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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Cosmetology I |
| **Lesson/Unit Title** | Ethical Standards in Cosmetology |
| **TEKS Student Expectations** | **130.283. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (B) employ the ability to be trustworthy by complying with an ethical course of action. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Understand the guidelines of ethical behavior in the personal care industry * Determine what they would do in workplace situations |
| **Rationale** | As you start a career as a cosmetologist, it is imperative to have a strong code of ethics. Having a strong code of ethics involves being a professional with your colleagues and clients. Cosmetologists are obligated to follow a code of ethics, laws and regulations set forth by the states in which they work. Following these bylaws helps cosmetologists sustain professional licenses and support client relations. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Ethics:** Moral principles that govern a person’s behavior; a set of beliefs about what is right and what is wrong  **Honesty:** When you are truthful and loyal in your words and actions  **Integrity:** The quality of being honest and having strong moral principles; moral uprightness  **Positive attitude:** Behavior that shows someone is happy, has confidence in himself or herself or in others, and believes that life is good  **Professionalism:** The ability to show respect to everyone around you while you perform your responsibilities as best as you can  **Skills:** The ability to do something that comes from training, experience or practice  **Team:** A group of two or more people who work together to achieve a common goal  **Unethical:** Conduct that does not conform to generally accepted standards of conduct for professionals |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines) * Presenter/Remote   **Materials:**   * Basket * Cardstock * Milady Textbook of Cosmetology   **Supplies:**   * Appointment book * Mirror * Style books * Stylist equipment   + Blow dryer   + Brushes   + Comb   + Make-up   + Scissors * Telephone   **Other appropriate lessons:**   * What Would You Do? Ethics in Restaurant Management Restaurant Management * What Would You Do? Ethics in Culinary Arts Culinary Arts * What Would You Do? Ethics in Travel and Tourism Management Travel and Tourism Management * What Would You Do? Ethics in Hospitality Services Hospitality Services * Copies of handouts   **PowerPoint:**   * Ethical Standards in Cosmetology   **Technology:**   * Free iPad Apps * The Moral Dilemma Chronicles America’s rapid moral decline [https://itunes.apple.com/us/app/the-moral-dilemma/id602827884?mt=8](http://cte.sfasu.edu/wp-content/uploads/2014/01/Ethical-Standards-in-Cosmetology-PPT.pdf?mt=8)   **YouTube:**   * Work Ethics Orientation Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation [http://youtu.be/4TxnHQUE0gc](https://www.youtube.com/watch?v=4TxnHQUE0gc)   **Graphic Organizers:**   * Note Taking: Ethical Standards in Cosmetology   **Handouts:**   * 3-2-1 Strategies for Job Success * Cosmetology Work Ethics Scenario Cards * Think-Ink-Pair-Share: Workplace Ethics * What Makes a Good Employee? * Workplace Ethics |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Note to teacher – Become familiar with:  The Texas Work Prep Learning Management System (LMS) is designed and hosted by the Texas Workforce Commission. The Job Hunter’s Guide Course – This course will allow students to gain knowledge and skills to attain employment. The course is approximately an hour and a half long. Students will receive a certificate upon completion of this course which can be printed and added to their professional portfolios.<https://www.texasworkprep.com/texasworkprep.htm>  Print the Cosmetology Work Ethics Scenario Cards on cardstock and cut apart so that the students can draw one for the activity during Independent Practice. Place cards in a basket.  Display as many of the lesson-related supplies as you have available on a table in front of the room.  Become familiar with PowerPoints, handouts, and activities.  Before class begins:  Write the terms “ethics” and “work skills” on the board or overhead. Distribute Think-Ink-Pair-Share: Workplace Ethics handout. The Think-Ink-Pair-Share activity is an excellent prior knowledge activity that helps students to focus their thoughts on a specific topic. The students are asked to first think about what they know, record their ideas on the handout and then pair up with someone to share what they wrote. The final stage is a large group discussion.  Topic: You have recently opened your own salon and are in the process of hiring seven new cosmetologists. What workplace ethics and work skills are important to you and the success of your new business?  Allow students time to complete this activity.   * What are ethics? * Why are ethics important? * How do work skills relate to the success or failure of a business? Of being employed? * What ethics and work skills do you possess? * Why does the receptionist at a salon need work ethics? * Why is it important to maintain a positive attitude when learning a new technique or skill? * Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Introduce lesson objectives, terms and definitions.  Distribute handout Note Taking: Ethical Standards in Cosmetology. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce PowerPoint Ethical Standards in Cosmetology and begin the discussion with students. Allow for questions and answers to check for understanding.  Distribute Workplace Ethics handout. Students will complete the table by listing workplace ethics, the importance of having those particular ethics in the job market, methods of obtaining the ethics and resources to obtain the ethics.  Allow for questions and discussion. Check for understanding.  **YouTube video:**  Teacher note: This video is about 36 minutes long. You have the option to share the video during class time or you can assign it as an enrichment activity.   * Work Ethics Orientation Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc>   *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 * providing a copy of the slide presentation |
