**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Practicum in Human Services |
| **Lesson/Unit Title** | Business Economics in the Human Services Industry |
| **TEKS Student Expectations** | **130.280. (c) Knowledge and Skills**  (5) The student identifies how organizational systems affect performance and the quality of products and services.  (A) The student is expected to examine global factors that affect the performance and quality of products and services in the industry  (B) The student is expected to apply principles of planning, design, development, and evaluation to accomplish long-range goals  (C) The student is expected to implement quality-control systems and practices that ensure quality products and services |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Identify the global aspects of Human Services industry careers * Investigate ways to apply principles of planning, design, development, and evaluation for a business * Research quality-control systems for goods and services in the Human Services industry |
| **Rationale** | An economic system is a system for producing, distributing, and consuming goods and services. It can include the combination of the various institutions, agencies, consumers, and entities that comprise the economic structure of a given society or community. It also includes how these various agencies and institutions are linked to one another, how information flows between them, and the social relations within the system. The laws of supply and demand also have major impacts on the economic model of price determination in a market. In preparation for careers in the field of Human Services, this lesson will provide an excellent opportunity to better understand business economics in the industry. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Client/customer/patron:** A person who pays a professional person or organization for services  **Demand:** The ability and need or desire to buy goods and services  **Economics:** A science concerned with the process or system by which goods and services are produced, sold, and bought  **Expansion:** The act of becoming bigger or of making something bigger  **Gross Domestic Product (GDP):** The total value of the goods and services produced by the people of a nation during a year not including the value of income earned in foreign countries  **Quality:** A high level of value or excellence  **Recession:** A period of reduced economic activity  **Scarcity:** A very small supply: the state of being scarce  **Services:** A facility supplying some public demand  **Supply:** To make (something) available to be used: to provide someone or something with (something that is needed or wanted)  **Trough:** A period in which there is little economic activity and prices are usually low |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Supplies:**   * Items purchased by consumers such as:   + Baby clothes   + Food   + Household items   + Items of clothing   + Pictures of homes and vehicles   + Shoes   + Toiletries * Play money * Copies of handouts   **PowerPoint:**   * Business Economics in the Human Services Industry   **Technology:**   * Free iPad App:   + Bloomberg Business for iPad<https://itunes.apple.com/us/app/bloomberg-business-for-ipad/id364304764?mt=8> * Infographic:   + Internet of Things<http://www.infographicsarchive.com/business-economics/internet-of-things/> * Tedx Talk:   + Philip Evans: How data will transform business What does the future of business look like? In an informative talk, Philip Evans gives a quick primer on two long-standing theories in strategy â” and explains why he thinks they are essentially invalid.<https://www.ted.com/talks/philip_evans_how_data_will_transform_business>   **YouTube:**   * Supply and Demand If you’ve only heard of one economics concept, it’s probably supply and demand. The video contains the 2-minute version of what supply and demand consist of.<https://youtu.be/8-yWKgZv9JY> * UniversityNow: Types of Economic Systems Nearly every society in the world bases same fundamental problem how to distribute limited resources to people in a way that will be fair.<https://youtu.be/5xgwYRX19VU>   **Graphic Organizers:**   * Note-taking – Business Economics in the Human Services Industry   **Handouts:**   * Anticipation Guide – Business Economics in the Human Services Industry * (Key) Anticipation Guide – Business Economics in the Human Services Industry * Research Project for Goods and Services in the Human Services Industry * Rubric for Research Project for Goods and Services in the Human Services Industry * Strategic Planning for Small Businesses * (Key) Strategic Planning for Small Businesses * Supply and Demand |
| **Anticipatory Set** | **Prior to class:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room. Supplies can include:   * Items purchased by consumers such as:   + Baby clothes   + Food   + Household items   + Items of clothing   + Pictures of homes and vehicles   + Shoes   + Toiletries * Play money   **Script:**  Look at the items on the table. How do the items relate to business economics?  Allow time for class discussion.  Distribute the Anticipation Guide – Business Economics in the Human Services Industry handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Note to teacher: Prior to beginning this lesson, review, preview and select the appropriate multimedia for your classes.  Introduce objectives, terms, and definitions.  