

©Startup Skool: In School Early Entrepreneurs Program Grades 6 - 8

Teaching and Learning Sequence	Time:
Early Entrepreneurs Introduction	10 minutes
What is a Business?	15 minutes
Coming Up With Ideas	30 minutes
The Components of a Business	25 minutes
Budgeting	30 minutes
Closing	20 minutes
Extensions, Reinforcements, and Assessments	optional

Content Descriptions

Startup Skool provides educators and students with the resources and tools required to create the most engaging and impactful program. We focus our efforts to provide essential learning outcomes. Our curriculum is *competency driven* and content based, it's meant to be *flexible* and includes *interdisciplinary* learning. This program aligns with the curriculum and outcomes created by BC's new curriculum:

<https://curriculum.gov.bc.ca>, in sections of Alberta's curriculum:

<https://education.alberta.ca/teachers/program>; in Saskatchewan's curriculum:

<https://www.progetudes.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp>;

and in Ontario's curriculum: www.edu.gov.on.ca/eng/teachers/curriculum.html

Concepts to Develop

Entrepreneurship & Work Readiness

Identify the differences between a good business and a bad business, and the elements to be successful. Understand the roles within a business, values behind good work ethics, being a team player, and contributing.

Leadership & Organization

Set a goal and develop plans to reach the goal.

Communication & Teamwork

Learn to work individually and in a team. Build effective communication skills verbal and written.

Empathy & Social Responsibility

Build appreciation and respect for diverse cultures; understand the needs of community, the needs in developing countries and children living in poverty, and gain awareness for their own social responsibility.

Mathematics

Apply numeracy and other mathematics skills to build foundations in financial planning, etc. budgeting.

Art

Explore the creation of art to accomplish a real world goal, ex. creating an item to sell, or learning about a method of selling (marketing).

Critical Thinking and Problem Solving

Develop creative ideas and problem solving skills using real life examples, unique ideas, and assessment strategies.

Success Criteria - Students will be able to:

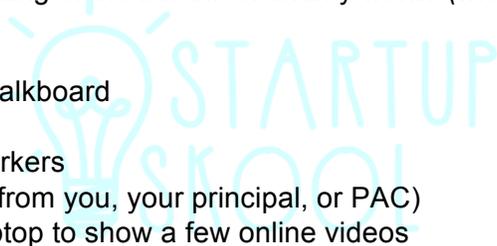
- Maintain helpful roles within the ‘classroom business’ by being engaged and active learners during lessons, discussions, and activities.
- Complete all given assignments.
- Do their part to actively generate earnings for the designated charity.

Suggested Assessments - Can the student:

- Work productively individually, in small groups, and as a class? (*observational*)
- Assess their own, and others, efforts to reach their goal? (*Self/peer assessments and journal reflections*)
- Keep track of, and discuss, their work and progress towards reaching their goals using information in and through diagrams, surveys, business meetings, etc? (*portfolios/rubrics*)
- Express an understanding of the benefit of charity work? (*written*)

Required Materials:

- Whiteboard or Chalkboard
- Scrap paper
- Pens, pencils, markers
- \$100 micro-loan (from you, your principal, or PAC)
- Smartboard or laptop to show a few online videos



Units	Teaching and Learning Sequence
<p>Introduction</p>	<p>Chat with your students about what charity you would like to give back to. You could choose a local charity, a global charity, perhaps follow a theme your school is hosting this year, or use the funds to support your own school. Make sure you first have a conversation with your class and get them excited about what you will be raising money for.</p> <p>Once a charity is picked, inform the students they will be joining the Startup Skool community to become social entrepreneurs. You or your school will be providing your students with a \$100 micro-loan so they can start their own business as a class. They will have to pay the original \$100 back to you and the remainder of the money will be donated to their charity of choice.</p> <p>Share this video with the students to get a better understanding of what they are joining:</p>

<https://www.youtube.com/watch?v=vueYsIlnM4w>

1. What is a Business?

Lesson 1: What is a Business?

A business usually begins with one or two things: a problem or a need. A business is created when we realize the problems people face and how to solve those problems or when we realize there is something that people need and how we can fulfill their need.

There are two types of businesses:

- 1) A business that creates and sells a product- e.g., Kit Kat Bars, Cola, Samsung, Nike Shoes, etc.
- 2) A business that sells a service. A service is when someone does work for you that you don't know how to do, or don't have time to do- e.g., plumbers, builders, dog walkers, etc."

All businesses fall under different categories known as an industry. Essentially, businesses can be grouped into industries according to one main element they have in common. Here are some examples of major industries. Find a partner and think about all of the different businesses our class could create within each industry.

Industries:

Agriculture Food and Beverage Music Computer
Apparel and Accessories Education Entertainment

2. Coming Up With Ideas

Lesson 2: Let's Create a Business

Ask the students to do the following:

"Take a few minutes to think about some businesses you know that fulfill a need. What needs do you see in your life that need to be fulfilled? Have students write down their ideas on paper.

"Businesses also work to **solve problems**. What problems do you see in your community or surroundings that you could solve?" Have students write down their ideas on paper.

