



# Small Business

This apprenticeship gives students the chance not to take the world as it comes, but make it the way they wish it would be. They will begin to see every aspect of a business not as a “given” but as a choice that the owner made, which they will be equipped to improve on. With the guidance of local business owners, they will learn how to settle upon a successful business idea, create a brand, devise marketing strategies, plan their budget to make a profit, and make a formal presentation to loan officers to “apply” for their start-up loan. Through structured group work, this class builds investment and ownership in shared ideas.

## Standards and Objectives

**Citizen Schools Unit Standard #1:** Citizen Schools students will demonstrate an ability to work as a member of a team.

**Citizen Schools Unit Standard #2:** Citizen Schools students will use a problem solving process to approach an issue systematically.

### Lesson Objectives

- Give and receive constructive feedback
- Adapt to varied roles, job responsibilities, schedules, and contexts
- Exercise flexibility and willingness to be helpful in making necessary compromising to accomplish a common goal
- Assume shared responsibility for collaborative work
- Explain the value of contributions made by each team member
- Comprehend when it is appropriate to listen and when to speak

### Lesson Objectives

- Identify the problem to be solved and the process being used to solve it
- Summarize the steps to solving a problem in a specific context area of expertise
- Observe a situation in order to describe the problem and identify steps to solve it
- Use brainstorming, small group discussion, research, and evidence/data to propose solutions
- Create a solution that solves the presented problem

## Guiding Questions

- What does it mean to be the employer, not the employee; the one making decisions, not the one receiving them?
- If you could make start any business, what would it be?
- How can you overcome the challenges of limited time, space, and money, and still make a profit?

## Assessment (WOW!)

Citizen Schools students will make an effective oral presentation. They will present a business plan with a professional, polished, and confident feel, and make a sales pitch for their business to a panel of experts from the community. The panel may include a representative of a government grant program, a representative of a private foundation, or professionals from the financial community, especially a loan officer from a bank or credit union.

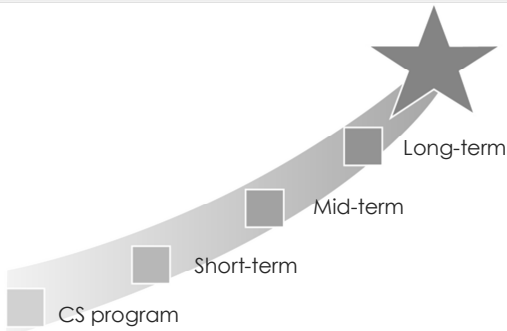
## Basic Unit Plan

Week	Connections to Standard/WOW!	Week	Connections to Standard/ WOW!
1	Understand the importance of making your business “unique.”	6	Figure out business costs and sources of income.
2	Observe and act out the challenges small businesses face and brainstorm solutions to meet them.	7	Calculate the profit and profit margin of the business.
3	Decide on 4 business ideas; divide into 4 groups.	8	Present to class how to maximize profit margin.
4	Make your business stand out from the competition.	9	Type previous information for books; draw color logo.
5	Design a logo and devise a marketing strategy.	10	Rehearse presentations with visual aids and books.



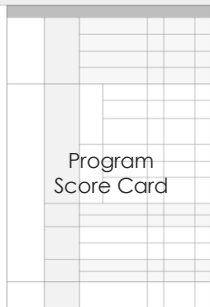
# Small Business

## UNIT CONTEXT / BIG IDEA



Students use math skills to calculate costs and prices, profit and profit margin, and geography skills to choose the best location for their business. They learn the importance of using these school subjects to succeed in the business world.

## SHARED GOALS



If you teach this unit successfully,

- Students will be proud to show off the business they call their own.
- Students will have practice finding percentages and ratios.
- Students will report to their parents and friends with equal enthusiasm about the business they are going to start when they're adults.

## TIMELINE OF SKILLS



- Students practice math skills when finding costs and deciding what price to charge based on the profit margin they are aiming for.

## IMPLEMENTATION NOTES

- Computers are helpful but not necessary.
- This apprenticeship works best if the Citizen Teachers are local small business owners—the more a part of the neighborhood the CTs are, the more invested students will be. It makes a difference for them to say, "yeah, my mom goes to your store," or, "I know you; I buy coffee from you!"
- Involve businesses in the apprenticeship within walking distance of the school to facilitate (free!) field trips.



**LESSON PLANS AT A GLANCE**

Week	Lesson Objectives	Activities	WOW! Prep
1	<p>Which of your objectives will be taught in this lesson?</p> <ul style="list-style-type: none"> <li>assume shared responsibility for collaborative work</li> <li>identify the problem to solve (starting a viable small business) and the processes being used to solve it (research, branding, marketing, budgeting)</li> </ul>	<p>Hook: Teachback from fair Mini-Lesson: Decide your role Activity 1: Employer Expectations Activity 2: Employer Handbook Activity 3: Leadership Style Check for Understanding: apprenticeship structure</p>	<p><i>Understand the importance of making your business “unique.”</i></p>
2	<ul style="list-style-type: none"> <li>Observe a situation in order to describe the problem and identify steps to solve it.</li> <li>identify the problem to solve (starting a viable small business) and the processes being used to solve it (research, branding, marketing, budgeting)</li> </ul>	<p>Hook: Make it unique Mini-Lesson: Business challenges Activity 1: Make Postnet unique Activity 2: Pricing Challenge Activity 3: Customer Service Challenge Check for Understanding: Challenges and Solutions</p>	<p><i>Observe and act out the challenges small businesses face and brainstorm solutions to meet them.</i></p>
3	<ul style="list-style-type: none"> <li>Comprehend when it is appropriate to listen/speak</li> <li>Give/Receive constructive feedback</li> <li>Exercise flexibility and willingness to be helpful in making compromises to achieve a common goal</li> <li>Use brainstorming, small group discussion, research, and data to propose solutions</li> </ul>	<p>Hook: Business Idea Mini-Lesson: Location and Market Activity 1: “Sell” your shoes Activity 2: Form business groups Activity 3: Choose location Check for Understanding: Constructive Feedback, Business, Location</p>	<p><i>Decide on 4 business ideas; divide into 4 groups.</i></p>
4	<ul style="list-style-type: none"> <li>Adapt to varied roles, job responsibilities, schedules, and contexts</li> <li>Observe a situation in order to describe the problem and identify steps to solve it</li> </ul>	<p>Hook: Prep for field trip Mini-Lesson: Marketing Strategies Activity 1: ID marketing tools at Hava Java Activity 2: Act out customer service Activity 3: Discuss competition CFU: Marketing for your business</p>	<p><i>Make your business stand out from the competition.</i></p>



