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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** | Professional Attire |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (2) The student demonstrates professional standards as required by business and industry.  (A) The student is expected to adhere to policies and procedures.  (2) The student demonstrates professional standards as required by business and industry.  (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. Compare professional attire and casual attire. | | 2. Identify professional attire to wear to job interviews and to the job site. | | 3. Access how appearances may form certain perceptions about a person. | | 4. Explain why personal grooming is important for securing employment. | |
| **Rationale** | Regardless of the specific field, each career in LPSCS has professional dress and grooming standards which they expect their employees to follow. From the initial interview to career promotions, LPSCS employers set appearance guidelines for individuals they hire and keep as employees. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Lesson Rubrics * Pictures of appropriate and inappropriate professional attire (from magazines, internet, etc.) * Whiteboard and markers * Poster board * Magazines or pictures from web * Markers * Scissors * Glue |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Write the following quote on the board: “*A picture is worth a thousand* *words.”* Ask students to think about the phrase and then write a few sentences describing what they believe the quote means. Have students discuss what they wrote.  Next, write on the board, “*First impressions last.”* Ask students to think about the phrase and then write a few sentences describing what they believe the quote means. Have students discuss what they wrote.  Explain that when pursuing a career, students need to remember both phrases for the job interview and for continued employment. Tell students that the “picture” they create will impact their chances of being hired. First impressions are usually formed during the first few seconds of a meeting. Therefore, students need to understand the importance of a professional appearance.  Ask students to identify employer expectations of dress and grooming.  Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | I. Professional Attire  A. Clothing  1. Neatly pressed or ironed  2. Fits properly  B. Accessories  1. Minimal jewelry  2. Nothing distracting  3. Purse should match shoes  C. Men’s Attire  1. Business  a) Dark suit  b) Long sleeve dress shirt  c) Tie  d) Belt and shoes should match  e) Dark socks  2. Business Casual  a) Nice slacks  b) Tucked in, button-down shirt  c) Casual leather shoes  d) Tie and/or jacket (optional)  D. Women’s Attire  1. Business  a) Dark suit  b) Knee -length hemline  c) Shell or blouse  d) Closed -toe dress shoes with a low heel  e) Hose without runs  2. Business Casual  a) Nice slacks or skirt  b) Nice blouse or sweater  c) Low -heeled dress shoes  d) Jacket (optional)  II. Personal Grooming  A. Hair  1. Clean  2. Cut  3. Combed, brushed , or arranged  4. Inappropriate  a) Eccentric cuts and/or color s  b) Observably dirty hair  B. Facial hair (men)  1. Freshly shaved  2. Mustache and beard neatly groomed  3. Inappropriate  a) 5 o’clock shadow  b) “Rip Van Winkle” beard  C. Teeth and Breath  1. Brushed  2. Fresh breath  3. Inappropriate  a) Avoid foods that have odors  b) Avoid tobacco, alcohol, and coffee  D. Makeup  1. Less is more  2. The natural look  E. Perfume or Cologne  1. Use sparingly or not at all  2. Your scent should not stay after you leave  F. Body  1. Freshly bathed or showered  2. Use deodorant  3. Remove body piercings and tongue rings  4. Cover tattoos  5. Clean fingernails  III. Goals of Professional Dress and Grooming  A. Project confidence  B. Project positive attitude |
| **Guided Practice \*** | 1. Divide students into groups of 3 to 5. Have students cut pictures from magazines or print pictures from the web. Pictures should show a comparison between professional attire and grooming, and personal or unprofessional attire and grooming. Tell students to glue pictures onto a poster board, showing the differences. Students will use the poster as a visual aid to present the comparison of professional verses nonprofessional attire. Use the Presentation Rubric for assessment.  2. Divide students into two teams:  a) Professional dress and grooming  b) Personal/casual dress and grooming.  Have the teams plan a skit demonstrating their side. Tell the students to bring items from their homes to use in skit. The skits will be presented during the following class period. Use the Role Play Rubric for assessment.  Students will list specific wardrobe items and specific personal grooming habits appropriate for the workplace.  Use the Individual Work Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will interview an LPSCS professional regarding the professional attire and personal grooming standards for their job. Students will write a report based on their interview.  Use the Writing Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Professional Attire Quiz and Key * Discussion Rubric * Individual Work Rubric * Peer Evaluation Rubric * Presentation Rubric * Role Play 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:*  For reinforcement, students will list specific wardrobe items and specific personal grooming habits appropriate for the workplace. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Michigan Supreme Court Learning Center  Khake vocational information center, <http://khake.com/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  I. Key Cognitive Skills  A. Intellectual curiosity   * + 1. Accept constructive criticism and revise personal views when valid evidence warrants.   1. Academic behaviors      1. Self-monitor learning needs and seek assistance when needed.      2. Use study habits necessary to manage academic pursuits and requirements.      3. Strive for accuracy and precision.      4. Persevere to complete and master tasks.   2. Work habits      1. Work independently.   3. Academic integrity      1. Attribute ideas and information to source materials and people.      2. Evaluate sources for quality of content, validity, credibility, and relevance.   II. Foundational Skills   * 1. Writing across the curriculum      1. Write clearly and coherently using standard writing conventions.      2. Write in a variety of forms for various audiences and purposes.      3. Compose and revise drafts.  1. Technology    1. Use technology to gather information.    2. Use technology to organize, manage, and analyze information.    3. Use technology to communicate and display findings in a clear and coherent manner.    4. Use technology appropriately. |
| **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)