Lesson Plan

Understanding Work Ethic

Objective: Students will investigate the concept of work ethic as it relates to workplace readiness.

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 creativity and innovation.
- Demonstrate integrity.
- Demonstrate conflict-resolution skills.
- Demonstrate customer service skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Manage time and resources.
- 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: WHII.11, VUS.8, VUS.10. VUS.14, VUS.16, GOVT.1, USII.1, USII.2, USII.3, USII.6, USII.8, CE.7, CE.14

Instructional Steps:

1. ***Introduce the concept of work ethic through a quote.*** Use one of the following examples, or research a quote relating to work ethic, to launch a discussion of the concept.

   > *"The minute you get away from fundamentals – whether it's proper technique, work ethic or mental preparation – the bottom can fall out of your game, your schoolwork, your job, whatever you're doing."* — Michael Jordan
   >
   > *"The harder I work, the luckier I get."* — Samuel Goldwyn

"I'm always asked, 'What's the secret to success?' But there are no secrets. Be humble. Be hungry. And always be the hardest worker in the room." — Dwayne ("The Rock") Johnson

"I was never a natural. I got there in the end because I did believe that if you work hard enough, then you can achieve a lot." — Victoria Beckham

2. ***Discuss work ethic.*** What is it? Is work ethic one specific skill, or is it demonstrated through several behaviors? Make a list of character traits that someone with a good work ethic would possess (e.g., trustworthiness, punctuality, diligence, dependability, self-reliance).

3. ***Introduce the class activity. Students will investigate the concept of work ethic through an active reading of an article, Work Ethic and the Skills Gap, related to the importance of work ethic to employers.*** Students should read actively, making notes in the margins and highlighting important concepts, relating to questions such as:
    a. How is work ethic related to the skills gap?
    b. What characterizes a person with a good work ethic?
    c. Why do employers think work ethic is so important?
    d. What activities might help a person develop a good work ethic?

4. ***Lead students in discussing the following:***
    a. How is work ethic related to self-reliance?
    b. Why do you think being on time is something that indicates positive work ethic?
    c. Do you think work ethic can be taught? How might a person improve his/her work ethic?
    d. How can taking the time to reflect back on performance be a helpful strategy to improve work ethic?

5. ***Reflect on the concept.*** After introducing the concept, brainstorming ideas, reading about the importance of work ethic to employers, and holding a class discussion, students should be ready to reflect in writing on the concept of work ethic. Ask students to write a journal reflection based on the following prompt:

    Your friend, Joy, is preparing to start her first job. It is very important to Joy that she be successful since this job opportunity could lead to career development and advancement that will help her meet key career goals. You and Joy are meeting to see a movie and then to discuss her exciting new job the evening before she starts. Based on what you've learned thus far about work ethic, what advice might you offer to Joy to help her as she enters her new job?

Formative Assessment**:**

- Gauge student understanding of the concept of work ethic during discussion of the article, *Work Ethic and the Skills Gap*.
- Use the "Journal Assessment Rubric" to assess student understanding of the concept as demonstrated in writing.

Options for Adaptation/Differentiation:

- To offer scaffolding to students, a whole-group reading and discussion of the article, *Work Ethic and the*

Skills Gap.

Suggestions for Follow-up:

- Ask students to design a bulletin board titled “Characterizing Good Work Ethic” highlighting behaviors that are indicative of a strong work ethic.

Teacher Resources:

- *Mindset: The New Psychology of Success* by Carol S. Dweck
- The Ethics & Compliance Initiative (ECI)
- Work Ethic and the Skills Gap, Harvard Education Press.
- 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.

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Journal Assessment Rubric

	Excellent (4)	**Good (3)**	**Fair (2)**	**Poor (1)**
Student displays conceptual understanding.	It is obvious from the writing that the student understands various facets that make up work ethic.	The student demonstrates an understanding of most of the facets that make up work ethic.	Student understanding is spotty or unclear; student partially grasps the facets that make up work ethic.	The student did not demonstrate a conceptual understanding of work ethic.
Written ideas are fully formed.	Ideas within the journal are developed and clear to the reader.	Ideas within the journal are somewhat developed and clear to the reader.	Ideas within the journal are incomplete or unclear to the reader.	Ideas within the journal are not developed.
Writing is organized and clear.	Student journal is organized in paragraphs and clearly conveys all ideas.	Student journal is somewhat organized in paragraphs and conveys most ideas.	Student journal requires additional organization and attention to detail.	Student journal is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience (teacher). Some slang or simplistic words should be replaced.	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.