**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Human Services |
| **Course** | Practicum in Human Services |
| **Lesson/Unit Title** | A Look at Workplace Ethics in the Human Services Industry |
| **TEKS Student Expectations** | **130.280 (c) Knowledge and Skills:**  (8) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients.  (A) The student is expected to investigate situations requiring client advocacy and advocate when necessary  (B) The student is expected to describe and practice ethical behaviors when working with human services clients  (C) The student is expected to comply with laws and regulations related to retail, governmental, or private services |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Understand the guidelines and influences of ethical behavior * Analyze laws and regulations which focus on confidentiality in the workplace |
| **Rationale** | Individuals working in the Human Services industry have an obligation and should take all the necessary precautions to protect clients from fraud, deceit, or misrepresentation. They must also possess clearly defined workplace ethics. This lesson will provide you with information on ethical and legal responsibilities associated with the Human Services industry. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall** | **Confidentiality:** Spoken, written, acted on, in strict privacy or secrecy  **Ethics:** Moral principles that govern a person’s behavior; a set of beliefs about what is right and what is wrong  **Fidelity:** Loyalty toward clients; honoring your commitments and obligations  **Honesty:** Being truthful and loyal in your words and actions  **Integrity:** The quality of being honest and having strong moral principles; moral uprightness  **Professionalism:** The ability to show respect to everyone around you while you perform your responsibilities as best as you can |
| **Materials/ Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Cardstock * Container * Scissors   **Supplies:**  Items which represent different occupations in Human Services   * Baby items * Calculator * Counseling information * Child care information * Doctor’s coat * Nurse’s uniform * Picture of you, a Family, and Consumer Sciences instructor * Play food * Play money * Shopping bag * Copies of handouts   **PowerPoint:**   * A Look at Workplace Ethics in the Human Services Industry   **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> * Infographic:   + State of Business Ethics in the United States [Infographic]  According to the data in the infographic, most reports of employee misconduct include more than one “violation.” Misuse of company time ranks in the top spot with 33% of reports citing it, followed by abusive behavior (21%), lying to employees (20%), company resource abuse (20%), and violating company Internet use policies (16%), respectively.<http://www.womenonbusiness.com/state-of-business-ethics-in-the-united-states-infographic/> * Tedx Talk:   + Bill Gross: The single biggest reason why startups succeed Bill Gross has founded a lot of startups, and incubated many others â and he got curious about why some succeeded and others failed. So, he gathered data from hundreds of companies, his own and other people’s, and ranked each company on five key factors. He found one factor that stands out from the others—and surprised even him.<https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed/transcript?language=en>   **Graphic Organizers:**   * Note-taking A Look at Workplace Ethics in the Human Services Industry   **Handouts:**   * Anticipation Guide – A Look at Workplace Ethics in the Human Services Industry * (Key) Anticipation Guide – A Look at Workplace Ethics in the Human Services Industry * Rubric for Skit or Role Play * Teacher Resource – Workplace Ethics Cards * Think-Ink-Pair-Share: Workplace Ethics * Workplace Ethics |
| **Anticipatory Set** | **Prior to class:**  Display as many of the lesson-related supplies (see Materials or Specialized Equipment Needed) as you have available on a table in front of the room. Items can include:  Items which represent different occupations in the Human Services industry   * Baby items * Calculator * Counseling information * Child care information * Doctor’s coat * Nurse’s uniform * Picture of you, a Family, and Consumer Sciences instructor * Play food * Play money * Shopping bag   Script: Look at the items on the table. How do the items relate to ethics at the workplace?  Allow time for class discussion.  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 business in the Human Services Career Pathway and are in the process of hiring twenty new employees. What workplace ethics and work skills are important to you and the success of your new business?  Allow students time to complete this activity.  Possible questions for discussion:   * 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?   Lead students to share and discuss their responses.  Distribute the Anticipation Guide – A Look at Workplace Ethics in the Human Services Industry handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction with Special Education Modifications/ Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute handout Note-taking: A Look at Workplace Ethics in the Human Services Industry. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce PowerPoint a Look at Workplace Ethics in the Human Services Industry and begin the discussion with students. Allow for questions and answers to check for understanding.  Use the appropriate notes from Presentation Notes for A Look at Workplace Ethics in the Human Services Industry for discussion.  Allow for questions and discussion. Check for understanding.  After the slide presentation, on the back of the note-taking handout, instruct students to write a summary of the topic which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How does this information help you in a career in Human Services?   Infographic included in the PowerPoint:   * State of Business Ethics in the United States [Infographic] According to the data in the infographic, most reports of employee misconduct include more than one “violation.” Misuse of company time ranks in the top spot with 33% of reports citing it, followed by abusive behavior (21%), lying to employees (20%), company resource abuse (20%), and violating company Internet use policies (16%), respectively.<http://www.womenonbusiness.com/state-of-business-ethics-in-the-united-states-infographic>   YouTube videos included in the PowerPoint:   * Ethics in the Workplace! A presentation on how companies can easily implement business ethics in the workplace and still achieve their goals.<http://youtu.be/0mUxMpMTT28> * United States Department of Labor Soft Skills – Professionalism information.<http://youtu.be/7dPWVjQSad4>   *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 with Special Education Modifications/ Accommodations** | Distribute Workplace Ethics handout. Individually, students will complete the table by listing:   * Ethical behaviors * Why is this important in the workplace? * What does this look like? * Source/role models * What does its practice say to your co-workers and customers?   Check for understanding.  Completion of handout can be assessed as a daily grade.  *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 partners who can assist them with verbal and written responses to the lesson |
