

*Vicki O'Rourke, Marshall High School*

## **Lesson Plan**

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**Title:** IRO: Stories from the Workplace

**Grade Level:** 11<sup>th</sup> and 12<sup>th</sup> Grade Students (24 students total with varying degrees of technology skills)

**Description:** I.R.O. students will work in small groups to prepare digital workplace stories drawing upon their experiences this school year. The groups will be divided into four main areas--office, marketing, industrial, and agriculture. The focus will include workplace safety and skills needed to work in business, the fast food industry, retail, farm, etc. A sample resume and application for the IRO program will also be incorporated into the end products. The final products will be available for students considering I.R.O. as part of their curriculum.

### **Learning Outcomes**

Brainstorm in each group

Conduct research and select skills required for the job area

Locate and analyze examples of digital storyboarding

Examine 7 elements of a story

Organize ideas in a storyboarding format using a template

Select appropriate materials from a variety of resources

Learn and apply technical skills as needed for end product

- Scan
- Digitize
- Add sound
- Add video
- Add animation

Create workplaces stories in a digital format

Present to classmates

Compare and contrast end products

Share stories with appropriate audiences

### **Linking for Learning (Learning and Technology)**

1. The library media program is integral to the educational program of the school.
2. The Information Literacy Standards for Student Learning are integral to the content and objectives of the school's curriculum.

3. The library media program models and promotes collaborative planning and teaching within a school climate conducive to and supportive of collaborative learning.
4. The library media program integrates technology for learning and teaching.

### **Illinois Learning Standards**

### **Nets Performance Indicators Grades 9-12**

5.A.5a  
5.A.5b

1,2,7,8,10

5.B.5a  
5.B.5b

5.C.5a  
5.C.5b

### **Assessment**

#### **Evaluate**

- Storyboard templates, URLs, & journal notes
- Self-assessment
- Peer assessment
- Final group performance & end product,  
Content, design elements and aesthetics, fluency, writing skills

### **Hook**

Introduce digital stories and ask if any of the students' employers are currently using digital stories as a marketing tool. Students will then be asked to pull together what they have learned this year to create digital workplace stories that will help future I.R.O. students decide if they want to participate in the program and, if so, in what capacity.

### **Tools and Resources**

- Computer
- Digital camera/camcorder
- Scanner
- LCD projector
- Large screen monitor with scan card
- Internet sites including IMSA Internet Toolkit & Career/Colleges sites listed on the MHS Media Center Home Page
- Clipart
- Photographs

- Digital pictures
- Sound clips
- Video clips
- Animation
- PowerPoint
- Front Page
- Other Software
- Storyboard Template

## **Teaching and Learning Events**

Students will break into small groups according to their area—office, marketing, industrial, and agriculture.

Examine examples of digital storyboarding using specific web sites and discuss the implications of digital stories in the business world

Locate, evaluate, and integrate information from sites with examples of good information in their chosen career or area

List URL's in a journal along with notes

Decide on the type of technology they will use in their presentation Possibilities include:

- Making a PowerPoint presentation
- Designing a web page
- Using a digital camera/camcorder to record examples of the skill and/or safety factor to be emphasized

Research the elements of a story for application to their projects

Create a storyboard as a springboard to their project

Produce PowerPoint presentations/ create an IRO PowerPoint incorporating

information from the different presentations/ or design an IRO web page

Share multimedia products in the classroom, on the web, and at the IRO

Banquet

## **Reflections**

Working cooperatively students will use technology to create digital stories relevant to them and to a real world audience.

Students will be able to increase their technical competency and vocabulary.

Students will gain an awareness and knowledge of valuable marketing tools.

*Concerns:*

The original idea was to create online videos, but upon reflection we decided to add those next year after acquiring a digital camcorder, additional software, and more training.

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