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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Arts, A/V, Technology and Communications |
| **Course Name** | Practicum in Fashion Design |
| **Lesson/Unit Title** | Management and Interpersonal Skills |
| **TEKS Student Expectations** | **§130.115. (C) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (F) The student is expected to examine employment opportunities in entrepreneurship  (3) The student implements advanced professional communications strategies.  (G) The student is expected to exhibit public relations skills to increase internal and external customer/client satisfaction  (4) The student implements advanced problem-solving methods.  (A) The student is expected to employ critical-thinking skills independently and in groups  (B) The student is expected to employ interpersonal skills in groups to solve problems  (5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, and industry programs for fashion, textiles, and apparel projects  (10) The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks  (12) The student describes the relationship between marketing and the fashion industry.  (A) The student is expected to explain the marketing concept  (B) The student is expected to relate marketing functions to the fashion industry  (C) The student is expected to explain how each component of the marketing mix contributes to successful fashion marketing  (D) The student is expected to explain the importance of target markets  (E) The student is expected to describe advantages and disadvantages of market segmentation and mass marketing  (F) The student is expected to research trends and emerging technologies affecting fashion marketing  (G) The student is expected to determine examples of niche marketing  (H) The student is expected to describe cultural and societal influences on the fashion market  (I) The student is expected to describe how international marketing has affected the fashion industry |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, students will defend the purpose of management as it relates to efficient operation of fashion design projects. Students will discuss the relationship of interpersonal and team building skills and how mangers use them effectively.  **Specific Objectives**  Students will identify the three levels of management.  Students will theorize how a self-managing team functions.  Students will evaluate the five functions of management.  Students will discuss the difference between traditional and horizontal organizations.  Students will explain how interpersonal and team building skills are vital to an employee, management, and customer interaction.  Students will demonstrate effective interpersonal and team building skills by working together to complete various fashion design projects. |
| **Rationale** | We all possess personal traits that make us unique.  Everyone has a set of personal ethics. However, the degree to which we use them is an individual choice.  Developing and using effective interpersonal skills is necessary for successful managers. |
| **Duration of Lesson** | 25 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Management * Vertical integration * Top management * Middle management * Supervisory level management * Horizontal organization * Empowerment * Staffing * Controlling * Long-range planning * Short-range planning * Autocratic style * Consultative style * Chaotic style * Democratic style * Laissez-faire style * Persuasive style |
| **Materials/Specialized Equipment Needed** | **Preparation**   * Secure a computer lab, if none is readily available in the classroom. * Copy the handouts and assignments.   **Instructional Aids**   * Interpersonal Skills presentation * Presentation * An Afternoon of Fashion * Group Progress Rubric * Interpersonal Skills * Personal Bucket List * Shopping Center Activity * Your Personal Brand Activity   **Materials Needed**   * Copies of assignments * Computer with lab access   **Equipment Needed**   * Teacher computer and printer * Projector (for digital presentation) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask what makes management effective.  Ask what character traits are common in “good” managers.  Explain how interpersonal skills are important in the work place.  Ask the class if anyone has ever had to “manage” other people.  Explain how effective interpersonal skills are necessary for managers to function in business.  Tell students the information they will learn in this lesson will be important to them in their chosen fields. |
| **Direct Instruction \*** | Teacher will hand out student notes sheets and go over the material, using the multimedia presentation.  Teacher will lead the discussion of material, using multimedia presentations for management and interpersonal skills.  Students will complete all activities, whether individually, in pairs, or groups at the discretion of the teacher.  This unit will easily take 25 class days due to the length of the projects assigned.  Teacher will move about the classroom and will monitor the students’ progress while the students assume the role of self-director.  I. Management: Another piece of the puzzle  II. Terminology  III. Management Structures  IV. Management Functions  V. Management Styles  VI. An Effective Manager  Interpersonal Skills  I. Interpersonal Skills  II. Personal Traits  III. Personal Ethics  IV. Creativity, Initiative, Responsibility  V. Attitude  VI. Self-control or Orderliness  VII. Self-awareness and Willingness to Change  VIII. Self-esteem  IX. Empathy  X. Personal Skills  XI. Goal Setting  *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 \*** | The teacher will present the multimedia presentations (one each for management and interpersonal skills) and have students complete the included assignments.  Assignments Include:   * Student Notes on Management with terminology * Interpersonal Skills notes * Shopping Center Development Project * An Afternoon of Fashion Activity * Your Personal Brand Activity * Personal Bucket List   It is up to the teacher’s discretion whether to assign some of the larger projects to pairs or small groups instead of individual students. A group rubric is included.  *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 \*** | *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** | Discussion, presentations, rationale for quality among projects |
| **Summative/End of Lesson Assessment \*** | * **Informal Evaluation:** it is up to the teacher’s discretion how to grade the daily work and desk assignments. The teacher will monitor the students’ work to check for understanding. * **Formal Evaluation:** Students will complete extensive projects to demonstrate knowledge of the material covered in this unit. Rubrics have been provided.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/Teacher Preparation** | Lesson activities, presentations, internet |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** | It is suggested that the students present all projects to the class.  **Option:** The teacher may want to set up a competition among the students and offer a small prize. Counselors or school administrators could serve as judges. |

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)