



# Event of the Century

**Lesson Plan** 6 - 7 days  
**Grade Level:** 9 – 10 **Timeframe:** (50 minute class periods) **Program Topic:** Budget, Comparison Shopping **State:** KY  
**Prepared By:** Angela Gott **Chapter/School:** Pendleton County High School Chapter

<b>Overview &amp; Purpose</b> Students will learn to be better consumers by comparing products and planning a budget for a specific event.	<b>FCCLA National Program(s)</b> Financial Fitness STAR Events
<b>Education and National FACS Standards Addressed</b> <i>Kentucky Core Content: PL-HS-3.1.1; PL-HS-3.1.2; PL-HS-3.2.1</i> <i>National FACS Standards: 2.5.1; 3.3.2</i>	<b>Career Clusters and Pathways</b> Consumer and Family Management Family and Consumer Sciences Education

<b>Lesson Plan Goals &amp; Objectives</b> (Specify skills/information that will be learned.)	<ul style="list-style-type: none"> <li>• Understand the importance of comparison shopping when planning an event.</li> <li>• Evaluate needs, wants, goals, values and priorities when setting up a budget.</li> <li>• Create and maintain a budget.</li> </ul>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Paper, Pencil,</li> <li>• <i>Event of the Century Introduction Activity Dollar and Event Cards (Attached)</i></li> <li>• <i>Event of the Century Project Guidelines (Attached)</i></li> <li>• <i>Planning Process Template (Attached)</i></li> <li>• <i>Event of the Century Project Rubric (Attached)</i></li> </ul>
<b>Introduction of Subject</b> (Give and/or demonstrate necessary information)	<ul style="list-style-type: none"> <li>• As students enter the classroom, hand them a dollar amount. I print these out on white paper, mount on construction paper and laminate, to reuse. Once seated, hand the students a type of event. Have them compare their dollar amount to the event and ask:           <ol style="list-style-type: none"> <li>1. <i>“Could you plan this event with the amount of money that you have and provide ALL necessary items?”</i></li> <li>2. <i>“What challenges would you face?”</i></li> <li>3. <i>“What challenges do event planners face?”</i></li> <li>4. <i>“What might help an event planner to stay within a certain dollar amount?”</i></li> <li>5. <i>“What tools might an event planner use to assist in planning an event?”</i></li> <li>6. <i>“How might the planning process be utilized in planning an event?”</i></li> <li>7. <i>“How might goal setting be utilized to plan an event?”</i></li> </ol> </li> <li>• Collect the dollar amounts and events. Have the events written on the board.</li> <li>• Hand out the project guidelines to each student.</li> <li>• Read over the guidelines to introduce project. Emphasize to the students that they should keep a record of all resources, human and nonhuman, that they use for the project. They will need this for their resources summary.</li> </ul>
<b>Verification</b> (Steps to check for student understanding)	<ul style="list-style-type: none"> <li>• Take student questions regarding the project and review the following:  <i>Planning Process steps with questioning or board review.</i>  <i>SMART goal setting technique. (S-Specific; M-Measurable; A-Attainable; R-Realistic; T-Time Bound)</i></li> <li>• Hand out the Scoring Rubric – have students read and ask questions.</li> </ul>

<p><b>Activity 1</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Students go to the board and sign up for an event – no duplications. <i>(At this point, you may choose to give the students a specific dollar amount that they have to use for their event. You may choose to have them come up with a “reasonable” amount for the event on their own. I have done it both ways and usually base it on the group I have at the time.)</i></li> <li>• Hand out Event of the Century FCCLA Planning Process Template.</li> <li>• Students work through the Planning Process, going through all steps excluding ACT. In the Follow Up section, have students develop 5 – 10 questions that they would ask themselves after the event was completed.</li> <li>• Remind them to review this portion of the scoring rubric when completing their Planning Process.</li> </ul>
<p><b>Activity 2</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Students complete the Profile of the Event. Students will write one to three pages containing a profile/description of their selected event. This must include:             <ul style="list-style-type: none"> <li>○ the event name</li> <li>○ a description of the needs and wants in the situation</li> <li>○ a goal statement(s) for the project</li> <li>○ a description of the role of values and/or priorities in the situation</li> <li>○ a summary of challenges involved in developing a workable financial plan.</li> </ul> <p>I suggest to the students that they set up a page with headings for each topic.</p> </li> <li>• Remind them to review this portion of the scoring rubric when completing the Profile of Event.</li> </ul>
<p><b>Activity 3</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Students use internet resources to complete comparison shopping.</li> <li>• Students should complete the event plan attached to the Project Guidelines. They may do this by handwriting in the one provided. I suggest that they create the event plan in Microsoft Word or Excel. If possible, have them submit it on a student file for their access.</li> <li>• Remind them to review this portion of the scoring guide when completing their Comparison Shopping and Event Plan.</li> </ul>
<p><b>Activity 4</b> (Describe the independent activity to reinforce this lesson)</p>	<ul style="list-style-type: none"> <li>• Students complete Resource Summary. This will be one to two pages and include a list of all resources used to complete the project, and a summary of what was learned.</li> <li>• Students should compile all materials for the portfolio. Allow them to type portions if possible.</li> <li>• Students put together portfolio.</li> <li>• Remind them to review this portion of the scoring guide when completing their Resource Summary and Portfolio Specifications.</li> </ul>
<p><b>Summary/Evaluation</b> (Assign Homework, or Reflect on the Outcomes)</p>	<ul style="list-style-type: none"> <li>• Students present their portfolios to the class. Class members are allowed an opportunity to review the project and ask question of the presenter.</li> <li>• May ask the class to write a simple evaluation of each project, and select the BEST one (excluding their own.)</li> </ul>

