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Implementation of Project-based Learning to Entrepreneurship at International Preparatory in Buffalo: Its Effect on Learners' Desire to Become Entrepreneurs and Impact on the Practice of 21st Century Skills

Advisor

Susana M. Bernhardt

Dr. Steve Macho

State University of New York College at Buffalo - Buffalo State College,

BERNHARDT02@mail.buffalostate.edu

Dr. Steve Macho

Second Reader

Dr. Wendy Paterson

Third Reader

Suzanne Zewan

Department Chair

Dr. Steve Macho

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STATE UNIVERSITY COLLEGE AT BUFFALO

Department of Career and Technical Education

Implementation of Project-Based Learning of Entrepreneurship at International Preparatory in Buffalo:
Its Effect on Learners' Desire to Become Entrepreneurs and Impact on the Practice of 21st Century
Skills

A MASTERS THESIS IN
CAREER AND TECHNICAL EDUCATION

BY

Susana M. Bernhardt

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DATES OF APPROVAL:

Steve Macho, Ed.D.
Associate Professor, Technology & Engineering Education
Chair of Career & Technical Education Department

Kevin Miller, Ed.D.
Dean
The Graduate School

THESIS COMMITTEE SIGNATORY

DATES OF APPROVAL:

Steve Macho, Ed.D.
Associate Professor, Technology & Engineering Education
Chair of Career & Technical Education Department

Wendy Paterson, Ed.D.
Dean of School of Education

Suzanne Zewan, MA
Adjunct Instructor of Career and Technical Education

Abstract

To extract the evidence of the effect of project-based learning in the teaching of entrepreneurship at International Preparatory in the City of Buffalo, the researcher will work with two groups of students. One group of students hereinafter called Group A will be exposed to the course of entrepreneurship using the project-based learning golden standards and teaching practices recommended by the Buck Institute of Education and the second group, hereinafter called Group B will not include project-based learning as a teaching strategy. Of special interest is the notable effect on the students' desire to want to open and operate a business as an entrepreneur. In addition, the paper seeks to identify ways in which the students in Group A apply 21st Century skills of critical thinking, creativity, collaboration, and communication as an integral part of using project-based learning.

The paper will consist of a literature review to find out what the experts in the field have proven through research and experience in regard to the use of project-based learning as a strategy for the teaching of entrepreneurship.

Curriculum content will be designed to cover a period of one semester, three units, namely, entrepreneurship, principles of marketing and sales. This content will be presented using project-based learning from the beginning of the semester during which the students in Group A will be asked to work on the challenging question of what good or service they want to create or provide for sale to potential customers. Students in this group will proceed during the first few weeks of the semester with a sustained inquiry until they come up with the product or service they will create or obtain from an established supplier.

Implementation of project-based learning to the teaching of entrepreneurship will consist of providing students the opportunities to identify their product or service and move forward to

the selection of effective modes of packaging, promotion, advertising, sale and distribution of the product or service. The students will also create a written business plan which will outline how their business will be organized and operated. The students will then be directed to work on their final presentations which will be revised, improved, and critiqued for continuous improvement.

The research design will continue with a comparative statistical analysis of the two groups: Group A and Group B. Group A will be the group that will be using project-based learning in the teaching and learning about entrepreneurship, while Group B will be the group that will be doing the course without project-based learning. The purpose of studying the two groups is to establish whether there is a connection between the desire to want to become entrepreneurs when project-based learning is implemented to the course content and to observe the 21st Century skills as the learners work on creating or providing a good or a service to customers.

Finally, the research design will allow for data to be gathered from the students of Group A to conclude which aspect of the curriculum content they found to be most helpful. The purpose for doing this is to establish which segment helped the students the most and to establish the need for emphasis on that segment for future experiments of this nature.

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Chapter I

This paper will present the implementation of curriculum design using a project-based learning component along with a study of its effect on the students' desire to become entrepreneurs and application by learners of 21st Century skills. The curriculum design will include the course syllabus, lesson plans, PowerPoint presentations, student handouts, exit tickets and assessments. The practical component will be in the form of the creation of a business plan which the students will implement from the comfort of their own homes or where it is convenient for them to do so. One particular student will be running his micro-enterprise from a flea market in the City of Buffalo. This practical component of the course will provide the students the opportunity to plan, operate and evaluate the success of a micro-enterprise. Two groups of 10 and 11th grade students who take Entrepreneurship class at International Preparatory at Grover Cleveland in Buffalo Public School District will participate in this research. Going forward, the groups will be referred to as Group A and Group B. In describing Group A, a total number of 20 students, 11 males and 9 females, registered to attend International Preparatory but of these 20 only 11 students attended classes for the entire semester. The other 9 students never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 11 students from Group A who showed up during the semester will be referred to as Active Participants Group A (11).

In describing Group B, a total number of 21 students, 12 males and 8 females, registered to attend International Preparatory but of these 21 only 20 students attended classes for the entire semester. The other 1 student never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 20 students from Group B who showed up during the semester will be referred to as Active Participants Group B (20). Project-based learning will be implemented only with Group A and they will be working on their small businesses during the semester. All

statistical analysis and data collection will therefore reflect only the active participants for both groups.

Many educators promote the study of entrepreneurship at the high school level as it provides the students with the unique opportunity “not only to start their own business but also to think creatively and ambitiously (Florina Roduv and Sabrina Truong, Why Should Schools Teach Entrepreneurship, Entrepreneur.com, paragraph 2, April 14, 2015). This researcher echoes the idea presented by Thomas Friedman that motivating the youth to start their own businesses builds “critical-thinking, communication and collaboration skills to help them to invent their own careers” (Florina Roduv and Sabrina Truong, Why Should Schools Teach Entrepreneurship, Entrepreneur.com, paragraph 1, April 14, 2015). These shared ideas increase the sentiment that the teaching of entrepreneurship in high schools can bring long-lasting benefits to learners as they move on to their future careers.

Purpose of Study

This researcher seeks to examine the effect on learners' desire to become entrepreneurs and practice 21st Century Skills when implementing project-based learning strategy to the teaching of entrepreneurship. The students will be exposed to the study of established businesses and entrepreneurs to guide them as they start their own micro-enterprise. The purpose of this application segment of the course is to provide the students with the opportunity to learn and practice "knowledge specific skills" that they "must master to succeed in work and life" as Jamie Akenberger quoted the California Department of Education (Jamie Akenberger, 21st Century Skills: Why They Are More Important Than You Think, Career Karma.com, paragraph 5, line 2, 2020). This researcher seeks to motivate learners to apply the 21st Century Skills of "critical thinking, creativity, collaboration and communication" in the operation of a microenterprise (Jamie Akenberger, 21st Century Skills: Why They Are More Important Than You Think, Career Karma.com, paragraph 6, 2020). This paper seeks to show how a practical component can help build these skills and help the learners in their future careers as possible entrepreneurs or in further studies.

Statement of Problem

International Prep at Grover Cleveland offers grade 11 students the study of Business Ownership Entrepreneurship as part of the Career and Technical Education. The course presents the basics of business ownership, management, and effective human relations. It allows students to explore all aspects of a business management including planning, organizing, controlling, staffing, and financing a business. Curriculum design will provide the students with an opportunity to use real-world applications of business concepts (Joanne Siwula, CTE Course Syllabus, International Prep, Course Description, paragraph 1, 2020).

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

The study of entrepreneurship provided as part of Career and Technical Education (CTE) has been an important part of the education of all students especially in the State of New York. A Technical Assistance Center has been set up to offer these CTE courses to students under a State Contract in collaboration with The New York State Education Department (CTE Technical Assistance Center of New York website, nycotecenter.org, home page, paragraph 1, 2019). The mission of this partnership is to teach courses like Business and Marketing “resulting in broader CTE opportunities for all students” (CTE Technical Assistance Center of New York website, nycotecenter.org, home page, paragraph 1, Mission, 2019). With this kind of support, teachers in this field can motivate students to practice their entrepreneurship skills starting with a business plan and applying that plan using the internet and available resources. Preparing a business plan

implements the CTE standard of utilizing a fundamental, hands-on, and project-based learning approach to learning (CTE, Buffalo Public Schools, Welcome to the 2020- 2021 School Year Video, minute 2:25, 2020). This kind of opportunity helps students to become creative problem solvers.

