

Improving Class Time Accountability & Work Ethic

Students often say, 'school isn't like work,' yet most employability skills are taught and developed in the classroom. This project helped all students understand their accountability in real time. Essentially this project worked best on the marginal students who tend to take 'too long on hall passes, etc.'

Curriculum/State Standard

School-To-Work: helping students better understand expectations of employers. Also math: tracking minutes and hours out of class.

Overview

We purchased an old fashioned time clock, cards, and two racks. Students punched their cards if they left the room on a pass and punched in when they came back or if they were tardy for class. They had to track their time out each time and keep a running total. Resistance was not as visible as I anticipated.

I would suggest getting a different time system, using student "worker" ID badges. I suggest developing some rewards for performance that might provide incentives for students to be more accountable. This would also reflect the real world.

Objectives

- Students will understand "an honest day's work."
- Students will improve time management skills.
- Students will improve their understanding of "time on task."

Materials

Electronic time clock, punch cards, a rack for each class, a log for students to track their time-out totals

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11-12

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

9

MONTHS

\$420

TOTAL BUDGET

“Improving Class Time” project continued...

Readiness Activity

Our Marketing Education/DECA program was created to be a drop-out prevention program. Many at risk students tend to abuse hall passes. This also tends to later impact their job success.

Prepare some statistics from any local or national companies about the value of lost time on the job and how it costs the company money in productivity losses. When the students see the impact of a grand total loss in a company with several hundred employees, they will understand the impact on company finances.

Discuss how the students feel about co-workers on their current part-time jobs who don't carry their own share of the work load.

Strategies/Activities

Prepare a loose-leaf notebook with a page for each student in alphabetical order. As students fill in their time-out totals, it gives them a visual perspective on their own performance versus that of their peers who might have empty sheets.

Set up the time clock in a secure area. Try to have the electrical wire go behind a table to make it difficult to unplug. Hang the time card rack above the clock.

Label the slots in the rack in alphanumeric order with the names and numbers of the students. This will help students return their punched card to the proper slot in the rack.

Prepare some sample punch cards with TIME OUT and TIME IN and hand write the difference in the appropriate box. Demonstrate this technique to all students.

Have students also use this time clock to time punch the official school hall passes.

Hand out a sample log sheet and walk through the process of posting their time weekly and adding their accumulated time out of the room.

Develop an appropriate reward system to reward students who have the least time out of the classroom.

Culminating Activity

In occupational education programs students know their attitudes will reflect a portion of their grades. This activity will help students understand that reality. Consider using some statistics to demonstrate the actual percentage of time out that some students have. Ask students how they would feel if they were the owner of a company and had employees who were wasting time.

Evaluation

A correlation was made between the time-out total on cards and their grades and performances in classes.