Teaching Tomorrow’s Entrepreneurs Today

Featuring lessons and engaging activities for all areas of the New Jersey Core Curriculum and stories of real New Jersey entrepreneurs!

NJPRO’s Small Business Curriculum
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David A. Janosz, Jr. is currently employed as a technology education teacher in the Northern Valley Regional High School district in Old Tappan, New Jersey. Prior to that, he taught at Fair Lawn High School, his alma mater, for eight years. He holds a Bachelor of Science degree in Industrial Education and Technology and a Master of Arts degree in Technology Education from Montclair State University. He also holds a Master of Education degree in Educational Administration and Supervision from Rutgers University. David is a past president and is currently the executive director of the Technology Educators Association of New Jersey, a statewide organization for professionals in the field of technology education. He has over ten years of experience designing and implementing education programs at grade levels P-12. David has made presentations to local and national audiences including programs sponsored by the International Technology Education Association, Technology Educators Association of New Jersey, New Jersey Education Association, New Jersey School Boards Association, American Foundryman’s Society, Montclair State University, Ramapo College, The College of New Jersey, and WNET/Thirteen.
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Each of the lesson modules was developed in consultation with a content specialist from each area of focus.

Visual and Performing Arts
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Comprehensive Health and Physical Education
*Jennifer Ellis* has been teaching Physical Education for the past six years at Arbor Elementary School in Piscataway, NJ. Prior to that, she taught Health and Physical Education to 5th-7th graders at the Samuel E. Shull School in Perth Amboy. In 2004, Jennifer was selected for the Governor’s Teacher of the Year. She also received the 2001 Dance Education Award from the Governor’s Award in Arts Education program, and also the 2001 New Jersey Association for Health, Physical Education, Recreation and Dance (NJAHPERD) Outstanding Dance Teacher of the Year Award. Jennifer received her Master of Arts Degree along with her Supervisor’s Certificate from Montclair State University in Physical Education with a concentration in Coaching and Sports Administration. She currently serves as the vice president of Dance for the Eastern District Association (EDA) of the American Alliance for Health, Physical Education, Recreation and Dance and is also the awards chairperson for NJAHPERD. Jennifer has been a presenter at the NJEA Convention, NJAHPERD Convention, and EDA Convention.

Language Arts Literacy
*Jason C. Scotti* of Passaic Public Schools has been teaching middle school level special education with a concentration in reading and language arts for the past three years. Previous to his work in Passaic, he taught at a charter school in Jersey City where the Mosaica Education program augmented his self-contained fourth grade class. Prior to that, Jason worked in the Bloomfield Township Public Schools as well as in private industry. He holds a Bachelor of Arts degree from New Jersey City University and a Master of Arts in Administration and Supervision from St. Peter’s College in Jersey City. Jason currently resides in Nutley and aspires to teach in Japan via the Fulbright Memorial Fund Project sponsored by the Japanese government.

Mathematics
*Christine Piepszak* of the Caldwell-West Caldwell School District has been a teacher of middle school mathematics and science for six years. Together with her team-teaching partner, she has written units on science during the time of the United States Civil War and on technology’s impact on the Olympic Games. Christine received her Bachelor’s degree from Johns Hopkins University in Baltimore, Maryland and a Master’s Degree in Teaching from The College of New Jersey in Ewing.
Science

**Linda L. Smith** is an Elementary Science Resource Specialist in the Paulsboro Public Schools and previously taught at the Morris Goodwin Elementary School and in Bridgeton Public Schools. Linda has a wealth of experience in teaching science and has presented a number of national and local workshops for National Science Teachers Association (NSTA), New Jersey Science Teachers Association (NJSTA), Council of Elementary Science, NJ (CES-NJ) and New Jersey Education Association (NJEA). She was very active in the New Jersey Business, Industry, Science, Education Consortium (NJ BISEC), is the president of the CES-NJ, and vice president southern region of NJSTA. Linda is the recipient of numerous awards for her teaching including the national Presidential Award for Excellence in Teaching Math & Science (PAEMST), Gloucester County Teacher of the Year, the CES-NJ Audrey Brainard Make a Difference Award, and the NJ BISEC Exemplary Service Award. In 2004, she was named one of only 24 NASA Educator Ambassadors in the country.

Social Studies

**Kathleen Dickinson Villano** completed her undergraduate work at Notre Dame where she received her degree in Finance. She went on to work in financial markets for ten years and was a small business owner for five years. Kathleen holds a Master of Education degree from Rutgers where she is currently a doctoral candidate in Social Studies Education. She currently is a teacher of social studies at Mainland Regional High School in Linwood.

World Languages

**Alecia Becker** is a world language teacher in Toms River, New Jersey where she teaches Spanish at the middle school level. In her previous position in Middletown, New Jersey, she taught Spanish to elementary and middle school students, served as the technical director for the school variety show, and served on several district curriculum committees. Alecia received a Bachelor’s degree in Spanish from Muhlenberg College where she also gained her elementary and secondary teaching certificates. She also holds a Masters degree in Educational Administration and Supervision from Rutgers University.

Technological Literacy

**David A. Janosz, Jr.** developed the Technological Literacy module.

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Foreword from the NJPRO Foundation

Innovation, invention and entrepreneurship are important building blocks of New Jersey’s knowledge based economy. The State’s position as a leader in technology, and research and development is greatly dependent upon its skilled workforce.

The New Jersey Policy Research Organization Foundation (NJPRO) created this innovative curricu-lum—Teaching Tomorrow’s Entrepreneurs Today—because we recognize that the State must continue to educate and nurture future workers. New Jersey’s continued economic growth and prosperity relies on producing a qualified workforce for the future.

Teaching Tomorrow’s Entrepreneur’s Today provides students with a better understanding of how the academic concepts they learn in their classrooms are applied in the real workplace. Research shows that students comprehend material better when it is put into a real world context. The curriculum also promotes experimental learning, which gives students the opportunity to develop their communication, analytical and problem-solving skills. These are skills employers say are critical to succeed in any field.

The curriculum educates students in the foundational concepts of the US free market system with in-teractive lessons that are tied to New Jersey’s Core Curriculum Content Standards. It gives them the opportunity to think as inventors, innovators and entrepreneurs—preparing our future workforce today to excel tomorrow.

Charlene Brown
Chair, New Jersey Policy Research Organization Foundation
Vice President, Government Affairs, AT&T
Our educational system exists to prepare students for the duties of citizenship, to be responsible members of the community, and build the skills and acquire the knowledge required to enter our workforce and be productive workers.

Educators hear endless accounts of how poorly our schools are doing to prepare students for the workplace. Teachers are addressing the problem to the best of their ability, but the skills needed in the business world are not always taught in the classroom.

While employers often voice the need to find skilled workers, they are rarely able to contribute to the formative education process. Recognizing the importance of partnering with the education community, NJPRO rose to the challenge by facilitating the creation of this small business curriculum—Teaching Tomorrow’s Entrepreneurs Today—to combine the lessons of the classroom and the practicality of the boardroom. This unprecedented project is innovative and practical as it showcases stories from real New Jersey entrepreneurs and the State’s revised Core Curriculum Content Standards.

Over the past several years, educators have begun to challenge some of the most entrenched notions in educational thinking. The idea that lectures and rote learning are effective in achieving a lifelong love for knowledge in our students has been questioned. Research shows that active learning that connects with students on an emotional level leads to better retention of concepts explored in the classroom. True learning is exciting. Students continue to be enthusiastic about learning when concepts are put into a real life context. Engaging in projects and activities that are like the ones put forth in this document embrace the concept of active learning. This is why I believe that every educator who reads this document will find at least one way or another to incorporate these ideas into instructional practice.

David A. Janosz, Jr.
Project Manager, Teaching Tomorrow’s Entrepreneurs Today
About the Lesson Module Format

Each of the lesson modules in this document was developed by a specialist in his or her content area and is designed for use at the middle school level.

The intent of presenting separate lesson modules for each content area is not to say that teaching is best done in content specific isolation. However, the reality of education at the middle school level remains that most subjects are addressed through separate content specific classes taught by content specific certified teachers. In short, the likelihood that a school could realistically implement a nine-week unit where students develop and work on one continuous integrated project is less than the likelihood of an individual teacher using one of the lessons and finding and incorporating several lesson ideas into his or her class. For those that would favor a more integrated approach, special notes have been made with suggestions for integration with other areas of the curriculum and with other specific lesson modules found in this document.

Each lesson module contains an Overview section that briefly describes what the students will do throughout the module. This section explains why this lesson module is important both educationally and to small business.

Learning Objectives are presented using standard terminology from the New Jersey Core Curriculum Content Standards. Only middle school grade level standards are cited and are based upon those adopted by the New Jersey State Board of Education in 2004. Each lesson was designed to integrate the Career Education and Consumer, Family and Life Skills standards.

Each lesson module includes a listing of Resources that includes Print Resources and Web Sites that are used throughout the module. Tools and Supplies that are specific to each lesson module are also listed. Special consideration was given to include any items that would require special purchase.

The Procedure for each lesson module includes a step-by-step account of what could occur during each of five 45-minute class periods. While each lesson module is designed to be completed within this time-frame, please note that this is only an estimate. In many cases, material was left unedited where it could have been edited to meet time constraints. This was done in favor of presenting more ideas and with the realization that many schools employ alternative scheduling.

New Vocabulary words and terms are included in bold face type within the procedure. Simplified definitions that can be presented to the students appear in the glossary of this curriculum.

The Extensions section of each lesson module provides ideas for cross-disciplinary study and for the expansion of the individual lesson if time allows. Suggestions for integration with other lessons in this project and other areas of the curriculum are included here or in special Notes within the Procedure.
Student Activity Sheets are included in most lessons and are designed to be reproduced by the teacher for use in the classroom.

The question of Assessment was left to each content specialist to be presented in a manner consistent with typical practice in each content area. While assessment procedures are not standardized to this curriculum, they are nevertheless included in each lesson module.

Finally, New Jersey Entrepreneur Spotlight sections are included within each lesson module to provide real-life examples and comments from individuals from the business community right here in New Jersey. They are written to help the teacher and students understand the importance and the value of the activities and concepts presented in this curriculum.
Creating a Business Image

Curriculum Focus: Visual & Performing Arts

Overview
During this lesson module, students will learn about the importance of graphic design and how it can affect the success of a small business. Students will work in small groups to develop, design and create a corporate identity package that will include a logo, slogan and business set for a hypothetical small business. Throughout the lesson, each group will revise and edit their design solutions so that they reflect the needs of the small business and attract consumers. At the conclusion of the module, students will present their corporate identity solutions to the class for critique.

Resources

Web sites
These will be used as reference for companies that started out small and achieved success through their corporate identity and advertising campaigns for their quality product or service:

Johnson & Johnson
http://www.jnj.com
L’Oreal
http://www.loreal.com
FedEx
http://www.fedex.com
Ron Jon Surf Shop
http://www.ronjons.com
Roxy
http://www.roxy.com
Lance Armstrong Foundation
http://www.laf.org

Tools and Supplies
This project can be completed with a computer or by hand using traditional materials:
Pencils—colored and graphite
Rulers
Markers
Paper
Sketchbook
Colored paper

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Incorporate various art elements and principles in the creation of works of art (Visual & Performing Arts 1.2, Grade 8, D.1).
2. Identify careers and lifelong opportunities for making art (Visual & Performing Arts 1.2, Grade 8, D.4).
3. Evaluate the judgment of others based on the process of critique (Visual & Performing Arts 1.4, Grade 8, B.1).
4. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
5. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.1).
7. Participate as a member of a team and contribute to a group effort (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.6).
People do not drink cola. They drink Coke or Pepsi. People do not listen to a personal stereo. They have an iPod. People do not wear sneakers. They have Nikes.

Selling a product takes more than simply putting it on a shelf in a store and sticking a price tag on it. The specific names of products are called brands. The art of getting people to think of a specific brand (Nike) in place of the type of product (sneakers) is called branding. The business of promoting specific brands is called marketing.

Brand marketing is the business of Princeton Partners, an integrated brand marketing agency. It helps other companies develop an identity for their products or services through advertising, public relations, Web site development, direct marketing, promotion and special events.

Tom Sullivan, president and CEO of Princeton Partners, believes a strong brand is key to any successful marketing program. “People buy brands,” he explained. “In blind taste tests, not many people can tell the difference between Coke and Pepsi. But, when asked, most people will say they are either a Coke person or a Pepsi person. That’s the power of branding.”

One of the most important elements of a successful brand is the logo. Everyone recognizes the Nike swoosh, for instance. Princeton Partners uses graphic design to come up with great logos because the visual presentation of brands tells consumers how they should think about the product.

Graphic design plays a critical role in developing logos. To be effective, the logo has to go everywhere—on the signs in front of a store, on business cards, on the sides of delivery trucks, on shopping bags, even on the products themselves. So the logo has to be recognizable from a distance.

“Horizontal logos provide the most impact because they are the most readable,” Sullivan said. “The logo type must be legible. A fancy script may look nice, but if people can’t read it from a distance, it won’t make for a good sign in front of a store. The design should help potential customers recognize the kind of product being offered. Colors, too, are very important. They should help to create the desired mood or tone. One might use soft colors like pink and yellow for a flower store, but blue and gold for a sporting goods store.”

