



BOSS!

Bringing Opportunities to Successful Students

Students will learn investing terms and apply them in stock market scenarios by using various data analysis techniques. This apprenticeship will provide students with an opportunity to participate in an online national stock market competition. Midway through the apprenticeship, students will begin to use their base investment of \$100,000 creating investment portfolios for the stock market game. Students will learn the appropriate terminology and analysis strategies to adjust and report their portfolios prior to and at the WOW! respectively.

Standards and Objectives

Citizen Schools Unit Standard #1:

- **Data Analysis:** Citizen Schools students will make observations, inferences and draw conclusions from data.

Lesson Objectives

- Define data, analysis, observation, inference, and conclusion
- Identify and analyze interest rates in stocks
- Analyze risk by observing stock values for trends or outliers
- Analyze stocks by making inferences from observations
- Analyze stock value changes by identifying gaps or additional questions
- Draw concrete conclusions from data sets

Citizen Schools Unit Standard #2:

- **Communication:** Citizen Schools students will make an effective oral presentation.

Lesson Objectives

- Speak loudly enough for the audience to understand
- Speak slowly enough for the audience to understand
- Speak clearly enough for the audience to understand
- Present information using eye contact when speaking in public
- Present information using hand gestures when speaking in public
- Present information using good body posture when speaking in public
- Effectively use visual aids in a presentation

Guiding Question

- How can I use data to make informed decisions about investments in the stock market?

Assessment (WOW!)

Students will present their investment portfolios using visual aids to help explain the data analysis and causes of loss/gain of their portfolio. The presentation will demonstrate the oral communication skills that students have mastered. They will dress professionally and provide community members with tips and secrets of the stock market. Lastly, local community bankers will be invited to be authentic audience members during the presentations.

Basic Unit Plan

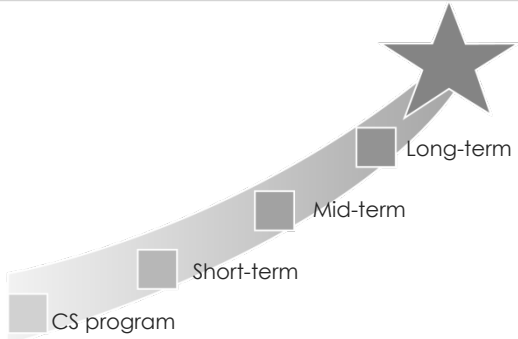
Week	Connections to Standard/WOW!	Week	Connections to Standard/ WOW!
1	Students will be introduced to key terms that they are expected to use to analyze data.	6	Students will draw and practice presenting conclusions by speaking clearly.
2	Students will learn how to analyze interest rates which will help create their portfolios .	7	Students will continue building portfolios and practice presenting using hand gestures like at the WOW!.
3	Students will perform risks analyses. This skill will help them build their portfolios for the WOW!	8	Students will continue building portfolios and practice presenting using hand gestures like at the WOW!.
4	Students will make and present inferences made from their portfolio by speaking loudly.	9	Students will continue building portfolios and practice presenting using good body posture like at the WOW!
5	Students will present portfolio updates by speaking slowly that they will present at the WOW!.	10	Students are going to script their WOW! presentation and practice presenting it using graphs and charts.



BOSS!

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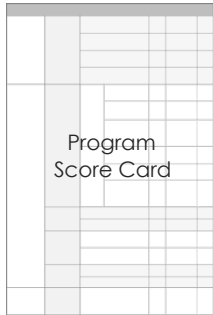
UNIT CONTEXT / BIG IDEA



BOSS! will provide students with a competitive learning experience that accesses prior basic math skills to build complex analysis skills. This apprenticeship challenges students to make investment decisions as a team. Student will learn the importance of math in careers related to Investment Banking and Finance.

Stock investment is a key element in generating wealth and an important skill for those who wish to maximize the potential of their earnings.

SHARED GOALS



If you teach this unit successfully,

- Students will work in teams as they compete in a national stock market game.
- Student will use, build, and apply math skills that align with several Common Core State Standards and Objectives.
- Student will be able to advise community members and family about investment decisions.

TIMELINE OF SKILLS



- Academic Skills – Students will access and apply prior basic math skills to observe, interpret, and report data.
- College Readiness Skills – Students will explain how majors and admission into Business Schools connect to careers in Finance and Investment Banking.
- 21st Century Skills – Students will analyze data and make effective oral presentation to report their conclusions

IMPLEMENTATION NOTES

- CTs should expose students to media and news that impact stock values.
- CTs should consider an exploration to a company that students research.
- CTs should use <http://www.smgww.org/> to register the team and update the portfolio.



LESSON PLANS AT A GLANCE

Week	Lesson Objectives	Activities	Project Phase: Steps Completed
1	<ul style="list-style-type: none"> Define data, analysis, observation, inference, and conclusion. 	<ul style="list-style-type: none"> Hook: Do Now & Would You Rather Introduction to New Material: Key Terms Set WIN Expectations Activity 1: Define Key Terms Activity 2: Apply key terms Assessment: Exit Ticket 	Students will build and apply some of the key terms to BOSS!.
2	<ul style="list-style-type: none"> Identify and analyze interest rates in stocks. 	<ul style="list-style-type: none"> Hook: Do Now & Would You Rather Introduction to New Material: Identify and Analyze Interest Activity 1: Identify Key Terms Activity 2: Calculate Interest Rates Activity 3: Analyze Interest Rates in Stocks Assessment: Exit Ticket 	Students will learn how to analyze interest rates which will help create their portfolios that they will present at the WOW!.
3	<ul style="list-style-type: none"> Analyze risk by observing stock values for trends or outliers. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: What is Risk? Activity 1: Identify 3 Types of Risk Activity 2: Risk Analysis Activity 3: Analyze 1 Year Trend for Risk Assessment: Exit Ticket 	Students will perform a risks analysis. This skill will help them build their portfolios that they will present at the WOW!.
4	<ul style="list-style-type: none"> Analyze stocks by making inferences from observations. Speak loudly enough for the audience to understand. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Diversification Activity 1: Identify Key Terms Activity 2: Infer from Observations to Make a Portfolio Activity 3: Present portfolio by Speaking Loudly Assessment: Exit Ticket 	Students will make inferences and observations of diversified portfolios. They will practice presenting inferences by speaking loudly.
5	<ul style="list-style-type: none"> Analyze stock value changes by identifying gaps or additional questions. Speak slowly enough for the audience to understand. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Presentation Skills and Analyzing Stock changes Activity 1: Identifying Additional Questions Activity 2: Analyze Changes in Stock Value Activity 3: Speaking Slowly Assessment: Exit Ticket 	Students will practice presenting (by speaking slowly) the updates made to their portfolio that they will present at the WOW!.
6	<ul style="list-style-type: none"> Draw concrete conclusions from data sets Speak clearly enough for the audience to understand. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Making Conclusions Activity 1: Analyze 1 Week Stock Value Activity 2: Speaking Clearly Activity 3: Present Conclusions While Speaking Clearly. Assessment: Exit Ticket 	Students will practice presenting conclusions by speaking clearly.
7	<ul style="list-style-type: none"> Present information using eye contact when speaking in public. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Dos and Do Nots of Eye Contact Activity 1: Staring Contest Activity 2: Review Portfolio Activity 3: Present While Making Eye Contact Assessment: Exit Ticket 	Students will finalize their portfolios and practice presenting it by using eye contact like at the WOW!.
8	<ul style="list-style-type: none"> Present information using hand gestures when speaking in public. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Dos and Do Nots of Hand Gestures Activity 1: Using Hand Gestures Activity 2: Review Portfolio Activity 3: Present While Using Hand Gestures Assessment: Exit Ticket 	Students will draft their presentations and practice presenting using hand gestures like at the WOW!.
9	<ul style="list-style-type: none"> Present information using good body posture when speaking in public. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Dos and Do Nots of Body Posture Activity 1: Simon Says Activity 2: Review Portfolio Activity 3: Present Using Body Posture Assessment: Exit Ticket 	Apprentices will continue building their portfolios and practice presenting using good body posture.
10	<ul style="list-style-type: none"> Effectively use graphs or charts in a presentation. 	<ul style="list-style-type: none"> Hook: Do Now Introduction to New Material: Using P.E.T. Activity 1: Think Pair Share Activity 2: Script Writing With P.E.T. Activity 3: Present Using Visual Aids Assessment: Exit Ticket 	Students are going to script their WOW! presentation and practice presenting it using graphs and charts.



Lesson Elements

Hook – For lessons 1-2 students will complete a do now and participate in a 'would you rather ' activity. For lesson 3-10 students will exclusively work on do nows quietly and independently to access the prior knowledge necessary for the 'introduction to new materials' sections.

The 'would you rather' activity is the same for both lessons 1 and 2. The purpose for it is to build a general curiosity and interest in the power of investments. These activities are opportunities to invest children in BOSS!.

Assessment – Students will complete an exit ticket assessing their understanding of the content practiced and taught. Activity 3 for lessons 4-10, students will assess the presentation based off the presentation guidelines taught. These presentation assessments are part of the over all assessments and are binary. The skills for the oral communication standard are key to the WOW! and these assessments ensure that students are performing these skills.

Structures – Students will complete worksheets and vocabulary logs for each lesson. The worksheets include the materials for the activities and exit ticket. After completing the do now, students are expected to automatically write down the key terms in their vocabulary log. Students will follow WIN expectations and earn bills that they can exchange for class prizes at the end of the apprenticeship. For lessons 7-9, students will perform portfolio reviews which are WOW! focused activities that require computers and internet access for research on finance.yahoo.com. During the portfolio review students will work in groups.

Procedures – If instruction occurs while in a computer lab, students must turn their backs to the computers. While instruction is in a classroom, the chairs should be set up in a U-shape(optional). The procedures and instructions for the portfolio review are on lessons 7-9. Procedures and instructions for presenting and peer rating are on lessons 4-10.

Register a stock market team on www.stockmarketgame.com. Visit the website for more information about the competition and resources. The "account holdings" page is especially helpful for the portfolio review.

Notes for Campuses

Supplies – Computers, internet, projector (lesson and simple calculators.

Location – Computers in a computer lab for all students. Classroom space for lessons 1- 4. If classroom and computer lab are available then instruction and computer lab expectations should occur in the classroom for approximately 30 minutes.

Choice and Voice- Students are selecting which companies to research and what stocks to buy, sell, or hold. They have ultimate freedom in their decisions as long as it is supported with research.



Apprenticeship Description for Students

Ever wondered how some people get rich? Did you know that you can make money work for you? If you become a BOSS! apprentice, you will use simple math to invest money in the stock market. We will compete against other schools in the country to see who will make the most money.

The Pitch

In preparation for the pitch, a visual of a web graphic organizer should be made. In the center is the word BOSS! and extending from it are pictures of wealthy and successful people that the students will recognize. Start by asking the students what do all these people have in common. Good answers are they're rich, successful, work hard, lucky, and the like. Tell students that:

- All these people know how to make money work for them.
- There are two types of people, those that work for money and those that make money work for them.
- In this apprenticeship you will be given \$100,000 and learn how to invest it to invest in the stock market. But you won't be alone! Other schools around the country will be competing with you to see who can earn the most money.
- At the WOW! you will present your investment portfolios and share the data analysis strategies you've learned.
- Will you be the next boss?

What will students learn in 10 weeks?

In this apprenticeship you will learn how to analyze stock data so that you can make investments in the stock market. Your math skills will come in handy as you learn to calculate the growth, identify the risk, and create a diversified portfolio of stocks. At the WOW! you will use the oral communication skills that we've learned to present your investment portfolio to the community.



How to be a BOSS!?

Students will be introduced to the WOW! and key terms that they are expected to use as they analyze and report data trends in future lessons. They will also participate in a simulated stock market game to calculate their total investments.

Lesson Objective

- Define data, analysis, observation, inference, and conclusion.

Lesson Agenda

10 MIN	Hook: Do Now & Would You Rather
15 MIN	Introduction of new material: Key Terms
10 MIN	Set WIN Expectations
15 MIN	Activity 1 (we do/you do): Define Key Terms
25 MIN	Activity 2 (you do): Apply Key Terms
15 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U shape formation.
- **Group:** CTs will float and guide different students especially during Activity 3
- **Resources:**

Standards for Unit

Citizen Schools students will make observations, inferences and draw conclusions from data.

Citizen Schools students will make an effective oral presentation.

Connections

CTs should introduce themselves and their work explaining how investments and math are related.

This apprenticeship will allow students to gain interests in fields related to Finance and Business.

Materials

1. Visuals of
 1. Agenda
 2. Objectives
 3. WIN Expectations
 4. Companies on chart paper with 3 envelopes taped on.
 5. Slips of red, green, or blue paper with either 5, 10, 15, or 20 written on each
 6. Share values visual
 7. Definitions
2. Win Expectations Tracker
3. Vocabulary log for each student
4. Worksheets for each student
5. Calculators



Objective: Define data, analysis, observation, inference, and conclusion

Hook

10 Minutes

▪ **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet with the question, "If you had \$100,000 what would you buy? List 3 things you would buy. Pick one and explain why. Ask some students to share.

Give students 3-5 different would-you-rather scenarios based off of having \$100,000. For example, "If you had \$100,000, would you rather save for it for college or buy a new luxury car?"

▪ **Transition** – Today we are going to take the first steps in learning how to make money work for you.

Student Says...



I would buy games and clothes!
I would buy a mansion and cars!
I would travel!
I would save money!
I would invest it!
I would give it to my parents!