| **Independent Practice/ Laboratory Experience with Special Education Modifications/ Accommodations** | **Prior to activity:**  Print the Teacher Resource – Workplace Ethics Cards on cardstock and cut apart so that the students can draw one for the activity. Place cards in a container at the appropriate time during the lesson.  Divide class into groups of four.  **Read the following scenario:**  You are one of several employees at a business in the Human Services industry. Your team has been asked to participate in a mandatory work ethics training. Your team’s main objective is to find a solution to an assigned work ethics scenario card.  Using the Teacher Resource – Workplace Ethics Cards, have each group draw a card. Instruct teams to carefully read the information on their card and discuss a solution to the scenario. Call on each group to share and discuss their solution to the scenario. They will present their solution as a skit/role play during Lesson Closure.  Allow time for each team to read their card and provide an outcome for it.  Allow for questions and discussion. Check for understanding.  Distribute and review Rubric for Skit or Role Play so that students may understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing shortened, simplified instructions * providing repeated instructions * providing opportunities to repeat instructions * providing written instructions |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will present their skit/role play projects. Allow time for questions and discussion.  Re-distribute the graphic organizer Anticipation Guide – A Look at Workplace Ethics in the Human Services Industry used in the Anticipatory Set and allow students to revisit each statement. Students are to respond to the statements again in the after column by placing a check mark by the statements they now know to be true and providing information that PROVES other statements are not true. (Key)Anticipation Guide – A Look at Workplace Ethics in the Human Services Industry has been provided for your use. As class, compare the two sets of answers.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Student skits/role play projects will be presented to the class and assessed with Rubric for Skit or Role Play.  Optional: Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for responses * prompting, if necessary |
| **References/ Resources** | **Images:**   * Statistic Brain Research Institute * Photos obtained through a license with Shutterstock.com®. * State of Business Ethics in the United States [Infographic]   **Textbook:**   * Newberry, Betsy. Life skills for the 21st century: building a foundation for success. Boston: Prentice Hall, 2010. Print.   **Websites:**   * Ethics Resource Center (ERC) 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> * Statistic Brain Research Institute  Identity Theft/ Fraud Statistics.<http://www.statisticbrain.com/identity-theft-fraud-statistics>   **YouTube:**   * Ethics in the Workplace! A presentation on how companies can easily implement business ethics in the workplace and still achieve their goals.<http://youtu.be/0mUxMpMTT28> * United States Department of Labor Soft Skills – Professionalism information.<http://youtu.be/7dPWVjQSad4> |
| **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> * Essential Skills to Getting a Job – What Young People with Disabilities Need to Know<http://www.dol.gov/odep/documents/essential_job_skills.pdf> * Code of Ethics of the National Association of Social Workers (NASW) Professional ethics are the core of social work. The NASW Code of Ethics offers a set of values, principles, and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings.<http://www.socialworkers.org/pubs/code/code.asp> * Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Get going. Move forward. Aim High. Plan a takeoff. Don’t just sit on the runway and hope someone will come along and push the airplane. It simply won’t happen. Change your attitude and gain some altitude. Believe me, you’ll love it up here.  **-Donald Trump**  What you do is what matters, not what you think or say or plan. **-Jason Fried, *Rework***  Plan your work for today and every day, then work your plan. **-Margaret Thatcher** |
| **Writing Strategies** | **Journal Entries:**   * Some examples of poor work ethics in the area of Human Services are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Ethical behavior standards and legal responsibilities related to the Human Services industry are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is important to protect clients against fraud, deceit, or misrepresentation because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT Writing Strategy   * Role – Employer * Audience – High school employee * Format – Memo * Topic – The importance of ethics at the workplace |
| **Communication 90 Second Speech Topics** | * Ethics at the workplace are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Behaviors that demonstrate stewardship of client can include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * 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.<http://www.ethics.org/page/ethics-toolkit> * 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> * Allow students to create their own code of ethics for your classroom. The following article will assist them. * How to Develop a Personal Code of Ethics Your own code of ethics acts as a moral blueprint for what you believe in and how you relate to the rest of the world. <http://www.ehow.com/how_5982751_develop-personal-code-ethics.html>   **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Bill Gross: The single biggest reason why startups succeed  Bill Gross has founded a lot of startups, and incubated many others â and he got curious about why some succeeded and others failed. So, he gathered data from hundreds of companies, his own and other people’s, and ranked each company on five key factors. He found one factor that stands out from the others â and surprised even him.<https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed/transcript?language=en> |
| **Family/ Community Connection** | * Discuss ethics with your family, and decide on the most important values for your family. * Invite a panel of professionals from various Human Services businesses to discuss panel members’ ethics policies and careers. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.fcclainc.org>  Interpersonal Communications – An individual or team event – recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. |
| **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>  Students can promote ethical workplace behavior by presenting information at a job fair or other community venues detailing qualities for responsible employees. |

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)