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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 LPSCS |
| **Lesson/Unit Title** | Interpersonal Skills at the Workplace |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives.(E)The student is expected to maintain effective working relationships to accomplish objectives and tasks(F)The student is expected to demonstrate effective working relationships using interpersonal skills(G) The student is expected to apply positive interpersonal skills to work cooperatively with others(H)The student is expected to demonstrate respect for individuals such as those from different cultures, genders, and backgrounds(I) The student is expected to demonstrate sensitivity to and value for diversity |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** |

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| The students will be able to: |
| 1. Maintain effective working relationships to accomplish |
| objectives and tasks |
| 2. Demonstrate effective working relationships using interpersonal skills |
| 3. Use positive interpersonal skills to work cooperatively with others |
| 4. Demonstrate respect for individuals such as those from different |
| cultures, genders, and backgrounds |
| 5. Demonstrate sensitivity to and value for diversity |

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| **Rationale** |

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| Interpersonal skills are important for workers in Law, Public Safety, |
| Corrections, and Security so they can learn to collaborate with others to |
| accomplish goals and objectives. |

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| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | 1. **Tact** –the ability to say and do things in a respectful way
2. **Empathize** – trying to see things from another’s point of view to gain an understanding ofthat person’s situation.
3. **Stereotype** –an oversimplified, distorted belief about a person or group
4. **Prejudice** –an opinion based on insufficient information; a prejudgment, often based on aperson’s sex, race, or religion
5. **Attitude** –your basic outlook on life and your way of looking at people and the world
6. **Self-esteem** –recognition and regard for yourself and your abilities
7. **Arrogance** –overbearing behavior marked by excessive self-importance
8. **Diversity** –variety, in which everyone contributes something special
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| **Materials/Specialized Equipment Needed** | * Interpersonal Skills Key Terms
* Index Cards
* Pens
* Computer
* Projector
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) |

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| *Previous career and technical education courses in the LPSCS cluster* |
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| **Direct Instruction \*** | Use the Outline and key terms to teach the attributes of interpersonal skills in the workplace, especially within the LPSCS cluster. Have students take notes.I. Positive personal traitsA. Good relationships at work can help you enjoy your work and do it more effectivelyB. Assess your own traits as a starting point to developing good work relationshipsC. Important personal qualities1. Responsibility – dependability, punctuality, and positivemotivation2. Self-esteem – confidence3. Sociabilitya. Be friendly and enthusiasticb. Respect othersc. Have a sense of humor, be able to laugh at yourselfd. Be courteous1) Greet coworkers2) Address people by their names when possible3) Be aware of your surroundings so you don’t talk so loudly as to disturb others4. Self-management – self-control and tact5. Integrity and honesty – loyalty and trustworthiness6. Appropriate dressD. Self-awareness means that you are aware of your strengths and your weaknesses, which will help you develop the personal traits that need improvementII. Being an effective coworkerA. Working effectively with others is part of doing your job wellB. Essential traits for being an effective coworker:1. Respect others – show that you value your coworkers with your actions and wordsa. Tolerate differencesb. Respect privacy – i.e., treat others’ email, faxes, phone calls, etc. as you would treat private mail2. Understanding othersa. Show interest in your coworkers by asking about their interestsb. Empathizec. Be open to suggestions and changed. Pay attention to body language and facial expressions that can express emotions3. Communication skillsa. How well you listen is as important as what you sayb. Failure to convey information clearly can cause problemsc. Speak up if you need helpIII. Negative traits and habits to avoidA. Arrogance – conveys that you feel superior to othersB. Prejudice – a negative attitude toward a certain group of peopleC. Jealousy – can be damaging in the workplaceD. Negative attitude and complainingE. Revealing too much about your private lifeF. Gossiping – wastes time and can result in rumorsG. Interrupting private conversationsIV. Valuing diversityA. Today’s workforce is becoming more diverse, with people from different countries, cultures, backgrounds, and generationsB. The workplace can benefit from the ideas and perspectives of many different people1. Working with people who are different from us makes us less likely to rely on old assumptions that might be wrong2. Opens us up to considering new ideas and points of view3. Leads to new discoveriesC. Respecting differences (culture, religion, age, gender, viewpoint)1. Aids in communication2. Shows that you are part of a community of workers with common needs and goals3. Helps employees relate to each other and be more accommodating to others; this spills over to the people they serveD. To take advantage of a diverse workforce, look beyond stereotypes1. Cultural differences – people from different ethnic backgrounds have different customs; what is polite in one culture may be rude in another. Cultural blunders happen, even when you have the best intentions. Learn by reading and observing, and apologize, even if you are unintentionally impolite.2. Gender distinctions – have mutual respect for others regardless of gender; it is illegal to harass or discriminate against someone because of gender3. Generational distinctions – young and old people can have different points of view; bridge differences by listening carefully to the other person’s viewpoint and finding areas of agreement*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 \*** | 1. Perceptions Activity: Pass out two index cards per person. On one, have students write what career they would each like to pursue after high school, but do NOT put their names on cards. On the other card, have them write their name and date of birth (DOB). Ask for a volunteer. Pick up the DOB cards (keep these separate). Pick up the career cards.a. First, have the volunteer arrange students in age order. The volunteer and the students may not speak. The volunteer does this based on his or her perception. While the volunteer is arranging the students, arrange the DOB cards in chronological order. Once the volunteer has arranged the students, have him or her place him or herself in the line. Using the index cards, place the students in the proper order. See how close the volunteer was in placing the students.b. Next, ask for another volunteer. Have that volunteer give that career cards to the person he or she believes has that career goal. Once the volunteer has handed out all the cards, have the students who have their correct cards sit down. Collect the career cards from the remaining students. Ask for a volunteer who is seated and have that student try placing the remaining career cards with the standing students. Have students with their correct cards sit down. Repeat until no one is standing.c. Discuss the perceptions regarding age and career path based on the way someone looks. Use the Discussion Rubric for assessment.2. Norm Violation Activity: (to be completed outside of class)a. Assign each student one of the following “rule” violations: * When studying next to someone in the library, place your books and other belongings in their area.
* In the library or another appropriate space, find a table where only one other person is seated. Seat yourself next to the person and begin studying.
* When talking to another person, stare directly at the person and do not drop your gaze.
* Carry on a conversation with an acquaintance. During the conversation, move so that you are standing approximately one foot apart. If the person moves, adjust your position.
* During a conversation, talk louder than the other person.
* Carry on a conversation with another person and avoid eye contact completely.
* On the way from class, find a person walking toward you alone and make eye contact with the individual and do not drop your gaze as they walk past.
* Upon entering an elevator, turn and face who is in the elevator and maintain eye contact with the individual until either of you exit the elevator.

b. Have students record the following about their assignment. Usethe Writing Rubric for assessment.* A description of the experience
* What is the norm for this experience?
* What happens if you adhere to this rule?
* What happens if you violate the rule?
* Are there any exceptions to this rule?

c. When students return after the assignment has been completed, begin a discussion about the norms in social interactions being broken. Discuss how breaking a communication norm can prohibit the creation or maintaining of interpersonal relationships. 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** | None |
| **Summative/End of Lesson Assessment \***  | * Interpersonal Skills Quiz and Key
* Discussion Rubric
* Individual Work Rubric
* Research 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 student will define and illustrate key terms in a journal. Use the Individual Work Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | * 9780078748288, *Succeeding in the World of Work*, Kimbrell, McGraw-Hill, 2008.
* 9780538444026, *Working****,*** Bailey, South-Western, 2007.
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| **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)