Introduction of New Materials

15 Minutes

▪ **Objectives / Agenda** – Today we are going to define data, analysis, observation, inference, and conclusion.

▪ **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket. Tell students that they will be expected to define some of the key terms later.

• **Connections** - CTs should introduce themselves and their work explaining how investments and math are related.

• This apprenticeship will allow students to gain interests in fields related to Finance and Business.

▪ **Direct Teach** – Welcome students to Boss. Boss is about investing money. Investing is when you use money to make more money. We will be participating in a competitive stock market game to see which school can make the most money out of \$100,000. Each week we will learn new key terms that will help us present how much money we earned at the WOW!. Put the definitions on the board and explain each one. Tell students to record the key terms in their vocabulary log after your explanations.

We need to go over expectations before we practice these key terms.

▪ **Transition** - Ok bosses lets get to work!

Closer Look!



Explain company, stock, share, and stock market definitions through a metaphor. Tell students to write down the definitions on the vocabulary log.

Ask students to call out 2 of their favorite kinds of cakes on 3. All companies are like different kinds of cake. Some cakes are better than others. You can purchase all types of cakes at a bakery. You can buy pieces of company in the stock market. Each cake is broken to different slices. The same is true with a company. A piece of a company that you can own is a stock. People buy stock when they purchase a share of the stock at the stock market like when you are in the bakery to buy slice of cake.



Objective: Define data, analysis, observation, inference, and conclusion

Set WIN Expectations

10 Minutes

In the stock market game, I expect us to win. But when I say win I mean 3 things.

- Work with peers = \$2
- Impress others = \$1
- Never give up = \$2

Ask students to share an example of each WIN element. If we come to Boss with a winning attitude we will surely come on top! I will track this for each class. Show tracker. You can earn up to 5 points each day for showing a winning attitude.

Expectations need to be set for 2 reasons:

- 1.It will create a team culture.
- 2.It will be visually tracked so that students can see how they are doing.

Tell students to 1) open to section B, 2) read the behavior contract, 3) sign it.

Great! now let's get back to those key terms.

Activity 1: Define Key Terms

15 Minutes

Ask students to think about their favorite company. Have students raise their hands when they have one in mind. Call on students after all hands are up. Use that company as an example for the key terms.

For example: "Great! Nike is an excellent example. Nike is a company. A stock in Nike is a unit of ownership in that company. So if you own stock in Nike, you own a piece of it. Shares of Nike are fractions of stock that can be bought or sold on the stock market."

Make the connections with other key terms.

Look at the key terms: Data Analysis, Observations, Inference, and Conclusion. Ask students to complete section C of their worksheets.

Missing Parts...



Give students a scenario about a student violating expectations then ask via call and response which expectation was broken.

Setting expectations is not designed to reach the objective.

Additional Notes



Company: A business

Stock: A unit of ownership in a company

Share: A fraction of a stock to be bought or sold

Stock Market: An exchange where shares of stock are issues and traded

Data: Information based off research

Analysis: Interpreting data

Observation: What you noticed in the data

Inference: The connection between information

Conclusion: A result or outcome



Objective: Define data, analysis, observation, inference, and conclusion

Activity 3: Apply Key Terms

25 Minutes

There will be visuals of different companies that the students recognize. Displayed around the room.

Each company will have 3 envelopes each filled with red , green, blue slips of papers

Each color, red, blue, or green will have a different multiple of 5 on it. Use only 5, 10, 15, and 20. This will make the multiplication simple.

Tell student to use section C in their worksheets to complete the stock market game. They are to:

1. Walk around the room and visit the different companies
2. Select 3 shares (different colored slip of paper) from whatever company they like.
 1. They can only select 1 of each color.
3. Sit back down and complete section C.

Once all students are seated with their shares, display a shares value chart . Red = \$2 , blue = \$ 3, Green \$ 1.

Tell students that each share for different companies has a different value. The slip means you have ownership of companies but each company has a different price. Now that you know that, calculate your total investment in section C of the worksheet.

Wrap-up: Ask some students to share their conclusions, inferences, or observations. Tell them that soon they will learn how to analyze values so that they can select the right stocks to make the best investments.

Assessment

15 Minutes

▪ **Teach Back / Exit Ticket** – Exit ticket.

▪ **Key Questions** -

Define the following key terms and use it in a sentence showing that you understand its meaning or give an example.

Data:

Observation:

Inference:

Analysis:

Conclusion:

▪ **Demonstration of Mastery** - Take the vocabulary sheet away from students before. Mastery is demonstrated by using key terms in sentences or providing examples.

▪ **Transition** - Thank you bosses. Next time I need this same winning attitude. Next week will be learning about interest rates and how money becomes more money.

Field Tips



Float and ask students questions while they are walking around the room. You want this simulation to be as authentic as possible to challenge students to select the stocks that represent their interests.

Future Plans



Next week we will be learning about interest rates and how money grows. We will start to build the tools necessary to analyze sets of data.



BOSS Lesson 1 Worksheet
How to be a BOSS!

Name: _____

Date: _____

Section A

DO NOW

Instructions: Answer the question below.

IF you had \$100,000, what would you buy? List 3-5 things you would buy below.

Select 1 and explain why.

Section B

Behavior Contract

I _____, agree to work hard each day and follow all instructions. If I am having trouble, I will ask one of the adults in the room for help.

Here are some of the ways I will show that I am a BOSS:

- ❖ **Come on time not later than 4:15**
- ❖ **Complete my DO NOWs and Exit Tickets**
- ❖ **Participate in the activities and discussions**
- ❖ **Do not talk while others are talking**
- ❖ **Show respect to my peers**
- ❖ **Bring your best self every class**

Signature _____ Date: _____



BOSS Lesson 1 Worksheet
How to be a BOSS!

Section C

Define Key Terms

1.)

Instructions: Fill in the blanks using Data, Analysis, Observations, Inference, and Conclusion.

If I want to make a _____, I need to first collect _____, then make an _____ based off of _____ and _____.

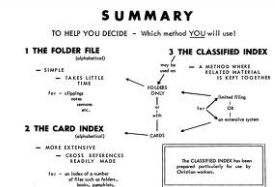
2.)

Instructions: Match the key terms with the picture that best matches its definition.

Data



Analysis



Observation



Inference



Conclusion





BOSS Lesson 1 Worksheet
How to be a BOSS!

Section D

Stock Market Game

Which companies did you select and how many stocks did you pick?

Company Name	Number Of Shares	Color of Stock	Value of Each Share	Values of All Shares

Add all the values. This sum is your total investment.

How much was your total investment: \$_____

Section E

Exit Ticket

Instructions:

1. Define the terms below
2. Use each word in a sentence or provide an example.

Term	Definition	Sentence/Example
Data	_____ _____	_____
Analysis	_____ _____	_____
Observation	_____ _____	_____
Inference	_____ _____	_____
Conclusion	_____ _____	_____

WIN

Work with peers. Impress others. Never give up.

BOSS

Bringing Opportunities to Successful Students

Expectation Tracker

\$2 = Working with peers = **POSITIVE BEHAVIOR & ATTITUDE/ HELPING EACH OTHER**

\$1 = Impress others = **PARTICIPATION/ASKING QUESTIONS**

\$2 = Never give up = Complete **DO NOW, ACTIVITY, VOCABULARY LOG AND EXIT TICKET**

STUDENT	Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8			Week 9				
	W	I	N	W	I	N	W	I	N	W	I	N	W	I	N	W	I	N	W	I	N	W	I	N		





Interest and Investment

Students will learn how to analyze interest rates which will help them create the portfolios that they will present at the WOW!.

Lesson Objective

- Identify and analyze interest rates in stocks.

Lesson Agenda

5 MIN	Hook Do Now & Would You Rather
10 MIN	Introduction of new material: Identify and Analyze Interest
20 MIN	Activity 1 (we do): Identify Key Terms
10 MIN	Activity 2 (we do/you do): Calculate Interest Rates
30 MIN	Activity 3 (you do): Analyze Interest Rates in Stocks
15 MIN	Exit Ticket

Lesson Preparation

- Space:** Put the chares in a U shape formation.
- Group:**
- Resources:**

Standards for Unit

Citizen Schools students will make observations, inferences and draw conclusions from data.

Citizen Schools students will make an effective oral presentation.

Connections

Today students will use basic math skills to analyze interest rates in stocks like many investment bankers on Wall Street and around the world.

Materials

- Visuals of
 - Agenda
 - Objectives
 - WIN Expectations
 - Definitions
 - Hershey's stock with labels.
 - The same companies from activity 3, lesson 1
- Win Expectations Tracker
- Vocabulary log for each student
- Worksheets for each student
- 3 post its for each student
- Calculators**



Objective: Identify and analyze interest rates in stocks.

Hook

5 Minutes

▪ **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet with the question, "If you had \$100,000, how will you invest that money? Describe 2 ways to make \$100,000 grow. Ask some students to share.

▪ Once they complete the Do Now questions, students should be instructed to copy down the key terms in their vocabulary log.

Give students 3-5 different would-you-rather scenarios based off of having \$100,000. For example, "If you had \$100,000, would you rather save for it for college or buy a new luxury car?"

▪ **Transition** – We already know that money grows. Today we are going to learn how much money grows.

Introduction of New Materials

10 Minutes

▪ **Objectives / Agenda** - Today we are going to identify and analyze interest rates in stock. Last week we applied the key terms of Data, Analysis, Observations, Inference, and Conclusion. Today we will be analyzing a lot of data.

▪ **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket. Tell students that they will be expected to use simple math to make complicated analyses.

▪ **Direct Teach** – On the board there will be 3 pictures: Flowers, Children 800 page book. Students will have post its to write down how long it takes for the pictures to grow/be read. I will model by already having post its on the pictures. Students should be instructed to:

1. Write down their answers.
2. Get up and match the time with the picture.
3. Sit back down and wait quietly.

Conclude by saying that it takes time for things to grow. The same is true when it comes to investing money. Show a small and a larger stack of money. We can calculate exactly how much money grows.

Show key terms and explain each one. Have students write the definitions in their vocabulary log. Write the two formulas on the board: Interest and Interest Rates.

• **Connections** - Today students will use basic math skills to analyze interest rates in stocks like many investment bankers on Wall Street and around the world.

▪ **Transition** - Ok bosses lets get to work!

Student Says...



Students will need to have their vocabulary logs so that they can review last week's key terms:

- Data
- Analysis
- Observation
- Inference
- Conclusion

Closer Look!



Before and after visuals

- 1.) Child and adult
- 2.) Flowers – Closed and open
- 3.) A very large open book.

The idea you want to convey is that it takes time for things to happen or grow. Investments need time to grow. We can calculate exactly how much it grows.

Formulas

Interest = End – Start

Interest Rates = Interest/Start x 100

Unfortunately not all investments grow. You can lose money. For example, show on a visual a line graph for Hersheys. (Have labels from last week – company, stock, shares) Let's analyze this together. I have 4 questions for you to think about.

- Is the stock value going up or going down?
- What was the starting value?
- What was the closing value?
- How much money was lost or gained?



Objective: Identify and analyze interest rates in stocks.

Activity 1: Identify Key Terms

20 Minutes

Tell students that you are going to challenge them. They are going to identify the amount of interest gained or lost in various situations.

Put a challenge visual with 4 situations on the board. Tell students to pull out a sheet of paper and fold it in half hamburger style then half again hotdog style. Each situation will have multiple choice answers. You will check for understanding by reading the situations out loud and instructing students to write their answers on one of the squares. All students should have the same letter choice. You can discuss after each situation. Refer to the interest formula.

Example of situation:

- 1.) I have a stock that was \$50 last week. This week it is worth \$75. What is the interest.
A.\$10 B. \$12 C. -\$20 D. \$25
- 2.) Last week the price of new Nikes were \$125. This week they are \$110. What is the interest.
A.\$23.45 B. \$10 C. -\$15 D. -\$25
- 3.) Today I bought apple stock at \$34. If the price next week for the stock is \$72, what will be my interest?
(have students calculate this)
- 4.) If you invested \$900 last week in gold and this week your investment is worth \$549 what is your interest.
(have students calculate this)

Great job! Now we can take the next step in our analysis, calculating interest rates

Activity 2: Calculate Interest Rates

10 Minutes

Unfortunately not all investments grow. You can lose money. For example, show on a visual a line graph for Hersheys. (Have labels from last week – company, stock, shares...)Let's analyze this together. I have 4 questions for you to think about.

- Is the stock value going up or going down?
- What was the starting value?
- What was the closing value?
- How much money was lost or gained?

Tell students that they will be performing a stock analysis by calculating the interest rate of the Aeropastale stock.

Section B of their worksheets has their instructions. Tell them by filling out the chart they can calculate the interest rate. In the lines below the chart they will have to summarize their analysis by answering the question: How did the stock do?

Missing Parts...



Be explicit about the instructions and expectations for the activity:

- Only raise your paper if you have an answer.
- Ask for an explanation if you do not understand the answers.
- Write a new answer on a different square.
- Wait until all papers are in the air before moving on to the next situation.

Additional Notes



Interest: The amount of money earned or lost.

Interest Rate: The rate that money will continue to be earned or lost.



Objective: Identify and analyze interest rates in stocks.

Activity 3: Analyze Interest Rates in Stocks

30 Minutes

Students will work in section C in their worksheets. There will be visuals of companies that students reviewed last week. Each company will have last and this week's values on it. Students will compare the values for each company they selected last week, calculate the interest, calculate the interest rate, and finally use the interest rate to project next week's values.

Students are encouraged to work with others who chose the same stocks.