**LESSON PLANS AT A GLANCE**

Week	Lesson Objectives	Activities	WOW! Prep
5	<ul style="list-style-type: none"> <li>Assume shared responsibility for collaborative work</li> <li>Use brainstorming, small group discussion, research, and evidence/data to propose solutions</li> </ul>	Hook: Favorite brand Mini-Lesson: Branding is making a personality Activity 1: Branding for your business Activity 2: Business names Activity 3: Logos Activity 4: Marketing Strategies Check for Understanding	<i>Design a logo and devise a marketing strategy.</i>
6	<ul style="list-style-type: none"> <li>Identify the problem to be solved and the process being used to solve it</li> <li>Summarize the steps to solving a problem in a specific context area of expertise</li> </ul>	Hook: New CT intro Mini-Lesson: Costs, Incomes, Profit Activity 1: Expenses&Income for restaurant Activity 2: Expenses&Income for your business Activity 3: Make a Profit Check for Understanding	<i>Figure out business costs and sources of income.</i>
7	<ul style="list-style-type: none"> <li>Create a solution that solves the presented problem</li> </ul>	Hook: Fixed, Non-Fixed Costs teachback Mini-Lesson: Profit vs. Profit Margin Activity 1: Budget Sheets Activity 2: We/You Do Budgets Activity 3: Presentations Check for Understanding: Costs and Profit [Margin] of your business	<i>Calculate the profit and profit margin of the business and present budgets to class.</i>
8	<ul style="list-style-type: none"> <li>Create a solution that solves the presented problem</li> <li>Give and receive constructive feedback</li> </ul>	Hook: Bulk is Cheaper Mini-Lesson: Economies of Scale Activity 1: Find Profit Margins with larger sales Activity 2: Presentations Check for Understanding	<i>Present to class how to maximize profit margin through increasing sales.</i>



**LESSON PLANS AT A GLANCE**

Week	Lesson Objectives	Activities	WOW! Prep
9	<ul style="list-style-type: none"> <li>• Give and receive constructive feedback</li> <li>• Use brainstorming, small group discussion, research, and evidence/data to propose solutions</li> </ul>	Hook: New CT intro Mini-Lesson: Tagline, Mission Statement Activity 1: Final logos Activity 2: Create taglines Activity 3: Write mission statements Check for Understanding: 1 rep. per group types info.	<i>Make a tagline, mission statement, final color logo. Type previous information for books to use at WOW!</i>
10	<ul style="list-style-type: none"> <li>• Explain the value of contributions made by each team member</li> <li>• Adapt to varied roles, job responsibilities, schedules, and contexts</li> </ul>	Hook: Drama warm-up: Funny Voices Mini-Lesson: WOW! presentation expectations Activity 1: Plan presentation roles Activity 2: Rehearse presentations Check for Understanding: Shout-outs and Teachbacks	<i>Rehearse presentations with visual aids and books.</i>

## SMALL BUSINESS APPRENTICESHIP

De Vargas Middle School, Santa Fe, NM Fall 2012

Team Leader (TL): Erin Donohoe

Citizen Teachers (CTs): Bob Vigil, Cecilia Gonzalez, Bill Weldon, Julie Robinson

### **Apprenticeship Fair: (10 minute pitch)**

**Intro:** “This is the Small Business Apprenticeship.”

**Activity (5 minutes):** [show 2 pictures of businesses on the screen] “Look at these 2 pictures, and decide which business you would go to buy a cool new pair of running shoes. Why? Take 30 seconds to think about that.” Have students vote by raising their hands. Ask students to raise their hands and offer why they chose that business. Guide them towards answers like the brand, the location, whether it’s a national chain or a local store, what prices they think each store would have (which would be cheaper, and would that change your mind?)

**Pitch (2 minutes):** “Be your own boss. If you could start any business, what would you start? We’re going to give you the means to own whatever business it is you want to own. Students in this apprenticeship get to choose a product or service, figure out how to market it by creating a brand, a label, and decide who to sell it to and what price to charge. Apprentices also have to run this business with a limited amount of money and figure out how to make a budget so they get the most money out of their business and don’t go bankrupt. At the WOW!, apprentices give a presentation to a panel of small business owners and loan officers who decide if their business is worth investing money in.”

**Allow 3 minutes for questions at the end.**

**Materials (TL will have them set up):** A projector, my computer with the 2 PowerPoint slides. “Small Business Apprenticeship” should be written on the white board.

Unit Plan

21 <sup>st</sup> Century Skills	
<b>Unit Standard #1</b>	<b>Unit Standard #2</b>
<i>Citizen Schools students will demonstrate an ability to work as a member of a team.</i>	<i>Citizen Schools students will use a problem solving process to approach an issue systematically.</i>
<b>Lesson Objectives throughout the semester</b>	<b>Lesson Objectives throughout the semester</b>
<ul style="list-style-type: none"> <li>✓ Give and receive constructive feedback</li> <li>✓ Adapt to varied roles, job responsibilities, schedules, and contexts</li> <li>✓ Exercise flexibility and willingness to be helpful in making necessary compromising to accomplish a common goal</li> <li>✓ Assume shared responsibility for collaborative work</li> <li>✓ Explain the value of contributions made by each team member</li> <li>✓ Comprehend when it is appropriate to listen and when to speak</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the problem to be solved and the process being used to solve it</li> <li>✓ Summarize the steps to solving a problem in a specific context area of expertise</li> <li>✓ Observe a situation in order to describe the problem and identify steps to solve it</li> <li>✓ Use brainstorming, small group discussion, research, and evidence/data to propose solutions</li> <li>✓ Create a solution that solves the presented problem</li> </ul>

## What does it take to own your own business? (Weeks 1-2, Bob Vigil)

### Lesson 1: 9/19/2012

- o Introduce structure of this apprenticeship and who will be teaching.*
- o Establish expectations, and have students practice classroom procedures.*
- o What is a small business?*
- o What challenges do we face?*
- o Explain the final WOW!, and list important steps along the way to it.*

#### **WOW! prep:**

Students will understand that the WOW! will be an oral/visual presentation to a panel of finance experts/small business owners, pitching their business.

#### **21<sup>st</sup> century skill objectives:**

- assume shared responsibility for collaborative work
- identify the problem to solve (starting a viable small business) and the processes being used to solve it (research, branding, marketing, budgeting)

#### **Hook (10 minutes):**

5 minutes: Teach back the part of this apprenticeship you're most excited about.

5 minutes: Briefly outline structure, weeks, and citizen teachers.

#### **Mini-lesson (15 minutes): Deciding your role**

Ask: "How many want to be your own boss?—raise your hands." Repeat Q: how many want to be your own boss, raise hands?

Bob: started out thinking, being a small business owner is about being your own boss, realized...

What's important:

- (1) what is there a need for: what do I need? Do other people need that too?

Take 2 min. to silently write notes: try to come up with 3 things

Teach-backs

- (2) What am I good at and what do I like?

Take 2 min. to write a list of 3 things you're good at and you like to do.

Teach-backs

Look at your 2 lists and see what could go together.

Preview: by 3<sup>rd</sup> week you'll have an idea for your business, but for now focus on what YOUR role is.

Small business owner not necessarily manager, but we'll make that assumption in this apprenticeship.

