

Lemonade to Leadership

Nurturing Entrepreneurs Teacher's Manual

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Table of Contents

Introduction & Pre-Post Quiz	1
Lesson 1: How to Become an Entrepreneur	5
Lesson 2: How to Find Money-Making Ideas	13
Lesson 3: How to Prepare for a Start-up	21
Lesson 4: How to Be Official	31
Lesson 5: How to Get Customers	43
Lesson 6: How to Take Care of Money	53
Lesson 7: How to Get Paid	63
Lesson 8: How to Keep Growing	73
Appendix : Business Phases	81
Glossary	91

Introduction

Lemonade to Leadership is a 12 to 25 hour curriculum that introduces the concepts of business and entrepreneurship to students in grades 3 through 6. It is also appropriate for highly motivated younger students in gifted and talented programs or for students in grades 7 and 8 who need a very beginning experience in business.

To teach *Lemonade to Leadership* as a 12-hour program, follow the student's guide very closely and leave out all the optional and supplemental activities. To teach *Lemonade to Leadership* as a 25-hour program, use all of the suggested activities in the Teacher's Manual and give the students extra time to work on flyers, posters, business cards, and business plans. The curriculum may also be expanded to 30 hours by inviting local business people to speak in the class twice a week on topics related to the business lessons.

Lemonade to Leadership is designed to be very easily incorporated into a wide variety of classroom settings. These are some of the features teachers will find helpful:

- Clearly stated objectives for each section of the curriculum
- 10 business terms (vocabulary words) for each lesson
- Fun, hands-on introductory activities for every lesson
- 16 business forms and worksheets that make it easy to start and run any youth-owned business
- Optional activities to improve writing skills in every lesson
- 2 special projects: a business presentation and a trade show
- Guided instructions for writing a complete business plan
- Take home Action Plans (assignment sheets) for every lesson
- An appendix of overhead masters illustrating 8 business phases
- An evaluation tool (pre-post quiz) to measure students' increase in business knowledge (see page 3)

The purpose of *Lemonade to Leadership* is to get students involved in the real world of business as rapidly as possible, so the natural rewards of earning money become a built-in incentive for a more in-

depth study of business, freedomship, and entrepreneurship. *Lemonade to Leadership* will train your students to:

- Recognize money-making opportunities
- Estimate start-up costs and operating expenses
- Write a real business plan
- Set up a record-keeping system
- Design marketing materials and ads
- Deliver a sales presentation
- Become a job-maker instead of a job-taker
- Start and operate a youth-owned business
- Take charge of the future

Pre-Post Quiz: How Much Do I Know about Business?
(test is on next page)

Answer Key:

- | | |
|-------|-------|
| 1. C | 18. B |
| 2. C | 19. C |
| 3. C | 20. B |
| 4. C | 21. A |
| 5. B | 22. C |
| 6. B | 23. B |
| 7. A | 24. A |
| 8. C | 25. C |
| 9. A | |
| 10. B | |
| 11. A | |
| 12. A | |
| 13. B | |
| 14. A | |
| 15. C | |
| 16. A | |
| 17. C | |

How Much Do I Know about Business?

This quiz measures your current understanding of business concepts. Circle the letter of the answer you believe is correct for each statement or question.

Name: _____

Class: _____

Grade: _____ Date: _____

1. A person who buys something from a business is a:
 - A. Employer
 - B. Retailer
 - C. Customer
2. What is an entrepreneur?
 - A. A side dish at a French restaurant
 - B. A person who interprets foreign languages
 - C. Someone who starts a business
3. Every business in the world sells:
 - A. Food and/or clothes
 - B. Inventory
 - C. Goods and/or services
4. Lots of young people do things to make money. When does it become a business?
 - A. When you are old enough
 - B. When you put up a sign
 - C. When you run it like one
5. The best money making idea for you to choose as a business is:
 - A. The one that makes the most money
 - B. The one you like doing best
 - C. The one your friends think is cool
6. Rivalry between similar businesses to get customers is called:
 - A. Cheating
 - B. Competition
 - C. Scarcity
7. A feasibility study is:
 - A. An evaluation of an idea to determine if it will work
 - B. A customer survey
 - C. A special room for doing homework
8. The cost to produce a good or service is known as:
 - A. Overhead
 - B. Cash flow
 - C. Cost of goods
9. When you subtract your expenses from your income, the result is:
 - A. Profit
 - B. Expenditures
 - C. Budget
10. A written document that describes how you will organize and operate your business is:
 - A. An operations plan
 - B. A business plan
 - C. A budget
11. The type of business where an individual owner makes all the decisions is a:
 - A. Sole proprietorship
 - B. Partnership
 - C. Corporation
12. During the school year, how many hours a week is enough to work on your business?
 - A. 5 to 15 hours
 - B. 20 to 25 hours
 - C. 30 to 35 hours

