



# Micro-Enterprise Curriculum



Teacher  
Edition

## **Elementary Module 1: General Business**

In this module, students learn the basics of what it means to be a business in today's society. They discuss responsibilities, goal setting, ethical codes, and how to measure success.

Funded by



## General Elementary Standards – Addressed in all modules

Conversation / Speaking / Presenting	CC.K.SL.1, CC.K.SL.1.a, CC.2.SL.4, CC.3.SL.4, CC.3.SL.6, CC.4.SL.4 CC.5.SL.4, CC.5.SL.5, CC.K.SL.5, CC.K.SL.6, CC.K-12.SL.4, CC.K-12.SL.5
Writing, Speaking, Reading or Listening:	CC.2.L.3, CC.3.L.3, CC.3.R.I.1, CC.4.L.3, CC.5.L.1
Reading:	CC.1.R.F.4, CC.1.R.F.4., CC.1.R.F.4.b, CC.2.R.F.4.a, CC.2.R.F.4.b, CC.3.R.F.4.a, CC.3.R.F.4.b, CC.3.R.F.4.c, CC.4.R.F.4, CC.4.R.F.4.a, CC.4.R.F.4.b, CC.5.R.F.3, CC.5.R.F.4, CC.K.R.I.10, CC.K-12.L.R.3, CC.K.R.L.10
Writing:	CC.1.L.2, CC.2.L.1, CC.2.L.2, CC.3.L.2, CC.3.L.2.a, CC.4.L.1, CC.4.L.3.a, CC.K-12.L.R.2, CC.K-12.R.R.1, CC.1.R.L.2, CC.1.R.L.3, CC.1.R.L.7, CC.1.R.L.9, CC.2.R.L.3, CC.3.R.L.2, CC.3.R.L.3, CC.3.R.L.6, CC.4.R.L.3, CC.K-12.R.R.2, CC.1.W.2, CC.1.W.3, CC.3.W.2.b, CC.3.W.2.c, CC.3.W.2.d, CC.3.W.3, CC.3.W.3.a, CC.3.W.3.b, CC.3.W.3.d, CC.4.W.2.a, CC.4.W.2.b, CC.4.W.2.e, CC.5.W.1, CC.5.W.1.d, CC.5.W.2, CC.5.W.2.a, CC.5.W.2.b, CC.5.W.2.c, CC.5.W.2.d, CC.5.W.2.e, CC.5.W.3, CC.K.W.5, CC.K.W.6, CC.K-12.W.R.1
Comprehension:	CC.1.SL.1.c, CC.1.SL.2, CC.1.SL.3, CC.2.SL.1.c, CC.2.SL.3, CC.3.SL.1.b, CC.3.SL.1.c, CC.3.SL.1.d, CC.3.SL.2, CC.3.SL.3, CC.4.SL.1.a, CC.4.SL.1.b, CC.4.SL.1.c, CC.4.SL.1.d, CC.4.SL.2, CC.4.SL.3, CC.5.SL.1.c, CC.5.SL.1.d, CC.5.SL.2, CC.5.SL.3, CC.K.SL.3, CC.K-12.SL.1, CC.K-12.SL.2, CC.K-12.SL.3
General Math	CC.K.CC.6, CC.K.OA.1, CC.K.OA.2, CC.K.OA.3, CC.K.OA.4, CC.K.OA.5, CC.K.MD.1, CC.K.MD.3, CC.1.OA.3, CC.1.OA.4, CC.1.OA.5, CC.1.OA.6, CC.1.OA.8, CC.1.NBT.2, CC.2.OA.2, CC.2.OA.3, CC.2.NBT.9, CC.3.OA.1, CC.3.OA.2, CC.3.OA.3, CC.3.OA.4, CC.3.OA.7, CC.3.NBT.1, CC.4.NBT.1, CC.4.NBT.2, CC.7.RP.1, CC.7.SP.8c, CC.9-12.S.MD.1, CC.9-12.S.MD.2, CC.9-12.S.MD.3, CC.9-12.S.MD.4, CC.9-12.S.MD.5, CC.9-12.S.MD.5a, CC.9-12.S.MD.5b, CC.9-12.S.MD.6, CC.9-12.S.MD.7, CC.K-12.MP.1, CC.K-12.MP.2, CC.K-12.MP.3, CC.K-12.MP.4, CC.K-12.MP.5, CC.K-12.MP.6

### Elementary School – Module 1

#### Module Title: General Business

General Description: What it means to be a business in today's society. Discuss responsibilities, goal setting, ethical codes, and how to measure success.

