

Sample  
Chapter  
**INSIDE!**

# Teen Entrepreneur Connections

*Developing the Young Entrepreneur*

*5 Steps For Students To Plan, Create*

*And Run A Small Business*



STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

# Welcome

Welcome to Creative Connections' **Teen Entrepreneur Connections** (TEC) Curriculum, a new, innovative and exciting approach to teaching students how to become entrepreneurs.

Leaders in the fields of business and education cite entrepreneurship training as an important tool for improving school performance, and the Partnership for 21st Century Skills has listed entrepreneurial skills as a key value in twenty-first century education and community development. Students who have received entrepreneurship education are often better motivated to achieve while in school and inspired to use their knowledge in a real world setting. They are more likely to become thoughtful, contributing citizens, start businesses, and sustain and grow companies that form the cornerstones of our country's economic growth and job creation.

For more than five years, we have been implementing this highly successful program with hundreds of middle and high school students in New York City public schools. Some students now have dreams and plans for running their own businesses; others are just more motivated in school and see a direct connection from school to real life and their future.

This curriculum contains 35 lessons developed together by teachers, students and entrepreneurs. They are based on hands-on classroom experience in New York City public schools and on national research on entrepreneurship education. This program not only develops the young entrepreneur; but also strengthens the entrepreneurial spirit in all who participate. Our program is not virtual. Students learn by working with real money. Our lessons are interactive, teacher-friendly and easy to follow. Thank you for choosing Creative Connections' **Teen Entrepreneur Connections** Program and we look forward to hearing from you.

Earl Hagan

[www.CreativeC.org](http://www.CreativeC.org)

## Facilitator Guidelines

Each of the lessons in the manual are set up to be as easy to follow as possible. The program follows a five-step path leading to students running their own businesses. Below is a key and a description of the terms used in every lesson.



### Lesson Summary

This box includes information at a glance on skills, standards, time frame for activity, objectives, summary, materials needed, handouts included and any extra preparation that is needed before the class begins.



### Business Terminology

Included in the beginning, after the Lesson Summary, are some key terms used in the lesson as well as in the workplace. It is suggested that before each class the terms and definitions are written on the board so they may be referred to throughout the lesson.



## Introduction

Each lesson starts with a scripted introduction that facilitators can read or paraphrase for the students. These introductions serve to link lessons to one another and serve to set the context and engage the class in the upcoming activity.



## Lesson Procedure

This is the main activity described in a step by step process. Sometimes there are several parts in the activity and sometimes only one part.



## Reflection

Each session is structured with time to reflect. It is often tempting to spend most of the time on the activity and skimp on reflection. The reflection questions give the students an opportunity to make sense of and process their experience of the activity. This is also an opportunity for the facilitator to assess what has been learned. Make sure to manage your time to include ten to fifteen minutes of reflection each session.



## Detours

Many of the lessons include Detours. These are additional activities that can provide more learning opportunities for the students. As facilitators become familiar with each group's strengths, they can add in these lessons as they see fit. The Detours are organized into areas in the back of the manual.



## Real Life Application

These are included at the end of every lesson as a way for the facilitator to bring knowledge or application that extends beyond the lesson and the classroom from the workplace. The facilitator can decide how the information in this section will be presented.



## Handouts, Reference Sheets

Most lessons include handouts, reference sheets, etc. The students can use completed ones to build a portfolio of their work. These portfolios can be kept with the students or kept in the classroom. Students can use the portfolios to present their businesses to parents, other students or even potential investors!