Another form of support for CTE teachers is the Federal Perkins V Funding for CTE programs which stands at \$1.263 Billion (Jarrod Nagurka, New Campaigns Aims to Double Investment in CTE, ctepolicywatch.acteonline.org, paragraph 2, line 10, 02/25/20019). This Federal Funding indicates that the United States government has a vested interest in the success of learners by motivating the entrepreneurial spirit. Federal Funding of CTE programs promote the implementation of knowledge-based skills that make learners highly marketable in the world of work, future careers, and even as future entrepreneurs. This Federal Funding also supports the output of highly trained CTE teachers which produces positive results that meet the economic needs of a changing society. This will also prove that the program itself is robust and not only meets the career goals and employability skills of the students but also has the potential to create much needed increase in productivity, employment, gross domestic product and improved standards of living for the young entrepreneurs of the United States. This far-reaching effect would speak volumes about the returns of investment in this valuable program of study.

Methods

This researcher will use two different groups at International Preparatory in Buffalo. One group will be asked to create and operate a microenterprise as entrepreneurs in the implementation of project-based learning and the other group will study marketing and business principles but will not start a micro business. At the beginning of the semester, before teaching entrepreneurship, and again at the end of the semester, after teaching the course, both groups will be asked the question “Do you want to start your own business?” The questions for Group A will differ at the end of the semester to include two other specific questions that highlight examples of how they used knowledge-based skills of critical thinking, creativity, collaboration and communication and which section of the content they found most helpful. The design of the curriculum will focus on project-based learning teaching practices and standards to teaching the course entrepreneurship which includes ample opportunities and suggestions on how to open and run a small business. The curriculum design will be taught in one semester of the course entrepreneurship and students will be guided to implement their business plan. The assessment for the curriculum design will be in the form of a business plan and final presentations that the students will come up with for the running of their business. The following methods will be implemented to gather data for analysis:

- **Literature Review**
- **Implementation of Curriculum Design**
- **Action-based Qualitative Design Using Group Comparisons**

Limitations

The focus of this research is on the use of a hands-on approach in implementing a small business plan and its effect on the desire of the students to want to start a business in the future and of using knowledge-based skills of critical thinking, creativity, collaboration and communication. The paper will not include the actual data that shows individuals starting their own business because that would be a different research. Limitations of the pandemic situation will be considered so an online approach will be the main form of running a business. The researcher also faces the limitation of not being able to meet in person with the students and motivating them to participate more fully. Some of the students are hesitant to even unmute their microphones during the online classes, so this presents the limitation of how much participation the researcher can get in these circumstances.

Other limitations include the fact that many of the students prefer to not even attend classes and even if they attend some prefer not to actively participate in the activities of the class. All efforts will be taken to motivate students to operate their business within the period assigned which is one semester.

The students will not be expected to run a huge business, it will essentially be a very small endeavor that encompasses all the aspects of running and operating a micro enterprise in the comfort of their own homes, using the internet and their friends and family as their customers. Due to the COVID 19 restrictions, the students will be targeting their family members as their customer base.

It would be interesting to find out how many students in the United States have already started their own businesses because of the knowledge and skills of business management presented in this business course in high school across the United States. This would be the scope

of another research paper that would encompass a much larger sample and would provide valuable statistics that can be used to analyze the success of this program at a macro level.

For the purposes of this paper however, the researcher will keep the focus of the study to the students of International Preparatory at Grover Cleveland High School in the City of Buffalo as they use critical thinking, creativity, collaboration and communication skills and their desire to want to start a business after studying entrepreneurship.

Assumptions

The researcher assumes that the students' response at the end of the semester will be honest and reflect their desire to want to start their business in future or not. The researcher also assumes that students will apply a hands-on approach by operating their business plan in their ownhomes. The researcher further assumes that some of the students will have a desire to start their own micro-enterprises in the future as an additional source of income as they further their studiesor go into the world of work. Another assumption is that students will be forthcoming with the examples of times when they had to implement critical thinking, creativity, collaboration, and communication skills in the operation of their microenterprise.

Definition of Terms

For the purposes of this paper **entrepreneurship** will be defined as “the process of starting and operating your own business” (Lois Schneider Farese, Grady Kimbrell, Carl, A. Woloszyk, PhD., *Marketing Essentials*, Glossary, p831, McGraw Hill, 2006). The **business plan** refers to “a proposal that outlines a strategy to turn a business idea into a reality” (Lois Schneider Farese, Grady Kimbrell, Carl, A. Woloszyk, PhD., *Marketing Essentials*, Glossary, p829, McGraw Hill, 2006). **Curriculum Design** in this paper refers to “a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course” (Karen Schweitzer, Curriculum Design: Definition, Purpose and Types, ThoughtCo.com, paragraph 1, November 12, 2019). The **practical component of the curriculum design** refers to “putting the vision into action” this requires that the students “develop the overall structure of the contents of the curriculum and deciding on appropriate resources” (Trevor R. Anderson, John M. Rogan, Bridging the educational research-teaching practice gap: *Curriculum Development, Part 1: Components of the curriculum and influences on the process of curriculum design*, <https://doi.org/10.1002/bmb.20470>, 28 January, 2011). Project-based learning refers to a teaching strategy that provides learners with the opportunity to “use real-world scenarios, challenges and problems to gain useful knowledge and skills (Educators of America, “*What is Project-Based Learning*”, educatorsusa.org, 2021). A **microenterprise** for the purposes of this paper will be defined as “a business operating on a very small scale, especially one with a sole proprietor” (Definitions from Oxford Languages, google.com, 11/18/2020). The students will be encouraged to practice **knowledge-specific skills** which is defined as” skills that ensure career readiness for students so they can be successful in today’s world” (Jamie Akenberger, *21st Century Skills: Why They Are More Important Than You Think*, careerkarma.com, paragraph 1, October 2020). In this case, knowledge-specific skills will be directly relating to the operation of a microenterprise.

Critical thinking for this paper will be defined as “finding solutions to problems” (Jamie Akenberger, *21st Century Skills: Why They Are More Important Than You Think*, careerkarma.com, paragraph 6, Learning Skills, October 2020). **Creativity** for this paper is defined as “thinking outside of the box... this skill allows someone to see a concept in a different way. Creativity leads to innovation and, in turn, success” (Jamie Akenberger, *21st Century Skills: Why They Are More Important Than You Think*, careerkarma.com, paragraph 6, Learning Skills, October 2020). **Collaboration** refers to “working with others; it means getting people to work together and achieve their goals. When working together, all participants must understand and be willing to sacrifice some of their ideas” (Jamie Akenberger, *21st Century Skills: Why They Are More Important Than You Think*, careerkarma.com, paragraph 6, Learning Skills, October 2020). **Communication** for this paper refers to “talking to others and it is the key to everyday life. This skill allows ideas to be conveyed accurately. Effective communication means understanding what another person is saying and being able to respond appropriately” (Jamie Akenberger, *21st Century Skills: Why They Are More Important Than You Think*, careerkarma.com, paragraph 6, Learning Skills, October 2020).

Chapter II: Literature Review

Problem Statement Review

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

When learners get the opportunity to become creative producers of their own ideas especially in the business field as an entrepreneur, it sparks enthusiasm, zeal, and a desire to achieve. A case in point comes from Cornerstone Leadership and Private School where the high school students are guided into the production of their own goods or services as entrepreneurs in the course Youth Entrepreneurs. Jason Filie, teacher at Cornerstone Leadership and Business Private School proudly states that “99 per cent of Youth Entrepreneurs go on to graduate high school and one third of those students go on and start their own business” (Youth Entrepreneurs: *Breaking through Barriers*, YouTube video, minute 3:20, January 26, 2018, accessed 1/20/2021). Many of the high school students at Cornerstone Leadership feel a sense of ownership and a strong confidence in their potential as one of the students put it “Youth Entrepreneurs gives you the core values that you can take into the world...it shows kids that there is a way out” (Youth Entrepreneurs: *Breaking through Barriers*, YouTube video, minute 3:00, January 26, 2018, accessed 1/20/2021).

Youth Entrepreneurs is a program that teaches business education and entrepreneurship to students in lower income communities (Youth Entrepreneurs: Preparing Students, home page, para

1, 2020). The program provides students with opportunities to create and produce products that they can put on the market for sale and start their own microenterprise.

When working with project-based learning, there is a systematic, step by step approach that encompasses seven essential project design elements as recommended by the Buck Institute for Education. First the students receive a challenging problem or question, they conduct a sustained inquiry, the work they perform is their original idea and makes the project authentic, the project incorporates the student’s voice and choice, there is reflection on how to make the project better, there is also a critique and revision of the final product and the project culminates in a public presentation of the finished product (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021). Table 1 shows how the basic elements of the Gold Standard Project Design Framework is adapted at International Preparatory.

