

Merced County ROP: Standards-Based Lesson Plan

LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Janice Montes	1hr 15 min

Lesson Title	Unit Title and Number
Honesty and Integrity in the Workplace	I.G.1: Orientation, Work Ethics

CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: Business Ethics 1.2.1 Work Ethics 15.8
English Academic Standard(s)	N/A
Math Academic Standard(s)	N/A

LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

Identify, describe and demonstrate positive work ethics in the workplace.

LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

Students will be able to: <ol style="list-style-type: none">1. Suggest appropriate solutions to basic workplace ethic scenarios2. Identify applications of ethics & integrity in the workplace3. Display ethical behavior when performing classroom and worksite assignments4. Maintain loyalty and confidentiality when dealing with sensitive classroom and/or workplace situations
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INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> 1. Overhead/ Handouts: "Ethics Check" and " Ethical Decisions Checklist" 2. "Ethics in action" scenarios 3. Workplace questionnaire/observation sheet
Student Needs:	<ol style="list-style-type: none"> 1. Journals 2. "Ethics in Action" scenarios 3. Handouts: "Ethics Check" and Ethical Decisions Checklist 4. Workplace questionnaire/observation sheet

ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> I. Ask the students to think about the following scenario: "You and several of your friends received a Caribbean cruise for your graduation trip. The trip is going well and you having the time of your life, when all of a sudden ...the weather gets bad, the ship is rocking and the captain comes over the PA to announce that the ship is sinking but there is a small island nearby that everyone should be able to make it to safely. Luckily, in the group of survivors you have people who possess basic survival skills to keep you alive for some time.... Think about the people you may be stranded with, in addition to survival skills, what type of qualities would you like them to have?" II. Have students take a few minutes to list (in their journal) the three most important traits they would like to see in the people they will be stranded with. <ol style="list-style-type: none"> A. Have students share their ideas and list on the board. B. Hopefully the trait of honesty will come up, if not, try to get students to agree that this would be a trait they would like their fellow survivors to possess. III. After this brief discussion, tell student that today you will be talking about honesty, integrity and ethics in the workplace.
Presentation	<ol style="list-style-type: none"> I. Ask student how they know if something is right? II. Review the "Ethics Check" handout with students. <ol style="list-style-type: none"> A. Tell them that they are going to be divided into small groups where they will be given a hypothetical situation related to workplace ethics. B. Students can use the "Ethics Check" handout when deciding how to solve the situation.
Application	<ol style="list-style-type: none"> I. Once in their groups, students will have a few minutes to individually come up with a possible solution, which they should record in their journals. II. Once they have each come up with a solution, give students time in their groups to share their suggestions and come up with group consensus. III. Allow time for each group to briefly share their solutions with the entire class. IV. Review the "Ethical Decisions Checklist" with students. <ol style="list-style-type: none"> A. Tell students that they will be given a brief worksite assignment where they will be recording their supervisors' responses to questions related to ethics. V. Handout and review workplace questionnaire/observation sheet assignment with students.

	FOUR-STEP LESSON PLAN: continued
Testing and Assessment	<ol style="list-style-type: none"> 1. Students will complete the workplace questionnaire/observation sheet in coworker teams at training sites. 2. Class will discuss the results of workplace questionnaire/observation at next class session and/or write a reflection in their journals.

INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	
Bloom's Taxonomy	
Six A's	

HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

Complete the workplace questionnaire/observation sheet and be prepared to discuss next week.