At the end of the activity record the interest and interest rates.

Get a teach back from a student to share his/her analysis of their stocks.

Field Tips



Float and ask students questions while they are walking around the room. You want this simulation to be as authentic as possible to challenge students to select the stocks that represent their interests.

✓ Assessment

15 Minutes

▪ **Teach Back / Exit Ticket** – Exit ticket.

Key Questions - Instructions:

- Write an analysis sentence for 2 companies above.
- Make sure you identify the interest and interest rates.
- Make sure to answer: how did the company do.?

▪ **Demonstration of Mastery** - Students will have to state:

1. The interest
2. The interest rates
3. Summarize briefly how the stock performed over time

▪ **Transition** - Thank you bosses. Next time I need this same winning attitude. Next week will be learning how to analyze risk.

Future Plans



Next week we will be learning about risk and perform risk analysis on stocks. We will continue to build the tools necessary to analyze sets of data.



BOSS Lesson 2 Worksheet
Interest and Investment

Name: _____

Date: _____

Section A

DO NOW

Instructions: Answer the question below.

HOW would you invest \$100,000? Describe 2 ways to make \$100,000 grow.

1.) _____

2.) _____

Section B

Calculating Interest Rates

Start Value	End Value	Gain or Loss	Interest	Interest Rate



Analysis Summary: How did the stock do?



BOSS Lesson 2 Worksheet
Interest and Investment

Section C

Analyze Interest Rates in Stocks

Instructions:

1. Write down the companies you selected last week
2. Walk up to the companies you selected
3. Write down last and this week's prices
4. Sit down
5. Analyze the stock by calculating the interest and interest rates.

Company	Last Week's Price	This Week's Price	Interest	Interest Rate

Which company has the largest interest rate? _____

Section D

Exit Ticket

Instructions:

- Write an analysis sentence for 2 companies above.
- Make sure you identify the interest and interest rates.
- Make sure to answer: how did the company do.

Company	Analysis Sentence
	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>



Risk and Return

Students will perform a risks analysis. This skill will help them build their portfolios that they will present at the WOW!.

Lesson Objective

- Analyze risk by observing stock values for trends or outliers.

Lesson Agenda

5 MIN	Hook Do Now
10 MIN	Introduction of new material: What is risk?
10 MIN	Activity 1 (we do): Identify 3 Type of Risk
15 MIN	Activity 2 (we do/you do): Risk Analysis
30 MIN	Activity 3 (you do): Analyze 1 Year Trend for Risk
15 MIN	Exit Ticket

Lesson Preparation

- Space:** Put the chares in a U shape formation.
- Group:** Assigned groups for activity 3
- Resources:** Use of attached PowerPoint may be helpful

Standards for Unit

Citizen Schools students will make observations, inferences and draw conclusions from data.

Citizen Schools students will make an effective oral presentation.

Connections

Risk is everywhere in life. Becoming more informed about a situation will help you make decisions. Some examples are which college to attend, what classes to take in high school, and which friends to keep around.

Materials

- Projector
- Computer
- Win Expectations Tracker
- Vocabulary log for each student
- Worksheets for each student
- 5 post its for each student
- Calculators
- Computers



Objective: Analyze risk by observing stock values for trends or outliers

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will have to analyze a stock like in activity 2 of lesson 2.
- Once they complete the Do Now questions, students should be instructed to copy down the key terms in their vocabulary log.
- **Transition** – Today we are going to take the first steps in learning how to make money work for you.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** – Today we are going to learn how to analyze risk in stock values. Last week we learned that interest is the money earned or lost in your investment. What if you were able to avoid losing money in your investments? You'll know by the end of today.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket. Tell students that they will be expected to use simple math to make complicated analyses.
- **Direct Teach** – Start with a picture of a boat in a hurricane. Ask students have they ever been on a boat before? Ask students to give a thumbs up or thumbs down if they want to get on the boat on the picture. Count the thumbs up. Ask students with thumbs down why they wouldn't. Expect answers like it's risky, too dangerous, and I might die. Now tell students that if they were to get on the boat there is a chance that they could earn \$50. Count the thumbs up. What if you could earn \$500? Count the thumbs up.

Tell students people are more likely to take a chance when there is a possibility of earning a lot. That is what risk is. Risk is everywhere. Show different pictures of risky situations. Write this down. **Risk is the chance you take on whether a stock price grows or shrinks.** Some of you were like "oh no definitely not. If I'm going to risk my life there has to be a lot more to earn." What you earn is called a return. **A return is the money you earn when a stock price goes up.** Make sure to write these definition in your vocabulary log.

- **Connections** – Risk is everywhere in life. Becoming more informed about a situation will help you make decisions. Some examples are which college to attend, what classes to take in high school, and which friends to keep around.
- **Transition** - Ok bosses lets get to work!

Student Says...



Students will need to know how to calculate interest and interest rates. Tell students to use the reference section in their worksheets for guidance.

Closer Look!



Starting with the boat in the hurricane allows students to think about risk in a practical way.

For more information about risk: <http://pages.stern.nyu.edu/~adamodar/pdfiles/valrisk/ch1.pdf>



Objective: Analyze risk by observing stock values for trends or outliers

Activity 1: Identify 3 Types of Risk

10 Minutes

Tell students that there are 3 types of risk:

Type of Risk	Growth Rate	Level of Risk
Conservative	5%-10%	Low Risk
Moderate	15%-20%	Medium Risk
Speculative	25% or more	High Risky

Remember that risk is the chance you take on whether a stock grows or shrinks. A high risk means that there is a chance that you will win or lose big. If you are a high risk taker then you are a speculative risk taker. Proceed to relate medium and low risk to moderate and conservative risk respectively.

Hand out 5 post its to each students. Give instructions as you pass them out. You should see 5 names of different risk takers on the board. Next to each name is the growth rate of one of their investments. You need to identify which type of risk taker they are. We will do the first one together. After the first one I want you to:

1. Read the growth rate for each person
2. Write on your post it's the type of risk taker they.
3. Get up and put the post it under the name.

Ask a student to read the first name and growth rate. Ask students to look at the chart and match the growth rate with the type of risk. Tell students to say the type of risk proudly on 3. Count down to 3. Now it's your turn. Go!

Wrap-up: Great work! let look more into the investments of three of these people.

Activity 2: Risk Analysis

15 Minutes

Tell students to turn to section B in their worksheets. There you will find 3 scenarios. You are going to:

1. Read the scenario that matches the circled letter on page 1 of your worksheets. So if you see A on page 1 you will do scenario A.
2. Underline key words. Refer to key words visual
3. Complete the table.

You will have 10 minutes to work on this.

Spend 5 minutes reviewing the answers with students.

Wrap-up: You can calculate the risk before you buy it. Imagine how different their earning would have been if they knew the risk before hand.

Missing Parts...



Activity 1:

- Fred – 5%
- Martha – 10%
- Susan - -13%
- Joshua – 26%
- Manny – 17%

Activity 2:

There is a reference to profit. Be flexible with this term as students may not have this as prior knowledge to access.

Additional Notes



Key Words:

- Value of shares
- Number of shares
- Name of company



Objective: Identify and analyze interest rates in stocks.

Activity 3: Analyze 1 Year Trend for Risk

30 Minutes

Tell students that they will actually look at different stocks to determine its risk. In order to do so we need to compare last year's price to today's. We will work in teams to practice working in team since we will be investing in teams in the upcoming weeks. Assign students to teams based off of their previous interactions with peers.

Turn to section C of your worksheets. There are 6 different instructions to follow. Review them briefly. If you follow them correctly you will be able to access the correct information for the stocks.

Instructions:

1. Log onto the computer and get on the internet
2. Go to www.finance.yahoo.com.
3. Type the name of the company in the search box
4. Press enter
5. Copy today's
6. Click 1yr and scroll to find last year's price
7. Copy last year's price
8. Complete the table

Let's get to work!

✓ Assessment

15 Minutes

• **Teach Back / Exit Ticket** – Exit ticket.

Key Questions - Instructions:

- Write an analysis sentence for 2 companies above.
- Make sure you identify the interest, interest rates, and type of risk
- What type of risk taker are you and why?

• **Demonstration of Mastery** - Students will have to state:

1. The interest
2. The interest rates
3. Type of risk
4. Explain why they are the claimed type of risk taker.

• **Transition** - Thank you bosses. Next time I need this same winning attitude. Next week will be learning how to build and present a portfolio.

Field Tips



Tell students that today is the first day that they will be using computers. There are 4 computer lab rules:

1. No games
2. Stay with your team
3. Ask for help
4. Stay seated

Future Plans



Analyzing risk will help you decide on which stocks you select when we start to play the stock market game.



BOSS Lesson 3 Worksheet
Risk and Return

Name: _____
Date: _____

Reference Section:

$$\text{Interest} = (\text{End Price}) - (\text{Start Price})$$

$$\text{Interest Rate} = (\text{Interest}) / (\text{Start Price})$$

Section A

DO NOW

Instructions: Analyze the PepsiCo stock below by filling out the table. Use the formulas on the reference section for assistance.

Start Value	End Value	Gain or Loss	Interest	Interest Rate



A

B

C



BOSS Lesson 3 Worksheet
Risk and Return

Section C

Analyze 1 Year Trend for Risk

Instructions:

1. Log onto the computer and get on the internet
2. Go to www.finance.yahoo.com.
3. Type the name of the company in the search box
4. Press enter
5. Copy today's
6. Click 1yr and scroll to find last year's price
7. Copy last year's price
8. Complete the table

Company	Symbol	This week's price	Last year's price	Gain or Loss	Interest	Growth Rate	Type of Risk
Nike							
Disney							
Coca Cola							
Sony							

Section D

Exit Ticket

Instructions:

- Write an analysis sentence for 2 companies above.
- Make sure you identify the interest, interest rates, and type of risk
- What type of risk taker are you and why?

Boss - Risk and Return Lesson 3 PowerPoint

Do Now



A

Do Now

Instruction:

Analyze the PepsiCo stock below by filling out the table. Use the formulas on the board for assistance.

Start Value	End Value	Gain or Loss	Interest	Interest Rate	Forecast



Summary of Analysis:

Welcome to Day 3 of BOSS!

If you want to be successful then I need you to:

1. Complete the On Time Raffle
2. Complete the Do Now
3. Copy the Key Terms on your Vocabulary Log
4. Sit and wait patiently



Thumbs Up:
OH YEAH!!!!

Thumbs Down:
OH NOW!!!!



\$5
0



\$50
0



Definitions

RISK

Risk is the chance you take on whether a stock price grows or shrink

RETURN

A return is the money you earn when a stock price goes up

I should write this in my vocab log!!!!



RISK is EVERYWHERE



RISK is EVERYWHERE



RISK is EVERYWHERE



RISK is EVERYWHERE





3 Types of



<u>Risks</u>	<u>Earnings Growth Rate</u>	<u>Why</u>
<u>Conservative</u>	5%-10%	Low Risk
<u>Moderate</u>	15%-20%	Medium Risk
<u>Speculative</u>	25% or more	High Risky



Risk Scenarios

B

Risk Scenarios

Scenario 1

Jason is interested in investing in a company, Tel-Corp., a brand new company that is manufacturing a new phone that can store pictures and music. He thinks that this product will revolutionize the cellular phone industry. The company is selling its shares at \$17.29 each. Jason decides to buy 100 shares. He believes that the company will make significant gains in the market from this product. Much to his disappointment, another company produces a similar product before Tel-Corp. has completed its model for distribution. Many consumers begin to buy the competitor's phone. Tel-Corp., struggling to keep up with the competition, postpones the distribution of its product. The stock of Tel-Corp. suffers and drops to \$11.76 per share. Jason decides to sell his stock. How much money did Jason lose?

Scenario 2

Janae loves jewelry and accessories. After receiving money for a graduation gift, she decided to invest in Fabulous, Fun, and Fashionable. This company has been around for five years. The newest product that this company manufactures is a kit that allows you to create jewelry to match any outfit. She bought 250 shares at \$20.32 per share. This new product was the hottest item on the market for teens that season. The stock rose to \$32.89 and Janae decided to sell her stock. How much profit did she earn?

Scenario 3

Selene received a monetary award from a writing contest. She wanted to invest this money to help pay for college. After much research, she decided to invest in Home Appliances, Inc. This company has been around for 60 years and many homes use their products such as stoves and refrigerators. She bought 125 shares for \$42.03 per share. When she was ready for college, she decided to sell her stock to help pay for her tuition. She sold the stock for \$46.96 per share. What was Selene's profit?

Company	# of shares purchased	Value of each share BEFORE	Value of each share AFTER	Gain Or Loss	Interest (exactly how much was the gain or loss)	Growth Rate (also known as percent change)	BONUS Total Loss or Profit	Type of Risk
Tel Corp								
Fabulous, Fun, Fashionable								
Home Appliances Inc.								

