



Lesson Plan

Importance of Work Ethic

Created: 12/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Evaluate their own work ethics.
2. Interpret work ethic scenarios.
3. Discuss and explain what a work ethic is.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org
2. Blog article — "One Trait Every Kid Needs to Succeed in the Future," <https://growingleaders.com/blog/one-trait-every-kid-needs-to-succeed-in-the-future/>, Tim Elmore, Growing Leaders
3. Junior Achievement, *Excellence through Ethics*, Session 4 activity, <https://www.juniorachievement.org/documents/20009/1187238/Elementary4.pdf>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "What is Your Work Ethic?" worksheet for each student
2. A copy of the "Work Ethic Scenarios" worksheet for each group (each group needs one scenario)
3. A copy of the "Why Work Ethic?" worksheet for each student
4. Internet access to access the blog article or copies for each student

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an SAE lesson/unit.
2. A lesson on career preparation/employability.

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-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-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

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.

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.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. **Introduction:** Write the following question on the board or project on the screen, "What is your definition of work ethic?" Give students five minutes to brainstorm their answers to the question. After five minutes, discuss the students' answers. The dictionary defines work ethic as a belief in laboring diligently. An example of someone with work ethic is a person who gets to work on time every day and always works to get the job done regardless of the time needed. Junior Achievement also defines work ethic as your values and beliefs about every job or task that you do. (<https://www.juniorachievement.org/documents/20009/1187238/Elementary4.pdf>)
 2. **Activity:**
 - a. Each student needs a copy of the worksheet "What is Your Work Ethic?" This is a self-quiz from the Junior Achievement, *Excellence through Ethics*, Session 4 activity. The direct URL is <https://www.juniorachievement.org/documents/20009/1187238/Elementary4.pdf>. Students should complete the quiz and answer questions honestly to help determine their individual work ethics. Allow students between 10 and 15 minutes to complete the worksheet. Once the students are finished, have them flip the paper over to signify that they are finished. When they are finished, ask the following questions and discuss them to help debrief the activity.
 - i. Was this activity difficult for you to complete? Why or why not?
- If yes, what questions were difficult for you to complete? Why?
 - ii. What was a surprising fact you learned from completing this quiz?
 - iii. How can you apply the information you learned from this quiz to improve your work ethic?
 - b. Each student needs access to the blog article "One Trait that Every Kid Needs to Succeed", either via the internet or a printed copy. The direct URL is <https://growingleaders.com/blog/one-trait-every-kid-needs-to-succeed-in-the-future/>. Have students read the article either as a class or silently.
 - c. After students have read the article, divide students into groups of three or four. Set the context that each group will be given a scenario to read aloud. Cut out the provided work ethic scenarios, and give one to each group (some groups may receive the same scenario). Each student will need a copy of the worksheet "Why Work Ethic?" Students should read their scenarios first and then complete the questions on the worksheet to process through the activity. Students should discuss within their groups answers to the questions.
- Transition (after activities): At the beginning of class today, you each defined what work ethic means to you. In our activity, we went in-depth and discussed scenarios where work ethic was showcased or not and how to improve the situation with a better work ethic if it was not showcased in the scenario.*
3. **Follow-up:** Have students answer the following questions and discuss them as a class:
 - a. *In the past two weeks, think of someone in the community that has exhibited a strong work ethic. Think of someone other than a teacher or coach at school.*
 - i. How did that person exhibit a strong work ethic?
 - ii. How can you incorporate some of those traits into your life?
 - b. What is one important fact you learned from today's lesson?
 4. **Leveling Up:** To take the lesson one step further, have students shadow a teacher or staff member in the school (or a career professional in the community). Have the student answer the following questions:
 - a. How does the person's work ethic effect his or her daily duties and responsibilities?
 - b. Does that person think work ethic is important? Explain your answer.
 - c. What advice would that person give to young students/professionals for their future careers?

NAME: _____

Aligned to the following standards:

FFA.PL-A.; FFA.PL-C., FFA.PL-D.; FFA.PL-E.; FFA.PL-F.; FFA-PL-I.; FFA-PL-M.; FFA.PL-O.; CCSS.SL.9-10.2; CCSS.RI.9-10.2; CCSS.SL.9-10.4; CCSS.W.9-10.2; CRP04; CRP10

What is Your Work Ethic?

DIRECTIONS:

This is a self-quiz to help determine your work ethic. This is a quiz from the Junior Achievement, *Excellence through Ethics*, Session 4 activity.

For each question, circle the answer that best fits you. After completing the quiz, add up your points to determine your overall work ethic score.

Dependability:

Are you reliable?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Can people count on you?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Do you follow rules?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Responsibility:

Do you honor your word?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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While working, do you ever do other things?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Honesty:

Are you true to the promises you make?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Are you loyal?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Level of rigor:

Are you a hard worker?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Do you work to your highest potential?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Level of initiative:

Do you do work that is not required of you?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Do you do your job well and leave, or do you offer more of yourself, free of charge?

Never (1 point)	Seldom (2 points)	Sometimes (3 points)	Usually (4 points)	Always (5 points)
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Work Ethic Scenarios



DIRECTIONS:

Read this scenario aloud in your group.

Bobby wanted to earn extra money, so his parents helped him get a job delivering papers. He had to wake up every morning at 5 a.m. to fold the newspapers. He would then pack them in the sack on his bike, ride around the neighborhood and throw the paper on the driveways. A few times, his toss was off, and the paper landed on the wet grass. He knew he should probably return to the house and place the paper on the driveway, but his aim was usually accurate. He figured he could always pretend he didn't notice — especially if no one complained. Bobby really didn't like the job, but he forced himself to do it every morning. About three months into the job, he decided it wasn't worth the extra money. He told his boss that he wanted to quit, but he offered to complete the last week of the month because he knew they would have to find a new delivery person.

