

Educators in Industry

Lesson Plan 2

Source

Vicksburg District Library
Based on Interview with Children's Programming Coordinator

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Submitted to Dr. Carl Woloszyk,
in partial fulfillment of requirements for
Studies In Technology (Educators in Industry) (CTE 612)

Western Michigan University
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Description of Project

The class will role-play and simulate the process of setting up a program for a business.

This project requires five groups (minimum of 2-3 persons per group). The five groups are event planners, companies, volunteers, presenters, and customers. The event planners will work with the customers to determine their needs. The event planners will then plan the event, seek out funding from the companies, contract with the presenters, and arrange for volunteers.

At each stage of this project, each group will brainstorm and document essential information and activities specific to their group. At the end of the project, each group will share this information using an organized slide show.

Timeframe

Expect this project to require:

- 5 sessions of at least
 - 1 hour each, for middle school students
 - 2 hours each, for upper level students (high school and college)
- College level students should expect about 2 hours of work outside of class to complete this project
- The sessions do not need to be contiguous – in fact, it is best if they are a minimum of 2 days apart for lower class levels and at least a week or two apart for college levels to allow time to research subjects

Student Objectives

Each student will:

- Participate in brainstorming activities
- Create content and design at least one slide for their group's slide show
- Participate in the groups presentation of their slide show
- Perform a 360° Review of other group members
- Participate in group management and decision making
- Audience participation (during final group presentations)
- Observe and listen to each show in preparation for project quiz

Skills to exercise

- Group interaction – leadership, participation, decision making
- Creative thinking
- Multi-tasking
- Math – funding & budget
- English – communication – documentation & oral presentation
- Business – marketing
- Business Information Technology tool – PowerPoint skills

Group Role-play RUBRIC Descriptions

While discussing this information with students is encouraged, instructors may find that actual distribution of this RUBRIC description may skew results, decreasing creativity. The student handouts, specifically the presentation requirements, provide the students with the information they need to meet the project requirements.

Group Work

Slide Complete

- The slide meets the standards defined
 - Contains the minimum quantity of points
 - Points are brief & descriptive

Content Accurate

- Content fits subject matter of slide & presentation

Organized

- Content arranged on slide in logical order
- Slide arranged in presentation in logical order

WOW Factor

- Font - easy to read – front & back of room
 - Type & Size
- Template if used
 - Relates to subject
 - Benign to subject (i.e. template does not contradict subject)
- Sounds if used
 - Are appropriate to subject
 - Are not annoying
 - Annoying means repeated use that does not lend value to the subject
 - Volume is acceptable – front & back of room
- Color choices
 - Allow slide content to be understood
 - Do not detract from content
- Use of graphics
 - Appropriate and relate to the subject
 - Benign to subject (i.e. graphic does not contradict subject)

Note: if you do not sit back and say WOW – then something is missing or incorrect.

360° Review

- 2 errors each item of review in which all group members concur.
- 1 error each item of review in which 75% of group members concur.
- 1 error based on instructor review of comments or group observation (subjective), if no one in the group concurs

Time

- 1 error for each minute the group is *over* time
- 1 error if the group is *under* time (see presentation requirements for class levels)
- Additional errors, by minute, if a specific student is *over* time
 - This is subjective, as the instructor will have to determine if the time spent on each specific slide was appropriate. In general, 30-60 seconds per slide is

common. 2 minutes maximum, but the slide should really deserve the extra time (example: short video clip taking 2-5 minutes to make a point... if more time is used, then offer editing suggestions).

- Do not dock students if genuine discussion breaks out from viewing a great slide. It is best if the group (i.e. student presenting) restarts the presentation; however, the instructor needs to step in if delayed too long.

Audience Participation

- 3 errors for disturbance causing delay in presentation
- 2 errors for disturbance causing major train of thought loss
- 1 error for disturbance causing minor train of thought loss

360° Review RUBRIC – Review Description

Note: This info is part of the introduction slideshow; however, it could be a handout.

In life, it is easier to do the right thing, then not...

Attendance

Place a or ‘X’ for each session the person was participating.

Decision Making

For each session, use the single letter(s) that best describes how they were involved in the group (i.e. were they a leader or a follower?). Were they active in this role? If so, then add the letter ‘A’ to the F or the L. There should be a notation for each session. Examples:

Student ‘1’		
S1 = F	S3 = AL	S2 = AL
S4 = AF		S5 = L

OR

Student ‘1’
1=F
2=AL
3=AL
4=AF
5=L

Student ‘1’
F, AL, AL, AF, L

Brainstorm Ideas

The purpose of brainstorming is to get ideas documented for everyone to evaluate. FYI – not all ideas are used.