"With a partner think about the skills or talents you have. Think about how those skills or talents could be put towards a business. Chat with your partner to come up with more ideas"

	<p>Now ask students to share their ideas or skills with the class and write down all ideas on the board. Remember, no idea is a bad idea.</p> <p>When deciding an idea, ask everyone the following questions:</p> <ul style="list-style-type: none"> - Who is our business for? - What problem are we solving or need are we fulfilling? - Is this something most or everyone can agree on? - Can we gather the materials we would need to make this work? - Can we combine any of the ideas? - Are we following the rules in our school? <p>At this point you could ask your students to build a simple survey to ask other students in the school, their family and friends outside of school (depending on who they're target audience is) to help narrow down and choose one idea.</p> <p>Next you'll be working on planning how they're going to turn it into a business, so remind them they're going to try and earn as much money as possible so it has to be a good business!</p>
<p>3. The Components of a Business</p>	<p>Lessons 3: Building a Business</p> <p>Share the story of Ella Poms with your students: https://www.youtube.com/watch?v=1hHFyTcRQS4</p> <p>Ella taught us the power of starting with why. She started her business in order to make a positive impact in the lives of others just like her. From there she decided a list of values to help her reach her goal.</p> <p>Discussion: As a class briefly discuss the reasons you want to start a business and what values you want the business to have?</p> <p>Activity: Write these values somewhere visible in the class so everyone can see them.</p> <p>When you're designing a product or service, you must:</p> <p>A. Solve a problem for someone OR B. Fulfill a need or want for someone.</p> <p>Discussion: Look at the business you are creating, does it solve a problem or fulfill a want?</p> <p>Product / Service Design:</p> <p>When you're designing a product or service you need to be thinking about your customer. What do they need or what would they want? Provide examples of everyday products used in the class pointing out what is useful and unnecessary. For example, a 3 hole puncher that collects the pieces cut is useful for the classroom, is easy to use, saves time as it already collects the cut pieces, and makes cleaning up easy.</p>

	<p>Discussion: Ask students to think about what is useful and what might be unnecessary in their product or service. Ask students to think about products or services they regularly use and what is good or poor about them.</p> <p>Activity: With a partner draw examples of your first product. If it's a service draw the layout of how or where your service will take place.</p> <p>Marketing: Marketing is about how customers learn about your business. It's important to tell people about your product, what value it provides, and why they should buy it.</p> <p>Discussion: Think about commercials, radio ads, and magazines that all advertise or market a product or service. What do we notice about them? Why are some better than others?</p> <p>Activity: Find a partner and take a moment to think about the key information like "for who, what, where, when, and why" that you need to inform your customers on. Why will they want to buy your product?</p> <p>Operations: Operations are the day-to-day activities involved in running a business. In Ella's business there are a lot of steps involved.</p> <p>Activity: Find a partner and for the next 3 minutes write down all the materials and equipment you will need to start your business. Think about where you can purchase or get these resources from.</p>
<p>4. Budgeting</p>	<p>Lesson 4: Good vs. Bad Elements of a Business</p> <p>→ What does every business need to get started? [Money]</p> <p>“When you’re starting a business, some people will have saved enough money over time that they can start their business using their own money. But other times, people who don’t have any savings will need a ‘loan’ to start their business.”</p> <p>→ What is a loan? [Money that is given for a period of time, for example from a bank, but has to be given back to the lender].</p> <p>“We’re going to get a loan of \$100 to start our own business. If you design a really good business, you can turn this \$100 into a lot of money. But a loan is money that you have to pay back even if you design a really bad business. So, if you don’t make any money with your business, you will still have to give back the \$100. Let’s look at the</p>

difference between a good business, and a bad business.”

(Hand out scrap paper and pencils so that the students can work out the math as you ask questions. Show the information below on a whiteboard.)

Business #1:

Once upon a time, a man name Ron took a \$100 loan from a bank. He used the money from his loan to start his own business. For his business he invented the Kit Kat bar. But before Kit Kats existed, he had to make his product. He spent his \$100 loan to buy:

Chocolate (\$6)

Wafers (\$4)

A factory (\$70)

Packaging (\$5)

Advertisements (commercials, etc.). (\$15)

Makes: 100 Kit Kat bars

Selling Price: \$2 each

We call this a ‘budget’. A budget shows us how our money is being spent, in this case how the money from the loan is being spent. Today, Kit Kat bars are famous; everybody knows what they are. You can buy a Kit Kat bar in any store for \$2. Put your hand up if you have ever bought a Kit Kat bar. _____ People put their hands up.

→ How much money did the Kit Kat company make off of only the people in this class? ($\$2 \times \#$ of students).

→ **Cost of production-** Look at the budget. How much money did the company have to spend to make 100 Kit Kat bars? [$\$15 = \text{chocolate} + \text{wafers} + \text{packaging}$]

→ **Overhead costs-** All of the other costs the business has to spend money on are called overhead costs, but these do not include money spent on making the product itself. What are the overhead costs? [$\$85 = \text{advertisements} + \text{factory}$]

→ **Overall cost-** Together, the cost of production and the overhead costs equal \$100, which was their loan amount.

