

Session Five Lesson Plan

Session Overview:

Apprentices will organize the information gathered during the previous session's interviews. Using compiled and organized information, apprentices will determine what information they still need.

Length: 2 Hours

Learning Objectives:

- Apprentices organize information into an outline to be used for writing their presentation pieces.
- Apprentices introduced to Microsoft PowerPoint as preparation for future lessons.
- Apprentices critique each others' outlines as a way of determining what relevant information is missing.

Material and Equipment:

- ❑ Agenda
- ❑ Newsprint / posterboard for organizing data.
- ❑ Tape (multiple rolls if possible)

Preparation:

- ❑ Write up an agenda to post in classroom
- ❑ Type interview answers with each discrete fact on a separate line. Keep information about different businesses separate to avoid mixing them up. Cut out each fact about a business, mix them up, and place them in an envelope to be opened by the apprentices during class. Each business should have its own envelope.
- ❑ On the newsprint for each group, write subject headings for the categories into which data should be divided (for example: business information, history, owner biography, etc.)
- ❑ Prepare a PowerPoint slide show on some aspect of local or business history. Ideas: information about your home town, the history of a famous business, etc.
- ❑ Make sure that you have access to a computer to show the presentation on. Also, make sure that you have a way to transfer the slide show (disc, CD, internet) and make sure the computer has PowerPoint. The other alternative is to borrow a laptop from the Fed. See Gigi on the 7th Floor.
- ❑ Prepare a critique worksheet with clear instructions.

Roles for Students:

- Time keeper
- Point guard

Lesson Plan Format:

- I. Ritual** **Time: 5 Minutes**
- Review ritual guidelines.
 - Guess the Business: Hess Gasoline
- II. Introduction and Context-Setting** **Time: 5 Minutes**
- Ask Apprentices to explain what they did the previous week
 - Review agenda, focusing on goals and outcomes.
 - Review Apprenticeship timeline
 - Review economic vocabulary and concepts from previous session.
- III. “Team Building” and Assignments** **Time: 10 Minutes**
- Determine which apprentices will be working together, and on which business they will be presenting.
 - Two suggested structures: 2 for each business and 2 for the overall history or 1 for each business and 6 for overall history.
 - In the trial run, there were three pairs of two students. Each pair was assigned a business. Work on the overview section was done primarily by the CT, with input from the apprentices. This is not ideal, but with a small group it was the best we could do. In addition, this alleviated the problem of trying to manage multiple groups of students working with different types of information.
 - It is best to give apprentices a choice in both of these decisions because the apprentices will be working closely together for the next five weeks. However, it is important to consider factors like communication ability level and attendance in advance. The hardest thing to do is to split up groups once you have given them the choice of picking each other, so determining ahead of time how you will present this information is crucial.
- IV. Data Sorting and Organization** **Time: 40 Minutes**
- Introduction (5 minutes)*
- Today, we are going to begin to use the information that we gathered last time to think about what our presentation is going to look like.
 - Explain that each group will be using the information we gathered during the interviews to organize their presentation.
- Mini-Lesson (15 Minutes)*
- Model the way this is going to work with a example. One way to do this would be to use an unknown business. This would provide apprentices with the opportunity to work with a fact pattern similar to their own. Another option is to use the overview information so that you can all work on that one together. It will really depend on what the group assignments are going to be.
 - The format goes as follows: each fact should be written in marker on a large card or piece of paper. These pieces of paper should be divided among the class. There should be different category headings on the board (History, Business Details, Owners Insight, Biography, etc. – make sure to give examples about the type of information that should go in these categories). Students should take turns taping their data to the board. The class can work as a team to advise the

individual. When all of the information is in the correct place, the group can then order the information within categories.

- Note that this exercise requires significant modeling and thought-out structure. It did not work particularly well in the first run through, but I think it has potential. It might be more exciting if it was played as a game.

Work Time (20 minutes)

- Explain that now the apprentices will be working within their pairs to organize their own information in the same way.
- CT hands out typed info packet and worksheet.
- Students read packet of details and put them into the appropriate categories on the prepared newsprint.
- CT floats to assist groups.

V. Snack/Stretch Break Time: 5 Minutes

VI. Power Point Intro and Example Time: 15 Minutes

- Explain that we will be using PowerPoint as a multimedia tool during our WOW presentation.
- Explain that the purpose is to convey information, but it can be fun at the same time.
- Ask apprentices to watch the slide show you have presented and think about some of the things that they would like to incorporate into their own presentations: graphics, pictures, animation, sounds, color schemes, etc.
- Present slide show you have prepared.
- Take questions from the audience.
- Note that this presentation was cut out of this lesson and presented later in the semester due to time and computer constraints.

VII. What's Missing / Critique Time: 30 Minutes

- Explain to the apprentices that we are going to be spending the rest of the class working on making each others' outlines better.
- Handout the Critique worksheet
- Apprentices will rotate around the room doing the following things: 1) read the outline in front of them 2) determine if things are in the correct order 3) determine if there is anything more that they would like to know about the business 4) write down these suggestions on the form provided by the CT.
- Each rotation should take about 5-10 minutes. Apprentices should work quietly in pairs, and not get out of their seats until the CT tells them to rotate.
- When all of the groups are finished with their critiques, the groups should return to their own outlines and consider the suggestions made by other groups.
- The CT will be responsible for getting any new information suggested by the apprentices before the next session.