Table 1 Entrepreneurship at International Preparatory aligned with the Seven Essential Project Design Elements of the Gold Standard Project Design Framework

Challenging Problem or Question	Using available resources, create a product or service that you would like to provide for customers
Students conduct sustained inquiry	Students think about the product or service they would like to provide. They also think about the resources they will need to create this product or service.
Students perform original and authentic work	After coming up with a product or service, the students begin the work of making the product or service come to life using available resources.
The project incorporates the student’s voice and choice	The students make the choice of their product or service based on their interests.
The students reflect on how to improve their work	After coming up with the idea and making the first attempt at product development, students will work on what they can do to make it even better.
Critique and revision of the finished product	Students will analyze their product, fine tune in terms of quality and safety and get ready for presentations.
Presentation of the finished product	Students present their final product – usually during a teacher organized business fair.

Source: Buck Institute for Education, *The Gold Standard for high-quality*, para 2, para 1 -2, pblworks.org, January 2021

The Gold Standard Project Based Learning recommends seven project-based teaching practices which include design and plan, build the culture, align to standards, manage activities, scaffold student learning, assess student learning and engage and coach (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021). Additionally, project-based learning includes “an extended period of time up to a semester...students develop deep content knowledge” and they can practice “critical thinking, collaboration, creativity and communication” and they “create a public product for presentation” (Buck Institute for Education, *What is PBL*, para 1 -2, pblworks.org, January 2021). Table 2 illustrates the application of the Gold Standard Project-Based Learning teaching practices of design and plan and build the culture at International Preparatory.

Table 2 Application of Gold Standard Project-Based Learning Teaching Practice: Design and Plan and Build the Culture by encouraging key Successful Skills

Critical thinking	<p>What product can be provided? What service can be provided? What are the individual interests and how can these be used to decide on what product/service to provide? Is it better to provide a service or a product? What will be the process of production? How can quality be ensured? Will extra labor be required to produce the product or service? What is the amount of capital that will be needed? How and where will the capital be sourced? Will there be a demand for the product or service chosen? Will there be enough resources for the creation of the product or service chosen? Who will be my target market? Where and how will sales take place? How will the product be marketed? What method of payment will be incorporated into the sales process? What level of risk will have to be undertaken as an entrepreneur?</p>
Collaboration	<p>Will there be need for extra persons to help in the creation of the product or service? How can successful teamwork be sustained? Who will be the suppliers? How will communication with suppliers be maintained?</p>

Creativity	How can the product or service stand out from the competitors? What creative packaging can be utilized? How can creativity be used for the product or service?
Communication	What will be the methods of communication to be used if different circumstances? Who needs to be in the communication network in the production of goods and services? What deadline dates need to be kept in mind when communicating with all parties concerned with the entrepreneur’s task of producing, sales, delivery, and customer concerns?

Source: Buck Institute for Education, What is PBL, para 1 -2, pblworks.org, January 2021.

Tables 3 – 4 show the other five project-based teaching practices as they are implemented in the teaching of entrepreneurship at International Preparatory.

Table 3: Gold Standard Project Based Learning Teaching Practice: Aligning the Project to Standards at International Preparatory

<p>A major learner product: The students will be able to combine resources of land, labor, and capital to come up with a product or service that they will be selling to potential customers.</p> <p>New York CDOS Elementary Career and Universal Standards: Managing Resources Students will demonstrate an awareness of knowledge, skills and resources needed to complete a task.</p>	
<ul style="list-style-type: none"> A. Students will use different techniques to acquire use and manage resources. B. Students will use planning strategies to carry out an activity. C. Students will perform the tasks within the time frame indicated D. Students will estimate the costs for the creation of the product or service 	<p>This will include using brainstorming techniques to come up with a product or service, managing time as each task has a deadline, inventory of available materials that they will need for this task; calculate finances that they will need to come up with this product or service; assign individuals to specific tasks when working together as a group; pose creative solutions to possible problems when coming up with their product or service; implement a plan of action to bring to fruition a product or a service, assess the plan for strengths and weaknesses, improve the plan if necessary.</p>

Source: Career Development Occupational Studies, CDO, Elementary Core Curriculum, Standard 3a, Universal Foundation Skills, Performance Indicator 1, New York State Education Department, p12.nysed.gov, page 10, November 17, 2015.

Table 4: Gold Standard Project Based Learning Teaching Practices: Manage Activities, Scaffold Student Learning, Assess Student Learning and Engage & Coach at International Preparatory

Manage Activities	The teacher begins by providing essential vocabulary and content. This is followed with the project specifications and rubrics for grading at the beginning of the semester. The teacher continues the semester by keeping track of student progress and ensuring that deadlines are met.
Scaffold Student Learning: Use of differentiation to scaffold and deliver content	The teacher provides extra guidance and scaffolding to encourage students to perform well. The teacher encourages gifted students to go beyond the requirements by implementing their creativity in the production, distribution and selling of their product/service.
Assess Student Learning: Implements Literacy-rich formative and summative assessment aligned to desired learner outcome	The students make presentations of their product/service which are graded with a previously reviewed rubric. The students participate in promoting their product/service, also graded with a previously reviewed rubric. The students participate in sales of their product/service and this equivalent to a successful attainment of the overall goal of producing, distribution and selling.
Engage and Coach	The teacher engages students and coaches them as they work their way towards the final presentations of their products/services.

Source: Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021

Research has shown that implementing the seven essential project design elements and teaching practices, students gain much from engaging in project-based learning and that includes “fully engaged, deeper learning, exposure to adults and careers, a sense of purpose, success skills, rewarding teacher relationship and the use of creativity and technology (Buck Institute for Education, Student Impact, para 3, pblworks.org, January 2021).

In a report written in California for the Linsey Unified School District in California research evidenced that during the implementation of educator actions of demonstration, customization, purposefulness, collaboration and community of the project-based learning out of 20 educators using this method, it was observed that there was a link between the educator’s actions and learner outcomes resulted in the following statistics: 70% showed real-world authenticity, higher-order thinking was 30%, student driven 25-60%, promoting interaction was

80% and demonstrations of learning was up 50-65% (Price, Chara, M. S., et al, *BetterLesson and PBL Works Professional Learning at LUSD Effects on Instructional Behaviours and Learner Outcomes*, p 20, 2019). Tables 4 and 5 illustrate educators’ actions and learner outcomes as applied at International Preparatory and how project-based learning is applied to the teaching of entrepreneurship.

Table 5 Educator Actions in the Teaching of Entrepreneurship using Project-Based Learning at International Preparatory

Demonstrating	The teacher uses demonstration strategies to assist students in the production of goods/services.
Customization	Each student is encouraged to work on their own customized product/service.
Purposefulness	Each product or service would be purposeful and meaningful to the potential buyer and the students create products/services that they have an interest in.
Relevance	Each product or service has a direct relevance to the needs and wants of the potential customers.
Rigor	This project falls within a rigorous and challenging range of covering the entrepreneurship curriculum as students are involved in all the levels of Bloom’s Taxonomy when performing each task.
Fosters an inclusive and equitable classroom culture responsive to learners’ identities and needs	Each student is encouraged to use what interests them in the production of their good or service. Cultural diversity is appreciated by providing them the opportunity to choose something specific to their customs and traditions. The teacher fosters a classroom environment in which everyone’s differences are appreciated taken as a cultural learning experience. Student’s cultural needs are respected, and accommodations are made to ensure that they are comfortable with the project and its aims.

Source: Educator Actions taken from Linsey Unified School District in California Research

Table 6 Learner Outcomes Using Project-Based Learning at International Preparatory

Real-world authenticity	What product or service will be needed or wanted by the customers and markets?
Higher-order thinking	Analyzing product quality Comparing sales between different periods Evaluating the effectiveness of the product or service from customer feedback Synergizing all efforts with collaborating team to bring the product/service to the customers Illustrating benefits of product/service
Student driven	Students work in teams or individually to come up with their product or service.
Promoting interaction	Students will need to interact with each other, the teacher and all persons involved in assisting them as they create the product or service.
Demonstrations of learning	Students evaluate their product/service to make improvements. Students combine resources of land, labor, and capital to come up with a product or service that they will be selling to potential customers.
Experiencing Learning	Students are actively involved in producing, advertising, promoting, and selling a product or service.