# 5 STEPS

TO BUILDING YOUR FIRST BUSINESS

1

**JUMPING INTO THE DEEP END**



2

**THE PATH OF THE ENTREPRENEUR**



3

**THE LIGHT BULB –  
CREATIVE SOLUTIONS**



4

**BUILDING YOUR EMPIRE**



5

**SPOTLIGHT –  
PRESENTATION & REFLECTION**



# TEC Teacher Checklist



## Step 1 Jumping Into the Deep End

*Over these first weeks, students will be introduced to the basic workings of a small business.*

- Groups created Aspirations mural for room
- Students create a mini business and try it out
- Students calculate ROI for their mini business
- Students create an on-going reflection protocol

## Step 2 The Path of the Entrepreneur

*In the next few weeks, students will learn more about running their own business by interviewing local entrepreneurs.*

- Students create a mini presentation to present to class about themselves
- Students prepare and interview an entrepreneur

## Step 3 The Light Bulb- Creative Solutions

*At this point in the program, students brainstorm about what products they will sell or what service they will provide and create their own businesses.*

- Students will assess community needs and present business ideas that address those needs
- Students will solidify business idea, define teams and start their businesses

## Step 4 – Building Your Empire

*With the business up and running challenges arise. The following lessons guide students through these challenges and learning opportunities.*

- Students write a vision statement for their business
- Students create a brand statement and logo for their business
- Students create a mission statement for their business
- Students create core values statement for their business
- Students learn to market their business
- Students learn sales strategies and tips for their business
- Students create long and short term financial goals for their business
- Students create a budget and cash flow for their business

## Step 5 Spotlight – Presentation and Reflection

*As students wrap up their business projects, they prepare a public presentation about their companies, products, ROI and reflect on what they have learned.*

- Students practice presentation skills
- Students present their businesses to hypothetical investors.
- Students reflect and evaluate their business

# Common Core State Standards:

Each of *The Teen Entrepreneur Connection* activities align with **Common Core State Standards (CCSC)** and directly aligns with work expectations and creating career ready students. Each lesson includes the CCSC codes that correspond with the lesson activities. Below is a brief description of the standards:

## **Common Core State Standards for English Language Arts**

### **SL.1 Speaking and Listening: Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly.

### **SL.2**

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

### **SL.4 Speaking & Listening: Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### **SL.6**

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **L.1 Language: Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **L.3 Language: Knowledge of Language**

- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

### **L.5 Language: Vocabulary Acquisition and Use**

- Demonstrate understanding of figurative language, word relationships and nuances in word meaning.

### **L.6 Language: Vocabulary Acquisition and Use**

- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

### **RI.1 Reading for Information: Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.1a Reading for Information: Key Ideas and Details**
- Develop factual, interpretive and evaluative questions for further topic exploration.
- RI.7 Reading for Information: Integration of Knowledge and Ideas**
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- W.4 Writing: Production and Distribution of Writing**
- Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.
- W.4a Writing: Production and Distribution of Writing**
- Produce text (print or non-print) that explores a variety of cultures and perspectives.
- W.7a Writing: Production and Distribution of Writing**
- Explore topics dealing with different cultures and world viewpoints.
- W.9 Writing: Production and Distribution of Writing**
- Draw evidence from literary or informational texts to support analysis, reflection and research.

### **Common Core State Standards for Mathematics**

- 6.RP.2 Ratios and Proportional Relationships**
- Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$ , and use rate language in the context of a ration relationship. (grade 6)
- 6.RP.3 Ratios and Proportional Relationships**
- Use ratio and rate reasoning to solve real-world and mathematical problems (grade 6)
- 5.OA.3 Operations and Algebraic Thinking**
- Write and interpret numerical expressions. (grade 5)
  - Analyze patterns and relationships. (grade 5)
- 7.SP.1 Statistics and Probability**
- Use random sampling to draw inferences about a population. (grade7)
- 7.SP.2 Statistics and Probability**
- Draw informal comparative inferences about two populations. (grade 7)
- 7.NS.2 The Number System**
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers. (grade 7)
- 6.SP.4 Statistics and Probability**
- Develop an understanding of statistical probability. (grade 6)
  - Summarize and describe distributions. (grade 6)
- 7.EE.4 Expressions and Equations**
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (grade 7)

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**Detours..... 143**



The following are Detours or additional activities organized into areas that often provide learning opportunities for the students. Teachers can add in these lessons as they see fit as they become familiar with each group's strengths.

