

LESSON FOCUS

Introductions & orientating the kids to what business and being an entrepreneur is all about.

OUTCOMES

- Demystify YE Young Entrepreneurs
- Getting to know each other
- Understand what a business is
- Be familiar with some types of businesses
- Understand what an entrepreneur is
- Understand what a kidpreneur is
- Understand the three stages to starting a business and what they mean (On-Your-Marks, Get Set, Go)

KEYWORDS

KIDPRENEUR - A kid that starts his/her own business.

BACKPACK RESOURCE

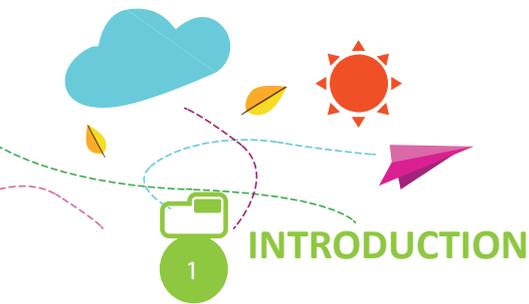
The Backpack itself

WORKBOOK EXERCISES

INTRO LESSON: Activity 1

LEARNING SEQUENCE

	 Content	 Method	 Time
	ADMIN + Attendance Register		3 minutes
1	INTRODUCTION	<input type="checkbox"/> LEVEL 2: Paper Aeroplane Game INTRO LESSON: Photo Set 1 INTRO LESSON: Business words	10 minutes
2	REINFORCEMENT EXERCISE		10 minutes
3	CORE CONTENT	<input type="checkbox"/> What is a business? <input type="checkbox"/> Types of businesses? <input type="checkbox"/> What is an entrepreneur? <input type="checkbox"/> What is a kidpreneur?	
4	WORKBOOK EXERCISES	<input type="checkbox"/> Intro Lesson: Activity 1	25 minutes
5	ADDITIONAL EXERCISE	<input type="checkbox"/> Physical exercise – hands/arms/feet	10 minutes
6	REVISE	<input type="checkbox"/> What is a business? <input type="checkbox"/> What is a entrepreneur a entrepreneur and kidpreneur?	2 minutes



- ✓ Ask the kids why they think their parents enrolled them for YE Young Entrepreneurs? Get answers from kids and facilitate discussion.
- ✓ Explain to them what YE stands for, with special emphasis on them working for themselves one day and how important it is to be able to work well with money.
- ✓ Ensure them that this is not like school – they are going to play and have fun all the time. If it feels like school they must tell us!!!
- ✓ Getting to know each other – let students write their names on the name badges, ask the kids to share who they are, tell about their families and what mom and dad do for a living. If some are not confident to speak in front of the others – let them tell a friend to tell the class.

LEVEL 2:

Fun Ice- Breaker: Paper Aeroplane Game

Have each participant write three interesting facts about themselves on a piece of paper which the other learners may not know. They should not write their name on the paper. Then have all the learners fold their papers into paper planes. Let learners form a circle outside or give enough space in the class. Everyone should toss their paper plane into the air, then pick up one that lands closest to them and throw it again. They should continue throwing for +- 2 mins until the facilitator stops them. Make sure the learners do not end with their own paper plane. The person picking up the paper plane must open it, read the information, and find the person it belongs to. Once everyone has theirs they must come up to the front of the class and present themselves and their questions and answers to the class.

Finally, if there is time left at the end of the lesson, learners can throw the paper plane towards a target. This could be anything from a cone, landing strip, bulls-eye, or even yourself. See who can hit the target.

Give a brief introduction to:

- ✓ The On-Your-Marks programme
- ✓ Business Backpacks
- ✓ Workbook Activities

On-Your-Marks programme:

This is the business curriculum the students will be working through in order to build their business. The programme runs over 15 weeks split into the three stages of business: On-Your-Marks, Get Set and Go. Yes, you need to go through these three stages to start a business.

More specifically:

- The ON-YOUR-MARKS stage is all about getting **INSPIRED** to start a business.
- The GET SET stage is all about getting **INFORMED** so you have lots of information to plan your business well.
- The GO stage is all about getting **INVOLVED** in your business so you can make it a success!

There are **four things** to think about in each stage. Students must finish each step in order to move onto the next one. And at the end of all of the steps THEY'LL HAVE LAUNCHED THEIR OWN REAL LIFE BUSINESS!

