

LESSON PLAN

Subject: Information Processing 30

Materials/Aids Required: safety pin, puck, notepad, ketchup packet, ear plugs, sock, bobby pin, paper clip, pack of crackers, pencil, key chain, plastic spoon, magnet, sugar packet, pencil sharpener, stuffed animal, tissue, chalk, plastic bag, tack, 4 bags, self-assessment handout, teacher evaluation,

Unit	Module 13: Skills for Entry-Level Employees
Topic	Employability Skills
Content	13.6 - Identify and demonstrate the human relations and oral communication skills commonly used in a business setting by entry-level employees.

<p>Objectives:</p> <ol style="list-style-type: none"> 1. While presenting their story in a bag, SWBAT demonstrate presentation skills such as voice clarity, voice level, using gestures, facing the audience and using eye contact in order to enhance their presentation. 2. While working in groups, SWBAT demonstrate their team work skills by listening, participation in discussions and working cooperatively in an appropriate manner. 	<p>Evaluation:</p> <ol style="list-style-type: none"> 1. Students will do a self-assessment based on their presentation skills after they have completed the presentation. The teacher will also evaluate each student on their presentation skills while they are presenting using the evaluation form. 2. Students will do a self-assessment based on the team work skills during their group work after they are done working in their groups.
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<p>CELS: COM PSVS</p>	<p>Evidence In Lesson:</p> <ul style="list-style-type: none"> - During the story in a bag presentations and group work - During the story in a bag presentations and group work
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Pre Requisite Learning: students should know the expectations for group work and presentations

Lesson Prep: Have all 4 bags ready to go and teacher's bag ready to go.

Presentation	Classroom Management
Bell Work: (2 mins) List some important skills that employees should have when applying for a job.	- students should be seated and working
Set: (6 mins) Have students attention at the front of the class. Ask students by a show of hands if anyone has seen the show Whose Line Is It	- if students do not know what whose line is it anyways is, explain it to them from the

<p>Anyways? If they have, ask if they have seen the segment where they must use different props and improvise with them. Tell students they will be doing the same thing.</p>	<p>teacher notes.</p>
<p>Development: (40 mins)</p> <ol style="list-style-type: none"> 1. Demonstrate using the teachers' bag. Tell students that you want to tell them about your day yesterday by pulling the items out one at a time and creating a story. Once the story is done tell students that they will be creating their own stories today. 2. Ask students if anyone listed presentation skills, communication skills, or team building in their bell work activity. Explain that we will be focusing on developing these skills today by creating a story for a bag. 3. Tell students that the story in a bag technique will help them step out of their comfort zone and create a fun presentation. Tell them it will also help them work as a member of a team. 4. Tell students that they will be working in groups to do the presentation. Place students into groups. Once groups are formed, students should rearrange their chairs so that they can easily talk to each other. 5. Tell students the following instructions: they will be required to create a story from the items in their bag under the theme My Day at Work, they will have 10 minutes to complete their story, each group will have 5 minutes to present and each member must contribute. Tell students they will be doing a self-assessment for their group participation and presentation skills once they are done so they should be working on these skills during the activity. 6. Ask each group to have one member come up to the front to get their bag. Once they have gotten their bags and are seated, have a student repeat the instructions you have given. After 	<ul style="list-style-type: none"> - make sure the story is as exaggerated and something out of the ordinary - Groups will be determined by number students off 1, 2, and 3 so that all the 1's form a group and so on. - circulate the room to answer questions students might have - while circulating hand out the self-assessment forms to each student.

<p>instructions are understood, groups should begin working.</p> <ol style="list-style-type: none"> 7. After 10 minutes, tell students they will present from the front of the class. Remind students that everyone should be participating and that the audience should have proper manners (listening, not talking, no laughing at people). Students should be working on their presentation skills such as voice volumes, facing the audience and using gestures. 8. Give each student 5 minutes to present. 9. After all groups have presented, have an open discussion with the students including questions, suggestions, what they learned from the experience and how this activity has helped them in preparing for presentations in the work place. 10. Once the discussion is done, have students do a self-assessment on their group participation and presentation skills. 	<p>- as students are presenting, use the evaluation form to assess their presentation skills</p>
<p>Closure: (2 mins) Remind students that team work, communication skills and presentation skills are important to employers. Tell them that we will be working on these skills throughout the semester. Have students hand in their self-assessment forms as they leave the class.</p>	
<p>Adaptive Dimensions: - ask students to come up with entrepreneurial ideas or opportunities from the items to tie into entrepreneurship.</p>	

Target for Professional Growth

1. Did I explain to students the purpose of this activity? How did I do this?
2. Did my demonstration model what is expected of them in their story? How?
3. What skills did I show in my demonstration that I want them to demonstrate?

Teachers Notes

List of Bag Items

Bag #1 – safety pin, puck, notepad, ketchup packet, ear plugs

Bag #2 – sock, bobby pin, paper clip, pack of crackers, pencil

Bag #3 – key chain, plastic spoon, magnet, sugar packet, pencil sharpener

Bag #4 - stuffed animal, tissue, chalk, plastic bag, tack

Whose Line Is It Anyways?

- in the show, they are given different props and they have to come up with as many different ideas for the props.

Story In A Bag Evaluation Form

Name: _____

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<p>1. Did the student speak at an appropriate volume?</p>	<p>Always __ Sometimes __ Never __ Comments:</p>
<p>2. Did the student use appropriate gestures?</p>	<p>Always __ Sometimes __ Never __ Comments:</p>
<p>3. Did the student face the class and make eye contact?</p>	<p>Always __ Sometimes __ Never __ Comments:</p>
<p>4. Did the student speak clearly? (not too fast or slow, enunciated)</p>	<p>Always __ Sometimes __ Never __ Comments:</p>

___/8

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

Self-Assessment Form – Presentation Skills

Name: _____

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1. Did you speak at an appropriate volume?	Always __ Sometimes __ Never __ Comments:
2. Did you use appropriate gestures?	Always __ Sometimes __ Never __ Comments:
3. Did you face the class and make eye contact?	Always __ Sometimes __ Never __ Comments:
4. Did you speak clearly? (not too fast or slow, enunciated)	Always __ Sometimes __ Never __ Comments:

___/8

Self-Assessment Form – Team Work Skills

Name: _____

2

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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:

___/8

Strategy Name: Story-in-the-bag

Explanation of Strategy

This technique is accomplished with groups of students. It emphasizes the importance of teamwork in delivering a presentation that relates a story well¹. The technique involves the placement of 5 or 6 random items in a bag. Students will use this bag to pull items from and create a story about a given theme.

Why This Strategy Works

This is a great activity for students to learn how to work as a team. It also helps them learn to give presentations and work on their presentation skills. Students are able to feel relaxed as they present because the presentation is focused on the objects and the story. This activity also helps students to learn to step out of their comfort zone and use their creative thinking skills.

Business Education Content that Could be Taught Using this Strategy

Entrepreneurship 3.5 - To select and illustrate critical and creative thinking skills needed to solve problems and set goals.

-students can practice their critical and creative skills as well as demonstrate them

This can also be used in many other areas throughout the curriculum that require students to work on presentation skills or team work.

¹ Delta Pi Epsilon, (2006). *Developing students' presentation skills using the story-in-the-bag technique*. Journal of Applied Research for Business Instruction. vol. 4, issue 1.