Distribute the handout Note-taking – Business Economics in the Human Services Industry. Teacher will determine the notes to be recorded by students. Inform students that they will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce and discuss the PowerPoint Business Economics in the Human Services Industry. Allow time for questions, answers, and classroom discussion.  Use appropriate notes from Presentation Notes for Business Economics in the Human Services Industry for discussion.  Using the Note-taking – Business Economics in the Human Services Industry handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of topics or statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in a career in Human Services?   Allow for questions and answers to check for understanding.  Videos included in the slide presentation:   * Supply and Demand If you’ve only heard of one economics concept, it’s probably supply and demand. The video contains the 2-minute version of what supply and demand consist of.<https://youtu.be/8-yWKgZv9JY> * UniversityNow: Types of Economic Systems Nearly every society in the world bases same fundamental problem how to distribute limited resources to people in a way that will be fair.<https://youtu.be/5xgwYRX19VU>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Checking for understanding * Encouraging participation |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Students will take a 30-minute online course on strategic planning for small businesses. This self-paced training exercise is an introduction to planning and how it impacts a business. Topics include:   * Describing the importance and purpose of strategic planning * The benefits of strategic planning * The tasks that should be addressed before strategic planning * The components of the strategic plan   Strategic Planning for Small Businesses<https://www.sba.gov/tools/learning-center-view-course/1387291>  Instruct students to take notes pertaining to the online course. Distribute the handout Strategic Planning for Small Businesses handout. They will complete each question with appropriate information.  Upon completion of the online course, students will receive a certificate of completion which may be placed in their portfolio.  Teacher note: A transcript of the online course may be downloaded and printed from the online course site. You may opt to allow ESL or Special Needs students to use the transcript as a reference.  Allow time for questions, answers, and classroom discussion.  Completion of the handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Providing students with extra time to answer questions in order to process * Information before answering * Providing opportunities to repeat instructions * Providing special projects in lieu of assignments |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | **Prior to activity:**  Divide the class into groups of four.  **Read the following scenario:**  You are on a quality management system team to review quality management mechanisms across all processes, from development, planning, design, and manufacturing through to sales and service. Your job is to research quality-control systems for goods and services in the Human Services industry.  Distribute the handout Research Project for Goods and Services in the Human Services Industry. In groups, they will research quality-control systems for goods and services in the Human Services industry and submit a two-page paper. Research should include:   * Customer focus – Understand current and future customer needs * Describe the quality management system – Roles, responsibilities, and authority of those responsible for product and service quality and establishing guidelines * Initiatives aimed at improving product safety * Responding to the customer – Customer feedback to improve its products and customer services   Students will select a Human Services Career Pathway that will be the focus of their project and find a business/career associated within the pathway.  For example: Food supplier/Dietitians and nutritionists – Early Childhood Development and Services  Distribute and review Rubric for Research Project for Goods and Services in the Human Services Industry prior to the start of the assignment so that students are aware of assessment procedures.  Keep students focused and on task. Provide assistance if needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Providing frequent feedback * Minimizing auditory distractions * Encouraging participation |
| **Lesson Closure** | Review objectives, terms, and definitions.  Re-distribute the graphic organizer Anticipation Guide – Business Economics in the Human Services Industry used in the Anticipatory Set and allow students to revisit each statement.  Students are to respond to the statements again in the after (right hand) column by placing a check mark by the statements they now know to be true and an explanation for false statements. (Key) Anticipation Guide – Business Economics in the Human Services Industry has been provided for your use. As class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Research projects will be assessed the Rubric for Research Project for Goods and Services in the Human Services Industry.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Minimizing auditory distractions * Shortened, simplified instructions * Providing oral responses |