**PROBLEM SOLVING & DECISION MAKING**

**1. You Gotta Problem With That? ..... 144**

*Objective: Students will define a problem and identify solutions.*

**2. No Problem!..... 148**

*Objective: Students will learn to choose the best possible solution to a problem.*

**ROLES AND RESPONSIBILITIES**

**3. Group Hunt..... 151**

*Objective: Students will understand the benefits of working together and identify the strengths of others.*

**4. Strengths And Talents..... 155**

*Objective: Students will identify their strengths and talents and how to use them in a successful business endeavor.*

**5. Whose Job Is It Anyway?..... 158**

*Objective: Students will identify the different areas of responsibility in a business.*

**6. That's Not My Job!..... 160**

*Objective: Students will create job descriptions.*

**COMMUNICATION**

**7. The Art Of The Handshake..... 163**

*Objective: Students will learn and practice an effective business greeting.*

**8. Market Research..... 166**

*Objective: Students will learn different forms of market research.*

**BUSINESS ECONOMICS**

**9. How Much For A Dozen?..... 170**

*Objective: Students will understand the economics of One Unit Of Sale.*

**10. Supply And Demand..... 174**

*Objective: Students learn how entrepreneurs decide what prices to charge.*

**11. What Did We Make?..... 179**

*Objective: Students will understand the concept Return On Investment.*

**12. Brown Bagging It..... 183**

*Objective: Students will understand free trade.*

**13. Production Planning Materials..... 186**

*Objective: Students will create a materials product production plan.*

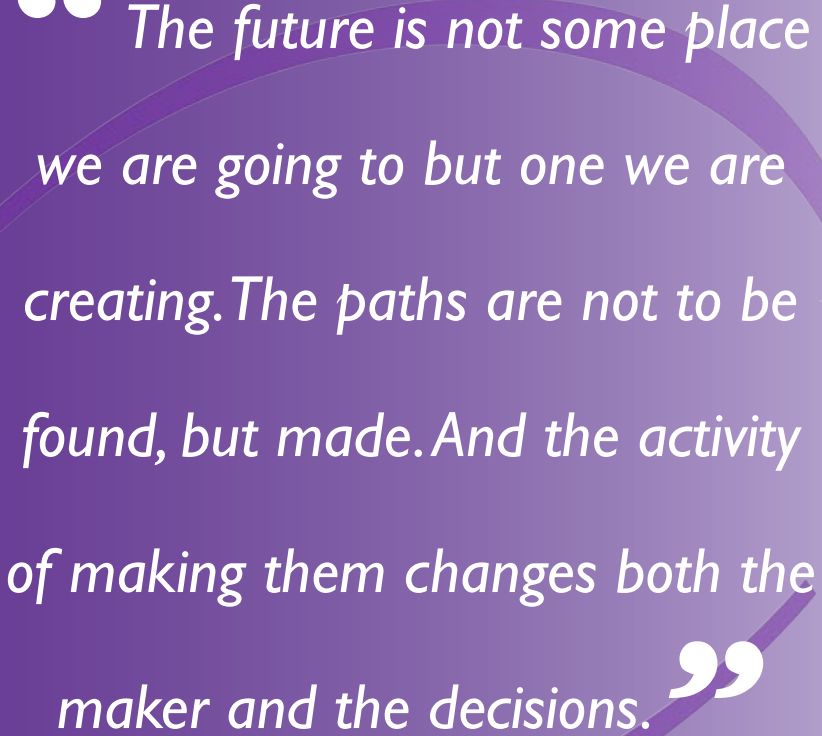
**14. Production Planning: Labor..... 190**

*Objective: Students will create a labor plan for their business.*



# Jumping Into The Deep End





*“ The future is not some place we are going to but one we are creating. The paths are not to be found, but made. And the activity of making them changes both the maker and the decisions. ”*

