

# Arkansas Business Educator



Fall 2009

*The official publication of the Arkansas Business Education Association*

## Letter From The President

Dear Business Educators,

I hope each of had a great beginning to the 2009-2010 school year. It has definitely been a “**WILD**” September and October. I hope you enjoyed this summer’s conference and have put into the practice the many ideas and strategies garnered from the computer workshops and interest sessions. I would like to take this opportunity to personally thank the many presenters and facilitators who helped make the conference a success. Without your willingness to serve and assist, a conference of this magnitude would not be possible.



The word **change** is defined as a shift from one state, stage, or phase to another. This fall I felt overwhelmed when faced with the many changes awaiting me when I returned to my classroom—new software, new textbooks, and new equipment. But then, I stopped a moment, and remembered that it was the dynamics of the field that attracted me to it twenty-seven years ago. When I reflect on my career, it seems like just yesterday that my Vilonia colleague and I were ecstatic because we were getting electronic correcting typewriters in our department. My, oh, my, haven’t we come a long way!

Being a business educator is a very demanding, but rewarding field. I have a Mary Engelbreit quote on a plaque in my office that reads “If you don't like something change it; if you can't change it, change the way you think about it.” Our success as business educators greatly depends on our adaptability to and acceptance of change.

As your school year progresses, try to remain positive about the many changes and challenges that you face from day to day. Amid the trials and tribulations remember one very important fact—the skills being taught in your business education classroom have a direct impact on student success. You are making a difference the lives of Arkansas students!

In the upcoming months, your ABEA board will be seeking your assistance for our 2010 ABEA Conference. We will need presenters and facilitators. This is YOUR organization, and we need active, involved members. If you have ideas to share and knowledge to impart, volunteer to present an interest session. If you just want to test the “involvement” waters, agree to facilitate or assist with other aspects of the conference. Become that leader that you were destined to be!

I am honored to serve as your 2009-2010 ABEA President. I will strive to meet the challenges of the office with dignity and grace. If you have any questions about ABEA, SBEA, or NBEA, please do not hesitate to contact me.

Sincerely,

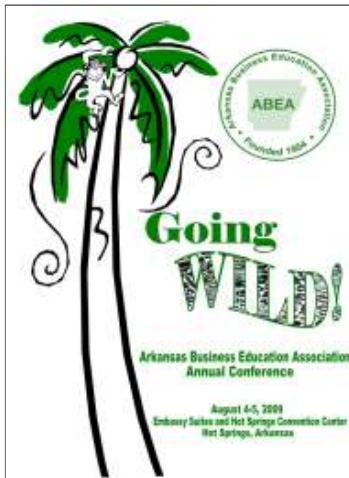
Lesia Edwards  
2009-2010 ABEA President  
Vilonia High School

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## 2009 ABEA Conference Highlights

*Lisa Hotsenpiller, Editor/Webmaster—Siloam Springs High School*



**A**BEA was “Going Wild” in Hot Springs as business educators across Arkansas gathered for the 2009 Arkansas Business Education Association annual conference, held August 4-5, 2009 at the Hot Springs Convention Center and Embassy Suites in Hot Springs, Arkansas. Over three hundred participants attended the conference, which featured computer workshops, concurrent sessions, and exciting networking opportunities.

Once again, the conference started with the ever-popular “Bring Your Own Laptop Sessions”. Participants brought their own laptops with the appropriate software and were instructed by experts in their respective areas. In addition, each participant received two hours of technology training inservice credit.

Business education in Arkansas is constantly changing and the interest sessions allowed conference attendees to hear about bringing these changes to the classroom. Another popular part of each year’s conference is the silent and raffle auctions. Attendees buy raffle tickets that are put in a drawing or sign their name and bid for other coveted items. All money generated from both auctions benefits the Arkansas FBLA-PBL Foundation.

The second and final day of the conference began with numerous concurrent sessions in the Hot Springs Convention Center. At the conclusion of the conference was the Awards Luncheon and Closing Session.



2009 Phyllis Smith Memorial Scholarship winners are Megan Treadwell of the University of Central Arkansas and Molly Sneed of Arkansas Tech University.

The Phyllis Smith Memorial Scholarship was established by ABEA to honor two business education students who exemplify a passion for a future in the profession. Carole Anderson, Scholarship Committee Chair, presented Megan Treadwell of the University of Central Arkansas and Molly Sneed of Arkansas Tech University each with a \$1000 scholarship and plaque.



2009 ABEA Teachers of the Year are:  
New Teacher of the Year—Brenda Qualls, Benton High School, Secondary Teacher of the Year—Jennifer Curry, Pottsville High School, and Middle/Junior High Teacher of the Year—Crystal Sexton, Mansfield Middle School.

