



Lesson Plan

In-depth Thank You!

Created: 06/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Understand the importance of different types of thank you letters.
2. Develop and create different formats of thank you letters.
3. Identify components of thank you letters.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. [*Wait, How Do I Write This Email?*](#) By: Danny Rubin

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Searching for a thank you." worksheet for each student.
2. A copy of the "Let's Write It!" worksheet for each student.
3. A copy of the "Leveling Up: Interview with Human Resources" worksheet for each student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS A:

1. Tool for FFA officers and members.
2. Supplement to an agribusiness course.
3. Supplement to an agriscience course.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

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-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.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

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.
- 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- 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 the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibility and dynamically.

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- Literacy in Science & Technical Subjects: 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.

Common Core- Math Practices

- MP1 Make sense of problems and persevere in solving them.
- MP3 Construct viable arguments and critique the reasoning of others.
- MP6 Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- 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 they are regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace takes and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility
- Information, Communications, and Technology Literacy
- Financial, Economic, Business, and Entrepreneurial Literacy

LESSON PLAN:

1. Introduction:

This lesson is all about creating the perfect thank you letter and adapting it for the appropriate situation. Many young adults today do not value or understand the importance of creating and sending a thank you letter, whether it is after an interview or for a fellow co-worker.

Bellwork Questions/Pre-Lesson Questions

To introduce students to the lesson for the day ask these two questions:

- 1) What should be 2 components of a thank you letter?
- 2) What are 2 reasons for writing a thank you letter?

2. Activity 1: Each student needs a copy of the handout "Searching for a thank you."

To understand how to create and adapt a thank you letter for a specific situation one must first research the different formats of thank you letters and the situations that they may be used in.

Students can perform this first activity individually or you can pair them up. Have students research the different types of thank you letter formats. As students are performing this research they should complete the handout that goes with this activity. After ample time is given to complete this activity have students share and discuss their findings.

Activity 2: Students will need a clean sheet of notebook paper for this activity. Working individually, students will need to choose two situations in which a thank you letter would be appropriate. Once students have those situations chosen they will need to write thank you letters for those situations. (Students can reference the format based on the research they did in the first activity.)

Activity 3: Each student needs a copy of the handout "Let's Write It!"

- a. Each student will complete this activity on their own. They will practice writing a thank you letter to a co-worker or customer for going above and beyond. Reference the template provided on page 1 of the handout. Page 2 is where the student can write his/her own letter.
- b. Example co-worker scenario: A co-worker has nominated you for a service award. You want to write a thank you letter to them thanking them for nominating you for the award.
- c. Example customer scenario: It is customer appreciation week and a husband and wife have been loyal customers to your family business for numerous years. In addition to the other customer appreciation perks you want to write a special thank you letter to them to thank them for their continued business over the years.

3. Follow-up: To reflect on the lesson have students do the following exit ticket. Have students share with their seat partner three things they learned from the lesson and one way they will implement this in seeking jobs.

4. Leveling Up:

- a. Have the students interview a human resources person within a company. Suggested questions for the students to ask: (Please see attached worksheet that students can take with them when completing this interview).
 - i. Do you consider thank you letters after an interview important and if so, why?
 - ii. Do you receive thank you letters from potential candidates after they have interviewed with you? If so, do you take that into consideration when deciding who receives the job offer?
 - iii. What mistakes have you seen with thank you letters that you have received?

NAME: _____

Searching for a thank you.

**THANK
YOU**

DIRECTIONS:

Using the internet, search for 2 different formats of thank you letters and answer the following questions. (Suggested website to start research with <http://jobsearch.about.com/od/thankyouletters/tp/types-of-thank-you-letters.htm>).

Thank you letter – Format #1

1. Who is the audience for this thank you letter?

2. How does the writer begin the first paragraph of the letter?

3. How does the writer summarize the end of the letter?

Aligned to the following standards:
FFA.PL-A., FFA.CS-M., FFA.CS-P., AG5, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.ELA-Literacy.W.9-10.2, CCSS.W.9-10.4, CRP.04, CRP.11

