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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business Information Management II |
| **Lesson/Unit Title** | Planning and Implementing a Business Project – Part 2 |
| **TEKS Student Expectations** | **130.137 (c) Knowledge and Skills**  (2) The student demonstrates project management processes to conduct a business project using emerging technologies.  (B) The student is expected to plan a project  (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace  (C) The student is expected to write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that convey information effectively using correct grammar, spelling, punctuation, and capitalization  (5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences  (A) prepare oral presentations to provide information for specific purposes and audiences |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this lesson, the student will understand how to plan and implement a business project.  **Specific Objectives**:   * Students will understand the processes involved in conducting a business project * Students will understand how to graphically display tasks involved in a project * Students will understand how to determine time frames of tasks involved in a business project |
| **Rationale** | When planning and implementing a project, it requires creating short- and long-term plans that guides the project toward implementation—where the planned project is then put into action. This lesson demonstrates how to plan and implement a business project towards success. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Important Terms for this Lesson:**   * GANTT chart- provide an easier way to see how many tasks are involved in a project and the approximate time frame and duration involved with each task. GANTT charts are named after Henry Gantt who was an engineer. * Flowchart-a graphic representation, using symbols interconnected with lines, of the successive steps in a procedure or system. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   1. Planning and Implementing a Business Project Assignment Sheet 2. Flow Chart Assignment #1 – listed within this lesson 3. Flow Chart Rubric 4. Gantt Chart Assignment #2 – listed within this lesson 5. Gantt Chart Rubric 6. Project Interview Summary Assignment #3 -listed within this lesson 7. Project Interview Summary Rubric 8. Internet   **Materials Needed:**   1. Poster boards or binders in which to place project documents (flow chart and Gantt chart)   **Equipment Needed:**   1. Computers for students to complete projects 2. Projector for Student PowerPoints 3. Document camera or board |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Remind students of the business project ideas they created in the previous lesson. Or if they have not done the lesson on creating a business project, provide them with examples of different projects a business may conduct, such as rolling out a new product, moving into a new office location, or putting on an awards ceremony for the sales department. 2. Ask students what can happen to a project when there is no plan of how to achieve the project goals. Have a student write the pitfalls of not having a plan on the board. 3. Ask students if they are planning a project with a group how they will determine who completes which tasks. 4. The teacher can show the “Pancake Breakfast” project planning sheet on the HP web site to show the students how many details there can be in planning a project, which is the reason why many projects are planned with a team. |
| **Direct Instruction \*** | 1. Students can be divided into pairs. They may use the project idea they created in the previous lesson or create a new idea. 2. Students can brainstorm the various tasks involved in the project and create a list together. The steps do not have to be in order at this point. 3. Have the students create a visual representation of how the tasks would be listed. The purpose of this is to show students that most people prefer to view visuals as opposed to written text when it comes to project details. 4. Each pair can present their visuals on a document camera if one is available. 5. Planning a Business Project    1. List the steps involved    2. Estimate how much time each task will take    3. Assign person(s) responsible    4. Put tasks in order    5. A successful project requires detailed planning. Today many people either write Post-It notes to record their ideas or they sit down at a computer and start typing without any planning. 6. What kind of tasks?    1. Completion date    2. Do we need:       1. Money       2. Supplies       3. Volunteers       4. A specific location    3. How long will the tasks take    4. Who is responsible    5. Ask students if they have been to any events that probably required planning. List their responses on the board across the top (or on a document projector). Looking at one project at a time, ask students what steps were involved in planning those events. Record the steps under each of the projects. Then have a student underline a step that is like each event. Circle another step that is similar, and so on. Eventually they should conclude that many steps are similar regardless of the project.    6. Ask students in pairs to select an event from the board and make a list of all the things that could have gone wrong with that event. Would these things have been preventable through better planning? 