Another key to branding is the tag line, a brief phrase associated with the logo. Princeton Partners creates tag lines that work together with the logo to create an immediate impression of the brand. Anytime the logo is used, the tag line should be used with it. “For consumers unfamiliar with the brand, the logo and tag line ‘tell’ the consumer what to think about the brand,” said Sullivan. “Consider a few brand name companies: Visa—it’s everywhere you want to be; Heinz, America’s Favorite Ketchup—it’s nearly impossible to think of the company title without the tag line. This is one of the reasons why these companies are so profitable.”

“If Princeton Partners is successful in branding a product, it creates an impression in the public’s mind that the product is unique and in some way better than its competition. We then present the brand to possible customers using marketing, which is the art of selling. Graphic design is a key element in this process as well because it visually reinforces the brands,” said Sullivan.
Procedure

Day One
1. Introduce the terms **corporate identity** and **brand recognition**. Show the students several examples of corporate identity from some companies such as Johnson & Johnson and L’Oreal. Point out the logo, slogan, color scheme, and unifying factors of each company’s designs. Ask the students to list the similarities and differences of each company’s design packages.

2. Ask the students to relate their experiences with purchasing consumer products based on the packaging, color or advertising of specific products.

3. Introduce the term **upstart**. Explain to the students that they will be in charge of a hypothetical upstart company that will sell an item that may be of interest to the students (e.g., handmade surfboards, a new bicycle, or new toy). Provide students with information about the **target audience**, the company owner, and the quality of the materials.

4. Have the students break into teams of two or three. Ask them to develop preliminary ideas for a corporate identity package for the company you have introduced.

5. Explain to the students that over the next four days they will be responsible for designing and presenting a complete corporate identity package for this company.

Day Two
6. Explain that each student’s or team’s design should address how to communicate the company’s **products** to the consumer. Ask the students to record their ideas in their sketchbooks.

7. Have the students use pencils, markers, and colored paper to develop three alternative design solutions for the company. Emphasize the importance of teamwork and group goals. Remind the students that they are designing for the target audience as well as the client.

8. Meet with the teams to help them overcome any barriers or problems in developing their initial design concepts.

Day Three
9. Meet with each individual team to help them decide which of their design solutions should be developed into a final design for production and presentation.

10. Once all of the teams have decided upon a final design, regroup the class to review the proper way to present and discuss ideas with a client. Explain the importance of confidence in presentation and selling the product to the client.

11. After discussing examples of how to present and market ideas, have the students break into their teams again to complete their designs.

Day Four
12. Students should work on completing their final design and begin preparing for the presentation of their idea.

13. Presentations should be designed to allow the team to sell their idea. To the degree possible, students should be selling their idea to a specific company. All artwork should be mounted properly.
and the teams should be able to explain their concepts and decisions.

14. Check with each team to make sure that they are on task and ready to present the following day.

Day Five

15. Each team should present their corporate identity solutions to the class. Presentations should include all the elements of the corporate identity package neatly displayed on a presentation board along with a speech or sales pitch designed to sell the team’s design to the class. The class will critique the design solution based upon a predetermined set of criteria that will be developed by the class beforehand. Such criteria may include the following:

- Professionalism – how well the members conduct themselves while presenting;
- Explanation and description of product – how well the team describes and defends their design solution;
- Visual presentation – how well the team visually represents the product;
- Craftsmanship – how well the team utilizes their visuals to enhance the presentation; and
- Oral communication – how clearly team members speak and how well each addresses the entire audience.

16. Conclude the lesson by reviewing important concepts. Creating a Business Image - Project Evaluation can be used to assess student work.

Extensions

If time allows, the teacher could also do the following:

1. Students could visit a working graphic design studio and meet with designers to discuss the process of creating a corporate identity.

2. Upon completion of the project, students could produce test products for their company and market these items to the school population to determine the success level of each group’s corporate identity package and campaign.

3. If time allows at the introduction to the lesson, have students watch various TV commercials or search through various magazines for examples of corporate identity. Use these items to discuss target audience.

4. For further emphasis on the ideas covered in this module, the teacher could show the students an example of the FedEx corporate identity package when it was initially introduced along with the modern redesigned package that is currently used. A breakdown of the profit increase and company success could also be presented to further illustrate how a redevelopment of FedEx’s corporate identity package helped to boost the company’s image and financial success.
Creating a Business Image

Project Evaluation

Name: ________________________________ Project Name: ____________________________

You will be awarded points on each of the following items. Please note that each item is worth UP TO a maximum number of points on the following scale:

1 - Unsatisfactory
2 - Needs Improvement
3 - Good
4 - Very Good
5 - Superior

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<th>Criteria</th>
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A Fit Workplace
Curriculum Focus: Comprehensive Health & Physical Education

Overview
With countless studies showing the benefits of physical activity, more and more employers are encouraging their employees to exercise by providing discounts at local gyms, offering aerobics and other exercise classes during lunch hours, and even providing exercise facilities at the office. In this lesson, students will learn about the benefits of exercise, particularly as it relates to health and productivity in the workplace. They will research fitness equipment and programs, and then design an exercise facility to be located at a workplace.

Resources
Books
ACS M’s Health/Fitness Facility Standards and Guidelines by American College of Sports Medicine

Web sites
The following Web sites can be used by the students for gathering information about fitness facilities:
Fitness Equipment
http://en.fitness.com
Lockers
http://www.fortresslockers.com
Plumbing
http://www.bradleycorp.com
American Council on Exercise
http://www.acefitness.org
American College of Sports Medicine
http://www.acsm.org
IHRSA
http://cms.ihrsa.org
National Institute for Fitness and Sport
http://www.nifs.org
National Strength and Conditioning Association
http://www.nsca-lift.org

Tools and Supplies
Computers with Internet access
Poster board
Rulers
Construction paper
Colored pencils and markers

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Compare and contrast health and fitness services available in the facilities in school and community, demonstrate how to access them, and evaluate each comparing costs and benefits (Comprehensive Health & Physical Education 2.2, Grade 8, F.1).

2. Analyze the positive and negative impacts of technological advances on exercise, health and fitness (Comprehensive Health & Physical Education 2.6, Grade 8, A.4).

3. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information (Comprehensive Health & Physical Education 2.6, Grade 8, A.6).

4. Demonstrate responsibility for personal actions and contributions to group activities (Career Education/Consumer, Family & Life Skills 9.2, Grade 8, B.1).

5. Work cooperatively with others to solve a problem (Career Education/Consumer, Family & Life Skills 9.2, Grade 8, C.3).

6. Participate as a member of a team and contribute to a group effort (Career Education/Consumer, Family & Life Skills 9.2, Grade 8, C.6).
If a miracle drug could help you lose weight, build muscles, avoid disease and make you smarter, would you take it? Of course you would.

Unfortunately, there is no such miracle drug. But there is something just as good—something that, when administered three to five times a week, will make you thinner, stronger and more alert. It’s called exercise.

With countless studies showing the benefits of regular exercise, more and more employers are encouraging their employees to exercise by providing discounts at local gyms, offering aerobics and other exercise classes during lunch hours, and even providing gyms at the office. It all adds up to a healthier and more productive workplace.

In the business world, these are known as wellness programs, and they are offered as a benefit to employees, like a retirement plan or a company car.

When The Prisco Group designed its own headquarters in Hopewell, the company included space for a workout area for its employees. “There were several reasons for including a gym for our office,” said Scott Prisco, president of The Prisco Group. “Our company culture is young-at-heart and hard-working. We all enjoy the benefits of exercise—getting in shape, staying in shape and relieving stress. Also, it is a great selling point when we are interviewing new employees.”

Making the time to exercise is one of the biggest challenges in sticking to a workout plan. Having a gym at the office makes finding the time to exercise a bit easier. “The gym is open at all times so employees are often found working out at lunch time or after work,” Prisco said. “It’s great not having to go all the way out to a gym before heading home and it helps fit it in to our busy schedules. Plus, there are no costs to the employees. Some employees even come in on the weekends! And we encourage that.”

Offering on-site gym facilities or discount memberships to gyms is not only a great benefit for employees, but also for the company’s bottom-line. Recent findings from the Centers for Disease Prevention and Control show that health problems associated with weight and obesity cost businesses more than $15 billion a year. Studies show that healthy employees are more productive and focused. They tend to get sick less often, which means they miss fewer days of work.

“Including a gym at my company’s headquarters was a good business decision. It was a good decision for my employees and my bottom line,” said Prisco.
Procedure

Day One

1. Begin with a general discussion about health and wellness. Ask the students what they do to keep fit and if they exercise on a regular basis.

2. Introduce the concept of a wellness program. Explain to the students why employers may want to establish a wellness program for their employees.

3. Assign the students to groups of three. Provide each group with a copy of A Fit Workplace – Fitness Facility Layout, which provides a general layout for a small fitness facility that could be included at a company’s headquarters. Ask the students what types of machines should be included in the fitness facility and why.

4. Lead the students in a discussion about cardiovascular fitness, muscular strength and flexibility. Explain how these measures of fitness can be enhanced through methods such as weight training, cross training, aerobics, Pilates and yoga. Discuss how these exercises can reduce stress and improve productivity in the workplace.

5. Explain to the students that over the next few days they will research, design, and present a plan for a fitness facility to be included at a worksite. Tell the students that each person in the group is responsible for researching and designing one aspect of the facility (e.g., cardiovascular equipment, locker room items, free weights, weight resistance training systems).

Day Two

6. By the end of the second class, students should complete an outline highlighting what they learned about wellness programs, fitness equipment, and the design of an exercise facility.

7. Provide the students time to conduct this research.

8. After the students complete their research, ask them to begin sketching a floor plan for their exercise facility. Explain to the students that they should indicate the location of each piece of equipment and dedicate space for items that do not require fixed equipment, such as free weights.

Day Three

9. Explain to the students that by the last class, they will need to present their floor plans as well as list the specifications for any equipment they would need to purchase for the facility. The specifications should include the name of the item, the cost of the item, and a source for where they found the information.

10. Have the students continue to develop their plans in their groups.

Day Four

11. Explain to the students that they will be presenting their fitness facility designs to the class the next time they meet. Distribute a copy of A Fit Workplace – Presentation Grading rubric to each of the students.

12. Provide the students with time to complete their plans and prepare for their presentations.

13. Assist any groups that need help during the remaining class time prior to the presentations.
**Day Five**

14. Each group will present a short speech on their exercise facility design and how it will benefit the employees.

15. Grade each student and group as they present according to the provided rubric. Each individual student grade may be averaged for the final group grade.

16. Collect all of the students’ written materials at the end of their presentations.

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**Extensions**

If time allows, the teacher could also do the following:

1. Have the students research their own fitness facilities for purchasing. They would investigate size, parking lot, location, cost, franchises, etc.

2. Take the class on a trip to a company that has an exercise facility on site or to a local health club to interview the owner and employees and look at the overall layout of the facility.
A Fit Workplace

Fitness Facility

Layout

Name: ________________________________

This diagram shows the space available at your company that will be used for a fitness facility. Use this layout to plan areas for weight training, cardiovascular training, and men’s and women’s lockers. You may add walls and create new doors if you wish.
Your group’s presentation will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not present</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Presentation was short and vague. No details or explanations were given</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presentation fulfilled the time limit and had some good details, but some vital information was missing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Presentation fulfilled the time limit and had some good details, but some areas were not clearly explained</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Presentation fulfilled the time limit, included all important details, and was clearly explained</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL GROUP GRADE:** ___________
Your First Impression

Curriculum Focus: Language Arts Literacy

Overview
Through this lesson module, students will learn how to perform a self-evaluation based upon their talents, interests and skills in order to effectively begin a career quest. Students will also learn how to use the classified ads, Internet and career publications to pursue a career search. The students will learn how to create effective resumes and write succinct cover letters. This lesson module also provides students with an understanding of what skills employers look for in an interview, and gives them experience in writing appropriate thank you letters and follow-up correspondence.

Resources

Books
English for the World of Work by Carolyn W. Knox

Web sites
The following Web sites can be used by the students for gathering information about resume writing and job postings:
Resume Tips Resource Center
http://www.free-resume-tips.com/10tips.html
Jobweb Resumes
http://www.jobweb.com/Resources/Library/Interviews__Resumes/default.htm
Monster Job Search
http://www.monster.com

Tools and Supplies
Computers with Internet Access

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Revise and edit drafts by rereading for context and organization, usage, sentence construction, mechanics and word choice (Language Arts Literacy 3.2, Grade 8, A.4).
2. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling (Language Arts Literacy 3.2, Grade 8, C.1).
3. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic and everyday/workplace or technical writing) (Language Arts Literacy 3.2, Grade 8, D.2).
4. Gather, select and organize information appropriate to a topic, task and audience (Language Arts Literacy 3.3, Grade 7, D.1).
5. Research local and State employment opportunities (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, B.1).
6. Develop an employment package that includes a job application, letter of interest, and resume (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, B.2).
Meet JoAnn Trezza. She is Vice President of Human Resources for Arrow Group Industries of Wayne, which manufactures metal storage buildings for residential use.

One day, you will be asking JoAnn, or someone very much like her, for a job.

As vice president for human resources, Trezza spends hours reviewing resumes and conducting interviews for job openings at the company. The first thing she looks for in new employees is the ability to use good grammar.

For businesses like Arrow Group, grammar is not just some boring set of rules. It is an essential tool for effective communication. The ability to speak and write clearly is an employee’s biggest asset.

