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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** | Principles of Human Services |
| **Lesson/Unit Title** | Keys to Career Success |
| **TEKS Student Expectations** | **130.272. (c) Knowledge and Skills**  (2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:  (B) Develop measurable short- and long-term goals for personal and professional life  (F) Analyze the relationship of wellness to personal and professional productivity  (9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:  (A) Explore new and emerging technologies that may affect personal care services |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Judge appropriate professional attire for a job interview * Develop a plan for setting personal and professional short and long-term goals * Produce a multimedia presentation depicting short and long-term goals, proper attire, and personal hygiene for a job interview setting and career choices * Research three careers in Human Services |
| **Rationale** | Students in today’s world need to understand how to dress appropriately and be prepared for a job interview. It is becoming more and more difficult to acquire a job interview meeting, so you have to have all your job interview tools sharpened and be ready to use them. Utilizing goal setting skills will only help you in preparing for the future endeavors. Understanding there are a wide array of jobs and careers in Human Services will assist you in finding the keys to career success. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Appearance:** The state, condition, manner or style in which a person appears  **Career:** One’s lifework or employment  **Goals:** The result or achievement toward which effort is directed; aim  **Grooming:** The art of cleaning and maintaining parts of the body  **Hygiene:** Condition or practice conducive to maintain health and preventing disease  **Interview:** A meeting between two or more people, as to evaluate qualifications or consider for employment |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**  Inappropriate clothes for a job interview. They will be used in the anticipatory set.   * Accessories such a toe rings, big earrings, and a noisy bracelet * Baseball caps * Flip-flops or beach shoes * Jeans * Party clothes * Sandals * Shorts * Sweatsuits * Tank tops * Tennis shoes * Tight clothing * T-shirts   **Technology:**   * Access to:   + Glogster®EDU   + PowerPoint   + Prezi®   **PowerPoint**   * Keys to Career Success   **Technology:**   * Glogster®EDU * PowerPoint * Prezi®   **Graphic Organizers:**   * KWL Chart Dressing for Success * Venn diagram – Compare Setting Goals and Not Setting Goals   **Handouts:**   * Careers in Human Services * Establishing Career Goals * Human Services Careers * Rubric for Electronic Display Glogster * Rubric for Multimedia – Presentation Prezi * Rubric for PowerPoint Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Set up a mock office setting. Select one student to dress inappropriately for a job interview. See materials needed.  **When class begins:**  Conduct a mock job interview and have the students write down what is not appropriate for a job interview.  Students will complete the first two sections of the KWL Chart Dressing for Success. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce the PowerPoint, Keys to Career Success. Discuss how a first impression is a lasting impression. Discuss how to present yourself in a positive manner while on a job interview and in your profession after the job is attained. Review and thoroughly discuss how our CTE courses are preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.  What are goals? Why is it important to have goals? What are the consequences of not having goals?  Distribute Setting vs. Not Setting Career Goals Venn Diagram. Instruct students to complete the diagram and share findings with the class.  Dress for Success video  How to dress for success for a job interview. Discuss the video with students.<http://youtu.be/AbrdG638JjM>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * allowing extra time to answer questions |
| **Guided Practice \*** | Distribute Establishing Career Goals. Monitor the students as they work on the activity and discuss why goals are important and how to benefit from goal setting strategies.  Distribute the graphic organizer Careers in Human Services. Allow students to explore careers in the area of Human Services at [http://www.bls.gov/k12/](http://www.careerealism.com/career-success-keys/) and [http://www.achievetexas.org/.](http://cte.sfasu.edu/wp-content/uploads/2014/02/Presentation-Notes-Keys-to-Career-Success.pdf) The research will include careers in the areas of consumer services, counseling and mental health services, early childhood development services, family and community services or personal care services. Encourage them to include relevant information pertaining to their career choice.  Introduce project. Student will design a presentation using technology which the student will present in class. Distribute rubrics and review so that students will know the presentation expectations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing for extra time for assignment * providing feedback * continuously checking for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will design a presentation which will include their goals, proper attire for a job interview and good personal hygiene practices. It must include information about three career choices. The careers can be in the areas of consumer services, counseling and mental health services, early childhood development services, family and community services and personal care services. Distribute Human Services Careers for note-taking on their research. Students need to include relevant information on how to be job ready and successful at a career.  Distribute the Rubric for Electronic Display – Glogster®EDU, Rubric for Multimedia Presentation – Prezi®, and the Rubric for PowerPoint Presentation. Discuss the criteria for the presentations. Students may choose how to present their information using one of the three tools. Review the procedures to access the multimedia tools if students are not familiar with the websites.  They will present during lesson closure. Extra credit will be given to the students for their presentation if the student dresses professionally as if they are going to a job interview.