Source: Learner Outcomes taken from Linsey Unified School District in California Research

The research further showed that participation is related to goal behaviors within learning environments: in project-based learning (Price, Chara, M.S., et al, *BetterLesson and PBL Works Professional Learning at LUSD Effects on Instructional Behaviours and Learner Outcomes*, p 28, 2019). Simply put, project-based learning environments promote participation of the learner toward the achievement of intended goals.

Project-based learning takes content from simply defining and describing to applying, implementing, creating, and analyzing using “real-world scenarios, challenges and problem-solving” (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 1, 2021, retrieved 1/20/2021). This method of teaching begins with a structured system which provides opportunities for learners to “find resources, use project timelines, overcome obstacles and publicly display work” (Educators of America, *What is Project-Based Learning*, educatorsusa.org,

para 2, 2021, retrieved 1/20/2021). Using this method of teaching has proven that it “increases student success and long-term growth” One of the main benefits of using this method of learning is not only the application of skills learned in the process of accomplishing the project but the continued use of these skills that prepare learners for the world of work and for further studies. Not only do learners get the chance to actively bring to life the content of the text book but they also have the unique opportunity to complement this with the use “technological tools in most effective manner and with intentional purpose (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 7, 2021, retrieved 1/20/2021).

Chapter III

Problem Statement Review

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

Curriculum Design and Implementation

The Entrepreneurship Curriculum will be designed to follow the seven essential project design elements of the Gold Standard Project Design Framework stipulated by the Buck Institute for Education (*The Gold Standard for high-quality*, para 2, para 1 -2, pblworks.org, January 2021). The syllabus for the first three units of the Entrepreneurship course can be found in the Appendix C.

To begin with, the application of the first element of project-based learning, the students will be asked the challenging problem or question “What good or service can I produce for my potential customers?” Before they can answer that question, the curriculum begins with lesson one which establishes the foundation and business jargon required for successful performance in the learners' role as producers of a good or service. Illustration 1 shows the important vocabulary and business jargon that will be introduced. See Appendix C for the details of the entire lesson.

A very fundamental and essential step taken was to create an inventory of the students' interests. This was done using the results of students' responses on an assignment of a PowerPoint Presentation which included slides for their name, age, grade, their family, subjects, favorite subjects, hobbies and career goals.

Illustration 1: Unit 1 Lesson 1 Excerpt

Objectives:

1. The students will be able to define the concept of entrepreneurship, using the term resources of land, labor and capital needed to start a business.
2. The students will be able to identify the three resources used in the production of goods and services by an entrepreneur.

Vocabulary and content

- All the factors that are needed to produce or make a product or service when starting a business. These are known as Factors of Production.
- Resources divided into three: land, labor, and capital.
- Land - Everything contained in the earth or found in the seas
- Labor - All the people who work: Waiter, chef, cashier, greeter
 - Capital –Money and equipment to start and operate a business
 - Goods – tangible items that have monetary value
 - Services – intangible items that have monetary value

Source: Farese, et. al., Marketing Essentials, 2006.

Following this lesson, the students will then be introduced to a definition of an entrepreneur and the role played as they gather resources to produce goods and or services. The teacher asks personalized questions that students can relate to as they think about their future as possible entrepreneurs. For the purpose of protecting the identity of students their names will be altered. When handling this segment, it was important to take the questions from the inventory of interests, hobbies and activities previously compiled. For example, Allan expressed that he helped his grandfather with his business on Saturdays. The teacher used this as a vivid example of an entrepreneur by conducting a visit to his stall on a Saturday. The personalized questions to Allan were: What time do you go to work and what do you do there? The example of Allan and his grandfather was used to portray the definition and role of an entrepreneur and the definitions of the factors of production of land, labor and capital. Allan reported that he goes to the stall every Saturday, by 9 a.m., takes an inventory of goods that were purchased, works on pricing, sales and records sales. This became one of the first and most important examples of entrepreneurship and was used throughout the course as the content progressed. The example was relevant, and it was based on the real experiences of one of the students in the class. This made a big difference when

<p>service or a good? Get a notebook or sheet of paper to write your response and share on the camera.</p> <ul style="list-style-type: none"> ▪ What product or service will your business provide? ▪ Choose a name for your business. Write it in your notebook. You have one minute. <p>The teacher will then guide students to answer the question: What will you need in order to start this business? These will be classified into Land, Labor, and capital.</p>	<p>The students make a list of things they will need in order to create the product or service.</p>
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Source: Farese, et. al., Marketing Essentials, 2006.

Illustration 3 shows the next lesson which provides some details about who an entrepreneur is, what they do, what characteristics they demonstrate, what are the advantages and disadvantages of being an entrepreneur. In presenting the characteristics of an entrepreneur the teacher used the example of Allan as he gets up early every Saturday and exemplifies the characteristics of responsibility and hard work that an entrepreneur needs to have. Allan would respond to the questions illustrating to the rest of the class that an entrepreneur works very hard to get the goods to his/her customers. Judy, one of the other students in the class mentioned that an advantage of being an entrepreneur is that they make their own money, but they have to work hard to get the goods to their customers and keep them satisfied. Nellie also mentioned that an entrepreneur gets to work whenever they want; they make their own schedule. Sally participated very well by commenting that entrepreneurs need work hard to keep the customers satisfied.

This lesson is important because it portrays what it takes to become an entrepreneur. In applying project-based learning, the students are encouraged to engage in critical thinking about the advantages, disadvantages, risks, and skills that entrepreneurs need to exhibit and if they can adopt these into their possible role as a future entrepreneur. The illustration shows the content to presented and discussed. See full details of this lesson in Appendix C.

Illustration 3: Unit 1 Lesson 3 Excerpt

Objectives: The students will be able to	
<ol style="list-style-type: none"> 1. Define entrepreneurship 2. List two advantages of entrepreneurship 3. Explain two risks or disadvantages of entrepreneurship 4. List five characteristics and skills of entrepreneurs 	
Teacher-Centered Activities	Student-Centered Activities
<p>◆ The teacher will show the students a video of Estee Lauder and how she became a successful entrepreneur https://www.elcompanies.com/en/who-we-are/the-lauder-family/the-estee-story</p> <p>The teacher will then ask the students what they think are the advantages and disadvantages, risks, and skills of becoming an entrepreneur. After the students share, the teacher will write their sharing on the white board and then share other advantages of becoming an entrepreneur.</p> <p>The teacher will then ask the students if they have what it takes to become an entrepreneur. The teacher will ask questions listed in the content below</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>

Source: Farese, et. al., Marketing Essentials, 2006.

At this point, learners should have already made a choice as to what product or service they will create. The teacher would give suggestions to each student based on their individualized interests. For example, Allan chose to sell goods from his grandfather’s stall. Rudy likes cooking, so the teacher recommended that he works on the production of food. He accepted the recommendation. Judy surprised me at this point stating that she will be producing lip gloss using raw materials and packaging her product for sale to her customers. She did not require much suggestions as her mind was already made up on what her product will be. I applauded her initiative. This is important because it builds up their confidence. Delia did not participate much in class, but she surprised me by sharing that she already has her own microenterprise selling stuff she gets from suppliers. Nelly’s contributions to the class were always on point; she shared that she will be working on providing hair products to her customers. Lian also loves cooking so the

teacher recommended that he produce food for his customers. He was happy to accept the recommendation. Sally was very reluctant in coming up with her microenterprise. She expressed that she had no desire to continue studying business and so this really did not interest her. The teacher kept insisting that as her interest was in becoming a pharmacist, even they need to have entrepreneurial skills. She was still not happy about the project. Eventually she reluctantly accepted to buy and sell jewelry. Santy's interest was in becoming a nail technician, so the recommendation for her to do nails as a service came easily and she gladly accepted this. Tully loves working with hair and it was not hard to guide her into the provision of doing people's hair as a service. The rest of the students did not participate actively, and the teacher then suggested that they pick food production or buying a product and reselling it as a business. Following the seven elements of project-based learning, the students this is the point at which the project incorporates the student's voice and choice. These two lessons shown in illustrations 4 and 5 introduce the types of business ownership. At the end of this lesson, all students will have chosen the type of business ownership their microenterprise will be considered. The teacher would encourage all to choose sole proprietorship for its ease of formation. See full details of this lesson in Appendix C.

