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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Cosmetology II |
| **Lesson/Unit Title** | Cosmetology Ethical Standards |
| **TEKS Student Expectations** | **130.284. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (B) employ the ability to be trustworthy by complying with an ethical course of action;  (C) comply with all applicable rules, laws, and regulations;  (D) use conflict-management skills to avoid potential or perceived conflict;  (G) Demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Understand the guidelines of ethical behavior in the personal care industry * Determine what they would do in workplace situations * Create a skit depicting positive work ethics |
| **Rationale** | As a cosmetologist, it is imperative to have a strong code of ethics. Having a strong code of ethics involves being a professional with your colleagues and clients. Cosmetologists are obligated to follow a code of ethics, laws and regulations set forth by the states in which they work. Following these bylaws helps cosmetologists sustain professional licenses and support client relations. |
| **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; a set of beliefs about what is right and what is wrong  **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  **Positive attitude:** Behavior that shows someone is happy, has confidence in himself or herself or in others, and believes that life is good  **Professionalism:** The ability to show respect to everyone around you while you perform your responsibilities as best as you can  **Skills:** The ability to do something that comes from training, experience, or practice  **Team:** A group of two or more people who work together to achieve a common goal  **Unethical:** Conduct that does not conform to generally accepted standards of conduct for professionals |
| **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:**   * Basket * Cardstock (for scenarios) * Employee handbook * Gavel * Handcuffs * Inspection reports * Justice scale (if available) * Milady textbook of cosmetology   **Supplies:**   * Appointment book * Mirror * Style books * Stylist equipment   + Blow dryer   + Brushes   + Comb   + Make-up   + Scissors * Telephone   **PowerPoint:**   * Ethical Standards in Cosmetology II   **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>   **YouTube:**   * Work Ethics Orientation  Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc>   **Graphic Organizers:**   * Note Taking: Ethical Standards in Cosmetology II   **Handouts:**   * Cosmetology II Work Ethics Scenario Cards * My Workplace Ethics in Cosmetology * Rubric for Ethics Skit or Role-Play * Word Chain Activity |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Print the Cosmetology II Work Ethics Scenario Cards on cardstock and cut apart so that the students can choose one for the activity during Independent Practice. Place cards in a basket.  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.  Become familiar with PowerPoint, handouts, and activities.  **Before class begins:**  Read the following article to become familiar with 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 to their own life circumstances. <http://www.ehow.com/how_5647233_teach-code-ethics.html>  Write the terms “ethics” and “work skills” on the board or overhead.  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 a class discussion by asking students how they would describe honesty, integrity, and respect for others in a cosmetology setting.   * 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? * Why does the receptionist at a salon need work ethics? * Why is it important to maintain a positive attitude when learning a new technique or skill?   Lead students to share and discuss their responses.  Students will practice the leadership skills of communication, teamwork, decision-making, and problem solving with this activity.  **Human Knot**  Directions:   * Have the group stand in a circle * Everyone must reach in with both of their hands and grab somebody else’s hand. They must be holding hands with two different people. This creates the “human knot.” * Everyone must work together to untie the knot without letting go of any hands. They will need to step over or duck under each other. * In the end, they will be untied into one large circle or sometimes two small circles,   Lead a discussion with the following questions:   * How does this activity relate to “real life”? * Did you experience any conflict during this activity? * Why do you think I had you participate in this activity? * Where might this situation occur in the future in cosmetology? * Why is it important to have plenty of information before making ethical decisions? * What did you learn about your own skills in communicating with others? * Did you make any mistakes that you can learn from? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute handout Note Taking: Ethical Standards in Cosmetology II. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce PowerPoint Ethical Standards in Cosmetology II and begin the discussion with students.  Allow for questions and discussion. Check for understanding.  YouTube video:   * Work Ethics Orientation  Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc>   *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 \*** | Distribute My Workplace Ethics in Cosmetology handout. Students will complete the table by listing workplace ethics, the importance of having those ethics in the job market, methods of obtaining the ethics and resources to obtain the ethics.  *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 elbow partners who can assist them with verbal and written responses to the lesson |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Separate Cosmetology II Work Ethics Scenario 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 groups 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:*   * allowing extra time for assignments * providing opportunity to respond orally * placing emphasis on major points |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Distribute Word Chain Activity handout. Provide students with a topic/lesson title for the activity and a word or terms related to the topic. Have students write the word in the first chain link. Instruct students to think of a word related to the topic that BEGINS with the LAST letter of the word you provided. Their task is to continue adding topic-related terms to the chain links until all links have been completed. An example has been provided for you, as well as a blank template for your use. |
