Laureen Kodani
ETEC 442 Lesson Plan - Notes

Opening Slide:

A simple marketing plan is a useful technique to teach Career and Life skills to high school students. My lesson plan is geared toward 10th grade students working in small groups. Career and Life skills is one of five extended core content areas in the state of Hawaii and can be used as an elective. The process engages the student with online research, using a free online mind mapping tool at http://bubbl.us, creating a multimedia presentation to demonstrate their knowledge, and to express their thoughts of what they have learned in a reflection blog.

Slide 2:

Physical Factors include: Hawai'i High School, Grade 10, public school with students of diverse backgrounds, college & career prep focus
Scheduling: In class meeting, 5x a week (50 minutes per class meeting)
Computer & Internet access for each student
Class size 20 - 24 students (Maximum 24 students)
Career & Life Skills, Career & Life Planning
Introductory Business Related Courses (Marketing, Accounting, Entrepreneurship, E-Commerce)
Parental involvement is minimal but helpful if they work in business and/or marketing.
Demographics of the community:
Hawaii high school students located on the island of Maui with:

- Varied technical skills
- Limited or no business experience
- Locus of control may vary; internal vs. external
- Varied communication skills
- Diverse ethnic and socio-economic backgrounds
- Multi-racial, Hawaiian, Filipino, Japanese, Tongan, Caucasian

TOOLS NEEDED: Computers for each student, Microsoft Office, PowerPoint, Internet Access

- **Most students are from families who are employed with jobs directly related to the travel industry (hotel, restaurant, etc) or the state and local government

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Slide 3:

PURPOSE - This lesson runs for 4 weeks and is designed to help students develop essential career and life skills through planning and managing information. The lesson plan is modeled from Jamie McKenzie's "Dramatic Image" digital lesson plan (McKenzie, 2004). Key elements are to engage students by using 21st century skills to incorporate technology, critical thinking, creativity, writing, public speaking, and traditional teaching techniques. Some of the issues which will guide instruction are:
Academic development – improve writing skills & instill a life-long learning outlook
Language proficiency – ability to express ideas in a persuasive manner
Social development – develop awareness and concern for local and nearby communities
Socio-economic and cultural context – develop awareness for how economics affect social behavior

STANDARDS – The HCPS III, and Hawaii GLO are the focus of this lesson plan.
HCPS - This lesson covers one benchmark within the overall standards of the course. The following information is directly quoted from HCPS III http://standardstoolkit.k12.hi.us/sdb/docs/IG_5_10_35.pdf
Career and Life Skills
Standard 3 – Skills for Life and Work. Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.
Benchmark – Managing Information
Performance Indicators – The student uses technology to gather information and to display and disseminate reports on information gathered.
The lesson is intended to integrate current technology to teach, build, and enhance the students skills in a real-world scenario. At the same time, the student develops the skills listed in Standard 3 by fulfilling the benchmark (managing information), and performance indicators.
Hawai'i General Learner Outcomes - This lesson involves all of the GLO's. The following information is directly quoted from the Hawai'i Department of Education Curriculum, GLO
http://doe.k12.hi.us/curriculum/GLO_rubric.htm
Self-directed Learner (The ability to be responsible for one's own learning)
Community Contributor (The understanding that it is essential for human beings to work together)
Complex Thinker (The ability to demonstrate critical thinking and problem solving)
Quality Producer (The ability to recognize and produce quality performance and quality products)
Effective Communicator (The ability to communicate effectively)
Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

PLANNING: The lesson plan is developed with information of the standard & benchmark requirements, content area, material requirements, students background and additional resources available in the community.

ASSESSMENT: Formative and Summative assessments will be used throughout the process to ensure students are learning through experience presented by the activities of the lesson plan.

References:
McKenzie, J. (2004). *Five types of slam dunk digital lessons*. Retrieved August 4, 2010, from http://www.fno.org/sum04/fivekinds.html

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Slide 4:

Students will:

- *Communicate thoughts, ideas, information and messages in writing; create documents, reports, graphs, technical drawings, and flowcharts. (A marketing plan/advertising campaign would be a great tool for this).*
- *The goal is to teach students life-long skills which will benefit various facets of their lives.*

Knowledge

- *Know what persuasive communication is*
- *Know what social, economic, and demographic terms mean*
- *Know what mapping (flow chart) means*
- *Know what role research and technology plays in marketing*

Abilities

- *Be able to communicate a persuasive idea effectively*
- *Be able to identify social and economic factors in a community or given area*
- *Be able to create a flow chart using a free online mapping website*
- *Be able to present ideas through written and visual means using multimedia technology like PowerPoint or VoiceThread*

Critical Thinking & Processing

- *Demonstrate their persuasive ideas, research skills, data gathering skills, and communicating skills utilizing written and visual means through multimedia technology*
- *Demonstrate knowledge of the lesson by writing a reflection blog which includes their thoughts on the local demographics of the area in which they live*

Slide 5:

TEACHER & STUDENT RESOURCES –

Web 2.0 Accounts for (hyperlinks included in slide):

Edmodo – for instruction/directions/posts/links/messages/grades
Google Docs – for student online collaboration
Wiggio – for student file storing/sharing/online collaboration via chat/messages/emails, etc.