Illustration 4: Unit 1 Lesson 4 Excerpt

Objectives:	
<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the forms of business ownership 2. Identify one advantage and one disadvantage of a sole proprietorship 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then begin by explaining the ways that can be used to start a business</p> <ul style="list-style-type: none"> ◆ Purchase an existing business ◆ Take over the family business ◆ Start a new business ◆ Purchase a franchise business <p>The teacher will then explain the type of business: Franchise by starting with the definition, examples, advantages, disadvantages.</p> <p>The teacher will then ask present other types of business ownership Sole proprietorship</p> <ul style="list-style-type: none"> ◆ Partnership ◆ Corporation ◆ Limited liability company (LLC) ◆ A business can start as a sole proprietorship and grow into a corporation <p>The teacher will explain that the difference with these types of business ownerships is in the way decisions are made and how well the businesses compete in the market</p> <ul style="list-style-type: none"> ◆ (market – place where goods and services are bought and sold) <p>The teacher will then explain the definition of a sole proprietorship by giving examples, advantages and disadvantages</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>

Source: Farese, et. al., Marketing Essentials, 2006

The importance of the lesson excerpt shown in illustration 5 is that the students will learn where to go to get their businesses registered in the City of Buffalo. For this lesson, the students are prompted to use communication and collaboration skills to get their business registered. This is very relevant for the students who are seriously considering continuing with their entrepreneurship ventures. Delia surprised me again, when I visited her to buy her product with her question of where exactly she can go to register her microenterprise. I gave her the details again with my expression of admiration for

her hard work and dedication as a young entrepreneur. She had development a true sense of ownership! See full details of this lesson in Appendix C.

Illustration 5: Unit 1 Lesson 5 Excerpt

Objectives:	
The students should be able to:	
<ol style="list-style-type: none"> 1. Identify one advantage and one disadvantage of each type of business ownership 2. List the legal steps to take in establishing a business 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then begin by reviewing the sole proprietorship and then going into the Partnership, Corporation, Limited Liability Company (LLC), Definition Examples Advantages Disadvantages</p> <p>The teacher will explain that the difference with these types of business ownerships is in the way decisions are made and how well the businesses compete in the market</p> <ul style="list-style-type: none"> ◆ (market – place where goods and services are bought and sold) <p>The teacher will then explain the steps that can be taken to register a business.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>
<p>Registering your business</p> <ul style="list-style-type: none"> <input type="checkbox"/> New business owners need to register their business after choosing the type of business ownership they will adopt <input type="checkbox"/> Businesses are registered with the county clerk <input type="checkbox"/> A corporation must file Articles of Incorporation <input type="checkbox"/> Licenses to operate must be obtained from the local government agencies <input type="checkbox"/> http://www.cityapplications.com/business-licenses/NY-New-York/biz-Buffalo.html#:~:text=New%20York%20State%20Tax%20ID,Completed%20application%20and%20license%20fee 	

Source: Farese, et. al., Marketing Essentials, 2006.

In lesson 6 shown as excerpt in illustration 6, the students are asked to think of a name for their business. In applying project-based learning, the students’ voice and choice is highlighted as they come up with the names of their businesses. The teacher also introduces the Business Plan which lays out details about the business. (See Illustration 7) They also need to finalize their decision as to what product or service they will provide, where they will be located and establish who their potential customers will be and what form of invoicing they will use. Due to the pandemic, it was suggested that everyone use their family members as their customer base. The students at this point exhibit critical thinking, communication, and problem-solving skills. It also highlights their creativity in coming up with original and authentic work based on their own interests. See full details of this lesson in Appendix C. Note that the essential questions regarding potential customers relate to the area where the students live so that they can easily relate. These questions are asked as a guide to help students come up discussions on what works best for them. They can also come up with their own questions that will help them to identify their customer base depending on their product or service.

Illustration 6: Unit 1 Lesson 6 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. Students will be able to identify potential customers 2. Students will be able to identify factors that make for a successful business location 3. Students will be able to identify an appropriate business layout 4. Students will be able to identify basic procedures for invoicing 	
Teacher-Centered Activities	Student-Centered Activities
The teacher will then begin by reviewing the types of business ownership and ask students to choose one for their business. The teacher will then ask:	Students will first listen and participate in the question and answer prompted by the teacher. The students will start writing down the answers about their own small business.
Essential Questions about potential customers: Vocabulary and Content	

- Who will buy your product or service?
- Which region will you be working with? Will you include other counties like Erie, Chautauqua, Niagara? Will it be in the City of Buffalo? Will it be in the suburbs? Will your business include Rochester? Will the Erie Canal path be considered? Will you consider Upstate New York or only Western New York?
- What is the size of the population that will become your potential customers?
- What role does the climate play acquiring your potential customers?
- What age and gender group will be your customers?
- What marital status will your customers have?
- What family size will your customers have?
- What level of income will your customers have?

- What is the occupation of your potential customers?
- What level of education will your potential customers have?
- What religion, culture or ethnic background will your potential customers have?
- Think: how many businesses will be competing with yours?
- Is it a good idea to locate near your competitors? Why or why not?
- People can compare prices, quality, and service if you are near your competitors.
- If you have a make-up store – does it make sense to locate it near a hair salon?

Source: Farese, et. al., Marketing Essentials, 2006.

Illustration 7: The Business Plan

Source: Farese, et. al., Marketing Essentials, 2006.

The Business Plan	
Name of Business	
Product/Service	
Type of business ownership	
Registration of business	
Business location and layout	
Potential customers	
Invoicing	
Source of Capital Estimated start-up costs Cash Flow Statement	
Staffing Organization Chart	
Job Descriptions	
Marketing Plan SWOT Analysis Product Planning Pricing Promotion	
Sales	

Illustration 8 focuses on lesson 8 which is a very important lesson as it presents the customers and their role in the business. Students learn in this lesson that it is vital to keep the needs and wants of their customers to the forefront of their priorities as an entrepreneur. They also realize at this point that the customers are the lifeline of their enterprise. At this point, the learners lose their shyness and come out as entrepreneurs who care about their customers. Here the students practice their communication and collaboration skills in real world scenarios. The role playing in this segment makes this lesson realistic and meaningful.

Role-playing included a customer and a customer service representative. The scenario was that the teacher (the customer) bought a blouse from Walmart and is returning it because it was the wrong size. Using the criteria as elements needed in their presentation, the teacher guided the students with possible responses. The teacher began by asking Nelly to help demonstrate good customer services using another example.

Nelly, you are working as the receptionist at Ramada Inn and I come in with a complaint.

Nelly “Good Morning, Hi, how can I help you”

Teacher “The water from the shower does not get warm.”

Nelly “I can understand your frustration. I will get you another room so you can get what you need.”

Teacher “Thank you for helping.” After I am settled in another room, she calls me:

Nelly “Is everything ok now?”

Teacher “Yes, it is, thank you once again for helping.”

Nelly “I am glad I was able to help. Let me know if you need anything else. I have sent you a discount coupon for your next stay with us.”

Teacher “Sure. Thanks once again.”

Nelly did a fantastic job role playing as the receptionist. She just took off from the start and

portrayed a polished response to my complaint. The students shared their ideas on her performance and gave feedback on how well Nelly responded. The teacher had a discussion revolving around the verbal and non-verbal communication that is necessary to keep the customers happy. Students shared how enthusiastic Nelly was, her genuine smile, happy greeting and the need to find a quick solution to the problem. Students were also directed to note the importance of empathizing with the customer about their frustration. The teacher shared how she felt appreciated and cared for as a customer. Everyone agreed that what is being said is important but the way it is said is more important in helping the customer feel appreciated. The key takeaway in this lesson is the practice of excellent communication skills in dealing with customers. The rest of the students used her example of concern and doing whatever it takes to get the customer satisfied. At first, the students were a bit reluctant to participate but after the demonstration, they took off with their responses. Some of them had trouble getting the correct words out but the criteria acted as a “cheat sheet” to help them when they got stuck with the communication process. Their participation was based on real-life examples and the teacher emphasized that this skill is one they will use in whatever field they chose to go. Treating customers well is of great importance no matter what career choice they make. See full details of this lesson in Appendix C.

Illustration 8: Unit 1 Lesson 7 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The students will be able to identify the key elements of a prompt and effective response to customers' concerns using company's basic procedures. 2. The students will be able to identify five guidelines to consider in order to effectively handle customers' complaints. 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will proceed with explanation of an appropriate way to handle customer complaints. The teacher presents the steps to handle upset customers.</p> <p>The teacher will then conduct a second role play. This time the teacher will be the clerk at the hotel desk and will demonstrate the steps to take to handle an upset customer.</p> <p>The teacher will then present the steps to take when handling customer's concerns.</p> <p>The teacher will then guide students to role play the handling of a customer's complaints/concerns.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>One student will role play as the upset customer.</p>

Source: Farese, et. al., Marketing Essentials, 2006.

