

## ©Startup Skool: In School Early Entrepreneurs Program Kindergarden to Grade 3

Teaching and Learning Sequence	Time:
Introduction	10 minutes
Exploring Needs & Wants	10 minutes
What is a Business & What are Entrepreneurs?	15 minutes
Coming up With Ideas	20 minutes
Let's Create a Business	30 minutes
Financial Literacy	20 minutes
Closing	5 min
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](http://www.edu.gov.on.ca/eng/teachers/curriculum.html)

### Concepts to Develop

#### 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.

#### Communication & Teamwork

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

**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
<b>Introduction</b>	<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: <a href="https://www.youtube.com/watch?v=vueYsIInM4w">https://www.youtube.com/watch?v=vueYsIInM4w</a></p>
<b>1. Exploring Needs &amp; Wants</b>	Begin with an open discussion on how our lives look. Ask students to think about their homes, their family, their friends. Ask the following questions:

	<ul style="list-style-type: none"> <li>• What is a need? [Something we must have in order to survive]</li> <li>• What are examples of needs? [water, food, shelter]</li> <li>• What is a want? [Something we do not need, but would like to have]</li> <li>• What are examples of wants [ ice cream, toys]</li> <li>• Look at our own lives, how many siblings do we each have? Are we all the same?</li> <li>• Look at our neighbourhoods; are all the houses the same?</li> <li>• How might life look for those less fortunate? Do you think all children go to school or have homes around the world?</li> </ul> <p>Activity: With a partner discuss how we can make a difference in our world? How can we help make the world a better place?</p>
<p><b>2. What is a Business &amp; What are Entrepreneurs?</b></p>	<p>Begin with an open discussion about business and entrepreneurship:</p> <ul style="list-style-type: none"> <li>• Does anyone know what an entrepreneur is? [Someone who starts their own business]</li> <li>• Does anyone know any entrepreneurs? [friends, family] How might an entrepreneur help our world? [They work on solving problems or fulfilling needs for people and the planet]</li> <li>• What is a business? [A business solves problems or fulfills needs by selling goods or services]</li> </ul> <p>There are two types of businesses:</p> <p>1) A business that creates and sells a product- e.g., Kit Kat Bars, Cola, Samsung, Nike Shoes, etc.</p> <p>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."</p> <p>Activity: Have students stand up and play a game similar to Simon Says. When you share a business, like McDonalds, ask the students to act as someone in that business. For example, flipping burgers, taking orders, or serving food. Share a few simple examples so students can better grasp the concept of working.</p>
<p><b>3. Coming Up With Ideas</b></p>	<p>Share the story of Ella Poms with your students:  <a href="https://www.youtube.com/watch?v=1hHFyTcRQS4">https://www.youtube.com/watch?v=1hHFyTcRQS4</a></p> <p>Ella taught us the power of <b>starting with why</b>. 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 <b>values</b> to help her reach her goal.</p> <p>Discussion: As a class briefly discuss the reasons you want to start a business and what <b>values</b> 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 creating a business you must solve a problem or fulfil a need for someone.</p> <p>Activity: With a partner brainstorm a list of possible business ideas your class could create. What are ideas that would work for your school and could be accomplished by the class?</p> <p>Discussion: Discuss the ideas generated as a group. What ideas do most students like, why or why not? Who is the business for? Can we gather the required materials easily? Ask students to discuss their ideas with parents when they go home.</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 for charity.</p>
<p><b>4. Let's Create a Business</b></p>	<p><b>Product / Service:</b> When you've chosen one idea, work with your students to inform them that when 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? Who is it for? How will it look or what materials will we need?</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><b>Marketing</b> is about how customers learn about your business. It's important to tell people about your product, and why they should buy it.</p> <p>Discussion: A business name should be memorable and easy to pronounce. What will we name our business?</p> <p>Activity: Create a poster for you business. How can you make your poster stand out and catch someone's attention? What else can you do to make sure people know about your business? [school announcements, Youtube commercials etc.]</p> <p><b>Operations:</b> the day-to-day activities involved in running a business. Buying supplies, building the products, marketing, putting together the packaging, and selling your product.</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><b>5. Financial Literacy</b></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>Let’s look at Ron’s Kit Kat business:  <u>Business #1:</u>  Once upon a time, a man named 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. He spent his \$100 loan to buy:  Chocolate (\$6)  Wafers (\$4)  Packaging (\$5)  Advertisements (commercials, etc.). (\$15)  Makes: 100 Kit Kat bars  Selling Price: \$2 each</p> <p>→ <b>Revenue</b> – if 100 people bought Kit Kat bars, how much money did the Kit Kat company make? (<math>\\$200 = \\$2 \times 100</math>). <b>This is called Revenue.</b></p> <p>→ <b>Expenses</b> - Look at the budget. How much money did the company have to spend to make and sell 100 Kit Kat bars? [<math>\\$30 = \text{chocolate} + \text{wafers} + \text{packaging} + \text{advertising}</math>] <b>This is called Expenses.</b></p> <p>→ <b>Profit</b>- Profit is Revenue minus expenses. If they sold 100 Kit Kat bars to make \$200 in revenue, and had \$30 of expenses, their profit is _____? (<math>\\$200 - \\$30 = \\$170</math>).</p> <p>→ <b>Loan</b>- Who remembers what a loan is? After they’ve paid back their loan, how much money will they have left over? (<math>\\$200 - \\$30 - \\$100 = \\$70</math>).</p>
<p><b>Closing</b></p>	<p><b>Next steps:</b></p> <p>“I want to see every student in this class working as hard as they can</p>

	<p>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 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"> <li>• Determining the costs involved</li> <li>• Making your item to sell</li> <li>• Informing potential customers about your idea</li> <li>• Set up a time and day to sell your item! Then, watch your money grow!</li> </ul> <p>Suggestion: Break the class into small groups and give each group different responsibilities. Make a checklist of all the tasks needed to be completed and divide those tasks amongst the groups.</p>
<p><b>Extension Activities</b></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>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><b>Full Program</b></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: <a href="http://earlyentrepreneurs.thinkific.com/">http://earlyentrepreneurs.thinkific.com/</a> for more details. ©</p>