#### **Activity 1 (15 min): Employer Expectations**



Transition: focus on YOUR role. If you are a manager, you set expectations for how employees should act. In school we have expectations (Teachback what the expectations are). Are those true for employees? What other expectations do you have of your employees? [volunteer writes notes on board]

Model: employee handbook. Bob: what's important

transition: how do expectations change from employee to employer? Bob: structure by giving some ideas: e.g. Arrival time, quitting time, extra responsibilities?

Then ask students: what other responsibilities/expectations of employers do you think there are? [volunteer writes notes on board] [To guide students, use metaphor of teachers & students: do teachers also have to meet those 3 expectations of students? What do they have to do that's "extra"? What time do you arrive at school? What time do your teachers? What time do you leave? What time do your teachers? How many tests do you take per class? How many does your teacher grade?]

**Activity 2 (25 min.): Establish Employer Handbook** for expectations, procedures, behavior guidelines. "As the owner and employer of this business, I hold myself to these expectations: ...bullet points...signed and dated" (hand out sheets with space in middle to write in employer guidelines)—bring folders and keep in the room.

### **Activity 3 (20 minutes): Leadership Style Games Part II**

Review: democratic leadership style

Divide into 2 groups. Each group will have 1 leader--the "manager"—and 3 "customers." The rest (about 6 per group) are employees. It's the manager's job to get their team of employees to do their jobs. Every employee will be the perfect employee. (teach back what that means!) We'll do this twice. The first time, employers will follow the instructions written on their card (be distracted, show up late, sit down and put feet up, etc.) The second time, they will follow the employer handbook.

e.g. palm reading and data collection (equal numbers of employees and "customers"—in that case employees should ask age, favorite food, favorite TV show—but wait for instructions from manager and materials) manager instructions for round 1: talk on phone for 3 minutes, tell employees to wait, talk to employees about something totally different, lose track of time... debrief after round 1: what was hard about being employee? About being customer? As customer, would you recommend this business?

Round 2 debrief: what was hard about being an employee/employer? As a customer, would you come back? Recommend this business to friends?

**Check for Understanding (5 min.):** parts of the apprenticeship, responsibilities of employers, **Preview:** what's important when you think about what business to start?

[quote on board]

"If you can truthfully and honestly fill in the blanks to make this statement true, then you probably have a good business idea: 'My \_\_\_\_ is the only \_\_\_\_\_ that \_\_\_\_\_s.'"

Ex. "My soccer field is the only field that can be used year-round."

## Lesson 2: 9/26/2012

- *Identify several challenges that small business owners face.*

**WOW! preparations:** Students continue to brainstorm ideas for their business, this week focusing on making a business unique in its community. Students will be able to recognize some challenges that small businesses face and each student will generate one idea of a step they could take to address that challenge and make the business successful.

### **Standard:**

*Citizen Schools students will use a problem solving process to approach an issue systematically.*

### **21<sup>st</sup> century skill objectives:**

- Observe a situation in order to describe the problem and identify steps to solve it.
- identify the problem to solve (starting a viable small business) and the processes being used to solve it (research, branding, marketing, budgeting)

**Hook (10 min):** My \_\_\_\_\_ is the only \_\_\_\_\_ that \_\_\_\_\_s. *[on poster on board at front of room]*

(1) 2 min.: think silently and copy this statement, filling in the blanks with your idea.

(2) 2 min.: pair up with the person next to you. Check that your idea really is the ONLY one--if not, think of a way to make it more unique (**Sp. connection unique-único**)

(3) 5 min.: share back: volunteers read their statements, extend by having them explain why or how their business would be the ONLY business that...

### **Preview field trip to PostNet! (5 minutes)**

Today we're talking about challenges that small businesses face and each of you will be able to... (refer to the 411 and have students read objectives)...**name one problem you might have as a business owner, and name one step you can take to solve that problem so that your business is successful.**

Last week we talked about the challenges of being a manager and having employees. Today, we'll discuss limitations of time, space, and money. (Note to self: in budgeting classes we'll get to the big picture, which is that the main challenge owners face is operating costs. Today's objective is for students to notice specifics which they can refer back to as examples of potential expenses when they're working with Bill later in the semester.)

*Have students take an index card and pencil with them. They should draw 2 columns: 1 labeled at the top "challenge" and the other labeled at the top "solution." [Erin: bring 15 index cards, and a model example to hold up and show--Spanish on the reverse] Throughout the time at PostNet, ask them during activities, "what's a challenge you see right now? What's a step you could take to make sure this doesn't keep your business from succeeding?" Especially stress this during the debrief of the fragile-cup-drop activity.*

### Walk to PostNet (5 minutes)

Concrete examples of the “problem” of owning and running a small business:

- **activity 1 (10 min.):** discussion of how to make this business unique. space congested. Challenge of growth: Bob has taken on mailbox renters but doesn't have room for them. Show students temporary mailboxes. For this mailbox, you get a physical address, unlike at a PO box. This establishes residency in NM for taxes, schools, etc. Possible service to make it unique: scan mail to let out-of-town box holders know what their mail is. Take student ideas: what's a way you could make this unique?
- **activity 2 (20 min.):** discussion of costs; observe the process of photo printing, survey willingness to pay. Detail one service: photo printing. Look more deeply into cost:
  - what is my cost? cost of paper, cost of ink, cost of time (and expertise: if you're the only one who can do this, you can charge more): what do you think we should charge? [Erin: bring markers and students can write the numbers on brown paper taped to wall]
  - Then what do I charge? Take a group picture; print it out; discuss pricing.
  - What are my competitors charging?
  - Survey students: how much would you pay for...? Define vocabulary: *profit* (the money that you make at the end), *cost* (the money you spend making that product or providing that service), *price* (what you charge the customer). Get 3 teachbacks from students on definitions. [Pre-made visuals: profit = price of item - cost to make it. Price of item = the most that customers are willing to pay.]
  - how much would you charge...to whom? Bob: explain charging different prices to different people for various reasons: discounts for regular customers, schools, nonprofits. That's why you do your homework on the people who you want to be your customers.
- time (5 min.): (opt. if extra time)
  - business time: opening hours, days (Sunday?)
  - employee time: hours/day, days/week
  - problem ex.: employee doesn't open the store. Connect back to responsibilities of owners: Mr. Vigil had to come in and open the store when he found out no one was there.
  - delivery time for services: ex. when someone orders business cards--can I really have them ready in less than a week?
- **activity 3 (25 min.):** meeting customer needs:
  - getting things to their destination in 1 piece.
  - activity (10 min. for group work): split into 3 groups. Each has to pack a fragile item. Each is given instructions: (group 1) doesn't follow request of customer to wrap as if it's fragile. (group 2) oops! You ran low on bubble wrap and packing peanuts because you forgot to order them in advance. You can either make do with what you have (paper) or wait until the very last 30 seconds before “shipping” to use bubble wrap and packing peanuts once they're delivered to you [by teacher]. (group 3) best-case scenario: you provide excellent customer service, have all materials, have time to complete the task. [Erin: write these instructions on slips of paper to give to each group; one in Spanish]

