

# Importance of Work Ethic: Classroom Lesson Plan

## Lesson Topic:

Work Ethic

## Lesson Objective:

Students will be able to identify the characteristics of a strong work ethic in a variety of situations.

## Materials:

- Copies of **Work Ethic Scenarios**
- Whiteboard, overhead, or chart paper
- Projector or other method to watch the movie

## Advanced Preparation:

- Preview the [video](#) before sharing it with your students [1:53].
- Write the quotes for the warm-up activity on the whiteboard or overhead where they are visible to students.
- Make copies of the **Work Ethic Scenarios** and cut apart the scenarios into cards.

## Warm-up Activity:

1. Before the beginning of the lesson, write the following quotes on the whiteboard or overhead.
  - “The harder I work, the luckier I get.” –Samuel Goldwyn

- “Talent is never enough. With few exceptions the best players are the hardest workers.” –Magic Johnson
  - “Dreams don’t work unless you do.” –John C. Maxwell
2. Give students a few minutes to read and think about the quotes written on the whiteboard or overhead.
  3. Working one quote at a time, allow students to briefly chat with a partner about the quote’s meaning. Then bring the class together to discuss the students’ thoughts.
  4. After the class has had a chance to discuss all three quotes, ask, “What do all of these quotes have in common?”
  5. Guide the students to the understanding that all of these quotes deal with work ethic and its relationship to success.

### **View the Video: “Importance of Work Ethic”**

1. Tell students they will be watching the video titled, “Importance of Work Ethic”.
2. Explain that the video presents role models describing the importance of having a strong work ethic and the link between hard work and success.
3. View the video together and invite students to formulate questions or comments about the ideas discussed in the video. Students should be prepared to discuss these after viewing the video.

### **Video Follow-up:**

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Tell students that developing a strong work ethic takes practice and the choices they make every day determine and shape their work ethic.

3. Divide students into groups of 3-4. Tell students that they will be working together to act out a scenario.
4. Distribute one scenario card to each group from the **Work Ethic Scenario** page. Depending on your group sizes, you may need to instruct the students to create enough characters for each student in the group to have a role. For example, students may create a role for a teacher, add extra friends into a scenario, or add another family member. Each student should have a role to play in their group's scenario.
5. Tell students that they will be acting out their given scenario two ways. One time demonstrating characteristics of a strong work ethic and one time showing the actions of a person without a strong work ethic.
6. Give the students a few minutes to read their group's scenario and rehearse.
7. Have each group come to the front of the room to act out their scenario. Direct the other groups to watch and decide which skit demonstrated strong work ethic and which did not.
8. After each group's scenario, use the following questions to debrief:
  - Which skit demonstrated the characteristics of a strong work ethic? How do you know?
  - What actions or words helped you identify the skit showing a weak work ethic?
  - What do you think the final result of each skit will be? (For example, students may say that the main character will earn a low grade on the test and be unprepared for class the following year.)
9. After all the groups have had a chance to act out their scenario, bring the class back together. Ask, "What characteristics show that



someone has a strong work ethic? Where did you see these characteristics displayed during the skits?"

10. Guide the discussion to include characteristics such as dependability, punctuality, persistence, and integrity.
11. Remind students that cultivating a strong work ethic is something they have to commit to every day. The choices they make today are the foundation for the choices they will make in the future. Having a strong foundation and building the habit of good work ethic now will go a long way towards helping them be successful in the future.

**Extension Activities:**

1. Have students write fiction or non-fiction stories that highlight a strong work ethic. These stories can be shared with each other in class, with a group of younger writing buddies, or with family and friends at home.
2. Work together to create a list of questions about cultivating and possessing a strong work ethic. Use these questions to interview members of the community or have students interview friends and family at home and share their responses with the class.
3. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore the role that work ethic plays in life success.

**Related Questions to Explore:**

- What is the relationship between work ethic and success?
- Do you think that people are born with a work ethic or is it something that is learned?
- Family is one place that someone might learn about having a strong work ethic. Where else do you think people learn about work ethic?
- What activities could help someone develop a strong work ethic? Why did you mention each of these activities? What makes each one a good choice to help improve someone’s work ethic?
- Are there some situations where it is harder to display your work ethic than others? Explain your answer.

**Work Ethic Scenarios:**

It is near the end of the year, and you have a big test tomorrow. You have a lot more studying to do tonight so that you will be ready. You're just sitting down to begin studying when the phone rings. It's your best friend calling to tell you that a group of your friends are going to go see a movie.

You have been working at a local restaurant helping to clear tables and wash dishes. One afternoon, the restaurant is really busy. A food delivery arrives and there are boxes of food sitting by the shelves waiting to be unpacked. The person who normally unpacks these deliveries is stuck on the phone taking a big to-go order. You've already finished all the dishes and don't have any more work to do right now.

You don't like your science class this year. You feel like the subject is confusing and the teacher is boring. You've just been assigned a group project and your group is meeting to set responsibilities and plan for the project.

You have been working at an animal shelter near your house on Saturdays for over a year. You used to enjoy spending time with the animals, but lately you've been thinking about quitting so you can hang out with your friends instead. The man who runs the shelter is on vacation until the end of the month. Since he has been gone, you notice that some of the other workers have been coming late and leaving early.

There is a big relay race scheduled in PE tomorrow. The teams have already been decided, and your team is unlikely to win. You



were feeling sick over the weekend, but you feel fine now. You know that if you tell your mom you still feel unwell, she will probably call the school to say you are sick and will be absent.



## Ideas for Future Lessons/Activities Related to Work Ethic:

1. How Do I Cultivate a Strong Work Ethic? Exploring and Understanding Work Ethic Qualities
2. Literature-Based Learning: Responding to and Identifying Work Ethic Characteristics in the Autobiographies and Memoirs of Famous Females
3. Career Expectations Across Time—How Have the Workplace and Work Attitudes Shifted?
4. Does Work Ethic Really Lead to Success? Famous People and Their Drive to Succeed
5. What Would You Do? Challenging Work Ethic Scenarios for Students to Imagine and Discuss
6. Work Ethic Around the World: An Exploration of Cultural and Workplace Expectations
7. Reliability, Dedication, and Discipline: The Language of Work Ethic