



Vocational T-shirt Time

Grades 9-12

Teacher: Mrs. Chappel

Date: 08/19/2019

Overview & Purpose

Provide the lesson title and a short (3-4 line) purpose statement expressing your vision for this lesson.

Students will learn about Financial Literacy through hands-on experience by running a school business. Students will be required to formulate a business plan by setting the price for the custom goods. They will need to determine the cost of materials for each product they wish to sell and what they will need to sell the finished product for in order to make a profit.

Objectives

List your 3-5 objectives. Specify the new skills that the students will gain as a result of the lesson.

What will students have learned or experienced by the end of the lesson?

1. Students will describe the difference between the “unit price” and “total cost” of objects that are required for their business

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2. Students will calculate the best deal after researching various products from several retailers.
 3. Students will calculate the total price per object for each part and determine what price they need to sell the finished product to make a profit.
 4. Students will operate a cash register in order to collect money and give change to customers.

Materials Needed

What items do you need to complete this lesson? Please include items you requested in your project as well as anything else you used to bring this lesson to life.

1. Cash register
2. Computer
3. Cricut machine
4. Cricut heat press
5. Heat transfer vinyl
6. Cold vinyl
7. Blank t-shirts
8. Card stock
9. Cricut mats (blue and green)
10. Cricut weeding tools

Verification

What 3+ steps did you go through to make sure that your students understood the concepts you taught in your lesson?

1. Rubrics
2. Task analysis
3. Discrete trial data on performance skills
4. Portfolio review
5. Performance based review

Activity

What activity did you take students through to reinforce the concepts you taught during your lesson?

1. Students will brainstorm names for their business. A thinking map/circle map will be utilized to help organize students' ideas. Students will then vote for their favorite name. Students will then utilize a circle map to think of various products they wish to sell. Students will utilize a tree map to help them organize the materials needed to create each product (e.g., if they wish to create custom t-shirts, they will need blank t-shirts and vinyl).
2. Students will have a mini lesson to learn the difference between the total cost of a product compared to the unit price.
3. Students will then break into teams to research the materials they'll need in order to create their products. They will be asked to compare prices of targeted items on Amazon, Walmart, Target, Michael's and Staples. The students will record and report on their findings in order to determine which retailer has the best deals on the necessary products. Students will then determine the total cost of the products they will be creating and vote on what price to sell the product in their store in order to make a small profit.
4. Students will create an online order form utilizing the classroom's Google account and Google docs. Students will also create a paper version to hand out. Students will take pictures of sample products for use in the order forms to educate customers about the custom options. Order forms will be updated as needed.
5. Students will be taught how to utilize the Cricut machine and the computer software necessary to fulfill customer orders. Adult model/prompting will be given as needed.
6. Students will read customer order forms and fulfill the orders as directed. Students will work as a team to complete the orders. One student will design the custom order using the computer program. One student will measure the desired material (vinyl/cardstock) according to the computer program's directives. They will place the material on the appropriate Cricut mat, load it into the machine and follow the prompts. After the Cricut machine has cut the material, another student will be responsible to weeding the material. Another student will be

responsible for assembling the final product (i.e., heat pressing the vinyl on a shirt, or gluing cardstock for greeting card orders). A teacher or paraprofessional will be checking in periodically on each step to help students as needed. An adult will always be present for heat press orders.

7. Students will be instructed on how to properly present themselves during work. Students will be given a self assessment grading rubric to remind them of expectations for their presentation. Social scripts and video models will be used in order to teach students the social greetings and high frequency conversations they are likely to have. Students will interact with customers during deliveries or when taking orders. Students will confirm that all items are correct and packaged before delivery. Students will calculate the total amount for the order and will check out the customer utilizing a cash register or a calculator and cashbox.

