

**KOHELET GRANT APPLICATION:
6th – 8th Grade PBL: Entrepreneurship Program**

PROJECT SUMMARY:

In order to prepare our middle school students for the real world, the students will learn the ins and outs of being an entrepreneur. They will create their own business and make and sell soaps with different essential oils or fragrances, colors, and additives such as an oatmeal and soy scrub.

In order to succeed students in this venture will

- Create a marketing plan
- Determine their company's identity
- Calculate their financial needs
- Meet with the bank for a loan
- Design a website
- Sell their products
- Track their finances

This opportunity will simulate a real world experience, in the context of an interdisciplinary approach, and help students finance their 8th grade Israel trip.

Students will also be exposed to the basic of money management and investments. They will then learn about different types of investment vehicles and create an investment portfolio. This entrepreneurial program will build the middle school students' critical thinking skills and advanced communication skills, while building creativity.

LESSON PLANS: See attachment on page 4

PROGRAM IMPACT:

- Creates community among Middle School staff (Prior to starting the program, the staff had an outing and learned how to make the soap. They were all also exposed to a "Business 101" presentation so they could hone their business skills.)
- The program empowers and creates community among students who work together to build their own business and learn about some of THEIR strengths and weaknesses as part of a team.
- Each gains a stronger sense of identify knowing how each can support the business.
- Helps students learn real world entrepreneurial skills that will help them later in life.

- Students learn fundraising and finance skills. They actually have to secure a loan from school, purchase materials and sell products, all while making a profit.
- Students are earning money toward something that will benefit them. They are learning the begging of self-reliance. All proceeds from the program will go toward our students' 8th grade Israel trip.
- Teaches students the value of success and failure. They will fail but they cannot give up. Instead, they have to keep working at it to make it profitable.

PROGRAM COMPONENTS THAT WORK

- There is a great deal of excitement, for the program and even the process, especially among 7th graders.
- Teachers feel really invested in the program.
- The program has translated into outside exploration. In fact, three 6th graders are currently developing their own entrepreneurial venture and have begun to sell their own product using the model they learned in school.
- The program has allowed students to meet real entrepreneurs. They have been on fieldtrips to learn how businesses are actually run and have been visited by businessmen and women at the school.

PROGRAM COMPONENTS THAT POSE A CHALLENGE

- Time is a problem. We currently have one 45 minute period per week devoted to the program and this is not enough. We are planning to do some work after school, now that the students feel vested. Perhaps they will choose to stay after hours.
- Cost of doing business. There is no real budget for the program and we are losing money before the students start to make it. We may be looking for a donor to provide seed money for the project.
- Eighth graders are not making a lot of money because the program is just starting. We believe we have to start the program in 6th grade, so they can actually make a profit for a couple of years.
- Market research and profitability are posing a problem. It is difficult to distribute free products to test them to the same people who we will then want to purchase the product. Creating product for the purpose of testing it (i.e., not selling it) is also leading to a loss of profit.
- We need to devote additional resources and time to teacher training. Many of the program components are new to teachers and teaching the lessons is out of their comfort zone. We need to make sure to provide the appropriate staffing.

RESOURCES:

We relied on these resources and adapted lessons plans from them: Bizworld and Bizwiz: http://www.bizworld.org/programs/bw_v4.php

ADDITIONAL MATERIALS:

PowerPoint: Photographs

PowerPoint: Business 101

Link to Additional Materials: <https://drive.google.com/drive/folders/0B-oxHvo4vE9tM1BYdzEwTGVibk0>

ENTREPRENEURSHIP UNIT LESSON PLAN SAMPLES

Grade Level: 6-8

Lesson: 1

Main concepts: Business, Profit, The Entrepreneurial Cycle, Professional roles within a company

Objectives

1. The students will be able to define the following terms: business, revenue, expense and profit.
2. The students will analyze the process known as “The Entrepreneurial Cycle.”
3. The students will identify the jobs within a company by their definition.