Note the total quantity of ideas you believe each group member offered during the brainstorming session. If it helps you to keep track, make “tick marks”, during the brainstorming process – but be sure to total them up and put that number in the space provided.

Documenter Session #

One way for everyone in the group to participate is for everyone to share roles. One of the group’s roles is the documenter. The documenter must write down the group’s ideas, decisions, and plans that occur at each session.

Note the session that each group member was the documenter.

Exceptional because

In your first group session, members described why they would help the group to be exceptional. You should document, briefly, what each person said.

Comments

Using this space, or on the back of the sheet, please note information about your group sessions, for each person, that does not fit within the other categories. (can be left blank)

Instructions

Session 1

1. Divide the class into five groups (aim for minimum of 2-3 participants, 4-5 is better).
 - a. Random division
 - b. Count 1 to 5, around the room
 - c. Or use another favorite method
2. Distribute the group information sheets and review
 - a. It should not matter which group gets which information sheet
3. Distribute the 360° Review forms and review
4. Answer questions
5. Group members should introduce themselves
 - a. Figure about 1-2 minutes – content relevant to class level
 - b. Name
 - c. Describe something they are good at that will help the group be ‘exceptional’
6. Start groups on brainstorming “who” their group is and what they need to do (see Group Information sheet)
7. Have Event Planners group meet with Customer group
 - a. After meeting with the Customer group, the Event Planners group should know what the Customer group needs are, and then they can seek out and plan an event that will accommodate those needs
8. Each group should document their plan

Note

- College level students are required to seek out real-life examples for their group – BEFORE Session 2
 - This means the Company group would contact 2-3 companies/foundations and ask them what their policies are when people come to them seeking funding.
 - The Volunteer group should contact 2-3 non-profit groups and discuss issues they have managing volunteers.
 - The Presenter group should contact 2-3 organizations that provide services such as instruction, theatre shows, or sports events to understand how they conduct their business.
 - The Event Planners group should contact businesses that work in this field (wedding planning, party planning, Habitat for Humanity, library, etc), so that they can understand how they go about planning an event
 - Answer the question: is it different for commercial or non-profits?
 - The Customer group should contact 2-3 businesses that can provide them details about who their customers are and how they respond to their needs – especially look for information about special population customers. Good examples would be: theatres, grocery stores, libraries, hotel/motels, mall store management, etc.

Session 2

1. Event Planners group meets with Company group, Volunteer group, and Presenter group to describe what they are planning – these are one-group at a time meetings (just like in the business world).

2. Each group then meets to discuss the information that was presented to them so they can decide what they can do to support the Event Planners group.
 - a. After each group has had time to review requests, they will share their decisions with the Event Planners group, in Session 3.
3. All groups will begin the initial draft of their slide show

Session 3

1. Event Planners group has final inter-group meetings to know what support they will have. Customer group must go first.
2. As each group's meeting is completed, they will finalize their presentation, while the other groups are meeting.
3. Customer group presents its slide show
4. Discussion

Session 4

1. Company group presents its slide show
2. Discussion
3. Volunteer group presents its slide show
4. Discussion
5. Presenters group presents its slide show
6. Discussion

Session 5

1. Event Planners group presents its slide show
2. Discussion
3. Quiz

Supplies, Tools, and Equipment

- Computer Lab time
- Group session space (adjust room, or have separate rooms, if available)

Handouts

- Evaluation Plan
- Group Role-play RUBRIC
- 360° Review form
- Presentation requirements page
- Group Information Sheets (Event Planners, Companies, Volunteers, Presenters, Customers)

Name:

My Group is:

Group Role Play – QUIZ – 200 points

This quiz is based on the inter-group meetings & presentations in which you participated and observed.

For multi-part questions to be considered correct:

- Middle school students must answer at least **one** part (bonus points for other two)
- High school students must answer at least **two** parts (bonus points for other one)
- College students must answer all parts

1.	Name a group type, in the role-play, in which you were NOT a participant?

2.	Name the event(s) that were selected (bonus if they are in order selected)
	A)
	B)
	C)

3.	Which company...
	A) Could not participate?
	B) Had the highest dollar value award?
	C) Had the most awards?

4.	Volunteers...
	A) Need what type of training?
	B) Need what tools?
	C) Had these jobs to do?

<i>Do only one of the following (not your own group)</i>		
5.	5a) Name the type(s) of presentations offered...	5b) Name a need(s) of a customer...
	A)	A)
	B)	B)
	C)	C)

Evaluation Plan

There will be a total of 1000 points possible, for this project, as follows:

Component	Possible Points
Group Work	
Presentation	500
360° Review	200
Time	50
Audience	50
Quiz	200

In general, the content, quality, participation, and accuracy will increase with the student's school level. The best suggestion to do well is, to work toward the requirements and participate in the group sessions.