they spend on their businesses outside of class.

3. Review business terms. Use the Business Terms worksheet on page 10 of the student's book to review Lesson 1. Students will find the definition of each term in the glossary of their book. Help students write the five most important business principles from this lesson in the section titled Business Principles. If time allows, go through this worksheet again at the beginning of next session to lay the groundwork for entering Lesson 2.

Closure:

Practice shaking hands as students leave. Ask students to imagine they have just received news that someone in the group has secretly donated \$1,000 startup money for their business. They want to be sure to thank this person, but they don't know who it is. The only solution is to shake hands and say thanks to everyone. What kind of handshake will it be? (A firm, enthusiastic handshake while looking the person in the eye and saying a sincere, "Thank you.") Point out that students may indeed have learned something today that will be worth thousands of dollars in the future. Be sure everyone shakes hands with 3-5 people (including you) before leaving.

Supplemental Discussion: How Important is Your Business Image?

1. Discuss appropriate business "image." Although we are not usually aware of it, we give people around us messages by our "body language." Body language is the way you position your body when you are still or the way you move your body when you are active. You know a lot more about body language than you realize. How does a sad person walk? (Shoulders slumped, head down, feet dragging, slow steps) How does a busy person walk? (Shoulders back, head up, feet lifted, brisk pace, may check watch frequently)

2. Practice the entrepreneurial success image. Young entrepreneurs can portray an image of success by the way they dress, speak, sit, stand, walk, shake hands, etc. Let students practice successful business handshakes. Give humorous examples of "wrong" handshakes. Talk about the message of a firm handshake and friendly smile. Shake hands with each student before they leave class today, giving appropriate pointers and encouragement.

Lesson 2: How to Find Money-Making Ideas



Objectives:

Recognize needs as opportunities for business
Identify six clues or signs of opportunity
Recognize the six clues or signs in everyday situations
Rank money-making ideas by their merits
Begin a plan of action to take advantage of opportunities

Prerequisites:

Students have completed the Personal Survey and the Neighborhood Needs Survey and started developing a list of ideas for products and/or services they could create and sell.

Materials:

Student Book - 1 per student
Pocket folders to keep research or planning notes
Pens/colored markers/paper
Name tags, index cards (optional)
Clock or timer
Overhead projector, chalkboard, or flip chart
Newspaper articles that report local business activities
Items people throw away (plastic bowl, juice can, scraps of fabric, etc.)
Video, article, or guest speaker to give an overview of a business startup
Slips of paper with money making ideas for Picture It! Game (optional)

Business Terms:

opportunity:	A time that is right; a chance
feasibility:	Capable of being carried out; workable
skill:	An ability gained by experience to do tasks or work
talent:	A special ability a person is born with or develops; a gift
legal:	According to the law
wage:	Money paid for work; money paid to employees
start-up money:	Necessary cash investment to start a business
prototype:	Model of a product or invention
practice run:	Experimental operation of a plan to test feasibility
demonstration:	Showing how a product or service works

Introduction:

1. Idea Search (Optional): As students arrive, give each one 3-4 colored “sticky” notes. Ask them to browse through two or more books on youth entrepreneurship or business magazines you have on display. Tell students to look for money-making ideas they like and write their favorites on sticky notes for use later in the class. Use the word “opportunity” frequently as you discuss business ideas.

