

WOW! Plan – Lemonade Day

WOW! Description: *Students will participate in the city-wide Lemonade Day event by operating a lemonade stand at an optimal location.*

<u>Week</u>	<u>Lesson Topic</u>	<u>Learning Objectives</u> <u>What will the students learn today?</u>	<u>New Basic Skills Covered & Curriculum Frameworks Addressed</u>	<u>Activities</u>
1 Learn new skills <i>Model</i>	Introduction, Team Building, and Basic Financial Terms	<ul style="list-style-type: none"> – The date and purpose of lemonade day. – Define 5 basic financial terms: entrepreneur, investor, profit, interest, budget 	<u>Basic Skills</u> Teamwork Advanced Literacy	Explain room set up, Lemonade Day.org Article or Video, Question/Answer match up, Definition Gallery Walk, Lemonade Toast , <i>Send home letter explaining lemonade day</i>
2 Learn new skills <i>Model</i>	The Language of Business	<ul style="list-style-type: none"> – Explain the 5 basic terms in their own words – Differentiate between Capital Equipment and Consumables 	Advanced Literacy, Teamwork	Math Warm-up, Read Lemonade Day Story as Reader’s Theatre script, Definition Foldables, T-Chart Game,
3 Learn new skills <i>Model</i>	Business Plan	<ul style="list-style-type: none"> – Identify the 6 parts of a business plan – Evaluate the strengths and weaknesses of two sample loan presentations 	Advanced Literacy, Leadership (Decision making)	Math Warm Up, Parts of a business plan foldable, “Shot Callers” Simulation, <i>Call parents to ensure they have saved the date for Lemonade Day and are aware of the date of the presentation</i>
4 Produce <i>Scaffold</i>	Loan Presentation Preparation	<ul style="list-style-type: none"> – Describe in their own words the part(s) of the business plan which their group is responsible for in making the loan request presentation – Evaluate an earlier loan presentation 	Advanced Literacy, Oral Presentation, Data Analysis (for group working on Financial Data)	Math Warm Up, “Shot Callers” Review, Divide into business plan groups, View earlier presentation
5 Produce <i>Scaffold</i>	Loan Presentation Preparation	<ul style="list-style-type: none"> – Describe in their own words the part(s) of the business plan which their 	Advanced Literacy, Oral Presentation,	Math Warm-Up, Divide into groups and practice

		<p>group is responsible for in making the loan request presentation</p> <ul style="list-style-type: none"> – Practice skit for their group’s part of the presentation 	Data Analysis (for group working on Financial Data)	<p>presentation skits, Feedback circle, <i>Call parents to get volunteers for supervising lemonade stands</i></p>
6 Practice Scaffold	Loan Presentation	<ul style="list-style-type: none"> – Present loan request presentation to Minute Maid personnel 	Oral Presentation, Teamwork	Loan Presentation, Group Reflection
7 Practice Coach	Budget Planning	<ul style="list-style-type: none"> - Begin to determine costs of Capital Equipment/Consumables needed - Estimate how many units of an item the group needs to purchase and how to determine the final cost 	Teamwork, Data Analysis (<i>Converting measures of Capacity, Multiplying whole numbers with decimals</i>)	Math Warm-Up, Demonstrate how to Determine capacity, Supermarket Gallery Walk
8 Practice Coach	Budget and Marketing	<ul style="list-style-type: none"> – Determine costs of Capital Equipment/Consumables – Differentiate between Gross Profit and Net Profit – Decide on quantities of items and equipment to purchase – Design signs and posters to be used at the lemonade stand 	Data Analysis, Advanced Literacy	Math Warm-Up, Fill in Budget, Gross Profit/Net Profit samples, Make posters
9 Practice Fade	Marketing and Customer Service	<ul style="list-style-type: none"> – Suggest ways to handle different potential challenges with customers or team members – Compose an acronym that explains how to deal with customers in a positive way 	Advanced Literacy, Teamwork	Math Warm-up, Job Responsibilities, Scenario Rotations, Create Acronym, Finish posters
10 Perform Fade	WOW!	WOW!	WOW!	WOW!

Lesson # 1

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none">1. Know the date and purpose of Lemonade Day.2. Know the answers to FAQs regarding Lemonade Day.3. Define 5 basic financial terms.														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none">1. The date and purpose of Lemonade Day2. Answers to FAQs regarding Lemonade Day3. 5 Basic Financial Terms														
<p>Agenda based on the lesson plan. Post in the room for the students to see.</p> <table><tr><td>1. Opening Ritual</td><td>10 Minutes</td></tr><tr><td>2. Review Agenda and Set Context</td><td>5 Minutes</td></tr><tr><td>3. Activity: Lemonade Day KWL</td><td>20 Minutes</td></tr><tr><td>4. Activity: Lemonade Day FAQs</td><td>20 Minutes</td></tr><tr><td>5. Activity: Basic Term Gallery Walk</td><td>20 Minutes</td></tr><tr><td>6. Closing and Teach Back</td><td>5 Minutes</td></tr><tr><td>7. Clean up</td><td>5 Minutes</td></tr></table>	1. Opening Ritual	10 Minutes	2. Review Agenda and Set Context	5 Minutes	3. Activity: Lemonade Day KWL	20 Minutes	4. Activity: Lemonade Day FAQs	20 Minutes	5. Activity: Basic Term Gallery Walk	20 Minutes	6. Closing and Teach Back	5 Minutes	7. Clean up	5 Minutes
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<p>Preparation and Space Set up: Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.</p>														
<p>Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i></p> <ol style="list-style-type: none">1. Entrepreneur - A leader who starts and runs their own business.2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money.3. Interest - Extra money that an investor charges on top of a loan.4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one.5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit later.)														
<p>Materials and Equipment Prize for Math Warm-Up KWL Chart copies Lemonade Day Video or Article Copies 3 Examples for each basic term posted around the room Basic Term Worksheets 2 sets of FAQs and matching answers</p>														