The short 5-question quiz will evaluate each student's ability to observe and listen, during the presentations & the inter-group sessions.

Name: _____

My Group is: _____

Group Role-play RUBRIC

	Needs work	Average	Quality	
Slide complete	9+ errors	4-8 errors	0-3 errors	
<i>5 pts off per error</i>	0-55	60-80	85-100	
Grade				
Content accurate	11+ errors	6-10	0-5 errors	
<i>5 pts off per error</i>	0-170	175-195	200-225	
Grade				
Organized	9+ errors	4-8 errors	0-3 errors	
<i>5 pts off per error</i>	0-55	60-80	85-100	
Grade				
WOW Factor	8+ errors	4-7 errors	0-3 errors	
<i>5 pts off per error</i>	0-35	40-55	60-75	
Grade				
Presentation Total				
360° Review	10+ errors	4-9 errors	0-3 errors	
<i>5 pts off per error</i>	0-150	155-180	185-200	
Grade				
Time	7+ errors	4-6 errors	0-3 errors	
<i>5 pts off per error</i>	0-15	20-30	35-50	
Grade				
Audience	7+ errors	4-6 errors	0-3 errors	
<i>5 pts off per error</i>	0-15	20-30	35-50	
Grade				

Note

Fill out your name & group and then provide this to your instructor, before your group does its presentation. The instructor will need one for each member of the group.

Name:

My Group is:

360° Review RUBRIC

When an employee is reviewed using this method, everyone participates; supervisors, co-workers (both peer and those this employee might manage), and even customers in which the employee has responsibility.

For our Group Presentation Role-Play, each student will evaluate their group partners (and themselves) using the following:

	Yourself				
Attendance					
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					
Decision Making • Lead • Follower • Active					
Brainstorm Ideas – quantity					
Documenter session #					
Exceptional because...					
Comments					

Note

- Use your own words & thoughts for this review – based on what you observe.
- Use the back of this page, as necessary
- Turn this form in to the instructor, at the end of the last session

Presentation Requirements

Each member of the group must participate in all phases of the group presentation. This includes creating one or more slides, the content, and speaking – using the following requirements.

Group Presentation Slideshow requirements

- 1 title slide showing the group name
- 1 slide for group member introductions (in order of presentation)
- Group member content slide
 - 1 slide minimum
 - 3 slide maximum
 - 2-3 points of information per slide, minimum
 - 5 points of information per slide, maximum
- 1 summary slide noting 1-2 highlight(s) from each group member's content slide
- 1 closing slide – for question & answer time
- Maximum time for the group
 - 10 minutes for middle school level
 - 15 minutes for high school level
 - 20 minutes for college level
- Point deductions, for each minute the group goes over maximum time
- Point deductions if you finish too early (3 minutes early – for middle school & high school and 5 minutes early – college)

Notes

- Think organization – logical transitions are important
- Do not have your entire oral presentation, as the content of the slide
 - Respect your audience – do not recite from the slide
 - Think brief and descriptive
- Talk about what is not on-screen
 - Fill the gaps with interesting side notes
 - For lists on-screen, show the three most important items. Then describe 2-5 others and point out why the 3 on-screen are the most important

Make sure your presentation is the one everyone talks about! How?

- The presentation must be complete, accurate, and organized
- Fonts should be easy to read from both the front & back of the room
- Templates or backgrounds should help – not hinder your message
- Consider carefully the use of Colors, Sounds, and Graphics
 - No annoying sounds, colors, or graphics
 - If using sound, pre-check volume at the front & back of the room
 - Appropriate to your content – no contradictions
- When you are done... your audience should not only understand what you were presenting – they should sit back and say WOW!

