

Lesson Plan Template

Content Focus—What will students learn?		
Technical	Academic	21 st Century Skills
<p>-Evaluate career opportunities by creating marketing materials to sell products made by home EC</p> <p>-Employability A-6 Understand the Need for safe practices in work Places.</p> <p>*Note Need to see the weeklong Plan as this is only one day of the weeklong plan.</p>	<p>-Design marketing materials For the weekly Home EC food Sale.</p> <p>-Every week students will Create unique marketing materials for the product they will create in home ec class during the week.</p> <p>-Employability A-2. Understand how To apply skills and academic Knowledge in a variety of work Settings.</p>	<p>-Exhibit business skills & work ethic</p> <p>-Exhibit characteristics of a productive employee</p> <p>-Employability A 5. Understand how an individual job fits into the overall organization and how the organization fits into the economy.</p>

Lesson Outline—What learning activities will students do?

Time	Sequence	Description of Learning Activity
5 min.	Get Started/Engage	Determine what is on the menu this week for the Home EC food sale. -Make a list of Items that are available and what can be made from that list. Determine if the class needs to acquire any items before food prep commences later that week. Once the menu has been determined then the students will create marketing Materials to promote the product(s) they plan to sell later that week.
10 min	Discover/Explain: Provide new information or demonstrate a skill	<p>-Everyone in the class will contribute to designing the marketing materials for the Home EC sale.</p> <p>-Show different mediums to contact people</p> <ul style="list-style-type: none"> -print, online, radio, word of mouth -Show samples of other advertisements -Google online food advertisements for: <ul style="list-style-type: none"> -posters, flyers, coupons, menus and digital media -Pinterest.com has lot of examples
15 min	Practice: Provide opportunities to practice independently or in groups	<p>-Give roles and responsibilities to students- The roles are:</p> <ul style="list-style-type: none"> -Art (pictures or drawing) -Copy (what will you say about the product or service) -Layout (what will the overall design look like in the final product) -Money (how much do the items cost, any special deals, How much Much will be spending on marketing materials and miscellaneous items? -How much will the product cost to the consumer so that the class doesn't Loose money? -price point <p>-Students will create unique marketing material for their product</p> <p>-Students will coordinated who does what task to make sure that the message is getting disseminated.</p>

	Check for Understanding: Monitor what is being learned	-See what each team member has created. -Monitor their progress to see if they are on target -See if individual roles need to be reevaluated.
10 min	Close: Summarize, check, and answer questions	-Students will share their portion with the entire class. -Bring everything together in one place into one piece or into the different pieces Of advertising that may go out such as flyers and menus for the week. -If students are online (distant learning) they should show their own Portion as well as inserting their contribution to the advertisement.
5 min.	Support, Modifications, and Extensions	-Students can submit pictures (graphics) for their component. -If students don't have online accessibility, have them contribute by taking a picture of their portion of the project if learning is remote, if not then student can bring in their portion to contribute to the project. -Extension is also creating a menu, either a master menu or one on week by week basis. -If students are doing this portion remotely have them submit their portion to A shared google drive that is created by the teacher through google classrooms -Have students write a one sentence reflection in their journal about the class session every day.

Materials and Resources—What do you need to assemble and prepare before the lesson?

-personal phone or digital camera, a google drive file to have photos and written work to converge into One final document. If digital creation is impossible create posters using posterboard or large paper, Create paper flyers by hand using pens, pencils, crayons and markers. Marketing materials that can be Made are posters, flyers, menus and coupons or punch cards for repeat customers.

Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?

-This is a group effort, and everyone should have the opportunity to contribute to the designing of the Marketing materials created.
-This is akin to the divide and conquer method of attaining the end product. Many hands make light work.
-Hopefully, students will get to try all of the different roles through-out the semester to see which aspect of food prep and marketing they enjoyed and which aspect they did not. Have them try to figure out their strengths by doing and experiencing.