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 1 - Alfonzo is good at drawing life-like pictures of people. He decides to sell them. He plans to sell each portrait he draws for \$15.95. After he draws portraits for 5 customers, how much money will he make?</p> <p>Answer: ($\\$15.95 \times 5 = \\79.75) * Also be sure to let kids know that they can round to \$16 x 5 and then subtract 25 cents.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: LEMONADE DAY KWL	Time: 20 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	
<ol style="list-style-type: none"> 1. Pass out KWL charts and explain what each section stands for. K = What you already know about the subject, W = What you want to know, L = What you learned about the subject after researching 2. Have students fill out the 1st and 2nd sections of the chart. Challenge them to write at least 3 items in each part of the chart. 3. View the video on LemonadeDay.org, or read copies of the article if the video is not available. If students read have them read in pairs, taking turns reading aloud. 4. Whole group comes together to discuss what they learned about Lemonade Day. 	<p>Objective</p> <p>Students will be able to states the date of Lemonade Day, and the purpose and history of the event.</p>
Activity 2: LEMONADE DAY FAQs	Time: 20 MIN

Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	
<ol style="list-style-type: none"> 1. Divide students into 2 teams. 2. Provide each team with 1 set of question cards and 1 set of answer cards. This is not a competition game, so each group can receive different questions. 3. Instruct the students to spread out the cards face down on the floor. 4. Students must match the answers to the questions within a time limit of 3-5 minutes. 5. After time is up allow each student to grab a question and its matching answer card. 6. Each student reads the question and the answer to the rest of the group. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students will understand how Lemonade Day will be organized and operated on our campus.</p>
<p>Activity 3: BASIC TERM GALLERY WALK Time: 20 MIN</p> <p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>For this activity students will be introduced to new vocabulary. This activity allows students to use deductive thinking to try to figure out the definitions of the words. Students are given 3 examples to explain a term and then they work with partner/group members to develop a definition.</p> <ol style="list-style-type: none"> 1. Model this type of deductive reasoning with the word entrepreneur with the whole group. Display 3 examples of entrepreneurs and then pass them around to the students. Ask them to say in their own words what they believe an entrepreneur is. 2. Divide the group into 4 pairs/small groups. Have them rotate between different areas of the room with 3 examples of each term displayed. 3. As they rotate to each term, students write down their own definition for the term. CTs/TLs should circulate to help students remain on track and help guide their thinking. 4. Come back as a whole group and choose 1-2 volunteers to explain their definitions. 	<p style="text-align: center;"><i>Objective</i></p> <p>Know 5 basic financial terms.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
 3. Board - Student who erases the board.
 4. Visuals - Students who assist in carefully taking down posters and visuals.
- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none"> 4. Review math problem and vocabulary 5. Participate in Reader's Theatre script 6. Created vocabulary foldable 7. Participated in T-Chart game 														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none"> 4. How to explain the 5 basic terms in their own words 5. To differentiate between Capital Equipment and Consumables 6. 														
<p>Agenda based on the lesson plan. Post in the room for the students to see.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">8. Opening Ritual</td> <td style="text-align: right;">10 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">9. Review Agenda and Set Context</td> <td style="text-align: right;">5 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">10. Activity: Reader's Theatre</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">11. Activity: Vocabulary Foldable</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">12. Activity: T-Chart Game</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">13. Closing and Teach Back</td> <td style="text-align: right;">5 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">14. Clean up</td> <td style="text-align: right;">5 Minutes</td> </tr> </table>	8. Opening Ritual	10 Minutes	9. Review Agenda and Set Context	5 Minutes	10. Activity: Reader's Theatre	20 Minutes	11. Activity: Vocabulary Foldable	20 Minutes	12. Activity: T-Chart Game	20 Minutes	13. Closing and Teach Back	5 Minutes	14. Clean up	5 Minutes
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<p>Preparation and Space Set up: Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.</p>														
<p>Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i></p> <ol style="list-style-type: none"> 1. Entrepreneur - A leader who starts and runs their own business. 2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money. 3. Interest - Extra money that an investor charges on top of a loan. 4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one. 5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit later.) <p>***** New *****</p> <ol style="list-style-type: none"> 6. Capital Equipment - Materials you need to buy in order to run a business. 7. Consumables - Materials you must buy that will be used by the customer. 														

Materials and Equipment

Warm-Up Prize

Copies of Lemonade Day Story with speaking parts highlighted in different colors

Construction Paper

Copies of Basic Terms

2 T-Charts (can be drawn on the board)

2 Sets of pictures of typical lemonade stand items

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 2 - (Calculate interest) Donny wants to buy a pair of tennis shoes that costs \$75. His older sister agrees to loan him the money for the shoes. He must pay her back in two weeks and he will have to pay 10% interest. How much money will Donny have to pay in interest?</p> <p>Answer - $\\$75 \times .10 = \\7.50, An easy way to convert percentages to decimals is to think of them as cents (coins) - 98% is .98, 85% is .85. Multiply the decimal by the whole number and remember to keep track of where the decimal is at. Remind students that the question only asks for the amount of interest - not the total amount of money.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: READERS' THEATRE	Time: 20 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	
<ol style="list-style-type: none"> 1. Explain that we will read a story about Lemonade Day that will help us understand the terms better. 2. Assign parts to different volunteers. In order to allow more kids to read, divide the apprentices into 2 groups. Make sure every student has a copy of the script whether they have an assigned part or not. 3. Compliment students on their volume and expression as they finish reading. 	<p>Objective</p> <p>Describe the basic financial terms.</p>
Activity 2: VOCABULARY FOLDABLE	Time: 20 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	

<ol style="list-style-type: none"> 1. Have students return to their desks. 2. Show students a sample foldable. Briefly demonstrate how to fold the paper in half lengthwise and then cut six slits on one side. The six slits will create 7 flaps on which the students can paste the terms. The definitions are then written on the inside of the flaps. Each flap opens up like a little book revealing the definition. 3. Inform students of how much time they have to create their foldable. <p>*** This activity can be changed up to fit the needs of more visual learners. Provide each student with a card or cut-out that has a strong visual representation of the term on the front and then have them write the definition on the back. Or allow the students to draw a picture that represents the word. Just to be cute, you can have the students store their cards in an envelope shaped like a suitcase.</p>	<p style="text-align: center;"><i>Objective</i></p> <p>Describe basic financial terms.</p>
<p>Activity 3: T-CHART GAME Time: 20 MIN</p> <p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Divide students into 2 groups. 2. Have them line up single file facing the board behind a tape line on the floor. Each group should have a T-Chart displayed in front of them with "Capital Equipment" written on one side and "Consumables" written on the other. 3. Place a box/bin with pictures of lemonade stand items on it. 4. The teams compete to be the first team to have all of the pictures correctly categorized as Capital Equipment or Consumables. 	<p style="text-align: center;"><i>Objective</i></p> <p>Differentiate between Capital Equipment and Consumables.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
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- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none"> 8. Identify the 6 parts of a business plan 9. Evaluate two sample presentations of a business plan 10. Evaluate two sample oral presentations 														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none"> 7. how to identify the 6 parts of a business plan 8. how to evaluate two sample business plans 9. how to evaluate an oral presentation 														
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Materials and Equipment

