

LESSON PLAN III

TEACHER NAME:	Ashley Pittman
SUBJECT AREA:	Business Essentials
LESSON TITLE:	Fashion Forward? Or Fashion Jobless? (How to Dress For Success)
TIME OF LESSON(S):	Traditional 55 minute class; 2 nd period
DATE:	March 3 rd , 2012

DESCRIPTION

Purpose:

The purpose of this lesson is for students to be able to understand the importance and meaning of professional dress.

ESSENTIAL QUESTION(S)

EQ:

Why is it important to dress professionally for an interview?

OBJECTIVES

- A. Students will be able to identify and demonstrate appropriate appearance and grooming for an interview by completing classwork and homework that allows the students to see themselves professionally dressed with a 95% degree of accuracy. (BCS-BE-38e)
- B. Students will be able to demonstrate understanding of the nature of employer-employee relationships by discussing how appearance affects the employer-employee relationship (i.e. first impressions) to an 85% degree of accuracy. (BCS-BE-4e)
- C. Students will be able to perform effectively as a team member with people of different ages, genders, cultures, socio-economic backgrounds, attitudes, and abilities by participating in group assignments and group discussion to a 90% degree of accuracy. (BCS-BE-5c)

INSTRUCTION PLANNED

TEACHER-DIRECTED (T-D):	Instruction and lecture
STUDENT-CENTERED (S-C):	Group Discussion

MATERIALS

TEACHER:	Computers; the Internet; PowerPoint; Whiteboard
STUDENTS:	Pen/Pencil; Handouts

LESSON PROCEDURES/BODY

FOCUS:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will list answers to the following questions on their Handout: <ol style="list-style-type: none"> Who wore it better? Why did you choose this person? Give 3 reasons for each of the 7 choices. Would you wear this outfit, if so where? 	Obj. A /visual; verbal; kinesthetic; solitary; auditory	5
<ul style="list-style-type: none"> Students will get into groups of four and share their individual responses about the above questions and comment on their group member's ideas. 	Obj. A and C/auditory; verbal; social	10
<ul style="list-style-type: none"> Students/groups will share their ideas and opinions with the class when called upon by the teacher. 	Obj. A and C/auditory; verbal; social	2

BODY:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will see and hear the objectives and essential question read from the PowerPoint presentation. 	Obj. A, B, and C/ visual; verbal; auditory	2
<ul style="list-style-type: none"> Students will work together in their groups to come up with 3 tasks that job applicants can do (with regard to appearances) or 3 items applicants can wear in order to be successful in job interviews. 	Obj. A and C/ visual; verbal; auditory; social	6
<ul style="list-style-type: none"> Students will watch a Prezi Presentation on the importance of and how to dress professionally for an interview. 	Obj. A and B/ visual; verbal; auditory	15

CLOSURE/SUMMARY:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will choose 3 classmates that demonstrate good grooming and dress that could potentially be used in job interviews, eliminating all students who demonstrate characteristics shown on the What Not To Wear Handout. 	Obj. A and B/ visual; verbal; auditory; social	5

EVALUATION/ASSESSMENT:		
Instructional Strategies:	Obj./Learning Styles	Min.
INFORMAL: <ul style="list-style-type: none"> Students will turn in their answers to the questions on their Who Wore It Better Handout. Handout will be turned in before the end of class and will be worth 50 participation points. 	Obj. A /visual; kinesthetic; solitary	2.5
FORMAL: <ul style="list-style-type: none"> Students will receive a homework assignment that will be completed at home and returned for a grade. Two points will be given for each question answered correctly. 	Obj. A and B /visual; kinesthetic; solitary	2.5

ARTIFACTS/HANDOUTS/WORKSHEETS/PRESENTATIONS (minimum of 3)
List ALL artifacts below AND attach them to the actual lesson plan (if it is a website link, copy the link and do a "print screen", paste it in a Word document, and print out to attach to the lesson plan.
<ol style="list-style-type: none"> PowerPoint –Focus, Objectives, Essential Question Print Screen of Prezi Presentation What Not To Wear Handout Who Wore It Better Handout with Focus Questions Homework Handout <p> Attachment 1 Attachment 2 </p>