“It cannot be overemphasized how important it is for job applicants to have strong communications skills,” Trezza said. “Employees who are weak in this area will not be able to do what we expect them to do. Resumes and cover letters are my first chance to evaluate a candidate’s writing; it is imperative that they be clear, concise, and grammatically correct. Job applicants with resumes that have typos or misspellings do not even get an interview.”

“Making a positive impression at the time of the interview is also very important. I do notice appearance. Candidates should be neat and appear enthusiastic about the position,” said Trezza. “During the interview, I look for someone who can effectively demonstrate their required knowledge, explain how they will produce the necessary results, and show how they are good team players. Critical thinking and problem solving are also desired, regardless of the position in our company.”

Trezza uses a set of prepared questions for each job applicant. That way, she can compare each one’s response to see which person is best qualified for the position. She conducts skills tests, checks references, and performs a drug test for each potential employee. “The hiring process is very time-consuming. But each minute we put into finding the right person for the job will help the company’s productivity in the long run. Hiring good people leads to solid profits.”
**Procedure**

**Day One**
1. Facilitate a discussion regarding how Thomas Edison is an excellent example of a person who was a success in his career because he incorporated his interests and talents into his work.

**Link to the Science module:**
*Students will research famous New Jersey inventors and entrepreneurs such as Edison!*

2. Instruct the students to use a Venn diagram to write down different categories that their skills and attributes could be sorted into (e.g., technology skills, athletics, writing skills).

3. Explain the importance of writing a resume in obtaining a job. Provide some simple examples to the students for their review.

4. Engage the class in writing a sample rough draft for a pre-resume outline by listing their own recent positive accomplishments.

**Day Two**
5. Have the class review classified ads from a variety of media so they may familiarize themselves with the various formats of job postings. Discuss why companies use an abridged style to advertise positions in the newspaper and explain the appropriate way to inquire about a position.

6. Invite a human resource director from a local company (if available) to the class to explain what makes for a good resume and interview. Ask the guest to review the hiring process in his/her company and explain what skills he/she looks for in a job candidate.

7. Remind the students that good job openings get filled quickly, so it is important that a job seeker work diligently when pursuing a job search.

**Day Three**
8. Begin by discussing the terms **composure** and **comportment**. Speak to the students about why it is so important to make a good first impression. Explain the common adage “No one ever has a second chance to make a first impression.” Inform the students that first impressions begin long before an employer meets the applicant face-to-face, but from the first glance of a resume or the diction used on the telephone. Clear written and verbal communication is essential.

9. Make some suggestions to the students about how difficult questions could be handled during an interview (e.g. what are some of your shortcomings in your work capacity? Why are you dissatisfied with your present job?).

10. Ask the class to develop their own criteria to rate the interview on a scale of one to five.

11. Act out a mock interview between you and one student. Have each student in the class use their criteria to rate the interview. If time allows, repeat the process with more students.

**Day Four**
12. Ask the students to explain what writing style they believe is the most appropriate when addressing a prospective employer. Discuss tone and style (e.g., respectful, professional, succinct).
13. Explain the importance of a **cover letter** in responding to a job advertisement. Have the students draft a sample cover letter in response to an ad they found during the previous classes.

14. Have the students complete a final draft of their resume and cover letter.

**Day Five**

15. Ask the students these two questions: “What do most businesses need in order to remain successful? How may an employee continually prove their worth above?” Have the students evaluate and analyze their responses.

16. Ask the students to pretend that they own a business and are looking to hire a new employee, and then ask them these following questions pertaining to what they learned this week in the lesson:
   - Describe what an effective cover letter looks like?
   - What constitutes a resume and in what style should it be written? What is the importance of a resume?
   - How should an applicant dress for a job interview? Why should applicants pay attention to what they wear?
   - Explain how applicants should handle potentially self-defaming questions during an interview.

17. Review and discuss the students’ responses during the remainder of the class period. Have the students write an appropriate thank you letter to a prospective employer.

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**Extensions**

If time allows, the teacher could also do the following:

1. Have the students trace the career strategies of three successful people they know or know of. Identify their similarities and subsequently have them contrast more radical differences. Students will find that the most successful people followed their true passions and hearts, later realizing that excellent earning potential and success were all feasible to some degree at a latter achieved level. For example, this search could be of Bill Gates, Merv Griffin or the students’ mother, father, or next-door neighbor.

2. Have the students compose several open-ended questions they would ask if they were going to conduct an interview. What types of questions would reveal the most compelling characteristics about a person and his/her aspirations? What types of questions would be fruitless because they are too generic? Have the students design their own scoring system for the application to measure both grammatical accuracy and pertinent content.
Your First Impression

Grading Rubric

Name: ________________________________

Your written work will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most prime issues were overlooked or neglected</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Few key concepts were demonstrated and some were omitted</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Some areas were covered well while other points were not emphasized</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Most key areas were referenced with sufficient details</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>All areas of the topic were effectively addressed and explained</td>
<td>5</td>
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</table>

FINAL GRADE: ____________
p Equals Profit

Curriculum Focus:
Mathematics

Overview

Students will focus on several mathematical aspects of starting a small business in this lesson module. They will determine the nature of the business they want to start, plan a budget to finance the start-up and establish a timeline to create the company. The students will also devise a plan to run their companies in the most time and cost efficient manner. Finally, they will formulate a strategy for investing their profits. While the lesson plan instructs students to work in small groups, these directions can easily be altered for students to work alone or with a single partner.

Resources

Books
The Kid’s Guide to Money by Steve Otfinski
The Toothpaste Millionaire by Jean Merrill

Web sites
Students can use the following Web sites to find information about starting a business:
Hot Shot Business
http://www.disney.go.com/hotshot/hsb.html
The Lemonade Game
http://www.lemonadegame.com

Teachers can find additional resources related to this lesson module at the following Web sites:
Consortium for Entrepreneurship Education
http://www.entre-ed.org
The Mint Ideas for Teachers
http://www.themint.org

Tools and Supplies
Bank brochures
Catalogs or circulars & classified ads from Sunday newspapers
Computers with Internet Access
Pencils
Markers
Poster paper

Objectives

Upon completion of this module, learners will demonstrate the ability to:

1. Use real-life experiences, physical materials, and technology to construct meanings for numbers (Mathematics 4.1, Grade 6, A.1).
2. Recognize the decimal nature of United States currency and compute with money (Mathematics 4.1, Grade 6, A.2).
3. Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer (Mathematics 4.1, Grade 6, C.2).
4. Learn mathematics through problem solving, inquiry, and discovery (Mathematics 4.1, A.1).
5. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing (Mathematics 4.5, B.2).
6. Apply mathematics in practical situations and in other disciplines (Mathematics 4.5, C.4).
7. Analyze personal interests, abilities, and skills through various measures including self-assessments (Career Education/Consumer, Family & Life Skills 9.1, Grade 8, A.4).
8. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests (Career Education/Consumer, Family & Life Skills 9.1, Grade 8, B.5).
9. Understand that people make financial choices that have costs, benefits, and consequences (Career Education/Consumer, Family, and Life Skills 9.2, Grade 8, E.3).
10. Compare prices of similar items from different sellers (Career Education/Consumer, Family & Life Skills 9.2, Grade 8, E.5).
Patrick L. Ryan, Jr. is sitting on a huge pile of money—$170 million to be exact.

He doesn’t get to spend it, though. As the Chairman of the Board of Hopewell Valley Community Bank (HVCB), he is in charge of overseeing all the operations and transactions of the bank, which includes managing the $170 million in deposits the bank receives from individuals.

This is a big job, and no one is more surprised to be doing it than Patrick Ryan himself.

The $170 million belongs to the bank’s customers, who deposit their paychecks in their checking accounts and sock away money in savings accounts. Ryan then loans their money to home buyers, or car buyers, or people who want to start businesses. They pay a portion of the money they borrowed back to the bank every month, plus a little extra, which is called interest. Ryan gives a portion of that extra “interest” to the owners of the savings and checking accounts, pays his employees’ salaries, and covers the bank’s operating expenses. Anything left over is the bank’s profit.

Ryan didn’t get his start in banking. In fact, his background isn’t in the financial industry at all. He started out working for his father who owned a beverage distribution company in Trenton for many years. He made the most of his opportunity, developing his business savvy and entrepreneurial skills as he learned the family business. In 1997, when his father passed away, Ryan decided it was time to start a business of his own. Just what it would be was the question.

After considerable research, Ryan concluded that there was great need for a community bank in his hometown of Hopewell. During the late 1990’s, many large out-of-state banks took over New Jersey’s homegrown banks, which caused branch closings, employee lay-offs and general customer dissatisfaction. Ryan saw profit potential in this market and seized upon the opportunity. He wrote a business plan for a bank that would provide customers what they weren’t getting from the larger banks—friendly, efficient, and reliable service. In 1998, HVCB opened its doors and has been delivering on that promise ever since.

“Gaining the confidence of the public and your prospective customers is the first hurdle any small business must overcome,” said Ryan. “Making a good first impression is critically important to building any business. If you succeed, you can build on the good will of your first customers. If you fail, you are in deep trouble.”

“Fortunately, at HVCB we have developed excellent customer retention rates as we have been able to perform as we promise. Total deposits of the bank have grown from $17,000,000 at the end of 1999 to over $170,000,000 in May of 2005,” said Ryan. “The bank has been profitable, earning $1,163,000 in 2004. Nevertheless, we have to constantly perform well in order to keep our customers coming back and continue to grow. There is a great deal of competition in this industry and small banks must continually produce innovative products, invest in technology and prove themselves every day in order to succeed.”

Ryan’s transition to banking was clearly an easy one. “Regardless of the type of business, the same leadership and management skills apply. To be successful, you must be dedicated, disciplined, and determined.”
**Procedure**

**Day One**

1. Introduce the idea of recognizing and capitalizing upon an opportunity by reading aloud excerpts from *The Kid’s Guide to Money* and/or *The Toothpaste Millionaire*.

2. Ask students to brainstorm ideas about what kind of business they might want to start. Write their suggestions on the board and categorize them as either selling goods or services. You may wish to suggest the examples of selling home-baked pies (goods) and mowing lawns (services).

3. Have students work individually or in self-selected or teacher-assigned groups to determine what type of business they would like to start.

4. Distribute a copy of *p Equals Profit – Project Grading* to each student. This is the project’s grading rubric. Explain to the students how the concepts of profit and profitability are important in the development of a business.

5. Have the students choose a business that they will establish. Tell them that they will be more successful if they have a real interest in the company that they are creating. Ask them to consider their strengths and weaknesses when making this decision. Next, have them select a name for the business and then tell them to begin thinking about what kind of materials they will need to run the company. Remind them that they will need to consider the cost of each item. The goal is to keep costs down, so they can maximize profits.

**Link to the Visual and Performing Arts module: Students will design logos and other graphic material for a business!**

6. Introduce the project by simulating a small business operation online at [www.lemonadegame.com](http://www.lemonadegame.com). About ten minutes at this site should be adequate. In this game, students buy supplies they need by selecting from several price/quantity options. As an alternate introduction, or following the game, use the board or overhead to record students’ suggestions about what supplies will be required to operate a specific business, perhaps a lawn mowing service. In this example, students would need a lawn mower and gasoline to fuel it. Point out that the mower would be an example of a “one-time purchase” while gasoline would be purchased on a more frequent basis (e.g., daily, weekly, monthly).

7. Allow students time in their groups to list items they will need to run their businesses. Items should be categorized as “Free,” “One-Time Purchases,” and “Weekly Purchases.”

8. Have the students complete *p Equals Profit – Supply Sheet*. On this sheet, the cost of a one-time purchase will be divided by 52, to find the cost of owning the item per week, over the course of a year. Students will then estimate the cost of their supplies on a weekly basis. Catalogs and Sunday newspaper advertisements may be helpful to determine the cost of items.

9. Engage in a whole-class discussion about the dangers of paying yourself too much (there is not enough money coming in to pay your wages) or paying yourself too little (others doing the same work are earning more, or after working for hours and hours, you still don’t have enough money to buy a moderately-priced item). Calculate what your time is worth by surveying other students about what they earn by baby-sitting, mowing lawns, delivering newspapers, or doing whatever else they might be hired to do. Decide upon an hourly wage for yourself. Suggest to students working in groups...
that they do not each need to work the same number of hours, but that each should earn the same hourly amount.

Day Two
10. Ask the students what they think the pros and cons are of owning their own business. If necessary, steer the discussion toward the high number of hours worked by entrepreneurs, and the idea of always being “on call” for the business.

11. Ask students to determine the amount of time they plan to work each week. To do this, each student should complete the "p Equals Profit – Weekly Schedule".

12. Each group should next complete the "p Equals Profit – What it All Costs" sheet. On this sheet, they will multiply the number of hours they plan to work by the rate of pay they decided upon. Each of these monetary amounts should be added together and then added to the estimate of the weekly supply costs. Together, the supplies and wages add up to the approximate weekly cost of running the business. In order for a business to make a profit, the earnings must be greater than the cost of running the business.

13. Assign the students to research the prices charged by their competitors (others who provide the same service or sell the same products that they plan to sell). The classified ads may be helpful here. Find at least three examples of what others charge. Tomorrow, each group will decide how much they want to charge their customers. Remind them that prices must be competitive with what others charge or else customers will not choose to support their business.

Day Three
14. Groups should complete the "p Equals Profit – How Much Can We Sell" sheet. On this sheet, they must calculate how long it will take the group to complete one unit for sale. This might mean how long it will take to bake one pie, mow one lawn, etc. Then, based on how much time each group member plans to spend working, groups figure out about how many units they will be able to complete in a single week.