Warm Up Prize

Envelope for each student

6 sets of cards with a strong visual for each part of a business plan on it

Sign that describes each part of a business plan posted in different areas of the room

Props or costume for CTs/TLs who will perform during the simulation

2 copies of sample business plans -

Shot Callers Reflection Sheet

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 3 - (Calculate interest, Get total Price) Andre wants to buy a new Play Station that he can use during the summer. His uncle agrees to loan him \$300 as long as Andre pays him back at the end of the summer along with 7% interest. How much money will Andre pay back his uncle by the end of the summer?</p> <p>Answer - $\\$300 \times .07 = \\21.00. $\\$300 + \\$21 = \\$321.00$</p>	

Set the Context and Review Agenda	Time: 10 Minutes
<p>Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom</p>	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities) **Time: 60 minutes**

Activity 1: BUSINESS PLAN INTRODUCTION	Time: 20 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Prior to the start of the apprenticeship, post signs with definitions of parts of a business plan around the classroom. 2. At the start of the activity provide students with their sets of cards. 3. Allow them to walk to the different signs and copy down the definitions on their cards. 4. Allow them to visit signs in the order they choose to. Give them a set time limit, and allow no more than 3 people at each sign at one time. 	<p style="text-align: center;"><i>Objective</i></p> <p>Identify the 6 parts of a business plan.</p>
Activity 2: SHOT CALLERS SIMULATION	Time: 20 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	

<p>1. Explain to the students That they are loan officers at Citizens Bank. They will meet two potential entrepreneurs who hope to get loans to help start their businesses.</p> <p>2. Each applicant will present their ideas for 5 minutes. Then the loan officers will be allowed to ask the applicant questions for 5 minutes.</p> <p>*** In order to generate some lively debate in the 3rd activity it is important that neither of the presentations is obviously better than the other. Both plans should include drawbacks and risks, as well as really strong ideas.</p>	<p>Objective</p> <p>Listen to speaker to gather information for decision making.</p> <p>Evaluate an oral presentation.</p>
<p>Activity 3: SIMULATION REFLECTION Time: 20 MIN</p> <p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>1. Allow students to complete a brief rubric for evaluating the applicant's business plans for about 5 minutes.</p> <p>2. Allow them to talk about the presentations with a partner for 2-3 minutes to discuss which applicant deserves the loan.</p> <p>3. Allow each pair to group up with another pair (no more than 4 students in a group) for another 2-3 minutes to discuss which applicant deserves the loan.</p> <p>4. As a whole group allow the students to write the letter of the Applicant who deserves the loan and place it in a ballot box. They must choose one or the other.</p> <p>5. Announce the winner, and discuss why that applicant appealed to the majority.</p>	<p>Objective</p> <p>Leadership - Decision making.</p> <p>Decide which applicant deserves a loan.</p>

<p>Closing & Teach Back</p>	<p>Time: 5 Minutes</p>
<p><i>Review what you covered in this session and tell them what is coming for the next session. Be sure students learned by having one or more of them teach back.</i></p> <p>Students will complete Apprenticeship surveys.</p>	

<p>Clean Up</p>	<p>Time: 5 Minutes</p>
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What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
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 3. Board - Student who erases the board.
 4. Visuals -Students who assist in carefully taking down posters and visuals.
- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Lesson # 4

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none"> 11. Know which part(s) of the group's business plan they will present 12. Interpret specific details about their assigned part of the business plan presentation 13. Create draft for their part of the presentation 14. Evaluate an earlier loan presentation 															
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none"> 10. Determine what details should be covered in certain parts of a business plan 11. What is expected to be discussed in a business plan presentation 12. How to create their own unique parts of the presentation 															
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<p>Preparation and Space Set up: Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.</p>															
<p>Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i></p> <ol style="list-style-type: none"> 1. Entrepreneur - A leader who starts and runs their own business. 2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money. 3. Interest - Extra money that an investor charges on top of a loan. 4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one. 5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit later. 6. Capital Equipment - Materials you need to buy in order to run a business. 7. Consumables - Materials you must buy that will be used by the customer. 															
<p>Materials and Equipment Warm Up Prize Business Plan Worksheets Fleming M.S. Spring 2009 Loan Video</p>															

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 4 - (Capacity Conversions) There are 8 ounces in a cup. There are 68 ounces in a 2 Liter bottle of lemonade. How many full cups can I get from a 2 Liter bottle of lemonade?</p> <p>Answer - $68 \text{ ounces} / 8 \text{ ounces} = 8.5$ You can get 8 full 8 ounce cups from a 2 Liter bottle of lemonade.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities) **Time: 60 minutes**

Activity 1: SHOT CALLERS REVIEW		Time: 10 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.		
<p>Shot Callers Review</p> <ol style="list-style-type: none"> 1. Ask a student to be a scribe for the group. 2. Ask students to list what kinds of ideas made them choose which applicant to give the loan to. Try not to provide students with examples. 3. Choose a new scribe. Now have students list what the strengths of their lemonade business plan should be - What will definitely convince Minute Maid to loan the lemonade to use? 		<p style="text-align: center;"><i>Objective</i></p> <p>Identify the "selling points" of a business plan.</p>
Activity 2: PRESENTATION PREPARATION		Time: 40 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.		

