



2018 Future Fayette Workforce Teacher in the Workplace Program

LESSON PLANS

Lesson Plan Title: **Professional Ethics**

General Information

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Subject(s): Broadcast Communication

Topic: Professional Ethics / Team work

Grade-Level(s): 9-12

Partner Company: Gerome Manufacturing

Summary: This unit lays the foundation for the entire year. Students should know that they are expected to work hard each and every day. They should know and understand that group work means individuals coming together as a group

Resources:

Ice Breaker Activity -

Roll of tape (1 yard per group) , string (1 yard of string per group) , spaghetti (20 pieces of uncooked, of course), and regular size marshmallows (one per group) . I also recommend making available one or two small scissors for all teams in the group to access during the activity.

Alignment to PA Standards for Career Education and Work

13.1.11, 13.2.11, 13.3.11

Desired Results

Established Goals:

Students will investigate and demonstrate ethical use of equipment and storytelling through their productions.

- a) Demonstrate ability to give and follow directions.
- b) Demonstrate ability to function as a team member.
- c) Demonstrate strong work ethics.
- d) Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).

Overarching Understandings:

- The ability to follow directions and the ability to work productively within a group are not only essential to success in the classroom, but are traits that are needed to succeed in the workplace.
- Students need to understand why the proper use of copyrighted material is important.

Essential Question(s):

- Why are students (employers) who follow directions successful?
- Why is teamwork important (in school and business)?
- What does it mean to respect others peoples work? Why is this important?

Knowledge:

What key knowledge will students acquire as a result of this unit?

Students will be able to:

- Explain why following directions is important in Video Production
- Identify how group work can benefit the individual as well as the group.

Skills:

What key skills will students acquire as a result of this unit?

Students will:

- Follow directions.
- Work productively in a group.
- Demonstrate a good work ethic.
- Demonstrate moral and ethical traits as they relate to broadcast laws and copyrights.

Assessment Evidence

Performance Task:

Through what authentic performance task(s) will students demonstrate the desired understandings?

Group Project

By what criteria will performances be judged?

Subjective Assessments/Informal Observations

Other Evidence:

Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

How will students reflect upon and self-assess their learning?

Pre-test / Post-test

Dialog and Discussion

Lesson outline/activities (1-3 days)

LESSON 1: FOLLOWING DIRECTIONS

1. Identify the standards. Standards should be posted in the classroom.

Video Production – 1 Students will investigate and demonstrate ethical use of equipment and storytelling through their productions.

- a) Demonstrate ability to give and follow directions.
- b) Demonstrate ability to function as a team member.
- c) Demonstrate strong work ethics.
- d) Describe basic ethics including broadcast law (i.e., copyright, plagiarism, etc.).

2. Review Essential Question(s). Post Essential Questions in the classroom.

- Why are students (employers) who follow directions successful?

3. Identify and review the unit vocabulary. Terms may be posted on word wall.

Listen	Comprehend	Action
Teamwork	Create	Copyright
Licensing	Plagiarism	Public Domain
Collaboration	Work Ethic	

4. Interest approach – Mental set

Ask students the difference between HEARING and LISTENING. Is it possible to hear but not listen, or listen but not hear?

What does COMPREHENSION mean?

What does the expression “A chain is only as strong as its weakest link” mean?

5. Give students the Follow the Rules Quiz (attached) to see who listens/reads directions, who comprehends them, and who is able to take the proper action. This quiz is more to make a point rather than for a grade.

Relate listening and following directions to a studio broadcast: What happens if the camera operators, technical director, etc. don't listen, comprehend, and execute what the director is telling them to do?

NOTE: A good work ethic is something that should be present in ALL class activities no matter what unit is being taught. Being to class on time, few absences, being prepared for quizzes/tests, working well in group/individual projects, and just generally being on task are traits of students with a good work ethic.

LESSON 2: TEAMWORK

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Why is teamwork important (in school and business)?
2. Interest approach – Mental set: What is meant by the expression “A chain is only as strong as its weakest link”?
3. Separate the class into groups and do the following group activity.
No more than 5 people per team. If the total group size is just 5 or 6 people, divide the group into teams of 3, if at all possible. Team size is more important than total number of participants involved in the activity.
Time Required: 45 minutes or less
5 minute introduction; 18 minute activity; 5 minute video. Additional time for discussion. The 18 minute exercise is fixed. Other times can be adjusted as needed.
Materials
Each team needs 1 yard of tape, 1 yard of string, 20 pieces of spaghetti (uncooked, of course), and one marshmallow. I also recommend making available one or two small scissors for all teams in the group to access during the activity.

Process

1. Divide attendees into teams of 3–5 members.
2. Give each team the tape, string, spaghetti, and marshmallow. Provide each team access to scissors (it isn't necessary for each team to have its own).
3. Read the following instructions to all teams at the same time.
Each team has 18 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.
4. Answer any questions the teams may have and give the groups a 30 second warning. After 30 seconds, start the activity and stand back. Keep watch on the teams to ensure they are following the rules of the game. Remind them that the marshmallow must be on the top of the structure, and that the structure itself must be free-standing when the activity concludes. Let them know how much time has passed until 18 minutes is up.
5. At the end of 18 minutes, measure those structures created within the rules and that are still standing.
6. After declaring the winner (assuming there is a structure that remains standing after the marshmallow has been attached), show the participants the YouTube video clip of The Marshmallow Challenge
(http://www.ted.com/talks/tom_wujec_build_a_tower.html)

Follow-up questions to ask of the group to facilitate discussion and further learning:

1. Was there a leader on your team? Who was it and who decided who the leader would be?
2. If you had no leader, do you think having designated someone a leader would have helped?
3. If you had a leader, how did he/she do? Of the leadership practices we have learned so far, which did your leader use?

4. How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?
 5. Did any team members tune out of the activity—out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged?
 6. Did you feel everyone's ideas were well received during the activity?
 7. How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?
 8. In retrospect, what could you have done better to enhance your ability to Challenge the Process?
 9. Did you practice oversight? Where might new ideas have come from given your time constraint?
 10. Did you celebrate small wins? If yes, how did you do this?
- Encourage the Heart of all participants by giving everyone the marshmallows remaining in the bag. Everyone loves marshmallows!

LESSON 3: BROADCAST LAW and COPYRIGHTS

1. Review Essential Questions. Post Essential Questions in the classroom.

What does it mean to respect others peoples work? Why is this important?

2. Give pre-test from Broadcast Law/Copyright Pre-Post Test (not for a grade).

3.. Lay out a scenario that students can relate to: You and your friends produce a video that you post on YouTube or a social network site. Several months later you click a video because it was a big award winner. It turns out to essentially be your video but with different people in it. How does this make you feel? Have the students write a short essay on if they feel it is okay for ideas to be “stolen” or not.

(This could be done as a Think-Pair-Share assignment where students think and come up with ideas on their own – get paired with another student or two – and then share their ideas with the class as part of a class discussion)

4. Read a few of the essays and have a class discussion on the subject.
5. Present the Copyright Terms PPT and explain each of the terms.
6. Post-test from Broadcast Law/Copyright Pre-Post Test.
7. Review the post-test with the students.

- **ATTACHMENTS FOR LESSON PLANS**

Follow the Rules Quiz

Copyright Terms

Copyright Terms PPT

Broadcast Law/Copyright Pre-Post Test

- **NOTES & REFLECTION:**

This unit lays the foundation for the entire year. Students should know that they are expected to work hard each and every day. They should know and understand that group work means individuals coming together as a group