

LESSON PLAN V

TEACHER NAME:	Ashley Pittman
SUBJECT AREA:	Business Essentials
LESSON TITLE:	Money (That's What I Want)
TIME OF LESSON(S):	Ninety minute (Block) class; 5 th Period
DATE:	March 5 th , 2012

DESCRIPTION

Purpose:

The purpose of this lesson is for students to be able to understand the job search process.

ESSENTIAL QUESTION(S)

EQ:

1. What is the job search process?
2. Why is it important for students to be able to understand the job search process?

OBJECTIVES

- A. Students will be able to fill out letters of application by participating in the You're Hired Game to an 85% degree of accuracy. (BCS-BE-38b)
- B. Students will be able to participate in and analyze mock interviews by playing the You're Hired Game and interviewing at least 5 applicants to a 90% degree of accuracy. (BCS-BE-38h)
- C. Students will be able to discuss the significance of nonverbal communication in the interviewing process by analyzing job applicants in the You're Hired Game and giving a list of at least 5 appropriate and inappropriate actions made by applicants with less than 1 error or to a 95% degree of accuracy. (BCS-BE-38d)
- D. Students will be able to identify traditional and on-line sources of employment information by completing an internet search to an 90% degree of accuracy. (BCS-BE-38a)

INSTRUCTION PLANNED

TEACHER-DIRECTED (T-D):	Instruction and demonstration; group discussion
STUDENT-CENTERED (S-C):	Participating in the You're Hired Game in teams; class discussion participation; analysis of nonverbal communication (list)

MATERIALS

TEACHER:	Computer; White board; 6 You're Hired Games
STUDENTS:	Pen/pencil; paper

LESSON PROCEDURES/BODY

FOCUS:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will list answers to the following questions (write answers on notebook paper): What are 10 characteristics that describe you? List 5 jobs you wouldn't mind working in the future. What are 5 ways to talk to someone without saying a word (i.e. smiling, fidgeting, playing with hair, etc.)? 	Obj. A and C/visual; verbal; kinesthetic; solitary; auditory	5
<ul style="list-style-type: none"> Students will get into groups and share their individual responses about the above questions and comment on their group member's ideas. 	Obj. A and C/auditory; verbal; social	5

BODY:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will see and hear the essential questions and the objectives read from the PowerPoint slide. 	Obj. A, B, and C/ visual; verbal	5
<ul style="list-style-type: none"> Students will view examples of applications that the teacher has chosen and walk through filling out different categories on different applications. 	Obj. A and D/ visual; verbal; logical; solitary; kinesthetic	5
<ul style="list-style-type: none"> Students will research printable applications and complete one per person so that they may be used during the You're Hired Game. 	Obj. A and D/ visual; verbal; logical; solitary; kinesthetic	10
<ul style="list-style-type: none"> Students will observe and listen to the teacher demonstrate and explain the instructions of how to play the You're Hired Game. 	Obj. B/verbal; visual	5
<ul style="list-style-type: none"> Students will play the You're Hired Game in small groups of 5 students each. 	Obj. A, B/ kinesthetic; visual; verbal; logical; social; auditory	20

CLOSURE/SUMMARY:		
Instructional Strategies:	Obj./Learning Styles	Min.
<ul style="list-style-type: none"> Students will discuss the decisions they made in the You're Hired Game with regards to why they decided to hire or not to hire individual applicants. 	Obj. B,C/ kinesthetic; visual; verbal; logical; social; auditory	10
<ul style="list-style-type: none"> Groups will share with the entire class 3 reasons they decided to hire an applicant, 4 reasons why they did not hire an applicant, and 4 non-verbal communications the applicants used during their interviews. 	Obj. B, C/logical; social; verbal	15

EVALUATION/ASSESSMENT:		
Instructional Strategies:	Obj./Learning Styles	Min.
<p>INFORMAL:</p> <ul style="list-style-type: none"> Students will turn in the applications they completed for the You're Hired Game. This will be worth 10 points toward their participation grade and the applications will be evaluated for completion. 	Obj. A and D/ verbal; logic; solitary	5
<p>FORMAL:</p> <ul style="list-style-type: none"> Students will turn in the list of 3 reasons they decided to hire an applicant, 4 reasons why they did not hire an applicant, and 4 non-verbal communications the applicants used during their interviews. Indicate if the communications were helpful or harmful and why. This will be worth 15 points and will be added to the students' daily participation grade. (Ticket Out the Door) 	Obj. B, C/logical; social; verbal	5

ARTIFACTS/HANDOUTS/WORKSHEETS/PRESENTATIONS (minimum of 3)
<p>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.</p> <ul style="list-style-type: none"> PowerPoint slide with Focus instructions, Essential Questions, and Objectives Notebook paper of lists (Ticket Out the Door) Applications (examples) Applications (students turn in) You're Hired Games