<ol style="list-style-type: none"> 1. Divide students into 3 groups. Each group will be responsible for presenting 2 parts of the business plan. 2. Provide worksheets to the groups for the parts of the business plan which they are working on. Have each group read through the worksheets and answer the questions. 3. CTs/TLS circulate while the students are working. 4. Students will also create a draft for their part of the presentation by filling in a basic script. 	<p style="text-align: center;"><i>Objective</i></p> <p>Interpret specific details about their part of the business plan.</p> <p>Create a draft of their business plan presentation.</p>
<p>Activity 3: VIDEO EVALUATION Time: 10 MIN</p> <p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Allow students to view the Fleming M.S. 2009 loan video. 2. Discuss with students the strengths and weaknesses of the presentation. 	<p style="text-align: center;"><i>Objective</i></p> <p>Evaluate the strengths and weaknesses of a presentation.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
 3. Board - Student who erases the board.
 4. Visuals - Students who assist in carefully taking down posters and visuals.
- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

Lesson Objectives: <i>What do we need to get done today?</i>	
By the end of the lesson, the students will:	
15. Have finalized their parts of the business plan presentation	
16. Practiced their presentation in front of an audience of their peers	
17. Evaluated other groups presentations	
Learning Objectives: <i>What will the students learn today?</i>	
By the end of the lesson, the students will have learned:	
13. How to deliver effective oral presentations	
14. How to provide constructive feedback to peers	
15.	
Agenda based on the lesson plan. Post in the room for the students to see.	
29. Opening Ritual	10 Minutes
30. Review Agenda and Set Context	5 Minutes
31. Activity: Presentation Preparation (Sub-Groups)	30 Minutes 15 Minutes
32. Activity: Feedback Circle	15 Minutes
33. Activity: Presentation Rehearsal (Whole Group)	5 Minutes 5 Minutes
34. Closing and Teach Back	
35. Clean up	
Preparation and Space Set up:	
Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.	
Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i>	
1. Entrepreneur - A leader who starts and runs their own business.	
2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money.	
3. Interest - Extra money that an investor charges on top of a loan.	
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7. Consumables - Materials you must buy that will be used by the customer.	

Materials and Equipment

Warm-Up Prize

Materials for making visuals for presentation

Props for presentation

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 5 - (Capacity Conversions) Four friends are planning to share three 2- Liter bottles of soda. How many ounces of soda will each friend be able to drink if they share the soda evenly? Remember that a 2-Liter Bottle holds 68 ounces of soda.</p> <p>Answer: Solving this word problem involves 2 steps.</p> <p>#1 - Find out how many ounces of soda there are totally. There are three 2-Liter bottles. $3 \times 68 = 204$ ounces</p> <p>#2 - Divide the total number of ounces by 4 (the number of people who are sharing the soda) $204/4 = 51$ ounces (Each friend can drink 51 ounces of soda.)</p>	

Set the Context and Review Agenda	Time: 10 Minutes
<p>Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom</p>	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: PRESENTATION PREP	Time: 30 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>Presentation Practice</p> <ol style="list-style-type: none"> 1. Students will work in their sub-groups to continue writing out and practicing their group's part of the presentation. 2. During this time sub-groups should also be provided with materials to create visuals they'll need to use during their presentation. 3. CTs/TLs circulate during this time helping groups use their time wisely and modeling how to handle potential disagreements. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students will learn how to prepare and deliver effective oral presentations.</p>

<p>Activity 2: FEEDBACK CIRCLE Time: 15 MIN Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>1. Direct students' attention to a visual with the students that contains words/phrases that are banned from the feedback circle because they are not constructive. Another visual of constructive words/phrases should be provided. Allow students 2-3 minutes to look at the posters. Keep them up while the students are doing their practice presentation.</p> <p>2. Have groups come together to do a feedback circle.</p> <p>3. Each group will present their part of the presentation. Other students will give constructive feedback on what the group did well, and what needs improvement.</p> <p>4. At this point any suggestions should be focused on public speaking skills. Encourage students not to make any dramatic changes in the content of their presentation. CTs/TLs should get involved during Lesson #4 to make sure that groups are on the right track as far as what kind of information they included in their presentation.</p>	<p style="text-align: center;"><i>Objective</i></p> <p>Students will understand how to provide constructive feedback to peers.</p>
<p>Activity 3: PRESENTATION REHEARSAL Time: 15 MIN Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>1. Explain to students that these are the last 2 times that we will practice the presentation as an entire group before the real presentation.</p> <p>2. Adjust the room set up.</p> <p>3. Remind students ...</p> <ul style="list-style-type: none"> - where they should stand when others are presenting. - to face the audience and use strong body language to help their message. - to introduce themselves at the start of their presentation. 	<p style="text-align: center;"><i>Objective</i></p> <p>Presentation Rehearsal</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
 3. Board - Student who erases the board.
 4. Visuals - Students who assist in carefully taking down posters and visuals.
- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none"> 18. Deliver Presentation to Minute Maid 19. Reflect on Presentation 20. 														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none"> 16. How to deliver a strong oral presentation 17. How to compliment/praise the strong points of our presentation 18. 														
<p>Agenda based on the lesson plan. Post in the room for the students to see.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">36. Opening Ritual</td> <td style="text-align: right; padding: 2px;">10 Minutes</td> </tr> <tr> <td style="padding: 2px;">37. Review Agenda and Set Context</td> <td style="text-align: right; padding: 2px;">5 Minutes</td> </tr> <tr> <td style="padding: 2px;">38. Activity: Presentation Delivery</td> <td style="text-align: right; padding: 2px;">10-15 Min</td> </tr> <tr> <td style="padding: 2px;">39. Activity: Reflection</td> <td style="text-align: right; padding: 2px;">15 Min</td> </tr> <tr> <td style="padding: 2px;">40. Activity:</td> <td></td> </tr> <tr> <td style="padding: 2px;">41. Closing and Teach Back</td> <td style="text-align: right; padding: 2px;">5 Minutes</td> </tr> <tr> <td style="padding: 2px;">42. Clean up</td> <td style="text-align: right; padding: 2px;">5 Minutes</td> </tr> </table>	36. Opening Ritual	10 Minutes	37. Review Agenda and Set Context	5 Minutes	38. Activity: Presentation Delivery	10-15 Min	39. Activity: Reflection	15 Min	40. Activity:		41. Closing and Teach Back	5 Minutes	42. Clean up	5 Minutes
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<p>Preparation and Space Set up: The presentation might require the group to travel to another location. In this case, this week's lesson will not be business as usual. The CT/TL will have to consider travel time and time to allow students to change from school clothes into business attire.</p> <p>If the presentation will take place at the school it may be helpful to remain with the routine of Warm-Up and Agenda to calm students' nerves.</p>														
<p>Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i></p> <ol style="list-style-type: none"> 1. Entrepreneur - A leader who starts and runs their own business. 2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money. 3. Interest - Extra money that an investor charges on top of a loan. 4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one. 5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit later.) 6. Capital Equipment - Materials you need to buy in order to run a business. 7. Consumables - Materials you must buy that will be used by the customer. 														