#### Topics Covered

1. Business Vocabulary
2. Business Types
3. Responsibility
4. Personal Values, Character, Ethics
5. Reflection (Relating self to business owner, Responsibilities, and Values)
6. Relating Movie of Choice to Business
7. Goal Setting

#### Standards Addressed

Vocab:	CC.1.L.1, CC.1.L.4, CC.1.R.I.4, CC.2.L.4.e, CC.3.L.2.g, CC.3.L.4.a, CC.4.L.4.c, CC.5.L.4.c, CC.K.L.1, CC.K.R.I.4, CC.K-12.L.R.1, CC.K-12.L.R.4, CC.K-12.L.R.5, CC.1.L.5.c, CC.3.R.L.1, CC.5.R.L.2, CC.K-12.SL.6, CC.2.W.2, CC.2.W.3, CC.5.R.I.9, CC.K.SL.1, CC.K.SL.1.a
Goal Setting:	CC.1.L.1.e

Pre-Assessment

**WORKSHEET:**

Pass out the Pre-Assessment Questions. Have students answer as best they can, it is okay for them to leave blanks.

At the end of the curriculum, after Modules 1-5 completed, have students fill out the same assessment questions. Have them compare their answers.

## **Module 1: General Business**

In this module, students learn the basics of what it means to be a business in today's society. They discuss responsibilities, goal setting, ethical codes, and how to measure success.

Student Goals:

- > Students are able to define different types of businesses
- > Understand responsibilities
- > Be able to discuss their personal values

Sections:

- I. Owning YOUR business
- II. Being Responsible
- III. Goal Setting for Future Success
- IV. Making your business successful. What does it take?
- V. Running a successful business

Worksheets:

1. Owning your business
2. Being responsible: What do you do?
3. Setting YOUR goals
4. Characteristics of successful entrepreneurs
5. Great Leaders: What does it take?
6. YOUR Values and Business

Classroom Discussions: 13 topics

Role Play Activities: 3

## Owning your own business

### **DISCUSSION:**

What does it mean to be a business owner? What do you think of? Who do you think of?

Talk about what are characteristics of a business owner. Have a students take notes so you can compare after the curriculum.

Do they view owning a business as something elaborate and attractive? Is it easy? Do they assume business owners make a lot of money? Do they view it as a lot of work? What is the typical role of the owner? What do they do? Is it difficult?

### **DISCUSSION:**

What does it mean to be employed? Self-employed? An entrepreneur?

Ask the students which one they would rather be and why. Have them explain their answers.

Assignment option:

Have this be a writing or research assignment so they can compare their thoughts from the beginning to end of the curriculum.

- Do you think it would be easy or difficult to start a business? Why or why not?
- Do you know anyone that owns their own business? What do they do? Do they work a lot?
- Have the students look up the definition of an entrepreneur and give 5 names of successful entrepreneurs and the name of the business they created.

### **WORKSHEET:** Owning your business

Complete the worksheet

Provide the following definitions for employed, self-employed, and entrepreneur and have them write each on the line provided.

Employed - Working for another person or business.

Self-Employed - A person that works for themselves.

Entrepreneur - A person that works for themselves and starts their own business.

Note: The difference between an Entrepreneur and Self-Employed is that an Entrepreneur actually starts the business while the self-employed may own a franchise, a family business, or a company that was simply started/founded by someone else.



## Being Responsible

### **DISCUSSION:**

Are you responsible? Why or why not? What does it mean to have responsibilities? What are the responsibilities of your parents?

### **WORKSHEET:** Being Responsible

Complete the worksheet

NOTE: They do not have to be financial responsibilities, they can be as simple as waking up on time to as difficult as making sure we have money to put food on the table and a roof over our head.

### **DISCUSSION:**

How are the lists different? Why was your list different than your parents?



## Goal Setting for Future Success

### **DISCUSSION:**

What are your goals? How do you remember them? Are your goals easy to meet, or difficult? Why is that? Why is it important to set goals?