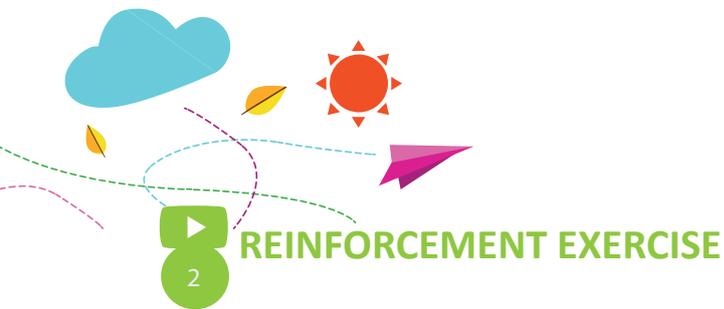
Business Backpacks

The Business Backpacks is a dynamic learning resource which makes it easy for any kid to set up their own business. Each Backpack contains many goodies and a starter kit of raw materials to make one of the products (to be decided on and handed out during the next class).

-  Hand out the Backpacks and allow them to explore contents.

Workbook Activities

Students work through the On-Your-Marks programme using the *Workbook Activities*. Also included are additional resources for activities reinforcing key learning outcomes from each of the On-Your-Marks programme lessons.



REINFORCEMENT EXERCISE

- ON-YOUR-MARKS = Getting **INSPIRED**
 - GET SET = Getting **INFORMED**
 - GO = Getting **INVOLVED**
- ✓ Do the physical exercise – hands / arms / feet



CORE CONTENT

A **BUSINESS** is when you provide a **PRODUCT** or a **SERVICE** to customers in exchange for money. You can either manufacture items or purchase products in order to sell them.

The different TYPES of businesses

Types of businesses include but are not limited to:

- Agricultural** – cultivating land, farming, rearing crops or livestock in order to sell the products (e.g. Farmer).
- Reseller** – a business that buys goods or services with the intention of reselling them instead of consuming them (e.g. HP Resellers).
- Wholesale** – a business that sells goods to other companies e.g. to retailers, not to the final customer.
- On-line retail** – businesses that sell products and services online (e.g. eBay).
- Recycling** – a business which takes old products and changes them into a new product to sell again.
- Manufacturing** – a business which makes a product in order to sell it to customers (e.g. General Motors (cars)).
- Service** – a business which provides a service to a customer instead of a product (e.g. window cleaning or ReMax Real estate).
- Franchise** – a business which is set up with the same characteristics in many different places (e.g. McDonald's).
- Not-for-Profit** – a business which doesn't make money for its owners. All the money it makes is given back to the business or to a specific cause.
- Retail** – a business which sells goods to the end customer (e.g. Toys R Us).

An **ENTREPRENEUR** is someone who starts their own business. Not everyone gets a job working for someone else when they grow up. (This is called being an **EMPLOYEE**). Another option is to start your own business and be an entrepreneur.

So if an entrepreneur is someone who starts their own business, what is a **KIDPRENEUR**? Yes, a **KIDPRENEUR** is a young person (kid) that starts their own business.



WORKBOOK EXERCISES

 **INTRO LESSON:** Activity 1: Intro Lesson

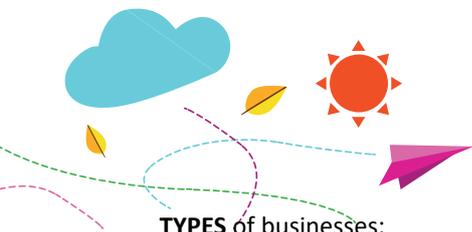
What is a BUSINESS?

- ✓ Ask the kids what they think a business is - brainstorm and discuss.
- ✓ Let them write down what a business is.

Name two businesses and the products they sell.

This could be a well-known business, or a small business the kidpreneurs know.

- ✓ Ask the kids to name these – brainstorm and discuss.
- ✓ Let them write down the names of any two businesses they have identified.



TYPES of businesses:

LEVEL 2:

What's that business? Print out **INTRO LESSON: Business words**. Cut them out. Divide the class into two groups. Divide the names into two groups. Let the groups stand in a circle and place the words in the middle. Show learners **INTRO LESSON: Photo set 1**. Once they see every picture they must determine which type of business suits the picture. Is the picture being shown an agricultural, wholesale, not for profit or service type of business etc. The groups that select the correct business word to match the picture comes up and pastes it on the board. Paste the word **BUSINESS** in the middle and then the type of businesses around that. The last word is Entrepreneur. Discuss what entrepreneurs do and that their business can be any type of business.