Materials and Equipment

Warm-Up Prize

Presentation Visuals

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 6 - (Capacity Conversions) Gordon bought twelve 2-Liter sodas for his party this weekend. He plans to use 16 ounce cups for his guests to drink out of. How many 16 ounce cups should he buy? (Remember there are 68 ounces in a 2-liter bottle.)</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. $12 \text{ bottles} \times 68 \text{ ounces} = 816 \text{ ounces}$ 2. $816/16 = 51 \text{ cups}$ <p>Gordon should buy at least 51 cups for his party.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
<p>Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom</p>	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: PRESENTATION	Time: 10-15 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>Students deliver loan request presentation to Minute Maid.</p>	<p style="text-align: center;">Objective</p> <p>To deliver strong oral presentations.</p>
Activity 2: REFLECTION	Time: 15 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	

<p>1. Allow students to reflect on their presentation experience by forming a circle.</p> <p>2. Use a "Plus/Delta" , "Thorn, Bud, Rose", or "Fist of Five" system to reflect aloud as a group. You may also want to use a power object that enables only the holder of th eobject to speak. Make sure every group member has the opportunity to get the power object.</p>	<p><i>Objective</i></p> <p>To compliment and praise the things we did well during our presentation.</p>
<p>Activity 3: Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
	<p><i>Objective</i></p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
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Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ol style="list-style-type: none"> 21. Decide which size cups are the best to purchase for the group 22. Decide what quantity of consumables to purchase for the stand 23. Complete the Consumables section of the budget 														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ol style="list-style-type: none"> 19. How to convert liters into ounces 20. How to compare the total cost of different packages of consumables (cups) 21. How to fill in a budget 														
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Materials and Equipment

Warm-Up Prize

Cup Rotation Visuals

Cup Comparison Chart

Visuals showing the price of Ice and Fresh lemons (2 for each)

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 7 - Gary and Renee are going to set up a lemonade stand on Lemonade Day. Their goal is to sell 500 ounces of lemonade on that day. They plan to sell their lemonade in 10 ounce cups. How many 10 ounce cups will they have to buy? If the cups are sold in packages of 25 for \$2.00 each, how many packs will they have to buy and how much will they spend on cups totally?</p> <p>Answer -</p> <ol style="list-style-type: none"> 1. $500 \text{ ounces} / 10 \text{ ounces} = 50 \text{ cups}$ They need to buy 50 cups. 2. a. $50 \text{ cups} / 25 \text{ cups} = 2$ They need to buy 2 packages of cups. b. $2 \text{ packages} \times \\$2.00 = \\$4.00$ Totally they will spend \$4 on cups. 	

Set the Context and Review Agenda	Time: 10 Minutes
Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: CUP ROTATION	Time: 20 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	
<p>By the end of this rotation students will decide which size and package of cups is the best value for the group (The most cups for the least amount of money.) The rotation involves a lot of math, where students are basically repeating the same steps they used for the Warm-Up. Before getting started give the students some idea of the total number of ounces the group would like to sell on</p>	<p style="text-align: center;"><i>Objective</i></p> <p>Students will decide which cups are the best value by using capacity conversions and multiplication.</p>

<p>Lemonade Day.</p> <ol style="list-style-type: none"> 1. Divide students into at least 3 groups. 2. Have them rotate to different areas of the room where different visuals are posted. Each visual should have the # of ounces a cup holds, the # of cups sold in the package, and the price of each package. 3. Students should also have this info on a copy of a chart which they carry to each visual. 	
<p>Activity 2: SUPERMARKET GALLERY WALK Time: 20 Minutes Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<p>In this activity students will do the same reasoning for fresh lemons and ice. They must decide how many fresh lemons to purchase and how many bags of ice to sell.</p> <p>Make sure there are 2 visuals/stations for ice and 2 visuals/stations for fresh lemons. This will avoid too many students crowding around 1 poster.</p>	<p style="text-align: center;"><i>Objective</i></p> <p>Students decide on the quantity of consumables to purchase.</p>
<p>Activity 3: BUDGET COMPLETION Time: Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Ask students to come back to their desks. 2. As a whole group discuss which size cups were the best value. Use current supermarket prices. Fill in the estimated cost on the budget spreadsheet. 3. As whole group discuss how many lemons and bags of ice are needed. Fill in the estimated cost on the spreadsheet. 4. The consumables section of the budget should be completed by the end of the lesson. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students learn how to fill in a budget.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
 3. Board - Student who erases the board.
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Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

<p>Lesson Objectives: <i>What do we need to get done today?</i> By the end of the lesson, the students will:</p> <ul style="list-style-type: none"> 24. Decide what Capital Equipment Should be borrowed or purchased 25. Distinguish between Gross Profit and Net Profit 26. Create sketches/drafts of signs they wish to post at the lemonade stand. 														
<p>Learning Objectives: <i>What will the students learn today?</i> By the end of the lesson, the students will have learned:</p> <ul style="list-style-type: none"> 22. How to complete a budget 23. The difference between Gross Profit and Net Profit 24. How to attract attention/customers with marketing 														
<p>Agenda based on the lesson plan. Post in the room for the students to see.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">50. Opening Ritual</td> <td style="text-align: right;">10 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">51. Review Agenda and Set Context</td> <td style="text-align: right;">5 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">52. Activity: Budget - Capital Equipment</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">53. Activity: Gross Profit vs. Net Profit</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">54. Activity: Design Posters</td> <td style="text-align: right;">20 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">55. Closing and Teach Back</td> <td style="text-align: right;">5 Minutes</td> </tr> <tr> <td style="padding-left: 20px;">56. Clean up</td> <td style="text-align: right;">5 Minutes</td> </tr> </table>	50. Opening Ritual	10 Minutes	51. Review Agenda and Set Context	5 Minutes	52. Activity: Budget - Capital Equipment	20 Minutes	53. Activity: Gross Profit vs. Net Profit	20 Minutes	54. Activity: Design Posters	20 Minutes	55. Closing and Teach Back	5 Minutes	56. Clean up	5 Minutes
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<p>Preparation and Space Set up: Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.</p>														
<p>Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i></p> <ul style="list-style-type: none"> 1. Entrepreneur - A leader who starts and runs their own business. 2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money. 3. Interest - Extra money that an investor charges on top of a loan. 4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one. 5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit in Week 8. 6. Capital Equipment - Materials you need to buy in order to run a business. 7. Consumables - Materials you must buy that will be used by the customer. <p>*** NEW ***</p> <ul style="list-style-type: none"> 8. Gross Profit - The amount of money you make at the time of the sale. 														

