

LESSON PLAN

**Subject:** Information Processing 30

Materials/Aids Required: large paper and marker for each group, assignment and evaluation

Unit	Module 10: Managerial Information Processing
Topic	Productive Office Environment
Content	10.6 Design a productive office environment considering the ergonomic, human and environmental issues.

<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.) Working in groups, SWBAT create a presentation based on their analysis of our classroom in regards to being a productive office environment.</li> <li>2.) While presenting, SWBAT demonstrate proper presentation skills.</li> <li>3.) While working in groups, SWBAT demonstrate proper team work skills.</li> </ol>	<p><b>Evaluation:</b></p> <ol style="list-style-type: none"> <li>1.) Students will present their analysis and findings to the class and be evaluated using the evaluation scheme provided.</li> <li>2.) Students will be evaluated based on the presentation checklist.</li> <li>3.) Students will assess their group, as well as themselves on their team work skills.</li> </ol>
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<p><b>CELS:</b></p> <p>COM</p> <p>PSVS</p>	<p>Where they are evident in the lesson:</p> <ul style="list-style-type: none"> <li>- students will improve their communication while working in the groups and presenting</li> <li>- students will work cooperatively in groups.</li> </ul>
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Pre Requisite Learning: knowledge of ergonomics, proper work environment, how productivity relates to the office environment

Presentation	Classroom Management/Notes
Bell Work: (2 mins) Explain how employee productivity relates to the office environment.	- take attendance while they are working
Set: (3 mins) Ask students to recall aspects of a productive office environment. What makes a productive office environment? Tell students that we will be analyzing our classroom to figure out what can be changed to make it more productive.	- Proper lighting, ergonomically sound workstations and furniture are some examples
Development: (45 mins) 1. Tell students that they will be working in groups to complete the assigned task. They will be working in a group with the row they are sitting in. 2. Explain to students that they will be looking	

<p>at the classroom and deciding areas that meet the productive office environment requirements and areas that can be improved. After they have analyzed the class, they will create a 3-5 minute presentation of their findings to the class and present as if we are the school board and they are asking for funding to improve their classroom environment.</p> <p>3. Hand out the assignment to the person in the front of the row for the whole group to look at when they work, as well as the evaluation so they know what they will be marked on.</p> <p>4. Tell groups to move to their designated areas in the class and be seated and working within 30 seconds. Have one student come and get a marker and large sheet of paper for brainstorming and organizing ideas.</p> <p>5. While groups are working, remind them that they can use their notes from previous classes or the internet to remind themselves of what a productive office environment is.</p> <p>6. After 15 minutes, check to see if groups are finished. If they aren't give them 3 more minutes to complete their tasks.</p> <p>7. Have students go back to their original seats. Call on a row to volunteer to present. If no volunteer, choose a group.</p> <p>8. Give groups 3-5 minutes each to present. While they are presenting evaluate them on their presentation and skills.</p> <p>9. After each group has gone, discuss their findings. Ask if there were any groups that missed anything that other groups thought of. Were there any groups that disagree with other group findings? Discuss.</p>	<p>- give students 15-20 minutes to work on their analysis and presentation creation.</p> <p>- row 1 go to the front R corner, row 2 Front L corner, row 3 Back R, row 4 Back L</p> <p>-circulate during group work to ensure students are staying on task and to answer any questions</p> <p>- give students 15 seconds to get back to their seats</p>
<p>Closure: (2 mins) Ask students if after analyzing the classroom they now realize how well or bad the class is set up as a productive environment. Ask them to give three examples of how it is, or is not productively sound.</p>	
<p>Adaptive Dimensions:</p> <ul style="list-style-type: none"> <li>- Students can create a letter or presentation and actually present it to the principal or school board.</li> </ul>	

Target for Professional Development

1. How did I assign students to groups?

2. Did I designate meeting areas for each group within the classroom? How did I do this?

3. How did I ensure students made the transition to their groups and back to their desks fast?

4. How did students know how they would be evaluated for their presentation and their presentation skills?

## Classroom Ergonomics and Environment Analysis

As experts in productive office environments, you must analyze the classroom in order to come up with a plan for improving our environment. You must consider the ergonomic, human and environmental issues. As a group, you must decide which areas of the classroom are meeting the requirements of a productive environment and which areas need improvement. Once you are completed your analysis, you will create a 3-5 minute presentation to present to the class. You will present to us as if we are the school board and you are applying for funding to improve our classroom environment.

Some things to consider in your analysis:

Lighting

Furniture

Workstation Layouts

Is there recycling?

Factors that cause stress or relate to stress

For all of these factors, you must examine them and explain how they can be improved. Remember the computer related-health problems and environmental concerns we talked about. Use all the information you can to produce a strong argument as to what needs to be improved in our class.

All members must contribute to the presentation with at least one speaking role.

Productive Classroom Environment Analysis  
Group Presentation  
16 pts

Group Members:

\_\_\_\_\_

Student Name:

\_\_\_\_\_

<b>CRITERIA</b>	<b>2 PTS</b>	<b>1 PTS</b>	<b>0 PTS</b>
<b><i>As Group:</i></b>			
Each member presents			
Discusses good things about the class			
Discusses bad things about the class			
Discusses how it can be improved			
Provides a strong argument for change			
<b><i>Individually:</i></b>			
Eye contact with audience			
Body Language			
Voice			

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Please complete the following self-assessment and peer-assessment form and make any additional comments. Be honest and reflect on your experience thoroughly.

Peer-Assessment Form – Presentation Skills                      Name:  
Who You are Assessing:

2	1	0
1. Did they participate in group discussions?	Always ___ Sometimes ___ Never ___ Comments:	
2. Did they listen attentively?	Always ___ Sometimes ___ Never ___ Comments:	
3. Did they offer input and provide suggestions?	Always ___ Sometimes ___ Never ___ Comments:	
4. Did they help others feel comfortable in the group?	Always ___ Sometimes ___ Never ___ Comments:	

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Self-Assessment Form – Team Work Skills                      Name:  
2                      1                      0

1. Did you participate in group discussions?	Always ___ Sometimes ___ Never ___ Comments:
2. Did you listen attentively?	Always ___ Sometimes ___ Never ___ Comments:
3. Did you offer input and provide suggestions?	Always ___ Sometimes ___ Never ___ Comments:
4. Did you help others feel comfortable in the group?	Always ___ Sometimes ___ Never ___ Comments:

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## **Strategy Name: Cooperative Learning**

### **Explanation of Strategy**

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students.<sup>1</sup> It needs to include five elements: group interaction, social skills, positive interdependence, individual accountability and reflection.<sup>2</sup>

### **Why This Strategy Works**

This strategy works because students are able to work with one another to learn about a specific topic. By working together students can bounce ideas off of one another. It allows students to be open minded and see how others are thinking. This also works because students are working in smaller groups where they feel more comfortable to share ideas.

### **Business Education Content that Could be Taught Using this Strategy**

**Entrepreneurship - 9.1** To determine a venture that will be undertaken either individually, as a group, or as a class.

- Students can work as a class to create a business venture. This is a large scale cooperative learning strategy.

**Life Transitions** - Students will act upon an understanding of the importance of knowledge, collaboration, co-operation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others.

- students can look at an issue and work together to decide how to solve the problem

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<sup>1</sup> Saskatoon Public Schools, (2003). *What is Cooperative Learning?*, Instructional Strategies Online. <http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/index.html>

<sup>2</sup> Lang, H. & Evans, D. (2006). *Teaching concepts. Models, Strategies, and Methods for Effective Teaching.* pp. 415-416

