

## LESSON PLAN

### TIME REQUIRED

One or two class periods.

### RATIONALE

As teaching tools, DECA's role-plays and case studies provide relevant, meaningful problems for students to solve, provide a standards-based evaluation, increase rigor of the instruction, result in evidence of student learning and expose students to DECA – all as part of classroom instruction. Role-plays and case studies provide a student-centered engagement activity to help DECA members apply learning through problem-based activities that require creative solutions and practical outcomes.

### INTENDED OUTCOMES

At the conclusion of this lesson, students will be able to:

- Demonstrate problem-solving skills. (Professional Development)
- Demonstrate active listening skills. (Communication Skills)
- Organize information. (Communication Skills)
- Participate in group discussions. (Communication Skills)
- Utilize resources that can contribute to professional development. (Professional Development)
- Explain performance indicators addressed in the role-play activity.

### INSTRUCTIONAL CONTENT

#### **Bell Ringer**

As students enter the classroom, have the following exam item available to them to read, select an answer and write one to two sentences defending their answer.

Businesses that carry a considerable assortment of goods but only one or a few related product lines are \_\_\_\_\_ businesses.

- A. specialty
- B. discount
- C. service
- D. limited-line

Start the class by asking students by show of hands (or electronic option) who answered A, B, C and then D. Ask for two or three students to share their answer and explain why they chose it.

From the descriptive key, the correct answer is: D - limited-line. Limited-line businesses specialize in the products that they offer for sale. They usually carry an excellent assortment of those goods. Service businesses perform intangible activities that satisfy the wants of consumers or industrial users. Specialty businesses typically carry a very limited variety of products. Discount businesses sell products at reduced prices and usually carry a variety of items. SOURCE: EC:070 – Explain the role of business in society.

Carry on a discussion ensuring the elements from the descriptive key above are discussed, and summarize the discussion explaining that this is one part of economics and describes the role of business in society.

### **Instruction**

Explain to students the concept of professional development and the opportunity to use role-plays and case studies as form of learning. During this class, students will have an opportunity to view a role-play situation.

Give students one of the sample scenarios at <https://www.deca.org/high-school-programs/competitive-events-sample-videos-hs/>. It is recommended to use the Marketing Management Series event as this has two presentations using the same scenario. (NOTE: This event is now called Marketing Communication Series as an individual series event). Provide students with the entire role-play.

Using the worksheet included with this lesson plan, walk through the role-play and assist the students in completing the form. Instruct them to **not** complete the question regarding the solution and information under the performance indicators.

Show the sample video corresponding with the role-play you gave the students. Instruct the students to actively listen to the participant's solution and information to support each performance indicator. Ask them to take notes on the worksheet provided.

After the video, ask them to complete the judge evaluation form.

As a class, discuss the elements of the presentation. Discussion points include:

- Key elements of the role-play (participant role, student role, instructional area, company, deliverable requested)
- The solution provided by the student and opinions on it
- How the performance indicators were addressed
- How 21<sup>st</sup> Century Skills were demonstrated

You may also ask students for alternative solutions, as well as components that would have improved the solution and presentation.

 **TIP** | If you use the Marketing Management Series event, you may wish to show both videos and have the students complete the evaluation form for each. Discuss as a group strengths and areas of improvement for each presentation. Then ask students to determine a winner and defend their rationale.

## APPLICATION ACTIVITIES

Using one of the instructional methods provided, give students another role-play or case study so they can develop a solution and presentation. You may also wish to give them another copy of the worksheet provided in the lesson to help them formulate their solution.

## ASSESSMENT + FOLLOW-UP

At the conclusion of the lesson, the students should:

- Engage in a discussion about active learning.
- Discuss opportunities for continuing their professional development.
- Consider actions they can take to improve their professional development.

At the conclusion of the lesson, the teacher should:

- Deliver a presentation on DECA's Competitive Events highlighting the different role-play and case study competitions available to them through membership in DECA.

## RESOURCES + MATERIALS

- “This Is How We Use Role-Plays and Case Studies In the Classroom” materials
- Access to [www.deca.org](http://www.deca.org) for sample role-play videos and supporting materials
- Worksheet (provided)
- Ability to show the videos



## ROLE-PLAYS AND CASE STUDIES

### WORKSHEET

**Participant Role:**

**Judge Role:**

**Instructional Area:**

**Company:**

**What is the participant being asked to accomplish or deliver?**

**What is your solution?**

**What are the performance indicators? What information would you cover as it relates to your solution?**

1. **[Performance Indicator]**

[Information]

2. **[Performance Indicator]**

[Information]

3. **[Performance Indicator]**

[Information]

4. **[Performance Indicator]**

[Information]

5. **[Performance Indicator]**

[Information]

**Where is the role-play to take place?**

**What 21<sup>st</sup> Century Skills will you focus on during the role-play?**