7. Using flow charts as visual representations (before implementation)    1. Shows task name    2. Shows the order of tasks 8. Gantt Charts (during implementation)    1. Shows the duration of tasks, like a visual timetable    2. Shows time spent as well as time remaining on tasks.    3. Ask students in pairs to brainstorm steps involved in planning a “Pancake Breakfast.” See if their lists compare to the one on the HP website (place on the document camera or project so students can compare). Ask them if they visually saw the steps would it be easier to tell how long each task would take? 9. Benefits of Project Planning    1. Reduces risk and surprises    2. Ensures inclusion of all details    3. Enables deadlines to be met    4. Discuss what can go wrong with the “Pancake Breakfast” and how to prevent it.   It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences. |
| **Guided Practice \*** | Using the Outline, the teacherwill explain to students the importance of the planning process as it relates to project management. To begin the planning process, the groups must first be defined. The number of students in a group may depend upon the class size.  Distribute a simple project idea, such as “How to Send a Text Message” or “How to Make Macaroni”, to each group. Give each team member 5 Post-It® notes. Each member will then have a preset number of minutes to write down specific tasks or steps involved in completing the project (5 or 10 minutes).  Provide each group with either a Post-It® flipchart page or poster board and give them 10 minutes to display their Post-It® notes. Eliminate the duplicates and have them add any that they think are needed but were left out.  Then provide time for students to put the notes in order, assign a team member to each of the tasks, and place a time frame for completion for each task. If time allows, the students can present their results to the class and at the end of their presentation, the teams can ask the class if they have any other steps that may have been left out.  Now explain to the students that using sticky notes may not be the most efficient or professional way to plan out a project, but they should get the idea of the major steps involved in project planning through this exercise. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * **Flow Chart Assignment #1**   Using the project idea created in either this lesson or the previous one, the students will determine the tasks involved in their project and create a flow chart containing each one of the tasks. They may use shapes with the appropriate labels or a SmartArt graphic. Students may also use PowerPoint to create a flow chart. They can then connect the shapes using arrows or other connectors. If the teacher has a lab with Inspiration, Visio, or any other flow charting software, it may be used instead of Word or PowerPoint. Assignment will be evaluated using the related rubric.   * **Gantt Chart Assignment #2**   After the project has been defined and tasks organized, time frames must be assigned to each task. A Gantt chart is a visual tool that shows tasks and how long each will take to implement and is basically a schedule of the project. This can be done easily in Excel (tutorials are on Microsoft.com) by having students input task names and the duration of each task into a spreadsheet and creating a horizontal bar graph. By changing the colors of the components of each bar, the time frames appear suspended and you can see visually how long each task will take. The Excel graph will be evaluated according to the assigned rubric.   * **Project Interview Summary Assignment #3**   Students will interview someone in their school who has recently implemented a project (teacher, principal, or another project supervisor). They will ask questions to determine the tasks involved and the duration of the tasks. They will inquire about the issues that were involved in planning the entire project and how well the project’s supervisor thought the planning was carried out, including any improvements the supervisor would have made. Then they will write a two-page summary of their findings using appropriate business report format (double-spacing, 1” margins, and heading styles). The summary will be evaluated according to the assigned rubric. |
| **Lesson Closure** | 1. What is an advantage to planning a project as opposed to „on the fly‟? 2. Risk can be reduced, and chances of success increased because there are more checks on the details and the progress of events. 3. What can a flow chart show in a project? 4. The specific tasks involved as well as the order of the tasks. 5. What is the purpose of a Gantt chart?   **A:** To show a visual timetable of project tasks. |
| **Summative / End of Lesson Assessment \*** | Use the assigned rubrics to evaluate the Independent Practice Assignments.  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | **References:**   1. <http://www.businessballs.com/project.htm> 2. [http://microsoft.com](http://microsoft.com/) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will create an actual project that they will conduct and complete a flow chart and Gantt chart. Have a supervisor of the project sign off on the charts. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)