**Punctuality**

|  |  |
| --- | --- |
| Teacher Name: Amneris Puscasu  | Duration (in minutes): 45 minutesSubject and content teachers can adapt it to integrated within their lesson  |
| Grade Level(s): 6-12 | Subject/Course:  | Unit: Career Skills |
| Resources needed:On-site people, facilities, tools, technology, materials, community connections | (1) Prepare a few real-life stories in which you were late or in which others were late that will serve as conversation starters.(2) Colored paper and markers(3) Paper and pens |
| Learning Standards: | Using real-life stories students will learn to be punctual in school and beyond Students will learn to develop SMART goals |
| Big Idea & Authentic Purpose: Why does this matter to your students?How will this be helpful to your students? | Punctuality and meeting deadlines are professional standards of conduct.  |
| Type of Career Content * Career skills
 | **Experts:** Students will be the experts of their own stories. Students will be invited to share real-life story scenarios.  |
| Relevancy: How does it connect to students' lives?  | Students will learn that being punctual and ready to learn, can have a profound impact in achieving their academic and career goals.  |
| **Objectives:**Students will learn that being punctual in class is a transferable skill that is foundational to everything they will pursue in life.Punctuality can empower students with a sense of self-confidence and can profoundly impact and shape professional and personal relationships. Developing SMART goals is an important career skill that will prepare students to work in teams and collaborate on projects | **Assessment:** Students will be paired with another who will act as an “action partner” and check on each other regarding their progress towards the goal of being punctual in everything they do.Complete Activity: develop a SMART goal  |
| **Beginning of lesson** **Ask students: Tell me about a time you were late (5 mins).** **Example questions to start the sharing conversation*** What happened because you were late?
* How did you feel being late?
* How did others feel about you being late?

**OR:** **Ask students:** Have you been to a show that you were looking forward to seeing, sat in your chair on time with excitement and anticipation, just to be interrupted by late-comers? **Example questions to start the sharing conversation*** How did you feel being interrupted by late-comers?
* What did you wish had been differently?
 |
| **Middle of lesson** **Open discussion to the class (10 mins)*** Why is punctuality important?
* What do you think are the consequences if you are late for school? (Lowered grades, extra homework, etc.)
* What do you think will be the consequences if you will be late for an important job interview?

**ACTIVITY 1 (10 minutes)**: Develop a SMART goal (see **Additional Resources, Activity 1: SMART GOALS** at the end of the lesson plan)**ACTIVITY 2 (10 minutes)::** * Make a schedule of your appointments and deadlines for this week
* Make visual reminders to help you be accountable
 |
| **End of lesson (10 minutes total)*** What are some things that you can change to be punctual in everything you do (whether showing up on time, turning in your assignments on time, etc.)?

**ACTIVITY 3:*** Write down your commitment for this week to be punctual.

**ACCOUNTABILITY PARTNER:** * Pair each student with another one who will act as an action partner and with whom you can discuss the progress you made towards your goal to be punctual in everything you do

**ADDITIONAL RESOURCES:**[careerzone\_facilitators\_guide.pdf (ny.gov)](https://dol.ny.gov/system/files/documents/2021/03/careerzone_facilitators_guide.pdf)**ACTIVITY 1: SMART GOALS** **I will be Punctual: SMART Goals Activity**   Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Action partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Activity 1: Learn to develop SMART goals**  **Directions**: For this activity, you are going to develop a SMART goal and document your progress to be punctual in everything you do.

|  |  |
| --- | --- |
| **Vague Goal (Example)** | *I want to be punctual* |

 **SMART GOAL COMPONENTS:**  **Specific**: I will make a schedule with my appointments and deadlines for this week **Measurable**: I can track down the time I spend on each task track and identify areas for improvement **Achievable**: I will set up visual reminders to help me be accountable and report to my action partner every day **Reliable**: I want to achieve my school deadlines and have time for extracurriculars **Time-bound**: I will make my schedule today and continue to track my progress throughout the entire term, after which I will evaluate my progress

|  |  |
| --- | --- |
| **SMART Goal (Example)** | *Today I will make a weekly schedule with my appointments and deadlines and set up visual reminders to help me be accountable. I will track my progress throughout the entire term and report to my action partner. At the end of the term I will evaluate my progress on being punctual.*  |