The lesson excerpt shown in illustration 9 guides students the opportunity to think about the source of their financing for their business. (see full lesson in Appendix C) Here, the teacher will introduce how it is done in the real world, but for the purposes of their microenterprise, they will be asking their parents for a small loan for start-up capital. They practice their presentation and communication skills with this task. By this time, they already have a nice plan to present to their parents which includes the name of the business, the product or service they will be providing, the type of business ownership, the location and layout of their business and their potential customers. Presenting all this to their parents as if they are a financial institution gives the students the presentation skills needed for the real world. Students will be required to prepare an estimation of their start-up costs and a cash flow statement which shows how much cash they will be needing for operations. These tasks involve critical thinking and problem-solving skills. Students will also be directed to think about their labor needs and the job descriptions for each person needed. After

procuring the funding to start their enterprise, they will be directed to fill out the source of capital and staffing needs in the Business Plan.

Illustration 9: Unit 1 Lesson 8 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The students will be able to list the financial requirements for a business. 2. The students will be able to identify how to organize a business. 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then proceed by explaining the definition of capital and the various sources of capital.</p> <p>The teacher will then present the personal financial statement, balance sheet and estimated start-up costs, income statement and cash flow statement. The teacher will continue by presenting the steps in organizing a business including type of ownership, steps in establishing the business, staffing, job descriptions and organization chart. The teacher will provide definitions and examples of how businesses can be organized.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p>

Source: Farese, et. al., Marketing Essentials, 2006.

Unit 2 lesson 1 shown in illustration 10 begins with important concepts relating to an economy and the role of a small business within that economy. The importance of this lesson relates to the use of resources for the production of goods and services and this productivity affects the overall economy of a country. See full details of this lesson in Appendix C.

Illustration 10 Unit 2 Lesson 1

Objectives:

1. Students will be able to define an economy, clearly outlining how a country meets the needs and wants of its people.
2. Given the definition of the term resources, students will be able to list and define the four factors of production.
3. Using the definitions of scarcity and opportunity cost, the students will each discuss, in pairs, one personal example that clearly demonstrates the concept of opportunity cost.
4. Given the definition of traditional, market, mixed and command economies, students will be able to explain how nations answer the three basic economic questions.
5. Students will be able to list two factors used to measure the success of an economy.

Unit Summary

Students will be able to provide a definition of the concept of an economy using a concept map. They will be able to make a list of the factors of production needed to satisfy people's needs and wants. They will be able to explain that resources are limited leading to scarcity and the concept of opportunity cost. They will also be able to explain the economic systems of various countries as they meet the needs and wants of their people. They will be able to state what makes for a healthy economy and explain how an economy is measured using various economic indicators. The students need to know this content as it forms an integral part of the importance of marketing a product or service. It is the basis upon which products and services are produced, thus forming part of a country's economy. It also forms a basis for students to gain knowledge of how their product/service can impact the local and global economy.

Source: Farese, et. al., Marketing Essentials, 2006.

Illustration 11 presents the lesson that requires students to perform a SWOT analysis as the basis of their marketing plan. This segment provides another opportunity for students to apply their critical and problem-solving skills because they need to come up with a list of strengths, weaknesses, opportunities, and threats of their business enterprise. Delia shared that her greatest challenge is waiting on suppliers to send the products that she orders; sometimes they take too long to arrive, and her customers get impatient. Judy mentioned that the strength of her business is the product itself made with appealing flavors like pomegranate and watermelon. See full details of this lesson in Appendix C.

Illustration 11: Unit 2 Lesson 2 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The student will be able to explain the basic elements of a marketing plan. 2. The students will be able to identify factors that influence a Marketing Plan. 	
Teacher-Centered Activities	Student-Centered Activities
The teacher will ask about the students by businesses to identify the strengths and weaknesses, opportunities, and strengths. The teacher will continue listing the different sections included in a written marketing plan.	The students will listen first and then they will write notes about the strengths and weaknesses, opportunities, and threats of their business. The students will then share and write on their business plan.

Source: Farese, et. al., Marketing Essentials, 2006.

The importance of the lesson excerpt shown in illustration 12 lies on product development. Here, the students describe what exactly their product or service does for the customer, how they plan to package, brand, and label this product/service. At this stage of the project-based learning, students are applying reflection, critique, and revision of their product to make improvements that will be pleasing to the intended customers. Students also make use of the skills of problem-solving, communication and creativity to come up with a product or service that is not only appealing but meets good quality standards that are acceptable in a real-world environment. See full details of this lesson in Appendix C.

At the presentation level of the project, many of the students amazed me. Judy not only produced her lip gloss using raw materials, but she came up with a nice packaging that included her lip gloss along with some candy which is appealing to the customers she targets – her classmates. She also created her own brand name which she printed in the little containers. This exemplifies her use of problem-solving, reflecting on the product as to what would make it attractive to her customers, criticizing the product and packaging to make it even better. Of course, the skill she used the most was her creativity in coming up with an attractive final product. (See illustration 17 below). Delia also amazed me with the packaging of her product. She used specialized packaging material to protect the product from the elements and it looked very

professional. (See illustration 20) When I went to pick up my order from Rudy, his packaging impressed me. He had two products both labeled so the customer would know what they are getting. Opening the plate was another surprise; he had placed the food nicely and attractively. Upon tasting the food, I was hooked! It was tasty, spicy, and very well prepared. I would eat from his place again! (See illustration 18)

Illustration 12: Unit 2 Lesson 3 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The students will be able to list the factors that need to be considered in product planning. 2. The students will be able to list the steps needed in product development. 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then begin by explaining the concept of product planning. First the teacher will define a product both tangible and intangible. The teacher will then present the factors that need to be considered when planning a product. The teacher will then present a product (a ring box) inside its packaging. The teacher will show the box and ask students to identify packaging, branding, labelling and warranty of the product. They will then be asked to look around for a product in their room and identify some of these factors on their product.</p> <p>The teacher will then present a list of products by Proctor and Gamble as they develop new products.</p> <p>The teacher will then present the steps that are taken when a product is being developed. The teacher will use the example of one of the student's product – lip gloss.</p> <p>Source: Farese, et. al., Marketing Essentials, 2006.</p>	<p>The students will listen first, read the notes on the PPT presentation, and list the factors needed in product planning. The students will then listen and observe as the teacher presents a product and identifies the packaging, branding, labelling and the warranty of the product.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also view the examples presented. They will also read from the PowerPoint Presentation.</p>

At the end of this lesson, with the students' deadline for submission of their product or service, they came up with the following microenterprises. The names of the businesses have been modified to protect the identity of the students.

Table 7: Microbusinesses Established by Students of International Preparatory at Grover Cleveland in the City of Buffalo

Name of Business	Product/Service
Mary Muse Lip Gloss	The student gathered raw materials, established a production process, implemented quality control regimen, and produced lip gloss of different flavors.
Restaurante Puerto Rico	The student gathered raw materials and produced Puerto Rican specialty food items which were sold in restaurant style from his home.
Red Rose Beauty Products	The student established a list of suppliers who provided her with hair products that she would sell to her established customer base.
Jo's Pastellitos	The student gathered raw materials, established a production process, implemented quality control regimen, hired labor to assist in production and produced a Puerto Rican delicacy called pastelitos using chicken and beef.
TS Jewelries	The student established a list of suppliers who provided her with different kinds of fashion jewelry that she would sell to her established customer base.
Li Marie Vivid Lux Nails	The student set up a section of her living room as a salon type area where she would gather all the materials needed to do manicures and nail art. She did the nails of her customers which consisted mainly of her family members.
John's Cutting Room	The student set up a section of her living room as a salon type area where she would gather all the materials needed to do hair styling. She did hair styling of her customers which consisted mainly of her family members.

Mark's Store	The student used a section of his grandfather's stall at a flea market in Buffalo to set up his own items for sale to the customers who came by for shopping.
Annie's Store	The student set up a specialty store selling Pilipino food.
David's Store	The student set up a store selling household small items.
Tanny's Store	The student set up a store selling household small items.
Telly's Store	The student set up a retail business with an established line of suppliers of different kinds of fashion products for both men and women and a distribution line which included sales to her customer base.