9. Net Profit - The amount of money you have actually made when you minus your expenses.

Materials and Equipment

Warm-Up Prize

3 Visuals with examples of Gross Profit and Net Profit on them

Butcher Paper, Markers, Rulers, Craft Paint

Protective Materials (Newspaper, old sheets)

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 8 - Which is a better deal - a pack of twenty 15 ounce cups for \$3.00, or a pack of twenty-five 10 ounce cups for \$3.50?</p> <p>Answer - To solve you can compare the cost of the total # of ounces, or the cost per ounce.</p> <p>A. Compare Total # of Ounces $20 \text{ cups} \times 15 \text{ ounces} = 300 \text{ ounces for } \\3.00 vs. $25 \text{ cups} \times 10 \text{ ounces} = 250 \text{ ounces for } \\3.50</p> <p>B. Compare Cost per Ounce $20 \text{ cups} \times 15 \text{ ounces} = 300 \text{ ounces}$ $\\$3.00/300 \text{ ounces} = 1 \text{ cent per ounce (a penny per ounce)}$ vs. $25 \text{ cups} \times 10 \text{ ounces} = 250 \text{ ounces}$ $\\$3.50/250 \text{ ounces} = .014 \text{ cents per ounce (a little more than a penny per ounce)}$</p> <p>The twentypack of 15 ounce cups is a better deal.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
<p>Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom</p>	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: Budget - Capital Equipment	Time: 20 MIN
<p>Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	

<ol style="list-style-type: none"> 1. While seated as a group, go through each items under the Capital Equipment section of the budget. 2. Ask the students to estimate the cost of each item. If students/families/TLs are willing to donate items for the sale then the cost is \$0. 3. It is good to have the price for items like plastic gloves and hand sanitizer available. Before telling students the cost of these items, have them guess or even suggest stores where they have seen these items on sale. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students decide which Capital Equipment should be purchased for the stand, and estimate the total cost for their expenses.</p>
<p>Activity 2: GROSS PROFIT VS. NET PROFIT Time: 20 Minutes Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Divide students into 3 teams. 2. Allow students to rotate to each visual for 3 minutes at a time. 3. Each visual contains an example of gross profit and net profit. 4. After students have been through each visual have them discuss as a group what the difference between gross profit and net profit is. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students will distinguish between Gross Profit and Net Profit.</p>
<p>Activity 3: MARKETING MATERIALS Time: 20 MIN Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. As a group decide what signs the stand will need. 2. Assign signs to different sub groups. 3. Have each sub-group sketch a design for the sign they want to create. Do not give supplies to the sub-group until they have sketched a draft. 4. Discuss any needed changes and how to make the final product it's best. 5. Provide the group with supplies to create a large version of the sign. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students will create signs to use at their lemonade stand.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
 3. Board - Student who erases the board.
 4. Visuals - Students who assist in carefully taking down posters and visuals.
- Everyone is expected to pick up debris from the floor.

Name of the Apprenticeship: Lemonade Day

Citizen Teacher:

Pre-Planning

Lesson Objectives: <i>What do we need to get done today?</i>	
By the end of the lesson, the students will:	
27. Brainstorm solutions to potential customer service situations	
28. Create an acronym for customer service rules	
29. Complete marketing posters	
Learning Objectives: <i>What will the students learn today?</i>	
By the end of the lesson, the students will have learned:	
25. Strategies for handling customer service situations	
26. A Simple Acronym for Customer Service Rules	
27. The job responsibilities for different positions	
Agenda based on the lesson plan. Post in the room for the students to see.	
57. Opening Ritual	10 Minutes
58. Review Agenda and Set Context	5 Minutes
59. Activity: Discuss Team Roles	15 Min
60. Activity: Customer Service Scenarios And Acronym	30 Min 15Min
61. Activity: Complete Posters	5 Minutes
62. Closing and Teach Back	5 Minutes
63. Clean up	
Preparation and Space Set up:	
Desks should be set-up in a U-shape where each team member is visible to the others, and the front of the room has an open space where speakers can address the rest of the group.	
Vocabulary <i>What terms or concepts will you introduce in this session? Post these for the students to see.</i>	
1. Entrepreneur - A leader who starts and runs their own business.	
2. Investor - A person who loans another person money for their business. The investor usually does this because he/she expects to get more money back once the business makes money.	
3. Interest - Extra money that an investor charges on top of a loan.	
4. Budget - A list of items you need to purchase or spend money on, and how much you want to spend on each one.	
5. Profit - Money that you make from selling an item or providing a service. (We will learn the difference between Gross Profit and Net Profit in Week 8.	
6. Capital Equipment - Materials you need to buy in order to run a business.	
7. Consumables - Materials you must buy that will be used by the customer.	
8. Gross Profit - The amount of money you make at the time of the sale.	
9. Net Profit - The amount of money you have actually made when you minus your	

expenses.

Materials and Equipment

Warm-Up Prize

4 Visuals with Customer Service scenarios written on them

1 Sheet of chart paper for each group

Materials for creating Posters - Butcher Paper, Paint, Markers, Rulers, Protective materials.

Copies of Team Roles

Planning the Lesson

Opening Ritual (It should be tied to the focus of your Apprenticeship and this session if possible)	Time: 5 Minutes
<p>The opening ritual will be a math warm-up. Students sign in and receive a quarter page copy of the word problem. The word problem should be related to entrepreneurship. Explain to students that they will use these skills as they are planning for their lemonade stand. This is why we practice them for a little bit each week.</p> <p>Once they have solved the problem the students place their paper with their name on it in the ballot box. The CT/Team Leader will pick a name from the box and that student describes how he/she solved the problem. The student will be rewarded with a prize whether they get the problem correct or incorrect. We are rewarding effort and courage.</p> <p>Week 9 - (Distinguish between Gross Profit and Net Profit) Patrick spent \$23 fixing up hi sold bike. Then he sold it to a friend for \$58.00. What was Patrick's Gross Profit? What was Patrick's Net Profit?</p> <p>Answer - Gross Profit is \$58.00 because that is what Patrick made at the time of the sale. Net Profit is \$25 (\$58 - \$23) because Patrick had to spend \$23 dollars to get the bike in a condition to sell it.</p>	

