

## Lesson Plan Template

<b>Grade:</b> 10 <sup>th</sup> -12 <sup>th</sup> grade	<b>Subject:</b> Marketing
<b>Materials:</b> PowerPoint, Food Truck, Work Sheet, Notes, Video, Discussion Questions, Video Questions, Markers/Colored Pencils	<b>Technology Needed:</b> Video, Projector, PowerPoint
<b>Instructional Strategies:</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Direct instruction  <input type="checkbox"/> Guided practice  <input type="checkbox"/> Socratic Seminar  <input type="checkbox"/> Learning Centers  <input type="checkbox"/> Lecture  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning  <input type="checkbox"/> Visuals/Graphic organizers  <input type="checkbox"/> PBL  <input type="checkbox"/> Discussion/Debate  <input type="checkbox"/> Modeling         </div> </div>	<b>Guided Practices and Concrete Application:</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Large group activity  <input type="checkbox"/> Independent activity  <input type="checkbox"/> Pairing/collaboration  <input type="checkbox"/> Simulations/Scenarios  <input type="checkbox"/> Other (list)         </div> <div style="width: 50%;"> <input type="checkbox"/> Hands-on  <input type="checkbox"/> Technology integration  <input type="checkbox"/> Imitation/Repeat/Mimic         </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Explain: Introduced food trucks in Bismarck and some of the benefits of food trucks to students. Then, students watched a video about the rules and regulations of food trucks with follow-along discussion questions. Once the video was over, students turned and talked to one another about their answer, before introducing ideas to a whole group. Once students were engaged in the content, I introduced the activity of designing and implementing real-life concepts to their own food truck.</p> </div>
<b>Standard(s)</b> 10.1.2 Describe marketing functions and related activities.	<b>Differentiation</b> <p><b>Below Proficiency:</b> For students who did not have a lot of background knowledge on food trucks, I gave examples of common food trucks in Bismarck, I allowed students to talk with a partner and reflect on the video that was played, and I also walked around and prompted ideas if students were confused or stuck.</p> <p><b>Above Proficiency:</b> If students had a great background knowledge of food trucks or marketing, I persuaded students to share their ideas with the rest of the class to encourage other students. I also would prompt these students with tougher or deeper questions when I walked around.</p> <p><b>Approaching/Emerging Proficiency:</b> Students who were emerging proficiency were offered the same resources as the students who were below proficiency, as well as encouraged to share their ideas if it was something that was going to help out the rest of the class.</p> <p><b>Modalities/Learning Preferences:</b>          Visual: Students were offered a video and physical instruction to encourage engagement in the content.          Auditory: Students listened to the instructions that were said aloud, watched a video, and listened to their peers share their food truck ideas.          Interpersonal: Students were allowed to share their ideas with a single classmate before speaking out to the entirety of the class. They were also given the opportunity to share their ideas with the whole class at the end of their period. This lesson was extremely interactive.          Linguistic: Students were given the opportunity to express their ideas verbally throughout the entirety of the class period.          Bodily Kinesthetic: Students were given the opportunity to move around for turn-and-talks as well as move around to grab art tools to design their food trucks.</p>
<b>Objective(s)</b> Students should be able to... 1. State rules and regulations of food trucks. 2. Recognize importance of target market, location, competitive advantage, and design of food trucks. 3. Create their own food truck from personal passion/idea.  <b>Bloom's Taxonomy Cognitive Level:</b> 1. (Knowledge) <b>Identify</b> - Identify several rules and regulations of food trucks. 2. Comprehension- <b>Express</b> – Express ideas from discussion questions to another classmate about food trucks in Chicago. 3. (Synthesis) – <b>Construct</b> - Construct a food truck by evaluating concepts learned.	<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Turn-and-Talks: Students will have two different turn and talks throughout the lesson which they will be able to choose partners. Assignment: "Once I say go" ; hand out papers when I want students to start thinking about the assignment. Transitions: The transitions into different activities will be prompted by different questions of inquiry.
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Turn-and-Talks: Students will have two different turn and talks throughout the lesson which they will be able to choose partners. Assignment: "Once I say go" ; hand out papers when I want students to start thinking about the assignment. Transitions: The transitions into different activities will be prompted by different questions of inquiry.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students are to first participate in class introduction activity to talk about interest in food trucks, or if they have ever been to a food truck before. Then, students are to sit quietly and watch a 12-minute video while taking notes on the three questions posted on the board and then end of the video discussion questions. Then, students are to turn and talk to a partner of their choice to talk about findings. Then, students will share findings with the group. Then, students will turn and talk about whether there is an opportunity for food trucks in Bismarck. Then, students will share findings with the group. After this, students

