

Name:	Subject Area: Event Planning
Age/DeMolay Knowledge: All levels	Estimated Time: 45 minutes
Date: 2/18/2017	Lesson Type: Interactive Event Planning
Lesson Title: Having Fun isn't Hard	
Brief Overview: <i>Overview of Lesson (what this lesson is about) with big ideas and essential questions:</i>	
<p>This class teaches members how to plan an event, specifically one they can bring their friends to. They will be taught the steps necessary to plan an event that is successful. The big question here is: What does it take to plan an event?</p>	
Prior Knowledge Required: <i>including vocab, preconceptions and misconceptions</i>	
<p>No prior knowledge is necessary, though experience in planning events will help the members. Critical thinking regarding what is important and what is not when planning an event is also useful.</p> <p>Preconceptions: Many members may think that because they have planned an event before that they know all there is to know about planning events.</p> <p>Misconceptions: Many members may think that planning events is something that you can do quickly and on the fly.</p>	
Resources:	
<ul style="list-style-type: none"> • Resources & tech used for prep <ul style="list-style-type: none"> ○ A printer • Materials used during the lesson <ul style="list-style-type: none"> ○ Copies of the Program Planning Template ○ A Whiteboard/Notepad ○ Markers • Technology used during lesson <ul style="list-style-type: none"> ○ None 	
Objectives:	
<ul style="list-style-type: none"> • Content <ul style="list-style-type: none"> ○ The content of the class follows this format: <ul style="list-style-type: none"> ▪ Step to planning an event <ul style="list-style-type: none"> • Section of the Program Planning Template to fill out <ul style="list-style-type: none"> ○ Important Notes/Questions to ask/Things to think of about that section ○ The steps to planning an event: <ul style="list-style-type: none"> ▪ What type of event is it? <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ○ What is the event? ○ Is it fun? • Who is it for? <ul style="list-style-type: none"> ○ Members? Prospects? Can families come? • Goals of the event <ul style="list-style-type: none"> ○ What do you hope to achieve by holding this event? • Objectives of the event <ul style="list-style-type: none"> ○ What should this event accomplish? 	

- What's the basic idea?
 - Date
 - Back-Up Date
 - Location
 - Back-Up Location
- Have we done something like this before? Can we do it again?
 - Lessons Learned
 - For new events, look to state events or other chapter's events
- What's the plan?
 - Schedule
 - What are you doing?
 - Where are you going?
 - When do you meet at the lodge?
 - Are you planning the events yourself or going to a facility who will provide the activities for you?
- How much will the plan cost?
 - Budget
 - Do you have a limit to stay within?
 - Are you charging members for the event?
 - Make note of places offering group rates
- How do we carry out the plan?
 - What supplies do we need?
 - Who are bringing supplies?
 - How are we advertising this event?
 - How are we communicating it to our own members?
- What could possibly go wrong?
 - Roadblocks
 - A common roadblock in Massachusetts is weather during the winter months
 - What sort of things would make this event unable to complete its goals and objectives?
 - If a roadblock is very likely, should some part of the event be changed?
 - EX. If an event is planned for the first weekend in August, a roadblock would be that Conclave would be at the same time. One way to avoid the roadblock, is to move the date.
- Skills
 - Members will learn how to plan an event from start to finish.
 - Members will learn what's important to know when planning an event.
 - Members will be confident in their event making abilities.

Instructional Sequence:

- *Begin the lesson by designing a fun and flashy, Engaging Experience to interest students in the topic*
- Ask the members what they think the important parts of planning an event are
 - Write down their answers
- Break the members up into groups of between 3 and 6
 - Have each group sit slightly separate from each other
- Hand out a copy of the Program Planning Template to each group
 - Using the above content, go over each section of the template

- *Develop the lesson by describing activities, probing questions, and how you will foster interaction you expect between students and teacher, students and materials and students and other students*
- Now let each group plan a prospect event following the template
 - While each group is planning, have one or two instructors on hand to look up the prices of items, or distances between two cities for the groups.
 - This will aid in the accuracy of the program plans, and show the members what they need to do if they are planning entirely on their own
- *Closure/Review/Wrap Up Complete the lesson in a way that students can articulate and celebrate what they have learned and accomplished *
- After each group is done planning their event, have them give it to the group on their left
 - As they look over the templates urge them to think about and find the answers for the following questions
 - Will the event be fun? If it isn't, should it be?
 - Does the budget seem accurate?
 - Is there any time unaccounted for in the schedule?
 - Ex. If it's a 6 hour event and only 5 hours are planned that's something to look out for
 - Does the event activity match to the target audience?
 - EX. Is it a trip to F1 for 12 year olds?
 - Is there anything not included in the supplies list that should be there?
 - Are there any road blocks that were not thought of?

Evidence of Learning/Assessment: What strategies and tools will you use to determine how well students have accomplished the objectives you have set for them . What will you be looking for as student performance? How will you collect this data. (after completing a lesson you will need to BOTH present and analyze the assessment data which you collected AND reflect on your performance and success of the lesson.

Success is gauged by the quality of the Program Planning Templates given to the members. As with any skill, the more it is honed, the better the results will be. The best way to assess how much the members have gotten from the event is to see the quality of activities being turned out by each chapter after this class is taught.

Notes