

Event Planning

Course Description

Event Planning is a very specialized profession that involves a variety of skills. This course will give students an awareness of skills they will need in order to become successful in this field. They will learn about running their own business, the issues that may come up in the event industry, and how to communicate professionally and effectively. Finally, they will plan all components of an event and evaluate the event plans of their classmates.

Event Planning

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Running an Event Business	approx. 9 weeks
Unit 2	Exploring Various Types of Events	approx. 9 weeks
Unit 3	Communicating Professionally	approx. 9 weeks
Unit 4	Logistics of Planning an Event	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.1-Financial Literacy

9.1.12.C.7 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws

9.3– Career and Technical Education

Career Cluster: Marketing (MK)

Pathway: Marketing Communications (MK-COM)

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.

Business and Management

- 9.3.12.BM.1 Utilize mathematical concepts, skills, and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 Explore, Develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5 Implement systems, strategies, and techniques used to manage information in a business.

Operations Management

- 9.3.12.BM- OP.2 Develop and Maintain positive customer relationships.

Hospitality & Tourism Career Cluster

- 9.3.HT.3 Demonstrate Hospitality and tourism customer service skills that meet customers' needs.
- 9.3.HT.6 Describe Career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

Common Career Technical Core (CCTC)

Career Cluster Marketing

MK 01 – Describe the impact of economics, economics systems and entrepreneurship on marketing.

- MK 01.6 – Apply knowledge of business ownership to establish and continue business operations..

MK 02 – Implement marketing research to obtain and evaluate information for the creation of a marketing plan.

- MK 02.1 – Acquire a foundational knowledge of finance to understand its nature and scope.

MK 09 – Communicate information about products, services, images and/or ideas to achieve a desired outcome.

- MK 09.1 – Acquire a foundational knowledge of promotion to understand its nature and scope.
- MK 09.2 – Describe promotional channels used to communicate with targeted audiences.
- MK 09.3 – Explain the use of an advertisement's components to communicate with targeted audiences.
- MK 09.4 – Discuss the use of public relations activities to communicate with targeted audiences.
- MK 09.5 – Explain the use of trade shows/expositions to communicate with targeted audiences.
- MK 09.6 – Manage promotional activities to maximize return on promotional efforts.
- MK 09.7 – Evaluate long-term and short-term results of promotional efforts.

Career Cluster Hospitality & Tourism

- HT-RFB 4.2:Formulate staff development plans to create an effective working team.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

