

Workforce Preparation: Event Planning Integrated and Contextualized Learning Lesson



Background: Planning an event, such as a meeting for work, requires the use of many of the skills that matter. The task described here uses the event planning career as an opportunity to introduce these skills and integrate them in the way that one would in the workplace. It is important that the skills are called out so that the students understand the meanings of these skills, how they may present themselves in the workplace, and how they can be transferred to other workplace and non-workplace situations.

NRS Level(s): High Intermediate Basic Education, Advanced ESL

Lesson Title: Event Planning	Approximate Length of Lesson: 2 hours & 30 minutes
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Identify the steps required to plan an event. • Communicate with others while working toward a common goal. • Develop a presentation of information. <p>Language objectives:</p> <ul style="list-style-type: none"> • Use the proper tone. • Employ the vocabulary of event planning. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can name the steps required to plan a successful event. • I can communicate in a group to plan an event. • I can create and give a presentation. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can use appropriate tone and polite language during group work to finish a complex task. • I can use vocabulary around event planning.

<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Level D:</p> <p>S/L1: Engage in collaborative discussions. W8 - Gather relevant information from print and digital sources.</p> <p>ELPS Level 5:</p> <p>ELPS 3: Compose a written informational text. ELPS 5: Gather information from multiple print sources. ELPS 7: Adapt language to audience, purpose, and task.</p>	
<p>Central Skills Taught:</p>	<p><input type="checkbox"/> Adaptability and Willingness to Learn</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Critical Thinking</p> <p><input type="checkbox"/> Interpersonal Skills</p> <p><input type="checkbox"/> Navigating Systems</p>	<p><input checked="" type="checkbox"/> Problem Solving</p> <p><input checked="" type="checkbox"/> Processing and Analyzing Information</p> <p><input type="checkbox"/> Respecting Differences and Diversity</p> <p><input checked="" type="checkbox"/> Self-Awareness</p>
<p>Language Demands:</p> <p><i>(Include academic language, language skills, etc.)</i></p>	<p>Use domain-specific vocabulary to complete tasks, such as <i>venue, budget, publicity, logistics, and catering.</i></p> <p>Attention to tone and use of polite negotiation and disagreement language to complete group work, such as</p> <ul style="list-style-type: none"> • <i>I'm not sure that's the best choice for setup. Have you considered ...</i> • <i>Tell me more about this choice for technology ... Does it meet the requirements of the room?</i> • <i>I think we should go another direction with this event. Let me show you what I'm thinking.</i> 	



<p>Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Group presentation</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Classroom discussions</u> 	
<p>Adaptations and/or Accommodations: <i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>	<p>For students at more beginning levels of English and literacy proficiency, begin with visuals and/or short video clips in the introduction (a wedding or festival as well as several work examples such as a strategic planning meeting, retirement party, or sales pitch) to introduce <i>event</i> and associated words. Ideally, some of the visuals will show problems that can occur (confusion, frustration, mess, missing items, ...) to elicit more nuanced language and ideas. During explanation and modeling as well as guided practice, incorporate a graphic organizer and a modified or shorter reading, spending much more time with key vocabulary. Divvy up tasks specifically to limit how much students need to read and focus on at once. Slow down and do one or more examples of guided practice event planning together as a large group before moving to more independent group work. Scaffold the presentation/application into manageable steps depending on the proficiency of the learners.</p>			
<p>Introduction: How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. Timing: 10 minutes</p>	<p>To begin this activity, ask the students to think about an event that they attended that they considered successful. Instruct the students to jot down some notes that describe what made the event successful and what could have made it better. After a few minutes, facilitate a discussion that allows the students to share their responses. Write the responses on the board or flip chart paper so that they continue to be available throughout the lesson.</p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Communication • Self-awareness 	<p>MATERIALS</p> <ul style="list-style-type: none"> • Board or flip chart • Chalk or markers 	



<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 20 minutes</p>	<p>Using a laptop and projector, access <i>How to Plan an Event: The Complete Event Planning Guide</i> at https://www.wildapricot.com/articles/how-to-plan-an-event. Introduce each of the steps on the website and examine it further by following each link for the planning steps. Provide opportunities to discuss each of the steps and question the students to assess comprehension. As each step is discussed, bring attention to the skills that matter that are integrated in the instructions.</p>	<ul style="list-style-type: none"> • Processing and analyzing information 	<ul style="list-style-type: none"> • Computer and internet access • Projector • <i>How to Plan an Event: The Complete Event Planning Guide</i> (https://www.wildapricot.com/articles/how-to-plan-an-event)
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p>Timing: 60 minutes</p>	<p>Divide the class into smaller groups, with each group tasked with planning a separate event that might occur in a workplace. Some examples of events include Take Your Child to Work Day, a company picnic, corporate training, a staff meeting, and hosting a manufacturing day for middle school students. Tell the class that they must address each step presented in <i>How to Plan an Event: The Complete Event Planning Guide</i> as they plan their event. Remind the students of their responses to a favorite event that they had attended and remember to keep the flip chart responses available throughout the planning process.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Processing and analyzing information 	<ul style="list-style-type: none"> • Computers and internet access • <i>How to Plan an Event: The Complete Event Planning Guide</i> (https://www.wildapricot.com/articles/how-to-plan-an-event)
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 30 minutes</p>	<p>The students must also decide how they will present their event plan to the class in an organized fashion and must be prepared to discuss the skills that matter that each step includes. Presentation ideas can include flyers and advertisements for the event, PowerPoint presentations, company billboard postings, newsletter articles, or press releases.</p>	<ul style="list-style-type: none"> • Communication • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Computers and internet access • Printer • Office supplies (paper, pencils, markers, stickers, etc.)



<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 30 minutes</p>	<p>Groups present their event plans to the class.</p> <p>Following the group presentation, the teacher can facilitate a class discussion that focuses on the following:</p> <ul style="list-style-type: none"> • What will draw people to the event? • How can we entice more people to come? • How will we determine the success of the event? 	<ul style="list-style-type: none"> • Critical thinking 	
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