15. Review with the class what is required for their businesses to earn a profit. They must bring in more money than they spend on supplies and wages. Because they must be profitable to stay in business, they must first determine if their idea is feasible.

16. Groups should complete the "p Equals Profit – Moving the Merchandise" sheet. On this sheet, students will use their operating costs and the number of units they expect to sell to calculate what they should charge for each unit. If this price is reasonable, they will have the roots of a feasible business idea.

17. If the business is deemed feasible, the group should complete the "p Equals Profit – Our Business Works" sheet. If the idea is not feasible, the group has some options. First, they should consider ways to modify their plan—could they lower their hourly wages or cut back on supply costs? If they cannot create a feasible plan, the group may go back to the beginning to start over.

18. Students may use extra class time to begin working on a poster they will share with the rest of the class on the final day of the module.
Day Four

19. Inform students that if they found their business to not be feasible, they may complete the p Equals Profit – Our Business Works worksheet based on receiving a hundred dollar prize from a fictitious school raffle.

20. Have the students complete p Equals Profit – Investing Your Profits. On this sheet, they will list considerations and make decisions regarding what to do with the profit the business earns.

21. Students should use the remainder of class time to complete a poster and discuss/rehearse a presentation. Distribute the p Equals Profit – Presenting Your Business Plan worksheet to help guide their work.

Day Five

22. Each group should present their poster and explain its components to the class. When everyone is finished, students should complete the p Equals Profit – Self and Group Assessment sheet.

23. After the presentations, encourage students to continue looking for opportunities to capitalize on by paying attention to what people in the community need or want, and then thinking about delivering that service or product in an improved fashion.

Extensions

If time allows, the teacher could also do the following:

1. Encourage student groups to try to open the business they have planned. They can report back to the class and let other students know what they learned from the experience. These students may be classroom guests next year, giving some insight to the next group of students.

2. Students may create a marketing plan to go along with their business idea. They should research options of where to advertise, and find out the cost. They should design an advertisement that would look good whether drawn onto a sheet of paper or printed in just two column inches of the local newspaper.

3. Location may be important for their sales area or their posters, if creating advertisements themselves. Have students select and defend the location they choose. Students should watch the area and observe the amounts of foot traffic it receives, and then extrapolate information including how many people are likely to see their ad in one week.

4. A company logo can be a powerful thing—relate it to geometry by having students use a variety of geometric transformations, such as flips, rotations, and slides.
List the supplies you will need to operate your business.
Go back over the items you listed, and mark each as follows:
- “F” if you can get the item for free
- “W” if the item should be purchased every week or so
- “OTP” if the item is a one-time purchase that can be used continually for a year

Using catalogs, newspaper ads, or visiting stores, estimate the costs of each item that you need for the business. Complete each table below. Use additional sheets if necessary.

<table>
<thead>
<tr>
<th>Free Items</th>
<th>Item</th>
<th>Cost of Each</th>
<th>Number Needed Per Week</th>
<th>Cost for One Week’s Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td></td>
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<tr>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td></td>
</tr>
<tr>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
<td>Subtotal: 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Purchases</th>
<th>Item</th>
<th>Cost of Each</th>
<th>Number Needed Per Week</th>
<th>Cost for One Week’s Supply</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>One-Time Purchases</th>
<th>Item</th>
<th>Cost of Each</th>
<th>Number Needed Per Week</th>
<th>Cost for One Week’s Supply (cost x number / 52)</th>
</tr>
</thead>
</table>

Supply Total: _______
Fill in each time slot with what you usually do during the listed time each day (e.g. school, sports, and activities). You may leave spaces blank. When you finish, go back and decide which blank spaces you want to devote to work and fill in those spaces with the word “work.”

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 am - 8 am</td>
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<td>9 am - 10 am</td>
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<td>10 am - 11 am</td>
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<td>11 am - 12 pm</td>
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<td>1 pm - 2 pm</td>
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<td>6 pm - 7 pm</td>
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<td>11 pm - 12 am</td>
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</tbody>
</table>

Number of hours devoted to work each week:  (Individual) _____  (Whole Group) _____
p Equals Profit

What it All

Costs

Name: ________________________________ Business Name: ____________________________

Before you proceed to the lower portion of this sheet, answer these questions using thoughtful, complete sentences.

1. How did you decide what to pay yourselves hourly?

2. How did you decide what supplies you will need to run your business?

3. Where did you find the prices of the supplies you listed on the Supply Sheet?

4. How much did you predict it will cost to run your business each week? Explain.

5. If you find that the cost to run your business is too high, what will you do to cut back on expenses?

Answer the following questions to predict the weekly cost of running your business. Write the answers on the lines provided.

6. How much will each person be paid hourly? _______

7. What is the total number of hours the whole group will work each week? _______

8. Multiply your responses to items 6 and 7 above to find the amount you will spend on wages each week. _______

9. What is your estimate for your weekly supply total? (See Supply Sheet) _______

10. Add your responses to items 8 and 9 above to find the cost of running your business each week. _______

11. How does this amount compare to your prediction. Why do you think so?
p Equals Profit
How Much Can We Sell?

Name: ________________________________  Business Name: ____________________________

On this sheet, you will try to figure out how much you can sell in a single week.

1. Identify what a “unit” of merchandise means to your business. For example, a lawn-mowing service would consider one complete mowed lawn as a single unit. If your business were selling homemade pies, then a single pie would be one unit. What does a “unit” mean for you?

2. Figure out about how much time it takes to complete one unit. Of course, lawns come in different shapes and sizes, but you can estimate. Ask around to get a few responses about how long it would take to produce one unit. Look in books or think about your own experiences. Try to come up with a good average amount of time. If your estimate is low, you will not have enough time during the week to complete the units you need to run a successful business.

3. How much time can your whole group devote to working each week? Record that amount of time here.

4. Divide the amount of time your group plans to work by the amount of time it will take to complete one unit. This is approximately how many units you will complete in one week. (Show your work.)

5. In order to be profitable and stay operational, a business must take in more money than it spends. Based on your answer to item 4 above, do you think your business will be able to stay operational? What other factors will determine whether or not your business is profitable?
You should know how much other people charge for doing what your business does. Those other businesses are your competition, and you must give customers a reason to select your business instead of theirs.

1. On this worksheet, you will determine what you must charge for your product in order for the business to be profitable and whether that is a price your customers will pay. This is called a competitive price. One way to convince customers to choose your business is by selling a high-quality product or service for a competitive price. List some reasons why you would select one business/company/store instead of another? These reasons are the same that your potential customer will use when deciding which business to patronize.

2. What is the average amount that other people charge for the same product or service you are selling? How did you find this information, and how many sources did you use?

3. How much will it cost to run your business each week?

4. How many units do you plan to sell each week?
Consider this: If it costs $100/week to run the business, and your group plans to mow 5 lawns each week, you must charge $20 per lawn to cover your costs. If you charge more than $20, or if you mow more than 5 lawns per week, your business will make a profit.

5. Divide your response to item 3 by your response to item 4. This amount tells you how much you will have to charge per unit in order to cover your costs for your business. Show your work.

6. Is this amount close to what your competition charges for the same product or service? If so, then your price is reasonable.
Congratulations! By coming up with a competitive price for your product or service, you have created a feasible business. Continue testing your business skills by answering the following questions.

1. How much money do you expect to bring in during the first month (four weeks) of business?

2. What are the costs of operating the business during that time?

3. Subtract your response to item 2 from your response to item 1 to figure out how much profit you might make.

4. Why do you think item 3 above asks how much you might make instead of asking how much you will make? (Think about the phrase “profit potential”).

5. What outside factors will affect your business? (Think about the weather, the cost of your supplies, and any other factors you can think of).

6. Based on your response to item 5 above, does your business have the same profit potential all year long?

7. Estimate the amount of profit you predict your business would make after the first year of operation. Write a clear, concise explanation of how you calculated your answer, and why it makes sense.
If you were able to create a feasible business plan, then you are in luck! According to this sheet, your business has saved up $100 in profits, and now it is your job to decide what to do with that money.

Begin by filling Pros and Cons into the following table. You must include a fifth option for the “other” category. Use additional paper if necessary.

<table>
<thead>
<tr>
<th>Investment Idea</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depositing the money into a savings account, which earns 3% APR interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investing the money in a variety of stocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donating the money to charity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring a new employee &amp; buying more supplies, maybe expanding your products/services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research each of these options. Look online, read bank brochures, or business-oriented magazines. (Your research can be informal—even talking to your parents counts!)

Now it is time for you to make a decision! Select any combination of the above investments ideas. Specify how much money you would allocate to each investment option. Justify why you selected each option, and how you decided what amount to invest in each. Use the space provided, or a separate sheet if you prefer.
p Equals Profit

Presenting Your Business Plan

Name: ________________________________ Business Name: ____________________________

Your group will have five minutes to present your project to the rest of the class on the date listed above. You must plan your presentation. What information will be included and how will it be presented? What materials will you use? In the group, who will do/say what? Write down your presentation ideas now.

Before you finalize the presentation, your teacher must initial this line: _______
Teaching Tomorrow’s Entrepreneurs Today
NJPRO’s Small Business Curriculum

# p Equals Profit

## Project Grading

**Name:** ________________________________  **Business Name:** ____________________________

You will be awarded points on each of the following items. Please note that each item is worth UP TO a maximum number of points. In order to receive the maximum available points, you must cooperate within your group, use your class time wisely, complete all assignments on time, demonstrate understanding of the concepts being addressed, and your math must be correct and valid.

<table>
<thead>
<tr>
<th>Item</th>
<th>Max. Points</th>
<th>Student Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose &amp; Name Business</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply Sheet</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What it All Costs</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Much Can We Sell?</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving the Merchandise</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Business Works!</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investing Your Profits</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting Your Business Plan</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self- and Group Assessment</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** ____________
Self and Group Assessment

Name: ________________________________ Business Name: ____________________________

How did you contribute to your group’s work?

What strengths did you bring to your group?

What part of this project are you most proud of?

What was one of your group’s biggest challenges?

What did you agree on?

What did you disagree on?

When did you work well?

When did you not work well?

What did you learn about business finances during this activity?
The Innovation State

Curriculum Focus: Science

Overview
Science is an evolving process, much like starting a small business. Using the scientific method, students will devise a plan to create a small business. They will identify a problem and establish an idea or theory about a possible solution to that problem (hypothesis); create a test for their solution (procedure); analyze data from the results (results); and make a business decisions based on the analysis (conclusion). In this lesson, students will research New Jersey inventors, most of whom ran their businesses in the State. Working together in groups, students will use the Internet to identify inventions and learn how the inventors brought their ideas to market. Groups will also identify obstacles inventors had to overcome to get their idea into the hands of their customers.

Resources

Web sites
Refer to student worksheets for listings of several web sites related to different inventors.

Tools and Supplies
Computers with Internet access
Paper
Pencils
Drawing paper
Cardboard
Poster board
Glue

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives and persuasive topics, research projects and extemporaneous/impromptu speeches (Language Arts Literacy 3.3, Grade 8, D.3).
2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems (Science 5.2, Grade 8, A.2).
3. Compare and contrast science with technology, illustrating similarities and differences between these two human endeavors (Science 5.4, Grade 8, A.1).
4. Evaluate the accuracy, relevance and appropriateness of print and electronic information sources (Technology Literacy 8.1, Grade 8, B.7).
5. Identify a technological problem and use the design process to create an appropriate solution (Technology Literacy 8.2, Grade 8, B.3).
Alexander Graham Bell, the inventor of the telephone, could never have imagined what the industry he started in the late 1800’s would become in 2005. Today, there are more telephones in the United States than there are people. Over 200 million Americans log onto their computers at home everyday to use the Internet. And it’s rare to walk down a city street without seeing someone chatting on a cell phone.

Thanks to innovation and invention, the traditional telephone is no longer the only way we communicate over great distances. We also have cell phones, videophones, facsimile machines, high-speed data transfers, Internet access, and the list goes on. Verizon is a company that is proud to have been part of all these changes. The company works hard to remain competitive in the telecommunications industry by continuously improving its existing products and services and bringing new ones to market.

According to Mark Bocchieri, external affairs manager at Verizon New Jersey, the invention and innovation processes are very time-consuming, but when done right, can have a big payoff. “The trial and error process is used when designing new products or improving upon old ones,” explained Bocchieri. “You can have all the plans and programs you want, but you don’t know if they will work until you build the product and try it. Every new product is tested in the lab to determine if it will work properly. If it does not, another plan, program, or command is developed and then it is tested again. We do this until we get it right. The trial and error process takes lots of time, but it is better to test a product in a lab than to bring it to market too soon. If a customer buys a product that doesn’t work right, you will not only lose that customer, but also hurt the company’s hard-earned reputation. No company can afford to let that happen.”

The trial and error process is just one step in inventing a new product. Verizon must follow copyright and patent laws, which protect inventors against others who might steal their ideas. The company also conducts market studies to see if potential consumers will want the product. In addition, all new products must also be compatible with Verizon’s network and conform to all communication standards before they can be introduced.