<b>Other Resources</b>	<ul style="list-style-type: none"><li>• Computer lab, Internet</li></ul>
<b>Additional Notes</b>	<ul style="list-style-type: none"><li>• This project takes approximately 6 -7 (50 minute) class periods. If limited on time, assign some outside of class time. This could also be assigned in groups of 2 – 3.</li><li>• Student presentations are optional if your time is limited.</li><li>• Score each project using the Project Rubric.</li></ul>
<b>Source</b> (If Applicable then required to cite any published or copyrighted materials used in this lesson plan)	STAR Events Manual

By submitting this lesson plan you are giving FCCLA permission to publish your work on the FCCLA website, [www.fcclainc.org](http://www.fcclainc.org).

Event of the Century Lesson: Introduction Activity

<b>\$100</b>	<b>\$150</b>	<b>\$175</b>	<b>\$200</b>	<b>\$225</b>
<b>\$250</b>	<b>\$275</b>	<b>\$300</b>	<b>\$125</b>	<b>\$50</b>
<b>\$75</b>	<b>\$80</b>	<b>\$120</b>	<b>\$130</b>	<b>\$140</b>
<b>\$180</b>	<b>\$220</b>	<b>\$240</b>	<b>\$260</b>	<b>\$230</b>
<b>\$170</b>	<b>\$270</b>	<b>\$190</b>	<b>\$280</b>	<b>\$290</b>

Event of the Century Lesson: Introduction Activity

<b>Graduation Party</b>	<b>Wedding Shower</b>	<b>Wedding Reception</b>	<b>Baby Shower</b>	<b>Retirement Party</b>
<b>1 Year Old Birthday Party</b>	<b>16 Year Old Birthday Party</b>	<b>Family Reunion</b>	<b>Class Reunion</b>	<b>Thanksgiving</b>
<b>25<sup>th</sup> Wedding Anniversary</b>	<b>Christmas Party</b>	<b>New Year's Party</b>	<b>Halloween Party</b>	<b>Back to School Party</b>
<b>4<sup>th</sup> of July Cookout</b>	<b>Garden Tea Party</b>	<b>Bar Mitzvah</b>	<b>Wedding Rehearsal Dinner</b>	<b>Pre or Post Prom Party</b>
<b>Homecoming Cookout</b>	<b>School's Out Swimming Party</b>	<b>FCCLA Membership Party</b>	<b>Valentine's Dance/Dinner</b>	<b>FCCLA Faculty Appreciation Luncheon</b>

## FCCLA PLANNING PROCESS



IDENTIFY YOUR CONCERNS



SET A GOAL



FORM A PLAN



ACT



FOLLOW UP

## Event of the Century: Project Guidelines

### Event of the Century!

You will be working to plan all aspects of an upcoming event. This event is defined as an upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges.

#### Portfolio

The portfolio is a collection of materials used to document and illustrate the work of your group project. Materials must be contained in a 3 ring binder. A decorative and/or informative cover may be included. All materials, including the divider pages and tabs must fit within the cover. The binder/notebook must contain no more than 30 pages:

*1 project identification page*

*0-5 divider pages*

*1-2 Planning Process summary page(s)*

*1-3 profile of event page(s)*

*3-12 comparison shopping pages*

*1-5 event plan page(s)*

*1-2 resource summary page(s)*

All pages MUST be ONE-SIDED ONLY! All pages except divider pages must be 8 ½" X 11".