Technology:

Computer
Projector (teacher)
MS Office
Photoshop
Internet Capabilities

Additional Resources & Materials:

Marketing images
Rubric

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Slide 6:

This lesson plan is technology driven with traditional in class instruction and study. The Web 2.0 tools, online research, and creative software incorporate various technology to stimulate the students' interest and curiosity while developing career and life skills.

WEB 2.0 – online collaboration, digital citizenship, individual and group responsibility, time management, social networking

INTERNET – online research, Web 2.0 resources to gather information, socio and economic data research on government websites

SOFTWARE – creative design and development, persuasive writing, mind mapping with drawing tools, develop and design presentations

ENVIRONMENT – develop and enhance current knowledge and expertise with 21st century technology Students employ 21st century technology to enhance real-world scenarios which apply to career and personal growth. This lesson requires students to gather information, make informed decisions, develop strategies, use critical thinking and processing skills, express their findings in written, oral, and digital form. The knowledge with experience provides a platform for higher order thinking, creative productivity, and valuable career and life skills.
Standards from HCPS and NETS help formulate a well-balanced lesson for students to gain knowledge of technology in the classroom and how to translate the gains to everyday life skills.

HCPS III, Career and Technical Education, Career and Life Skills, Career and Life Planning Standards. The Benchmark is Managing Information for Grade 10.

ISTE NETS•S (International Society for Technology in Education, National Education Technology Standards for Students)
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf.
The six key points of NETS•S are covered in this lesson:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Slide 7:

Direct instruction will be used at the start of the lesson to establish expectations, goals, and sequence of steps. This allows for inquiry based learning toward creativity, information gathering, higher order thinking, etc. Several methods are used to enhance the overall integrated technology lesson. Students learn to collaborate through groups work and presentations while applying critical thinking skills in a real-world career and life scenario.

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Slide 8:

Student outcomes are geared to establish life-long skills which are essential to career and personal growth. Students experience group and individual responsibilities to successfully complete the lesson. The final project is a marketing plan which consists of a written plan to be submitted to the teacher and a PowerPoint presentation for their peers. As a 21st century technology driven lesson plan, students will learn/develop/improve the following skills:

- Web 2.0
- Digital citizenship
- Word processing
- Creative & persuasive writing skills
- Mind mapping
- PowerPoint
- Public Speaking Skills
- Creative design
- Time management
- Responsibility
- Accountability

Reflection blog to assess their learning experience

Slide 9:

Students will work in groups to exercise individual and collective responsibility. Students are also responsible for seeking help from the teachers or each other throughout the process.

Formative assessments can be measured and monitored via Google Docs collaboration in word processing and the drawing tool for developing a mind map. Students will be accountable individually and collectively for verifying completion of the items in the rubric.

- Google Docs – using the "revision history" function of Google Docs allows the teacher to view which students have collaborated in the written and mind map portion of the lesson.
- Rubric Checklist – gives students a guideline to follow, measure, and fulfill the requirements throughout the process.
- Students use technology to gather information.
- Students define/determine the target audience using demographic data.
- Students create persuasive ideas to convey their compelling message.
- Students determine which technology to use for presenting the marketing plan.

Summative assessments can be measured by the final group PowerPoint presentation and the individual reflection blogs.

- PowerPoint Presentation – gives students the opportunity to demonstrate their project utilizing public speaking skills. The presentation also aids the teacher in assessing, knowledge and collaboration of the students.
- Reflection Blog – gives students the opportunity to express, in written form, their personal assessment, opinions, etc. This is another aid for the teacher to assess each student on a more personal level.
- Students cite all sources appropriately.
- Students successfully present all aspects of the formative assessments with multimedia technology.
- Students successfully complete a reflection blog.
- Students provide feedback to other students.

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Slide 10:
This lesson will span a 4-week period.
This is an overall view of the implementation of the lesson plan and gives a general view of events.

Slide 11:
The evaluation process is critical to assess for necessary modification or changes in the lesson plan.
Also, to measure effectiveness

Slide 12:
Lesson Plan is complete and ready for further review, assessment, analysis, and improvements.