



Lesson Plan

Flexibility is Key!

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Define and discuss flexibility.
2. Demonstrate flexibility.
3. Interpret the importance of flexibility.
4. Create scenarios to show flexibility.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. Article: "Workplace Flexibility Definition, Skills, and Examples," <https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699>
3. Article: "The Change Game: Engaging Exercises to Teach Change," <https://www.isixsigma.com/training/training-materials-aids/change-game-engaging-exercises-teach-change/>
4. Article: "Skills: Further lessons on adaptability," <http://www.sec-ed.co.uk/best-practice/skills-further-lessons-on-adaptability/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Importance of Flexibility" worksheet for each student
2. Internet access to access the article or copies of the article for each student

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An agriscience lesson/unit.
2. An agribusiness lesson/unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core-Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core-Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 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.

Common Core-Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. *Bell Ringer:* On a piece of paper, write your career goal(s) and answer the following questions:
 - a. What possible hurdles/obstacles might you encounter?
 - b. What are your plan/steps for overcoming those obstacles?
 - c. Who might help you with overcoming those obstacles?
2. *Introduction:* Let's discuss your answers from the bell ringer. (*Discuss with students for 5-10 minutes their answers from the bell ringer questions.*) Today, we will be discussing the topic of flexibility and adaptability in the work place.
3. *Activity:* Each student needs a copy of the worksheet "Importance of Flexibility" and to have access to (or a copy of) the article "Workplace Flexibility Definition, Skills and Examples." The direct URL is <https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699>.
 - a. Students will read the article "Workplace Flexibility Definition, Skills and Examples" and complete the worksheet. The worksheet has two parts:
 - i. Part 1: Review questions about the article.
 - ii. Part 2: Students will complete short activities to understand the importance of change and flexibility. Read the following teacher instructions for students to complete for part 2:
 1. Ask students to cross their arms (as if they are bored or waiting on something). Tell students to hold this position for 5 minutes. After 5 minutes, tell students to cross their arms the other way, the reverse of what they just did.
(<https://www.isixsigma.com/training/training-materials-aids/change-game-engaging-exercises-teach-change/>)
 2. After students complete the second part of the activity, have them process by answering the questions on "Part 2" of the worksheet.
4. *Follow Up:* Have students discuss with their neighbor how they would teach others how to be flexible.
5. *Leveling Up:* Have students individually design/create an activity to teach others how to be flexible. The activity they create should take no longer than 10 minutes.
6. *Exit Ticket:* What are three things you learned from today's lesson about flexibility? Imagine you are explaining this to a student who missed the lesson.

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-E.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PG-J.; FFA-PL-M.; FFA.PL-N.; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04

Importance of Flexibility

DIRECTIONS:

Read the article "Workplace Flexibility Definition, Skills and Examples." The direct URL is <https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699>. After reading the article, answer the questions below.

Part 1

1. According to the article, why do employers value flexible employees?

2. Identify, from the article, 6 examples of flexibility in the work place.

3. How can you apply these examples in your school and in your future career?

NAME: _____

Part 2

Follow the teacher's instructions for this activity. Once the teacher led activity is complete, answer the following questions to process the activity. (Activity is from this resource: <https://www.isixsigma.com/training/training-materials-aids/change-game-engaging-exercises-teach-change/>)

1. How did it feel when you were asked to cross your arms the other way?

2. Consider how you felt when you had to cross your arms in a different way. What makes people resistant to change?

3. From a leader-role perspective, what can you do to make it easier for your classmates to accept change?

4. Imagine you just started a new job. Think of a scenario/situation in which you would have to show you are flexible.
a) Describe the scenario/situation.
b.) Explain how you would show your supervisor/co-workers you are flexible in that situation.



NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C., FFA.PL-D.; FFA.PL-E.; FFA.PL-F.; FFA.PL-H.; FFA.PL-I.; FFA.PG-J.; FFA.PL-M.; FFA.PL-N.; FFA.PL-O.; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.4; CCSS.W.9-10.2; CSS.W.9-10.4; CRP04;

Key: Importance of Flexibility

DIRECTIONS:

Read the article "Workplace Flexibility Definition, Skills and Examples." The direct URL is <https://www.thebalance.com/workplace-flexibility-definition-with-examples-2059699>. After reading the article, answer the questions below.

Part 1

1. According to the article, why do employers value flexible employees?

Flexible employees are more valuable. Flexible employees never say "It's not my job" or "Do I have to?" when asked to take on a new assignment or extra duties. Having employees who are willing to step outside of their job description means employers can get more accomplished. It also means that employers don't have to find others to complete the job/task.

2. Identify, from the article, 6 examples of flexibility in the work place.

See the next page for all possible answers from the article.

3. How can you apply these examples in your school and in your future career?

NAME: _____

Key: Importance of Flexibility

Part 2, Question 2: All possible answers:

- Admitting an oversight with accounting for expenses and suggesting alternative ways to avoid similar mistakes
- Allowing employees to work from home when feasible to help balance work with family responsibilities
- Analyzing the style and preferences of individual subordinates
- Assessing the needs and preferences of individual customers
- Customizing cover letters to emphasize skills that correspond to the unique requirements of target jobs
- Delegating routine tasks in order to focus on priorities
- Enabling non-essential employees to work from home on snow days
- Enabling workers to vary arrival and departure times as long as they work the prescribed number of hours
- Initiating an evaluation of alternative processes for processing loan applications
- Learning complex, new software that will increase efficiency
- Listening carefully to constructive criticism as part of a performance review
- Offering to cover the responsibilities of a colleague while she is on vacation
- Offering to work extra hours during a year-end crunch
- Praising the work of a productive employee more frequently because she craves feedback
- Providing release time for parents to attend school programs
- Pushing aside the work planned for the day to respond to an emerging problem
- Rewarding subordinates who make impactful suggestions
- Shifting attention to a customer entering the facility even though immersed in a detailed task
- Substituting social media for some traditional communications as a way to engage prospective students
- Surveying clients about their experience with the company and modifying service delivery based on the findings
- Tailoring a sales pitch to the unique needs of a customer
- Volunteering to change your schedule to accommodate another employee's needs
- Volunteering to take the lead for a key presentation when a colleague comes down with an illness
- Working overtime to help a colleague meet a deadline for a funding proposal