Bocchieri believes that Verizon is the perfect example of the relationship between science and technology. “For more than one hundred years, electronic communications equipment has been developed by scientists. The Internet, fiber optic cable, wireless/cellular phones, copper cable, communications satellites, and other equipment that make it possible for people to communicate across the globe are a wonder of science. Scientists and engineers are developing new technology all the time and Verizon will use it. The technology in the form of new products and services will be used to make communications even faster and easier to use in the future,” he said.
Procedure

Day One
1. Begin class with a brief discussion about what inventions and innovations are. Explain that many famous inventors have done work in New Jersey and this is the reason why it is sometimes referred to as “The Innovation State” rather than “The Garden State.”

2. Divide the students into groups of two or three. Assign each group one of seven New Jersey inventors to investigate:
   - Thomas Edison
   - Stephanie Louise Kwolek
   - Lloyd H. Conover
   - William Lowell
   - Richard Hollingshead
   - Simon Lake
   - Bessie Blount

3. Explain that each of these famous inventors comes from a unique background and provide some examples of this. For example, Bessie Blount was an African American woman born in Virginia who moved to New Jersey to study and work.

4. Have each group research and complete the student worksheet for their respective inventor. Explain to the students that the next class will be dedicated to sharing information about the inventor they research.

Day Two
5. Have the students from each group present the information about their assigned inventor to the rest of the class.

6. Initiate a discussion about the difficulties the inventors had to overcome to get their product to market. For example, Thomas Edison tested hundreds of filaments for light bulbs before finding one that worked for a long period of time.

Day Three
7. Have the students use the The Innovation State – Creating a Product worksheet to brainstorm products that would benefit the school population or remove a student inconvenience.

8. Divide students into groups of four to five. Have each group come up with a product. Allow each group time to draw a sketch or create a mock-up of the product using cardboard or poster board and glue. Explain that a mock-up is a non-working model made of simple, readily available materials. It is a first step.

Day Four
9. Have the students present their product mock-ups to the rest of the class.

Link to the Technological Literacy module: Students will create patent style drawings for a marketable product they invent!

10. Use a secret ballot to have the students vote on the best product of those presented.

Day Five
11. Create a fictitious class company based on one of the ideas presented in class the previous day. The group whose idea won should become the executives of the class company and those students
should assign each of the other groups one of the following tasks:

- **Manufacturing** – responsible for making product and mass-producing it.
- **Inventory** – responsible for getting supplies and product distribution.
- **Marketing & Sales** – responsible for creating logo and advertisement.
- **Bookkeeping** – responsible for collecting funds (accounts receivable), paying bills (accounts payable) and keeping records.

12. Have the class determine a profitable sell price and plan for the sale of their product.

**Extensions**

If time allows, the teacher could also do the following:

1. If several classes are doing the project at the same time, students could create a survey and collect data such as:
   - Which product was most popular to girls, boys?
   - Do different products sell better at different times of the year or different times of the day?
   - Who buys more total products among boys, girls, and teachers?

2. Track which product was most popular with students and teachers. Analyze the data collected.

**Link to the Mathematics and Social Studies modules: Students will estimate profitability and create a business plan for products and services!**

13. Complete the module by having a discussion between the groups and highlight their ideas for the rest of the class.
Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:
http://www.bergen.org/ECEMS/class/light.htm
http://americanhistory.si.edu/lighting/scripts/s19b.htm
http://www.cr.nps.gov/nr/twhp/curriculumkit/lessons/edison/4edison.htm

1. How did this person come up with his idea?

2. How long did it take to perfect his idea?

3. How did the inventor get his product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:
http://inventors.about.com/library/inventors/blkevlar.htm
http://www.invent.org/hall_of_fame/90.html
http://www.inventionandtechnology.com/xml/2003/3/it_2003_3_feat_0.xml

1. How did this person come up with her idea?

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Helpful Web Sites:
http://www.infoplease.com/ipa/A0767115.html

1. How did this person come up with his idea?

2. How long did it take to perfect his idea?

3. How did the inventor get his product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
The Innovation State

New Jersey Inventor: William Lowell

Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:

1. How did this person come up with his idea?

2. How long did it take to perfect his idea?

3. How did the inventor get his product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
The Innovation State

New Jersey Inventor: Richard Hollingshead

Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:
http://www.drive-ins.com/exrhrcoh.php
http://inventors.about.com/library/weekly/aa980121.html
http://www.ohiokids.org/tz/oct03.shtml

1. How did this person come up with his idea?

2. How long did it take to perfect his idea?

3. How did the inventor get his product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:
http://www.rddesigns.com/subs/simon.html
http://www.usgennet.org/usa/nj/county/atlantic/Simon%20Lake.htm

1. How did this person come up with his idea?

2. How long did it take to perfect his idea?

3. How did the inventor get his product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
The Innovation State

New Jersey Inventor:
Bessie Blount

Name: ________________________________

Use the Internet to research the following questions. On the space below, record the answers to your questions and the web site you found your information. You may begin searching at the sites listed, but then you should continue searching at other sites you find.

Helpful Web Sites:
http://inventors.about.com/library/inventors/blblount.htm
http://www.aaregistry.com/african_american_history/2143/Savior_of_the_handicapped_Bessie_Blount

1. How did this person come up with her idea?

2. How long did it take to perfect her idea?

3. How did the inventor get her product to market?

4. List an obstacle the inventor had to overcome to get his product to market. Explain how the inventor overcame the obstacle.

5. What sources did you use to find this information? List each source in proper form.
Creating a Product

Name: ________________________________
Group Members: ________________________________________________

You will use this sheet to keep track of your findings as you develop your product.

Problem
Identify a problem that affects a large number of students in the school.

Hypothesis
Come up with a product that will solve your problem.

Procedure
Create a plan to test your hypothesis (a mock-up product). List the steps here.

Results
Present your mock-up product to the class. Observe and record their reactions to your product.

Conclusion
Based on your results, decide if your product is worth making.
Name: ________________________________  Product: _________________________________

Group Members: __________________________________________________________________

Problem  
Identify a problem that affects a large number of students in the school.  
15 points for coming up with an idea the entire group can agree upon.

Score ______  
Comments:  

Hypothesis  
Come up with a product that will solve your problem.  
25 points for coming up with a plan to solve your problem

Score ______  
Comments:  

Procedure  
Create a plan to test your hypothesis (a mock-up product). List the steps here.  
25 points for writing a detailed plan

Score ______  
Comments:  

Results  
Present your mock-up product to the class. Observe and record their reactions to your product.  
30 points for participating in group presentation

Score ______  
Comments:  

Conclusion  
Based on your results, decide if your product is worth making.  
5 points for yes or no. Additional 10 bonus points if the students explain why.

Score ______  
Comments:  

Total Score ______
Raising Business Capital

Curriculum Focus: Social Studies

Overview
Through this lesson, students will learn how to start their own business. They will brainstorm ideas for new products and/or services and create names for their start-up companies. They will investigate costs associated with starting their business and determine how much capital needs to be raised by performing a break-even analysis. They will research incentive programs for start-up companies and learn about taxes and government regulations. As a culminating activity, students will submit a business plan detailing their findings.

Resources
Books
Young Entrepreneurs Guide to Starting and Running a Business by Steve Mariotti
Better Than a Lemonade Stand: Small Business Ideas for Kids by Daryl Bernstein

Web sites
The following Web sites can be used by teachers to find more information about writing business plans as well as issues that impact business:
USBA Business Plan Basics
http://www.sba.gov/starting_business/planning/basic.html
Free Sample Business Plans
http://www.bplans.com
The Wall Street Journal Startup Journal
http://www.startupjournal.com/ideas/
Sample Business Plans
http://www.myownbusiness.org/s2/
New Jersey Business Incentives Resources
http://www.state.nj.us/njbiz/s_incentives.shtml
NJBIA Issues Impacting Your Business
http://www.njbia.org/issues.htm

The following Web sites will be used by students in this module:
Cameron Johnson
http://www.cameronjohnson.com
Youngbiz Teens
http://www.youngbiz.com

Tools and Supplies
Computers with Internet access and graphics software
Pencils
Calculators

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives and persuasive topics, research projects, and extemporaneous/imromptu dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).

2. Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production and markets goods and services that create wealth (Social Studies 6.4, Grade 8, A.5).

3. Understand that people make financial choices that have costs, benefits and consequences (Social Studies 6.4, Grade 8, C.5).

4. Create documents with advanced text-formatting and graphics using word processing (Technology Literacy 8.1, Grade 8, A.5).

5. Communicate, analyze data, apply technology, and problem solve (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, A.1).


7. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.6).
Being president of a manufacturing company carries plenty of responsibility. Take the Accurate Box Company of Paterson, for example. Accurate Box makes the boxes for many products we see in stores across the country. Products such as Purina dog and cat food, Quaker Oats breakfast bars, and even Kraft Macaroni and Cheese are packaged in an Accurate Box.

Businesses like Accurate Box have a big impact on communities. They provide jobs that people need to feed, clothe, and shelter their families. The company also provides jobs by hiring other businesses to supply them with the paper they need to make the boxes and trucking companies to ship the boxes to their customers. Accurate Box also pays money to the government in the form of taxes. This money helps fund government services like schools, police patrols, and fire departments.

Lisa Hirsh, president and chief executive officer of Accurate Box Company, is responsible for overseeing every aspect of the business, from designing the boxes to making sure they are shipped to the customers on time. More importantly, Lisa has to make sure the company has enough customers buying its products every month to keep Accurate’s 200 employees working and the Paterson manufacturing facility open and running.

“Running a company requires constant attention,” Hirsh said. “I must keep an eye on every detail to make sure the company produces and makes a profit. This is a huge responsibility, but immensely rewarding.”

Like many companies, Accurate Box is a family business (her grandfather started it in 1945), but she never planned to be a permanent part of it. Lisa took a job with Accurate right out of college with the plan to work a few years before heading off to graduate school. Little did she know how much she would enjoy working for the family business.

Unlike other jobs, running a company is not as simple as showing up for work and getting a paycheck. Accurate’s customers can buy their boxes from any box company in the nation, and even companies in other countries. Customers will choose the company that has the best product and best service for the lowest price. If companies choose to buy boxes from other companies, Accurate does not have the money to pay its workers. As president, it’s Lisa’s job to figure out how to stay one step ahead of the competition.

To stay competitive, Lisa has invested a lot of time and money into developing new technologies to get products to her customers faster. “My new equipment is completely computerized and runs at twice the speed of the old machines. The time my employees save through this new technology allows them to put their time to use in other areas of the company. I’ve spent a lot of money to update our machines but it has paid off. We are much more productive now. Successful business leaders have to take these kinds of risks to stay competitive.”

According to Lisa, there are many advantages and disadvantages to running a company. “The biggest advantage is that I am my own boss,” she said. “I set my own schedule, which is important to me because I am a mother of three children. However, even when I am out of the office, I never stop thinking of the business. When I’m on vacation, I call in several times a day to see how things are going. I have many sleepless nights worrying about the health of the business; but in the end, I wouldn’t have it any other way.”
Procedure
This lesson could be done in five consecutive classes, but may be better suited to be spread out over several weeks, for instance, every Friday for five weeks.

Day One
1. Have students read about Cameron Johnson who started his first business at age nine and was a CEO at age 15 at www.cameronjohnson.com. After reading the article, conduct a class discussion. Ask students if they have any ideas for a business they could start. Ask them to share their ideas.

2. Discuss the upcoming assignment with the students. Explain that they will be working with a partner to start a new business. Discuss the importance of working cooperatively.

3. Distribute a copy of Raising Business Capital – Start Your Own Business Rubric. Explain how this will be used to assess student work.

4. Have students choose a partner for their business. In groups of two, ask the students to brainstorm ideas for their business by answering the following questions:
   - Will it be a service, manufacturing or retail business?
   - What kinds of products are in demand by fellow students and teachers?
   - What will the business be called?

5. Have the students continue to research their ideas at www.youngbiz.com. Suggest that the students communicate with their partner via e-mail and determine the nature of their business by next class.

Day Two
6. Ask the students to suggest possible costs in starting a business and list their ideas on the board for the entire class to see.

7. Have the student groups use the Raising Business Capital – Start-up Costs to estimate startup costs for their business and keep a record of their results.

8. Explain the concepts of supply and demand and how they are used to determine price. Using this information, students should determine a reasonable price for their product/service.

9. Instruct students on how to perform a break-even analysis. The break-even analysis shows a business owner how many units of product or service must be sold in order to break even. After the break-even point, the owner is earning a profit. Have the students use the Raising Business Capital – Break-Even Analysis worksheet to conduct a break-even analysis based on their startup costs and the price of their product/service.

Link to the Mathematics module: Students will complete calculations to determine profitability for a business!

10. Discuss the concept of raising capital through sale of stock and explain that some start-up costs could be covered by sale of stock.

11. Tell the students to assume fellow students and teachers will purchase the stock so they should determine a price per share for their stock that would fit the budget of these investors.
12. After setting a stock price, have students use the **Raising Business Capital – Price per Share** worksheet to determine the number of shares that they must sell in order to raise enough capital to start their business.

### Day Three

13. Have the students search the Internet for sample stock certificates and stock certificate contents.

**Link to the Visual and Performing Arts module:** Students will develop logos for a company that could also be included on stock certificates!

14. Have the students create a stock certificate for their company.

### Day Four

15. Introduce the concept of a **business plan** by having the students view several examples. Refer to the Web sites listed in the resources section to gather examples.

16. Distribute **Raising Business Capital – Sample Business Plan Outline** and explain the parts of a business plan. Discuss this in detail with the students and ask several questions to check for their understanding.

