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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Professionalism- Professional Communication |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and skills**  (4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:  (A) define technical concepts and vocabulary associated with municipal, county, state, or federal correctional services through effective verbal communication  (5) The student performs active listening skills to obtain and clarify information. The student is expected to:  (A) apply listening skills to obtain and clarify information provided in verbal communication  (B) demonstrate communication skills to explain the meaning of technical vocabulary concepts related to correctional services |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The students will be able to: | | * Define the meaning of vocabulary terms used in a jail setting. | | * Describe how communication and active listening are performed. | | * Construct scenarios involving the vocabulary for other students to | | * participate in. | | * Participate in other students’ scenarios. | | * Defend their actions in these scenarios. | | * Critique the actions of other students in the scenarios. | |
| **Rationale** | In a correctional facility, there is vocabulary used among correctional officers to communicate important things about inmates, and terms used with inmates to explain their legal status. It is important that an employee working in these conditions can actively listen to what is going on and then communicate with this vocabulary for the safety and security of all involved. |
| **Duration of Lesson** | This lesson should take 4 to 6 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Professional Communication computer-based presentation * Professional Communication Exam Review and Key |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Provide the students with the following scenario. Have them write down their ideas. Then discuss the students’ ideas as a class. Use the Discussion Rubric for assessment. * Imagine that you are a newly hired corrections officer. During your first day on the job you happen upon some inmates in a heated argument. You must be able to calmly uncover the situation. How will you do this? After, you understand the situation; you realize that one of the inmates is a risk to himself and others. As other officers come to assist you, how will you quickly communicate this information to them without tipping the inmate off that he or she is being talked about? |
| **Direct Instruction \*** | I. Technical Terms  A. There are terms used specifically in a correctional facility that correctional officers and inmates must know  1. Some terms about the prison or legal system must be known by  inmates  2. Some terms are known only to correctional officers and are used to communicate vital information about inmates  a) Correctional officers may write terms on a white board outside of an inmate’s cell to communicate sensitive information to other officers about the inmate  B. Some examples of technical definitions are  1. MEDC – the prisoner has some type of general or generic medical problem or issue that is the reason for isolation and/or observation classification (i.e. heart condition, diabetes, or asthma with no medication in property)  2. MENT – the prisoner suffers from mental problems to the point that it is required to keep him or her isolated and/or under observation  3. SUIC – suicidal  4. 10-88 – severe mental problems  5. 10-C – violent toward law enforcement personnel  6. Contraband  a) “Altered, out-of-place, or excesses of authorized property; and any item which an offender is prohibited to possess or obtain while in custody, unless received by the offender as the result of a State or Federal court order or legitimately through the litigation process” (TDCJ, 2012)  b) Two sub-groups of contraband  (1) Dangerous – “represents a threat to the security and safety of the unit, possession of which violates Agency rules, or State or Federal law. Includes, but is not limited to: items related to security threat groups; weapons; intoxicants; currency or negotiable instruments; tobacco products; tools; ammunition; explosives; combustible or flammable items; altered, damaged, or repaired internal components or electrical cords of electrical equipment; cell phones; controlled substances; and authorized medicine, if not used in the manner prescribed” (TDCJ, 2012)  (2) Non-Dangerous – “represents a threat to management of the unit, possession of which violates Agency rules. Includes, but is not limited to: authorized property which has been altered, damaged, is more than allowable amounts, or is out of place (i.e., a razor at recreation, magazine in the dining hall); any item not authorized for the offender to possess; and any item made from State property without authorization” (TDCJ, 2012)  7. Necessities/Clothing Items − include linens (sheets; pillowcase; blanket; towels) and clothing (undergarments; gym shorts; T-shirts; socks; pants; jacket; raingear; shoes or boots) (TDCJ, 2012)  C. Other terms may apply to the status of an inmate’s term or describe what must be done for an inmate to be released. Often, these are legal terms that inmates would learn, such as  1. Arraignment Court − going before the magistrate to have a bond set on their charges or to plea on a class C misdemeanor offense  2. Magistrate − city judge  3. Alias − bondable charges that have not been pled on  4. Capias − fine, the charge already has the disposition of either guilty or no contest  II. Communication  A. Communication is the act of transferring a message from one person to another  B. Means of communication  1. Language  2. Posture  3. Tone of voice  C. Body Language  1. Most communication is expressed through body language  a) Eye contact  b) Facial expressions  c) Arm position  d) The way we stand  e) Nodding or shaking our head  2. May be expressed by the sender and the receiver simultaneously  D. Tone  1. The way we speak words can communicate our level of attention and emotion (i.e. volume and rate of speech)  E. Listening is the role of the person receiving the message  1. Active listening consists of giving careful attention to the sender of the message and is an essential element in correctional awareness  2. Anyone working in the LPSCS field must be adept at active listening to obtain critical information  3. Active listening improves communication (sending and receiving) because it shows the speaker that he or she has been heard, making him or her more receptive to receiving information  III. Active Listening  A. A corrections officer can listen actively by  1. Not interrupting the speaker except to ask clarifying questions  2. Summarizing what the speaker said to let him or her confirm that the officer understood what was being communicated  3. Making eye contact  4. Facing the speaker  5. Nodding as the speaker is speaking  6. Refrain from crossing his or her arms to show that he or she are open to what the speaker is saying  IV. Effective Verbal Communication  A. Verbally communicating technical terms can be challenging  1. Communicating to other correctional officers may be done during emergency situations and it must be clear, concise, and complete  2. Communicating to inmates may be challenging because of their unfamiliarity with correctional terms or lack of education; so, the terms must be broken down into simpler words and concepts  B. To communicate effectively the corrections officer must  1. Identify the specific issue that he or she is addressing  2. Understand the audience (i.e. inmate or officer, educated or uneducated)  3. Empathize with the position/perspective of his or her audience to select the best words to use for the audience to comprehend the message  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | * Professional Communication Review. Have students complete the Professional Communication Review. Use the Professional Communication Review Key for assessment. * Training Presentations. Have students create a training presentation that teaches the vocabulary terms in this lesson. The presentations should be verbal, but the format is optional (i.e. computer-based presentation, role play, etc.). One option is to divide the class into partners or groups and have them create scenarios in which the terms are used. Use the Presentation Rubric for assessment. * Professional Communications Role Play. Partner the students. Have each pair create a corrections scenario that another pair will walk into, acting as officers. Match each pair of students with another pair. The students playing the officers must use active listening and communicate the meaning of technical concepts, knowledge, and vocabulary appropriate to the issues presented in the scenarios (options: have one pair create scenarios for the terms used among correctional officers and the other pair create scenarios for terms used towards inmates; or divide the class into teams and have the teams create scenarios for the other teams; or have a pair/team create scenarios for preselected terms and then randomly select students from the class to participate). Critique each person participating. Use the Role Play Rubric for assessment.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/ Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, students will watch and discuss videos about jail life, and observe the technical terms used and the way correctional officers talk and listen to inmates. (To find a video do an Internet search for the following key words: Behind Bars S01 E01 Part 4.) Use the Discussion Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Professional Communication Exam and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Role Play Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * Texas Department of Criminal Justice (TDCJ) <http://www.tdcj.state.tx.us/index.html> * Brien Wargacki – Irving Police Department Jail * Texas Department of Criminal Justice Correctional Institutions Division Management Operations * Do an Internet search for the following key words: Behind Bars S01 E01 Part 4 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards  II. Reading  B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.  1. Identify new words and concepts acquired through study of their relationships to other words and concepts.  III. Speaking  A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).  1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | * Professional Communication Exam * Professional Communication Exam Review |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will interview police officers or correctional officers, asking them about the technical terms that are used in the jail and how they deal with upset inmates. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)