*— John Schaar*

# 3. Show Me The Money



## lesson summary

<p><b>CCSS:</b> Lesson directly aligns with work expectations and creating career-ready students: SL.1, L.6, SL.4</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Collaboration</li> <li>• Planning</li> <li>• Problem Solving</li> </ul> <p><b>Time:</b> 45 Minutes</p>	<p><b>Objective:</b> Students will be introduced to the workings of a small business.</p> <p><b>Summary:</b> Students work together to sell a product.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Chart paper/Board</li> <li>• Markers</li> <li>• Money for loan</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• Project Manager Worksheet</li> </ul> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Chart paper/Board</li> </ul>
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## business terminology

<b>Project Manager</b>	A person who administers the day-to-day progress of a project.
<b>Profit</b>	The money a business makes after accounting for all the expenses.
<b>Debt</b>	Something owed, such as money, goods, or services.
<b>Implementation</b>	The realization of an application, or execution of a plan, idea, model, or design.
<b>Mini Project</b>	A project on a small scale that mirrors the challenges of a larger project.
<b>Investment</b>	Something into which one puts money, time, or energy with the hope of gaining profit or satisfaction, in spite of the risks.



## introduction

We've learned about our aspirations and gained some understanding about what it means to be an entrepreneur. Let's get started. Show me by raising your hands: how many of you would like to make money? We're going to start a project today that, if done well, will make you some money. It is up to you how much you make. I'm going to lend you start-up money. You'll take that money and purchase a product to sell. Remember, it is a loan and the money you make will be kept at the school for your next project. We'll call this our mini-project. Each group will receive \$20 or whatever amount is appropriate for the group. Mini project items can be anything from lemonade or candy to cheap jewelry. Remember, students: The simpler the better. This is a mini project. Now let's have some fun!



## lesson procedure

- 1 Divide the class into groups of 5 or more.
- 2 Explain to each team that they will select a Project Manager, and that the Project Manager is responsible for the cash received and how his or her group performs.
- 3 Give students 3-5 minutes to select their Project Manager.
- 4 Each group is given a copy of the Project Manager Worksheet.
- 5 Review the Project Manager Worksheet with the entire class.
- 6 While each group is working, go around the room making sure that the Project Managers ask for volunteers from their team to fulfill each responsibility. Explain that each volunteer will concentrate on that specific area.
- 7 Explain that the project must be completed and the loan paid, as well as all profits accounted for by AN AGREED-UPON TIME AND DATE. (This time frame should be short. If the students meet twice a week, the project should be completed in three to four meetings.)
- 8 Give the class 15-20 minutes to discuss their ideas.
- 9 As the students discuss their plans, circulate and listen. Guide students only in keeping their discussion on task. The purpose of the entire project is to let them “go it alone.” Do not try to “fix” their work. You may guide them to keep it simple and remind them that this is a mini project.
- 10 When time is up, ask the Project Manager(s) to give a brief report to ensure they are on track.
- 11 Explain to the class, “Now it is time to implement our ideas. I am going to give your Project Manager the money to get you started. Each Project Manager will sign a receipt verifying that they have received money for their project. Each group should be prepared to present a progress report at our next meeting.”



## reflection

- ★ **Were you able to work effectively with your team?**
- ★ **Did everyone volunteer for an assignment?**
- ★ **What do you think will make your team successful?**



**Roles &  
Responsibilities  
Group Hunt**  
*see page 151*



## real life application

Many successful business entrepreneurs began making and selling products as teenagers. Whether it was starting lemonade stands, creating babysitting services, holding dance classes for neighborhood kids or

designing and selling clothing, like Mark Ecko, many business people and celebrities got their start by learning important skills when they were young. Entrepreneurial skills can be used in any career choice.

# Project Manager Worksheet

**Project Manager:** Make sure everyone on your team has a role. Write down everyone's roles and responsibilities. Review all of these items below with your team and make sure everyone is prepared for success.

- What will we sell?
- Where will we sell it?
- Who do we need to get permission from for our mini project?  
(Teacher, Principal, Assistant Principal)
- Who is purchasing what we will sell?
- Where is the best place to purchase what we will sell?
- When will we sell it?
- Important:** What is our price per item?