| **Summative/End of Lesson Assessment \*** | Students will present their scenarios with appropriate solutions.  Students will be assessed with the appropriate rubric.  The students will write a one-page summary analyzing the importance of workplace ethics and skills. Students will reflect on how the lesson, activities, and information will assist them in the future. The reflection, Rubric, and various handouts will be submitted for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * extending “wait time” * working with a peer tutor * providing highlighted materials for emphasis |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft® Clip Art: Used with permission from Microsoft®.   **Textbook:**   * Frangle, C.M. (2012). *Milady standard cosmetology*. Clifton Park, NY: Cengage Learning.   **Websites:**   * Cosmetology and Ethics  Code of ethics and responsibilities.<http://www.ehow.co.uk/about_6565776_cosmetology-ethics.html><http://www.nacams.org/code-of-ethics/> * 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/> * 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 in to their own life circumstances. <http://www.ehow.com/how_5647233_teach-code-ethics.html> * Texas Department of Licensing and Regulations This department is responsible for the regulation of 26 occupations and industries.<http://www.license.state.tx.us/index.htm> * United States Environmental Protection Agency  Healthy Hair Care and the Environment.<http://www.epa.gov/region9/healthy-hair/salon.html>   **YouTube:**   * Work Ethics Orientation Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc> |
| **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 new 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. * Utilize Four Corners Vocabulary/Word Wall Activity<http://cte.sfasu.edu/wp-content/uploads/2012/02/Four-Corner-Vocabulary2.pdf> * 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:   * Code of Professional Ethics<http://www.nacams.org/code-of-ethics/> * Cosmetology Educators of America Code of Ethics<http://www.beautyschools.org/wp-content/uploads/2012/10/CEACodeofEthics.pdf> * Ethics for a Hairdresser and Client<http://www.ehow.com/info_12105261_ethics-hairdresser-client.html> * Healthy Hair Care and the Environment<http://www.epa.gov/region9/healthy-hair/salon.html>   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Let me give you the definition of ethics: it is good to maintain life and to further life. It is bad to damage and destroy life. And this ethic, profound and universal, has the significance of a religion. It is religion. **-Albert Schweitzer**  To care for anyone else enough to make their problems one’s own, is ever the beginning of one’s real ethical development. **-Felix Adler**  The true is only the expedient in the way of our thinking, just as the right is only the expedient in the way of our behaving. **-William James**  The moral law is the expression of our inmost nature and when we live in consonance with it we feel that we are living out our true being. **-Felix Adler** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I will demonstrate a 100% commitment as a cosmetologist by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * An employer can encourage a good work environment in which work ethics are practiced by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Some examples of poor work ethics are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT Writing Strategy Role – Owner of a salon   Audience – Cosmetologists working at the salon  Format – Memo Topic – The importance of practicing ethics at the workplace every day |
| **Communication**  **90 Second Speech Topics** | * If I owned a salon, I would want my employees to possess the following work ethics: \_\_\_\_\_\_\_\_\_\_\_\_. * Work ethics are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Stealing from your workplace is wrong because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **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>  Teacher note: This video is about 36 minutes long. You have the option to share the video during class time or you can assign it as an enrichment activity.   * Work Ethics Orientation  Southeastern Technical College Swainsboro Peggy Braswell Cosmetology Work Ethics Orientation<http://youtu.be/4TxnHQUE0gc> * Ethics Resource Center  This resource 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> |
| **Family/Community Connection** | Students can ask experienced hair stylists and salon owners to speak to the class about ethical standards.  Option: Students may interview experienced hair stylists and salon owners and report back to the class. |
| **CTSO connection(s)** | **SkillsUSA**  <http://www.skillsusa.org>  Cosmetology – Students will demonstrate their skills in hair cutting, hair styling and long hair design in four separate tests. All work is performed on mannequins so everyone begins with the same model and the same type of hair. Contestants will create one 90-degree women’s haircut, one woman’s and one man’s cut from a finished photo. A display of creativity is seen in the long hair segment of the competition where these future salon professionals demonstrate their own design skills. A parade finale closes the contest with each contestant walking down the stage with their completed mannequins to present to the audience. |
| **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 cosmetologists. |

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)