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| |  |  | | --- | --- | | **Title of Unit: Demonstrating Employability Skills** | **Grade Level: 11-12** | | **Curriculum Area: Cosmetology Services III (12.41100)** | **Time Frame: 10 days** | | **Developed By: Valerie R. Price** | **Date: August 17-28, 2015** | | |
| **Opening**  Students will get out their notebooks.  Students will receive a note book check  Students will review their time sheet verifying that the unit hours and the clock hours are correct.  Students will read material “*Ethics At Work”* and answering questions using ethical decision making.  Students will answer 9 open ended questions pertaining to “Expanding your client base” and “You’re on your way”.  Students will read material “Applying for a Job*”* and answering ten open ended questions in complete sentences. | |
| **Standards** | **HUM-CSII-1**  **Demonstrate employability skills required by business and industry.**  The following elements should be integrated throughout the content of this course.  1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.  1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.  1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.  1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.  1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply teamwork skills.  1.6 Present a professional image through appearance, behavior, and language.   |  | | --- | | **Literacy:**  **ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  **ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | |
| **Essential Question(s)** | 1) What are 6 of the top ten qualities employers are looking for?  2) Restate 3 ways to communicate effectively.  3) Differentiate unit hours and clock hours.  4) Explain how to carry over unit hours from the last month. |
| **Vocabulary** | Honesty, Loyalty, Problem Solving, Communication, Technical Competency, Team Work, Work Ethic, Motivation, Flexibility, Adaptability, and Organization Skills. |
| **Unit Lesson** | Students will define Job Description.  Students will answer 27 open ended questions pertaining to “Moving from school to work” and “Work in the real world”.  Students will pair up.  Students will use scenarios found in their text book or write their own to role-play any job situation in the salon.  Students will take turns being the customer.  Students will evaluate each other on how they did and make suggestion about where they can improve.  Students will answer 26 open ended questions pertaining to “Managing your money” and “Discovering the selling you”.  Students will receive a personal budget worksheet to complete.  Students will listen as instructions are given on how to complete a sales slip.  Students will be given three sales slip worksheets.  Students will complete the sales slip so that the customer will know the cost of services  Students will be groups of four  Students will proceed to the lab  Students will prepare the lab for role-play.  Students will set up six stations.  Students will receive a blank appointment book page.  Students will proceed to the lab to role-play making appointments over the phone, handling nail, facial, hair, color, walk-in’s and purchasing clients.  Students will receive products, implements and materials according to the area they’re setting up.  Students will proceed to the lab.  Students will rotate from station to station servicing each other.  Students will complete a 20 question multiple choice Chapter 31 On the Job Test. Students are expected to complete the test with no more than 7 errors. |
| **Work Session (Explore, Explain, Elaborate)** | |
| Students will be given an index card to write whether they are a Novice: I am starting to learn this and I don’t understand it yet. An Apprentice; I can do this if I look at an example or get help. A Practioner; I can do this on my own without any help. Or an Expert; I can do this on my own without any help! And explain how to do it. The students will be grouped based on what they write down on their index card. The experts will assist in helping with the different groups. | |
| **Differentiated Instruction/ Small Group/Task** | **Group I:**  Content:  Student teacher conferencing, student/student conferencing  Process:  Using tiered activities to which all learners work with the same important understanding and skills, but proceed with different levels of support, challenge or complexity; various modifications, interventions for specified students |
| **Group II:**  Content  Flexible grouping, student/student conferencing  Product  Allowing students to work alone or in small groups on their product. |
| **Group III:**  Product  Allowing students to work alone or in small groups on their products. |
| **Writing Connection** | Students will role play booking appointments and a variety of other services. Students will be provided an appointment book page and will each book 3 days of services accommodating for skills and timing of other students/stylist.  Students will be encouraged to take notes, participate in group discussions and answer questions. Students will view notes on overhead projector, read procedure sheet and safety notes, follow a demonstration by the instructor and practice on each other.  **Instructional Focus:**  **Reading:** Students read a variety of grade level materials, applying strategies appropriate to various situations.  **Writing:** Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.  **Listening:** Students listen for a variety of purposes appropriate to the grade level.  **Speaking:** Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.  **Safety**: Students will recognize the importance of safety and sanitation. |
| **End of Unit Assessment Connection** | **Instructional Strategies:**  Active participation, Cooperative learning, Direct instructions, Note taking by students, Small group instruction, Use of Technology, Whole group instructions, teacher observation, summarizing and discussion  **Student Target:**   1. Maintain Professionalism 2. Identify the skills needed to be successful on the job. 3. Work with others in a classroom and salon atmosphere. 4. Answer the telephone appropriately for the job. 5. Maintain an appointment book. 6. Book salon service appointments. 7. Identify the best course of action to achieve the desired results of salon service. 8. 20 question multiple choice test (Data Director) |
| **Closing**  Students are asking and answering question pertaining to the time sheet exercise.  Students are demonstrating sanitation and disinfection.  The Students aredisinfecting all combs and clips, sanitizing their work stations and washing their hands with soap and warm water.  (ticket out the door) Students will write on an index card where they are in their learning of this lesson novice, apprentice, practioner or expert and put them in the corresponding pouches.  Students are asking and answering question pertaining to the time sheet exercise. | |

**Richmond County Lesson Plan**