



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 3.8: Creating a Business Card



INTRODUCTION

Annotation:

This lesson is directed towards all CTAE students and is designed to provide instruction in the basic format, design, and purpose of professional business cards. Business cards are an essential component to any business transaction because they provide easy access to basic contact information, interests, skills, and employment. Following this lesson, students should be able to design a basic business card and understand the importance of the professional business card.

Grade(s):

| | |
|---|------------------|
| X | 9 th |
| X | 10 th |
| X | 11 th |
| X | 12 th |

Time: One 50-minute Class Period

Author: Alyson Pittman and Dr. Frank Flanders

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

- CTAE – FS – 3 Communications: Learners use various communication skills in expressing and interpreting information.
- BCS – ITE – 25 Students will use good communication skills including listening and tact/discretion when communicating with customers and colleagues.
- BCS – BE – 38 The student integrates all forms of communication in the successful pursuit of employment.

GPS Academic Standards:

- ELAWLRC2 The student participates in discussions related to curricular learning in all subject areas.
- ELABLRC4 The student establishes a context for information acquired by reading across subject areas.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Students will understand that professional business cards are an important tool in business transactions and professional contacts. Business cards may be presented to clients, potential employers, or anyone with whom contact will be beneficial. Business cards are often considered to be one of the most powerful marketing tools for a company or individual. Business cards list basic contact information, interests, skills, employer, and company name, providing an easy way to make business and professional contacts.

Essential Questions:

- Why are professional business cards important to the modern business environment?
- What different kinds of messages can a business card convey about its provider?

Knowledge from this Unit:

- Students will be able to identify and label the parts of a typical professional business card.
- Students will be able to explain the significance of a business card for a potential employee and for job interviews.

Skills from this Unit:

- Students will create their own personal business card that outlines their contact information, current employers or volunteer organizations, interests, and job skills.



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
- Quizzes/Tests
- Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

1. Modeling a Business Transaction
2. Business Card Vocabulary Quiz

Assessment(s) Description/Directions:

1. Have the class separate into partner pairs. Each partner pair should come up with an appropriate business transaction setting to practice using their business cards. Students should use the business cards they created for themselves. Each student should evaluate and offer constructive feedback for his or her partner about their business card using the rubric provided. Have volunteer groups reenact their situation before the class.
2. Administer the quiz entitled "Business Card Vocabulary Quiz." When the students have finished the quiz, use the Answer Key to score the quiz.

Attachments for Assessment(s):

1. Evaluating a Business Card Rubric
2. Business Card Vocabulary Quiz and Answer Key



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

- CTAE – FS – 3** communications: Learners use various communication skills in expressing and interpreting information.
- BCS – ITE – 25** Students will use good communication skills including listening and tact/discretion when communicating with customers and colleagues.
- BCS – BE – 38** The student integrates all forms of communication in the successful pursuit of employment.

2. Review Essential Questions.

- Why are professional business cards important to the modern business environment?
- What different kinds of messages can a business card convey about its provider?

3. Identify and review the unit vocabulary.

- Business card
- Business card provider
- Marketing tool
- Visual design
- Supplementary Information
- Microsoft Word
- Microsoft Publisher
- Job skills

4. The Importance of Professional Business Cards.

- Ask the students when they last were given a **business card**.
 - Who gave it to them?
 - What was the situation?
 - Did the student ever contact the **business card provider**?
- Ask the students if this low-tech method of communication has a place in modern business.
- Ask the students to identify some example situations in which business cards would be appropriate. Sample answers would include
 - job interviews
 - potential employers or clients
 - any other service-oriented business situation.
- Explain to the students that business cards can be used in a variety of business situations, especially to provide potential customers with a way to contact a business.

5. Information Provided and Design.

- Business cards typically supply an individual's basic contact information, employer, company name, job skills, and any other relevant information. Because business cards are often considered the strongest **marketing tool** for many companies, business cards should be *attractive, professional* and *well-organized*.

