|  |  |
| --- | --- |
| **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- Professionalism and Ethics in Corrections |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and Skills**  (3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities.  (B) The student is expected to identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate and leadership and teamwork when collaborating with others to accomplish goals and objectives  (C) The student is expected to analyze the ethical responsibilities of correctional officers to ensure protections of rights |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student will be able to: | | 1. Analyze the ethical responsibilities of correctional officers to ensure the protection of rights. | | 2. Discuss the importance of professionalism in the field of corrections. | | 3. Use leadership qualities within a team environment. | |
| **Rationale** | |  | | --- | |  | | Regardless of the field, each organization has some standards by which it  operates and expects its employees to follow. The Texas Department of  Criminal Justice (TDCJ) is no different. Professionalism and ethics play a  key role in an employee’s success within the agency. Without them, you  may find yourself “behind closed bars.” | |  | |
| **Duration of Lesson** | 2 to 6 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Sexual harassment (Note to Instructor: See Activity #2)-Actions that constitute sexual harassment affect an individual's employment; interfere with an individual's work performance; OR create an intimidating, hostile, or offensive work environment   Examples: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature   * Discrimination – involves treating someone (an applicant or employee) less favorably * Ethics – a set of rules and standards that govern individual conduct. They also establish right and wrong, and good and bad. * Integrity – moral soundness, honesty, and freedom from corrupting influences or motives * Values – the beliefs of a person or social group, in which they have an emotional investment (either for or against something) * Morals – concern with the judgment of right or wrong, human action, and character * Trustworthiness * Honesty – prohibits stealing, cheating, fraud, or trickery to get anything of value * Loyalty – moral responsibility to promote/protect the interests of an organization * Integrity – treating beliefs about right and wrong as ground rules for behavior * Responsibility * Accountability – accept responsibility for decisions; don’t blame others or take credit for work you didn’t do * Self-Restraint – willingness to take advance, long-term interests into account * Pursuit of excellence – diligence, perseverance, good work habits, commitment to quality * Respect * Courtesy – treating others with consideration * Tolerance and Acceptance – acknowledging others’ beliefs and differences * Caring – considerate behavior toward others * Citizenship – contribution to society as a whole * Fairness – equal treatment of every person |
| **Materials/Specialized Equipment Needed** | * Activity handouts (1–3) * Flip Chart, dry erase board, or chalk board * Writing utensils |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Identify core values in the workplace |
| **Direct Instruction \*** | I. Professional vs. Non-Professional (Note to Instructor: See Activity #1)  A. Professionalism is exhibiting a courteous, conscientious, and generally businesslike manner in the workplace.  B. Professional behaviors  1. Treat everyone with respect (at all levels)  2. Speak without judging, blaming or demeaning  3. Listen with an open mind  4. Avoid gossip, name-calling, and offensive humor  5. Take responsibility for your behavior  6. Consider the outsider’s view  a) Take pride in wearing the TDCJ uniform  b) Don’t wear your uniform incomplete or while  exhibiting questionable behaviors  7. Respect cultural diversity  a) Each employee brings cultural differences, like  communication styles, appearances, beliefs, and  behaviors  b) Avoid hot words such as “you people”, “us,” or  “them”  8. Avoid and Report sexual harassment  a) Actions constitute sexual harassment when it:  (1) Affects an individual's employment  (2) Interferes with an individual's work  performance OR  (3) Creates an intimidating, hostile, or offensive  work environment  b) Examples: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature  C. Non-professional behaviors  1. Intimidation (threats & bullying)  2. Sarcasm  3. Excessive criticism, complaining, nitpicking and negativity  4. Sabotaging other employees or departments  5. Faultfinding and blaming behaviors  6. Open hostility towards management or other groups  7. Frequent use of obscenities, cursing and swearing  8. Gossiping, spreading rumors  9. Language, behaviors or humors which demean individuals  or groups  10.Teasing or making others the punch line of a joke  II. Key terms  A. Sexual Harassment (Note to Instructor: See Activity #2)  1. Actions that constitute sexual harassment affect an  individual's employment; interfere with an individual's work performance; OR create an intimidating, hostile, or  offensive work environment  2. Examples: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature  B. Discrimination – involves treating someone (an applicant or employee) less favorably  C. Ethics – a set of rules and standards that govern individual conduct. They also establish right and wrong, and good and bad.  D. Integrity – moral soundness, honesty, and freedom from corrupting influences or motives  E. Values – the beliefs of a person or social group, in which they  have an emotional investment (either for or against something)  F. Morals – concern with the judgment of right or wrong, human  action, and character  G. Trustworthiness  1. Honesty – prohibits stealing, cheating, fraud, or trickery to get anything of value  2. Loyalty – moral responsibility to promote/protect the  interests of an organization  3. Integrity – treating beliefs about right and wrong as ground rules for behavior  H. Responsibility  1. Accountability – accept responsibility for decisions; don’t blame others or take credit for work you didn’t do  2. Self-Restraint – willingness to take advance, long-term interests into account  3. Pursuit of Excellence – diligence, perseverance, good work habits, commitment to quality  I. Respect  1. Courtesy – treating others with consideration  2. Tolerance and Acceptance – acknowledging others’ beliefs and differences  J. Caring – considerate behavior toward others  K. Citizenship – contribution to society as a whole  L. Fairness – equal treatment of every person  III. Ethics  A. Personal Ethics are formed from cultures, families, communities, religious entities, and morals, and involve moral choices  B. Professional Ethics are rules of standards governing a profession (Examples: Work ethic, no abuse of sick leave, arriving early, etc.)  C. TDCJ Core Values  1. Trustworthiness  2. Responsibility  3. Respect  4. Caring  5. Citizenship  6. Fairness  D. TDCJ Ethical Goals  1. Integrity  2. Values  3. Morals  E. Unethical behaviors  1. Falsification of records  2. Introduction of contraband  3. Excessive use of force  4. Officer/Offender relations  5. Sexual Harassment  F. Ethical misconceptions  1. Only a personal opinion or belief  2. Legal equals ethical  3. A behavior is acceptable if it is not specifically forbidden  *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 \*** | * Students will compare and contrast differences between professional and non-professional behavior based on known or perceived characteristics and personal experiences. Have a student act as a “scribe” and write the class’s responses. Then have the students use their ideas to describe a professional environment. The questions and scenarios in the Activity 1 handout may be used. Use the Discussion Rubric for assessment. * Students will read the scenario (see Activity 2 handout) then discuss what violation has occurred. What are the consequences? How can this scenario be resolved? How could it have been avoided? Use the Discussion Rubric for assessment. * Divide the class into groups and assign an even number of scenarios to each group. The students will read the scenarios (see Activity 3 handout), decide as a team which ethical core value applies, and write why that is the ethical response. Use the Writing 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 \*** | *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 terms and give a workplace example for each. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Texas Department of Criminal Justice:   <http://www.tdcj.state.tx.us/>   * The U.S. Equal Employment Opportunity Commission   <http://www.eeoc.gov/policy/vii.html> |
| **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)