Assessment

- Verbal questioning, class discussion

Materials

- Google slides presentation
- Student Packet for each student
- Company packet for each group

Procedures

1. Display slide 1 of the presentation; explain to students that the goal of this program is to introduce them to skills needed to run a successful business
2. Display slide 3 and ask students what is a business. (The definition is on the screen.) Ask students each question shown on the slide and discuss their answers.
3. Discuss the difference between a business and a non-profit. Make sure that all students have an opportunity to contribute.
4. Display slide 4 and explain that profits are the income that a company earns from sales; profits are calculated by subtracting expenses from revenue. Discuss all terms defined on the slide. Ask students for other examples of expenses.
5. Display slide 5 and explain the concept of a loss. Practice calculating profits using a dry-erase whiteboard.
6. Display slide 6 and 7 in turn, and discuss each step of The Entrepreneurial Cycle. Make sure that students realize that companies move through this cycle repeatedly as their business grows and matures.
7. Display slide 8 and explain the concept of finance and obtaining money in order to fund a company at its beginning.
8. Display slide 9 and have the students open to the corresponding page in their student packets. Instruct students to write the correct job in the blanks within the definition on their papers. They may use the information on the slide to help them.
9. Explain that they will be applying for one of these jobs. They should consider which job would be good for them, in what role they would be most successful.

Entrepreneurship Unit Lesson Plans

Grade Level: 6-8

Lesson: 2

Main concepts: Applying for a job, choosing a name for the company, company logos

Objectives

1. The students will be able to explain the personal qualities needed to be successful in each role within the company.
2. The students will analyze how a company name and logo can contribute to the success of the company.
3. The students will identify expenses that will need to be calculated in order to procure start-up funding.

Assessment

- Written job application, class discussion

Materials

- Google slides presentation
- Student Packet for each student
- Company packet for each group

Procedures

1. Display slide 9 of the presentation; explain to students they will be applying for one of the jobs shown. Brainstorm skills that would be valuable for each job.
2. Instruct students to answer all questions on the job application in their packet. These will be reviewed and they will be informed of their job during the next class.
3. Display slide 10 and explain that they will each sign the contract in the company packet next week.
4. Display slide 11 and ask students to identify the companies by their name and logo. How many of the companies shown are familiar to students. What are some commonalities of all of the logos?
5. Display slide 12 and review what makes a good company name and logo. Brainstorm ideas for company names.
6. Display slide 13 and define unfamiliar terms on the slide (capital, deposit, withdrawal, ledger, etc.).
7. Use slides 14 through 17 to explain the difference between getting a loan and obtaining money from a venture capitalist. Also discuss stock, incorporation and making a pitch to obtain funding.

Entrepreneurship Unit Lesson Plans

Grade Level: 6-8

Lesson: 3

Main concepts: The Design Process

Objectives

1. The students will decide what market to target and analyze how this target market will shape the product.
2. The students will plan out all aspects of the product: shape, color, scents and add-ins.
3. The students will determine how much supplies will cost.

Assessment

- Soap designs

Materials

- Google slides presentation
- Student Packet for each student
- Company packet for each group

Procedures

1. Display slide 19 of the presentation; consider and answer the questions listed. Brainstorm what elements of the product will appeal to our target market.
2. Display slide 20 and, as a group, answer each question and write the answers on a dry erase whiteboard. Develop recipes for at least 4 different types of soap.
3. Instruct the students to answer the questions on page 10 in their student packet.
4. Display slide 21; define and explain the word prototype. Discuss why this would be useful for our company.
5. Go through what each person's role will be during the production of a prototype.
6. Display slide 22 and explain that once we have made a few sample bars of soap, we can use the information collected during production to calculate how much it will cost to make larger quantities of soap.

Entrepreneurship Unit Lesson Plans

Grade Level: 6-8

Lesson: 4

Main concepts: Manufacturing Techniques

Objectives

1. The students will learn different about manufacturing processes and decide which one they think will work best for their company.
2. Using the recipes from the last lesson, students will work in groups to make soap prototypes.
3. The students will determine how much supplies will cost.

Assessment

- Finished prototype
- Teacher observation

Materials

- Google slides presentation
- Student Packet for each student
- Company packet for each group

Procedures

1. Display slide 24 and explain the two main ways that companies organize their manufacturing processes (job shop and assembly line). Ask students which type they think will work better for their company. Discuss their answers and, as a group, decide which model to use.
2. Review what each person's role will be during the production of a prototype.
3. Set up work stations and begin making soap. Carefully track what ingredients are added to each and in what amounts.
4. Begin cleaning up no later than 10 minutes before the end of class.