Instructions:

1. Open to Section B
2. Read the scenario that matches your number
3. Calculate the Growth Rate
4. Determine the type of Risk

Risk Scenarios

Tel Corp	
Fabulous, Fun, Fashionable	
Home Appliances	

Risk Scenarios

Tel Corp	Speculative
Fabulous, Fun, Fashionabl e	
Home Appliances	

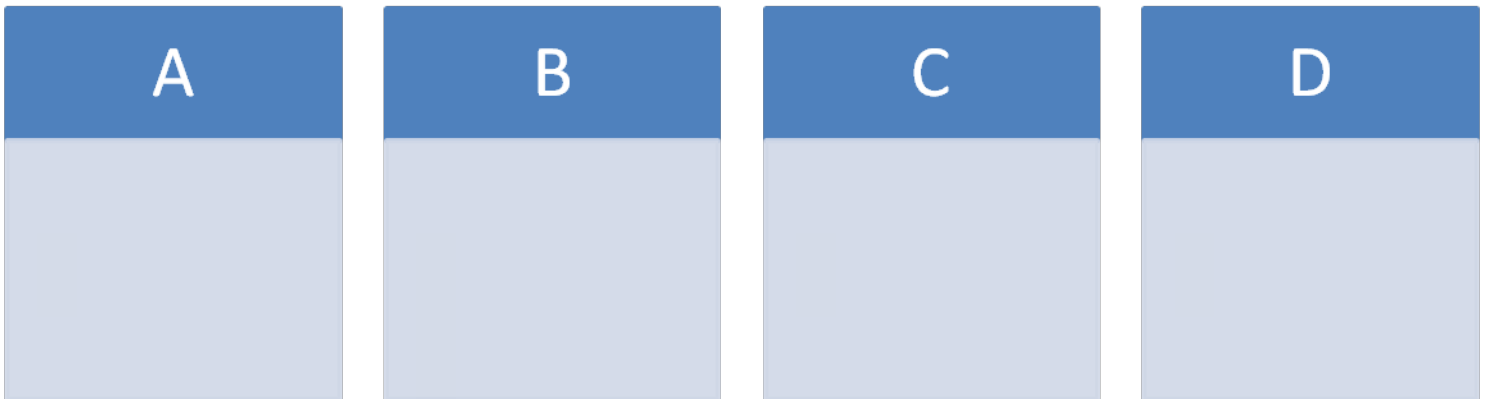
Risk Scenarios

Tel Corp	Speculative
Fabulous, Fun, Fashionabl e	Speculative
Home Appliances	

Risk Scenarios

Tel Corp	Speculative
Fabulous, Fun, Fashionabl e	Speculative
Home Appliances	Conservativ e

Teams



Computer Lab RULES

- 1 No Games
- 2 Stay with your team
- 3 Ask for help
- 4 Stay seated

Browser: http://finance.yahoo.com/q?s=PEP&q=1

Search: NYSE:PEP

Navigation: HOME, INVESTING, NEWS, PERSONAL FINANCE, MY PORTFOLIOS, EXCLUSIVES, FANTASY FINANCE

Market Status: Thu, Mar 22, 2012, 2:42PM EDT - U.S. Markets close in 1 hr 18 mins

Market Movement: Dow \downarrow 0.59% Nasdaq \uparrow 0.40%

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Pepsico, Inc. Common Stock (PEP) - NYSE [Add to Portfolio](#)

65.48 \uparrow 0.12(0.18%) 2:41PM EDT - Nasdaq Real Time Price

Prev Close:	65.36	Day's Range:	65.04 - 65.56
Open:	65.14	52wk Range:	58.50 - 71.89
Bid:	65.50 x 2000	Volume:	3,421,158
Ask:	65.51 x 1800	Avg Vol (3m):	7,398,680
1y Target Est:	68.58	Market Cap:	102.87B
Beta:	0.34	P/E (ttm):	16.24
Next Earnings Date:	N/A	EPS (ttm):	4.03
		Div & Yield:	2.06 (3.20%)

People viewing PEP also viewed: KO PG JNJ KFT KMB CL

[Compare Brokers](#) Quotes delayed, except where indicated otherwise. Currency in USD.

Chart: Pepsico, Inc. Common Stock (PEP) Mar 22, 2:25pm EDT

AdChoices

Advertisement: To investors who want to retire

STOCK RESEARCH

- **Instructions:**

1. Log on the computer and get on the internet
2. Go to www.yahoo.com/finance
3. In the search box type in the name of one of the companies
4. Press enter
5. To the right of where it says ZOOM click 1yr.
6. Scroll to the far left and find last year's stock price where it says price under ZOOM.



Diversification

Students will make inferences and observations of diversified portfolios. They will practice presenting inferences by speaking loudly.

Standards for Unit

Citizen Schools students will make observations, inferences and draw conclusions from data.

Citizen Schools students will make an effective oral presentation.

Lesson Objective

- Analyze stocks by making inferences from observations.
- Speak loudly enough for the audience to understand.

Lesson Agenda

5 MIN	Hook Do Now
10 MIN	Introduction of new material: Diversification
10 MIN	Activity 1 (we do): Identify Key Terms
30 MIN	Activity 2 (we do/you do): Infer from Observations to Make a Portfolio
20 MIN	Activity 3 (you do): Present Portfolio by Speaking Loudly
15 MIN	Exit Ticket

Connections

Practicing how to present is a professional skill that is helpful in every career.

Presentation skills are key to a high quality presentation at the WOW!.

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals of pizza
7. Paper plates

Lesson Preparation

- **Space:** Put the chairs in a U shape
- **Group:** Students will be assigned
- **Resources:**



Objective: Analyze stocks by making inferences from observations of diversified portfolios.
Speak loudly enough for the audience to understand

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will have to:
 - Identify the types of risk from different stocks.
 - Match key terms with definitions
- Once they complete the Do Now questions, students should be instructed to copy down the key terms in their vocabulary log.
- **Transition** – Today we are going understand how to invest with style.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** - Last week we learned about risk and the benefits of avoiding it. Today we are going to learn how minimize risk by making inference to have a diversified portfolio. Also, we will practice speaking loudly enough for our audience to understand.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket. Tell students that they will be expected to use simple math to make complicated analyses.
- **Direct Teach** – Ask how many students have been to a buffet? Ask students what kinds of foods they get on their plate. Tell students that investing is a lot like getting food in a buffet. The restaurant is like the stock market. The food is like stocks. The amount of money you have to invest is like your appetite: you can only eat and spend so much. There is always a risk that you might not like what you get in the buffet line. There is also a chance that you'll love it. Sometimes the food tastes good but it's bad for your health in the future. Some stocks are good now but in the future they might be as good.
 - Now let's get into some new stuff. When you go to a buffet you need 1 main thing: a plate! What do you use the plate for? Exactly, you keep your food on the plate. Where do you keep your stocks? You keep your stocks in a portfolio. Make sure you are updating your definition log. A portfolio is a collection of investments owned by an individual or company. A diversified portfolio is a collection of investments with different kinds of ricks. We can infer from different risks whether or not you want that investment in your portfolio.
 - After we practice how to make diversified portfolios we will practice presenting them by speaking loudly. When we speak loudly, we are not whispering, yelling, or talking regularly. Instead we are using foot long voices. Either we are speaking loudly enough or not. Give me thumbs up or down if I have been speaking loudly enough? That is exactly how you will be assessed in one of our activities today.
- **Connections** – Practicing how to present is a professional skill that is helpful in every career.
- **Transition** - Ok bosses lets get to work!

Student Says...



Students will need to have their vocabulary logs so that they can review key terms:

Closer Look!



Having the table below may help students process the metaphor.

Stock Market	Buffet
Stock	Food
Risk	Nasty/Tasty Food Good/Bad for Your Health
Investment	Hunger/Appetite



Objective: Analyze stocks by making inferences from observations of diversified portfolios. Speak loudly enough for the audience to understand

Activity 1: Identify Key Terms

10 Minutes

To understand our next key term we are going to have to go to Mr/Ms _____'s Pizza Buffet. Pass out paper plates or round sheets of papers. Put up visuals of different kinds of pizza restaurants. Tell students that they can only select 3 kinds of pizza so they need to choose wisely. You will have 1 minute to:

1. Get up and walk over to the pizza buffet
2. Select 3 pizzas that they would eat
3. Sit back down ready to show off your pizza

Review with students

Raise your hand if the three pizzas you picked are the same. Raise your hand if you picked different pizzas. Remember what we said about food. Food is like stock and we always want to have different kinds of stocks. This is called diversification. Diversification is an investment strategy in which you spread your investment over different kinds of things. Write this down. Repeat if necessary. Diversification is helpful because you reduce the risk of losing. Don't put all your eggs in one basket. You want to be able to make up the losses of one investment with the returns of another investment.

Wrap up – Diversification can only happen if we make connections or inferences from data.

Activity 2: Infer from Observations to Make a Portfolio

30 Minutes

In a moment we will be going into the computer lab and find different stocks and your goal is to select at least 1 moderate, 1 conservative, and 1 speculative. It is important that you think about your observations. Here are some things to consider:

- Am I making up for the potential loss of the speculative risk?
- How can I select a large speculative risk and still be safe?
- What is more important: safety or gamble in my investment?

In section C of your work sheet are specific instructions Ultimately you will need to:

- 1.Select a company
- 2.Perform a risk analysis (observation)
- 3.Decide if this stock and risk fit your portfolio (infer)

Missing Parts...



Ask students to explain why they selected different kinds of pizzas.

Tell them that how they selected pizzas is a strategy.

There are a lot of different kinds of strategies for selecting things.

Diversification is one of them.

Additional Notes



<u>Type of Risk</u>	<u>Growth Rate</u>	<u>Level of Risk</u>
Conservative	5%-10%	Low Risk
Moderate	15%-20%	Medium Risk
Speculative	25% or more	High Risky



Objective: Analyze stocks by making inferences from observations of diversified portfolios.
Speak loudly enough for the audience to understand

Activity 3: Present Portfolio by Speaking Loudly **20 Minutes**

We each should have at least 3 stocks selected in our portfolio. Remember that at the WOW! we will be presenting our actual portfolios. Each BOSS! day we will practice a new presentation skill until the WWO!. Today we will practice how to speak loudly enough for an audience to be heard.

Here is what I want to present (model this for them):

- Your name
- Names of selected companies
- Types of risk for each company
- Answer: Why did you make that specific combination?

Your audience will be the groups you were assigned to last week. When I say go, but not yet, you will

- 1.Get in you groups
- 2.Select an order
- 3.Raise your hands when you have an order.

Go!

Great. Audience members, after the presenters finishes presenting you will rate them with a thumbs up, sideways, or down. Thumbs up means that they spoke loudly enough for you to hear, sideways if it was sometimes loud enough, and down if it was too low.

Present. After you are rated count the number of thumbs and put the number in section C of your worksheets.

✓ Assessment

15 Minutes

- **Teach Back / Exit Ticket** – Exit Ticket
- **Key Questions** –
 - 1.What is diversification?
 - 2.Was your portfolio diversified or not? Explain.
 - 3.Based on the number of thumbs up/sideways/down, did you speak loudly enough? Why or why not?
- **Demonstration of Mastery** –
 - Student s will define diversification as a strategy for selecting stocks to reduce risk.
 - Student will explain what they inferred from their observations of stock values.
 - Student will explain why their presentation’s rating.
- **Transition** - Next week will start the investment game!

Field Tips



Tell students to turn their backs to the computers so that they are not distracted with their screens.

Future Plans



Next week will start the investment game!



BOSS Lesson 4 Worksheet
Diversification

Section C

Exit Ticket

Instructions:

- Answer the questions below.

What is diversification?

Was your portfolio diversified or not? Explain.

Based on the number of thumbs up/sideways/down, did you speak loudly enough? Why or why not?

Thumbs Down	Thumbs Sideways	Thumbs Up



Price Change

Students will practice presenting (by speaking slowly) the updates made to their portfolio that they will present at the WOW!.

Lesson Objective

- Analyze stock value changes by identifying gaps or additional questions.
- Speak slowly enough for the audience to understand.

Lesson Agenda

5 MIN	Hook Do Now
10 MIN	Introduction of new material: Presentation Skills and Analyzing Stock Changes
10 MIN	Activity 1 (we do): Identifying Additional Questions
30 MIN	Activity 2 (we do/you do): Analyze Changes in Stock Value
20 MIN	Activity 3 (you do): Speaking Slowly
15 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:**
 - Activity 1 – Students will work with their peers who have the same letter on page 1 of their worksheets.
 - Activity 2 – Same groups from lesson 4
- **Resources:** Projector, and computers

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Projector
7. Visuals
 1. Agenda
 2. Guidelines for Speaking Slowly
 3. Guidelines for Additional Questions.



Objective: Analyze stock value changes by identifying gaps or additional questions
Speak slowly enough for the audience to understand

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will have to identify what causes the pictures or descriptions to change over time.
- Optional – Use the attached pictures to review with students using a projector.
- **Transition** – Say: Over time things change. The weather changes, people change, your interests change, and so do stock values. We know this! But why things change is a different story. Emphasize why.

Student Says...



The Do Now will access prior knowledge of things changing over time. The pictures in the worksheet are student friendly and will engage them.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** – Today we will analyze the change in stock values and present them by speaking slowly.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – Say: Last week we talked about a lot of things. We discussed what a portfolio is. Find portfolio in your vocabulary log and when you find it raise your hand. Call on a student after all hands are up. Yes a portfolio is where you collect and track your investments. Today you will have to decide which stocks to select for the stock market game. To do that you will analyze price changes by coming up with questions about why there were changes in values. Remember that at the WOW you will be presenting your portfolios. Last week we practiced speaking loudly. Today we are going to learn how to speak slowly enough as we present our portfolios. Here are our speaking slowly guidelines:

Guidelines for Speaking Slowly

- Take a deep breath before speaking
- Make sure you practice saying 3 times 'I am a Boss' really slowly in your head
- Pause in between groups of words.

this stock grew in the last year. Some questions I have about this are 1.) What decisions did the company make for the stock to grow in the year and 2.) Is there a specific point in the year when the stock really boosted? Write these questions down as you speak. I can look for answers to these questions on the internet. The answers will help me decide if this is a company I want to invest in.