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		will read directions on the hand out, and use materials given to create a design of their own food truck and answer the listed questions. Afterwards, students are able to do whatever they would like with their design.
Minutes	Procedures	
<b>40 minutes</b>	<b>Set-up/Prep:</b> 35 minutes: To create presentation and “creation of your own food truck” instructions for students and plan lesson 5 minutes: To write video questions on the board for students to reflect on while watching	
<b>3-4 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> 1. Ask students if they had ever been to a food truck before, or what they could imagine enjoying about a food truck. 2. Present ideas: Authentic food, on-the-go meals, promote foot traffic in the community, ample marketing opportunities, and minimizing risk for business owners as examples. 3. Show Mo’s Snow Shack and Hot Cookie Mama in Bismarck as examples.	
<b>15-17 minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> 1. Show students food truck video; ask them to focus on these three questions while watching... - What rules do food trucks have to follow in Chicago? - What updates have been made regarding food trucks since 2010 in Chicago? - Besides their own business, who do food trucks help make money for? 2. End of video discussion question... - Who benefits the most from food truck laws? Why? 3. Have students turn-and-talk about their findings from all the questions with a partner nearby. Some example answers... - drivers in busy cities, competing brick and mortar businesses, citizens trying to park or pedestrians, sanitation, property/sales tax. Incoming food truck businesses 4. Have students share ideas with the class as well as answer... - Do you believe there is an opportunity for more food trucks in Bismarck? Why or why not?	
<b>20-25 minutes</b>	<b>Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> 1. Students create their own food truck idea & design - Read handout instructions & create your food truck design/idea. - Business Name - What would you like to sell? Who is your target market? - Location - What city will your truck be located? - Where you would park it in this city? Why? - Would you change your location depending on the day or time of day? Why? - How you plan on competing or working with brick-and-mortar (regular) restaurants? - What is your competitive advantage? - The design of your truck (there is an outline on the following page if you would like draw and design it, but also feel free to write about it) - Think effectiveness and efficiency! - What do you want it to look like when people come up to your truck? - How you will market your food truck? - Events, location, promotions, social media, etc.... 2. When you have completed your design/idea, share that idea with a partner close to you.	
<b>5 minutes</b>	<b>Review (wrap up and transition to next activity):</b> 1. In the last few minutes of class, I will ask a few volunteers who are comfortable to share. - Thank students for their hard work today & let them know that they can keep their design or leave it with me if they would like.	
<b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b> 1. What do you enjoy, or if you have never been, what would you imagine being a pro of a food truck? 2. Who benefits the most from food truck laws? Why? 3. Do you believe there is an opportunity for more food trucks in Bismarck? Why or why not? 4. While students were creating their food trucks, I would also walk around and monitor their progress, challenge students in some of their ideas, as well as answer any questions students had.		<b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> At the end of the lesson my summative assessment would have been not only the truck design created by each student, but also how in-depth students were answering the questions listed on the worksheet.  <b>If applicable- overall unit, chapter, concept, etc.:</b> I would not offer a summative assessment for this unit specifically, but rather end the marketing course with a type of PBL assessment.

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**Consideration for Back-up Plan:**

If the projector was not working I would've either posted the PowerPoint and video online for students to follow-along and watch, or I would have given students questions for inquiry that they could have researched online by themselves, and then shared with a partner. I would still have student complete the end of class assignment in both scenarios.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

I really enjoyed this lesson, and from my perspective the students did too. However, I had one student make a comment once they were done with the assignment frustrated because he spent a lot of time on the design of his truck and there was no connection or grade for the final product. So, if I was actually teaching this course, I think it would be extremely important to bring connection from this lesson to the following lesson, or even possibly make it a two-day, more in-depth assignment so it seems more practical to students.