



# Micro-Enterprise Curriculum



Teacher  
Edition

## High School Module 4: Creating a Micro-Enterprise Business Plan

In this module, students develop a business plan for a micro-enterprise. They discuss the importance of micro-enterprises developing a business plan and possible road blocks micro-enterprises could face within their plan.

Funded by



## General High School Standards – Addressed in all modules

Conversation / Speaking / Presenting	CC.11-12.L.1, CC.9-10.L.1, CC.9-10.SL.4, CC.9-10.SL.5, CC.9-10.SL.6
Writing, Speaking, Reading or Listening:	CC.11-12.SL.4, CC.11-12.SL.5, CC.11-12.SL.6
Reading:	CC.K-12.L.R.3,
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.11-12.W.1, CC.11-12.W.1.e, CC.11-12.W.2, CC.11-12.W.2.a, CC.11-12.W.2.b, CC.11-12.W.2.e, CC.11-12.W.3, CC.9-10.L.2, CC.9-10.L.2.c, CC.11-12.L.5.a, CC.9-10.L.5.a, CC.9-10.W.1, CC.9-10.W.1.d, CC.9-10.W.1.e, CC.9-10.W.2, CC.9-10.W.2.a, CC.9-10.W.2.b, CC.9-10.W.2.c, CC.9-10.W.2.d, CC.9-10.W.2.e, CC.9-10.W.2.f, CC.9-10.W.3, CC.9-10.W.3.b, CC.9-10.W.3.c, CC.9-10.W.3.e, CC.9-10.W.5
Comprehension:	CC.K-12.SL.1, CC.K-12.SL.2, CC.K-12.SL.3, CC.11-12.SL.1, CC.11-12.SL.1.c, CC.11-12.SL.1.d, CC.11-12.SL.2, CC.11-12.SL.3, CC.9-10.SL.1, CC.9-10.SL.1.a, CC.9-10.SL.1.b, CC.9-10.SL.1.c, CC.9-10.SL.1.d, CC.9-10.SL.2, CC.9-10.SL.3

### High School – Module 4

#### Module Title: *Creating a Micro-Enterprise Business Plan*

General Description: Develop a business plan for a micro-enterprise. Discuss the importance and possible road blocks micro-enterprises could face within their plan.

#### Topics Covered

1. Business Plan Components
2. Importance of a Business Plan
3. Creating a Business Plan
4. Professional Writing
5. Running a Business
6. Goal Setting
7. Marketing Material
8. Recognizing Opportunity
9. Character Traits of a Salesman
10. Business Communication

#### Standards Addressed

Business Communication:	CC.K-12.L.R.6, CC.K-12.R.R.4, CC.11-12.L.2, CC.11-12.L.2.b, CC.11-12.L.3, CC.11-12.L.4.a, CC.11-12.W.1.d, CC.11-12.W.3.e, CC.11-12.W.5, CC.9-10.L.1.b, CC.9-10.L.3, CC.9-10.L.5.b, CC.9-10.L.6
Business Plans:	CC.11-12.R.H.2, CC.11-12.R.I.2, CC.11-12.R.I.3, CC.11-12.R.I.5, CC.11-12.R.I.6, CC.11-12.R.L.1, CC.11-12.R.L.2, CC.11-12.W.HST.1, CC.11-12.W.HST.1.a, CC.11-12.W.HST.1.b, CC.11-12.W.HST.1.d, CC.11-12.W.HST.1.e, CC.11-12.W.HST.2, CC.11-12.W.HST.2.a, CC.11-12.W.HST.2.b, CC.11-12.W.HST.2.c, CC.11-12.W.HST.2.d, CC.11-12.W.HST.2.e, CC.11-12.W.HST.4, CC.11-12.W.HST.5, CC.11-12.W.HST.6, CC.11-12.W.HST.8, CC.11-12.W.HST.9, CC.9-10.R.H.5, CC.9-10.R.H.7, CC.9-10.R.H.8, CC.9-10.R.I.3, CC.9-10.W.HST.1, CC.9-10.W.HST.1.a, CC.9-10.W.HST.1.b, CC.9-10.W.HST.1.c, CC.9-10.W.HST.1.d, CC.9-10.W.HST.1.e, CC.9-10.W.HST.2, CC.9-10.W.HST.2.a, CC.9-10.W.HST.2.b, CC.9-10.W.HST.2.c, CC.9-10.W.HST.2.d, CC.9-10.W.HST.2.e, CC.9-10.W.HST.2.f, CC.9-10.W.HST.4, CC.9-10.W.HST.5, CC.9-10.W.HST.6, CC.9-10.W.HST.7, CC.9-10.W.HST.8, CC.9-10.W.HST.9, CC.9-10.W.HST.10, CC.K-12.R.R.5, CC.K-12.R.R.6, CC.K-12.R.R.8, CC.K-12.W.R.2, CC.K-12.W.R.4, CC.K-12.W.R.8, CC.K-12.W.R.9

## **Module 4: Creating a Micro-Enterprise Business Plan**

In this module, students develop a business plan for a micro-enterprise. They discuss the importance of micro-enterprises developing a business plan and possible road blocks micro-enterprises could face within their plan.

### Student Goals:

- > Discuss importance of creating a business plan
- > Develop a sample Micro-enterprise business plan
- > Determine their future goals and how to achieve them
- > Discuss the characteristics of a good businessman

### Sections:

- I. What is a business plan?
- II. Creating a Business Plan
- III. How to run your own business

### Worksheets:

1. Creating a Business Plan
2. Creating a Business Plan Guidelines

Definition: 1

Classroom Discussions: 4

Role Play: 1

What is a business plan?

