Lesson Plan

Work Ethic: Taking Direction and Responding to Feedback

Objective: Students will investigate how taking direction willingly and responding to feedback appropriately contribute to a positive work ethic.

Workplace Readiness Skill: **Demonstrate work ethic.**

Demonstration includes

- *defining work ethic*
- *recognizing the importance of having a strong work ethic*
- *demonstrating diligence (e.g., working with persistence to accomplish a task)*
- *maintaining dependability (e.g., being reliable)*
- *accounting for one's decisions and actions*
- *accepting the consequences of decisions and actions.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate integrity.
- Demonstrate conflict-resolution skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Demonstrate professionalism.

Correlations to Virginia Standards of Learning (SOL):

- English: 6.RV, 6.RI, 6.C, 6.LU, 6.R, 6.W, 7.RV, 7.RI, 7.C, 7.LU, 7.R, 7.W, 8.RV, 8.RI, 8.C, 8.LU, 8.R, 8.W, 9.RV, 9.RI, 9.C, 9.LU, 9.R, 9.W, 10.RV, 10.RI, 10.C, 10.LU, 10.R, 10.W, 11.RV, 11.RI, 11.C, 11.LU, 11.R, 11.W, 12.RV, 12.RI, 12.C, 12.LU, 12.R, 12.W
- History and Social Sciences: WHI.2, WHI.4, WHI.5, WHI.6, WHI.7, WHI.9, WHII.5, WHII.7, WHII.9, WHII.11, VUS.1, VUS.2, VUS.5, VUS.6, VUS.9, VUS.10, VUS.14, VUS.16, GOVT.1, GOVT.6, USII.3, USII.5, USII.6, USII.8, CE.1, CE.6, CE.10, CE.12, CE.14

Instructional Steps:

1. ***Review the concept of work ethic.*** Work ethic is demonstrated through a variety of characteristics, such as being punctual, focusing on work-related tasks, taking direction willingly, and exhibiting motivation. Discuss the idea of taking direction as it relates to work tasks. Why would it be important to an employer for an employee to be able to take direction from others and follow directions? Brainstorm reasons.

2. ***Practice taking direction.*** Cut apart the tasks on Teacher Resource #1, place them in a bowl or hat, and ask eight student volunteers—one at a time— to pull a task from the hat and complete that task. As students do so, ask the class what they observe about the student's body language and overall attitude toward completing the task. Record responses. Discuss what cues students gave to communicate attitudes such as willingness, enthusiasm, disdain, uncertainty, or laziness. What attitudes should employees try to convey with their actions and words?

3. ***Introduce the idea that part of taking direction is receiving—and effectively responding to— feedback from employers.*** Discuss students' experiences receiving praise, criticism, and feedback at home, at school, and at work.

4. ***Research how to respond to employer feedback.*** Break students into five groups. Ask each group to locate and summarize an article exploring professional advice about responding to employer feedback.

   Specifically, each group should do the following:

   a. Read the article, noting important information.
   b. Discuss the article.
   c. Define 3-5 tips or "takeaways" to share with the class.
   d. Create a short presentation to convey these tips to the class (Presentation could be in the form of a brief PowerPoint, if time and technology allow. Presentation could also be a role play that illustrates the tips learned, or a simple oral presentation summary of the article's takeaways.)

Formative Assessment**:**

- Evaluate student responses and discussion while they are practicing taking direction.
- Use the "Presentation Assessment Rubric" to score each group's presentation of the information from their assigned article.

Options for Adaptation/Differentiation:

- To offer scaffolding to students and to complete this activity in a shorter time frame, complete a whole-group walk-through of one of the articles related to responding to professional feedback, demonstrating active reading (highlighting/making notes) techniques, and discussing the takeaways as a class.
- To offer an extension option to students, arrange for a community partner from a human resources department to come in and discuss the concept of taking direction and responding to feedback in the workplace.

Suggestions for Follow-up:

- To practice the process of giving/receiving feedback, assign a 5-10 minute slot to each student to discuss his/her progress in the class. Confidentially discuss something the student has done well as well as something the student can improve upon. The student should be using the skills learned throughout this lesson to respond to teacher feedback effectively/appropriately.

Teacher Resources

- *Mindset: The New Psychology of Success* by Carol S. Dweck
- The Ethics & Compliance Initiative (ECI)
- Workplace Readiness Skills (WRS) Assessment: Virginia Overview, Career and Technical Education Consortium of States (CTECS).

- Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources, Career and Technical Education (CTE) Resource Center.

Teacher Resource #1

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Walk over to the light switch, turn the lights out. Count to five. Turn the lights back on. Return to your seat.

Walk around the room. Look for trash. If you see any, pick it up and throw it away. Return to your seat.

Turn 360 degrees to the left. Put your finger on your nose. Clap twice. Return to your seat.

Find a pencil. Sharpen it. Return to your seat.

Ask your teacher if there is anything you can do for him/her. Do what he/she asks. Return to your seat.

Open your backpack. Tidy your binder or notebook. Throw away any trash that you find. Return to your seat.

Go to the classroom door. Open it. Look right and left. Close the door and let the teacher know what you saw. Return to your seat.

Look at your teacher, and say, “Thank you for working with our class.” Shake his/her hand. Return to your seat.

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Presentation Assessment Rubric

	Excellent (4)	**Good (3)**	**Fair (2)**	**Poor (1)**
Effectiveness of presentation	The main point of the presentation was stated clearly and emphasized.	The presentation was somewhat effective; the main points were stated, though maybe not emphasized.	The presentation was ambiguous or left the audience wondering about the article tips and takeaways.	The presentation did not state a main point or educate the audience about the article.
Concept was fully explained	Details about the article tips and takeaways were developed and clear to the audience.	Details about the article tips and takeaways were somewhat developed and clear to the audience. Additional details would have been helpful.	Details about the article tips and takeaways were undeveloped and somewhat unclear to the audience. Additional details would have been helpful.	The presentation did not include relevant details about the article.
Organization of presentation	Student presentation is organized logically and easy for the audience to follow.	Student presentation is somewhat organized; the audience could follow it.	Student presentation is somewhat haphazard; audience found it difficult to follow at times.	Student presentation was not organized; the audience could not follow along.
Vocabulary and language choices	Choice of vocabulary is professional and appropriate for the audience. Word choice reinforces a professional image of the student.	Choice of vocabulary is somewhat professional and appropriate for the audience. Word choice somewhat reinforces a professional image of the student.	Choice of vocabulary needs to be improved so that it is professional and appropriate for the audience. Some slang or simplistic words should be replaced.	Choice of vocabulary is not professional and appropriate for the audience. Slang or simplistic words replace those that would better represent the student.