2. Think Fast Challenge (Optional): Give each student a single sheet of white paper. Challenge the students to create a way to earn as much cash as possible with only one sheet of white paper for raw materials. Set a timer for 5 minutes. When the time is up, allow students to share their plans. Give verbal “awards” for most likely to succeed, most creative, funniest, craziest, etc. This humorous activity enables creative thinking and helps students recognize their marketable skills.

3. A Story about Opportunity (Optional): Daryl Bernstein, the 15-year-old author of *Better Than a Lemonade Stand*, arrived at school one day in third grade and discovered it was book fair day. Unfortunately, he had forgotten to bring any money. Daryl liked to buy books, and he did not want to be left out of the fun that day. Thinking fast, Daryl took a piece of paper out of his notebook and folded it until he made a little toy. Then he quietly sat at his desk and played. Soon the other kids began to watch and ask what he was doing. He told them he was playing with his “cootie catcher.” Then he offered to make them one for 25 cents. All morning long Daryl made cootie catchers for kids in class. When the book fair opened after lunch, Daryl had plenty of money. In fact, he bought the tallest stack of books of anyone in school that day.

4. Discussion (Optional): How did Daryl Bernstein know the kids would buy his cootie catchers? How do you know what your friends like and don't like? Do your friends give you any clues? Could you use these same clues to identify possible money making opportunities in other situations? Introduce today's focus on finding money-making ideas. Point out that getting acquainted with customers is a lot like getting to know a new friend. Let students briefly suggest ways they might get to know customers and their needs.

■ Section 1: How do I begin looking for opportunity?

Objective: Students will recognize that business opportunities change as needs in the marketplace change.

1.1 Discuss definition of term “opportunity” on page 11 of the Student Book. Does opportunity stay the same? What makes opportunity change? (Weather, holidays, politics, new inventions, fads, etc.)

1.2 Entrepreneurs seem to have a built-in “radar” for opportunity. Daryl Bernstein, author of *Better Than a Lemonade Stand*, said he could find ten business opportunities in any classroom he entered. Most of Daryl’s classroom businesses were very simple jobs like trash removal, cleaning boards, or organizing bookshelves. Make a list of business opportunities possibly available in your classroom today. Can you find ten?

1.3 Customers buy because they need or want what we have to sell. Study the list of business opportunities you just made. Which ones serve a need? Which ones fill a want? Briefly introduce two common business “rules”: (1) Find a need and fill it. (2) Create a need and fill it. How are these rules different, yet the same? These principles will be further explored in Lesson 5.

Optional Written Activity: Have students write the definition of “opportunity” in their journals. Next, spend 10 minutes listing the many opportunities and resources they have available for learning the “secrets of success” in business. Are the techniques of business really secret today? Conclude with a paragraph about what they hope to do with their opportunities.

■ Section 2: What are some needs in my community?

Objective: Students will recognize that needs in the community are opportunities for business.

2.1 Opportunity is everywhere, but we have to look for it. Instruct students to take notes on page 12 of their books as you present the six clues to recognizing money-making opportunity. As

you present each clue, share at least one account of a young entrepreneur who earned money using that clue. Then let students brainstorm additional ideas for products or services based on that clue. Students should write at least two examples for each clue in their notes.

1. Clue #1: Look for things people are TOO BUSY to do. Ask students to think about people who are always talking about being busy. What are they too busy to do? (Examples: iron shirts, polish furniture, organize closets, bake birthday cakes, tell children stories, plant flowers)

2. Clue #2: Look for things people DON'T LIKE to do. Not everyone would want to cook a dinner for 200 people. Caterers make money by specializing in difficult jobs like dinners for 200 people. If you enjoy doing something that other people dislike or find difficult, you may discover your skill is in high demand.

Point out that everyone has jobs they hate to do. Have fun creating a list of “most hated” household chores. (Examples: clean up after pets, pull weeds, mow yards, clean ovens or refrigerators, shovel snow, rake leaves)

3. Clue #3: Look for things that keep GETTING DIRTY. Make a list of things around a home or business that get dirty and have to be cleaned again and again. (Examples: cars, boats, swimming pools, parking lots, sports equipment, bathrooms, pets) Discuss a car wash business as an example. How long does your neighbor’s car stay clean after you get paid to wash it? (Maybe a few days) That means your neighbor’s car will need to be washed again next week. Repeat customers make cleaning businesses very profitable.

