

Type of material: Lesson plan

Subject: Interdisciplinary approach: Sales promotion, Arranging, Visual communications, Multimedia advertising, Marketing

Topic: Design of a service in event management

General competencies developed during the lesson:

Transdisciplinarity, design thinking

Digital study materials developed for the lesson:

Mentimeter question (what do we need to organize an event)

<https://www.mentimeter.com/>

Digital sources used for the lesson:

- <https://www.youtube.com/watch?v=-k5y4bLU5X4> (10 years-movie about reunion)
- <https://www.entrepreneur.com/article/345182>
- <https://www.youtube.com/watch?v=-4J6odn3oSY>

General objectives:

- develop student's identity with the profession,
- develop selfmotivation,
- develop the ability to apply theoretical knowledge in practice,
- develop skills in managing the working processes,
- organization and supervision of work,
- develop the ability to monitor the development of the profession,
- develop skills and sense of responsibility

Curriculum units covered by the unit:

- marketing tools,
- sales promotion tools,
- visual identity, decorations,
- animation,
- videoproduction,
- filming,
- photography,
- graphic design (logo, poster, invitation),
- public relations (sponsors, media,...),
- decorations
- arranging
- branding,
- visual merchandising.

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Following the 5 steps of design thinking method:

1. What do you think that we need to organize an event? DEFINING A PROBLEM

Students are asked to answer the question on Menti. We collect their answers and make a print screen.

We put the answers into groups and we got an organisational diagram with groups of tasks:

- Program group
- Decorations group
- Graphic design group
- Photo/video group
- Catering group

According to their interests students choose the suitable group.

2. Movie time – EMPHATIC UNDERSTANDING OF THE USER

Students watched the movie 10 years. <https://www.youtube.com/watch?v=-k5y4bLU5X4>

The movie talks about a high school reunion and is ideal to get ideas.

3. Organisation - ACQUIRING AND SHAPING IDEAS

Brainstorming session for the name of the service: students do the brainstorming or another method to develop ideas to choose a suitable name of the service. The name should be short, have a full meaning and be fashionable to attract.

Another brainstorming session to define the program, the timing, choose places.

Division into groups and distribution of tasks. Each group should choose a leader. Leaders communicate and share ideas. Each group defined their own tasks.

4. Designing a service: PROTOTYPING

Graphic design: the graphic design group prepare a visual identity of the service (logo, colours, font, symbols). <https://www.canva.com/sl/si/>

Photo/Video: they search for old photos and videos (ask for a school's archive...)

Program: the program group design a program, find records about generation, collect old school's magazines...

Catering group: prepare a menu, contact catering companies, search for prices...

Decorations: prepare accessories, photo stops, promotional boards, visualisation of the main room and other rooms.

5. Implementing: TESTING

Test the idea: present the idea to teachers that were former students of the school, put the flyer on school's FB page and see the reactions. Contact people who reacted to the flyer with a polite invitation.

Post teasing posts about the service, offer the possible dates to choose. Once you got a contact person you can start with the real organisation of the event. You have to be careful with GDPR and HACCAP.

You can use google drive to collect material:

- <https://docs.google.com/document/u/7/>

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- <https://drive.google.com/drive/u/7/my-drive>

Program group: prepares the presentation of What happened in the year.... (the year of graduation of the generation) using old records from school magazine, old photos, maybe videos...contact their class teacher and the headmaster to fix the date. Set a playlist with popular songs from the year.X.

Graphic design: the graphic design group prepares the invitation that includes old photos of the generation. https://www.canva.com/sl_si/

Photo/Video: printing old photos, putting them into frames, printing covers of old magazines for the exhibition in the canteen.

Catering group: prepares a menu, contacts catering companies, searches for prices...decorates the canteen (the board, the exhibition), prepares plates, paper, orders a cake, buys drinks and some snacks

Decorations: prepares accessories, photo stops, promotional boards - #thebestgeneration, Top Anniversary, ... visualisation of the main room and other rooms, decoration of the catering room (balloons, aperitif table and catering table...)

6. EVALUATION:

Students make a written report about their tasks and evaluate the activity with extreme method. They point out the best (pluses) and the worst (minuses) and give possible examples of improvement.

So, the never-ending circle of design thinking has been closed or better: **Ready to start again, with all the improvements.**

The method hasn't been introduced to the students at the beginning of the learning unit. The unit has been introduced only as a transdisciplinary approach.. During the final part, when they write a report, the teacher introduces the method, so students can connect their experience to the theory. They have to do the same with all the curricular units that were included in this learning unit. I call this type of learning backwards learning. It is based on a real experience and they easily memorize the important parts, and this knowledge is forever. They don't forget, because they don't forget the experience.