What is an **ENTREPRENEUR**?

- ✓ Ask the kids what they think an entrepreneur is? – brainstorm and discuss. (Say it, spell it, show it)

Name some entrepreneurs and their businesses.

- ✓ Ask the kids if they can name some entrepreneurs?

Suggested answers include:

Bill Gates – Microsoft; Mark Zuckerberg – Facebook; Walt Disney – Disney; Steve Jobs – Apple; Sir Richard Branson – Virgin; Steven Spielberg – Dreamworks; My grandpa – *[Insert business name]*

What is a **KIDPRENEUR**?

- ✓ Ask the kids what they think a kidpreneur is? – brainstorm and discuss
- ✓ Let them write down what a kidpreneur is.
- ✓ Find out if they have ever had any businesses themselves. Some of your students may have had their own businesses before. This could be anything from washing cars to regularly being paid pocket money to do a repeated task, to selling vegetables grown in their garden. If a student has already sold products or a service in exchange for money, they are already a kidpreneur.
- ✓ Emphasise how easy it is to be a kidpreneur and how all students will be a kidpreneur at the end of the On-Your-Marks programme. Reinforce that if they keep going with their business, or start a new one after the On-Your-Marks programme, they can go on to being an entrepreneur when they are older.
- ✓ YE aims to (a) show kids entrepreneurship is a possible career option; and (b) give kids the business acumen and skills to make a future in entrepreneurship a realistic career path. YE aims for the On-Your-Marks programme to be more than just a once-off programme, but instead be a platform for kids to develop into adult entrepreneurs long after launching their first business.



ADDITIONAL EXERCISE

ON-YOUR-MARKS; GET SET; GO

- ✓ Repeat the physical exercise – hands/arms/feet

WORKBOOK EXERCISES:

 The Backpacks

 **INTRO LESSON:** Activity 1

 **INTRO LESSON:** Fact Basket



FACILITATING TOOLS:

LEVEL 2:

✓ Paper Aeroplane Game

 **INTRO LESSON:** Photo Set 1

INTRO LESSON: Business words

ON-YOUR-MARKS

Stage: ON-YOUR-MARKS |

LESSON 1/STEP 1

What will I make and sell?



LESSON FOCUS

Deciding what product to make and sell. Understanding raw materials and inventory

OUTCOMES

- Learn the first stage in business is ON-YOUR-MARKS and is all about becoming inspired
- Understand that raw materials are needed to build products
- Understand why making an inventory of raw materials is helpful to know how many products can be made

KEYWORDS

INVENTORY - A list of the raw materials you have available to make products with

BACKPACK RESOURCE

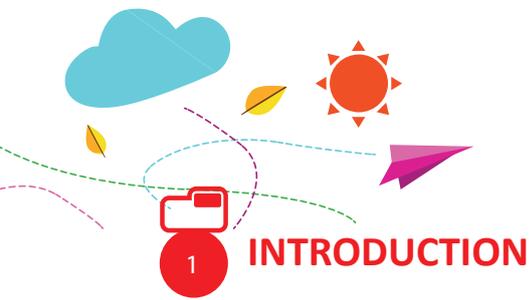
Raw material Starter Kit

WORKBOOK EXERCISES

- LESSON 1: Activity 1
- LESSON 1: Activity 2

LEARNING SEQUENCE

 Content	 Method	 Time
RECAP	<ul style="list-style-type: none"><input type="checkbox"/> ON-YOUR-MARKS = be inspired<input type="checkbox"/> What is a kidpreneur?<input type="checkbox"/> What is a business?<input type="checkbox"/> What is an entrepreneur?	5 minutes
ADMIN + Attendance Register		2 minutes
1 INTRODUCTION	<ul style="list-style-type: none"><input type="checkbox"/> LEVEL 2: Build The Bike Game	6 minutes
2 ALLOCATE RAW MATERIAL STARTER KITS		
3 CORE CONTENT	<ul style="list-style-type: none"><input type="checkbox"/> Raw materials<input type="checkbox"/> Equipment<input type="checkbox"/> Inventory	
4 WORKBOOK EXERCISES	<ul style="list-style-type: none"><input type="checkbox"/> Lesson 1: Activity 1: What will I make and sell?<input type="checkbox"/> Lesson 1: Activity 2: My inventory list	40 minutes
5 REVISE	<ul style="list-style-type: none"><input type="checkbox"/> What product are you making?<input type="checkbox"/> What are raw materials?<input type="checkbox"/> What is an inventory?	5 minutes



