

## *Session One Lesson Plan*

### **Session Overview:**

Apprentices will participate in a Treasure Hunt as a means of being introduced to the Business District and the goals of the Apprenticeship.

**Length:** 2 Hours

### **Learning Objectives:**

- Apprentices learn about structure of the apprenticeship including rules, rituals and Citizen Teacher(s).
- Apprentices begin to gain familiarity with the Business District and the tangible goals of the Apprenticeship by participating in a Community Treasure Hunt.
- Apprentices practice having specific roles and also working as a team.
- Economics concepts and vocabulary: consumer, seller, goods and services, what is a business

### **Material and Equipment:**

- ❑ Set of clues numbered according to master schedule.
- ❑ Information treasures from each site.
  - ▶ One way of doing this is to use window-envelopes and have the clue showing through the window. The information treasures can be printed on the opposite side of the paper, so that apprentices cannot see the information treasures until after they figure out the clue.
- ❑ Large envelopes to use as Treasure Boxes.
- ❑ A small treasure for each Apprentice to take away.
  - ▶ Suggestions: stickers from a stationary or toy store, candy from a deli, key chains from a locksmith, cookies from a bakery, pocket calendars or day planners from a bank, pizza from the pizzeria.
  - ▶ You will probably pick most of these up during actual the scavenger hunt. However, some business owners might prefer to give them to you ahead of time.
- ❑ Digital camera (or traditional/disposable camera)
- ❑ Map of the area
- ❑ Highlighter
- ❑ Clipboard
- ❑ Pen (attached to clipboard).
- ❑ Blank newsprint/chalkboard/whiteboard for brainstorming.
- ❑ Note that in the pilot run of this apprenticeship, each student received his or her own *pen, pad and folder* from the Federal Reserve Bank of Boston, as a way to ensure students continually have writing materials and as a way to reinforce the off-site Partnership connection to the Apprenticeship.

**Preparation:**

- ❑ Visit businesses that are possible stops on your treasure hunt and speak to the owner/manager about bringing your students into the store. Some stores will agree; some will not.
  - ▶ For businesses that don't want a group of students in their store, but that you still want to use as part of your hunt, make sure to find out some information about the business anyway. That way, you have data on which to base the information treasures.
  - ▶ For businesses that do invite you in, make sure to ask ahead of time if they can donate any souvenirs for the kids to have. Some general categories include: products that they make/sell and client give-aways, like min-calendars, etc.
  - ▶ There doesn't need to be a souvenir from every store.
  - ▶ If they do not offer to donate something to your kids and there is a product that you really want your kids to have/try (and it is cheap), buy it for them and get a receipt. Often times, the owners will feel bad and comp it on the spot. If not, get reimbursed by Citizen Schools.
  - ▶ Tell the owners/managers about the time-line of your hunt and ask them if they have a preferred time for you to visit.
  - ▶ Work with the business owners/managers to develop information treasure questions. Make sure the owners/managers receive a copy of the questions before you enter the store.
- ❑ Remember to call/visit the businesses that you plan to visit, the day before or the day of Session 1, to remind them that you are coming.
- ❑ Determine Scavenger Hunt order.
- ❑ Write and print out Clues and Information Treasures. Have at least 2 copies of each.
- ❑ Prepare Agenda and Apprenticeship Timeline visuals.
- ❑ Research and write a Guess the Business blurb.

**Roles for Students:**

- Clue Reader
- Scribe
- Head Counter
- Time Keeper
- Map Marker
- Line Leader
- Point Guard – checks off “to do” boxes on the agenda

**Lesson Plan Format:****I. Introduction****Time: 10 Minutes**

- Hand out writing pads and pens to each apprentice.
- CT performs an interview modeling the level of professionalism expected on the Apprenticeship as well as the form of an interview. Good choices for the interviewee are: campus directors, floaters, CT support or your co-CT.

- Debrief interviews with apprentices as a brainstorm: qualities of professionalism and interviewing skills.