Source: Students input at International Preparatory in Buffalo

At this point, the students were directed to work on the pricing of their product/service. They were required to work on a break-even analysis by making a list of the raw materials needed and a costing for the product or service they are providing. This task requires students to implement problem-solving and critical thinking skills in coming up with the right price that will allow them to cover their expenses, overhead and make an acceptable profit margin. After coming up with a reasonable price for their product or service, they will include this in the business plan in illustration 7. Illustration 13 shows the excerpt of the lesson. See full details of this lesson in Appendix C. The questions used to distinguish between price and value are very meaningful to the students as the teacher drew from their own interests.

Illustration 13: Unit 2 Lesson 4 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The students will be able to explain three goals of pricing. 2. The students will be able to list the four factors that affect price planning. 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then begin by explaining the relationship between price and value. The teacher will ask the following questions:</p> <p>How much are you willing to pay to go to the drive-in movie?</p> <p>How much are you willing to pay for Animal Crossing?</p> <p>How much are you willing to pay for Dungeons and Dragons?</p>	<p>The students will listen first and then they will think about the value they place on the items mentioned by the teacher. The students will then share with the rest of the class.</p>

<p>How much are you willing to pay for Anime movies?</p> <p>The teacher will then explain how market factors affect prices using an example of a BLT sandwich.</p> <p>The teacher will then present a break-even analysis using the BLT sandwich and how this affects pricing. The teacher will ask the students about break-even point using other examples.</p> <p>The teacher will direct students to work on the pricing of their product or service.</p>	<p>The students will listen first and then they will answer questions as prompted by the teacher. The students will then share with the rest of the class.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p> <p>The students will start writing about product pricing as it relates to their own small business. They will enter this into their own business plan. Students answer prompting questions.</p>
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Source: Farese, et. al., Marketing Essentials, 2006.

The lesson on illustration 14 starts the promotion aspect of the student’s product or service. This is when the students start exhibiting their creativity skills because they should to come up with ways in which they will bring their product or service to the attention of their customers. Some of the catchy phrases used by the students to promote their product/service were as follows:

Judy came up with: “Your lips will be happy!”

Rudy used: “You will get good Puerto Rican food!”

Sally used: “You will look good with the jewelry!”

Delia came up with “Your hair ties and purse will match, and you will look good!”

Nelly used: “When you use this hair product, you will look 10 years younger! Your hair will be on fleek and you will never want to stop using it!

Illustration 14: Unit 2 Lesson 5 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The students will be able to explain the role of promotion in business and marketing 2. The students will be able to identify the various types of promotions 3. The students will be able to explain the concept and purpose of visual merchandising 4. The students will be able to describe the types of display advertising 	
Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will invite students to go on a short virtual shopping to look at promotions at JC Penny</p> <p>The teacher will then begin by explaining the concept of promotion and the reasons why businesses use it. The teacher will ask an analysis question which the students will respond orally to. The teacher will ask the students to access Valpak.com to see more promotions and comment on them.</p> <p>The teacher will then introduce 5 different types of promotions. The teacher will show students coupons</p>	<p>The students will give comments when prompted by the teacher.</p> <p>The students will listen first, respond to the question asked and then they will access Valpak.com. They will share their impression of the promotions in that website.</p> <p>Students listen and read from the presentation. Students will view the</p>
<p>that represent sales promotions and incentives to buy.</p> <p>What is the effect of trade shows in the world markets?</p> <p>The teacher will then present the definition of a visual merchandising display. The teacher will provide examples of these. Because one of our classmates was born in Thailand, here is an ad about Thai food: https://www.youtube.com/watch?v=cNDSX8RPw4w</p> <p>The teacher will present the project-based learning assignment. What form of promotion will be implemented for your product/service?</p> <p>Source: Farese, et. al., Marketing Essentials, 2006.</p>	<p>coupons and give their views about being motivated to buy the product by using the coupon.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p> <p>The students will listen to the instructions, read them on the presentation and use these to start working on their projects.</p>

The following lesson shown in illustration 15, continues the project-based learning by providing the students the opportunity to come up with a promotion and advertising for their product or service. This segment allows students to fully utilize their creativity, voice, choice, and authenticity in the project-based learning strategy. This also allows them to combine the skills of communication and collaboration. The students incorporate the use of technology and practice writing using a RAFT strategy in the promotion and advertisement of their product or service. It outlines on a day-to-day basis how this project will be conducted and monitored by the teacher. Activity 2 on Day 1 highlights the importance of projecting an image of the product or service using the five senses. The plan includes a project planning progress report used to pace the work and to monitor students' daily progress. The day four activity 1 gives the students a picture of the cost of advertising. The plan also includes assessment of the project and a rubric which is shared with the students at the beginning of the project description. The students also get to reflect on how to improve their work as one of the elements of project-based learning. They also can implement the element of making a presentation of their finished product and critique it for improvement. See full details of this lesson in Appendix C. Note: unfortunately, because of time constraints and virtual environment, it was not possible for the students to work on their videos.

Illustration 15: Unit 2 Lesson 6 Excerpt

Description

In this unit, Students will learn about the importance for businesses to promote their product or service to gain the loyalty of their customers and to expand their customer base. They will also learn about promotional concepts and strategies, making visual displays of product or service, advertising techniques and how to work with print advertising. Students will learn how to apply OBS Studio in the creation of promotional and advertising strategies for a product or service.

Objectives

Promotional Concepts and Strategies

- The students will be able to identify 5 elements of the promotional mix.
- The students will be able to identify 4 goals of promotional activity.
- The students will be able to list and describe three types of promotion.

Visual Merchandising and Display

- The students will be able to explain the concept of visual merchandising.
- The students will be able to identify the elements of visual merchandising.

Advertising

- The students will be able to explain the concept and purpose of advertising as part of the promotional mix.
- The students will be able to identify the different types of advertising media.
- The students will be able to discuss the planning and selection of materials for video production.
- The students will be able to calculate media costs and prepare a promotional budget
- The students will be able to plan, design and create and video record a promotional strategy for a product or service.

The following shows the project ideas:

Project Ideas	Details
1. Create a merchandise display	<ul style="list-style-type: none"> • Select your merchandise for display • Create your display using artistic design • Use OBS Studio/camera to record a video of your display • In your video explain your display and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance
2. Create an attractive sign and logo and slogan for the product/service	<ul style="list-style-type: none"> • Select your merchandise/service • Create your sign and logo and slogan using artistic design • Use OBS Studio/camera to record a video of your product along with your sign and logo

	<ul style="list-style-type: none"> • In your video explain your sign and logo and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance
3. Create an advertisement	<ul style="list-style-type: none"> • Select your merchandise/service • Create your advertisement using artistic design • Use OBS Studio/camera/Flip Grid to record a video of your product along with your sign and logo • In your video explain your sign and logo and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance

The teacher will replay the video on Reddy Bikeshare and working in pairs, the students will discuss the following questions about what the video. 1 minute per partner

Think-Pair-Share			
Question	What you discussed	What your partner discussed	How will you promote your product or service
1. What did you see?			Visuals:
2. What did you hear?			Audio:
3. How did the ad make you feel?			Words:
4. How did Reddy Bikeshare imprint their name in your mind?			Slogan:

Student Progress on Project

Product/Service Selected: -

Product or Service

Promotional strategy:

Activity	Materials	Done by	Teacher Feedback
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Plan your promotional strategy	RAFT Writing: identify the target audience, determine the objectives, develop the message		
Plan your Advertising Strategy	RAFT Writing: identify the target audience, determine the objectives, develop the message prepare final draft		
Select your spokesperson(s)			
Select video and sound technician(s)			
Shoot your video using your favorite camera			
Prepare all your sources	<ul style="list-style-type: none"> • Video from phone • Text • Pictures • Images • Online resources Music – audio		
Create your scenes and Sources	Camera		
Record your final product			
Present final product to class			

RAFT ASSIGNMENT: Write the script for a 1 to 3-minute video promoting your product or service. Work with your group and begin by brainstorming ideas. Use the graphic organizer for Planning your work. Proceed to Drafting, Editing, Revising and Publishing. Be sure to review the rubric for evaluation purposes.