- Test (5 min.): go out back and test in the parking lot by dropping each package to see if the fragile cup survives. Which group will win and get their package “delivered” in one piece?
- debrief (5 min.): what were your group’s instructions? What was hard? what did you do about it that worked well? what do you wish you could have done ahead of time? [write these ideas on index cards!] why do you think group \_\_\_\_\_ was able to complete this successfully?
- [Return to DVMS ideally by 5:05 but as late as 5:15 if needed] **Debrief and check for understanding:** [5-15 min. discussion depending on when we return, 5 min. students write silently, coming up with one answer to each question as per the lesson objectives on the 411]
  - what was a challenge you noticed that this business faces?
    - e.g. making sure employees come in and the business is open
    - e.g. making sure all the supplies you need are ordered and ready when you need them
    - e.g. customer satisfaction
    - e.g. figuring out what to charge for an item
  - how could you solve this problem? what would you do first?
    - e.g. give all employees a schedule, give them your phone number
    - write in an agenda to make sure all materials are ordered on time

*Alternative activities for any students who don’t have permission slips signed and turned in on Wednesday:*

**Hook** will be done in class. (“My \_\_\_\_\_ is the only \_\_\_\_\_ that \_\_\_\_\_s.”)

After the rest of the class goes to PostNet, remaining students will be in the Step Up room (or remain in the classroom if a floater is able to be with them)

**Direct Teach** will be to read this article:

## Get Down to Business!

Follow these simple steps to become your own boss

SEPTEMBER 13, 2011

By Andrea Delbanco from Timeforkids.com

Becoming an entrepreneur is hard work. But if you’re dedicated and have excellent organizational skills, it can be rewarding: Sometimes, a small business can grow into a multimillion-dollar company! Neale S. Godfrey, author of *Ultimate Kids’ Money Book*, shares these tips for starting a successful business.

### **Step 1: Have an innovative idea.**

Suppose you like dogs, have free time and compassion for people with busy schedules. Why not start a dog-walking service?

### **Step 2: Find out if your business has a chance of succeeding.**

Come up with questions and do a **market survey**. Ask prospective clients about their likes and needs. Find out how much they would be willing to pay for your services. The responses to your questionnaire will help you decide if you should move forward with your plan. Also, check out the competition. If there’s another dog-walking service in your neighborhood, your business has a

smaller chance at success.

### **Step 3: Compile a business plan and a budget.**

A detailed **business plan** says what product will be sold, how it will be sold, who the customers will be and how much it will cost to start. A **budget** outlines your finances in detail.

### **Step 4: Contact potential customers.**

Reach out to anyone who might need you. Then, set a work schedule for yourself. Finally, you have to actually start walking dogs!

### **Step 5: Keep tabs on your business.**

Once your business is up and running, look at how it's doing. If you have money left over after your business expenses are paid, you've made a **profit**. You can consider yourself a successful entrepreneur!

**Activity 1 (10 min.)** will be to look up the vocabulary words in bold in the article and define them on paper. Also define: profit, cost, price. Students can do this in pairs.

**Activity 2** will be to

(1) split into 3 groups

(2) each group will read a story of a business owner (#1 is at an easier reading level in English, #2 at a slightly more difficult reading level, and #3 is in Spanish for a Spanish-speaking group that should include Lizbeth if she doesn't have permission for the field trip)

(3) within their groups they will answer these questions (appoint 1 scribe/group):

1. what is the problem this business owner has? what challenge does he or she face?

2. what can this business owner do in order to overcome this challenge and still have a successful business? (to scaffold: what can he or she do regularly, as a procedure? what should he or she do right away?)

(4) each group will have 1 person share back to the rest of the class what the problem was and their ideas for steps to overcome it. The other class members can add ideas of their own for solutions.

### **STORIES TO READ:**

1. Marcos wanted to open a restaurant. He thought, "I like food. I'm good at knowing what kind of food is popular with people around here." So, he decided that since what he likes matches with what he's good at, it would be a good business for him to start. He opened his restaurant near the Plaza. It was called the Blue Wolf Cafe. Every single dish his restaurant served included green chili. Most of his customers were tourists, and they liked the food and told their friends to come to the restaurant, but sometimes their friends would try to come and get lost and end up at the Blue Corn Cafe or the Coyote Cafe instead. They didn't really know the difference, though, because at both of those places, they could be near the Plaza and eat dishes with green chili, too. Marcos's restaurant was just fine, but he never had the same customer twice, and hardly anybody knew about it.

What's Marcos's problem? What are some challenges Marcos needs to overcome?

2. Natalie has a beautiful hair salon on the corner of Guadalupe and San Francisco streets, in a thriving business district of downtown Santa Fe. Her customers all agree that she never charges too much for a haircut, and most of the time they get excellent quality haircuts, because Natalie only employs hair stylists with years of experience who are good at what they do. Her customers love to spend time at her hair salon, because she decorated it with soft lights, comfortable chairs, and instead of giving her customers magazines to read, she gives each one a portable DVD player to watch any movie they want while they wait. However, lately Natalie has been very busy, and her business is barely making money. To save money and to save herself time, she cut back the hours her business is open. She used to be open every day of the week from 8 am to 8 pm, but now, she is only open from Monday to Friday from 9 am to 5 pm. Suddenly, she lost her best customers. It turned out that they liked her business because they could come on Saturdays, Sundays, and evenings, when they didn't have to work! Her employees are complaining that they don't make as much in tips because the best customers don't come any more. The employees are threatening to go work at a different hair salon where they can make more money.

What challenges is Natalie facing as a business owner? What are the problems she has right now? What can she do to make sure her business is successful?

3. "La Bodega de Noruega" es uno de los supermercados más populares de toda la ciudad, porque es el único que lleva productos europeos. Todo el mundo va allí a comprar el aceite de oliva, el pan, el queso español y francés y mucho más que no se puede encontrar en ningún otro sitio. Los clientes dicen que solamente entrar en ese supermercado es una maravilla porque está decorado con fotografías de bellos paisajes del norte de Europa. Además los precios son bastante baratos. Lo único que hay de malo es que cuando entras, no encuentras a nadie que te ayude a encontrar lo que buscas. Es peor porque muchas veces la gente que va allí no sabe exactamente qué quiere o cómo se cocina esa comida extranjera, y necesita mucha ayuda en hacer sus compras. Pero no se ve ningún dependiente casi nunca en el supermercado, y los únicos que hay se quedan donde las cajas registradoras y no contestan ningunas preguntas. Sólo dicen cuánto cuestan los productos. El dueño, Andy Flojo, está siempre en su oficina de atrás y no tiene la menor idea de qué sucede en el supermercado. Sabe que el negocio le va bien y que tiene muchas **ganancias (profit)** pero no sabe que la clientela se va disminuyendo poco a poco porque los clientes están hartos de no ser atendidos.

¿Cuál es el problema, o cuáles son las problemas, del negocio "La Bodega de Noruega"? ¿Qué puede hacer el dueño para aliviar el problema? ¿Qué harías tú en el lugar de él?