In your group, describe/explain Bobby's work ethic.



DIRECTIONS:

Read this scenario aloud in your group.

Sally volunteered to run the FFA booth at her school's annual club fair. Her FFA advisor chose her because she has shown responsibility in the past with other school projects and FFA functions. Sally planned out what she wanted to showcase about the agriculture and FFA program in the FFA booth. She delegated tasks to other FFA members, and she rallied other members to volunteer to work the booth in different shifts the day of the club fair. She arrived early, before the other volunteers, to set up the booth and to make sure she had all the needed supplies. All the volunteers stayed on task, except for one, who tended to get off task. The event went great, and the students shared about the agriculture and FFA programs to other students in the school. After the event, the students worked to clean up and pack up from the booth. Sally thanked the volunteers for their hard work during the event.

In your group, describe/explain Sally's work ethic.



DIRECTIONS:

Read this scenario aloud in your group.

Johnny started his own business mowing lawns in his neighborhood. He mows the lawn at three houses on Saturdays, but he really hopes to get more customers. On Wednesday evening, Johnny's mother escorted him from door to door, where he introduced himself, offered his services and left each neighbor with a piece of paper he had made with his name and phone number. That Friday, two more neighbors called to hire him to mow their lawns. On Saturday, he woke up early and mowed the lawns of all five houses. Johnny noticed that one of his customers, Mrs. Collins, had a flowerbed full of weeds. After he finished mowing her lawn, he spent an extra half hour pulling the weeds out of her garden. As she paid him for mowing the lawn, she noticed the work he had done on her flowerbed. She was so pleased, she offered him an additional \$5. Johnny politely refused, stating that it was all just part of the job.

In your group, describe/explain Johnny's work ethic.

NAME: _____



DIRECTIONS:

Read this scenario aloud in your group.

Veronica was on a club soccer team that practiced every Wednesday afternoon after school. She liked playing soccer, but her passion was dancing. She asked her parents if she could take dance classes instead, but they were too expensive. She was disappointed, but she understood. Veronica was in charge of bringing the bag of soccer balls to practice each Wednesday because her house was closest to the park. She didn't mind; she only had to walk one block more to the park. On her way, she always passed by Ms. Gibson's dance school, where she occasionally stopped to watch the dancers. A few times, one of the teachers invited her in to join them for free. She knew if she went into the class, her soccer teammates wouldn't have any balls for practice, but she just couldn't pass up the opportunity to do what she loved. After the third time she failed to deliver the soccer balls, her coach called and asked her to give the bag of balls to Molly so she could be in charge of them. Veronica apologized and told her coach the truth about where she had been and why she chose to attend the dance classes. The coach was disappointed, but he appreciated her honesty. Veronica promised to give the ball bag to Molly, and she followed through with this promise the following day.

In your group, describe/explain Veronica's work ethic.



DIRECTIONS:

Read this scenario aloud in your group.

Brittany has been a teacher for six years and she has just started teaching at a new high school in a new town. She quickly makes friends with teachers in her hallway, most of whom having also been teaching for several years. One teacher is starting his second year in teaching, and before teaching, he was working in another career field. Brittany quickly becomes his mentor and shows him different school procedures (paperwork for field trips, reporting grades, etc.) Brittany always checks on him each day to answer any questions and encourage him. Brittany does all of this as a favor to her new friend, as it is not required of her by her school administration. She does this in addition to all of regular teaching duties and responsibilities.

In your group, describe/explain Brittany's work ethic.

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Why Work Ethic?

DIRECTIONS:

First, read the article, "One Trait Every Kid Needs to Succeed in the Future." The direct URL is <https://growingleaders.com/blog/one-trait-every-kid-needs-to-succeed-in-the-future/#sthash.ofvMq5oH.MFvYog9R.dpbs>. After reading this article, your group will receive scenarios. Read each scenario as a group and answer the question below the scenario. Once you have finished those tasks, complete this worksheet.

1. After reading and discussing the scenario with your group, what is one thing that stood out about the work ethic in the scenario?

2. What are the top six work traits identified by employers as referenced in the article?

3. Out of those six identified, what was the most important? _____ Least important? _____

4. The article discusses how things will be different in the next 13 years but how the one thing that will always remain the same when employers are seeking candidates is work ethic. How do you foresee your future in terms of a career? How can a great work ethic help you to achieve your career goals?

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KEY - Why Work Ethic?

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First, read the article, "One Trait Every Kid Needs to Succeed in the Future." The direct URL is <https://growingleaders.com/blog/one-trait-every-kid-needs-to-succeed-in-the-future/#sthash.ofvMq5oH.MFvYog9R.dpbs>. After reading this article, your group will receive scenarios. Read each scenario as a group and answer the question below the scenario. Once you have finished those tasks, complete this worksheet.

1. After reading and discussing your scenario with your group, what is one thing that stood out about the work ethic in the scenario?

Answers will vary.

2. What are the top six work traits identified by employers as referenced in the article?

Attitude, education, specific skills, job experience, work ethic, work history.

3. Out of those six identified, what was the most important? Work ethic Least important? Education

4. The article discusses how things will be different in the next 13 years but how the one thing that will always remain the same when employers are seeking candidates is work ethic. How do you foresee your future in terms of a career? How can a great work ethic help you to achieve your career goals?

Answers will vary.