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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, and Security |
| **Course Name** | Federal Law Enforcement and Protective Services |
| **Lesson/Unit Title** | Ethics in Security Services |
| **TEKS Student Expectations** | **130.336. (c)** **Knowledge and Skills**  (5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:  (B) analyze the impact of legal issues relevant to federal law enforcement and protective services  (C) describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations  (D) analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments  (G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior  (H) discuss the possible ramifications of unethical behavior on the part of security professionals |
| **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: | | * Define terms associated with the lesson. | | * Discuss legal issues relevant to security services. | | * Analyze connections between security and constitutional law. | | * Discuss the possible ramifications of unethical behavior on the part of | | security professionals. | |
| **Rationale** | |  | | --- | | Similar to Law Enforcement professionals, individuals employed in the field | | of Security Services must maintain a high standard of professionalism and | | integrity. Within this unit students will learn how ethics plays a key role in | | the daily tasks that security professionals face. | |
| **Duration of Lesson** | 3 to 5 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Ethics in Security Services Key Terms handout * Security Scenarios handout * Whiteboard/chalkboard * Discussion Rubric * Individual Work Rubric * Presentation Rubric * Research Rubric * Writing Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | Have each student write a list of the five people he or she admires most. | | Then make a list of the character traits and abilities that each one admires. | | Have the students examine the lists. Afterward, have each student select | | the top two people from his or her list and write short answers to the | | following questions: Do these two people share matching qualities? If so, | | why? If not, why not? Use the Writing Rubric for assessment. | |
| **Direct Instruction \*** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | I. Key Terms | | | | | | | | | | | | A. **Ethics**: a philosophy that examines the principles of right and wrong, | | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  | |  | good and bad | | | | | | | | | | | B. **Morality**: the practice of moral principles on a regular basis | | | | | | | | | | | |  |  | |  |  |  |  |  |  |  |  | | C. **Moral** **development**: the theory that we develop morally just as we | | | | | | | | | | | |  | develop physically | | | | | | | |  | | | D. **Ethical** **egoism**: the view that human conduct should be based | | | | | | | | | | | |  |  | |  | |  |  |  |  | |  | |  | exclusively on self-interest | | | | | | | | | | | E. **Values**: beliefs that guide a person’s or organization’s behavior | | | | | | | | | | | |  |  | |  | |  |  |  | | |  | | F. **Departmental** **values**: the values that are expressed though the | | | | | | | | | | | |  |  | | | |  |  |  | | |  | |  | actions of the department | | | | | | | | | | | G. **Professional**: exhibiting a courteous, conscientious, and generally | | | | | | | | | | | |  |  | | | |  |  |  | | | | |  | business-like manner in the workplace | | | | | | | | | | | H. **Misfeasance**: the performance of a duty or act that one is obligated | | | | | | | | | | | |  |  | | | | |  |  | | | | |  | or permitted to do in a manner that is improper, sloppy, or negligent | | | | | | | | | | |  | (examples: sloppy report writing, unsafe operation of a motor vehicle, | | | | | | | | | | |  | aggressively “reprimanding” a citizen, improper searching of | | | | | | | | | | |  | arrestees) | | | | | | | | | | | I. **Nonfeasance**: the failure to perform an act that one is obligated to do | | | | | | | | | | | |  |  | | | | | |  | | | | |  | either by law or directive due to omission or failure to recognize the | | | | | | | | | | |  | obligation (example: failure to file a report) | | | | | | | | | | | II. Ethical/Philosophical Theorists | | | | | | | | | | | | 1. John Stuart Mill    * 1. No system of ethics requires that the sole motive of all that we do should be a feeling of duty      2. The business of ethics is to tell us what our duties are      3. Ethics is not intended to instruct people on how to act      4. The good that is happiness is not merely the sum total of pleasures because there are important qualitative, as well as quantitative, differences among pleasures    1. Jeremy Bentham - Classical Utilitarian       1. Pleasure is the only thing of intrinsic value to people and is thus worthy of pursuit       2. Two important questions          1. Good or bad consequences for whom          2. How we calculate the value of the consequences relies on the fundamental principles to define what is permissible and what is prohibited       3. The essence of morality is the strict respect for certain duties, and such respect supersedes any other goal       4. Duty is distinct from pleasure, moral virtue is the supreme good, and moral worth is not measured by the consequences of a person’s actions    2. Immanuel Kant – German Philosopher       1. Relies on fundamental principles to define what is permissible and what is prohibited.       2. The essence of morality is strict respect for certain duties, and such as respect supersedes any other goal       3. Duty is distinct from pleasure, moral virtue is the supreme good, and moral worth is measured neither by the consequences of a person’s action    3. Lawrence Kohlberg       1. We develop morally just as we develop physically       2. We are not born with the ability to understand and apply moral standards to our actions; we develop it in the same way we learn to ride a bicycle   III. Six Stages of Moral Development   * 1. Level One: Pre-conventional Stages      1. Stage One: Punishment and Obedience Orientation         1. Assumption (typically by children) that powerful authorities hand down a fixed set of rules which one must unquestioningly obey         2. Morality is viewed as something external to oneself      2. Stage Two: Instrument and Relativity Orientation         1. Each person is free to pursue his or her individual interests         2. Punishment is simply a risk that one naturally wants to avoid   2. Level Two: Conventional