LEVEL 1:

Baking The Cake Game

- ✓ Play the “**Baking the Cake Game**”. Use this game to explain to kids what is meant by a list of materials, or in this case – ingredients. The kids each take an “ingredient” picture and they themselves are the ingredient. They jump in the mixing bowl, while it is stirred. The ingredients are added as when baking a real cake. The cake gets baked and lastly the toppings added. Emphasise how the “ingredients” or materials are added together, mixed and baked in order to get the final product, the cake.



STARTER KIT ALLOCATION

The facilitator will receive a YE Product List manual which includes the product options, raw material list, pricing and how to make the product. These products are easy to make at a high quality and are popular with a wide range of customers at market days.

These are examples of manufacturing (building items), franchise (has a form to follow) and retail (selling items) businesses. Note that a business can be more than one type at the same time.

Students are welcome to add their own ideas, materials and equipment to their products. They are not limited to the materials in their Starter Kits. Innovation and creativity is encouraged.

Emphasise that while business is fun, products should be made to meet the needs and wants of the customer, not the kids. (Read the Tip under this section of the Student Workbook to emphasise this point.) This means that students may not be allocated the type of business product they would want for themselves. To communicate this valuable learning point for students you are advised to use one of the three methods of Starter Kit allocation below:

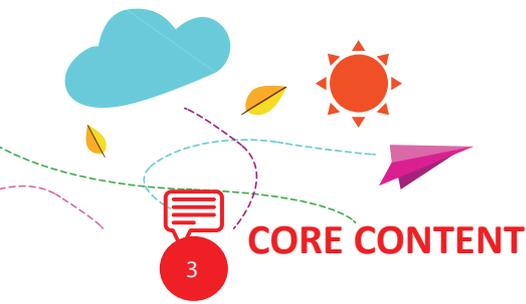
Three methods of allocating your Starter Kits

Method 1: Hand the Starter Kits out randomly at the facilitator’s discretion

Method 2: Random preference based selection:

- ✓ Students write their name and 1st choice of business on a piece of paper and these go into one box.
- ✓ They then write down their name and 2nd choice to be put into a second box.
- ✓ Followed by their 3rd choice and put it into a third and final box.
- ✓ The names are drawn out of the first box and the Starter Kits allocated accordingly. If a student’s name is drawn out and the corresponding Starter Kit is not available, they wait until the second box is drawn.
- ✓ Once all the names have been pulled out of the first box, draw names from the second. Continue with the second and third box in the same manner as the first until all names have been drawn.
- ✓ At this stage, most children have a Starter Kit. The remainder are randomly allocated those Starter Kits that are left.

Method 3: Students select which Starter Kit they would like. Note, this method is not advised due to the important learning outcome described above.



Definitions:

Raw materials: The basic inputs which are used to make a final product (e.g. paper, beads, string, ice-cream sticks). Or in other words material you make your product out of.

Equipment: The tools used to make the final product (e.g. scissors, ruler, pencil). Or, items used to turn your raw material into the final product. Things that help you make the product.

Inventory: A complete list of all the raw materials available to make a product. *Note: in business there are raw material inventories and finished goods inventories. This lesson focuses on raw material inventory only.*



WORKBOOK EXERCISES

-  Show pictures of finished products – **LESSON 1:** Photo Set 1
- ✓ Decide on a method and allocate the Starter Kits

 **LESSON 1:** Activity 1

What will I make and sell?

Ask the kids to draw simple picture of the product which they have chosen to make.

 **LESSON 1:** Activity 2

My inventory list

Students use their starter kit of raw materials to create an inventory list.

- ✓ First explain to kids what is meant by raw materials, equipment, and inventory.
- ✓ Help the kids with the following steps:

- ✓ Step 1: Take a look inside the bag (or box) of raw materials.
- ✓ Step 2: Write each type of raw material in the “INVENTORY ITEM” column of the table.
- ✓ Step 3: Write the amount you have of each type of raw material in the “QUANTITY” column of the table.

Leave room in the 1st column. Reason being: Students are encouraged to eventually add their own materials to the list to make their final products more unique and creative. This will help differentiate their product from any competing products and may allow them to sell at a higher price. In other words, you will come back to this list in future.

