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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Culinary Arts |
| **Lesson/Unit Title** | What Would You Do? Ethics in Culinary Arts |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**  (4) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:  (A) demonstrate a proactive understanding of self-responsibility and self-management;  (B) explain the characteristics of personal values and principles;  (C) demonstrate positive attitudes and work habits.  (13) The student recognizes and models work ethics and legal responsibilities. The student is expected to:  (A) understand and comply with laws and regulations specific to the food service industry; and  (B) demonstrate a positive work ethic. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Analyze laws and regulations in the foodservice industry * Understand the influences of ethical behavior * Determine what they would do in workplace situations * Create a skit depicting positive work ethics |
| **Rationale** | It is essential to know food industry/services laws and regulations to comply with state and federal legal responsibilities. Students should learn ethical and professional decision-making in the work place. |
| **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  **Environmental Protection Agency (EPA):** Decides how solid waste is managed in the United States  **Food and Drug Administration (FDA):** Enforces the Food, Drug, and Cosmetic Act of 1938 that covers food and the packaging of food other than fish, poultry, and meat  **Food Code:** Gives guidelines for handling food safely  **Food Safety and Inspection Service (FSIS):** A public health agency that is part of USDA and checks that egg, poultry, and meat products are wholesome, safe, and correctly packaged and labeled  **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  **Laws:** Established rules  **Regulations:** Rules by which government agencies enforce minimum standards of quality  **U. S. Department of Agriculture (USDA):** Grades and inspects poultry and poultry products, eggs, and egg products, and meat and meat products |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines) * Headphones   **Supplies:**   * Cardstock (for scenarios) * Employee handbook * Gavel * Handcuffs * Inspection reports * Justice scale (if available) * Law books (if available)   **Materials:**   * Code of Ethics from the following: (one copy)   + Lawry’s The Prime Rib Restaurant<http://www.lawrysonline.com/lawrys-primerib/beverly-hills/about-us/code-of-ethics>   + Morton’s Restaurant<http://www.mortons.com/assets/pdf/code_of_ethics.pdf> * USDA and FSIS Ethics and Conflicts of Interest * Copies of handouts   **PowerPoint:**   * What Would You Do? Ethics in Culinary Arts   **Technology:**   * Free iPad App:   + The Moral Dilemma Chronicles America’s rapid moral decline<https://itunes.apple.com/us/app/the-moral-dilemma/id602827884?mt=8>   **Graphic Organizers:**   * KWL for Ethics – Culinary Arts * Professional Conduct Guidelines * What Would You Do Notes * What Would You Do Notes (Key)   **Handouts:**   * Ethics and Conflicts of Interest – USDAFSIS * Rubric for Ethics Skit or Role Play * What Would You Do Scenarios |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Note to teacher – Become familiar with:   * The Texas Work Prep Learning Management System (LMS) designed and hosted by the Texas Workforce Commission. The course, Succeed at Work will help students enjoy their job and discusses ethics. The course is approximately an hour and a half long. Students will receive a certificate upon successful completion of this course. Certificate can be printed and added to their professional portfolio. [https://www.texasworkprep.com/texasworkprep.htm](https://itunes.apple.com/us/app/the-moral-dilemma/id602827884)   Read the following article to become familiar on how to teach about ethics.   * How to Teach Code of Ethics Teaching strong values to young people means helping them establish their own moral compass and learning how to apply it in to their own life circumstances.  [http://www.ehow.com/how\_5647233\_teach-code-ethics.html](http://www.ehow.com/about_6745470_restaurant-code-ethics.html)   Display as many items from the Materials or Specialized Equipment Needed section as you have available on a table in the front of the room.  Divide the board or a large sheet of paper into three sections. Label each section – Honesty – Integrity – Respect for others. Assign a scribe to write student answers for each section.  Begin class discussion by asking students how they would describe Honesty, Integrity, and Respect of others.  Distribute KWL for Ethics – Culinary Artsand allow students to answer first two questions. They will complete the last question in the Lesson Closure section. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer What Would You Do? Notes so that students may take notes during slide presentation.  Introduce PowerPoint What Would You Do? Ethics in Culinary Arts and discuss laws and regulations in the food service industry. Continue discussing ethics.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * preferential seating |
| **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 job 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 successfully pass a short quiz to receive their printable certificate.  Stress the importance of having this type of documentation in their professional portfolio.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * close captioning * monitor progress |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Separate What Would You Do Scenarios – Culinary Arts cards and place in a basket. There are ten scenarios with various situations. Blank cards have been provided for writing any other situations you may think of.  Divide the students into subgroups of three or four and explain that they will choose a scenario to role play and brainstorm solutions to the scenario.  Distribute Rubric for Ethics Skit or Role Play so that students understand what is expected. Students may make a video of their skit and present it to the class.  Allow time for discussion of the topic.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * praise efforts |
| **Lesson Closure** | Students will complete KWL for Ethics – Culinary Arts to answer final question:   * What did you learn about ethics?   Display a copy of the USDA and FSIS Ethics and Conflict of Interest and discuss in class. |
| **Summative/End of Lesson Assessment \*** | Students will present their scenario with appropriate solutions.  Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * visual representation of ideas * extra time for presentation * praise efforts |
| **References/Resources/**  **Teacher Preparation** | **Articles:**   * How to Teach Code of Ethics Teaching strong values to young people means helping them establish their own moral compass and learning how to apply it in to their own life circumstances.  [http://www.ehow.com/how\_5647233\_teach-code-ethics.html](http://www.ethics.org/) * Code of Ethics for Chefs If a chef acts in an unethical manner<http://www.ehow.com/about_7363803_code-ethics-chefs.html>   **Textbooks:**   * *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw Hill * *Foundations of restaurant management & culinary arts: Level one.* (2011). Boston, MA: Prentice Hall.   **Website:**   * 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/> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Journal entries * Utilize Four Corners Vocabulary/Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Allow student to read the following article about ethics for chefs from ehow.com.   * Code of Ethics for Chefs If a chef acts in an unethical manner<http://www.ehow.com/about_7363803_code-ethics-chefs.html>   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Live one day at a time emphasizing ethics rather than rules. **-Wayne Dyer**  Ethics is knowing the difference between what you have a right to do and what is right to do. **-Potter Stewart**  I can do no other than be reverent before everything that is called life. I can do no other than to have compassion for all that is called life. That is the beginning and the foundation of all ethics. **-Albert Schweitzer** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Doing the right thing means …. * Cheating is ……. * Stealing from my employer would mean ….   **Writing Strategy:**   * RAFT Writing Strategy   + Role – cook   + Audience – manager   + Format – email   + Topic – inappropriate behavior in the kitchen area |
| **Communication**  **90 Second Speech Topics** | Three things about ethics are …. The three most important values to me are …. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | 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> |
| **Family/Community Connection** | Discuss ethics with your family and decide on the most important values for your family. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  [www.fcclainc.org](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 lesson.  Example:  Students can volunteer to create signs/posters with character building slogans. |

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)