

Session Seven Lesson Plan

Session Overview:

Apprentices make suggestions about which types of businesses they would like to see added to the West Roxbury Business District. Apprentices edit their presentation sections. Apprentices begin to design their PowerPoint presentation.

Length: 2 Hours

Learning Objectives:

- Apprentices will brainstorm favorite businesses that they would like to add to West Roxbury.
- Apprentices will learn how to edit their presentations for content, style and grammatical errors.
- Apprentices will develop the designs for the PowerPoint pages that will accompany their presentations.

Material and Equipment:

- Agenda
- PowerPoint Templates
- Individual Action Plans for each presentation section.
- Blank newsprint for Brainstorming

Preparation:

- Write up an agenda to post in classroom.
- Type each group's presentation section.
- Develop action plans on Post-It notes for each group to help them edit their work.
- Make a template of the PowerPoint presentation for each group, setting up a basic title page and the general structure you would like them to follow. For example: on the first slide, put a title at the top of the page and set up the bulleted text box with writing. Remove some of these features in later slides.
- Determine how you will transfer Power Point Presentations from school computers to a savable location.

Roles for Students:

- Line Leader
- Point Guard
- Time Keeper

Lesson Plan Format:

I. Ritual

- Guess the Business

Time: 10 Minutes

- II. Introduction and Context-Setting** **Time: 5 Minutes**
- Start to get students excited for the WOW! They really need to focus at this point.
 - Ask Apprentices to explain what they did the previous week.
 - Introduce today's curriculum by having a students read the agenda.
- III. Making Suggestions** **Time: 15 Minutes**
- Lead apprentices in a brainstorming session about businesses that they would like to see in West Roxbury that don't exist here already.
 - One way of setting this up might be to have the apprentices think about the stores that they shop in on a regular basis.
 - Then, cross stores off the list if they exist in or near West Roxbury.
 - Narrow the list down to about 10 top choices.
- IV. Editing** **Time: 25 Minutes**
- Introduction (5 minutes)*
- Explain that today's second task is to work on editing and final drafts.
- Work Time (20 minutes)*
- The best way to address editing is for the CT to make individualized action plans for each group that guide the apprentices in correcting their own work.
 - The alternate plan is to have the apprentices
- Debrief (5 minutes or less)*
- Why did we do this process?
- V. Snack/Stretch Break** **Time: 5 Minutes**
- VI. PowerPoint Power** **Time: 65 Minutes**
- Intro*
- Introduce the idea that we are going to work on getting our visual ready for our presentation.
 - Outline rules for using the computers / computer lab. Suggestions include: 1) only touch your own computer 2) STOP typing /working when the CT is talking to the entire class 3) follow directions 4) NO skipping ahead.
 - It is best to cover this introductory section before going to the computer lab.
- Mini-Lesson*
- Be sure to orient apprentices to the basics of working with PowerPoint. The scaffolded template can help with this.
 - Explain the goals of the session:
 - Apprentices use the template to set up the title and text on their pages.
 - Students will pick out their major points of their presentation which will sort of be like reverse engineering their presentation scripts into outlines.
 - Only when these parts have been completed, should apprentices begin to work on the graphic design (photos, backgrounds, animation) of their pages.
 - Teams will work together to design their pages.

- Alternately: if students can not develop their own PowerPoint presentations because of a lack of computer availability, they can still be integral in planning their page/pages.
- Students to pick out their major points of their presentation. Sort of like reverse engineering their outlines.
- Design a handout that will allow them to design what their pages say.
- Also, they will get to pick out their graphics/photos (from our digital camera/scanning endeavors).
- Also, have at least one or two computers in the class to allow apprentices to pick the “cool effects” that they want to use.