6. How to Create a Business Card.

- Explain to students that printing companies and office supply stores provide business card printing services and may help with the design and style of creating a business card. However, it is important to have the basic information and design in mind before requesting business card printing services.
- As you explain to the students how to create a business card, use the attached PowerPoint "Business Cards."
- Business cards typically, but not necessarily, provide 5 key information points:
 - Giver's Name
 - Giver's company affiliation or employer
 - Giver's personal contact information (including email address, fax number, telephone number, and/or cell phone number)
 - Company or employer's general contact information (including telephone number, website, and street address)
 - A striking **visual design**, which may include the company's symbol or logo
- Business cards can come in a variety of designs, formats, and styles, but each card provides the basic information listed above.

7. Supplementary Information.

- Many business cards also utilize the backside of the card to supply additional, or supplementary, information. Examples of **supplementary information** may include:
 - A map to the business location
 - A list of services provided
 - Appointment date and time, such as for a physician or dentist
 - A "Sorry I missed you" notice that includes the date and a note explaining the reason for contact.
- Use the PowerPoint to show examples of supplementary information on the backside of business cards.

8. Assessment Activity.

- Give the students the quiz entitled "Business Card Vocabulary Quiz" to review the learning experience. Score the quiz while the students work on their business cards.
- Have the students create their own business card following the directions provided in the Culminating Performance Task.
- If possible, have the students create their business card using computer software. Software capable of making business cards includes **Microsoft Word** and **Microsoft Publisher**.
- If computers are not available, have the students prepare their business cards using index cards and colored pencils.
 - Have 3 x 5 index cards and colored pencils readily available for the students.
 - Give each student one index card and allow them to choose 5 different colored pencils.
 - The business card should be created on the unlined side of the index card.
- Explain to the students that they are to create their own personal business card that will include their name, address, home and/or cell phone number, email address, and a visual design that represents their **job skills** or interests.

9. Modeling a Business Activity.

- When the students are finished creating their business cards, divide the class into partner pairs.
- Give the class five minutes to create and reenact a situation in which the use of their business card would be appropriate. Ask the students to give each other constructive feedback on their card using the rubric you provide. Following this peer evaluation, ask the students to consider how they could improve their card based on the rubric and feedback they received.
- Have volunteer groups reenact their business situation for the class.

Attachments for Learning Experiences:

PowerPoint on Business Cards

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title: Create a Business Card

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will create a personal business card that will include their name, address, home and/or cell phone number, email address, and a visual design that represents their job skills or interests. Encourage students to make a business card that they could use now, not one that they would hope to use in the future. For example, students should list their *current* job skills and interests, not their future career goals. Follow the instructions as listed in the section titled Learning Experiences.

If you are able to use Microsoft Word or Publisher, visit the following websites for instructions on how to make a business card using these software programs. Provide your students with the websites as well.

<http://support.microsoft.com/kb/170130>

<http://office.microsoft.com/en-us/publisher/HA010563141033.aspx>

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

<http://support.microsoft.com/kb/170130>

<http://office.microsoft.com/en-us/publisher/HA010563141033.aspx>

Attachment(s):

Materials & Equipment:

- Microsoft Word or Publisher
- 3 x 5 index cards
- Colored pencils

What 21st Century Technology was used in this unit?

| | |
|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Slide Show Software |
| <input type="checkbox"/> | Interactive Whiteboard |
| <input type="checkbox"/> | Student Response System |
| <input type="checkbox"/> | Web Design Software |
| <input type="checkbox"/> | Animation Software |
| <input type="checkbox"/> | Email |

| | |
|-------------------------------------|--------------------|
| <input type="checkbox"/> | Graphing Software |
| <input type="checkbox"/> | Calculator |
| <input checked="" type="checkbox"/> | Desktop Publishing |
| <input type="checkbox"/> | Blog |
| <input type="checkbox"/> | Wiki |
| <input checked="" type="checkbox"/> | Website |

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Audio File(s) |
| <input type="checkbox"/> | Graphic Organizer |
| <input type="checkbox"/> | Image File(s) |
| <input type="checkbox"/> | Video |
| <input type="checkbox"/> | Electronic Game or Puzzle Maker |