Stages      1. Stage Three: Interpersonal Concordance Orientation         1. Good behavior means having good motives and interpersonal feelings such as love, empathy, trust, and concern for others         2. Living up to expectations   C. Level Three: Post-conventional Stages   1. Stage Four: Law and Order Orientation    1. Concerned with society as a whole    2. Emphasis on obeying laws, respecting authority, & performing one’s duties so that the social order is maintained 2. Stage Five: Social Contract Orientation    1. Belief that a good society is best conceived of as a social contract into which people freely enter in order to work toward the benefit of all    2. Introduction of basic rights and democracy to a society 3. Stage Six: Universal Ethical Principles Orientation    1. Principles utilized to achieve justice    2. Principles of justice are universal    3. Principles of justice also require civil disobedience   IV. Roles and Responsibilities of Security Professionals  A. Protection   * 1. Protect the people and property under watch   2. A security guard who works at a private residence protects the grounds and the occupants against possible intruders with preventative patrols  1. Prevention    1. Security guards attempt to prevent incidents before they occur    2. Guards patrol the grounds of a property and observe anything that looks out of the ordinary    3. In a mall setting, the guard will patrol the parking lot and look for suspicious characters who may be attempting to break into vehicles or cause harm to a shopper returning to his or her car    4. Their presence inside the mall may discourage potential shoplifters 2. Observing and Reporting    1. Security guards do not have the same authority as law enforcement officers and may not be armed depending on their work location    2. If an incident occurs they should observe the activity and report it to the proper authorities    3. They should never leave their watch area to intervene in an incident that occurs off of the property grounds 3. Inspecting – checking or testing an individual against established standards    1. Sporting event    2. Rock concert    3. Airports 4. Administrative    1. Security guards may need to keep records of who enters and exits a facility and provide them with visitor badges    2. In some cases, they may be required to take an inventory of the products that are brought into the facility    3. They may also need to take an inventory of merchandise at the beginning and the end of their shift to ensure that nothing has been stolen   V. Code of Ethics (adapted from the Law Enforcement Code of Ethics)  A. To accept my responsibilities and to fulfill the obligations of my role   * 1. Protecting life and property   2. Preventing and reducing crimes against my employer's business, or other organizations and institutions to which I am assigned   3. Upholding the law   4. Respecting the constitutional rights of all persons  1. To conduct myself with honesty and integrity and to adhere to the highest moral principles in the performance of my security duties 2. To be faithful, diligent, and dependable in discharging my duties and to uphold at all times the laws, policies, and procedures that protect the rights of others 3. To observe the precepts of truth, accuracy, and prudence without allowing personal feelings, prejudices, animosities, or friendships to influence my judgment 4. To report to my superiors, without hesitation, any violations of the law or of my employer's or client's regulations 5. To respect and protect the confidential and privileged information of my employer or client beyond the term of my employment, except where their interests are contrary to the law or to this Code of Ethics 6. To cooperate with all recognized and responsible law enforcement and government agencies in matters within my jurisdiction 7. To accept no compensation, commission, gratuity, or other advantage without the knowledge and consent of my employer 8. To conduct myself professionally at all times and to perform my duties in a manner that reflects credit upon myself, my employer, and private security 9. To strive to continually improve my performance by seeking training and educational opportunities that will better prepare me for my private security duties   VI. Private Security vs. Law Enforcement  A. Private security is responsible for protecting private property or individuals  B. Law Enforcement is responsible for protecting the public  C. Each has a valuable role in the criminal justice system, but both serve a different function | | | | | | | | | | |   *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 \*** | *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 \*** | Security Scenarios – Divide the class into groups, give each group a copy of the Security Scenarios handout, and assign each group a scenario. Have the students decide as a group how they would resolve the situation. A captain may be designated for each group to present the collaborative resolution. Use the Presentation 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 |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Ethics in Security Services Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | Texas Commission on Private Security  <http://www.dps.texas.gov/rsd/psb/index.htm>  Code of Ethics, Task Force on Private Security: National Advisory  Committee on Criminal Justice and Standards and Goals, 1976 Introduction to Private Security: Theory Meets Practice, Cliff Roberson &Michael L. Birzer  Introduction to Security (6th Edition), Robert J. Fischer & Gion Green Investigator/Officer’s Personal Experience  Do an Internet search for the following:   * northwest enforcement armed officer’s training manual |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/Language Arts Standards**   1. Speaking   B. Develop effective speaking styles for both group and one-on-one situations.  1. Participate actively and effectively in one-on-one oral communication situations.  2. Participate actively and effectively in group discussions.  3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. C |
| **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) | For enrichment, the students will research specific cases where security professionals have violated the code of ethics, regulations, and/or career specific policies. Have the students write a 1-2 page paper with their findings. Use the Research Rubric for assessment. |
| **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)