

Business Class I (introduction)

- Introduce yourself and welcome students to class
- Do the “Get Acquainted” exercises so everyone will know each other’s name (refer to Handout 1)
- Explain the purpose of this class..
 - To teach students basic business skills through hands on learning
 - To start a class business
 - After this course students should be able to apply what they have learned and become young entrepreneurs

Business Class I (Business introduction)

- What is Business?
 - Business is just an idea. People see a need and they fill it.
- Tell the McDonald's Story
 - Refer to Hand out 2
 - view this website: http://www.mcdonalds.com/corp/about/mcd_history_pg1.html
- Tell the Nike Story
 - Refer to Hand out 3
 - view this website: http://xroads.virginia.edu/~CLASS/am483_97/projects/hincker/nikhist.html

Business Class I (choosing a business)

- **Discuss target market**

- Target market – customers or people buying the product

- For example – if students are selling products outside of a library where there are a lot of surrounding businesses then their target market will be...

- children

- those who like to read

- adults

- pedestrians (people walking)

- business owners

- **Show students businesses that can be started such as pictures of custom made ... (these can be printed off of various sites on the Internet)**

- **greeting cards**

- **bookmarks**

- **accordion books**

- **jewelry**

- **t-shirts**

- **smoothies**

- Give students the option of picking their own business idea (Refer to Handout 4)**

- Show students page 1 of the Sample Business plan**



Business Class I

(Buying Products for the Business)

- Materials need to be purchased for whatever business the students will start
- *For example, if the students are starting a t-shirt business then have parents buy the plain t-shirts*
 - *The facilitator can buy the fabric paint so students can draw on t-shirts*
 - *The facilitator can also buy t-shirt transfers so students can print their designs on a computer and iron it on the t-shirt*

Business Class 2 – Business name, slogan, and logo

(Explaining Business Plan to Students)

- How do you pick a business name?
 - Biological Names – Wendys (Dave Thomas, the founder of Wendys, named the restaurant after his daughter)
 - Product – Foot Locker (The name Foot Locker describes the shoe business)
- What is a business slogan?
 - Slogan – a short memorable phrase that helps you identify the product (ex. *Just do it for Nike*) (ex. *I'm Lovin it for McDonalds*)
 - Create a slogan that will help people identify your product or service
- What is a business logo
 - Logo – a drawing or graphic that is connected to the business
 - *Example: Nike* - 
 - *Example: McDonalds* – 

Business Class 2 – Business Concept and Unique Features

(Explaining Business Plan to Students)

- **What is a business concept?**
 - What do you see the business doing for people?
 - *Example: Toys R US - Created a place where children can get toys and games*
 - *Example: McDonalds – Created a place where people can get good food fast*
- **Unique Features of your business**
 - What is different about your business
 - *Example: Nike – Provides fashionable clothing and shoes for athletes*
 - *Example: McDonalds – Provides a variety of good food for people quickly*

Business Class 2

Activity – Name that Slogan and Concept

- Play “Name that Slogan and Concept” (Refer to Handout 5 & 6)
- Explain the game to students (Refer to Handout 5 & 6)
- Give the winning team a prize such as candy
- Put students in groups of 2 and tell them to complete sections I and II of the Business Plan for the class business

Manufacture

- Students and the facilitator should bring all materials and supplies to class and make the product!!!

Business Class 3 (Business Goals)

- **What are business goals?**
 - **Business Goal – something that you want to achieve in your business**
- All goals should be **SMART** (refer to handout 7 for more details about SMART goals)
 - **Specific** – Be clear about what you want to achieve
 - **Measurable** – You should be able to track your goals with numbers
 - **Action** – What small steps will you take to achieve this goal?
 - **Realistic** – Can you achieve this goal?
 - **Timed** – You should set a timeframe to achieve your goal

Business Class 3 (Goals)

- **Bad Business Goal**
- I want to make a lot of money in my business
- **SMART Business Goal**
-Lemonade Stand Business – I want to make \$200 in one month by selling 50 8oz cups of lemonade every Saturday for \$1.00 during the month of July.
- **Tell students to make the goal below into a SMART Business goal**
- I want to tell people about my new babysitting business
- **Sample SMART Business Goal**
 - **Babysitting Business** – I want to tell at least 100 parents about my new babysitting business by passing out 150 flyers to parents at my church this Sunday on November 29, 2018.