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing student to complete assignments at home * continuously checking for understanding |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will volunteer to share their presentations in class. Beyonder/bonus credit will be given to the presentation if the student dresses professionally as if going to a job interview.  Students will complete the last section of the KWL chart. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with rubric for each presentation. Beyonder/bonus credit will be given if the students will come to class dressed appropriately as if going for a job interview.  *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 * shorten length of project and/or presentation * using positive reinforcement |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * Parnell Frances Baynor. (2001). *Skills for personal and family living*. Tinley Park: The Goodheart-Willcox Publishing Company. * Sasse Connie. (2004). *Families today*. New York: McGraw Hill Glencoe.   **Websites:**   * Bureau of Labor Statistics  Exploring career information from the Bureau of Labor Statistics<http://www.bls.gov/k12/> * CTE: Learning that works for America  In cooperation with the National Career Technical Education Foundation (NCTEF), NASDCTEc provides leadership and support for the National Career Clusters® Framework to deliver high-quality CTE programs through improved curriculum design and instruction. <http://www.careertech.org/career-clusters/>   **YouTube:**   * Dress for Success  Getting Ready for an Interview<http://youtu.be/AbrdG638JjM> * Dressing the Part: The New Professional’s Guide  Podcast for young adults transitioning from college to the workforce. Tips on interviewing and professional dress for young men and women are offered.<http://youtu.be/INKZ2u79E_Q> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Create a word wall with all new vocabulary for the lesson * Sentence starters in the warm-ups and speech topics * Provide visuals * Allow extra processing time |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about the importance of keys to career success. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Seven Keys to Career Success  Judy Zerafa created seven keys to career success. [http://www.careerealism.com/career-success-keys/](http://www.worksmart.ca.gov/ready_appearance.html)   Pair off and trade documents then use the “read, write, pair, share” strategy. First reading independently, then writing about what they have read and finally discussing in pairs their insight into being job ready with their appearance.  Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, or classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s) facilitating comprehension. |
| **Quotes** | If you don’t know where you are going, you might wind up someplace else. **-Yogi Berra**  Begin with the end in mind. **-Stephen Covey**  A goal is not the same as a desire, and this is an important distinction to make. You can have a desire you don’t intend to act on. But you can’t have a goal you don’t intend to act on. **-Tom Morris**  I want to look back on my career and be proud of the work, and be proud that I tried everything. **-Jon Stewart** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Identify a goal you have set for yourself and explain how you accomplished it. * Why is goal setting important? * Why is the first impression so important on a job interview? * It is important to have a positive attitude on the job because\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT writing strategy   + Role: Potential employer   + Audience: Potential employee   + Format: Memo   + Topic: 10 most important details I look for in a potential employee |
| **Communication**  **90 Second Speech Topics** | Students will prepare a 90 second presentation on:   * My future goals are to\_\_\_\_\_\_\_\_\_\_\_\_. * When I see someone dressed as a professional, I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Personal hygiene is important because \_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will contact local businesses and local clothing closets to begin the creation of a clothes closet for men and women who are trying to get out of unfortunate situations such as battered or homeless men or women. Students will create a place for ladies and gentlemen to come and receive a professional outfit for interviews. This could also be a service learning project.  **Principles of Human Services Math Assessment Problems**  James is going to a job interview and wants to wear slacks, a button-up shirt and a tie. If he has 2 ties, 3 pairs of slacks and 5 button-ups, How many different combinations does he have that he could wear to the job interview?  a. 10   b. 20  c. 30  d. 40  Answer: C  **Principles of Human Services Social Studies Assessment Questions**  Children were protected from working full-time jobs on farms, in factories, or in businesses after   passing:  a. An amendment to the Constitution of the United States  b. Immigration laws  c. Child labor laws  d. Unions  Answer: C |
| **Family/Community Connection** | Invite the personnel director for the school district to speak about job interviews, professional dress and how to have a positive job interview experience. |
| **CTSO connection(s)** | **Family, Career and Community Leaders of America (FCCLA)**   * Texas FCCLA<http://www.texasfccla.org/>   FCCLA: Power of One gives youth the POWER to fulfill their dreams by creating self-directed projects that focus on: A Better You: Improve personal traits Family Ties: Get along better with family members Working on Working: Explore work options, prepare for a career, or sharpen skills useful in business  Take the Lead: Develop leadership qualities Speak Out for FCCLA: Tell others about positive experiences in FCCLA. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.nylc.org/>  Example:  Students will collect professional clothing to begin a clothing closet for men or women who are living in shelters. Allow men or women to come to clothing closet to get clothing in order to look professional for job interviews.  Ask: “What did you gain from this experience and contribution in both in learning and in the service?”  Prepare a written reflection on what they learned from the experience and how this knowledge will help them in the future. |

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)