- **Connections** Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill
- **Transition** - Ok bosses lets get to work!

Closer Look!



Make sure that you are modeling the dos and don'ts of speaking slowly enough for an audience to understand.

Stock Visual 1			
Today	Last Year	Interest	Growth rate
\$35	\$27	? (\$8)	? (29%)

Questions:

- 1)
- 2)

Guidelines for Stock Value Questions

Questions can not be answered with a yes or no
Questions must be researchable
Questions must be related to the growth rate of the company



Objective: Analyze stock value changes by identifying gaps or additional questions
Speak slowly enough for the audience to understand

Activity 1: Identifying Additional Questions

10 Minutes

This activity will help students identify questions about the changes in stock values. The values will be provided. They will have to calculate the interest and growth rate.

Post and Review the guidelines for good additional questions

Guidelines for Stock Value Questions

- Questions can not be answered with a yes or no
- Questions must be researchable
- Questions must be related to the growth rate of the company

On the front right corner of your worksheet there is a letter. This letter represent the group you will be in. As raise your hands. Bs raise your hands. Cs raise your hands. Ds raise your hands. Good! Decide where in the classroom each group will work. When I say go, but not yet, I want you to meet with your groups and start identifying questions for the stocks in sections B in your worksheet. You will:

1. Get up quietly
2. Walk over to your team members
3. Sit and complete section B.

Activity 2: Analyze Changes in Stock Value

30 Minutes

In a moment we will be going into the computer lab to find different stocks and your goal is to identify different questions that would help you understand more about the stock. Professionals in any field are always asking questions about there decisions. Here are a few rule about the stock you select.

- Make sure you are selecting a diversified portfolio.
- Perform a risk analysis to determine the type of risk you are potentially are making.
- You can invest a minimum of 100 shares for each company.

In section C of your work sheet are specific instructions
Ultimately you will need to:

1. Select a company
2. Perform a risk analysis (Analyze stock price changes)
3. Decide if this stock and risk fit your portfolio (infer)
4. Identify additional questions.

Missing Parts...



Student may need reinforcement in understanding the relevance of the growth rate to identifying questions. Tell them that the growth rate tells you the history of the stock.

Do you think that the future will be anything like the past for the company?

Additional Notes



Make sure you review diversification. Tell students that it is a way to balance your portfolio. You can have a balanced portfolio if your investments represent an array of different risks.

Split students into groups.

Each group will have \$25,000 to invest.

Each group must have the same investments.



Objective: Analyze stock value changes by identifying gaps or additional questions
Speak slowly enough for the audience to understand

Activity 3: Speaking Clearly

20 Minutes

Great job in working as a team. This is a great opportunity to practice our new presentation skill. We need to speak slowly enough for our audiences to understand. Sometime we rush our words. Let us look over our presentation guidelines.

Guidelines for Speaking Slowly

Take a deep breath before speaking
Make sure you practice saying 3 times ‘I am a Boss’ really slowly in your head
Pause in between groups of words.

Now it is your turn to practice these. You will present your questions to your groups. When you present make sure you mention 3 things.

1. Your name and grade level
2. The name of the company and growth rate
3. The additional question that helped you decide whether or not to invest in the company.

Model these and then get a Teach back

You will assess each student that presents using a checklist.

✓ Assessment

15 Minutes

- **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3
- **Key Questions** –
 1. What are the guidelines for stock value questions?
 2. What are the guidelines when speaking slowly?
- **Demonstration of Mastery** –
 - Students will write down the guidelines.
- **Transition** - Next week will see make changes to our investments

Field Tips



It is key that you model the speaking slowly guidelines as students will rely on your modeling.

Future Plans



- Next week will see make changes to our investments



BOSS Lesson 5 Worksheet
Price Change

A/B/C/D

Name: _____
Date: _____

Reference Section:

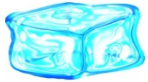
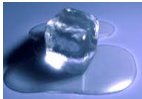




$$\text{Interest} = (\text{Today's Value}) - (\text{Last Year's Value})$$

$$\text{Growth Rate} = (\text{Interest}) / (\text{Last Year's Value})$$

Section A

DO NOW

Instructions: Identify what causes the pictures to change. There can be more than 1 answer

Before	What causes it to change?	After
		
		
A-		C+
		

Section B

Additional Questions

Instructions:

1. Calculate the interest and growth rates for each company
2. Write additional questions that will help you get more information about the company's history.

Bank of America			
Today	Last Year	Interest	Growth rate
\$12.57	\$8.77	_____	_____
Questions:			
1)			

2:)			

Yahoo			
Today	Last Year	Interest	Growth rate
\$15.40	\$8.10	_____	_____
Questions:			
1)			

2:)			

Dell			
Today	Last Year	Interest	Growth rate
\$13	\$21.4	_____	_____
Questions:			
1)			

2:)			



BOSS Lesson 5 Worksheet
Price Change

Section C

Analyze Changes in Stock Value

Instructions:

1. Log onto the computer and get on the internet
2. Go to www.finance.yahoo.com.
3. Type the name of the company in the search box
4. Press enter
5. Copy today's
6. Click 1yr and scroll to find last year's price
7. Copy last year's price
8. Complete the table

Investment Portfolio								
Investments					Risk Analysis			
Company	Symbol	Stock Price	Number of Shares	Total Cost	Last Year's Price	Today's Price	Growth rate	Type of Risk

Section D

Exit Ticket

Instructions:

- Answer the questions below.

1.) What are the guidelines for stock value questions?

1. _____
2. _____
3. _____

2.) What are the guideline when speaking slowly?

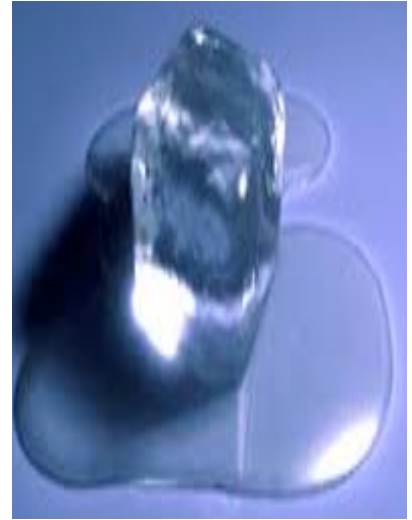
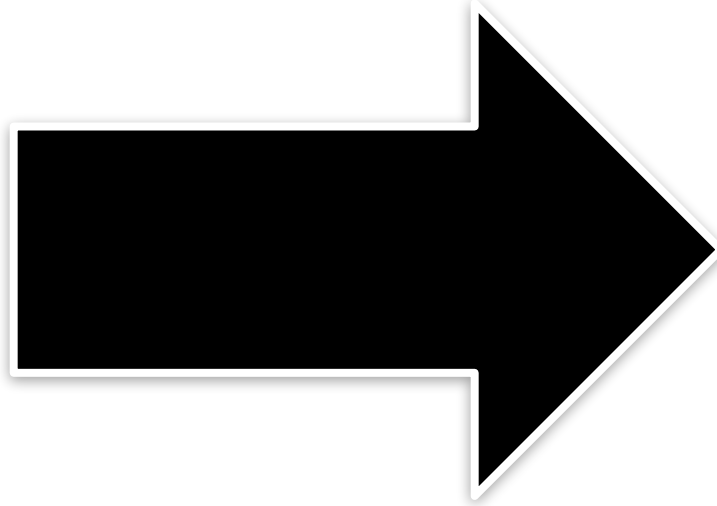
1. _____
2. _____
3. _____

Boss - Price Change Lesson 5 PowerPoint

C I T I Z E N
S C H O O L S

Before

After



What causes it to change?

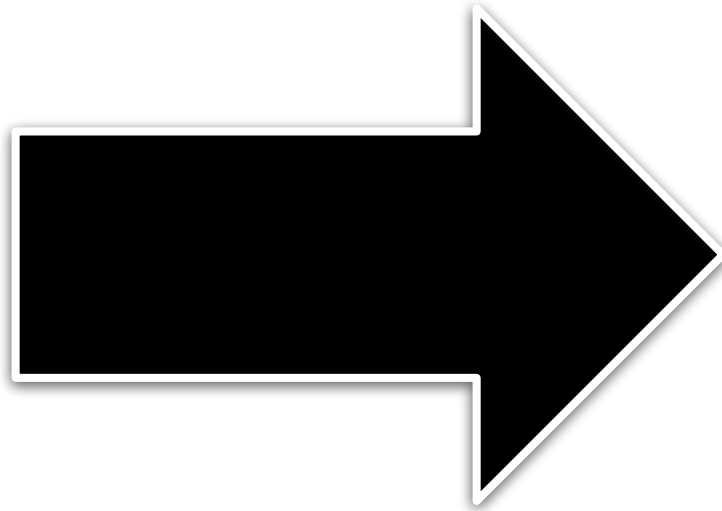
What causes it to change?

_____:

C I T I Z E N
S C H O O L S

Before

After



What causes it to change?

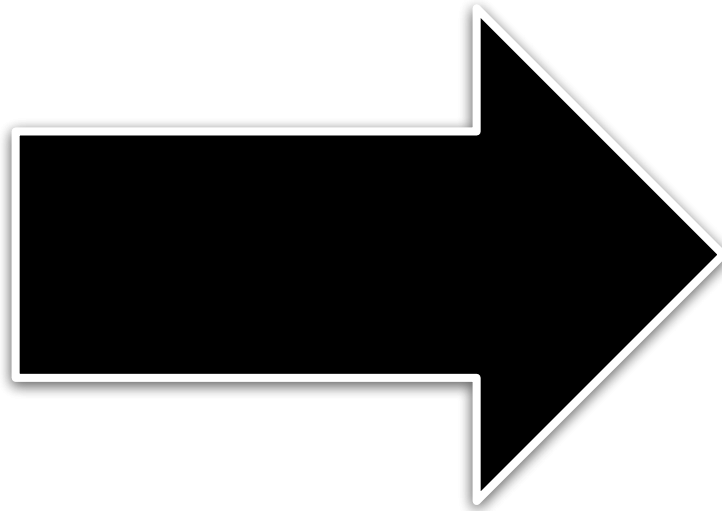
What causes it to change?

_____:

C I T I Z E N
S C H O O L S

Before

After



What causes it to change?

What causes it to change?

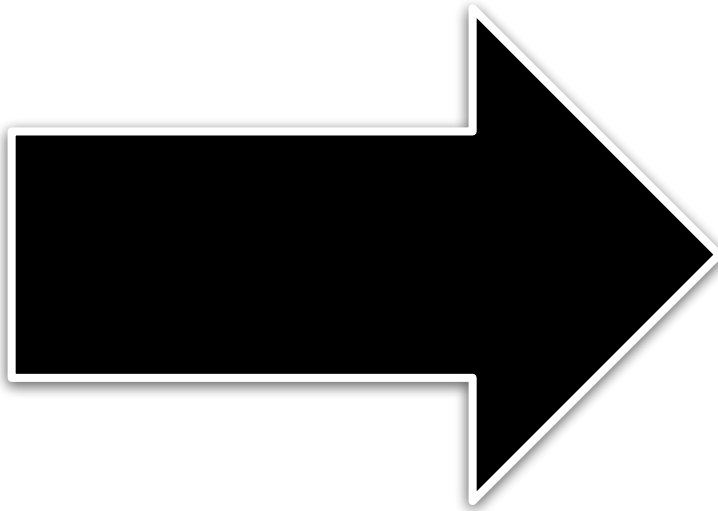
_____:

CITIZEN
SCHOOLS

Before

After

A-



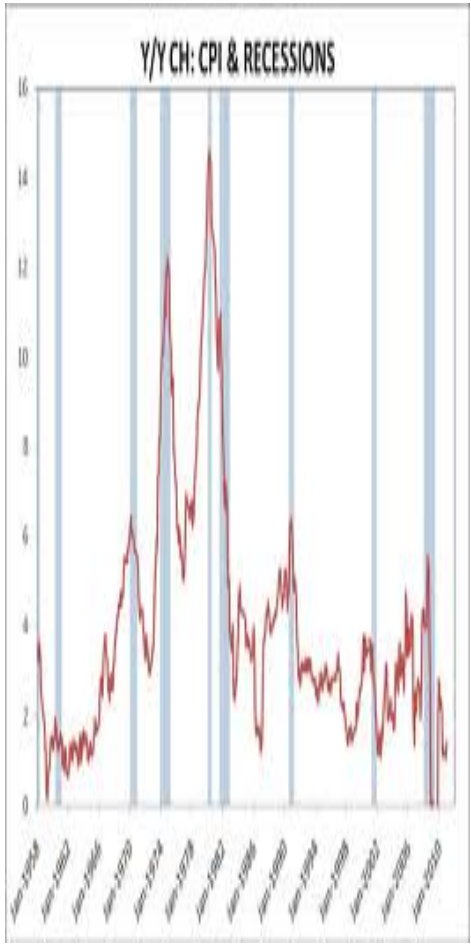
C+

What causes it to change?