Set the Context and Review Agenda	Time: 10 Minutes
Provide Apprentices with a visual agenda – written on flipchart paper and taped up in the classroom	

ACTIVITIES (Please factor a 5 minute break in the middle of 1 activity or in between 2 activities)

Time: 60 minutes

Activity 1: TEAM ROLES	Time: 15 MIN
Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.	
<ol style="list-style-type: none"> 1. Give each student a copy of the Team Roles which we will use to operate the Lemonade Stand. 2. The Team Roles are <ol style="list-style-type: none"> a. Production - Students who make the lemonade. b. Sales - Students who take money from the customer and track the # of cups sold on a chart. c. Marketing - Students who will attract attention to the stand . 3. Students should discuss what roles they are interested in doing. There are different wyas for managing team roles. This should be up to the group and the CT/TL to decide. 	<p><i>Objective</i></p> <p>Students will distinguish between the different Team Roles that will be used to operate the Lemonade Stand.</p>

<p>a. Everyone decides on a Role, and that is their job for the entire day.</p> <p>b. Students rotate through each role.</p> <p>c. Students are divided into shifts, and each person on the shift fills one of the roles.</p> <p>4. Make sure everyone knows the plan for Lemonade Day.</p>	
<p>Activity 2: Customer Service Scenarios Time: 30 Minutes Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Divide the group into 4 small groups/pairs. 2. Have them rotate through different scenarios involving customer service challenges. 3. Give each group/pair a sheet of chart paper divided into four sections. In each section they will write down suggestions for how to handle each challenge. 4. After each group has rotated through all the scenarios, discuss the ideas they came up with as a whole group. 5. Ask students to identify the four most important rule for dealing with customers. 6. As a group create an acronym for Customer Service rules. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students learn strategies for dealing with customer service challenges.</p>
<p>Activity 3: Complete Posters/Marketing Time: 15 minutes Includes demonstration, guided practice, individual or group practice. Be sure and link to your learning objectives.</p>	
<ol style="list-style-type: none"> 1. Allow student to complete their posters for the lemonade stand. 	<p style="text-align: center;"><i>Objective</i></p> <p>Students create marketing materials.</p>

Closing & Teach Back**Time: 5 Minutes**

Review what you covered in this session and tell them what is coming for the next session.

Be sure students learned by having one or more of them teach back.

Students will complete Apprenticeship surveys.

Clean Up**Time: 5 Minutes**

What roles can you designate for each student to build team accountability?

1. Desks - Students who put the desk back to their original places.
 2. Papers - Students who collect others portfolios/papers and store them.
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- Everyone is expected to pick up debris from the floor.

WORKSHEETS AND HANDOUTS

What is Lemonade Day?

It is a day when kids of all ages, from all over the cities of Houston, Austin, College Station, Minneapolis, and Wayne County will hit the streets selling lemonade from their very own lemonade stands. This helps kids learn what it takes to start and run a business.

When is Lemonade Day?

Lemonade Day will take place on Sunday, May 3, 2009.

Who participates in Lemonade Day?

Kids of all ages, from schools, churches, after-school programs, and families participate. Every Citizen Schools campus in Houston is participating in Lemonade Day as well.

Does it cost anything?

Signing up to participate in Lemonade Day does not cost anything. However, it does cost money to start up a business.

How many stands do we have to set up?

Every Citizen Schools campus must set up at least 3 stands.

Where will our lemonade stands be set up?

As a team we will decide on the best places to set up our stands. The best places to set up are locations with a lot of people walking buy on a Sunday.

Are we earning REAL money?

YES!! And you get to decide what we do with it! We can donate it to a charity that will help the Fifth Ward community. We can also use some of the money to celebrate our success by paying for a party. We CANNOT divide up the cash between each other and each take a piece.

Where will we get the materials from?

Citizen Schools will provide a budget of \$80.00 to help us get started. We may not have to use much of that money if Minute Maid company donates their lemonade to us. We will have to compete against other Citizen Schools teams in a presentation requesting a donation. If Minute Maid chooses not to give us the donation we will have to buy the materials ourselves.

Do our parents have to help?

We really need parents to supervise the stands on Sunday, May 3, 2009 along with Mrs. Render, Ms. Thomas, and Mr. Cross. There will be a prize for the stand with the most parent support.

Can we win stuff?

Yes! There are prizes for Best Tasting Lemonade, Top Seller, and Best Lemonade Stand (best decorated).

Lemonade Day Budget

Expenses

<i>Consumables</i>	Quantity (How Much)	Cost
Cups		
Ice		
Lemons (For Slices)		
Lemonade		
Napkins		
<i>Capital Equipment</i>	Quantity	Cost
Cash Box		
Chairs		
Cleaning Supplies		
Display Items		
Flyers		
Plastic Gloves		
Signs/Posters		
Table		
<i>Total Expenses</i>		

Income		
Total Sales		

Gross Profit (Total Sales)	(Minus) Expenses	Equals (=)	Net Profit

CUP COMPARISON

Name _____

Date _____

Decide which pack of cups is the best deal for our stand.

2 Liters = 68 ounces

Size	# Per Pack	\$ Per Pack	# Per 2-Liter Bottle	How many packs would we have to buy?	How much would that cost?
10 oz	20 per pack	\$2.00	About 6 cups (68 /10)	15 (288/20)	\$30 (15 x \$2.00)
9 oz	50 per pack	\$1.99			
16 oz	20 per pack	\$0.99			
18 oz	30 per pack	\$2.99			

NAME _____

DATE _____

After reading the 3 different examples of “Gross Profit” and “Net Profit” write down your definition for each of the words.

*** Hint – Gross Profit is the money you make when you s ____ something. Net Profit is the money you made after you minus your e ____.*



GROSS PROFIT IS...

NET PROFIT IS...