NAME: _____

Searching for a thank you, page 2

Thank you letter – Format #2

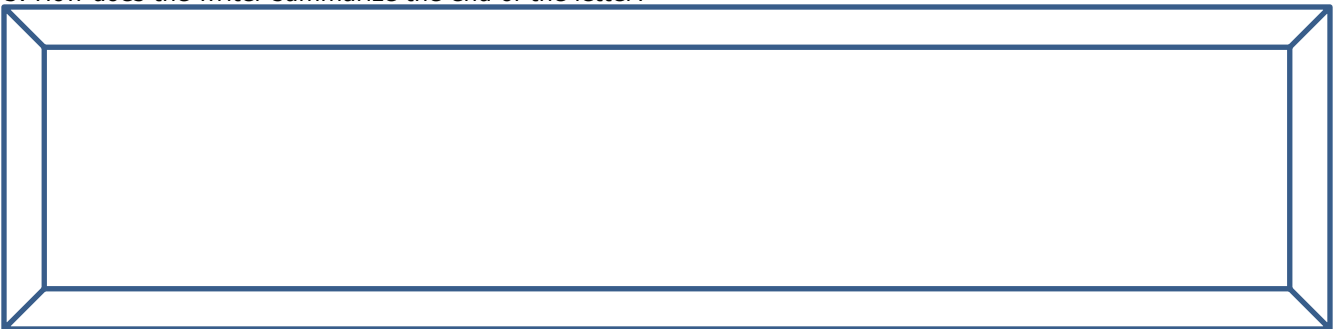
1. Who is the audience for this letter?



2. How does the writer begin the first paragraph of the letter?



3. How does the writer summarize the end of the letter?



NAME: _____

Aligned to the following standards:
FFA.PL-A., FFA.CS-M., FFA.CS-P., AG5, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.ELA-Literacy.W.9-10.2, CCSS.W.9-10.4, CRP.04, CRP.11

Let's Write It!

DIRECTIONS:

Practice writing a thank you note to a co-worker or customer who went above and beyond (use *Let's Write It! Handout page 2*). Reference the template below to write your own thank you letter.

Example co-worker scenario: A co-worker has nominated you for a service award. You want to write a thank you letter to them thanking them for nominating you for the award.

Example customer scenario: It is customer appreciation week and a husband and wife have been loyal customers to your family business for numerous years. In addition to the other customer appreciation perks you want to write a special thank you letter to them to thank them for their continued business over the years.

This template comes from *Wait, How Do I Write This Email?* By: Danny Rubin.

Subject line: Thank you again for [how the person helped you; for instance, "help on the financial report"]

Hi [first name],

Thank you so much for the help recently. [Then, be specific and let the person know exactly how/she helped; for instance, "The year-end financial report was a huge task, and it was great to have your knowledge and assistance to finish the job."]

Please let me know how I can help with your own projects. I'm more than happy to lend a hand.

NOTE: Always offer to return the favor.

Thanks again and have a great day.

-Your first name

Email signature

Used with permission from Danny Rubin/News To Live By LLC

NAME: _____

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Let's Write It!

DIRECTIONS:

Use the following space to practice writing your thank you letter to a co-worker or customer that has gone above and beyond.

NAME: _____

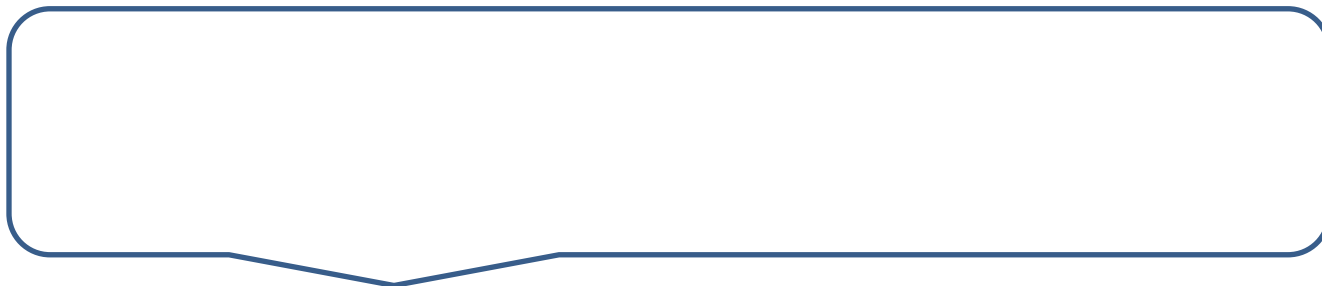
Aligned to the following standards:
FFA.PL-A., FFA.CS-M., FFA.CS-P., AG5, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.ELA-Literacy.W.9-10.2, CCSS.W.9-10.4, CRP.04, CRP.11

Leveling Up: Interview with Human Resources

DIRECTIONS:

Identify a human resource person within the school district or at a company and conduct a brief interview with them specifically about the importance of thank you letters after interviews.

1. Do you consider thank you letters after an interview important and if so, why?



2. Do you receive thank you letters from potential candidates after they have interviewed with you? If so, do you take that into consideration when deciding who receives the job offer?



3. What mistakes have you seen with thank you letters that you have received?