Activity – Make the Basket

- Play “Make the Basket” (Refer to Hand out 8 & 9)
- Explain the game to students (Refer to Hand out 8 & 9)
- Students should complete Section III of the business plan

Business Class 4 (competition)

- What is Business competition?
 - When 2 or more businesses are selling the same or similar products
 - *For example: McDonalds and Burger King*
- Basketball - What should basketball players know about the other team?
 - Strengths and weaknesses of the other team
 - Develop a strategy to play better than the other team
- Similar to basketball – Competing businesses develop ways to beat the other business by drawing more customers to themselves

Compare McDonald's and Burger King (Business Class 4)

Write this on flipchart paper

McDonalds

- Famous sandwich – Big Mac
- Business Slogan – I'm Lovin' It
- Mascot – Ronald McDonald
- Combo Meals with sandwich, fries, and drink

Burger King

- Famous sandwich – Whopper
- Business Slogan – Have it Your Way
- Mascot – The King
- Combo Meals with sandwich, fries, and drink

Activity 1 – Name those Competing Businesses

- On a blank sheet of flipchart paper write the words, “Competing Businesses”
- Draw a line vertically down the middle of the flipchart paper to split it in half
- Have students come to the flipchart and write the name of two competing businesses that sell similar products

-For example student 1 could write Foot Locker and Foot Action

-For example student 2 could write JCPenneys and Sears

Activity 2– Analyze those Competing Businesses

- Put students in groups of 2
- Assign each group 2 competing businesses that were written on the flipchart paper in the “Name those Competing Businesses” Activity
 - For example: You can assign group 1 Foot Locker and Foot Action*
- Tell students they will compare the competing businesses assigned to them on the “Compare Competing Businesses Sheet” (Refer to Handout 10 & 11)

-For example student 1 could write Foot Locker and Foot Action

-For example student 2 could write JCPenneys and Sears

Activity 3 – Competitive Game

- **Students will do an activity that is competitive**
- **Students will play Card High**
 - Refer to Handout 12 for Card High Rules

Activity 4 – Research the Competing Business

- Students will use the Internet and Newspaper to research businesses that compete with theirs.
 - *For example: If students are starting a t-shirt business then they should search for online t-shirt stores*
 - *Note: Students can use Google and type the keywords, “online t-shirt store,” to find a competing t-shirt business*
- Students will analyze and compare their business to the competing business by completing Handout 14
 - Refer to Handout 13 & 14**
- Students should complete section IV of Business Plan

Business Class 5

(marketing and advertising)

- **Marketing** – How will you tell people about your business?
 - How will you tell people about your product?
- How does Pepsi tell people about their product?
- Have students write their answers on the flipchart (sample answers below)
 - Commercials
 - Products in Stores
 - T-shirts
 - Drink Machines

Business Class 5

(marketing and advertising)

- Kids market all the time
- Have students answer the questions below on the flipchart (sample answers below)
 - How would you tell people about your birthday party?
 - Invitations
 - Flyers
 - posters
- If you were running for a leadership position in school, how would you market yourself?
 - Posters
 - Brochures
 - Business Cards

Activity – “Market, Market”

- Students will make marketing materials for their business.
 - Posters
 - Flyers on the computer
 - Business cards on the computer
- After students have completed marketing materials
 - Hang the posters up
 - Pass flyers out
 - Give business cards to people while selling product

Activity 2 - Marketing

- Have students make up commercials and/or role plays for their business. They have to include the following in their slogans...
 - Business name
 - Business slogan
 - Business logo
 - Business concept
 - Unique features of the business

Business Class 6

(Market Research)

- **Market Research** – Answers the following questions...
 - What do your customers want?
 - Who wants your product?
 - How much are people willing to pay for it?
- In order to answer the questions above, you have to ask or do market research
- **Market Research includes..**
 - Surveys – asking someone questions on paper
 - Interviews – asking someone questions face-to-face (in person)

Activity – Market Research

- Students will conduct a market research survey using Hand out 16
 - Refer to Hand out 15 to view a sample market research survey for t-shirts
- After this activity is completed the students should give the surveys to potential customers
 - Teachers
 - Kids
 - Adults
 - Everyone
- Discuss market research results with the students
- Students should complete section V and VI of business plan

Business Class 7 (Start up Costs)

- You need money to start your business called seed money or start-up capital
- For example, if you had a t-shirt business you would need money to buy...
 - plain t-shirts
 - computer and printer to make designs
 - fabric paint to make designs
- Business owners make a list of things they need to buy for their business called a budget

Business Class 7

(Money and finances)