17. Direct students to explore ideas for writing a business plan at one of the Web sites listed on the resource page. Students should begin work on their business plan and finish it at home in time for the final class.

### Day Five

18. As a culminating activity, each group will give an oral presentation on their new business. They should explain the product or service they are offering and try to persuade their peers to buy their stock.

19. Have the students complete **Raising Business Capital – Student Self Assessment**, a questionnaire asking them which stocks they would buy and why. The questionnaire will also ask them for feedback regarding the value of these lessons in learning about entrepreneurship.

20. Student groups should submit their business plan including all handouts and the stock certificate. The **Raising Business Capital – Start Your Own Business Rubric** should be used to assess student products.

### Extensions

If time allows, the teacher could also do the following:

1. Invite members of the school community to attend a “Business Fair” to highlight the business ideas of the students in the class.

2. Sell stock to other students and teachers to raise capital. Students should make copies of the stock certificate they created. As they sell shares, give each shareholder a certificate and keep a log to record the investor, the number of shares purchased and the amount paid (selling stock for $1.00 per share simplifies bookkeeping). The owners of the business buy stock in their own companies, as well as any others that interest them.

3. Discuss the importance of marketing/advertising in business with the students and have the students create a flyer that promotes their product or service.
Raising Business Capital

Start-up Costs

Student Names: ___________________________ Business Name: ____________________________

___________________________

___________________________

Use this sheet to estimate start-up costs for your company. List the items you need under “Expenses” and the estimated cost of each item under “Estimated Cost.”

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TotalEstimated Start-up Costs: _____
Raising Business Capital

Break-Even Analysis

Student Names: ___________________________ Business Name: ___________________________

1. What will you charge for your product or service?

You will need to consider the concepts of supply and demand as well as your costs of production. First, figure out how much it will cost to produce each product.

If, for example, it costs $2.25 to produce your product, how much should you sell it for? You should consider how much of the product you could supply and predict the potential demand for the product. You need to consider your market. Are you selling to adults with access to money or are you selling to students on a fixed budget?

Selling Price Per Unit: ___________________________

2. How many will you have to sell in order to break even? (After that you make profit!)

Break-Even Point = Startup Costs / Selling Price per Unit.
For example, if you estimated your start up costs to be $80.00 and you are selling your product for $3.00 each you will have to sell 27 units (80 / 3) in order to BREAK EVEN. Your break even point is 27 units.
To start your company you must raise capital. One way that entrepreneurs do this is by selling stock in their company. A share of stock represents a fraction of ownership in a company.

Let’s assume that your start-up costs equal $80.00. In order to determine a stock price, new business owners need to consider who will be buying their stock. If you are planning to sell your stock to other students, it would be wise to keep the price of the stock low so that you can attract enough investors. It will be easier to sell 40 shares at $2.00 per share than to sell 8 shares at $10.00 per share. There are more student investors who have $2.00 to risk than there are that have $10.00 to risk.

What will the Price per Share be for stock in your company? How many shares will you need to sell?

\[
\frac{\text{start-up costs}}{\text{price per share}} = \text{number of shares to sell}
\]
Raising Business Capital
Sample Business Plan Outline

The Cover
Your business plan cover creates your first impression. Here’s what you need:
• Company Logo and Business Name
• Title
• Address
• Principal Officers

Executive Summary
This is the most important section. Every potential investor will go straight to this section and many may not read beyond the summary. Your summary must clearly explain your company’s purpose and include essential facts such as business ideas, profit projections and capital requirements. Keep your summary short—to a maximum of 300 words.

Table of Contents
Include a table of contents after you have all the materials together.

Business Description
Here you must describe your business idea, the product or service you will sell and its markets. Set out the competitive advantage the business idea offers. Make sure you detail the following in your business description:
• The benefits you offer your customers.
• The unique features of your product or service.
• How you will attract and keep customers.
• How you will meet the demand at a profit.
• How you will beat your competitors.

Market Analysis
The market analysis is a clear picture of your strategy to sell at a profit. It looks at the conditions and trends in the industry, reviews the market for your product or service and describes the competition. You’ll have to specifically describe to your customers how you are going to advertise.

Management Team
Describe the team that will run your company. List the talents and experience they bring.

Attachments
Include all worksheets you have completed during this module.
# Business Rubric

**Student Name:** ___________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is very organized with well-constructed paragraphs and subheadings.</td>
<td>Information is organized with well-constructed paragraphs.</td>
<td>Information is organized, but paragraphs are not well-constructed.</td>
<td>The information appears to be disorganized.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
<td></td>
</tr>
<tr>
<td><strong>Stock Certificate</strong></td>
<td>Stock Certificate is neat, accurate and adds to the reader’s understanding of the topic.</td>
<td>Stock Certificate is neat and accurate and adds to the reader’s understanding of the topic.</td>
<td>Stock Certificate is neat and accurate and sometimes adds to the reader’s understanding of the topic.</td>
<td>Stock Certificate is not accurate OR does not add to the reader’s understanding of the topic.</td>
<td></td>
</tr>
</tbody>
</table>
Raising Business Capital

Student Self-Assessment

Student Name: ___________________________

I would buy the following three stocks from my classmates for the reasons noted:

<table>
<thead>
<tr>
<th>Name of Company</th>
<th>Price per Share</th>
<th>Reasons for Choosing This Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My favorite activity in this unit was:

I had difficulty with:

This unit could be improved by:
Sending the Right Signals

Curriculum Focus:
World Languages

Overview
During this lesson module, students will learn about business etiquette, the importance of understanding different cultures and the value of being proficient in more than one language to accommodate a diverse clientele. Students will work in small groups throughout this project to research the cultures of various countries and the correct etiquette to be used when meeting and doing business with people of these cultures. As they research various countries, students will fill out a research form to help them document their findings. The culminating activity will be a skit, written and performed by students, that demonstrates a business interaction and the correct nonverbal etiquette used when working with a particular culture. After each performance, the class will discuss what they observed in the skits and how to interact with various cultures in a business meeting or transaction.

Resources
Web sites
These web sites will be helpful to students as they gather information about business etiquette in other countries:

- Body Language and Nonverbal Communication
  http://www.csu-pomona.edu/~tassi/gestures.htm
- Italian Business Etiquette
  http://www.worldbiz.com/bizitaly.html
- Russian Business Etiquette
  http://www.cyborlink.com/besite/russia.htm
- Spanish Business Etiquette
  http://www.geocities.com/thalaric1/generalinfo/busetiquette.html
- Indian Business Etiquette
  http://www.cyborlink.com/besite/india.htm
- Canadian Business Etiquette
  http://www.cyborlink.com/besite/canada.htm
- Mexican Business Etiquette
  http://www.cyborlink.com/besite/mexico.htm
- French Business Etiquette
  http://www.crazycolour.com/os/france_02.shtml
- German Business Etiquette
  http://www.businessgerman.com/business-knigge/home.html
- Japanese Business Etiquette
  http://www.japan-guide.com/e/e2195.html
- Cross-cultural Communication Tips
  http://www.schulersolutions.com/cross_cultural_communication.html

Tools and Supplies
Computers with Internet access
Black or blue pens
Props for skit
Poster paper

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).

2. Explain how the attitudes and beliefs of the target cultures are reflected in cultural practices (World Languages 7.2, Grade 8, A.1).

3. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations (World Languages 7.2, Grade 8, B.1).


5. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.1).
Imagine learning math in Chinese or social studies in Greek. Picture working with a lab partner who only speaks Dutch. Try doing your homework in Italian. Simple tasks that would be completed quickly can become very time-consuming when people do not speak the same language. But in today’s global economy, businesses have more customers in other countries than ever before, so they must find ways to overcome these cultural and language barriers.

L.A. Dreyfus of Edison is one of these companies. The ninety-year-old company makes different kinds of chewing and bubble gum bases and sells them in seventy countries on five different continents.

Understanding and appreciating different cultures and practices is key to forming successful business partnerships abroad. That’s why L.A. Dreyfus trains its employees in cultural awareness through various programs and seminars. The company hires people who speak more than one language, and many L.A. Dreyfus sales employees are bilingual.

“In order to do business effectively with countries all over the world, our employees must understand different cultures and customers,” said Charlean Gmunder, president of L.A. Dreyfus. “Our sales staff is the front-line of our company. They receive orders from customers in dozens of different languages. They also must understand customs regulations and arrange for shipping and mail delivery abroad.”

“I doubt that Dr. Louis A. Dreyfus could have envisioned that the company he founded in 1909 would be the global presence it is today with over 200 employees and customers all over the world,” said Gmunder.

“In the United States, for example, people shake hands when they meet, but in Japan they bow towards each other,” Gmunder explained. “Our employees need to respect cultural traditions in other countries if we want to appeal to the customer base. There is always a chance that something we do here may be offensive in another country. We need to know that.”
**Procedure**

**Day One**

1. Begin the class by using a gesture that does not have the same meaning in every culture. For example, the “OK” symbol, putting the thumb and index finger together or make a loud “sigh.” Discuss what the class interpreted from your gesture based on the American culture.

2. Have the students read the “Right, Wrong, or Rude” section at this Web page: [http://www.csupomona.edu/~tassi/gestures.htm](http://www.csupomona.edu/~tassi/gestures.htm). Discuss this material with the class with an emphasis on American gestures that may be interpreted as obscene in other cultures.

**Link to the Language Arts Literacy module:** Students will participate in activities related to written and verbal communication!

3. Have the class brainstorm a business they would like to run and list two reasons why knowing another language and understanding different cultures will help their business succeed and have a larger clientele.

4. Introduce the following vocabulary words: bilingual, culture, etiquette, entrepreneurship, and proficiency.

5. Divide the class into groups of two and explain to the class that over the next few days they will research a country and the correct business etiquette to be used when doing business with someone of that culture. Each group will present their findings in the form of a skit at the end of the week. The skit will be a transaction between an American business owner and a client from a different country. The students will focus on non-verbal gestures and cues.

**Day Two**

6. Have the students sit with their partners from the previous day and pick a country to research. Suggest France, India, Germany, Spain, Russia, Italy, Mexico, Canada, and Japan.

7. Distribute *Sending the Right Signals – Research Form* and explain to the students that they will use this to document their progress and findings and it will be handed in after they complete their research.

8. Distribute *Sending the Right Signals – Skit Form* and have two students read the skit for the class. Explain to the students that the dialogue is not as important as what they are going to bring to the skit after they have done their research. They are to focus on the gestures and nonverbal communication to be used for the specific culture and apply it to the skit. Additionally, encourage the students to use the lines underneath the dialogue to write down what actions they will do at that point to help them remember.

9. Explain to the students that they should apply their findings based on the correct business etiquette so the rest of the class will be able to observe the appropriate behavior to be used during a business transaction. Each group should have at least three findings in their skit and be dressed appropriately to perform the business transaction.

**Day Three**

10. Have the students meet with their groups and distribute *Sending the Right Signals – Helpful*
Web sites to them. Encourage them to find additional web sites if need be.

11. Have each pair begin researching their country using the Internet.

12. Work with each group as they research to answer any questions and assist them in completing the research form.

Day Four
13. Allow the groups that need to continue doing research to finish. The groups that are done using the computers can begin to practice the skit using the correct etiquette.

14. Work with each group to assist them on how to “set the scene” for their skit.

Day Five
15. As a culminating activity, each group will perform the skit to show the class the most essential business etiquette findings for the countries researched. Set up the class as if it were a real estate agent’s office. Use props such as a desk and chairs if available.

16. After each performance, have the class discuss what they observed and write their observations under the correct country listed on Sending the Right Signals – Skit Findings Form.

17. Conclude the lesson module by explaining to the students how they can best help their business succeed by understanding and appreciating cultural diversity and differences. Encourage them to continue learning a foreign language and studying the correct etiquette to be used with people of different cultures.

18. Sending the Right Signals – Written Work Grading and Sending the Right Signals – Skit Grading can be used to assess the students’ progress through this module.

Extensions
If time allows, the teacher could also do the following:

1. Depending upon the class and language, consider adding a verbal communication component to the lesson. This may include business vocabulary words specific to a particular language.

2. Challenge the students to create their own skit based on the proper etiquette to be used.

3. Have the students research the correct verbal etiquette to use when working with different countries.

4. Have the students research the appropriate dress different cultures would wear depending on the type of business in which they work.

5. Have the students design a brochure about the business they created in the beginning stages of this project, making it welcoming to different cultures.

6. Have the Language Arts teacher continue a discussion about the importance of non-verbal communication.

7. Have the students translate the skit into another language and present it to the class again using the alternative language while maintaining the elements of appropriate non-verbal communication.
Student Names: __________________________
___________________________
___________________________

1. What country is your group researching? ______________________________
2. Within what continent is the country located? __________________________
3. What is the official language of the country? __________________________
4. List at least four points that your group learned about the appropriate etiquette to use with the country.

5. Why does your group think that it is important for business owners to understand the culture and traditions of people from different countries?

6. How will your group apply what it has learned to the skit?

7. What unique props or actions will your group members display during the skit to send your message about the correct etiquette to use with your country?

8. Based on what you have learned, what would you say to small business owners to help them accommodate their diverse clientele more effectively?
The Real Estate Agent in this skit is from America, while the Client is from a foreign country. Please write notes about the non-verbal communication you will use after each line, where appropriate, to help you when performing the skit.

