Activity Template: The Importance of Punctuality

STUDENT LEARNING OBJECTIVES
After completing these activities students will...
1. Understand the impact of poor attendance on personal job performance, the company and co-workers.
2. Determine appropriate actions to take with employees who have attendance problems.
3. Experience what it is like when compensation is attached to attendance and punctuality.

TIME REQUIRED: 15 minutes per activity

RESOURCES: FFA.org – My Journey

EQUIPMENT AND SUPPLIES NEEDED:
1. Copies of “Attendance Scenarios,” one for each small group of students. (Activity #2)
2. One copy of “Punching a Timecard” for teacher use. (Activity #3)

SUGGESTED USE OF THE ACTIVITY TEMPLATE:
Incorporate any of these punctuality/attendance activities into the class curriculum before events such as:
- Group projects/presentations
- Start of the greenhouse sale
- When plants or supplies are soon to be delivered
- Livestock showing practice
- Livestock shows
- CDE practices and competition days
- Final exams

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element
- CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.

Common Core- Reading: Informational Text
- CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core- Speaking and Listening
- CCSS.ELA-Literacy.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Common Core- Science & Technical Subjects
- RST.9.10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- RST.9.10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Common Core- Literacy in Science & Technical Subjects: Writing
- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core- Math Practices
- CCSS.MP1: Make sense of problems and persevere in solving them.

Next Generation Science
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- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

**Partnership for 21st Century Skills**
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Productivity and Accountability

**LESSON PLAN:**

**Activities:**

#1: **Complete Activity: Discussion**

a. Start a discussion about the importance of attendance and punctuality. Some questions to start the discussion include:
   - i. Is attendance and being on time important to success in school?
   - ii. Do employers consider punctuality an important quality in employees?
   - iii. Some students say attendance and being on time is only important for jobs, but is not necessary for school. Why might this be an incorrect assumption?

b. Explain that punctuality, regular attendance, and dependability will show up in almost all top ten lists of characteristics employers consider important. Discuss how dependability is related to attendance and being on time.
   - i. **Activity Modification:** Have students Google top ten lists for qualities employers look for and discuss what skills are most desired. Or assign small groups to read various articles related to this topic and then discuss what they learned as a class.
     1. Article suggestions:
        b. [http://www.jobsearchonline.bc.ca/Job%20Maintenance/employerexpectations.htm](http://www.jobsearchonline.bc.ca/Job%20Maintenance/employerexpectations.htm)
        d. [http://www.foxbusiness.com/personal-finance/2013/03/14/10-job-skills-every-employer-wants/](http://www.foxbusiness.com/personal-finance/2013/03/14/10-job-skills-every-employer-wants/)

#2: **Complete Activity: Scenarios**

c. **Introduction:** Share and discuss an upcoming activity where attendance, punctuality and dependability are especially important.

d. **Activity:** Divide students into groups and give each group one “Attendance Scenario.” Students should read the scenario and respond to the questions. When each group is done have them share their scenarios and responses to the questions with the class.

e. **Follow-up:** Ask students to identify the reasons why attendance, punctuality and dependability are important in the upcoming activity (shared during the introduction). Then have students identify the consequences of people not showing up or being late. As a group, identify three steps that each student can take to ensure they show up and are on time.
   - i. **Activity Modification:** Instead of identifying the consequences and prevention steps through class discussion, divide students into small groups and have each group create a poster for each of these items. Display the posters around the room to remind students of the importance of good attendance and punctuality.

#3: **Activity Template: “Punching a Timecard”**

f. **Introduction:** Briefly discuss the importance of attendance and punctuality. Introduce an upcoming activity where attendance, punctuality and dependability are especially important.
g. **Activity:** Explain to students that for the next week (or other desirable period of time) their attendance will be tracked just as if they were an employee. Students will start out with 100 points, which can be compared to $100, but they will lose "money" each time they are absent or late. Use the "Punching a Timecard" template to track how many points each student loses each day.

   i. Points are deducted based on the following criteria:
      1. If absent with no notice*: -20 points
      2. If unexcused absence, but did provide notice*: -15 points
      3. Tardy (unless held by other teacher or administration): -10 points
      4. In classroom, but not prepared for class to start: -5 points
      5. On time and ready to start (or excused absence with notice*): 0 points
      6. *Notice can be an email, phone call or voicemail and it must be received by the normal start time of the class.

   ii. **Activity Modification #1:** If the school or classroom operates in a 1:1 technology environment create a Google form that students use to "clock in" by entering their name and submitting the form. Google forms will time and date stamp the entry for you.