### **WORKSHEET:** Setting YOUR goals

Complete the worksheet

Ask students to choose one goal that makes the biggest impact in their life. Have them expand on their chosen goal and provide the steps they need to take to achieve it.

NOTE: Hang the lists on the wall where the kids can see them every day and have them check items off the list when they are complete. Ask them at the end of the year, or at the end of the time period if it made a difference that the lists were in front of their faces every day. Why do they feel that is?

**DISCUSSION:** Why do you feel writing goals and steps to achieve them would be important in business?

## IV

Making your business successful. What does it take?

**DISCUSSION:** What are ways to find out what your customers want in a product or service? (Surveys, polls, talking with possible customers, asking friends, Facebook, internet search, etc.)

How would you survey peers in your school about what type of food they would like served in the cafeteria? Where would you go? What would you do?

**ROLE PLAY:**

To serve or not to serve? In creating a Micro-enterprise, it is important to do your research and make sure the product or service you want to offer is something the customer will actually purchase. Choose a group of 3-5 students for the following activity.

Your task is to create a new menu for the school cafeteria. Answer the following questions on how you will decide the items you will put on the menu.

1. What do the students currently eat?
2. What do the students want to eat?
3. Are the students happy with the current menu?
4. Which items do the students not like?
5. Which items are the students' favorites?
6. What are other things you must think about?
7. How did you find out your answers?
8. Do you feel the results are accurate? Why or why not?
9. If you had to find this information again, what changes would you make next time?

**DISCUSSION:** What are ways to find out what the students want served in the cafeteria? (Surveys, polls, talking with possible customers, asking friends, Facebook, etc.)

Have the students take note of what they would do differently after you discuss all options.

**ROLE PLAY:**

Have two students come to the front of the room. Label one as the business owner and the other will be the customer. Before the activity begins, secretly tell the other student to be a very difficult customer by thinking the price is too high, the product may break, not sure about the color, etc. Ask the business owner student to sell an item from your desk to the customer. Observe how the business owner handles the difficult customer. Discuss with the class when finished.

**DISCUSSION:** Imagine receiving a new shirt from your favorite store for your birthday. As you wear it to school the first day, the sleeve falls off during the middle of class.

- Would you tell anyone? How many people? Put it on Facebook / Social Media?
- Would you take it back to the store? What would you say?
- What if they took it back and gave you another one? Do you want it? Do you want the money back? What if they wouldn't take it back?
- Would you return to the store again? Why or why not?

**DISCUSSION:** What does it mean to negotiate? When would be appropriate times to negotiate?

**ROLE PLAY:**

Randomly select two students from the class and have them come to the front of the room. Have them negotiate a fair price for a backpack of another student. After they reach an agreement, or simply end with agreeing to disagree, ask them the following questions:

- How do they sell the items?
- How long did it take them to come to an agreement?
- What terms do they use?
- Did they come to a fair price?
- Was the price fair to both? Why or why not?
- Did either one get upset?
- Are they both happy when they finish?
- Would they do business with each other again?
- Why would businesses want to offer good deals to their vendors and customers?

**DISCUSSION:** You can be the nicest person in the world, have the best prices, and have the biggest smile on your face, but if you don't deliver a quality product, your business will fail.

Ask the students if they have ever bought a toy that cost \$1 or less. How long did it last? How long did you think it would last? Would you have paid \$50 for the same toy? Why or why not? Would you recommend the toy to a friend? Why or why not? Would you buy another toy from the same store? Same brand?

**WORKSHEET:** Characteristics of successful entrepreneurs

Complete the worksheet



Running a successful business

**DISCUSSION:**

Think of someone you consider a great leader. What characteristics make them great leaders?

What characteristics make a great manager? Do you have the same characteristics? What characteristics do you have that would make you a great leader?

**WORKSHEET:** Great Leaders: What does it take?

Complete the worksheet

**WORKSHEET:** YOUR Values and Business

Complete the worksheet

**OPTIONAL DISCUSSION:**

Question #6:

- a. There are ways to help your friend finish the assignment without giving them the answers. Ask them if they have any questions on how to complete it. Make it clear that you will help them, but not give them the answers as you can't afford to get a 0 if the teacher finds out.
- b. If you allow your friend to cheat once, what do you think they will do the next time they forget their homework? Will it become a habit?

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