Event Planners

1. You are a member of a team that will plan an event using the meeting room of your local library, during the month of January (in Michigan).
2. Team members will introduce themselves and describe why they will help the team perform to an exceptional level. FYI – someone on the team needs to start this conversation, why not you...
 - a. Make sure that you document (on your 360° Review form) all information appropriate for session 1.
3. Everyone will get a chance to be the documenter for at least one session, so why not you, for this session?
4. Your first task will be to determine the needs of your customers. Specifically, examples of events they believe will serve them best, and any special consideration they have (financial, accessibility, ages, etc).
 - a. For use in later project sessions, document how you could find out this information in the real world.
 - b. Now go meet with the Customer group; discuss and document your findings so you can plan further.
5. Begin planning what your presentation will look like.

Companies

1. You are a member of a team that will represent at least one business for each group member (minimum 5), that will be asked to fund an event during this Group role-play project.
 - a. Your businesses must include the following types:
 - i. Chain Grocery store
 - ii. Non-profit foundation located in the local county.
 - iii. Fortune 500 company, based in New York, NY.
 - iv. Local family owned market
 - v. Local family owned car repair
 - b. Name your businesses
 - c. Note: the Fortune 500 company has a policy that it will not fund events, outside of its home city.
 - d. Each of the other businesses will fund events, BUT they all have restrictions, as explained below.
 - i. The Chain Grocery store will not fund religious or political events. It will also not fund events that *it* considers “out of the norm” (consider this to mean rallies that are racial/gender/sex oriented, abortion rallies, etc.)
 - ii. The Family owned market will provide you one certificate, to be used as an award, for each participant in the event. Each award will have a retail value – which your group must specify (and it must be reasonable to the Family owned market) and can only be redeemed at the family owned market.
 - iii. The Family owned car repair will offer 10 service visits that can be used as awards – or they will donate the equivalent amount of money. Your group must decide what those service visits are, how much they are worth, and which way the Family owned car repair will donate (money or visits).
 - iv. The non-profit Foundation has a standard funding amount (your group decides how much that is) based on the type of event; however, it will increase that amount by 20% when the funded event supports special populations. The non-profit Foundation also restricts the type of events it will fund and your group will decide what those restrictions are.
2. What other considerations might you have to address, when your business receives funding requests?
3. List at least five other business types, in your community, which might also be good funding sources.
4. Using this information, plan what your responses might be when the Event Planners seek out your support.
5. Each member of your group must be the representative for at least one of the companies that you defined, during the meetings with the Event Planners.
6. Begin planning what your slides might look like for your group presentation.

Volunteers

1. You represent a company who manages the time of volunteers. You know the skills of each volunteer and how much time they have available to volunteer.
2. Your group will determine
 - a. How many volunteers you have in total (at least one per group member)
 - b. You must list at least 15 skills of the volunteers in your list (cooking, cleaning, carpentry, etc).
 - c. For each skill – you must decide how many hours/days that individual will work.
 - d. If asked for volunteers with specific skills, that you do not have available, you must decide how to handle that; is training a possibility, will they want to, or will you have to find new volunteers?
3. Document this information to prepare for your group presentation
4. Each member of the group will participate in the meeting with the Event Planners. This may mean that you are the manager of more than one volunteer, or you are a specific volunteer with highly sought after skills that prefers to directly discuss the volunteer opportunity.
5. Begin planning what your slides might look like for your group presentation.

Presenters

1. You represent a company who manages performers.
2. Your group will determine
 - a. How many performers you have in total (at least one per group member)
 - b. What each performer's primary skill is and what they can do "in a pinch"
 - c. How much each performer's fee is – and how much of a percentage your company receives.
 - d. If asked for a performer with specific skills, that you do not have available, you must decide how you will handle that; is training a possibility, will they want to, or will you have to seek out new performers?
3. Document this information to prepare for your group presentation
4. Each member of the group will participate in the meeting with the Event Planners. This may mean that you are the agent of more than one volunteer, or you are a specific performer with highly sought after skills that prefers to directly discuss the opportunity.
5. Begin planning what your slides might look like for your group presentation.

Customers

1. Your group represents the various people living in your community.
2. The people in your community are looking to attend events.
 - a. Your group will list out 5 types of events people in your community would like to see made available. (more than 5 is better...)
 - b. Many times events:
 - i. Are based on age - List out 5 common age ranges in your community
 - ii. Are based on commonality – List out 5 “things” that people in your community might have in common (example: participation in clubs, but you would need to name the clubs...).
 - iii. Cost money – your group must decide what your community can afford
 - iv. Might be hard for certain people to attend – list out special populations in your community and what would help them participate
 - c. Decide how many customers will attend, for each of the age groups & commonality – for each event type, you listed.
3. Document above information for your presentation
4. Expect a visit from the Event Planner group.
5. Begin planning what your slides might look like for your group presentation.