- Where would someone get the money to start their business? *(also called seed money)*
- Have the class list ways to get money on the flipchart *(terms below are explained in more detail in the next lesson)*
 - Get a loan (You have to pay this back with interest)
 - Money that you have saved from allowance or gifts
 - Investor (also known as Venture Capitalist)

Business Class 7 - Loan

- Loan – is money you borrow that you have to repay.
- Loans are usually repaid with interest.
- Interest – extra money that is paid with the loan
- **For example...** (draw pictures of Sally and Jake below on flipchart paper to help explain)
 - Sally borrows \$50 from Jake
 - Jake wants the \$50 loan repaid plus 10% interest
 - 10% of \$50 is \$5
 - Sally will repay Jake \$50 (loan) + \$5 (interest) = \$55 (total)

Business Class 7 - (Investors or Venture Capitalist)

- **Venture Capitalist** – someone or a company that invests money into your new business for ownership
- **Invest** – to give money to a business to receive ownership or to make additional money
- **For example...**
 - Tom needs \$100 to open up a lemonade stand
 - Tom saved \$50 to put toward his business
 - Tom wants his friend, Chris, to be his Venture Capitalist
 - The Venture Capitalist (VC) or Chris invests \$50 in Tom's business
(\$50 *save* + \$50 *venture capitalist* = \$100)
 - Chris or the VC invested \$50 which is $\frac{1}{2}$ or 50% of \$100
 - Chris or the VC owns $\frac{1}{2}$ or 50% of your company because they gave you $\frac{1}{2}$ of the money you needed to start your business
 - ***Note: Before a VC will invest in your business they need to see a business plan***

Activity – Role Play

- Based on the example scenarios given for a loan and venture capitalists, have the students make up their own role plays
- Break students up into groups of 3 or 4.
- Assign each group the word “loan” or “venture capitalist.”
- The group that is assigned “loan” should create a role play for loan
- The group assigned to “venture capitalist” should create a role play for “venture capitalist.”

Business Class 7

(Money and finances)

- Start-up cost or seed money is how much money you need to start your business
- **For example:** What are the start-up costs for a lemonade stand business?
- **Draw the chart below on a flip chart and have students think about the question above**
- **Have students come to the flip chart to fill in the blank with prices and items to start a lemonade stand business** (have students estimate the prices of the start-up cost items)

Lemonade Start-up costs

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
<u>Total Costs</u>	\$ _____

Sample Lemonade Start up cost

<u>40 lemons</u>	<u>\$20</u>
<u>100 cups</u>	<u>\$7</u>
<u>12 bags of ice</u>	<u>\$12</u>
<u>Big bag of sugar</u>	<u>\$2.50</u>
<u>Total Costs</u>	<u>\$41.50</u>

Business Class 7

(Money and finances)

- **What are the start-up cost for a T-shirt business called The Tee's?**
- **Draw the chart below on a flip chart and have students think about the question above**
- **Have students come to the flip chart to fill in the blank with prices and items to start a t-shirt business**

The Tee's start-up costs

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
<u>Total Costs</u>	\$ _____

Sample The Tee's start-up cost

<u>flyers</u>	<u>\$6.00</u>
<u>Design sheets</u>	<u>\$18.00</u>
<u>business cards</u>	<u>\$13.00</u>
<u>receipts books</u>	<u>\$3.00</u>
<u>shopping bags</u>	<u>\$5.00</u>
<u>plain t-shirts</u>	<u>\$105.00</u>
<u>Total Costs</u>	<u>\$150.00</u>

Business Class 7

(Start up costs)

- **What are the start-up cost for the class business?**
- **Draw the chart below on a flip chart and have students think about the question above**
- **Have students come to the flip chart to fill in the blank with items and prices** (students and facilitator should use receipts from items purchased for the class business to figure out the start-up costs for the class business)

Start-up costs for Business

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
<u>Total Costs</u>	\$ _____

Sample Tee’s start-up cost

<u>flyers</u>	<u>\$6.00</u>
<u>Design sheets</u>	<u>\$18.00</u>
<u>business cards</u>	<u>\$13.00</u>
<u>receipts books</u>	<u>\$3.00</u>
<u>shopping bags</u>	<u>\$5.00</u>
<u>plain t-shirts</u>	<u>\$105.00</u>
<u>Total Costs</u>	<u>\$150.00</u>

Business Class 8 (Income statement)

- An income statement – tells the business owner whether they made money or loss money
- Profit means the business made money
- Loss means the business lost money
- The 2 income statement formulas are...