Each year ABEA requests nominations from its membership nominations of exemplary teachers in five areas. The five categories are: New Teacher of the Year, Middle/Junior High Teacher of the Year, Secondary Teacher of the Year, Post Secondary Teacher of the Year for Two Year Schools, and Collegiate Teacher of the Year. The membership supplied 16 nominations to the awards chairman. Each candidate was emailed and mailed their nomination form.

The 2009 ABEA Teachers of the Year are New Teacher of the Year,—Brenda Qualls, Benton High School; Secondary Teacher of the Year—Jennifer Curry, Pottsville High School, and Middle/Junior High Teacher of the Year—Crystal Sexton, Mansfield Middle School.

## Incorporate Counters and Accumulators Into Programming

Brenda Qualls—Benton High School

### Lesson Plan for Programming I

**Subject/Specific Content:** Programming I  
using Visual Basic/ counters & accumulators

**Grade(s):** 10, 11, and 12

**Length of Lesson:** 90 minutes

#### Instructional Objective (s):

At the end of this lesson the students will be able to

- Define counter variable
- Define accumulator variable
- Explain the difference between counters and accumulators

#### State Content Standard / Benchmark / Grade Level Expectations:

3.21 Explain the purpose of a counter variable

3.22 Explain the purpose of an accumulator variable

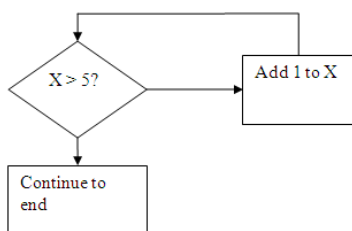
#### Materials/Resources:

Projector	Pencil
Computer	One Grain of Rice children's book
Dry erase board	Large cup
Paper	20 marbles

**Model of Teaching:** Synectics – This lesson will take something that is familiar, the children's story, and apply something strange to it.

**Procedures:** From the computer through the projector will be illustrated a flow chart of counter. The following flow chart will count the number of handful of marbles put in a cup. The program will only allow 5 handfuls. X is always initialized to zero.

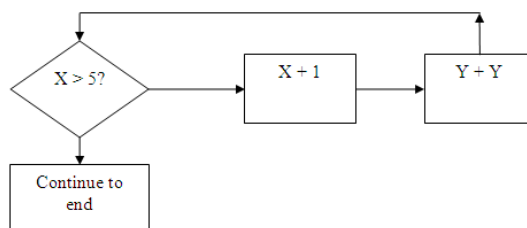
Step through the flowchart with the cup and the marbles. Make sure the cup is empty at first. Pick up one to four marbles at a time and place them in the cup do this 6 times to see if the students stop you. Ask why you stopped.



Ask students for examples of counters they are familiar with.

Have a student draw it on the board and step through the flow chart.

Next show illustration of a flow chart of an accumulator added on to the counter. This flowchart illustrates a variable Y as an accumulator of the number of marbles totaled together. X and Y are always initialized to zero.



Step through the flowchart with the cup and the marbles. Make sure the cup is empty at first. Pick up one to four marbles at a time and place them in the cup do this 6 times to see if the students stop you. Before you put each handful in the cup, mark on the board how many marbles were in your hand. Ask why you stopped. Ask the value of Y.

Ask students for examples of accumulators they come in contact with.

Have a student draw it on the board and step through the flow chart.

Read the book One Grain of Rice to the class. Discuss how the book uses a counter and an accumulator.

**Closure:** "Tomorrow we will actually solve some word problems that incorporate counters and accumulators. We will then code the answers in Visual Basic"

**Assessment:** Students will sketch an algorithm of the book One Grain of Rice. Then the students will create a flowchart using Word 07 of the algorithm. Both the sketch and the flow chart will be turned in for a grade.

**Instructional Modifications:** none

**Technology:** Computer

**Post-Lesson Reflection:** The students really enjoy using the children's story to illustrate the difference between a counter and an accumulator. Most of the students were familiar with the story from elementary school. It actually let the students visualize the difference between accumulating and counting. A lot of times the students confuse these concepts. The exercise with the marbles gives the students a concrete reference.



## Making the Word Wall Work For The Classroom

Terri McJunkins, District IV Representative—Nashville High School

**Benefit:** A Word Wall helps create visual elements for teacher to reference when introducing terms and reviewing terms or concepts.

**Tips:** The elements should be student generated and definitions should be in their student definitions and then followed up with framework definitions. Don't just build *Word Wall*, use it for illustrating concepts. I check wall and remove some items so it is not too cluttered.

**Application:** Teacher types some of the words from frameworks, puts on construction paper laminates, then attaches to wall with tape.



**Activity 1:** For bell ringer have student define term like desktop publishing, display on wall. Read definitions then discuss with class.

