



Micro-Enterprise Curriculum



Teacher
Edition

Middle School 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 Middle School Standards – Addressed in all modules

Conversation / Speaking / Presenting	CC.K-12.SL.4, CC.K-12.SL.5, CC.6.SL.4, CC.7.SL.4, CC.7.SL.6, CC.7.SL.6, CC.8.SL.4, CC.8.SL.5, CC.8.SL.6
Writing, Speaking, Reading or Listening:	CC.6.L.1, CC.6.L.3, CC.7.L.1, CC.7.L.3, CC.8.L.3
Reading:	CC.K-12.L.R.3, CC.7.R.I.10
Writing:	CC.K-12.L.R.2, CC.K-12.R.R.1, CC.K-12.R.R.2, CC.K-12.W.R.1, CC.6.W.2, CC.6.W.2.a, CC.6.W.2.d, CC.6.W.2.e, CC.6.W.2.f, CC.6.W.3, CC.6.W.3.a, CC.7.W.1.d, CC.7.W.2.d, CC.7.W.2.e, CC.7.W.2.f, CC.7.W.4, CC.8.W.1, CC.8.W.1.d, CC.8.W.1.e, CC.8.W.2, CC.8.W.2.b, CC.8.W.2.c, CC.8.W.2.d, CC.8.W.2.e, CC.8.W.2.f, CC.8.W.3, CC.8.W.3.a, CC.8.W.3.b, CC.8.W.3.e, CC.8.W.4, CC.6.W.3.e, CC.7.L.1.b, CC.7.L.5.b, CC.8.L.1.b, CC.7.L.5.a
Comprehension:	CC.K-12.SL.1, CC.K-12.SL.2, CC.K-12.SL.3, CC.6.SL.1, CC.6.SL.1.a, CC.6.SL.1.c, CC.6.SL.1.d, CC.6.SL.3, CC.7.SL.1.a, CC.7.SL.1.b, CC.7.SL.1.c, CC.7.SL.1.d, CC.7.SL.2, CC.8.SL.1, CC.8.SL.1.a, CC.8.SL.1.b, CC.8.SL.1.c, CC.8.SL.1.d, CC.8.SL.2, CC.8.SL.3

Middle 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
8. Making Business Successful
9. Role Play (Business Owner / Customer)
10. Skills to be a Great Leader

Standards Addressed

Vocabulary:	CC.K-12.L.R.1, CC.K-12.L.R.4, CC.K-12.L.R.5, CC.6.L.4, CC.6.L.4.c, CC.6.L.4.d, CC.7.L.4.c, CC.7.L.4.d, CC.7.L.5, CC.7.L.6, CC.7.R.I.4, CC.8.L.1, CC.8.L.2.c, CC.8.L.4.c, CC.8.L.4.d
Business Ethics:	CC.K-12.SL.6

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
- > Discuss what it means to be a successful entrepreneur

Sections:

- I. Owing 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. Owing your business
2. The Roots of Success Entrepreneurs
3. Entrepreneur: True or False
4. Great Leaders: What does it take?
5. YOUR Values and Business
6. Great Leaders: What does it take?
7. YOUR Values and Business

Classroom Discussions: 6 topics

Role Play Activities: 2

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 the students believe to be the characteristics of a business owner and have one of the students take notes.

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? Are all business owners, "rich"?

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:

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?

Note: This can be a writing or research assignment.

WORKSHEET: Owning your business

Complete the worksheet

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.

WORKSHEET: The roots of successful entrepreneurs

Complete the worksheet



Recognizing individual strengths, weaknesses and responsibilities

DISCUSSION:

Would you be a good business owner? Why or why not?

What does it mean to have responsibilities? What are the responsibilities of your parents?

Assignment option:

Make a list of all your responsibilities and another list of the responsibilities of your parents or caregiver. Be sure to include all daily and financial responsibilities. Ask your parents / caregiver to make the same lists. Compare the lists.

How does the list from your parents or caregiver differ from what you originally thought?