Sales - **Cost of Goods** = **Gross Profit**
(How much money you made) (How much it costs the business owner to make the product) (How much money is left after selling, buying materials and making the product)

Gross Profit - **Other Expenses** = **Net Profit**
(Money you have left after selling and buying supplies) (Other Money you have spent) (Money you have left after all your spending)

Activity - Business Class 8 (Income statement)

- Have students complete John's lemonade stand income statement with you (Refer to Handout 17, 18, 19)

-draw income statement on the flipchart

-complete income statement on flipchart while students are doing it on paper

- Students should use the scenario on Handout 17 to complete the lemonade stand income statement on Handout 19
- Handout 18 is the answer key for Handout 17 and 19

Activity - Business Class 8 (Income statement)

- Have students complete the Tee's T-shirt business income statement with you (Refer to Handout 20, 21, 22)

-draw income statement on the flipchart

-complete income statement on flipchart while students are doing it on paper

- Students should use the scenario on Handout 20 to complete the Tee's income statement on Handout 22
- Handout 20 is the answer key for Handout 20 and 22

Activity - Business Class 8 (Income statement)

- Have students complete Sara's Candle Making Business income statement with you (Refer to Handout 23, 24, 25)
 - draw income statement on the flipchart*
 - complete income statement on flipchart while students are doing it on paper*
- Students should use the scenario on Handout 23 to complete the lemonade statement income statement on Handout 25
- Handout 24 is the answer key for Handout 23 and 25

Business Class 8 (Receipts)

- A receipt – shows how much money you and others have spent
- Draw the sample receipt below on flipchart

Name _____

Address _____

City, State, Zip _____

Sold by _____

Cash _____

Quantity

Description

Amount

1.

2.

3.

4.

5.

6.

Activity - Business Class 8 (Receipts)

- Have students complete John's receipt with you (refer to number 1 on Handout 26) (refer to handout 26, 27, and 28)
- Students should fill out John's receipt by using the scenario on Handout 26 and the receipt on Handout 28

-draw receipt on the flipchart

-complete receipt on flipchart while students are doing it on paper

- Handout 27 is the answer key for Handout 26 and 28

Activity - Business Class 8 (Writing receipts)

- Break students up into groups of 2
- Assign each student a scenario on Handout 26.
 - For example: group 1 should fill out the receipt for scenario 2*
 - For example: group 2 should fill out the receipt for scenario 3*
 - Make copies of Handout 28 so students can write their receipts*
- Handout 29,30,31, and 32 are the answer keys for the activity
- Please check each group's receipt before moving on

Business Class 8 (Customer Service)

- Students are ready to sell their product. Explain good customer service.
- Customer Service – is when a business gives good service to a customer and treats them well
- Write the words **Customer Service** on flip chart and have each student write an example of good customer service (*examples are below*)
 - Answering a customer's question
 - Helping to solve any problems
 - Replacing a bad product

Business Class 8 (Sales Event Roles)

1. **Marketing Team**
 - Tell people about the business
 - Give out business cards and flyers
2. **Greeting Team (*Greeting a Customer*)**
 - Saying hello to a customer
 - Makes the customer feel welcome
3. **Interest Team (*Determining the Customer's interest in the product*)**
 - Ask the customer about their favorite color (*example*)
 - Ask the customer what size are they looking for (*example*)
 - Show the customer the product
4. **Finance Team (*Buying a shirt and writing receipt*)**
 - Telling the customer the price
 - Take the customer's money
 - Writing the customer's receipt
5. **Packaging Team (*Packing the product*)**
 - put product and receipt in the bag
 - Tell customer thank you for their purchase

Sales Event

- Students are ready to start selling their product
 - The following below are the steps you must take in order for the students to sell their product (Refer to Handout 33)
1. Review sales event roles with students
 2. Have students pick sale event roles (every role must be filled)
 3. Give student items needed for their roles
 - a. Give marketing team flyers, posters, and business cards
 - b. Practice with the greeting team on how to greet customers (they will also set up table and chairs for selling)
 - c. Give the Interest team the product (they will set up product on the table)
 - d. Give the finance team the receipt book, \$20 in change, cashbox or money holder
 - e. Give the packaging team shopping bags

After Sales Event

- Have students complete an income statement of their sales event to see if they made a profit or suffered a loss!
 - Make copies of Handout 19 for students!
- Have students to split the money that they made from the Sales Bazaar