Stand Supply List

	<u>CAPITAL EQUIPMENT</u>	<u>Quantity</u>	<u>Chcek</u>	<u>Special Notes</u>
<i>Stand Materials</i>				
1	Tables			
2	Large Cooler/Ice Chest			
3	Cash Box			
4	Reciept book			
5	CS T-shirts for ea student			
6	Knives			
7	Cutting Boards			

<i>Cleaning Supplies</i>				
8	Gloves			
9	Hand Sanitizer			
10	Trash Bags			
11	All-Purpose Cleaning Spray			
12	Paper Towels			
13	Broom/Dust Pan			

<i>Signage</i>				
14	CS Banner			
15	Price List			
16	Minute Maid Sponsorship			
17	Advertising Posters			

<i>Display Items</i>				
18	Pitcher			
19	Fresh Fruit			
20	Glass			

	<u>CONSUMABLES</u>	<u>Quantity</u>	<u>Chcek</u>	<u>Special Notes</u>
21	Ice			
22	Lemonade			
23	Lemons (for slicing)			
24	Cups			
25	Napkins			

VOCABULARY

Gross Profit	The amount of money you make when you sell something.
Net Profit	The amount of money you really made after you minus your expenses.
Entrepreneur	A leader who starts and runs their own business.
Investor	A person who gives money to help someone else start or run a business.
Capital Equipment	Important items that a person needs in order to run their business.

Consumables	Items that will be used by the customer.
Interest	An extra amount of money that is charged when a person borrows money.
Budget	A list of items you plan to spend money on and how much you want to spend on each item.

Independent Owners choose to operate their stands on their own.

Advantages	Disadvantages
You're in charge and you get to make all of the decisions.	You have to come up with all of your ideas by yourself.
You get to keep all the profits you make! (After you pay back your loans, of course.)	You also have to do all the work. You might not be able to serve as many customers because you're the only

	one at your stand. So, you might not make as much money as a corporation might.
You could hire a little brother/sister as a paid "employee" if you need help with the work.	There really is not disadvantage to bossing your little brother/sister around!
You can apply for a \$25.00 loan from Mrs. Render for purchasing supplies for your stand. Your parents and other family members can also provide you with a loan. (Remember, all loans have to be paid back – no matter how much of a cute kid you are!)	Corporations get to apply for a \$50 loan because there are more kids in the group.
You get to have a parent/adult family member that you choose to supervise your stand on Lemonade Day.	You have to make sure the parent/adult family member will transport you to where ever you plan to set up your stand and can be there with you all day.

This is a good idea if

- your family often goes somewhere on Sundays, where you think a lot of people would buy lemonade from you. (For example; a busy park or a large church)
- your family already owns a business.
- you know that your parents or a family member would loan you money for materials and can supervise the lemonade stand on May 2nd.
- you know of a safe place where you can set up a lemonade stand.

Corporations are groups of 3 or more students who choose to operate a stand together.

Advantages	Disadvantages
Each student has a different part of the business they are in charge of. No one person is in charge.	Everyone has to try to make decisions as a group. Sometimes this can be tough when people don't see things

	the same way.
Corporations can make more money than individual stands because groups of students can serve more customers.	You have to divide up the profits among everyone in the group. (And before you do that you have to pay back your loans!)
Corporations can apply for a \$50 loan from Mrs. Render.	Group members will have to work together to do complete a business plan to apply for the corporation's loan. If one group member doesn't do his/her job then it hurts the group.
Corporations' stands will be supervised by Ms. Kemi or Mrs. Render.	No downside to that!

This is a good idea if...

- You enjoy talking and working with other people to come up with ideas.
- You're interested in selling lemonade, but you don't want to do all the work by yourself.
- You're not sure about a good place to set up your lemonade stand.
- Neither of your parents would be able to supervise your stand on a Sunday (because of work or other commitments).

Everyone must participate. You **MUST** participate on Lemonade Day. Either you operate your own stand or you will be a part of a corporation.

TASTING SHEET

Use this tasting sheet to decide what recipe you want to use for the lemonade you will sell.

Step 1 - Start by tasting the standard lemonade recipe.

Take small sips and hold the lemonade in your mouth for about 15 seconds before gulping it down. Take your time and think carefully about whether people would pay to drink lemonade that tastes like this.

<u>SWEET</u>	<u>SOUR</u>
How sweet does this lemonade taste to you? Very sweet or just a little? Do you think it needs more sugar or less sugar?	How sour does this lemonade taste to you? Is the lemon taste very strong or weak?

Here's the standard recipe:

Ingredient	Cost
1 cup (8oz) of lemon juice concentrate	\$1.20 (a 15 oz bottle of lemon juice costs \$2.40)
1 cup of sugar	.20 cents (a 5 pound bag costs \$2.00)
6 cups of cold water	Free

The standard recipe makes 2 quarts. That means this recipe costs:

\$ 1.40 for each 2 quart pitcher

\$ _____ for each 8 ounce cup, _____ for each 16 ounce cup

Step 2 – Try adding 1 new ingredient.

It's time to make the standard recipe into something that you think people would enjoy drinking.

Think first. – What do you most want to add to the standard recipe? More sugar? More lemon juice? Do you want to try it with a little soda or fruit juice?

Just add 1 new ingredient to your tasting cup.

Take small sips and hold the lemonade in your mouth for about 15 seconds before gulping it down. Take your time and think carefully about whether people would pay to drink lemonade that tastes like this.

Sweet – How sweet does it taste now? Does it need more or less sugar?	Sour – Can you taste the lemon flavor? Is the lemon flavor strong or weak?	New ingredient – How does the new ingredient change the taste?

Think about how much of the new ingredient you added to your tasting cup. (Did you add just a little bit, or is half of your cup the new ingredient?) If you were going to make a 2 quart pitcher of this lemonade how many cups of this new ingredient would you need?

How much does 1 cup of this ingredient cost? _____

How many cups of the new ingredient would you put in your recipe?

How much would 2 quarts of your new recipe cost? _____

(Cost of standard recipe + cost of new ingredient)

STEP 3 – Experiment with adding 2-3 more new ingredients to your recipe and estimate the cost of each new ingredient.

Ingredient	How does the new ingredient change the flavor?	How much does 1 cup of this ingredient cost?

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STEP 4 – Create your final recipe.

Ingredient	How much does 1 cup of this ingredient cost?	How many cups of this ingredient would you add to a 2 quart pitcher?	How much does this ingredient cost?

What is the total cost for making a 2 quart pitcher of your lemonade?

What is the total cost for making an 8 ounce cup of your lemonade?

What is the total cost for making a 16 ounce cup of your lemonade?

CONGRATULATIONS! Now that you know the cost of your recipe you will be able to figure out the rest of your budget!