| **References/Resources** | **Images:**   * Bureau of Labor Statistics * Photos obtained through a license with Shutterstock.com®.   **Websites:**   * Bureau of Labor Statistics Employment Projections â” 2012-2022<http://www.bls.gov/news.release/pdf/ecopro.pdf> * Small Business Administration Starting a small business<https://www.sba.gov> * Small Business Administration Strategic Planning for Small Businesses online course.<https://www.sba.gov/tools/learning-center-view-course/1387291>   **YouTube:**   * Supply and Demand If you’ve only heard of one economics concept, it’s probably supply and demand. The video contains the 2-minute version of what supply and demand consist of.<https://youtu.be/8-yWKgZv9JY> * UniversityNow: Types of Economic Systems Nearly every society in the world bases same fundamental problem how to distribute limited resources to people in a way that will be fair.<https://youtu.be/5xgwYRX19VU> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Allow students to use the words in the lesson to find synonyms: words with similar meanings * Allow students to quietly read aloud (sub-vocalization) * Teach self-questioning * Paraphrase key points and have students paraphrase * Summarize key points and have students summarize * Use visual imagery * Use pre-reading and post reading activities to pre-teach or reinforce main ideas |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about business economics. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Costco Wholesale: Food Safety from the Top Down<http://www.foodsafetymagazine.com/magazine-archive1/octobernovember-2012/case-study-costco-wholesale-food-safety-from-the-top-down> * Five Trends Driving the Future of Human Services Whatever the future of human services innovation looks like, the key for organizations is in making the most of the forces of change in alignment with their unique circumstances.<http://www.govtech.com/health/5-Trends-Driving-the-Future-of-Human-Services.html> |
| **Quotes** | When a management team with a reputation for brilliance tackles a business with a reputation for bad economics, it is the reputation of the business that remains intact.  **-Warren Buffett**  Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.  **-Jack Welch**  Our business in life is not to get ahead of others, but to get ahead of ourselves — to break our own records, to outstrip our yesterday by our today.  **-Stewart B Johnson** |
| **Writing Strategies** | **Journal Entries:**   * Advantages and disadvantages of having competition in the American marketplace would be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The changes in the economy have affected my family by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The profit motive influences the services of goods produced in our economic system by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/ Audience/Format/Topic) writing strategy:   * Role: Owner of a business * Audience: Employees * Format: Memo * Topic: Phases of a business cycle |
| **Communication 90 Second Speech Topics** | * The principles of supply and demand can affect the economy by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is important to plan for a business to accomplish long-term goals because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Analyze the concepts of supply and demand with a short survey to a group of students about lunch menu choices. Determine on a given day what choices are available and the preferences of the students. Does the supply meet the demand? How can this be balanced? Use the Supply and Demand Graph to see if the results fit in the area of equilibrium. * Have the students research the principles of supply and demand to clarify the relationship between supply, demand, and price by completing the handout Supply and Demand.   TED Talks:  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Philip Evans: How data will transform business  What does the future of business look like? In an informative talk, Philip Evans gives a quick primer on two long-standing theories in strategy â” and explains why he thinks they are essentially invalid.<https://www.ted.com/talks/philip_evans_how_data_will_transform_business> |
| **Family/Community Connection** | * Invite an economics teacher to speak to the class on economic influences on spending decisions and explain how the government attempts to regulate economic activity through monetary policies. Have the speaker particularly emphasize the current state of the economy and how economic factors influence personal and family economics and spending. * Invite a business owner to speak about the type of business he runs and the pros and cons of the company structure. What are the challenges of running a business in a global economy? How would the company change if the structure was different? * Have students interview someone who experienced the Great Depression (grandparent, relative or other older adult in the community), and then share their findings in an oral report. Lead students to develop an interview outline in advance, covering questions such as:   + How did the Depression impact your life and that of your family?   + How was your personal/family income affected?   + What was the state of your local economy? National economy?   + How did you adjust your spending patterns? |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  STAR Events:   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. * Entrepreneurship: An individual or team event – recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and sound business practices. The business must relate to an area of Family and Consumer Sciences education or related occupations. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.nylc.org>  Determine economic issues and concerns in your community by creating a survey. Identify and contact community partners which can support these learning goals. Collect comparative economic and demographic data and present your findings to the community partners. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)