**Assessment** (same as for the field trip group, when groups are reunited at DVMS)

## Branding&Marketing (Weeks 3-5, Cecilia Gonzalez)

### Lesson 3: 10/3 Market Research

In this first lesson with Cecilia, students will determine the product or service to be sold, and how to conduct market research to pick a successful business (product/service and location). Students will be split into 4 groups, each with one business idea.

#### **Objectives (from 21st century skills):**

- Comprehend when it is appropriate to listen and when to speak
- Give and receive constructive feedback
- Exercise flexibility and willingness to be helpful in making necessary compromising to accomplish a common goal
- Use brainstorming, small group discussion, research, and evidence/data to propose solutions (to the problem of location)

#### **By the end of the lesson, students will be able to...**

- Work as a group to come up with 4 top ideas for a successful small business
- Choose a location for my business
- Give and receive 1 piece of constructive feedback

#### **Hook (5 min.)**

Write 1 business idea and 1 way it is a good business idea (based on what we've learned so far—making it something you're good at, something you like, something that you and others need, and somehow unique.

#### **Mini-Lesson Part 1: (10 min.)**

- Vocabulary: product vs. service, what is a market? (who you're selling to: your potential customers), visibility
- Location is very important to any business. You want a business that has
  - high visibility
  - good access from every direction
- strip malls/shopping centers: why or why not? Ask the students.
- vs. downtown, where cost of space is higher, but visibility is also higher
- do you go with higher rent and higher visibility, or more affordable rent? share opinions.

#### **Activity 1: (10 min.)**

- How to stand out in a competitive market: what makes your business different from competitors'? Vocabulary: define direct competition (there's more than one business with the same products or services)
- Sell your shoes vs. others': everyone has shoes; what makes yours special?

**Activity 2: Students brainstorm and come up with 4 business ideas, divide into groups (25 min.)**

- define "constructive feedback" (about building an idea up and making it stronger, not tearing someone's idea down) and giving examples, non-examples of constructive feedback. You have to say 1 positive thing and why, and 1 thing that could be improved and how.
- everyone read their business idea from Hook
- discussion
- silent secret vote for 1st choice
- divide into 4 groups
- if necessary, second round of voting for 2nd choice to divide groups more evenly

**Mini-lesson Part 2 (5 min.)**

Cecilia's direct teach: How to conduct market research, find the best location (display map, introduce GIS)

**Activity 3: Choose a location (15 min.)**

- figure out who your direct competition is: pick 3-4 businesses you're competing with
  - name
  - what they offer
  - their strengths and weaknesses
- choose as a group your location (using GIS Santa Fe site on computers)

**Assessment (5-10 min.)**

- What was a piece of constructive feedback you gave today? what made it "constructive"?
- What is your business?
- Where will you locate it?
- Why did you choose that location?



#### Lesson 4: 10/10/2012: FIELD TRIP TO HAVA JAVA

*The main concepts in this lesson are marketing, customer service, and competition. (Marketing is how you get customers to come to you, not the competition.)*

#### **Objectives:**

- Adapt to varied roles, job responsibilities, schedules, and contexts
- Observe a situation in order to describe the problem and identify steps to solve it

#### **3:55** read 411 and introduce today's "I can" skills:

- Learn 3 marketing tools used by Hava Java
- Describe what Ms. Gonzalez can do with competition next door
- Describe what my business can do to make it different from competition

*[Erin] Hand out interactive note sheets. Explain that the WOW! will be a professional presentation and part of making that presentation is using PowerPoint to have a visual. Today they'll fill in the slides so that next week they can simply enter some of this information into the presentation.*

HAVA JAVA FIELD TRIP NOTES 10/10/12

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

Marketing techniques

- 1
- 2
- 3
- 4
- 5

Ways that Hava Java can market itself to stand out from Green Owl:

- 1
- 2
- 3

Ways that I can market my business so it stands out from the competition nearby:

- 1
- 2
- 3

#### **4:00** Marketing

Cecilia's direct teach:

*Fill in the first section of the note sheets, "marketing strategies," as Cecilia is talking.*

Everything is marketing: how you get your customers in the door, how you get people to come to your business. Marketing is persuasion. Marketing is promoting your business.

For example: commercials (TV and radio), samplings (free sample in the grocery store), ads in the paper, sign on your business, location, knocking on doors, incentives (e.g. frequent buyer cards), pricing

(undercutting), release dates, grand openings with grand opening specials, mailers, signs around the neighborhood (school), giveaways/freebies.

**Competition:** another business that sells essentially the same products/service that you do

**4:10** *Go to Hava Java.*

Cecilia will show samples, examples of what makes Hava Java unique.

Students will be standing on the opposite side of Hava Java from St. Michael's, away from the newspaper stands, within distance of each other that they could touch elbows.

**4:20 Activity 1:** Identify marketing tools in that situation. Start out with Cecilia directly teaching and pointing out a few of the marketing strategies she uses. Then ask questions of students:

“Look at Hava Java. What do you see here that is a marketing tool?” *Put a check mark on your notes next to the marketing strategies you see Hava Java using here.*

Tools:

- Word-of-mouth
- Sign
- Etc.

**4:30 Activity 2:**

Act out the employer-employee-customer role play in Hava Java. Cecilia with 2-3 students inside at a time. Erin outside with the others. Some can be “quality control” and give feedback on customer service they see. The rest can act out a car. All students will be either inside or on the SAME side of Hava Java at a time (non-street side). The driver&passengers will be the mock customers. We'll act out 2 times, time permitting.

**4:45 Debrief** - Everyone sits in 2 levels (some on box, others sitting on ground, facing Green Owl) for 5 minute debrief.

- What do customers like about this business? (positive)
- What could be better that would attract more customers? (improvement, piece of constructive feedback)

**4:50 Direct Competition** – Ask students to teach back what direct competition is. Refer to examples they gave last week, like rival Nike shoe stores. While they're sitting, look at Green Owl. Discuss THE COMPETITION. Cecilia will talk about Green Owl, about how they're actually not affecting business, what makes it work. Students will write on sheet other strategies Cecilia could use to stand out.

**5:05** *Return to DVMS.*

**5:15 Assessment:**

Students will fill out the last slide of their interactive note sheets, “Ways that I can market my business so that it stands out from the competition nearby,” writing three ways.

## Lesson 5: 10/17 Branding

### **Objectives**

- Assume shared responsibility for collaborative work
- Use brainstorming, small group discussion, research, and evidence/data to propose solutions

### **I can:**

- Work with my business partners to create a “brand” for our business
- Using examples of brands, and thinking of our location and who our market is, discuss with my group how we will “brand” our business

**3:55 Hook (5 min.):** Think of your favorite brand. What do you think of that brand? What image does it have for you?

### **4:00 Direct Teach: (10 min.)**

Branding is the image you put forward, it’s the personality of your business.