Real Estate Agent: Good afternoon, _________________. My name is _________________; we spoke on the phone yesterday.

Client: Hello there, how are you?

Real Estate Agent: I am just fine, and yourself?

Client: Very excited about purchasing a new home. My family has really outgrown the one that we are in now.

Real Estate Agent: Well before I search for some houses that would suit your family’s needs, I would like to just write down some of the qualities you would like your house to have. For example, if you prefer a ranch or a colonial or a garage or a carport. I would like to get a sense of what type of home you are looking for.

Client: My family definitely needs four bedrooms and at least two bathrooms to live comfortably.

Real Estate Agent: Do you want your home to have a garage, or is that not important?

Client: I would prefer the home to have a garage, but I can manage without one if I see a home that I truly love.
Real Estate Agent: What about a basement, is that necessary for the homes that we look at?

Client: I would like a basement, a full basement if possible. I can do without a garage as long as the house has a basement.

Real Estate Agent: What kind of property size are you looking for?

Client: I would like a nice size yard, at least big enough for our dog to run around in. If the house is already fenced in, that is a plus.

Real Estate Agent: Is there a specific type of neighborhood that you are looking for, city or town?

Client: No, there isn’t, as long as there is a great school system for our children.

Real Estate Agent: OK, this is a great start. Let me put this information in the computer and pull up the homes that are for sale that include all that you are looking for and then we can decide which ones we will go visit tomorrow.

Client: Thank you very much.

Real Estate Agent: You’re quite welcome, I will be right back.

(The Real Estate Agent leaves the room)
You may start your Internet search for information at these web sites, and then complete your own search for more information:

- **Body Language and Nonverbal Communication**
  http://www.csupomona.edu/~tassi/gestures.htm

- **Italian Business Etiquette**
  http://www.worldbiz.com/bizitaly.html

- **Russian Business Etiquette**
  http://www.cyborlink.com/besite/russia.htm

- **Spanish Business Etiquette**
  http://www.geocities.com/thalaric1/generalinfo/busetiquette.html

- **Indian Business Etiquette**
  http://www.cyborlink.com/besite/india.htm

- **Canadian Business Etiquette**
  http://www.cyborlink.com/besite/canada.htm

- **Mexican Business Etiquette**
  http://www.cyborlink.com/besite/mexico.htm

- **French Business Etiquette**
  http://www.crazycolour.com/os/france_02.shtml

- **German Business Etiquette**
  http://www.businessgerman.com/business-knigge/home.html

- **Japanese Business Etiquette**
  http://www.japan-guide.com/e/e2195.html

- **Cross-cultural Communication Tips**
  http://www.schulersolutions.com/cross_cultural_communication.html

Record any additional URL’s you visit for information below:
## Sending the Right Signals

### Skit Findings

### Form

Name: ________________________________

List what you observed in the skit under the correct country regarding etiquette.

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>Mexico</td>
</tr>
<tr>
<td>Russia</td>
<td>France</td>
</tr>
<tr>
<td>Spain</td>
<td>Germany</td>
</tr>
<tr>
<td>India</td>
<td>Japan</td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
</tbody>
</table>

*Please describe how knowing each country’s etiquette will help small business owners be more successful as opposed to business owners who are not sensitive to different cultures.*
Name: ________________________________

Circle the total number of points earned.

1. Responds fully to the assignment.
   
   
   1  2  3  4  5

   Comments:

2. Presents a clear statement of topic.
   
   
   1  2  3  4  5

   Comments:

3. Exercises critical thinking.
   
   
   1  2  3  4  5

   Comments:

4. Uses relevant facts correctly.
   
   
   1  2  3  4  5

   Comments:

5. Is focused and well organized.
   
   
   1  2  3  4  5

   Comments:

6. Displays originality and creativity.
   
   
   1  2  3  4  5

   Comments:

Total points: ________
Sending the Right Signals

Skit

Grading

Name: ________________________________

Circle the total number of points earned.

1. The speakers can be heard by everyone in the audience.

   1  2  3  4  5

   Comments:

2. The characters are developed by the actors and actresses.

   1  2  3  4  5

   Comments:

3. The business and props used in the skit add to the interest and message of the skit.

   1  2  3  4  5

   Comments:

4. Everyone can see the actions in the skit.

   1  2  3  4  5

   Comments:

5. The skit is organized and focused on the topic.

   1  2  3  4  5

   Comments:

6. The information, both spoken and non-verbal, in the skit is accurate and appropriate to the topic.

   1  2  3  4  5

   Comments:

Total points: ________
Patent Your Ideas

Curriculum Focus:
Technology Literacy

Overview
During this lesson module, students will learn about patents and trademarks, and their importance in small business and entrepreneurship. Students will work in small groups to list problems they could solve with inventions, develop a solution to one of their problems, and then create patent style drawings for their ideas. Throughout the lesson, each group will make entries into a logbook and model the real life first-to-invent process. On the last day of the module, students will present their ideas to the rest of the class. They will explain their inventions and discuss how to market them, just like real entrepreneurs.

Resources

Web sites
These Web sites will be used by students to read and gather information about young inventors and entrepreneurs:

Y&E: The Magazine for Teen Entrepreneurs
http://ye.entreworld.org/SF2002/protection.cfm

Youngbiz.com
http://www.youngbiz.com

These Web sites will be used by students to find information about patents:

United States Patent and Trademark Office
http://www.uspto.gov

USPTO for Kids
http://www.uspto.gov/go/kids/

Tools and Supplies
Computers with Internet access
Black ink pens
White paper

Objectives
Upon completion of this module, learners will demonstrate the ability to:

1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences (Language Arts Literacy 3.1, Grade 8, E.1).

2. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).

3. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved (Science 5.4, Grade 8, B.1).

4. Demonstrate and explain how the design process is not linear (Technology Literacy 8.2, Grade 8, B.1).

5. Identify a technological problem and use the design process to create an appropriate solution (Technology Literacy 8.2, Grade 8, B.3).

6. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.1).


8. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.6).

9. Demonstrate responsibility for personal actions and contributions to group activities (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, B.2).
Have you ever seen pictures of passengers being evacuated from an airplane by sliding down an inflatable ramp? Have you ever flown on a passenger plane and been given instructions before the takeoff about these evacuation ramps? If so, you were probably looking at a ramp that was made right here in New Jersey by a company called Air Cruisers located in Wall Township.

Air Cruisers was founded in 1935 and, today, makes the ramps and inflatable life rafts for all the major airlines. It didn’t start out making ramps for airlines, however. It originally made life preservers.

Air Cruisers invented the inflatable life jackets for sailors and airplane pilots who flew over the ocean. Old life jackets were bulky; the jackets got in the way and made it hard to move around. To fix this problem, Air Cruisers designed an inflatable life jacket made of a thin piece of fabric that would sit over a person’s clothes. If you fell overboard from a boat or had to eject from your airplane, all you had to do was pull the cord and a canister filled with compressed gas would inflate the life jacket, which would keep you afloat until someone came by to rescue you.

Once it patented its inflatable life jacket, Air Cruisers sought new ways to employ the compressed gas technology. The company developed the first inflatable life raft. This allowed boats and planes to keep life rafts folded up out of the way until they were needed. This technology also came in handy as airliners became more common. Instead of heavy evacuation ramps, Air Cruisers used its compressed gas technology to make light, inflatable evacuation ramps that could be easily packed away, but accessible when needed.

This process is called innovation. In Air Cruisers’ case, the company used this creative process twice—to make an everyday product better and to produce new products. Initially, Air Cruisers, took an existing product (a life jacket), identified its flaws (too bulky), and used technology (compressed gas) to improve it. In the next phase, Air Cruisers took its new technology (compressed gas) and found new uses for it (inflatable rafts, inflatable evacuation ramps).

Listening to customers, anticipating emerging markets, and continuously improving their products are the main ingredients in Air Cruisers’ success in innovation. “The importance of strong listening skills in the invention and innovation process cannot be overstated,” said Scott Ernst, director of human resources at Air Cruisers Company.

“Before any work is done on a new product, our designers and engineers meet with the customer to listen to their needs. They ask them questions and listen to what they want. Many companies skip this crucial step and try to tell the customers what they think they need. We do not. We put ourselves in our customers’ shoes and come up with practical solutions that work. You can create a great new product but if there isn’t a need for it, then it won’t sell. Innovation only works if it responds to a specific customer need. Air Cruisers understands this fact, and that is why we are the leader in our industry today and for the past 60 years,” Ernst shared.
Procedure

**Day One**

1. Begin the first class by asking the students what they know about famous inventors and their inventions. Chart the students’ responses. Continue by asking the students if there is anything they ever wondered or wanted to know about how things are invented, and again chart their responses.

2. Explain to the students that age is not necessarily a factor in the ability to develop successful inventions. Ask the students if they have ever had an idea for an invention. Have them share some of their ideas.

3. Have the students read an article about a young inventor. A good article about a young New Jersey inventor, Kristen Hrabar of Aberdeen, New Jersey is available at: [http://ye.entreworld.org/SF2002/protect_ideas.cfm](http://ye.entreworld.org/SF2002/protect_ideas.cfm).

4. Continue by directing the students to explore [www.youngbiz.com](http://www.youngbiz.com) to search for young people who have developed and marketed new products and services.

5. Discuss with the students the importance of protecting their ideas. Introduce the vocabulary words and provide examples of each: entrepreneurship, invention, innovation, patent, and trademark. Explain the differences between patents and trademarks.

6. Have the students break up into groups of two. Ask them to come up with two or three ideas for inventions and explain them to their partner.

7. Explain to the students that over the next few days they will come up with a design for an invention or a new product and see if they may be able to patent their idea.

**Day Two**

8. Begin with a brief review and discussion of the previous day’s findings.

9. Group the students into cooperative groups of two or three.

10. Explain to the students that every successful invention or innovation solves a problem. Ask them to give examples of different inventions and the problems they solve. For example, the incandescent light bulb was invented to provide a safer, more effective means of providing light.

11. Distribute ten copies of Patent Your Ideas – Logbook Page to each group of students. Have them staple their pages together to form an “invention logbook.”

12. While working with their teammates, ask the students to list some problems that they could solve with a new invention or innovation in their logbooks.

13. Work with each group of students to identify one problem that they will work on over the next few days.
Day Three

14. Using the problems that the students have identified, have each group develop three or four alternate solutions. Have the students sketch the ideas in their logbooks.

15. By the end of the class period, challenge the students to decide which of their solutions may best solve the problem. Ask them to provide justification for their chosen solution in their logbooks.

16. Have the students develop patent style drawings of their ideas. Specific guidelines for patent drawings are available at the United States Patent and Trademark Office at: http://www.uspto.gov or http://www.uspto.gov/go/kids/. In general, patent drawings:
   - use black ink
   - include the title of the invention and inventor’s name(s)
   - contain plan or perspective views
   - include short explanatory notes
   - are drawn to a specific scale

Link to the Social Studies module: Students will create a business plan for an idea of their own!

Day Four

17. On day four of the lesson, the students can complete their patent drawings if they need additional time.

18. Next, have the students plan for a presentation on day five. Each presentation should include an overview of their invention and a brief business plan about how the students could become young entrepreneurs with them. Each group should use their logbooks to plan to answer the following questions in their presentations:
   - What problem does your invention solve?
   - How would your invention work?
   - Who would buy your invention?
   - How would you market your invention?

Day Five

19. As a culminating activity, ask each student group to make a brief presentation to the rest of the class about their invention.

20. Conclude the lesson module by explaining to the students how they could become successful entrepreneurs in the future by designing and marketing new products and ideas just like the items that they have developed. Encourage them to always be thinking about new, marketable design ideas.

21. Patent Your Ideas – Project Grading can be used to assess students’ work.

Extensions

If time allows, the teacher could also do the following:

1. Before the students complete their patent drawings, have them conduct a brief “patent search” to see if their idea already exists.