→ **Production-** How many Kit Kat bars can they produce using \$100? [100].

→ **Cost-** If the company spends \$100 for 100 Kit Kat bars, how much would it cost to make 1 Kit Kat bar? [$\$1 = 100 / 100$].

→ **Price Point-** How much did Kit Kat decide to sell each chocolate bar for? [$\$2$]. We call this the price point.

→ **Profit-** Therefore, if it cost \$1 to make 1 bar, but they sell it for \$2, how much profit do they make? [$\$1$ profit].

→ **Loan-** Who remembers what a loan is? How many Kit Kat bars do they need to sell to pay back their loan?

→ Who can figure out what your profit would be after selling 200 more Kit Kats? [$\$400 - 30 = \370]. After paying back the loan, the Kit Kat company made \$370 in profit. That is a good business!

Business #2:

“Let’s look at a second business. Put your hand up if you have every heard of the chocolate bar called ‘Figamajigs’? Figamajigs once took out a loan from a bank for \$100 to start their business, just like Kit Kats did.

This is their budget:

Figs (\$6)

Nuts (\$5)

Chocolate (\$4)

Factory (\$65)

Packaging (\$10)

Advertisement (\$10)

Makes: 50 Figamajig bars

Selling Price: \$1.20

Figamajigs were made because they are healthy, and people like to eat healthy chocolate bars.

→ Who knows how many figamajigs would have to be sold for the business to pay back their \$100 loan? [83 figamajigs = $100 / 1.20$]

→ **Cost of Production-** What is the cost of producing 50 figamajigs? [\$25]

→ **Overhead Costs-** What is the overhead costs for this business? [\$75]

→ **Overall Costs-** What are the overall costs for this business to get started? [\$100]

→ **Production-** How many figamajigs can be produced with a \$100 loan? [50]

→ **Costs-** How much does it cost to make one Figamajig? [\$1.00]

→ **Price points-** How much are they selling one Figamajig for? [\$1.20]

→ **Profit-** How much profit does this company make for each bar they sell? [\$0.20].

→ If 200 people in your school wanted to buy Figamajigs, how much would the company have to spend to produce 200 more Figamajigs? [\$200]

→ How much would they earn if they sold 200? [$240 = 200 \times \$1.20$]

	<p>→ What would their overall profit be? [\$40].</p> <p>→ Is this a good or bad business, compared with Kit Kat? [Bad]</p> <p>Discussion (Critical Thinking):</p> <p>→ What are the differences between the two businesses? Everyone knows about Kit Kat bars, but very few people know about Figamajigs (marketing)</p> <p>Everyone likes Kit Kats, but few people like figs. Kit Kats are marketed to everyone, Figamajigs are marketed to healthy eaters (e.g. parents) Kit Kats are delicious so can sell for more money and can make a higher profit.</p> <p>Figamajigs are sold for less money, and make less profit. → How can you solve these problems?</p> <p>Activity: “Now let’s use these skills you just learned and apply them to your business. Create a budget using estimated costs.” For the points of the exercise keep estimates reasonable but easy for students to calculate and determine.</p>
<p>Closing</p>	<p>Next steps:</p> <p>Break the class into small teams of Marketing, Operations, Finance, and Product. Have each group focus on the different components of the business to save time and energy. Give each team responsibilities as shown below and have them report to you on their progress.</p> <p>Marketing: Determine a name and create a logo for the business. Create advertisements and a strategy to inform customers about your business.</p> <p>Operations: Determine the logistics of your business. Where and when will the business take place? What permission is required? Where or how will you get the materials you require for the business?</p> <p>Product / Service: What does your product or service involve? How will it be assembled? How will people interact with it? Conduct interviews and get feedback on your product/service with potential customers.</p> <p>Finance: Determine costs involved in the business. How can you save money? Conduct research to determine your costs and how much potential profit you will earn.</p> <p>“I want to see every student in this class working as hard as they can to raise as much money as possible! The more money you raise, the more schools we can build. Make sure you work together to keep your classroom business going, and tell your parents all about what you are</p>

	<p>doing. If you find any spare time during the day or at home, try to work on this project.”</p> <p><i>Your next goals will be:</i></p> <ul style="list-style-type: none"> • Determining the costs involved • Making your item to sell • Informing potential customers about your idea • Set up a time and day to sell your item! Then, watch your money grow!
<p>Extension Activities</p>	<p>Have students create a presentation on their business and why they deserve a \$100 micro-loan from you or the school.</p> <p>Students can write journal entries throughout the process to documents their thoughts, feelings, ideas, perceptions, and suggestions for improvements and changes.</p> <p>Conduct both formal (management meetings or progress reports) and informal (team building sessions, general feedback) management sessions. Have the students discuss as a class what they are doing well and what needs improvement.</p> <p>Have students write a reflection piece on what they have learned and accomplished during this project. Is there anything they would change if they were to redo the project? How does it feel to donate their earnings to charity?</p>
<p>Full Program</p>	<p>If you believe you need further assistance we suggest you look at the paid version of this program for videos, powerpoint slides, extended resources, and online support. Visit: http://earlyentrepreneurs.thinkific.com/ for more details. ©</p>