**DEFINITION:**

A business plan is just that. A plan for your business. It allows you to plan for the future before you begin your journey. A business plan allows you to start planning everything from what the product or service will be, to who you will sell to and where your service or product will be sold. It also shows start thinking about your ability to make money and support yourself and your family.

A Business Plan usually includes the following:

1. Product Description - What is the specific product or service?
2. Goals - What is your overall goal for your business?
3. Cost of Product or Service - This is your actual cost of services plus how much money you would like to make on top of that.
4. Profit on Product or Service - How much money you will make from selling the product or service?
5. Cash flows - How does money move in and out of your business? How much money is needed to begin?
6. Marketing Plan - Price. Product. Place. Promotion. How will people know about your product? Is there a need for this product or service? Who are my customers? What is the name of your business?

**DISCUSSION:**

Assure the students they can also ask friends and family for help in trying to create the best possible business plan. As most people that start Micro-enterprises have little money, this may also be a great way to get help with your business without paying for it. Who would they ask for help? What skills do they have to offer?

How is it used? As important as a map is to a road trip, a business plan is just as important to that of a business owner, or entrepreneur. A micro enterprise will not succeed unless its management looks ahead to the future.

Why is it important? There are five reasons why someone wanting to start a Micro-enterprise should create a business plan:

- It shows if your enterprise can make a profit
- It shows you which part of your Micro-enterprise can improve
- It's easier to see a mistake on paper before you make the mistake in the business
- A business plan proves to others looking to invest how serious you are in creating your own Micro-enterprise, but also gives a glimpse on what they can expect your business to do in the future
- A plan shows the money you can expect to bring in, but also shows the money

expected to go out of your business

*Assignment option:*

Have the students write about their own future goals and have them answer the following questions on how they're going to get there. (Have them get as creative as they want, drawings, maps, pictures from the Internet, travel magazines, etc.)

- Where am I today? What am I doing? What are my hobbies?
- Where do I want to go with my life? What will I choose as an occupation? What type of lifestyle do I want?
- What am I going to do to get there? What steps must I take to get there? What educational goals or certifications do I have to achieve? Who will I need to talk to? Will I need money to pay for school, certifications or transportation? Living expenses?
- How long will it take me to get there? What does the time frame look like?
- Why do I want to get there? What's my overall motivation? What's my driving force? Why do I want this life for myself? Why will I try as hard as I can to make it all happen? Am I doing this for myself? Am I doing this for my friends? Am I doing this for my family?

### **DISCUSSION:**

Just as we cannot predict the weather when planning an event, we can have a backup plan for obstacles that may come in our way. The same rules apply with a business as no business owner can predict all new opportunities that may arise, changes in the industry which make it necessary to adapt. What is profitable today may not necessary be profitable tomorrow. So an entrepreneur needs to plan.

What are other events and obstacles that may happen when running a business?

- Prices and availability of your inventory or products may change
- Customers may change their buying habits
- Machines and equipment may wear out and need replacement
- Computers, software and equipment may become out of date
- New competition may make it difficult



### Creating a Business Plan

The students will now have the ability to put all skills learned to the test and create their own Micro-enterprise Business Plan.

Students will have to generate their own business plan to include all components of their Micro-enterprise, but also explain the impact their company will have on the environment.

Students will write and format their own business plan. This document must be formal and presentable as they will use it to present their business plan to the “bank” and ask for a loan. They will then explain their business plan, why they feel the business will work, how much revenue they plan to generate, when the loan will be paid back, and will also provide sample marketing material. All skills are put to the test. Business communication, marketing, finance, interview skills, etc.

Be sure to write an elevator speech for your business. Stick to the basics, who are you, what is your vision, and what examples can you provide to show your vision in action?

*Note: Keep this part short, do not oversell.*

How should you prioritize? How do you differentiate yourself? What is the demand for this product? What is your strategy?

Focus your attention on the ones you are presenting to. What is their focus? What are their goals? What they will get for the money funded to you?

Body language. What does your body language say about you? What does their body language say about them and their decision?

## **WORKSHEET:** My Micro-enterprise Business Plan

Complete the worksheet

*Assignment option:* After creating their Micro-enterprise Business Plan, have them create their own marketing material to promote their business. Display in the classroom.



## How to run your own business

### **DISCUSSION:**

What are your overall goals? Short term? Within the coming year? Long term? Within 5 years?

*Assignment option:* Recognizing opportunity. Ask student to consider the following questions and write their reactions in a short paper.

- a. What does it mean to recognize opportunity?
- b. Is success built on skill or luck?
- c. How do I determine success?

### **DISCUSSION:**

Characteristics of a good seller.

- a. Be liked. Just as people will go out of their way to purchase items from people they like, they will also go out of their way to not purchase from someone they don't like.
- b. Make sure you're talking to the person that makes the decisions. You'll waste a lot of time and effort if you're trying to sell to the wrong person.
- c. Ask for the sale. We often avoid asking tough questions, especially when it comes to money. Asking for the sale shows you are direct, confident and believe in the product or service you are representing.
- d. Attitude. Are you nice? Are you genuine? Are you enthusiastic? Inspiring? Ask the students what type of person they would buy from?

### **ROLE PLAY:**

How do you communicate when you have a business? Have the students to mock up a business communication setting. Break them into groups of 4-5 students. Settings could include interview, team meeting, corporate meeting, sales setting, etc. Ask them to bring magazine clippings of appropriate attire for their team's setting. After each role play scenario, ask them why is this so important to have good communication skills in the workplace?

*Assignment option:* Give an example of a time you tried to communicate with someone and couldn't understand what they were saying? How did you feel? Would you come back to the store if you couldn't understand the owner?



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