Please read the following table for detailed information that must be included for each of the above listed page categories:

<b>Project Identification Page</b>	One 8 ½" X 11" page on plain paper, with no graphics or decorations; must include your name(s), the block/period and date submitted.
<b>Divider Pages</b>	0-5 divider pages, may be tabbed; may contain a title, section name, graphics, thematic decorations, and/or page numbers; may be larger than 8 1/2", but still fit within cover dimensions; should not include other content.
<b>Planning Process</b>	One to two 8 1/2" X 11" page(s) summarizing how each step of the Planning Process was used to plan Summary Page and implement the project. You will be given a template of the Planning Process to use for your project plan.
<b>Profile of Event</b>	One to three pages containing a profile of the selected event; must include type of event; a description of the role of needs and wants in the situation, a goal statement(s) for the project, a description of the role of values and/or priorities in the situation, and a summary of challenges involved in developing a workable financial plan.
<b>Comparison Shopping</b>	Three to twelve pages; must include evidence of comparison shopping for at least five goods and/or services; graphics may be used; develop your own format. Comparison shopping is defined here as an examination of the costs and features of two or more forms or sources of a specific product or service.
<b>Event Plan</b>	One to five pages using the chart format provided (you may format a table on word if you like); must include sources and amount of income budgeted, a list of all products/services to be acquired, sources selected, key features considered, quantities, unit costs, and total costs. Graphics may be used.
<b>Resource Summary</b>	One to two pages; must include list of all resources, both human and nonhuman, used to complete the project, including sources of product/service information and sources of advice; use an organized, consistent format; include a paragraph at the beginning of the list to summarize what was learned about use of resources while completing the project.
<b>Appearance</b>	Portfolio must be neat, legible, in order, in a 3 ring binder, and professional, and use correct grammar and spelling.





CATEGORY	CRITERIA	0	1	2	3	4	5	MY SCORE
<b>PORTFOLIO SPECIFICATIONS</b>	Content Pages	Missing 9+ pps	Missing 7-8 pps	Missing 5-6 pps	Missing 3-4 pps	Missing 1-2 pages	All pages included	
<b>PORTFOLIO CONTENT</b>	Planning Process	Not provided	1 step with summary	2 steps with summary	3 steps with summary	4 steps with summary	All steps with summary	
	Profile of Event Role of needs/wants	Not provided	Needs or wants given no desc.	Needs or wants with description	Needs/wants given , no desc.	Needs/wants given little description	Needs/wants given with description	
	Profile of Event Goal Statement	Not provided	Goal is unrelated	Goal stated is unclear	Goal not include all parts	Goal is somewhat clear	Goal is clearly stated	
	Profile of Event Role of values/priorities	Not provided	Values or Prior. w/no desc.	Values or Prior. With desc.	Values/Priorities no description	Values/Priorities little description	Values/Priorities given w/desc.	
	Profile of Event Describe financial challenges	Not provided	Limited challenges	Challenges not described	Minimal description	Good description	Excellent description	
	Comparison Shopping Chosen format	<b>Not</b> provided	Disorganized	Difficult to read	Unorganized	Somewhat easy to read format	Easily read format	
	Comparison Shopping Sources Identified	Not provided	1 source given	2 sources given	3 sources given	4 sources given	5 or more sources given	
	Comparison Shopping Key Considerations	Not provided	Identified for 60% of items	Identified for 70% of items	Identified for 80% of items	Identified for 90% of items	Identified for 100% of items	
	Comparison Shopping Quantities/costs goods/services	Not provided	Quantities/costs for 60% of items	Quantities/costs for 70% of items	Quantities/costs for 80% of items	Quantities/costs for 90% of items	Quantities/costs for 100% of items	
	Event Plan List of goods/services	Not provided	Most necessary items missing	Many necessary items missing	Some necessary items missing	Most necessary items listed	All necessary items listed	
	Event Plan Quantities and costs	Not provided	Shown for 60% of items	Shown for 70% of items	Shown for 80% of items	Shown for 90% of items	Shown for 100% of items	
	Resources Summary Variety of resources	Not provided	1-2 resources limited variety	3 resources given w/variety	4 resources given w/variety	5 resources given w/ variety	6 or more resources given	
	Resources Summary Format Used	Not provided	Disorganized	Difficult to interpret	Understandable, not organized	Somewhat clear	Clear and effective	
	Resources Summary Summary of Learning's	Not provided	Unclear	List given w/no explanation	Partially explained	Somewhat clear and thorough	Clear and thorough	
<b>OVERALL PORTFOLIO</b>	3 ring binder	Stapled or insecure					3 ring binder	
	Arranged in order as listed	Not in order					All items in order	
	Neat	Difficult to read and understand					Very Neat	
	Organized	Difficult to follow					Very well organized	

TOTAL POINTS EARNED OUT OF 95 POINTS

POSSIBLE \_\_\_\_\_

Event of the Century: Rubric