4. Clue #4: Look for things people THROW AWAY. Most of us throw away things every day that could be turned into cash. (Examples: Cans, bottles, and newspapers can be recycled. Used carpet, lumber, and building materials could be used to build new products such as dog houses, skate ramps, or miniature villages. Used toys, books, and clothes could be sold in a garage sale.) Money-making enterprises such as these benefit the community and the environment.

5. Clue #5: Look for a way to use your SPECIAL SKILL. A skill is something we learn to do by experience. For example, we learn to mow yards by helping mow the yard at home. Then we mow the neighbor's yard and earn extra money. Ask students to look at the Personal Surveys they completed in Lesson 1. What business could you start using your special skills? (Examples: computer tutor, mobile chef, bike assembly, sports coach)

6. Clue #6: Look for a way to use your SPECIAL TALENT. Talents are different than skills. A talent is a special ability that we're born with. Look at your Personal Survey again. What business could you start using your special talents? (Examples: clown, dance instructor, mobile DJ, Spanish tutor, website design, guitar lessons)

Optional Activities:

1. What Clue Did they Use? Read 1-2 sentence reports from youth in business from back issues of *Young Entrepreneur* Newsmagazine or business reports from local newspapers. Let students identify which clue(s) each business is using. Many use more than one clue. More clues indicate greater opportunity.

2. Trash or Treasure? Show the class a small trash bin full of items people commonly throw away. Items may include: a butter dish, a Styrofoam cup, a lost button, a seashell, a juice can, a paper sack, some wrapping paper, a scrap of fabric, a carpet sample, a scrap of wood. Divide class into small groups. Allow each group to take one item out of the trash. Then give the groups 5 minutes to brainstorm ways to turn their "treasure" into a money-making opportunity.

Next give each group a marker and one sheet of colored paper. Give students 5 more minutes to create a name and a price for their product. Then ask each group to present their business concept.

3. Treasure Mapping: What would it look like if someone drew a treasure map showing all the money-making opportunities in your neighborhood? Provide colored markers and large sheets of paper for students to draw their own idea of what their treasure map might look like.

2.2 Create a master list of money making ideas, goods, and services. Instruct students to study their notes from the six clues (page 12 of the Student Book), their goods and services lists (page 4), their Neighborhood Needs Surveys (page 7), and any money-making ideas they gathered from resource books displayed in the classroom (written on sticky notes at the beginning of this session).

Students are to gather all their best ideas into a Master List of Ideas (page 13 of the Student Book). The goal is to create a list of at least ten possible goods and/or services for their businesses. Students may work individually or in small groups.

■ Section 3: How do I turn opportunity into income?

Objective: Students will understand the action steps necessary to take advantage of business opportunity.

3.1 Discuss the role of business training in helping students select profitable business enterprises.

Optional Written Activity: Kemmon Wilson said students need training in order to really take advantage of business opportunity (see quote Student Book - page 14). Do you agree or disagree? Have students write a paragraph in their journal about Kemmon Wilson's viewpoint on opportunity and the need for training.

Optional Research Activity: Assign a group of students to research the story of how Kemmon Wilson got the idea for starting the first Holiday Inn. Assign another group to find out the current number of Holiday Inns and the estimated worth of Kemmon Wilson's business today. Allow students to present their research findings as written reports, news broadcasts, or skits.

3.2 Watch a video, read articles, or have a guest speaker that tells the story of a business start-up. In order to choose business opportunities wisely, students need an overview of the steps they will be taking to start a business. After the speaker, video, or reading assignment, work together as a class to create a list of important steps in starting a business. Steps may include: naming the business, registering the business, setting up record keeping, testing products, finding suppliers, setting prices, creating business cards or flyers, making sales talks, etc. (The goal of this activity is to give a brief overview of a business start-up. It is not necessary to put steps in order or to be detailed.)