<p>Course: Event Planning</p> <p>Unit: 1- Running an Event Business</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: Students will understand what an event planner must know and be able to do on a daily basis. They will determine what skills and knowledge will be required in running a sole proprietorship, while focusing on event planning as the business.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.1.12.C.7, 9.3.MK-COM.1, 9.3.HT.3 , 9.3.HT.6, 9.3.12.BM.1, 9.3.12.BM.2 , 9.3.12.BM.3, 9.3.12.BM.5</p>	
<p>Common Career Technical Core (CCTC): MK 02.1 , MK 01.6 MK9.1, MK 9.2,MK 9.3, MK 9.4,MK 9.5,MK 9.6, MK 9.7, HT-RFB 4.2:</p>	
<p>Common Core State Standards (CCSS): ELA-LITERACY.W.11-12.10, CCSS.MATH.CONTENT.HSS.IC.B.6</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will understand what event planning is and what the issues may come up in the industry</p> <p>NJSLS: 9.3.MK-COM.1,9.3.HT.6, 9.3.HT.3, 9.3.12.BM.3</p> <p>CCTC: HT-RFB 4.2:</p> <p>CCSS: ELA-</p>	<p>What constitutes an “event”?</p> <p>How can events differ based on various industries and people?</p> <p>How can an event represent the reputation of an organization or business?</p>	<p>Explain what an “event” is</p> <p>Determine how events can be used to judge an organization</p> <p>Explain how various issues can emerge during an event</p>	<p>List Create a list of gatherings that might require an event planner</p> <p>Venn Diagram Compare and contrast two events (Teacher should give examples of events students can use)</p> <p>Creative Writing</p>	<p>My Super Sweet Sixteen – video clip http://www.mtv.com/shows/my-super-sweet-sixteen</p> <p>Event Planning Resources http://blog.bizzabo.com/the-directory-of-event-planning-resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
LITERACY.W.11-12.10		Explain the role of “reputation” after an event	Write about the most exciting event that you can imagine attending. What would the focus be? Who would attend? Write about all components of this dream event (It can be a wedding, sweet sixteen, etc.)	
<p>Students will understand what the role of an event planner is and what skills it requires</p> <p>NJSLS:9.3.12.BM.1,9.3.12.BM.3</p> <p>CCTC: HT-RFB 4.2:</p> <p>CCSS: CCSS.ELA-LITERACY.W.11-12.10</p>	<p>What does an event planner do from day to day?</p> <p>What skills are required within this industry?</p> <p>How does one enter into this industry?</p>	<p>Explain the skills that event planner need to run a successful event</p> <p>Explain the role of communication and customer service in event planning</p> <p>Explain various management styles that can be utilized within this industry</p>	<p>Demonstration Activity Assign students a mundane task such as moving the desks to a shape within the room. Have one student take charge of this task. Then have students list what skills were involved in organizing this task.</p> <p>Job Posting Create a sample job posting for an event planner position; Include</p>	<p>Explaining Management Style http://www.forbes.com/sites/dailymuse/2014/10/16/how-to-answer-whats-your-management-style/#4ec4e2aa265d</p> <p>Leadership Style Quiz http://www.leadershipiq.com/blogs/leadershipiq/36533569-quiz-whats-your-leadership-style</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>skills needed and expectations</p> <p>Leadership Styles</p> <p>Compare several leadership styles and decide which fit your personality best</p>	<p>Leadership Styles https://www.mindtools.com/pages/article/newLDR_84.htm</p>
<p>Students will understand the importance of promotion within the event planning industry</p> <p>NJSLS:9.3.12.BM.1</p> <p>CCTC: MK9.1, MK 9.2,MK 9.3, MK 9.4,MK 9.5,MK 9.6, MK 9.7</p> <p>CCSS: ELA-LITERACY.W.11-12.1</p>	<p>What are various types of promotion that exist?</p> <p>How can promotion affect the outcome of an event?</p> <p>How do event attendees dictate the promotion of an event?</p>	<p>Explain the role of promotion in any business or event setting</p> <p>Assess the use of various promotions to create a “promotional mix”</p> <p>Explain how each of the five promotional categories can be used to promote an event</p>	<p>Create a Promotion Create a sample print ad for an event</p> <p>Group Activity Assign students a group and an event; Have them choose several elements of the promotional mix to include within their promotion plan ; Be able to explain why those are the promotions chosen and why</p>	<p>Create a Print Ad Canva.com</p> <p>Promotion Basics http://www.learnmarketing.net/promotion.htm</p> <p>Social Media & Promotion Article http://www.socialmediaexaminer.com/use-social-media-to-promote-your-event/</p> <p>Youtube Ads Youtube.com</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>Color Theory http://www.colormatters.com/color-and-design/basic-color-theory</p> <p>Promotion Basics Worksheet http://www.tutor2u.net/business/worksheets/Promotion-Basics.pdf</p>