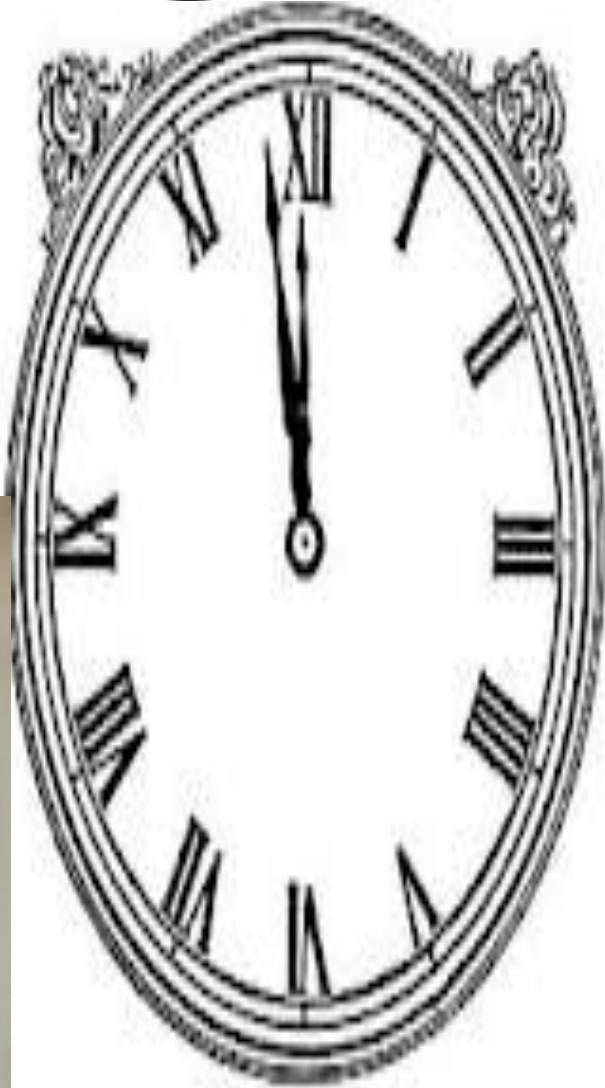
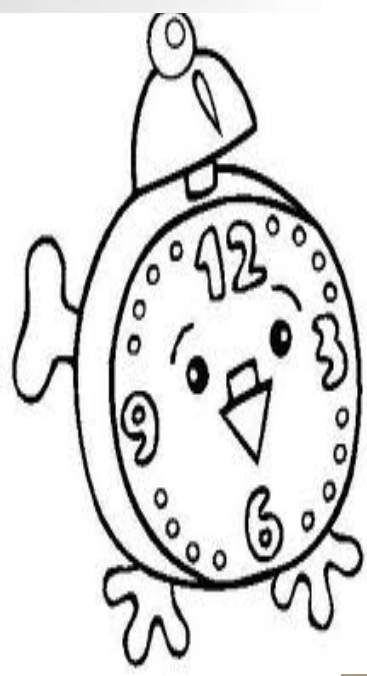
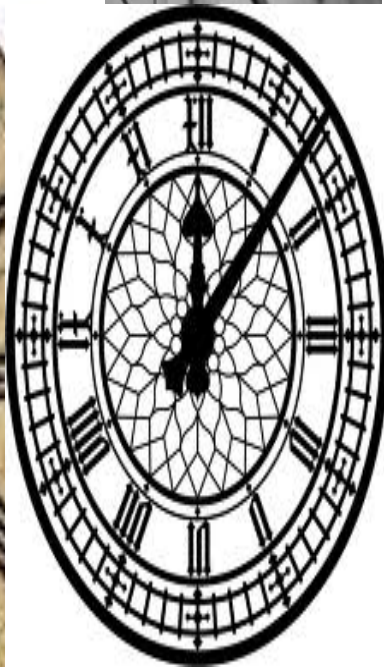
What causes it to change?

_____:

Change



CITIZEN
SCHOOLS



CITIZEN
SCHOOLS



BASICALLY,

It takes time for
things to change!!



Portfolio Review

Students will practice presenting conclusions by speaking clearly. This skill will help them present their portfolios at the WOW!.

Lesson Objective

- Draw concrete conclusions from data sets.
- Speak clearly enough for the audience to understand.

Lesson Agenda

5 MIN	Hook Do Now
15 MIN	Introduction of new material: Making conclusions
30 MIN	Activity 1 (we do): Analyze 1 Week Stock Value
10 MIN	Activity 2 (we do/you do): Speaking Clearly
25 MIN	Activity 3 (you do): Present Conclusions While Speaking Clearly
15 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:** Student will work in their investment groups
- **Resources:**

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals
 1. Agenda
 2. Guidelines for Speaking Clearly
 3. Conclusion 1
7. Investment Summary from stockmarketgame.com



Objective: Draw concrete conclusions from data sets
Speak clearly enough for the audience to understand

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will have to decide what meal a list of ingredients will result in.
- **Transition** – Today we are going to conclude with what stocks we will buy/sell/hold.

Introduction of New Materials

15 Minutes

- **Objectives / Agenda** - As we get closer to the WOW, there are 2 main things we need to today, 1.) decide and conclude which stocks we will buy/sell/hold and 2.) practice speaking clearly in front of an audience.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – Ask students, when they write an essay which paragraph is the conclusion. Yes, the last paragraph usually is the conclusion . A conclusion is a summary of your data results. Let's look at these data results and watch as I make a conclusion. Post conclusion visual 1.

Company	# of Shares	\$ per share	Last Week Total	Today Total	Growth Rate	Buy/Sell/ Hold
Dell	100	\$3	\$300	\$250	(-17%)	

Additional Questions:

Lets look at Dell. You see how the price of Dell went down by \$50. The growth rate is -17%. We will conclude with whether we will buy, sell, or hold the stock. In order to decide this we need to calculate the growth rate and determine if this is a stock we want to buy keep or sell. There are a few things I want to consider.

- Compare the growth rate for last with the growth rate of last year.
- What additional questions are related to this growth rate?

Hand out post its and ask students to write an additional question that will help decide what to do with the stock. After a minute, ask students to post their questions in the additional questions section of the visual . Then ask a few students what conclusion should we make.

We are going to practice presenting these conclusions by speaking clearly. Here are our guidelines for speaking clearly. Review guidelines. We are going to practice these soon.

- **Connections** - Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill

- **Transition** - Ok bosses lets get to work!

Student Says...



The prior knowledge you want to activate is related to conclusions/results/ combinations.

Closer Look!



Identifying additional questions is a skill from lesson 5 that this lesson will revisit. Make sure to model what additional questions are and how they can be applied.

Conclusion

- Buy – Purchase more shares
- Sell – Sell shares
- Hold – Keep shares

Guidelines for Speaking Clearly

Articulate your words.
Think before you talk.
Pause in between groups of words.



Objective: Draw concrete conclusions from data sets
Speak clearly enough for the audience to understand

Activity 1: Analyze 1 Week Stock Value

30 Minutes

Now it's your turn to make conclusions. Hand out the investment summary from the stockmarketgame.com website. You are going to complete section B of your worksheet. You will need to

1. Fill in last week's information, current total, and growth rates using the investment summary
2. Write additional questions
3. Conclude whether to buy/hold/sell.

Remember that your conclusion are team conclusions.

If you decide to sell you will be able to use the total investment from that stock for another stock. Search for a new investment that you can buy 100 share for.

Missing Parts...



Tell students to use the reference box on the first page of the worksheet for a list of all relevant formulas and equations.

Activity 2: Speaking Clearly

10 Minutes

Great job in working as a team. This is a great opportunity to practice our new presentation skill. We need to speak clearly enough for our audiences to understand. Sometime we rush our words. Let us look over our presentation guidelines.

Guidelines for Speaking Clearly

Articulate your words.
Think before you talk.
Pause in between groups of words.

Now it is your turn to practice these. In section C of your worksheets are 2 tongue twisters. You will have 3 minutes to practice the guidelines for speaking clearly with these tongue twisters.

Then each person will take a turn and practice the tongue twister one at a time for 5 minutes.

Additional Notes



Remind students to also practice our previously mastered skills of:

- Speaking slowly for an audience to understand.
- Speaking loudly enough for an audience to understand.



Objective: Draw concrete conclusions from data sets
Speak clearly enough for the audience to understand

Activity 3: Present While Speaking Clearly

25 Minutes

Now that you've practiced speaking clearly with tongue twisters, I want you to present your conclusions clearly with your groups. When you present make sure you mention 3 things.

1. Your name and grade level
2. The name of the company, current investment, and current growth rate
3. Your conclusion

You will get a bonus if you explain why you made your conclusion.

Model these and then get a Teach back

You will assess each student that presents using a checklist.

Field Tips



It is key that you model the speaking slowly guidelines as students will rely on your modeling.

✓ Assessment

15 Minutes

▪ **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3.

▪ **Key Questions** -

1. What are the guidelines for speaking clearly?
2. What are the 3 types of conclusions?
3. Explain why you made your conclusions from activity 1.

▪ **Demonstration of Mastery** –

For questions 1-2 students will write the guidelines of speaking clearly and buy/hold/sell respectively.

For number 3 students will refer to the growth rate and express concern for further loss or growth.

▪ **Transition** - Next week will be a lot like today. We will make new conclusion and learn a new presentation skill

Future Plans



Next week will be a lot like today. We will make new conclusion and learn a new presentation skill



BOSS Lesson 6 Worksheet
Portfolio Review

Name: _____
Date: _____

Reference Section:
Interest = (Today's Value) - (Last Year's Value)
Growth Rate = (Interest) / (Last Year's Value)

Section A

DO NOW

Instructions: Look at the list of ingredients. What meal they make when you combine them.

Ingredients	Meal
Peanut Butter, Jelly, Bread, and sometime Bananas	
Milk, butter, flour, eggs, oil and sometimes fruit	
Lettuce, tomatoes, croutons, onions, oil vinegar,	

Section B

Making Conclusions

Instructions:

1. Fill in last week's information, current total, and growth rates using the investment summary
2. Write additional questions
3. Conclude whether to buy/hold/sell

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions:

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions:



BOSS Lesson 6 Worksheet
Portfolio Review

Section B

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions:

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions:

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions:

Section C

Speaking Clearly

Instructions:

- Use the Speaking Clearly guideline to read the tongue twister

1. Peter Piper picked a peck of pickled peppers.

2. Kris Kringle carefully crunched on candy canes

3. Nine nice night nurses nursing nicely.



“Eye” See You

Students will finalize their portfolios and practice presenting it by using eye contact like at the WOW!.

Lesson Objective

- Present information using eye contact when speaking in public.

Lesson Agenda

5 MIN	Hook Do Now
15 MIN	Introduction of new material: Dos and Do Nots of Eye Contact
10 MIN	Activity 1 (we do): Staring Contest
20 MIN	Review Portfolio
30 MIN	Activity 3 (you do): Present While Making Eye Contact
10 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:** Student will work in their investment groups
- **Resources:**

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals
 1. Agenda
 2. Dos and Do Nots



Objective: Present information using eye contact when speaking in public

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will look at different pictures of people presenting and indicate whether it is a good or bad presentation.
- **Transition** – Review each picture with students. Allow them to explain what they think. Say today we will be working on our presentation skills so that we are making great presentations at the WOW!.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** - Today we are working on a new presentation skill. So far we have worked on speaking slowly and clearly. Today we will use eye contact when speaking slowly and clearly.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – There are 2 main elements to the perfect presentation. Basically there is what you say and what you do. Last week we reviewed the delivery of what we say: speaking clearly and slowly. Today and for the next few weeks we are going to build what you do when you present. Today's focus is on making eye contact when speaking in public. When you make eye contact there are some dos and do nots for making eye contact. Here they are:

Dos	Do Nots
Keep your eyes open	Stare
Scan the audience	Look at the floor

The hardest part of making eye contact is literally looking into someone's eyes. So we are going to practice this first.

- **Connections** - Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.
- **Transition** - Ok bosses lets get to work!

Student Says...



Tell students that the pictures do not allow them to listen to what the presentation is about. So what you should be looking for are:

- Eye contact
- Hand gestures
- Body posture

Closer Look!



When you introduce each do and do not, model and explain using the following.

Dos

- Keep your eyes open
 - Make sure that you are connected with the audience members. You want to be able to look at their eyes as you talk.
- Scan the audience
 - Connect with everyone in your audience. Share your eye contact with everyone.

Do Nots

- Stare
 - Make sure you connect with someone for no more than 5-7 seconds.
 - Try not to talk to the wall
- Look at the floor
 - It's hard to listen to what you have to say when your voice is projected towards the floor.



Objective: Present information using eye contact when speaking in public

Activity 1: Staring Contest

10 Minutes

The hardest part of making eye contact is looking into somebody's eye. At the WOW! you will have to present in front of many people who you do not know. To make sure that this is not an issue for us, we will practice making eye contact. The best way to get comfortable with looking into someone's eyes is to have a staring contest. You will be in groups of 2s. You are going to:

1. Get up from your chair.
2. Raise your hand
3. Walk over to a classmate who has their hand up
4. Give them a high five
5. Count down from 4 then start staring.

You lose if you laugh, smile, talk, or blink. Once there is a winner you will raise your hand and walk over to a different classmate and give them a high five. That is your new competition. We are going to do this for 10 minutes.

Review Portfolio

20 Minutes

Remember that students are competing in a national stock market game. Each week they will have to adjust their investments using the skill of drawing conclusions from lesson 6. This part of the lesson is not to practice the skill of this lesson's objective but to continue building the portfolio that they will present at the WOW!.

Say: Bosses, before we can practice actually presenting our investments with good eye contact, we must first make adjustments to our portfolio. Hand out the investment summary from the stockmarketgame.com website. You are going to complete section B of your worksheet. You will need to

1. Fill in last week's information, current total, and growth rates using the investment summary
2. Write additional questions
3. Search for answers on Google
4. Conclude whether to buy/hold/sell.

Remember that your conclusion are team conclusions.