Image is not what customers actually see (for example, the “image” for Hava Java is not “it’s a small Drive Thru with lots of Halloween decorations”), it’s what customers perceive (“the personality of Hava Java is that it’s fun, down-to-earth, and approachable”).

Example: Kit-Kat bar. What do you think of when you think of a Kit-Kat bar? (opt. Sunny Delite, fallback ex. is Coca-Cola)

We give feedback: we did hear you say... (opinions, perceptions)

we did NOT hear you say...(describe how it looks: small, brown, crunchy chocolate bar)

Give an example of something you buy regularly. (take example)

What’s your perception of that product? What do you think of that product?

Think of your business. In your business, give us an example of branding. What perception do you want customers to have of your business? (Scaffold as needed: how do you want people to feel about your business? Do you want them to feel comfortable and at home? Or do you want them to feel they’re in a special place?)

(take 3 responses)

**4:10 Activity 1: Branding for your business (15 min.)**

Take out a piece of paper and pencil. You're going to come up with 3 perceptions/images you want customers to have of your business. For each image, write 1 thing you'll do to create that image. Think of your location. Who will your customers be? Santa Feans? Tourists or vacationers? What do they want, and what do they need? That's the image you want to show them.

Break into groups and sit with your business partners. You'll come up with these branding ideas and strategies as a group. 5 minutes to come up with perceptions you want customers to have (left-hand column) and then we'll come together as a class to share.

Allow 5 min. for sharebacks as a class and to clarify "branding" as needed, answer any questions, etc.

**Branding for your small business**

Perception or image customers should have	1 step you will take to create that perception
1.	
2.	
3.	

**4:25 Activity 2 (5 min.)**

Sitting in groups but working individually, each writes a potential business name on paper (1 min.) Working as a group, everyone reads their idea (1 min.) Discuss for 2-3 min. Vote within business groups on a name.

**4:30 Direct Teach Part II (5 min.):**

Logos: (Erin will bring pictures)

Ex.

Nike swoosh

McDonald's arches

Olympic rings

Apple

Ask students to suggest more?

#### **4:35 Activity 3: Create a logo (15 min.)**

Create a logo. Everyone draws an idea (10 min.), share around your group, discuss, choose one or come up with something new combining and adapting ideas.

#### **4:50 Activity 4: Market that brand (25 min.)**

Transition from branding to marketing. Now you have your business name, logo, and you've decided what perception you want customers to have of your business.

[as a class] Teach back 3 marketing techniques.

Gather together as a group and go around in a circle. One person will share one marketing strategy they wrote until all have shared their first strategy, then they'll go around and share their 2nd, then share their 3rd. (5 minutes)

They'll discuss as a group those strategies and choose the top 3, which they would like to put into action for their business. (5 min.)

Each group member will be in charge of one of those marketing strategies. Make a rough draft of an ad, a poster, a sign, or write down the script of the announcement you will make as a commercial. (15 minutes to work).

#### **5:15 Assessment: (10 min.)**

What is "branding"? Define it in your own words in complete sentences.

## Business Finances (Weeks 6-8, Bill Weldon)

### Lesson 6: 10/24/2012

#### **Materials:**

bucket of sand and cup, extra pail (Bill will provide?)  
~\$20 worth of pennies (Erin will provide)

#### **Objectives:**

- Identify the problem to be solved and the process being used to solve it
- Summarize the steps to solving a problem in a specific context area of expertise

#### **I can:**

- Figure out the costs my business will have to pay
- Explain how I will make those costs balance out with sources of income

#### **3:55 Hook: (5 minutes)**

Bill: introduce yourself! Intro to how you came to own your small business. Preview of the next few weeks: how to make a profit. Share how much profit you make (what %)? How do you make that happen? (Keep this extremely brief and “hook” them...you can provide details throughout the lesson from your personal experience—that will also help keep students engaged. They think business owners are cool, and you’re already a celebrity from the newspaper ad.)

Students read today’s objectives and agenda from the 411.

#### **4:00 Direct Teach: (15 minutes)**

Bill lays out everything we’re doing for the next 2 weeks, writing on the board. Choose a student scribe to write the numbers on the board (make sure we’re dictating these numbers properly, e.g. “five thousand dollars” instead of “5k” just because students are learning the “proper” way to read numbers).

Use the restaurant as the example for the class. Define *fixed* and *non-fixed* costs.  
total *fixed costs* \$5,000 (that includes: rent, ... give a short list, no more than 5 things, and student will write them on the board) [take a large amount of sand out of bucket, empty into

another pail]

*Non-fixed costs*: each meal costs us, the business owners, \$10 [take a cupful of sand out for each meal—label the cup on the side \$10]

we charge \$20 (that's the price) [put 2 cupfuls of sand back into the bucket for each meal--have a student figure out that if the price is 2x the cost, they should put 2 cupfuls back in the bucket, and have a student actually put the sand in]

Ask students how you find the profit (answer: it's the difference between price and cost)

What is the profit per meal? (if students readily know and raise hands, call on them, but this is not the focus of today's lesson so you can quickly provide this answer)

How many meals do you have to sell to make a profit of \$5,000 so that you break even? That's the question we'll be dealing with next week. Today we're figuring out what all the costs are, and what some sources of income are.

#### **4:15 Activity 1: (10) Expenses and Income for the restaurant**

[Hand out pennies and cups. Explain:]--the pennies you start with in the cup represent the money you get from your start-up loan from the bank, because of COURSE your presentation to the bank was excellent and you convinced the bank that your business is going to be successful!

Each penny represents \$10. [ask to check for understanding: if your business had to cover a cost that was \$100, how many pennies would you take out? If the cost was \$1,000, how many pennies would you take out?]

come up with total costs we need to cover with a separate average meal cost

students still in seats, Bill & scribe at board, students supply information of costs

(still for restaurant example)

[For each cost, students take pennies out of the cup proportionate to the cost.]

Then, come up with examples of sources of income; again, a student scribe can write these on the board.

[For each source of income, students put pennies back in the cup]

#### **4:25 Activity 2: (30) Expenses and Income for your business**

Break into groups, and by the end of this activity, have come up with the total costs (fixed and non-fixed) for THEIR business, as well as some sources of income they'll have.

For non-fixed costs: what's the average cost to you of your product? 1st, choose what your "average product" is, e.g. a dish of enchiladas, a jacket, a Halo game, or a pair of Jordans. How much will it cost you, the owner, to buy either that product or the materials to make it? What about the cost of the time of the employees who sell it/serve it?

[stop group work and get attention to say] Now, for that "average product," what price do you charge?

Subtract [I can write this on the board] Price you charge -- cost to you = profit per item.

#### **4:55 Activity 3: (20) How to make a profit**

estimate how much money they want to make: how much money do they need to generate at each level of profit:

- how much income needed to break even
- how much income needed to have profit of \$1000
- how much income needed to have profit of \$2000
- how many of \_\_\_\_\_product do you need to sell

Bill- direct teach: economies of scale: (Bill, if all groups are finishing this early and easily, teach this to the whole class. It's more likely that groups will be finishing at different times, though--in that case, you can teach this group-by-group as an extension to groups that need a little more challenge!)