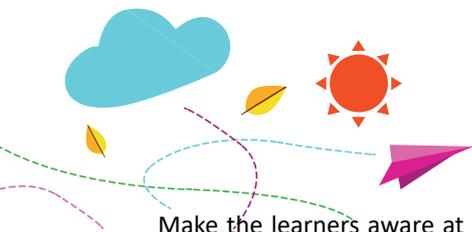
- ✓ Help the kids figure out what EQUIPMENT they are going to need to make the products.

 **LESSON 1:** Fact Basket

- ✓ End the lesson by showing learners a video of how products are made.

LEVEL 2:

 **VIDEO:** How motorbikes are made



Make the learners aware at this point that the materials they received cost money. Ask learners who paid for their backpacks and who paid for them to attend the classes. Tell them that they are going to have to pay them back the money that it cost to make their materials. Explain to learners that when they get to lesson 9 this will be covered in detail and they will complete a loan certificate. They will repay their parents for the cost of materials after they have made their money of selling their products on market day.



REVISE

- ✓ What product are you making?
- ✓ What are raw materials?
- ✓ What is an inventory?

WORKBOOK EXERCISES:

- ✓ Raw Material Starter Kits
-  **LESSON 1:** Activity 1
-  **LESSON 1:** Activity 2
-  **LESSON 1:** Fact Basket

FACILITATING TOOLS:

LEVEL 2:

- ✓ Detailed Raw Material Starter Kit Inventory list
- ✓ Build The Bike Game material
-  **VIDEO:** How motorbikes are made
-  **LESSON 1:** Photo Set 1

LESSON FOCUS

Naming a business

OUTCOMES

- Understand the importance of setting a business name for the venture
- Understand the four different types of business names
- Understand the different types of businesses and how that can impact the business name
- Decide the business name

KEYWORDS

SOLE TRADER - Where you are the only business owner

BACKPACK RESOURCE

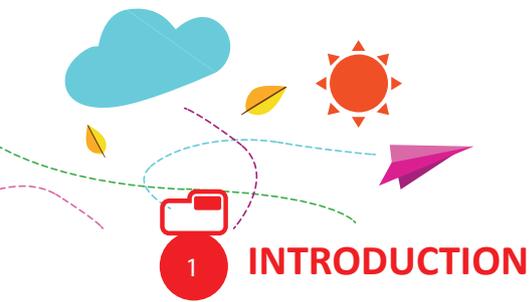
Business Registration Certificate

WORKBOOK EXERCISES

- LESSON 2:** Activity 1
- LESSON 2:** Activity 2

LEARNING SEQUENCE

	 Content	 Method	 Time
RECAP		<ul style="list-style-type: none"> <input type="checkbox"/> Raw materials (take in the Raw Material Starter Kits) <input type="checkbox"/> Inventory 	5 minutes
	ADMIN + Attendance Register		3 minutes
1	INTRODUCTION	<ul style="list-style-type: none"> <input type="checkbox"/> LEVEL 2: Match The Name 	10 minutes
2	CORE CONTENT	<ul style="list-style-type: none"> <input type="checkbox"/> Four types of business names. <input type="checkbox"/> Business Structure 	
3	WORKBOOK EXERCISES	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson 2: Activity 1: Types of business names <input type="checkbox"/> Lesson 2: Activity 2: My business name 	30 minutes
4	BUSINESS REGISTRATION CERTIFICATE		
5	REVISE	<ul style="list-style-type: none"> <input type="checkbox"/> What are the four types of business names? <input type="checkbox"/> What is a sole trader? Name some of its benefits and drawbacks. <input type="checkbox"/> What is a partnership? Name some of its benefits and drawbacks. 	10 minutes



Every business has a name and some names are so recognisable that kids know exactly what the business does, just by hearing the name. Emphasise how important a name for a business is. It is also important to realise that there are four different types of business names, and your business structure also influences your name.

LEVEL 2:

Name Matching Game

Start the lesson by discussing business names in general. Allow learners to give examples of the most interesting business name they know of or have seen. Explain the four ways a business name can be chosen. Give every learner an image with a business name on. Lesson 2: Photo Set 1 (Printed and laminated). Tell them they may not look at their card. Once everyone has a card tell them all to look at their name and then “Find their partners” who they think have the same type of business name as them. There should be 4 groups with 4 names in. Allow learners to discuss and debate which names fit with which. Follow with a discussion on what these names have in common and what method their owners used to derive at that specific name.