<p>Students will understand how to market themselves properly</p> <p>NJSLS: 9.3.12.BM.3</p> <p>CCTC: HT-RFB 4.2:</p> <p>CCSS: ELA-LITERACY.W.11-12.1</p>	<p>How can I market myself?</p> <p>What information should be publicly available about me?</p> <p>What information belongs on various business documents?</p>	<p>Create a sample resume</p> <p>Explain what information belongs on social media</p> <p>Understand how the internet can negatively and positively impact one's reputation</p>	<p>Resume Create a sample resume and understand each component</p> <p>Social Media Assessment Assess the information you post on social media; Discuss as a class if you are sharing too much, and how you can protect yourself on social media</p> <p>Video</p>	<p>Resume guidelines https://www.livecareer.com/resume-samples</p> <p>Safe Social Media Use https://www.common Sensemedia.org/social-media</p> <p>Social Media & Jobs Article http://time.com/money/3510967/jobvite-social-media-profiles-job-applicants/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Create a video about yourself	
<p>Students will understand basic budgeting and accounting skills for event planning</p> <p>NJSLS:9.3.12.BM.1, 9.3.12.BM.3, 9.3.12.BM.5</p> <p>CCTC: MK 02.1, HT-RFB 4.2:</p> <p>CCSS: CCSS.MATH.CONTENT.HSS.IC.B.6</p>	<p>What is the goal of a budget?</p> <p>Why is budgeting an important component of an event?</p> <p>What can you do to abide by a budget?</p>	<p>Explain the purpose of creating and abiding by a budget</p> <p>Explain how to create a budget</p> <p>Determine when it is appropriate to go over budget</p> <p>Use technological tools to map out a budget</p> <p>Use basic accounting terminology appropriately</p>	<p>Vocabulary Review Have students draw or write their own definition for each vocabulary word</p> <p>Personal Budget Create a personal budget based on an income allowance given by the teacher</p> <p>Event Budget: Compare and contrast two events with very different budgets (i.e. two weddings, one with an exorbitant budget and another on a small budget)</p> <p>Budgeting for an Event Assign students various amounts of money for</p>	<p>Basic Personal Budget Planning https://www.nerdwallet.com/blog/finance/how-to-build-a-budget/</p> <p>Event Planning Resources http://blog.bizzabo.com/the-directory-of-event-planning-resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			the same event; Have them budget for the event using the amounts given; Compare the events and have students assess the events of their peers	
<p>Understand the basic components of a contract</p> <p>NJSLS: 9.1.12.C.7, 9.3.12.BM.2 ,9.3.12.BM.3</p> <p>CCTC: MK 01.6</p> <p>CCSS:</p>	<p>What are the components of a contract?</p> <p>How is a contract relevant to event planning?</p> <p>How can understanding a contract help someone in their personal and professional life?</p> <p>What makes a contract valid?</p>	<p>Explain the purpose of a contract</p> <p>Understand the basic components of a contract</p> <p>Create a very simple contract that contains an offer, acceptance, and appropriate terms</p> <p>Assess existing contract samples to look for errors</p>	<p>Role Play Role Play a verbal contract that has all appropriate components of a contract</p> <p>Research Research differences in food, location, etc. For various events</p> <p>Contract Evaluation Prepare several contracts for students to evaluate; Have them assess potential errors or issues that could arise because of a flaw in the contract</p>	<p>Contract Law Cheat Sheet http://www.dummies.com/how-to/content/contract-law-for-dummies-cheat-sheet.html</p> <p>Contract Template http://www.tidyforms.com/simple-contract-template.html</p> <p>Simple Contract Law http://www.lawplainandsimple.com/legal-guides/article/contract-law-explained</p>

Unit 1 Vocabulary

<p>Entrepreneur Event Offer Acceptance Terms Budget Estimate Publicity</p>	<p>Public relations Sales Promotions Advertising Direct promotion Asset Liability Contract Warranty</p>
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Suggested Unit Projects

Choose At Least One

<p>Design a resume that centers on achieving a position in the event planning field.</p>	<p>Have students create a poster that explains the importance of safe social media use, and explains how to stay professional when using social media</p>
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Suggested Structured Learning Experiences

<p>Visit an event marketing business and shadow the owner or manager.</p>	<p>Visit a hotel, restaurant, or venue that regularly hosts events. Tour the facility and interview the owner.</p>
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