- Have pupils rate their suitability on a 1-5 scale and come up with reasons for wearing the particular clothing and equipment they do.

ACTIVITY THREE

School Uniforms

- Take the debating point and have groups prepare and present arguments for and against school uniforms.
- Conduct another poll amongst all school pupils and parents and discuss results.
- Have pupils record results in a variety of ways (graphs, tables) and in different categories e.g. differences between boys and girls, different age and class levels, children and parents, men and women, grandparents (older people) and parents. Try and come up with reasons why this is so.

ACTIVITY FOUR

Become a famous uniform designer

- Explain to the pupils that they have been chosen to design a school uniform for all the pupils at their school.
The uniform can be made from combinations of Polo Shirts, Sweatshirts, T Shirts, Shorts, Rugby Jerseys, Shorts, Tracksuit Pants and Caps.

... school uniforms continued

- Using outlines of these types of garments, challenge the pupils to design the uniforms.
- Consider the following:
 - **colour**
 - **design**
 - **suitability**
 - **differences between girls & boys**
 - **climate**
 - **seasonal considerations**
- Decide on categories, run a competition and ask an independent judge to pick the winners.
- Have a display of all designs and ask pupils to cast their votes.
- Encourage children to silk screen designs on clothing or even make their own clothing.

FURTHER DIRECTIONS

- Have pupils design certificates to present
- Design brochures to promote school uniforms.
- Investigate uniforms throughout history.
- Compose advertising jingles and posters to promote uniforms
- Run a fashion parade.
- Write a letter to parents to list the benefits of wearing a school uniform.

evaluation

- are the students able to identify the various components - colour shape and pattern in isolation and combination and say how they affect on the design process.
- were groups able to work co-operatively in terms of identifying the problem and solving it on a group basis?
- can the students identify why and how uniforms are used to help people achieve an identity and status in society
- did the students show imaginative use of colour shape and design features for their uniforms
- are the students able to justify their choices of design in the terms of the criteria decided upon. How successful were they in achieving these aims?