| **Guided Practice \*** | Introduce the Texas Work Prep Learning Management System.  Direct students to the Texas Succeed at Work Course. <https://www.texasworkprep.com/texasworkprep.htm>  Inform students that this is an interactive free assessment that will allow them to enjoy their jobs and learn more about ethics.   * Succeed at Work Stages * Acting Self-Employed * Starting a New Job * Being an Excellent Employee (Work Ethics) * Living a Balanced Life * Enjoying Your Current Position   After completing the course, students will be able to pass a short quiz to receive their printable certificates.  Stress the importance of having this type of documentation in their professional portfolios.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students extra time to complete the assignment * providing fill-in-the-blank note handouts for students to follow and fill in during the lesson * pairing students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into ten small groups. One person from each group will draw a Cosmetology Work Ethics Scenario Cards card from the basket. Assign each group one card to discuss and collaborate a solution to the scenario. Call on each group to share and discuss their solution to the scenario.  Allow for questions and discussion. Check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for assignments * opportunity to respond orally * emphasis on major points |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete 3-2-1 Strategies for Job Success handout. This will be their exit pass. Student must answer the questions about what they learned before being allowed to leave the room. |
| **Summative/End of Lesson Assessment \*** | The students will write a one-page summary analyzing the importance of workplace ethics and skills. Students will reflect on how the lesson, activities and information will assist them in the future. The reflection and various handouts will be submitted for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * extended “wait time” * working with a peer tutor * highlighted materials for emphasis |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft.   **Textbook:**   * Frangle, C.M. (2012). *Milady standard cosmetology*. Clifton Park, NY: Cengage Learning.   **Websites:**   * Cosmetology and Ethics Code of ethics and responsibilities.<http://www.ehow.co.uk/about_6565776_cosmetology-ethics.html> * Ethics Resource Center ERC is a nonprofit, nonpartisan research organization, dedicated to independent research that advances high ethical standards and practices in public and private institutions. <http://www.ethics.org/> * Texas Department of Licensing and Regulations This department is responsible for the regulation of 26 occupations and industries.<http://www.license.state.tx.us/index.htm>   **YouTube:**   * Work Ethics Orientation Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each phase of the lesson. * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson. * Use graphic organizers and visuals to explain the lesson in detail. * Utilized Four Corners Vocabulary / Word Wall Activity * Have students say and write the vocabulary words in their primary languages. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the importance of work ethics and skills. Information can be found in newspaper articles, magazines, journals and online print.  Suggestions:   * Five Factors that Demonstrate a Strong Work Ethic<http://smallbusiness.chron.com/5-factors-demonstrate-strong-work-ethic-15976.html> * Code of Professional Ethics<http://www.nacams.org/code-of-ethics/> * Ethics for a Hairdresser and Client<http://www.ehow.com/info_12105261_ethics-hairdresser-client.html> * Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Everything has beauty, but not everyone sees it. **-Confucius (BC 551-BC 479) Chinese philosopher**  What you do is what matters, not what you think or say or plan.  **-Jason Fried, *Rework***  If you work hard enough and assert yourself, and use your mind and imagination, you can shape the world to your desires.  **-Malcolm Gladwell, *Outliers: The Story of Success*** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I will demonstrate a 100% commitment as a cosmetologist by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * An employer can encourage a good work environment in which work ethics are practiced by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Some examples of poor work ethics are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT Writing Strategy   + Role – Employer at a salon   + Audience – Cosmetologist   + Format – Memo   + Topic – The importance of ethics at the workplace |
| **Communication**  **90 Second Speech Topics** | * If I owned a salon, I would want my employees to possess the following work ethics: \_\_\_\_\_\_\_\_\_\_\_\_. * Work ethics are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Stealing from your workplace is wrong because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Allow students to create their own code of ethics for your classroom. This will encourage them to follow their own rules in the classroom. Display the code of ethics in a prominent area to be reviewed during the school year. * Have students complete a ticket out with at least one employability workplace skill they are going to need in the 21st century. A ticket out is a half sheet of paper that students are required to fill out to leave class. It gives the teacher an idea of how well the students grasped the concept learned in class that day. * Have students create a paragraph by answering each of these questions: What-Why-How on Employability Skills– What do you think about the topic? (your opinion) Why do you think it? (reasons) How do you know? (evidence or examples). * Ethics Resource Center Includes tips and guidelines for writing codes of ethics, an ethics glossary, values definitions and other short articles on the practice of organizational ethics. Students can develop their own ethical standards for the teaching and training profession. * The nonprofit organization, Workplace Fairness, provides workers with information about many issues, including employee rights. Have students pick an issue that they find interesting and write a summary explaining how it affects workers, why they think it is important and how workers can deal with it at:<http://www.workplacefairness.org/the-issues> |
| **Family/Community Connection** | Students can ask experienced hair stylists and salon owners to speak to the class about ethical standards.  Option: Students may interview experienced hair stylists and salon owners and report back to the class. |
| **CTSO connection(s)** | **SkillsUSA**  [http://www.skillsusa.org](http://www.skillsusa.org/)  Cosmetology – Students will demonstrate their skills in hair cutting, hair styling and long hair design in four separate tests. All work is performed on mannequins so everyone begins with the same model and the same type of hair. Contestants will create one 90-degree women’s haircut, one woman’s and one man’s cut from a finished photo. A display of creativity is seen in the long hair segment of the competition where these future salon professionals demonstrate their own design skills. A parade finale closes the contest with each contestant walking down the stage with their completed mannequins to present to the audience. |
| **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. [http://www.ysa.org](http://www.ysa.org/)  Students can promote ethical workplace behavior by presenting information at a job fair or other community venues detailing qualities for responsible cosmetologists. |

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)