## II. Ritual Explanation

**Time: 10 Minutes**

- As this is the first session, it is important to properly set up the ritual.
- Connect our the ritual to the general use of campus rituals.
- The name of the game is “Guess the Business” and the goal is to initiate thinking about businesses, communities, economics and history. The ritual will serve as a jumping off point to discuss the important parts of the histories that apprentices will be writing.
- Each week, the CT or a student will read a short historical blurb (prepared by the CT) about a business. Apprentices will attempt to name the business and will be asked to explain their reasoning. These blurbs will be prepared by CTs. I imagine at first we’ll use large, familiar chains that have West Roxbury branches, and then move on to smaller, local businesses.
- Say: *Before we begin, we need to figure out what a business is. Does anyone have any ideas?* Brainstorm ideas on newsprint.
- Read today’s Guess the Business.
- GTB Example - CVS: Our first store opened in Lowell, Massachusetts in 1963 under the name Consumer Value Stores. Five years later, we added pharmacy departments to many of our stores. Since that time, we have merged with many other pharmacies including Peoples Drug and Revco to become the pharmacy chain with the largest number of stores in the United States. In 2001, we had 100K employees and annual revenue of \$22B. We have a branch in West Roxbury that is in a relatively new location.
- Have all Apprentices write down an answer on their pad. Check answers. Alternately, ask them what they think the answer is, but don’t give it away until all Apprentices have answered.
- Debrief by asking what was hard about the exercise. Also ask what were the things that gave away the answer.

## III. Wow Time

**Time: 10 Minutes**

- Review campus rules, values and systems.
  - Pride, Joy and Respect
  - Behavior Management
- Lay out Apprenticeship schedule and ask apprentices for a commitment.
- Preview the WOW Event.
- Discuss additional expectations for being in the community and working with adults.
  - Make eye contact.
  - Speak directly to the person you are addressing.
  - Speak clearly; don’t mumble.
  - Keep voices to a minimum.
  - Stay together

- ▶ Review Speak Up! skills if applicable.
- ▶ Keep your hands to yourself.
- ▶ Do not ask if you can buy something with your own money.

#### IV. Treasure Hunt

**Time: 85 Minutes**

##### *Foreshadowing (10 minutes)*

- Ask the apprentices to name as many businesses as they can in the community that you will be studying. Write answers on blank newsprint.
- Explain that their list only represents a small proportion of the businesses in the business district.
- Give context for activity:
 

*Today we are going on a treasure hunt as a way to learn more about the businesses in \_\_\_\_\_ . Your goal is to gather information that will help us understand this neighborhood and its business people. Each clue you solve will direct you to another business. At each business, you need to take a picture of the group in front of the business, mark it on the map, answer the questions in the Treasure Packet, and get a reward.*

##### *Content (70 minutes)*

- Hand the first envelope to the Clue Reader. Ask him or her to read the clue to the team. If the team has trouble answering the questions, give them a hint.
- Lead the team to the first store. Have the Map Marker mark the map. Have the Clue Reader open the envelope and read the first Information Treasure question. Have the scribe write down the answer on an extra copy of the Information Treasure sheet. Note: you may want to have all of the students ask questions of business owners to get practice. If the Clue Reader complains, note that these are not Clues, but rather questions.
- When the questions are all answered, photograph the group inside or outside the store. Have the business owner give the Apprentices their prize. Also give the students their next clue envelope.
- Move on to the next store.
- The number of stores you choose to visit should be based on a number of factors, including:
  - ▶ Distance you will travel to, between and back from the stores. When gauging these times, remember that you will be with a group of students and everything will take longer than you will expect.
  - ▶ The number of stores in which you will actually speak to an owner/manager (this obviously takes more time than answering the questions yourself).
  - ▶ In the pilot run, we had a list of 8 stores to visit. We knew we would not be able to enter 4 of the stores. Our schedule was slowed down by having to run this activity in a snow storm. It is important to think ahead of time about which businesses you will cut if time is running short. It is probably best to cut the businesses where you will not be entering the stores, as you will maintain more personal relationships.
  - ▶ We ended our session in the local pizza shop, where the group split a pizza as second snack. Remember to call ahead to order the pizza before the

apprenticeship starts, so that you don't have to wait when you arrive. Time will likely be running short at this point.

*Debrief (5 minutes)*

- While students are eating their snack, ask students about what they learned today. Also, ask student what they enjoyed, and what they did not like about the treasure hunt. Preview next week's agenda.