If you decide to sell you will be able to use the total investment from that stock for another stock. Search for a new investment that you can buy 100 share for.

Additional Notes



This part of the lesson is a fun way to get students more comfortable with making eye contact. Stress to students that they are practicing also the dos and do nots.

Missing Parts...



Remind students that the portfolio review is pre-work to presenting their findings. This is the last week that we will be reviewing our portfolio.

Make sure to have last week's worksheets available to students. As they make conclusions on their investments, they will need a lot of prior information that is already written on older worksheets.



Objective: Present information using eye contact when speaking in public.

Activity 3: Present Using Eye Contact

30 Minutes

Now that you've practiced making eye contact , I want you to present your conclusions using eye contact with your groups. When you present make sure you mention 3 things.

1. Your name and grade level
2. The name of the company, current investment, and current growth rate
3. Your conclusions and evidence

You will get a bonus if you explain why you made your conclusion.

Model these and then get a Teach back

The students in other groups will present their conclusions and evidence.

Tell student to use the checklist to check which dos and do nots their peers are demonstrating.

Field Tips



It is key that you model the dos and do nots of making eye contact as students will rely on your modeling.

✓ Assessment

15 Minutes

- **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3.
- **Key Questions -**
1.What are the Dos and Do Nots of eye contact?
- **Demonstration of Mastery –**
For question 1 students will write the Dos and Do Nots of eye contact.
- **Transition -** Next week will be a lot like today. We will make new conclusion and learn a new presentation skill

Future Plans



Next week will be a lot like today. We will make new conclusion and learn a new presentation skill



BOSS Lesson 7 Worksheet
"Eye" See You

Name: _____
Date: _____

Reference Section:

$$\text{Interest} = (\text{Today's Value}) - (\text{Last Year's Value})$$

$$\text{Growth Rate} = (\text{Interest}) / (\text{Last Year's Value})$$

Section A

DO NOW

Instructions: Put an X in the category that best describes the kind of presentation each picture is.

Picture	Good	Bad
		
		
		
		
		



BOSS Lesson 7 Worksheet
"Eye" See You

Section B

Portfolio Review

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence



BOSS Lesson 7 Worksheet
"Eye" See You

Making Eye Contact Checklist

Student Name	Group	Keep your eyes open	Scan the audience	Stare	Look at the floor

Section C

Exit Ticket

What are the dos and do nots of making eye contact?

Dos	Do Nots
1.	1.
2.	2.



Talk With Your Hands

Students will continue building their portfolios and practice presenting using hand gestures like at the WOW!.

Lesson Objective

- Present information using hand gestures when speaking in public.

Lesson Agenda

5 MIN	Hook Do Now
15 MIN	Introduction of new material: Dos and Do Nots of Hand Gestures
10 MIN	Activity 1 (we do): Using Hand Gestures
20 MIN	Review Portfolio
30 MIN	Activity 3 (you do): Present Using Hand Gestures
10 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:** Student will work in their investment groups
- **Resources:**

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals
 1. Agenda
 2. Dos and Do Nots



Objective: Present information using hand gestures when speaking in public

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will look at different hand gestures and be asked to explain its meaning.
- **Transition** – Review each picture with students. Allow them to explain what they think. Say today we will be working on our presentation skills so that we are making great presentations at the WOW!.

Student Says...



Tell students that nonverbal communication sometimes impacts your audience more than what you say. Therefore you want to be able to use appropriate hand gestures.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** - We are only a few weeks away from our WOW! and as we get closer we need to practice our presentation skills. Remember that a great presentation focuses on what you say and what you do. Today we are going to master using hand gestures.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – So far we have covered speaking slowly and clearly and using eye contact. Let's move to the next level by understanding how to use hand gestures. Hand gestures are when you move your hands to complement what you say. Here are the dos and do nots of hand gestures.

Closer Look!



When you introduce each do and do not, model and explain using the following.

Do's

- Speak with your hands
 - Make sure that your gesture match what you are saying.
- Make swift movements
 - When one gesture ends another begins.

Do Nots

- Repeat the gesture
 - Repeating your gestures back to back is like a stutter. Have variety in your gestures.
- Point at people
 - Pointing at audience members can be misinterpreted as rude.

Dos	Do Nots
Speak with your hands	Repeat the gesture
Make swift movements	Point at people

Review each do and do not with the class as you model.

▪ **Connections** - Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.

▪ **Transition** - Ok bosses lets get to work!



Objective: Present information using hand gestures when speaking in public

Activity 1: Using Hand Gesture

10 Minutes

Students are going to practice using hand gestures by listening to a song that is appropriate and reacting to it with hand gestures. Be sure to select a song that most students will know.

Say: Bosses, now that you know the dos and do nots of hand gestures, let's practice it. In a minute, I am going to need all of you to :

1. Stand by your desk
2. Listen to the music
3. Use hand gestures to the beat of the song.

Keep in mind that you will not be dancing

Model the instructions before getting a teach back. While students are performing the hand gestures positively narrate which students are performing the dos and/or do nots.

Additional Notes



As you model the instructions , it might be effective to play the song and demonstrate a few gestures. The goal is for students to practice gesturing according to the dos .

Guidelines for selecting a song

- Students should be familiar with it
- It should be fun
- Slow enough for students to move swiftly
- Not a dance song

Review Portfolio

20 Minutes

Remember that students are competing in a national stock market game. Each week they will have to adjust their investments using the skill of drawing conclusions from lesson 6. This part of the lesson is not to practice the skill of this lesson's objective but to continue building the portfolio that they will present at the WOW!.

Say: Bosses, before we can practice actually presenting our investments with good hand gestures, we must first make adjustments to our portfolio. Hand out the investment summary from the staockmarketgame.com website. You are going to complete section B of your worksheet. You will need to

1. Fill in last week's information, current total, and growth rates using the investment summary
2. Write additional questions
3. Search for answers on Google
4. Conclude whether to buy/hold/sell.

Remember that your conclusion are team conclusions.

If you decide to sell you will be able to use the total investment from that stock for another stock. Search for a new investment that you can buy 100 share for.

Missing Parts...



Remind students that the portfolio review is pre-work to presenting their findings. This is the last week that we will be reviewing our portfolio.

Make sure to have last week's worksheets available to students. As they make conclusions on their investments, they will need a lot of prior information that is already written on older worksheets.



Objective: Present information using hand gestures when speaking in public

Present Using Hand Gestures

30 Minutes

Now that you've practiced using different body postures, I want you to present your conclusions using good hand gestures with your groups. When you present make sure you mention 3 things.

1. Your name and grade level
2. The name of the company, current investment, and current growth rate
3. Your conclusions and evidence

You will get a bonus if you explain why you made your conclusion.

Model these and then get a Teach back

The students in other groups will present their conclusions and evidence.

Tell student to use the checklist to check which dos and do nots their peers are demonstrating.

Field Tips



It is key that you model the dos and do nots of using hand gestures as students will rely on your modeling.

✓ Assessment

10 Minutes

- **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3.
- **Key Questions** -
 1. What are the Dos and Do Nots of hand gestures?
- **Demonstration of Mastery** –

For question 1 students will write the Dos and Do Nots of hand gestures
- **Transition** - Next week will be a lot like today. We will make our last conclusion and learn a new presentation skill

Future Plans



Next week will be a lot like today. We will make our last conclusion and learn a new presentation skill



BOSS Lesson 8 Worksheet
Talk With Your Hands






Name: _____
Date: _____

Reference Section:
Interest= (Today's Value) – (Last Year's Value)
Growth Rate = (Interest) / (Last Year's Value)

Section A

DO NOW

Instructions: Explain what each hand gesture means.

Hand Gesture	Explanation
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>



BOSS Lesson 8 Worksheet
Talk With Your Hands

Section B

Portfolio Review

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence



BOSS Lesson 8 Worksheet
Talk With Your Hands

Hand Gestures Checklist

Student Name	Group	Speak with your hands	Make swift movements	Repeat the gesture	Point at people

Section C

Exit Ticket

What are the dos and do nots of using hand gestures?

Dos	Do Nots
1.	1.
2.	2.



Stand Tall

Apprentices will continue building their portfolios and practice presenting using good body posture.

Lesson Objective

- Present information using good body posture when speaking in public.

Lesson Agenda

5 MIN	Hook Do Now
15 MIN	Introduction of new material: Dos and Do Nots of Body Posture
10 MIN	Activity 1 (we do): Simon Says
20 MIN	Review Portfolio
30 MIN	Activity 3 (you do): Present Using Body Posture
10 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:** Student will work in their investment groups
- **Resources:**

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals
 1. Agenda
 2. Dos and Do Nots



Objective: Present information using good body posture when speaking in public

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will look at different body postures and rate them using a check plus/minus.
- **Transition** – Review each picture with students. Allow them to explain what they think. Say today we will be working on our presentation skills so that we are making great presentations at the WOW!.

Introduction of New Materials

15 Minutes

- **Objectives / Agenda** - We are only a few weeks away from our WOW! and as we get closer we need to practice our presentation skills. Remember that a great presentation focuses on what you say and what you do. Today we are going to master using good body posture,
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – Last week we worked on using hand gestures. Can anyone remind the class about the do's and don'ts of hand gestures? Help students with this review by modeling each do and don't.
- Similarly, body posture has dos and don'ts. Using a good body posture while presenting involves your hand gestures. After all, your hands are part of your body. Notice how some of the dos and don'ts mention hands. Here are the dos and do nots of using a good body posture.

Dos	Do Nots
Stand tall	Slouching
Keep hands correct	Hands in pocket

Review each do and do not with the class as you model.

- **Connections** - Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.
- **Transition** - Ok bosses lets get to work!

Student Says...



Using good body posture and hand gestures work together. Your non verbal communication should compliment your oral communication.

Closer Look!



When you introduce each do and do not, model and explain using the following.

Dos

- Stand tall
 - Make sure that your shoulders are squared with your feet.
- Keep hands correct
 - Keep hands either in front, on your side, or behind you.

Do Nots

- Slouching
 - Keep your back and head straight
- Hands in pocket
 - Keep hand out of pockets



Objective: Present information using good body posture when speaking in public

Activity 1: Simon Says

10 Minutes

Students will practice using hand gestures by playing Simon Says. Simon Says is a game of commands. Each command will be either a do or don't of using a good body posture. This should exercise students ability of motioning the acceptable and unacceptable body postures.

Say: Bosses, now that you know the dos and do nots of using a good body posture, lets practice it. We are going to play Simon Says. Simon Says is a common game of commands. Here are the rules.

1. One person plays the role of Simon who gives commands.
2. Every one else has to do the commands.
3. Here is the catch, you can only do the command if the person who is Simon says "Simon says..." before the command.
4. If you move when you are not supposed to you are out.
5. The last person standing will be Simon for the next round.

Lets see if you got it"

1. Simon says stand up from your chair.
2. Sit back down

I did not say Simon says sit back down. Let's review the rules one more time before we start playing. Can I get a teach back of the rules?

Portfolio Review

20 Minutes

Remember that students are competing in a national stock market game. Each week they will have to adjust their investments using the skill of drawing conclusions from lesson 6. This part of the lesson is not to practice the skill of this lesson's objective but to continue building the portfolio that they will present at the WOW!.

Say: Bosses, before we can practice actually presenting our investments with good body posture, we must first make adjustments to our portfolio. Hand out the investment summary from the stockmarketgame.com website. You are going to complete section B of your worksheet. You will need to

1. Fill in last week's information, current total, and growth rates using the investment summary
2. Write additional questions
3. Search for answers on Google
4. Conclude whether to buy/hold/sell.

Remember that your conclusion are team conclusions.

If you decide to sell you will be able to use the total investment from that stock for another stock. Search for a new investment that you can buy 100 share for.

Missing Parts...



For more specific rules and detailed explanation of how to play Simon Says please visit:

<http://www.youtube.com/watch?v=ZyX2lvRPqIA>

Additional Notes



Remind students that the portfolio review is pre-work to presenting their findings. This is the last week that we will be reviewing our portfolio.

Make sure to have last week's worksheets available to students. As they make conclusions on their investments, they will need a lot of prior information that is already written on older worksheets.



Objective: Present information using good body posture when speaking in public

Activity 3

30 Minutes

Now that you've practiced making using hand gestures, I want you to present your conclusions using good body posture with your groups. When you present make sure you mention 3 things.

1. Your name and grade level
2. The name of the company, current investment, and current growth rate
3. Your conclusions and evidence

You will get a bonus if you explain why you made your conclusion.

Model these and then get a Teach back

The students in other groups will present their conclusions and evidence.

Tell student to use the checklist to check which dos and do nots their peers are demonstrating.

Field Tips



It is key that you model the dos and do nots of good body posture as students will rely on your modeling.

✓ Assessment

10 Minutes

▪ **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3.

▪ **Key Questions** -

1. What are the Dos and Do Nots of body posture?

▪ **Demonstration of Mastery** –

For question 1 students will write the Dos and Do Nots of body posture

▪ **Transition** - Next week is our last apprenticeship day! We will learn our final presentation skill while finalizing our presentation for the WOW!

Future Plans



Next week is our last apprenticeship day! We will learn our final presentation skill while finalizing our presentation for the WOW!



BOSS Lesson 9 Worksheet
Take a Stand

Name: _____
Date: _____

Reference Section:
Interest= (Today's Value) – (Last Year's Value)
Growth Rate = (Interest) / (Last Year's Value)

Section A

DO NOW

Instructions: Use a check, check plus, or check minus to rate the different body positions below.