      1. If all students don't have access to electronic devices, but there are spare computers in the classroom, designate one of the computers to be the "clock in" computer. Keep the Google form pulled up on that computer throughout the day.

   iii. **Activity Modification #2:** Have a trustworthy and fair student who rarely misses class "clock" students in each day. When students question how this student was chosen explain how his or her regular attendance and dependability made her stand out for this task. This will further emphasize the importance of good attendance and punctuality at school and in the workplace.

h. **Follow-up:** After one week of having students "punch a time clock" discuss what was learned from the activity. Were students surprised at how fast their "pay" could be affected by tardiness and absences? How can they apply these lessons to their everyday activities?
NAME: ________________________________

Attendance Scenarios

DIRECTIONS:
Divide students into groups and give each group one scenario. Students should read the scenario and respond to the questions. When each group is done have them share their scenarios and thoughts developed from the prompt questions.

- Erika is in charge of accepting deliveries at Smith’s Greenhouse and Nursery. All records of orders to be delivered are kept on her computer which is password protected. The greenhouse’s deliveries usually occur around 1p.m. on the Thursday of each week. Erika likes to run personal errands on her lunch break, and this is acceptable according to company policy. However, Erika has a tendency to try to squeeze too much into her lunch break, and has been returning to the office later each day. One Thursday she did not return from lunch until 1:30 p.m. The delivery truck had already come and gone. Since no other employee had access to the records for the order being delivered no one caught that several items were missing. It took Erika and the owner of the greenhouse several hours to correct the situation with the delivery company. If you were Erika’s boss what would you do? What are the consequences of Erika’s tardiness?

- Jason works hard at his local agricultural supply store. He always completes the tasks assigned to him quickly and with attention to detail. His boss is very pleased with his performance on the job, but Jason misses a lot of work by calling in sick often. He has sometimes even forgotten to call before his shift starts to let them know he is sick and will not be there. Jason’s boss has realized that while Jason does a great job he cannot depend on him ahead of time because he never knows if Jason will actually show up to work. If you were Jason’s boss what would you do? How does Jason’s behavior affect his boss, his co-workers and the company?

- Javier has only been working at Chester’s Lawn Maintenance for a short period of time, but he is already standing out to his boss. Javier always shows up on time ready to work and works diligently to complete his assignments. His boss has started to give him more responsibilities and it appears Javier will soon be assigned his own mowing crew to supervise. Why does Javier stand out to his boss? How might this help Javier in his career in the future?

- Alyssa and Charity started working at the same time for an accounting firm that serves local agricultural producers and agribusinesses. Alyssa did not have as much experience in this area as Charity, and she is struggling to learn all the intricate details related to agricultural policies and laws. Charity has a lot of experience in this area, but has a habit of showing up late to work or failing to show up at all. There are times where she hasn’t even called or emailed to let her boss know she won’t be at work. Charity was shocked when Alyssa got a promotion, and she did not. Alyssa is obviously not as qualified for the job so Charity asked her boss for an explanation. What do you think her boss told her? How would you explain this situation to Charity?
“Punching” a Timecard

DIRECTIONS:
For one week students will be responsible for their attendance and punctuality as if the class was their job. This responsibility goes beyond meeting the basic requirements of the school attendance policy. Students will start out with 100 points for the week; this is to be likened to $100.

Points are deducted based on the following criteria:
- If absent with no notice*: -20 points
- If unexcused absence, but did provide notice*: -15 points
- Tardy (unless held by other teacher or administration): -10 points
- In classroom, but not prepared for class to start: -5 points
- On time and ready to start (or excused absence with notice*): 0 points

*Notice can be an email, phone call or voicemail and it must be received by the normal start time of the class.

Use the table below to track the points deducted each day for each student.

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