Every business needs a good name. There are so many possibilities for creative business names, but most fit into one of four different types:

Types of business names:

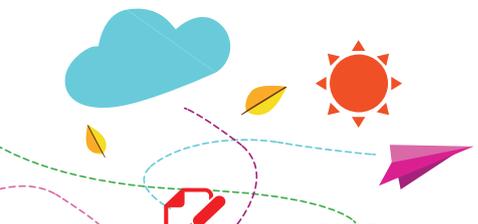
Examples of the four types of business names:

Type of Business Name	Examples
A made up word	Crayola, Oreo, Smiggle, Wizzbango, Frametastic
A business names after the owner/Own name	McDonald’s, Minette’s Cards, Frames by Thabo, F&J’s Candles
A name describing what the business does	Toys R Us, Froot Loops, Cosy Candles, Jewellery to You, Cool Key Rings
A fun word	Yahoo!, YouTube, Smarties, Chappies, WakkaBerry, YaPhoo Plumbing

Business structure

Before you come up with a business name, it is important to figure out what **type of business** you have. Are you **SOLE TRADER** or a **PARTNERSHIP**? Run through the advantages and disadvantages of the types of business relationships. If students are working in a partnership, they can make a business name based on both of their names. They could take their two surnames, combine initials, combine portions of both names, etc.

	Definition	Positives	Negatives	Business Name
Sole Trader	Where you are the only business owner.	You keep all of the profits. You are in charge and make all of the decisions.	Business can be lonely. You need to be good at all of the elements.	Can be your own name.
Partnership	You work with one or more partners in the same business to sell products, share the workload and split the profits between you.	You can share the workload. You can make double the amount of products. You each bring different skills.	You need to make joint decisions. You need to share the profits. There might not be enough customers for 2x the products.	Can be a mix of both partners names e.g. Johnson & Johnson, Hewlett Packard.



WORKBOOK EXERCISES

3

LESSON 2: Activity 1

Types of business names

- ✓ Brainstorm some examples of the four different types of business names. Examples are given in the table above.

LESSON 2: Activity 2

My business name is ...

- ✓ Students can then brainstorm one name of each type for their business and write these in the space provided. Then they should choose one name to go with.

Points to emphasise:

1. Your kidpreneurs should avoid names that are long winded, a direct copy of another business, rude or offensive, confusing, hard to pronounce or complex to spell.
2. Students can also be encouraged to use an altered version of a company that already exists e.g. Frames R Us, or a saying e.g. Diamonds in the Rough etc. Emphasise that a name which is kid-sounding or cute will also impress the customers.

LESSON 2: Fact Basket

4

BUSINESS REGISTRATION CERTIFICATE

Explain to the students that every business launched in the real world is signed up to the Registrar of Companies Register. The owner gets a Business Registration Certificate and a business number to show to the government, customers, suppliers and others that they are a real business. We are going to do the same.

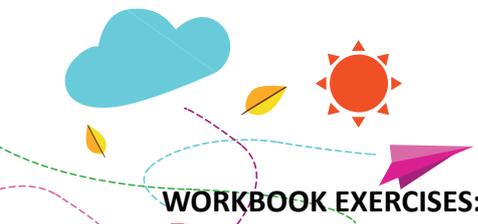
- ✓ Hand each kid a BUSINESS REGISTRATION CERTIFICATE.
- ✓ Go to each kid, write the name of their business and the date of registration on the certificate to officially register the business name with the Registrar of Young Entrepreneurs (YE), and sign it. Let the rest of the class clap and congratulate the kidpreneur. Take photos!!!

Note: This must be inserted into a frame and displayed at the market day stall when selling at the end of the programme as a reminder that the kidpreneur has launched a real life business.

5

REVISE

- ✓ What are the four types of business names?
- ✓ What is a sole trader? Name some of its benefits and drawbacks.
- ✓ What is a partnership? Name some of its benefits and drawbacks.



WORKBOOK EXERCISES:

-  **LESSON 2:** Activity 1
-  **LESSON 2:** Activity 2
-  **LESSON 2:** Fact Basket
- ✓ Business Registration Certificate

FACILITATING TOOLS:

LEVEL 2:

-  **LESSON 2:** Photo Set 1: “Match The Name Game”