- Check = It is ok
- Check plus = It is excellent
- Check minus = It is not ok



Put
Checks
Here

--	--	--	--	--



BOSS Lesson 9 Worksheet
Take a Stand

Section B

Portfolio Review

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence

Company	# of Shares	\$ per share	Last Week Total	Current Total	Growth Rate	Buy/Sell/Hold

Additional Questions/Evidence



BOSS Lesson 9 Worksheet
Take a Stand

Body Posture Checklist

Student Name	Group	Stand Tall	Keep Hands Correct	Slouching	Hands in Pocket

Section C

Exit Ticket

What are the dos and do nots of using a good body posture?

Dos	Do Nots
1.	1.
2.	2.



P.E.T. the Audience

Students are going to script their WOW! presentation and practice presenting it using graphs and charts.

Lesson Objective

- Effectively use graphs or charts in a presentation.

Lesson Agenda

5 MIN	Hook Do Now
10 MIN	Introduction of new material: Using P.E.T.
10 MIN	Activity 1 (we do): Think Pair Share
25 MIN	Activity 2 (we do/you do): Script Writing with P.E.T.
30 MIN	Activity 3 (you do): Present Using Visual Aids
10 MIN	Exit Ticket

Lesson Preparation

- **Space:** Put the chairs in a U-shape.
- **Group:**
 - Activity 1: Shoulder partner
 - Activity 3: Student will work in groups designated by the number on their worksheets.
- **Resources:**

Standards for Unit

Citizen Schools students will make an effective oral presentation.

Citizen Schools students will make observations, inferences and draw conclusions from data.

Connections

Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.

Materials

1. Win Expectations Tracker
2. Vocabulary log for each student
3. Worksheets for each student
4. Calculators
5. Computers
6. Visuals
 1. Agenda
 2. Script Writing Guidelines
 3. P.E.T. explanation
 4. Tri-fold with sample overview of investment and analysis of decision (activity 3)



Objective: Effectively use graphs or charts in a presentation

Hook

5 Minutes

- **Do Now / Warm Up** - As students enter the classroom they will be given a do now worksheet.
- They will have to complete the missing parts to the presentation graphic organizer. The purpose of this review style do now is to later emphasize that using visual aids like graphs and charts is a combination of all the previous presentation skills we've mastered.
- **Transition** – Review the graphic organizer with students. Say today we will be working on our final presentation skill and drafting our scripts for the WOW!.

Introduction of New Materials

10 Minutes

- **Objectives / Agenda** - Welcome to our last day of BOSS! Today we will be completely focusing on the WOW! by learning how to present using visual aids like graphs and charts. We learned a lot of different presentation skills. How do we use them all? Today I will show you.
- **Preview assessment** - Ask students to turn to the last page of the worksheets and preview the exit ticket.
- **Direct Teach** – Look at the do now. We learned 6 different presentation skills. There are 2 main categories for the presentation skills. They are:
 - What you say...
 - Speaking slowly
 - Speaking clearly
 - Speaking loudly
 - What you do...
 - Using hand gestures
 - Using eye contact
 - Using good body posture

In order to bring those skills together we will have to P.E. T. the audience. P.E.T. is a tool to effectively incorporate graphs and charts in our presentations. P.E.T. stands for Point, Eye contact, and Talk. It is in that order that we will present to our audience. P.E.T. is a simple and easy to use technique to incorporate graphs and charts into our presentation.

Review and model each one for the students.

- **Connections** - Presentation skills come in handy in high school and college. Learning to practice speaking for an audience is a life long professional skill.
- **Transition** - Ok bosses lets get to work!

Student Says...



Students will need a lot of prior information to complete the do now. Post the dos and do nots for each presentation skill on the board as a reference.

Closer Look!



When you introduce each element of P.E.T. model and explain using the following.

Point

- Point and look simultaneously at the graph/chart that you are about to discuss.
- This is when you will use hand gestures and good body posture.

Eye Contact

- Keep pointing at the graph and then make eye contact with the audience.
- This is how you will demonstrate eye contact and good body posture.

Talk

- Start talking after you've made eye contact. Stop point and use different hand gestures to complement what you are saying.
- This is your chance to speak slowly, loudly enough and clearly.



Objective: Effectively use graphs or charts in a presentation

Activity 1: Think Pair Share

10 Minutes

Students will practice P.E.T. using section B in their worksheets. In this activity students will make a chart of their favorite foods, animals, games, and colors. With a partner they will take turns presenting each one by hold the working up with one hand and pointing with the other. Then they will make eye contact and talk about why that is their favorite item.

Say: We just went over how to present using graphs and charts. Lets practice presenting a simple chart that is in section B of your worksheet. Turn there now. You see, you will have to:

1. Complete the chart
2. Find your should partner and decide who will go first
3. Stand
4. Explain 1 favorite item using P.E.T.

When you get ready to point hold the worksheet in one hand and point with the other.

Model this presentation for students.

Activity 2: Script Writing with P.E.T.

20 Minutes

Student will begin writing their scripts for the WOW!. Scripts must include an intro, explanation of Boss, overview of investments and a highlight of a significant decision made during one of the portfolio reviews.

Say: Remember that there are two parts to presenting. There is what you say and what you do. We are going to plan what we say and what we do by writing a script. Then we will present them in small groups using P.E.T. As you write what you will say you are going to plan out what you are doing. You must plan to use P.E.T. at least 2 times in your script.

Turn to section C of your worksheet. There you will plan both what you say and when you will P.E.T. You're presentation must have an:

- Introduction of apprentice
- Explanation of Boss
- Overview of current investments
- Analysis of 1 significant decision made during one of the portfolio review.

Elaborate with the scriptwriting g guidelines.

Missing Parts...



As this is a new presentation strategy, make sure that you model presenting one of your favorite items.

For example,

Hi , I'm Mr. A. (point and look at paper) (make eye contact) (talk) My favorite food is ...(stop pointing and use hand gesture to complement what I say.

Additional Notes



Script Writing Guidelines

Introduction

Name, grade, interests...

Explanation of Boss

BOSS is a business and finance apprenticeship. We learned how to invest in the stock market. We are competing against other schools in a national stock market game.

Overview of Investments (P.E.T.)

This is my portfolio summary. I started with \$25,000 and invested in

...
I made these investments because...

Analysis of 1 decision (P.E.T.)

Each week I adjusted my portfolio based off the growth rates
One of the most significant changes was...



Objective: Effectively use graphs or charts in a presentation

Activity 3 :Present Using Visual Aids

35 Minutes

Now that you've written out your scripts, I want you to present it using P.E.T. in groups. It is going to be difficult to maintain eye contact since you will be using your scripts. Make sure that you at least make eye contact.

We will be working in 2 groups. Your group number is on the 1st page of your worksheet. Look for it and raise your hand when you find your group number. When I say go, but not yet, I want all 1s to sit here and 2s to sit there. Once you are in your group raise your hand and I will give the rest of the directions. Go.

Great. Each group will have a trifold board. Each trifold board has a section that says investment summary and an area that says analysis of 1 decision. For the WOW! you will have your group's information on the board but now, you will use this example as a sample chart and graph for your presentation.

The order of who will go in each group is already decided on the top of section C. As your peers present use the checklist and track the number of times the graphs and charts were pointed at and eye contact was made. Rate how the speaker spoke on a scale of 1-5 based off how clearly, loudly, and slowly the talked.

Field Tips



This is the most important presentation of all the lessons. It is imperative that instructions are clear and expectations are set.

Reassure students to use the script. Their goal is to use the graphs and charts by pointing, making eye contact, and discussing them .

✓ Assessment

10 Minutes

▪ **Teach Back / Exit Ticket** – Exit Ticket and checklist from activity 3.

▪ **Key Questions** -

1. What is P,E.T.?
2. How does using P.E.T. help you use graphs and charts in your presentation?

▪ **Demonstration of Mastery** –

For question 1 students will write point, eye contact, and talk
For question 2 students will explain that using P.E.T. refer to graphs and charts as they match what they say and what they do.

▪ **Transition** - You must memorize your scripts and practice in front of a mirror using P.E.T. For the WOW! you will have your investment summary (chart) that you've been using every week and a graph of all your investments sine the beginning.

Future Plans



You must memorize your scripts and practice in front of a mirror using P.E.T. For the WOW! you will have your investment summary (chart) that you've been using every week and a graph of all your investments sine the beginning.



BOSS Lesson 10 Worksheet
P.E.T. the Audience

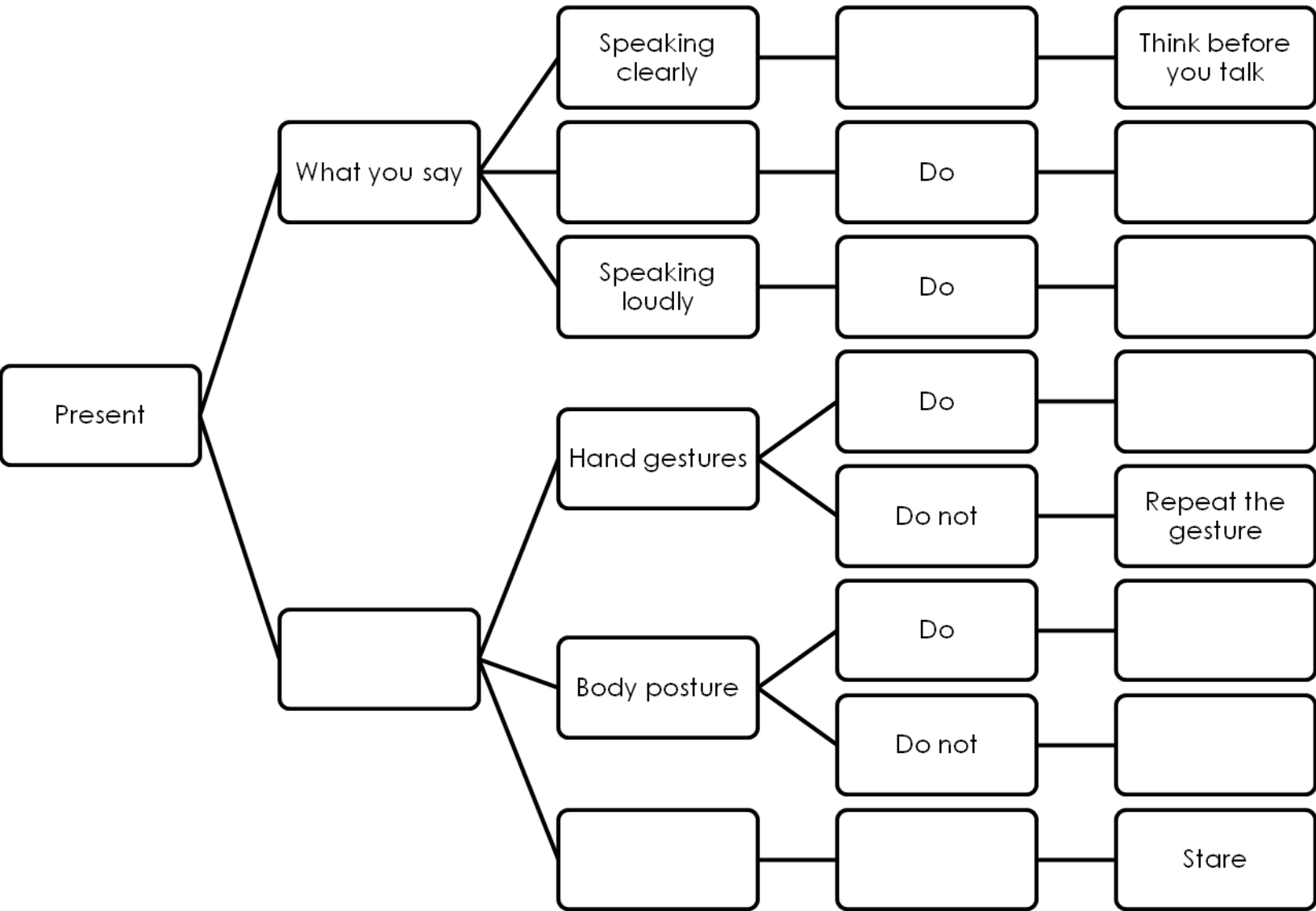
Name: _____
Date: _____

1	2
---	---

Section A

DO NOW

Instructions: Complete the graphic organizer below. Every word in each box is either a presentation skill/do/do not.





BOSS Lesson 10 Worksheet
P.E.T. the Audience

Section B

Think, Pair, Share

Instructions: What are your favorite things? After completing the table below present to your shoulder partner using P.E.T.

You must:

- 1. Complete the chart
- 2. Find your should partner and decide who will go first
- 3. Stand
- 4. Explain 1 favorite item using P.E.T.

My Favorite...			
Food is...	Color is...	Animal is...	Game is...



BOSS Lesson 10 Worksheet
P.E.T. the Audience

You will present _____

Section C

Script Writing with P.E.T.

Instructions: Write a script of what you will say and when you are going to use P.E.T. to refer to graphs and charts.

Introduction	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Explanation of BOSS!	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Overview of Investment Summary PET	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Analysis of 1 decision during portfolio review PET	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



BOSS Lesson 10 Worksheet
P.E.T. the Audience

P.E.T. Checklist

Student Name	Group	Point	Eye Contact	Talk		
		How many time did they POINT	How many time was EYE CONTACT made	Were the speaking SLOWLY?	Were the speaking CLEARLY?	Were they speaking LOUDLY?
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No
				Yes or No	Yes or No	Yes or No

Section D

Exit Ticket

What does P.E.T stand for?

How does using P.E.T. help you use graphs and charts in your presentation?