2. Upon completion of the design drawings, have the students build, test and model a prototype of their invention.

3. Have the students develop a detailed business plan for how they could go into business, market, and sell their idea.
Patent Your Ideas

Project

Grading

Group Members Names: ______________________________________________________________

Problem Identification
The logbook and presentation indicate that:
- Students did not identify a problem: 0
- Students discussed only one problem: 4
- Students discussed a couple of problems without much detail: 7
- Students discussed two or three problems in detail: 10 pts

Alternate Solutions
The logbook and presentation indicate that:
- Students did not sketch any alternate solutions for their problem: 0
- Students sketched only one solution to the problem: 4
- Students sketched at least three solutions without much detail: 7
- Students sketched at least three solutions in detail and included notes: 10 pts

Development Drawings
The logbook indicates that:
- Students did not complete a development drawing: 0
- Students completed a development drawing without much detail: 4
- Students completed a drawing in detail without notes and dimensions: 7
- Students completed a detailed drawing and included notes and dimensions: 10 pts

Logbook Page Completion
The logbook indicates that:
- None of the information at the bottom of each logbook page is completed: 0
- Only some of the information at the bottom of each logbook is completed: 5
- Each page of the logbook includes all appropriate information and signatures: 10 pts

Patent Drawings
Students should receive ten points for each of the following:
- Students used black ink for their patent drawings: 10
- Students included the title of the invention and inventor’s names: 10
- The patent drawings contain plan or perspective views: 10
- Short explanatory notes are included on the drawings: 10
- The drawings are drawn to a specific scale: 10
- Drawings are completed neatly: 10

Total _______/100 points
Glossary

Definitions adapted from those found at http://dictionary.reference.com/

**aerobics** - physical conditioning that involves vigorous sustained exercise

**bilingual** - using or able to use two languages, especially with equal or near equal fluency

**brand recognition** - the extent to which a product can be easily recognized by its name, logo or slogan

**break-even point** - the point or level of financial activity at which expenditure equals income or the return of an investment equals its cost

**business plan** - a plan that sets out the future strategy and financial development of a business, usually covering a period of several years

**capital** - money that can be used to produce further wealth

**cardiovascular fitness** - the ability of the heart and blood vessels to supply the working muscles with oxygen for long periods of time

**comportment** - act of being properly composed, collected and professional

**composure** - manner in which an individual presents themselves to the public

**corporate identity** - the visual representation of an organization, including its logo, design, typefaces, business set, and/or its philosophy

**cover letter** - introductory letter to a prospective employer enclosed with resume, usually in response to an advertisement

**cross-training** - a combination of aerobic and anaerobic exercises

**culture** - the predominating attitudes and behavior that characterize the functioning of a group or organization

**demand** - the level of desire or need that exists for particular goods or services

**entrepreneur** - a person who organizes, operates and assumes the risk for a business venture

**entrepreneurship** - the act of undertaking a business venture

**etiquette** - rules governing socially acceptable behavior

**feasible** - capable of being done successfully

**flexibility** - as in exercise, the property of being able to stretch muscles and body

**good** - item manufactured or produced for sale

**innovation** - the act of introducing something new

**invention** - a new device, method, or process developed from study and experimentation

**inventory** - the quantity of goods and materials on hand or in stock

**manufacturing** - the act of making or processing a material into a finished product

**marketing** - the act or process of promoting a product or service to specific groups of people
mock-up - a model constructed from simple inexpensive materials

muscular strength - the amount of weight the muscles can lift, or the amount of force that can be applied against a resistance

patent - a grant made by a government that gives the creator of an invention the sole right to make, use, and sell that invention for a set period of time

Pilates - a combination of movements to build stronger, leaner, more flexible muscles, relieve stress, and achieve full body well-being

price per share - the cost of an individual unit of stock in a company

proficiency - the quality of having great ability and competence

profit - the gain or leftover money after payment of costs including wages

profitability - the prospect of yielding profits

resume - a typewritten overview of an individual’s experience and credentials for prospective employment

sales - the exchange of services or goods for money

services - useful labor that is done in exchange for money

start-up - a brand new company just starting out

start-up cost - the amount of money needed to start a business

stock - the fraction of capital invested by an individual investor in a company

supplies - materials stored and dispensed when needed

supply - the quantity of a type of good or service available at a given time

target audience - a group of people that may be expected to buy a particular product or service

trademark - a registered name or symbol that identifies a product that can only be used by the holder

unit - a single product that can be sold or a service completed from start-to-finish

Venn diagram - visual aid used to compare and contrast two different topics or scenarios

wages - payment for labor according to a contract and/or on an hourly basis

weight training - using weights to condition the body

wellness program - a program provided by an employer designed to increase the physical health and well being of their employees

yoga - a non-strenuous approach to exercise using many different poses that release stress and increase flexibility
Additional Resources

In addition to those listed in each module, these books and Web sites may be helpful to students and teachers if they wish to expand on some of the ideas in this document:

**Books**

*101 Marvelous Money-Making Ideas for Kids* by Heather Wood (Tom Doherty Associates)

*Arco 50 Great Businesses for Teens* by Sarah Riehm (ARCO)

*Better Than a Lemonade Stand: Small Business Ideas for Kids* by Daryl Bernstein and Rob Husberg (Beyond Words Publishing)

*How to be a Teenage Millionaire* by T.R. Adams and Rob Adams (Entrepreneur Press)

*Small Business for Dummies* by Eric Tyson and Jim Schell (Wiley Publishing, Inc.)

*The Small Business Start-up Guide* by Hal Root and Steve Koenig (Sourcebooks, Inc.)

*Whiz Teens in Business* by Danielle Vallee (Truman Publishing Company)

*The Young Entrepreneur’s Edge* by Jennifer Kushell (Random House)

*The Young Entrepreneur’s Guide to Starting and Running a Business* by Steve Mariotti (Three Rivers Press)

**Web Sites**

The following web sites contain general information about small business and entrepreneurship:

*New Jersey Business & Industry Association*  
http://www.njbia.org  
*State of New Jersey - Business*  
http://www.state.nj.us/Business.shtml

*Entrepreneurs share resources & success stories*  
http://www.smallbusinessresources.com  
*United States Chamber of Commerce*  
http://www.uschamber.com/sb/learn/default

*National Federation of Independent Business*  
http://www.nfib.com  
*United States Small Business Administration*  
http://www.sba.gov
The following Web sites contain educational material about small business and entrepreneurship and are geared to teachers and/or students:

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<th><strong>Center for Entrepreneurial Leadership</strong></th>
<th><strong>National Foundation for Teaching Entrepreneurship</strong></th>
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<th><strong>Middle School Girls Get Taste of Entrepreneurship</strong></th>
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New Jersey Core Curriculum

Content Standards

The following is a listing of standards and indicators addressed in this document:

Visual & Performing Arts Module
1. Incorporate various art elements and principles in the creation of works of art (Visual & Performing Arts 1.2, Grade 8, D.1).
2. Identify careers and lifelong opportunities for making art (Visual & Performing Arts 1.2, Grade 8, D.4).
3. Evaluate the judgment of others based on the process of critique (Visual & Performing Arts 1.4, Grade 8, B.1).
4. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
5. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.1).
7. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.6).

Comprehensive Health and Physical Education Module
1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs (Comprehensive Health and Physical Education 2.2, Grade 8, F.1).
2. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness (Comprehensive Health and Physical Education 2.6, Grade 8, A.4).
3. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information (Comprehensive Health and Physical Education 2.6, Grade 8, A.6).
4. Demonstrate responsibility for personal actions and contributions to group activities (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, B.1).
5. Work cooperatively with others to solve a problem (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.3).
6. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family and Life Skills 9.2, Grade 8, C.6).
Language Arts Literacy Module
1. Revise and edit drafts by rereading for context and organization, usage, sentence construction, mechanics and word choice (Language Arts Literacy 3.2, Grade 8, A.4).
2. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling (Language Arts Literacy 3.2, Grade 8, C.1).
3. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, and poetic and everyday/workplace or technical writing) (Language Arts Literacy 3.2, Grade 8, D.2).
4. Gather, select and organize information appropriate to a topic, task and audience (Language Arts Literacy 3.3, Grade 7, D.1).
5. Research local and state employment opportunities (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, B.1).
6. Develop an employment package that includes a job application, letter of interest, and resume (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, B.2).

Mathematics Module
1. Use real-life experiences, physical materials, and technology to construct meanings for numbers (Mathematics 4.1, Grade 6, A.1).
2. Recognize the decimal nature of United States currency and compute with money (Mathematics 4.1, Grade 6, A.2).
3. Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer (Mathematics 4.1, Grade 6, C.2).
4. Learn mathematics through problem solving, inquiry, and discovery (Mathematics 4.5, A.1).
5. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing (Mathematics 4.5, B.2).
6. Apply mathematics in practical situations and in other disciplines (Mathematics 4.5, C.4).
7. Analyze personal interests, abilities, and skills through various measures including self-assessments (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, A.4).
8. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests (Career Education and Consumer, Family, and Life Skills 9.1, Grade 8, B.5).
9. Understand that people make financial choices that have costs, benefits, and consequences (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, E.3).
10. Compare prices of similar items from different sellers (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, E.5).

Science Module
1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems (Science 5.2, Grade 8, A.2).
3. Compare and contrast science with technology, illustrating similarities and differences between these
two human endeavors (Science 5.4, Grade 8, A.1).
4. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources (Technology Literacy 8.1, Grade 8, B.7).
5. Identify a technological problem and use the design process to create an appropriate solution (Technology Literacy 8.2, Grade 8, B.3).

**Social Studies Module**

1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
2. Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production and markets goods and services that create wealth (Social Studies 6.4, Grade 8, A.5).
3. Understand that people make financial choices that have costs, benefits and consequences (Social Studies 6.4, Grade 8, C.5).
4. Create documents with advanced text-formatting and graphics using word processing (Technology Literacy 8.1, Grade 8, A.5).
5. Communicate, analyze data, apply technology, and problem solve (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, A.1).
7. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.6).

**World Languages Module**

1. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
2. Explain how the attitudes and beliefs of the target cultures are reflected in cultural practices (World Languages 7.2, Grade 8, A.1).
3. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations (World Languages 7.2, Grade 8, B.1).
5. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.1).
Technology Literacy Module

1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences (Language Arts Literacy 3.1, Grade 8, E.1).
2. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches (Language Arts Literacy 3.3, Grade 8, D.3).
3. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved (Science 5.4, Grade 8, B.1).
4. Demonstrate and explain how the design process is not linear (Technology Literacy 8.2, Grade 8, B.1).
5. Identify a technological problem and use the design process to create an appropriate solution (Technology Literacy 8.2, Grade 8, B.3).
6. Demonstrate respect and flexibility in interpersonal and group situations (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.1).
8. Participate as a member of a team and contribute to group effort (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, C.6).
9. Demonstrate responsibility for personal actions and contributions to group activities (Career Education and Consumer, Family, and Life Skills 9.2, Grade 8, B.2).
Feedback Form

Please help us to improve and build upon these lessons. To help us do that, we would appreciate hearing your experiences in the classroom.

Biographical Information

Name: ___________________________________________________________________
Position: ___________________________________________________________________
School/Organization: ___________________________________________________________________
Is Your School Urban, Suburban, or Rural? __________________________
Grade Level(s): ___________________________________________________________________
Subject(s) Taught: ___________________________________________________________________
Years Experience in Education: ___________________________________________________________________
Complete Mailing Address: ___________________________________________________________________
Phone: ___________________________________________________________________
E-mail: ___________________________________________________________________

Response

Which module(s) did you implement? ___________________________________________________________________

For each of the statements below, please mark the item that best describes your judgment:

1. The content of this module is clear and easy to understand.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

2. The content of this module follows a logical order.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

3. The content of this module is appropriate to the grades and subjects I teach.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

4. The amount of information/work contained in this module is appropriate to the grades and subjects I teach.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree
5. The “Entrepreneur Spotlights” included in the module are pertinent and meaningful to me as an educator.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

6. The objectives of each module are clear and related to the content presented.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

7. My students find the activities in the module exciting and engaging.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

8. Overall, this module provides a positive learning experience to my students.
   ____Strongly Agree  ____Agree  ____Neutral  ____Disagree  ____Strongly Disagree

9. How did you access this module?
   ____ Online  ____ CD-ROM  ____ Hard Copy

10. In which format do you prefer to access educational materials such as those presented in this project?
    ____ Online  ____ CD-ROM  ____ Hard Copy

Please respond to each of the questions below in as much detail as possible.

11. Over what period of time did you complete this module?

12. Did you skip sections or parts of the module? If yes, which one(s) and why?

13. What would you like to have seen added to this module if it wasn’t included?

14. What would you like to see deleted from this module and for what reason?

15. Would you be interested in learning about expansions or changes to this curriculum through e-mail?
    ____ Yes  ____ No  ________________ e-mail address if answer was yes

16. Additional Comments/Suggestions:

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Thank you for filling this out!
Endorsements for Teaching Tomorrow’s Entrepreneurs Today

“Teaching Tomorrow’s Entrepreneurs Today is a wonderful example of how business and education can join together to make the education our children receive more thorough and more meaningful.”
Philip Kirschner, President, NJ Business & Industry Association

“Teachers need resources to design lessons that are meaningful to students now and after they leave school. Not only does this curriculum provide those resources, it demonstrates how our children win when educators and the business community come together. And because classroom teachers participated in the creation of this curriculum, the lesson plans are well-constructed and easy to implement.”
Joyce Powell, President, NJ Education Association

“Too often, students do not feel that what they learn in the classroom has any practical application. The lessons in the Small Business Curriculum try to change that by showing students how what they learn in the classroom will one day help them in their careers.”
Charlene Brown, Vice President, Government Affairs, AT&T

“Not only does this curriculum give students an opportunity to employ their math, science and technology skills in a fun and creative way, but it gives them an inkling into what it is like to come up with an idea that people will want to buy. That’s the difference between teaching students about technology and doing so in a way that gives them real world critical thinking skills.”
Dave Janosz, Executive Director, Technology Educators Association of NJ

“Teaching Tomorrow’s Entrepreneurs Today doesn’t just teach students what inventors, innovators and entrepreneurs do, but rather gives them the chance to think like them, act like them, be like them.”
Jo Ann Dow, Manager, Community Affairs, PSE&G

“The New Jersey Policy Research Organization (NJPRO) Foundation is an independent public policy research affiliate of the New Jersey Business & Industry Association. NJPRO produces innovative, timely and practical research and promotes effective business education partnerships. NJPRO is New Jersey’s leading policy organization conducting research on behalf of New Jersey employers.

Governed by an independent Board of Trustees, NJPRO is a nonpartisan, tax-exempt organization that depends on the support of corporations, individuals and foundations for its income and does not accept any government funding. For more information, contact NJPRO Executive Director Sara Bluhm at 609-393-7707, ext. 204, or sbluhm@njbia.org