**5:15 Assessment: (10)**

What is one cost your business will have?

What are the total costs your business will have every month?

What is one source of income you will have?

How much of that product do you need to sell every month to break even?



Lesson 7: 10/31/2012

**Objectives:**

- Create a solution that solves the presented problem

**I can:**

- Find the profit margin of my business and calculate how much profit we'll make

**3:55 Hook:**

Students teach back what the two types of costs are, what *fixed* and *non-fixed* mean, and give examples of each.

**4:00 Direct Teach:**

*Quick, 5-minute max. intro:*

Define *profit margin* and *profit*. (I will write definitions on posters so students can refer back to that visual aid.)

Example (write on board):

Total costs (fixed and non-fixed) = \$6500 each month

Total income = \$10,000 each month

Profit = \$3,500

(have a student teach back how we found that)

Profit margin = 35%

Again, distinguish profit (the dollar amount) from profit margin (the percent of sales that are profit).

*10-minute direct teach with hands-on application for students:*

Hand out a cup of pennies to each student (same as last week).

“Your goal is a profit margin of 35%. That means, if you have \$10,000, you want to make how much profit?” (have students find 35% of 10,000 = \$3,500)

“You have 100 pennies in your cup, so each penny represents \$100.”

Students take out the equivalent of \$6,500. (that's 65 pennies, but have them offer that answer.)

Shake the cup—what's left? How many pennies? (35, they should reply!) How much money does that represent? (\$3,500) What name do we give to that \$3,500? (profit!)

#### **4:15 Activity 1:**

*10 minutes:*

Hand each student a budget sheet, and go through it part by part, having students read the sections and if they know the definitions, ask them to teach that to their classmates; otherwise, Bill will explain (in very kid-friendly language). Emphasize that this is the budget sheet business owners use—not a 7<sup>th</sup> grader’s worksheet—but we think they can handle it! Allow time for questions. I will have one, too, and will model how to fill it in. (Bill, if you can somehow get me a copy before class, I can draw one up on a poster to create a large version we can fill in as an example).

#### **4:25 Activity 2:**

Replace pennies in cups, pass cups to fronts of rows, the person in front of each row puts them all on the front table. (“Can we do this in under 1 minute??”)

*5 minutes’ intro to group work, to make sure they’re set up to fill out budget sheets with clarity and confidence:*

Have each student think of one non-fixed cost their business will have, and write that on the budget sheet. Be as specific as possible! Get 1 example from each business to share with the class.

Have each student think of one source of income their business will have, and write that on the budget sheet. Still be specific! E.g., Call of Duty: Black Ops game. Again, get 1 example from each business to share with the class.

Split into groups by business. Allow 2 minutes for moving desks, materials, bodies.

Apprentices fill out their budget sheets for their business, writing in their own costs and sources of income, being as specific as possible. This is done in groups, but every student should fill out a sheet, and within a group the sheets should look almost identical (the first couple answers may be different because at first we asked them to think of their own expenses/sources of revenue). To do this they can, of course, talk! Allow 20 minutes.

*2-minute direct teach with 5 minutes’ work time in groups again:* Have each group find how much profit they would make if sales equal \$15,000 and \$20,000. Bill and I will be going around, making sure each group gets this.

#### **4:55 Activity 3:**

*5 minute intro:*

Explain that the WOW! will be an oral presentation, and at the WOW! Fair, they will be called on to talk like experts in the field of owning a business. So, we’re going to start practicing

speaking in front of a group. For today, have one volunteer from each group present to the class how their business will be successful financially. Each spokesperson will say:

1. the costs of the business
2. the profit margin of the business
3. how much profit the business will make with sales of:
  - \$10,000
  - \$15,000
  - \$30,000

(I will also write up this list on a poster so speakers have something to refer to.)

We're looking for strong presentation voices and standing up straight and tall! Each person has 2 minutes to present.

*10 minutes for 4 presentations*

**5:15** *Move desks back, and Assessment:*

1. Name 2 **fixed costs** of your business:
2. Name 2 **non-fixed costs** of your business:
3. What is your business's profit margin?
4. How much profit will your business make if your sales equal \$10,000?

## Lesson 8: 11/7/2012

### **Objectives:**

- Create a solution that solves the presented problem
- Give and receive constructive feedback

“I can: maximize my profit margin and practice presenting my budget plan to a group”

**3:55 Hook:** If you want to get chips for 20 people at a party, which is cheaper: buying 20 single-serving bags of Doritos, or 2 large party-size bags of Doritos? Which costs you less as the customer at the store? Which costs the store less?

### **4:00 Direct Teach: Economies of scale—how profit margin changes as sales increase**

It's cheaper as a customer to buy in bulk, and it's also cheaper as a business owner to buy in bulk. The bigger the quantity, the less each individual item costs. If your business is bigger (if sales are bigger), your cost per item is actually less.

Think of one thing your business will sell—like the typical meal you'll serve, typical video game, etc.

Say that thing (meal, game, etc.) costs you as the owner \$10. Then you set the price at \$20. What's your profit? (\$10) What's your profit margin? (50%)

Now say that it usually costs you \$10 because you only get 500 of it a month. What if you bought & resold 1,000 a month? If you buy more, it's cheaper—like bags of Doritos. Now your cost for each is only \$5. You still charge \$20, so price=\$20. If costs=\$5 and price=\$20, what's your profit? (\$15) What's your profit margin? (75%) Your profit margin is BIGGER when your business is BIGGER. A more technical way of saying that is if your sales are bigger, your profit margin is bigger.

### **4:10 Activity 1:**

Return last week's budget sheets. Have students

(1) write typical item sold

(2) write how much that costs you if you buy 500 of it each month

(3) write how much that costs you if you buy 1000 of it each month (ask students to share if that's going to be a bigger cost for them or a smaller cost by pointing up or down)

(4) write the price you will charge for that typical item

(5) find the profit you make if you sell 500/month

(6) find the profit you make if you sell 1000/month

(7) find profit margin if you sell 500/month

(8) find profit margin if you sell 1000/month (ask students to check if that's going to be a bigger profit margin)

**4:30 Activity 2:** Oral presentations of plans to increase profit margin

1 person from each group (not the same person as last week) presents their expected monthly profit and profit margin if sales=(smaller #) and their expected monthly profit and profit margin if sales=(larger #)

Divide into groups, move desks so you're all facing each other (2 minutes).

5 minutes for each group to find all that information and prepare their speaker for presentation. 2 min. more to choose a speaker and allow their speaker to practice.

@4:45, 1 person from each group presents

Students/teachers can give constructive feedback (1 think I liked about it, and 1 way I think it could be made better)

## Creating the Brand and Preparing to Present (Weeks 9-10), Julie Robinson

### Lesson 9: 11/14/2012

*In this lesson we'll get the last materials ready for the books students will be using in their WOW! presentation on December 5, and build on students' knowledge of branding by having them come up with a tagline and mission statement for their business.*

**Objectives** (from 21<sup>st</sup>-century skills):

- Give and receive constructive feedback
- Use brainstorming, small group discussion, research, and evidence/data to propose solutions

**21<sup>st</sup>-century skills in student-friendly language:**

I can...