**Activity 2:** I also used this technique to review 3 categories of fonts --Serif, San Serif, Script. I typed these 3 terms and displayed on wall in different areas. All students were to type their first name in a serif font, middle name in a san serif font, and last name in Script font. Students taped examples to word wall in correct category. Each student was given 30 points, then I had all students at end of class come to word wall display, and if they discovered that someone had placed term in wrong category then they stole 5 points from that student. This definitely

added a little excitement to the wall. You could take all examples off board and have students place back on board.

**Activity 3:** Also added terms symmetrical and asymmetrical balance and had students find 3 examples of each and put on wall.



# Arkansas Business Education Association

## Membership Form 2009-2010

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

School: \_\_\_\_\_

School Phone: \_\_\_\_\_

School Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

District of School: \_\_\_\_\_

<u>District I</u>	<u>District II</u>	<u>District III</u>	<u>District IV</u>	<u>District V</u>	<u>District VI</u>
Benton	Clay	Arkansas	Clark	Cleburne	Baxter
Crawford	Craighead	Ashley	Columbia	Conway	Boone
Franklin	Crittenden	Bradley	Garland	Faulkner	Carroll
Johnson	Cross	Calhoun	Hempstead	Lonoke	Fulton
Logan	Greene	Chicot	Hot Spring	Perry	Izard
Polk	Independence	Cleveland	Howard	Pope	Madison
Scott	Jackson	Dallas	Lafayette	Prairie	Marion
Sebastian	Lawrence	Desha	Little River	Pulaski	Newton
Washington	Mississippi	Drew	Miller	White	Searcy
	Poinsett	Grant	Montgomery	Woodruff	Sharp
	Randolph	Jefferson	Nevada	Yell	Stone
	St. Francis	Lee	Pike		Van Buren
	Lincoln	Saline			
	Monroe	Sevier			
	Ouachita				
	Phillips				
	Union				

Membership runs from July 1 - June 30      Professional Dues      \$20      \$ \_\_\_\_\_

Student Intern dues      \$10      \$ \_\_\_\_\_

Make checks payable to:      ABEA

Mail payments to:      Kerry Eliason, ABEA Treasurer  
28 CR 7670 Road  
Brookland, AR 72417

## Integrate Literacy And Math Into The Keyboarding Class

*Rhonda Jacobs, ABEA District V Representative—Hector High School*

**A**ctivity 1  
Integrate literacy and math into a keyboarding class (or any other) by having students to research entry level jobs for data entry, receptionist, etc. (jobs they could obtain with their skills) in the newspaper or online. Students are then to write a letter of application to the company. To achieve the math integration, have the students calculate the gross income for a week, month, and year.

### Activity 2

Students are to decide upon an item that they don't have but would like to get. The item can not be a gift from someone; therefore, they have to develop a plan to purchase the item. The student must research either in the newspaper, sales flyers, catalogs, or online to locate the best place to purchase the item. In this process, they will need to consider the total of delivery as well. The student must then write a persuasive letter to their parents explaining what the item is, how much it cost, where they can purchase it, how they will raise the money (doing extra chores for parents—negotiate the amount for each chore or an allowance—odd jobs for neighbors, etc). To integrate the math, the students must calculate the total cost (the purchase price plus any taxes and shipping). In their plan to obtain the money, they must detail how much money they will earn for each job and how long it will take them to raise the money.

As a teacher you can set certain guidelines such as it must cost a certain amount, etc. Another option might be for the teacher to select different situations or scenarios and have the students to draw for them.

### Activity 3

Students are to take lessen from their social studies class and create a chart or timeline of the events during that time. If they are studying a war they can do additional research and create a table of the number of men in battle, the number of attacks, the number of casualties, the number of men under each general, etc.

### Activity 4

Integrating literacy and math into a science lesson, students would determine distance between the planets and create a chart or table, then calculate the differences. Or the students could research the rate that different molecules multiply and create a table or chart to demonstrate the results. Once this is done, they could create a presentation either in the form of a report or PowerPoint.

## Dates to Remember

<b>DPE National Conference</b> San Francisco, CA November 19-21, 2009	<b>ACTE National Convention</b> Nashville, TN November 19-21, 2009	<b>FBLA State Leadership Conference</b> Little Rock, AR March 29-30, 2010	<b>PBL State Leadership Conference</b> Little Rock, AR April 8-10, 2010	<b>NBEA National Convention</b> San Diego, CA March 30-April 3, 2010
<b>Region IV ACTE Convention</b> San Antonio, TX April 8-10, 2010	<b>PBL National Leadership Conference</b> Nashville, TN July 9-12, 2010	<b>FBLA National Leadership Conference</b> Nashville, TN July 14-17, 2010	<b>Arkansas ACTE Conference</b> Hot Springs, AR August 1-3, 2010	<b>ABEA Conference</b> Hot Springs, AR August 3-4, 2010