



Grade 9 Sample Lesson Plan: Stress Management Trade Show

SOLs

- Apply a decision-making process for selecting health and wellness products

Objectives/Goals

- Students will be challenged to develop a product that will assist in reducing stress. The product must be a health-enhancing product and cannot be harmful or illegal in any way.

Materials

- Student Worksheet Rubric

Procedure

- In groups, students will be challenged to develop a product that will assist in reducing stress. The product must be a health-enhancing product and cannot be harmful or illegal in any way.
- Teacher will assign the following tasks for student to complete:
 - A detailed description of the product and how it works to relieve stress
 - How much the product will cost
 - A name for the product
 - A poster advertising your product
 - An infomercial for your product

The teacher will then present examples of this project done by past students. Next, the teacher will ask the students who are good artists to stand in one corner, students who are decent at drawing stand one spot over from them, and for those whose skills can be described as “stick figure” worthy to stand next to the decent artists’. Put one artist in each group and split the students up accordingly so each will produce an eye pleasing poster board.

Each group will present their infomercial to the class. To decide on who will be going first, the teacher will go around with a box containing numbers written on pieces of paper and have one member from each group pick a number.

They will present in the order of what number they chose.

After the presentations, the students will be given the opportunity to browse the product posters to make the final decisions about the products. The posters will all be numbered.

The class will choose the best-in-show by writing their vote down on a piece of paper and placing it in the box the teacher will go around with.
Assess with Rubric

References

- Melanie Lynch, M.Ed. State College Area High School

Trade Show Rubric

Criteria	Below Basic	Basic	Proficient	Advanced
Information	The project is lacking 3-4 required elements.	The project is lacking 1-2 required elements.	The project includes all required elements.	The project includes all required elements and additional
Creativity	Lacks color, or imagination. Not done neatly.	Not very appealing. Limited use of creativity. Not much use of color/shapes/design/pictures. Most of the drawings/writing is not completed with care.	Contains students own writing and ideas. Lots of colors, shapes, and appealing design. Shows the student spent time creating an artistic piece.	Eye catching. Great use of colors, texture, shapes, and imagination. Artwork is neat. Writing is easy to read and is interesting. Shows the student can express ideas through art and/or writing.
Presentation	Student is unable to explain commercial.	Student explains commercial but does not make eye contact and is hard to understand.	Student explains content and makes eye contact.	Student explains content, makes eye contact and keeps audience attention.

TRADE SHOW



Your group will be challenged to develop a product that will assist in reducing stress. The product must be a health-enhancing product and cannot be harmful or illegal in any way.

Today you must develop the following things:

- ✓ A detailed description of the product and how it works to relieve stress
- ✓ How much the product will cost
- ✓ A name for the product
- ✓ A poster advertising your product
- ✓ An infomercial for your product

The teacher will then present examples of this project done by past students. Next, the teacher will ask the students who are good artists to stand in one corner, students who are decent at drawing stand one spot over from them, and for those whose skills can be described as “stick figure” worthy to stand next to the decent artists’. Put one artist in each group and split the students up accordingly so each will produce an eye pleasing poster board.

Day 2: Trade Show: Presentation:

Today your group will be given 10 minutes to put the final touches on your infomercial.

Each group will present their infomercial to the class. To decide on who will be going first, the teacher will go around with a box containing numbers written on pieces of paper and have one member from each group pick a number. They will present in the order of what number they chose.

After the presentations, the students will be given the opportunity to browse the product posters to make the final decisions about the products. The posters will all be

numbered.

The class will choose the best-in-show by writing their vote down on a piece of paper and placing it in the box the teacher will go around with.

The teacher will have the products numbers written on the board and put a tally mark next to each that got a vote. The product with the most votes wins.

The winner's poster of the product will be displayed on the wall outside of the classroom with a first place ribbon. The other groups' posters will also be displayed outside the classroom for all to see.