- ...work with my group to make a tagline, mission statement, and a “pro” logo
- ...give and receive constructive feedback

**3:45-3:55** students are eating snack, but if snack is delayed we may start the lesson. Either way, this is the perfect time for you, Julie, to introduce yourself!

*Hand out guides to logos, taglines, mission statements*

**3:55 Mini-Lesson (10 min.):**

Julie: From your experience, teach students how creating a logo is about creating a feeling/an emotional response to a business. The tagline, logo, mission statement are all parts of branding. Ask students to teach back what branding is—they should get something like, “making people see your business a certain way” or “making a feel for your business.” Explain that all successful business now have taglines and mission statements, and this is something new, so we're going to stay on top of the game! Explain: what is a mission statement? Have 2-3 students teach back what it is in their own words to check for understanding.

**4:05 Activity 1- Mini-lesson on logo coloring and groups draw logos/prep for books (20 min.):** Julie, take about 5 minutes to show students your branding guide to colors in logos, and

what feeling each color scheme conveys. I will provide materials—markers, colored pencils, paper—for students to then take 15 minutes to draw and color their logo. Only 1 student per group needs to draw; I will ask 1-2 volunteers from each group to be the “scribe” and use this time to type their group’s business name, owners’ names, location on the computers (computers are in the classroom). Julie will go around helping as needed, giving constructive feedback! I will work with students at the computers.

#### **4:30 Activity 2—create a tagline (10 minutes)**

*Come back to desks, sitting with group members*

Julie: briefly define *tagline*. Students: Make a tagline for your business. In groups, go in a circle and each person gives an idea, then give each other constructive feedback on the ideas. Teach back what constructive feedback is?—“This is something I like...” *and* “This is one way we can make that better...” After getting into groups, students have 5 minutes to come up with a tagline.

**4:40 Activity 3— Mission Statements (15 min.):** Still sitting at desks in groups, work together to create a mission statement. Have each group appoint 1 person to write it neatly on paper. [I will type it up for the books.] Instruct them again if it wasn’t clear—*what* is a mission statement? *How* do you create it? *How long* should it be? Have students teach back. Each group has 5 minutes to brainstorm, then 5 minutes to write a mission statement out neatly in complete sentences. (Julie and I will walk around to check on each group and help as needed.) *If any group finishes early, their “scribe” can return to the computer and type this up.*

**4:55 order forms for books (10-15 minutes):** Julie, show an example of a book like you’ll be making for each business. I’ll explain the layout but you explain the importance, professionalism, etc., and explain how a business owner normally goes about getting one—through filling out an order form! Distribute order forms to each group and then go through it line by line, giving specific instructions of what to fill out, where.

*It’s unlikely we’ll have extra time, but if we do, we can print each group’s papers and have 1 volunteer from each group present that information in a 1-minute “pitch” of their business. The bell rings at 5:24 pm.*

*The next lesson is Wednesday, 11/28, because of Thanksgiving break. For that lesson, Julie will have mock-ups of the books for students’ presentations and students will prepare and practice their 10 minute oral presentations for the WOW! the following week.*

## Lesson 10: 11/21/2012

### **Materials**

Julie: books—one per student—and posters with logos, if possible

Erin: old posters with vocabulary terms and definitions, list of expectations for public speaking on the board or a poster

### **Objectives**

- Explain the value of contributions made by each team member
- Adapt to varied roles, job responsibilities, schedules, and contexts

### **21<sup>st</sup>-century skills in student-friendly language:**

- I can explain what each of my group members has contributed
- I can be a strong public speaker

### **4:00 Hook: (10 minutes)**

Drama warm-up to practice standing up straight, speaking in strong voice, looking out—not down.

Students take turns coming up to stand in front of the class in pairs. One student holds a poster (pre-made) with a term we've learned in this apprenticeship and its definition. Their partner reads the word and definition in a funny voice. I'll have a hat with different kinds of funny voices on slips of paper and they draw one from a hat (e.g. cowboy, underwater, squeaky, booming, whisper, baby, Ms. Donohoe,...)

### **4:10 Mini-Lesson (10 minutes)**

Julie: introduce who will be at the WOW!, what a presentation of your business would look like. It would be great if you could model this—do a 5-minute presentation of alphagraphics so students have an example to follow. If you want to do that, I will take a minute before you start to make it clear what students should be doing when they're listening to others' presentations. I will go over a list of what I'm looking for from students' presentations: standing up tall,



speaking in a strong voice (“volume level 4”) loud enough for all to hear clearly, speaking not too fast and not too slow, looking up at the audience or just beyond them at the windows.

#### **4:20 Activity 1: Plan presentation roles**

Give students time to look through the books as a group and plan who will present each part. The four roles are:

1. introduce the business name and owners, reference the logo on the board
2. explain the mission statement and location choice, and why that location will make the business successful
3. present the marketing strategies you’ll use
4. say the costs and income of your business, and how much profit you’ll make in the worst-case and best-case scenarios, and your best-possible profit margin

Students can take 5 minutes to choose and 10 more minutes to write down what they plan to say. Those who finish can practice saying it out loud to a partner from another group.

#### **4:35 Activity 2: Practice presentations**

Each group will have only 5 minutes!—to allow 3 minutes for students and teachers to give constructive feedback. [get a teach-back on what constructive feedback is] Their final presentations will be 10 minutes. This is a “run-through” to give all students a chance to speak for just over a minute and practice going from one person to the next, how they all will stand when their partners are speaking, etc.

#### **5:10 Assessment: contributions!**

*written individually:*

Write a shout-out to one of your group members that mentions one way they contributed to making your business great. A shout-out is a full sentence or two that mentions the person’s name and what they did *specifically*.

*[first ask a student to share an example of a shout-out, then all write one on their own]*

Write a teach-back: something specific you learned that you can share with somebody who wasn’t in this apprenticeship.

*[first get a shared example, then all write one]*

**5:20 Finally**, a word on the WOW! – Dress professionally. No jeans, nice button-down shirts.

[collect all the shout-outs and teach-backs, but students can keep the scripts in this room in the cabinet. If they want to practice at lunch next Wednesday, we can meet back in that room for extra practice and their notes will be there]

### WOW! Small Business Ownership Panel (11/25, All)

**Standard for this presentation:** Citizen Schools students will make an effective oral presentation. They will present a business plan with a professional, polished, and confident feel, and make a sales pitch for their business to a panel of experts from the community. The panel may include a representative of a government grant program, a representative of a private foundation, or professionals from the financial community, especially a loan officer from a bank or credit union.

#### **Presentation 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 the presentation

#### **Apprenticeship Content Objectives:**

- Have developed a brand (product/service, name and logo)
- Have communicated brand to target market
- Have persuaded 10% of target market to be loyal to brand