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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** | Practicum in Law, Public Safety, Corrections & Security |
| **Lesson/Unit Title** | Employment Skills in LPSCS |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (2) The student demonstrates professional standards as required by business and industry.  (B) The student is expected to demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation  (C) The student is expected to accept constructive criticism  (F) The student is expected to describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate |
| **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: | | 1. Demonstrate positive work behaviors and attitudes | | 2. Accept constructive criticism | |
| **Rationale** | Workers in law, public safety, corrections, and security need to learn the skills and personal qualities important to employers and ways to demonstrate these qualities in order to be successful in their jobs. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Productivity – a worker’s output * Judgment – thinking about a problem and making the right decision * Punctuality – being on time * Cooperation – getting along with others; willingness to work well with others to reach a common goal * Enthusiasm – eagerness or a strong interest in something * Honesty – refusal to lie, steal, or mislead in any way * Loyalty –believing in and being devoted to something; not criticizing; being proud ofwhat you do and where you work * Attitude – your basic outlook on life; your way of looking at people and the world * Self-esteem – recognition and regard for yourself and your abilities * Assertive – direct, honest, and polite * Professionalism – the ability to handle problems, criticism, and pressure gracefully andmaturely |
| **Materials/Specialized Equipment Needed** | * Employment Skill Assessment handout |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Students should have a basic understanding of LPSCS careers. Ask students to name some careers and explain the job duties. |
| **Direct Instruction \*** | Use the Outline for direct instruction and have students take notes.  I. Performance Expectations  A. Productivity  1. Equally important in jobs that produce goods and services  2. A day’s work for a day’s pay  B. Quality of work  1. How well a job is done  2. Poor quality cancels out high productivity  C. Good judgment  D. Safety consciousness  1. Know how to do your job (training and education)  2. Perform the way you have been trained  3. Learn and follow established safety rules  E. Care of equipment  1. Use properly to protect your employer’s investment  2. Maintain as requested  II. Work Habit and Attitude Expectations  A. Attendance and punctuality  B. Cooperation  1. Professionalism  2. Accept criticism  a) Performance evaluations  1) Rate job performance, work habits, and attitudes  2) Determine pay raises and promotions  b) Constructive criticism  1) Addresses behavior (not attitude)  2) Is offered immediately  3) Includes positive points  4) Offers actions to solve problems  5) Is usually given in private  3. Avoid gossip  4. Manage stress  a) Set priorities  b) Practice self-management  5. Control anger  a) Take a deep breath and count to 10  b) Define the problem  c) Evaluate solutions  d) Take action  5. Interest and enthusiasm  6. Positive attitude  a) Rarely complain  b) Admit mistakes  c) Defines how others perceive you  d) Controls your reactions to problems  e) Determines how you get along with coworkers  f) Draws customers  C. Honesty  D. Loyalty  1. Be positive  2. Look for solutions  3. Voice complaints in private  4. Be a team player  E. Self-management  1. Set career goals  2. Monitor work habits and performance  3. Ask for feedback  F. Self-esteem  1. Overcome doubt  a) List abilities and successes  b) Set reachable goals and work to achieve them  c) Positive self-talk  2. Learn and grow from mistakes  a) Accept that you will make mistakes; everyone does  b) Accept responsibility for your mistakes  c) Help to make things right  d) Forgive yourself and move on  3. Be assertive  a) Friendly, outgoing, and respectful  b) Not arrogant  *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 \*** | Employment Skill Assessment:  Have students complete the Employment Skill Assessment handout. Once completed, have students get into groups of three. Students should review their own handouts and discuss with others how they could strengthen these skills. Use the Discussion 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:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Employment Skills Quiz and Key * Discussion Rubric * Individual Work Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences  For reinforcement, the students will match Employment Skills Key Terms to definitions using handouts prepared for them. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * *Succeeding in the World of Work*, Kimbrell, McGraw-Hill, 2008. * *Working, Bailey*, South-Western, 2007. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **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)