 **YOUR TURN! -- Complete a SMART goal**

|  |  |
| --- | --- |
| **SMART Goa**l |  |

     |

**Consistency: Enduring Skill**

|  |  |
| --- | --- |
| Teacher Name: Ms. Oduro | Duration (in minutes):45 -60 |
| Grade Level(s): 5-12 | Subject/Course:  | Unit: Career Skills  |
| Resources needed:On-site people, facilities, tools, technology, materials, community connections | * Laptop
* PowerPoint slides (create slides differentiating/explaining motivation and consistency)
* pen and pencil
* notebook,
* ability to write or has a scribe, goal setting sheet.
 |
| Learning Standards: | 6R4; 6w1a. |
| Big Idea & Authentic Purpose: Why does this matter to your students?How will this be helpful to your students? | Consistency is essential to students’ character whether in school or later in life. Consistency helps students develop a behavior routine that enables them to build trust between them and their friends, employers, colleagues. It allows people to be able to predict and become aware of whether the students can fit the expectations of the company and school culture. It allows students to become more self-aware.  |
| Type of Career Content * Career skills
 | Experts: (optional)Who can you connect with in order to bring in an outside voice? Invite either a colleague and/or guest from a field student are interested in. Interview them by asking, how has been consistent improve or help them in their career journey?  |
| Relevancy: How does it connect to students' lives?  | Students will learn how being consistent can impact their ability to accomplish their goals.  |
| **Objectives:** Students will be able to differentiate between motivation and consistency to investigate how goal setting along with consistent practice impact one’s habit. | **Assessment:** turn & talk, writing, consistency goal setting sheets  |
| Knowledge Construction: How are students going to construct content knowledge and practice it **Beginning of lesson** Ask students to write/explain the difference between motivation and consistency* What is the difference between motivation and consistency?
* Think about a time you were motivated to do something
	+ Did you accomplish it?
	+ If yes, why do you think you were successful?
	+ If no, why do you think you were not successful?
 |
| **Middle of lesson** Explain motivation. * Simply put, motivation gets you started,
* Students participates in a turn, talk, & write four reasons why many people feel motivated to start a diet but fails to keep the diet going for a long time?
* \*Students share out their responses \*

Explain consistency * consistency gets you the results and the accomplishment
* Students participates in a turn, talk, & write to list five activities/sports that requires is players to be consistent.
* \*Students share out their responses

**Whole Class Game** Play: Motivation or Consistency (student should explain their answer choices). \*Display a picture of the following activities on your screen and ask students whether the activity requires motivation or consistency or both and why? * Exercising: motivation or consistency?
* Losing weight: motivation or consistency?
* Running a marathon: motivation or consistency?
* Eating healthy: motivation or consistency?
 |
| **End of lesson** Explain to students the different ways they can become consistent. Use this article [here](https://www.thebusybeck.com/the-power-of-consistency-why-consistency-is-better-than-motivation-alone/) Writing: (Come up with your own prompt if this is not something your students are interested in)Explain how motivation and consistency helped Michael Jordan become of the best basketball players. Explain benefits of being consistent to goal accomplishments. Use this article [here](https://www.thebusybeck.com/the-power-of-consistency-why-consistency-is-better-than-motivation-alone/) Complete a [goal setting](https://nysemail-my.sharepoint.com/%3Aw%3A/g/personal/stella_oduro_labor_ny_gov/EWki7nI-rIhMnqLKo6svEZQB-UWooYefRXt84n4sFqXi4Q?email=Amneris.Puscasu%40labor.ny.gov&e=BB0FBw) sheet * Remind students that they should track their progress throughout the month
* It will be collected at the end of the month

Remind students that motivation gets people started on a goal; however, it is with a consistent practice they can accomplish the goal. |

**Career Scenarios to think about in you finish too early:**

1. **Why is it important to come to work every day and on time?**
2. **Consistency can be found in how we treat others. When people start treating others different how does this influence, the way people interact with one another?**