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



Goal Setting for Future Success

DISCUSSION:

Why is goal setting so important in business?

Written goals are over 80% more likely to be achieved. Why?

Steps to creating realistic goals.

1. Define your goals. Make them as specific as possible. Setting clear and measurable goals can help in determining the steps necessary to accomplish them.
2. Start small. The smaller the goals are, the easier they are to accomplish. This keeps you on track, motivated, and builds your confidence as you know you're on your way.
3. Accomplish one goal, then set the bar higher.
4. Know your progress, appreciate your success.
5. Be honest with yourself, and also be realistic. Set goals that can be obtained. If you're just starting to play soccer, a goal of playing soccer in the Olympics may be a little out of range. Make the goals small and easily attainable.
6. Edit the list if necessary. This list is just for you. If you feel a goal is a little too challenging, it's okay to break it down into smaller pieces if it means you're more motivated to achieve them.
7. Learn from your mistakes and continue to move forward. We all make mistakes and tend to learn the best life lessons from them. Don't let them discourage you, but motivate you. Turn your frustration into motivation!
8. Be positive and have confidence in yourself.

Benefits of writing down goals.

1. Goal setting will help motivate you.
2. We can't lie to ourselves when the goals are in writing.
3. Difficult to find an excuse as to why we did not succeed.

Assignment option:

Have the students write their top 10 goals and define each.

Ask them to choose one goal that will make the biggest impact in their life. Have them expand on their chosen goal and provide the steps they should take to achieve it. Make sure they include dates and estimated timeframes on how long each step will take to accomplish.

Sample goals: Grades, Personality, Family, Friends, Relationships, Occupation, Sports, Hobbies, Activities, Money, Health, etc.

IV

Making your business successful. What does it take?

DISCUSSION:

Keep the following in mind when creating your own business plan.

Most successful businesses are:

1. Aware of the needs and demands of their customers.
 - a. What is demand of a product? Why is it important? What are ways to determine if there is a need for a product or service?
Examples: surveys, polls, talking with possible customers, asking friends, Facebook, internet search, etc.
2. Customer Service. Successful businesses strive to make their customers happy...even the difficult ones.
3. Find a demand for the product or service. They shape their message or their product to fit around the demands of their target market.
 - a. Ask the students what products they feel would sell well in their school? Is anything missing? Why do they feel this way? What do they think the purchasing habits are of other students in the classroom? What type of clothes? Backpacks?
 - b. Would a car salesman want to pass flyers out to every student in middle school? Why or why not? What would be an effective place for him to put the flyers?
 - Waste of money on flyers, students cannot purchase the cars as they are not old enough, they do not have the funds to do so, but it is also not legal to sell cars to minors.

4. Beat their competition. They successfully create the right blend of price and presentation and strive to provide higher quality products and services than their competition.
 - a. Keeping the same examples of products that would sell well in the classroom, ask the students what they would pay for similar items.
 - i. Would you pay \$2 for a backpack? \$20? \$200? \$2,000?
 - ii. Would you pay \$1 for a pair of jeans? \$10? \$100? \$1,000?
 - iii. Do they feel the quality of the items would be the same for each price?
5. They negotiate good deals with their own vendors as well as their clients. Everyone is happy this way and feel they're doing great business.
6. They consistently deliver their products and services to a very high standard.
 - a. Make sure the product you offer is always at a high standard. What would you do if you went to a restaurant one week and received the best pizza you have ever had, then went again and it was half the size and horrible? Would you go back? Why or why not?

ROLE PLAY:

Have two students come to the front of the room. Label one as the business owner and secretly tell the other student to be a very difficult customer. 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.

- How was the issue handled? Were they both happy with the outcome?
- Do you feel the customer would come back to the store? Why or why not?
- What could have been done differently? What was handled well? What was handled poorly?
- How many have experienced this before? How many have had great experiences in stores? Horrible experiences?

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?

WORKSHEET: Entrepreneur: True or False
Complete the worksheet

V

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

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