Handout to Students on Tips for writing Script:

1. Choose a catchy headline – a phrase or sentence that attracts the reader’s attention – know the needs of the target market (price, delivery, performance, reliability, service, quality. Identify the benefit of the product to the customer. AIDA – Attract Attention
2. Copy – the selling message of an advertisement – it details how the product or service meets the customer needs. Use a very friendly and personal manner, simple, direct, appeal to the senses, who, what where, why and how of your product. Add desire to the copy by using words like improved, new, introducing, save, and easy. Call to action – what exactly you want the customer to do. AIDA – build interest, desire, and ask for action.
3. Illustration – use a photograph or drawing of the product or service – attracts attention
4. Signature – use a logo to identify the business – this is the name of the firm, address, telephone number, website, business hours and slogan

5. Slogan – a catchy phrase or words that identify a product or company – they attract attention. Ideas to use include alliteration repeating the initial consonant sounds, paradox a contraction like “the taste you love to hate”, rhyme, pun and a play on words.
6. Use color to make your ad appealing
7. Select typeface and sizes that target your audience
8. Check for grammar, boldness, overall layout, signature, intended message, prices.

RAFT Assignment

Role	Audience	Format	Title of Video
Promotion and Advertising Manager			
Objective of Video:			
Script:			

Day 4: Advertising – Media Measurement and Rates

Day 4 Activity 1 The teacher will present a power point presentation on media measurement and rates. The teacher will pause the PPT at Newspaper for the students to do this activity. After their calculation, the teacher will finish the PPT. The students will then be asked to calculate the cost of 4 inches of a 3-column newspaper ad charged at \$19 per column inch. The teacher will guide the students step by step. This will then be placed in their folder for grading.

Calculate the cost of 4 inches of a 3-column newspaper ad charged at \$19 per column inch.

Step 1: calculate the amount of column inches by multiplying the number of inches by the number of columns _____

Step 2: calculate the cost of the ad using the number of column inches multiplied by the rate per inch _____

Step 3: State your answer _____

Answer: 4 inches x 3 columns = 12 column inches \$19 x 12 = \$228.00

The cost of 4 inches of ad is \$228.00

Day 4 Activity 2 For the rest of the period, the students will be asked to prepare a promotional budget for their video which will be viewed online. They will use the following formula: cost of the ad multiplied by CPM for example cost is \$500 x \$2.00 per 1,000 viewers. This will be inserted in their folder along with their master plan.

Promotional Budget

Promotional strategy: Video
Media – online

Number of viewers: _____

CPM: \$2 per 1000 viewers

Cost of video ad: _____

Total cost: cost of video ad x CPM or cost per 1,000 viewers

Total Promotional Budget for the video showing online:

Day 5: Advertising

Day 5 Activity 1 Students will finalize their script, select spokesperson(s) and start first drafts of their video using their camera either from the computer or their phone. The teacher will monitor groups and their progress.

Day 5 Activity 2: Students will then take their final draft of their video and start a scene on OBS Studio. They will be able to include any other source they would like to like text, images, and audio/music. The teacher will monitor the progress of each group.

Day 5 Activity 3: Students will finalize their OBS Studio recording. Time will be given for any extra details that need to be worked on.

Day 6:

Activity Students will be given this day to finalize their project which includes all the recording on OBS Studio and getting all their materials. At the end of this session, they should have their final product ready.

Day 7 and 8: Group Presentations of the final product and feedback on evaluation of the promotional strategy. The teacher will provide feedback.

Teachers’ Project Plan by day

Day Topic	Activity	Logistics	Materials	Groups
Day 1 Students chose product or service that they would like to promote and select a promotional Strategy Setting of groups and selecting Roles	Students will brainstorm in groups to come up with their product or service. Students will select their role	Group work Teacher monitors and gives feedback	Student Handout on Project Description Rubric for grading finished Product	1 2 3 4
Day 2 How will you promote your product or service?	Brainstorm in groups to come up with a product or service to promote using the senses	Group members discuss	Think-Pair-Share For m Student Progress on Project Obsproject.com	1 2 3 4

Download OBS Studio and select your settings and identify materials Needed	Students will use obsproject.com to download the software into their laptops. They will view YouTube videos to select their settings They will identify which camera and any other tools like microphones that they will use for the video production Update progress report		Camera Microphone Laptop/computer	
Day 3 Write script using RAFT Assignment	Students will work on the script of their promotional strategy using the writing tips	Students work in groups The teacher monitors and provides feedback	RAFT assignment Writing tips	1 2 3 4
Day 4 Plan promotional budget and continue working on script	Prepare promotional budget – place in folder Identify the target audience, determine the objectives, establish the budget, develop the message,	Students work in groups The teacher monitors and provides feedback	Promotional Budget RAFT assignment	1 2 3 4
Day 5 Finish Script Start video Start recording with OBS Studio	Final Draft of video script in the RAFT assignment – place this in folder Spokesperson rehearses before video	Script writer along with the other group members finalizes the script and places this on folder Camera person. spokesperson and	RAFT assignment Camera Script Spokesperson Director OBS Studio Technicians (while each person has a role, they	1 2 3 4

	Director directs the video Technicians start OBS Studio recording	director start working on video	each help one another as a team) OBS Studio Computer Finished video in phone/camera	
Day 6 Final Product	All group members work together to ensure that video is finished and recorded on OBS Studio	Group work Teacher monitors	Computer OBS Studio Finished video Any other sources	1 2 3 4
Day 7 Prepare for presentations Whole class Discussions	All groups should be finished and ready to present when called After each group finishes, the class evaluates the promotional strategy	Groups present Teacher gives feedback Whole class gives feedback	Computer OBS Studio recording saved in computer drive White board Projection	1 2 3 4
Day 8 Prepare for presentations	All groups should be finished and ready to present when called After each group finishes, the class evaluates the promotional strategy	Groups present Teacher gives feedback Whole class gives feedback	Computer OBS Studio recording saved in computer drive White board Projection	1 2 3 4

Assessment

Task	Points
The teacher will assign participation points at each stage of the Production	10
Each person's input will be recorded and noted – teamwork	5
Promotion Budget	10
Script writing	20
Video production	20
Use of OBS Studio	20
Finished Product (see rubric below)	25
Peer Evaluation	5
Total	115

Rubric

Evaluation of Use of OBS Studio for Promotional Strategies

Created with  watermark

	4 - 5	3	2	1	Score/Level
Attracts Attention	Video fully captured the attention of the audience. OBS Studio recording included at least four sources	Video captured the attention of the audience. OBS Studio recording included at least three sources.	Video fairly captured the attention of the audience. OBS Studio recording included at least two sources.	Video had poor capture of the attention of the audience. OBS Studio recording included at one source.	
Builds Interest	Finished product successfully built interest in the product or service.	There was a good level of interest built in the product or service.	The finished product built a fairly good amount of interest in the product or service.	The finished product built very little interest in the product or service.	
Creates Desire	The finished product effectively creates desire for the product or service.	The finished product creates a satisfactory level of desire for the product or service.	The finished product creates a fairly good level of desire for the product or service.	The finished product creates a very small level of desire for the product or service.	
Asks for Action	The finished product effectively persuades customers to buy the product or service. All relevant information as to where to get it is provided.	The finished Product satisfactorily Persuades customers to buy the product or service. All Relevant information as to where to get it is provided.	The finished product asks customers to buy the product or service fairly well. Some relevant information as to where to get it is provided.	The finished product asks customers to buy the product or service very poorly. Relevant information as to where to get it is missing.	
Use of Language	The finished product has no grammatical errors.	The finished product has Some grammatical errors.	The finished product has three or more grammatical errors.	The finished product has more than 4 grammatical errors.	

Source: Created using Task stream

Days 7 and 8 Finished Product Presentations

Peer Evaluation: Students who are observing will be asked to evaluate each presentation by circling their choice on the following criteria

Group: _____				
Attracted Attention	Poor	Fair	Good	Excellent
Built interest	Poor	Fair	Good	Excellent
Created desire for the product/service	Poor	Fair	Good	Excellent
Asked for the customer to buy	Poor	Fair	Good	Excellent

Source: Farese, et. al., Marketing Essentials, 2006.

After working on promotion and advertising, the students focus will be the sale of the product or service. Following project-based learning strategy, this segment portrayed in illustration 16 includes a presentation of their final product to the potential customers, transfer of funds from buyer to seller, transportation and delivery and customer service. This segment also allows students to practice all the skills of creativity, communication, problem-solving and critical thinking. It also includes a method of assessment of the sales technique and customer service. See full details of this lesson in Appendix C.

Illustration 16: Unit 3 Lesson 1 Excerpt

Objectives:	
<ol style="list-style-type: none"> 1. The student will be able to list seven steps of a sale presentation. 2. The students will be able to list ten steps of a sale demonstration. 	
Teacher-Centered Activities	Student-Centered Activities
<p>The Sale Presentation</p> <p>The teacher will then present the seven steps of the selling process.</p> <ol style="list-style-type: none"> 1. Approach the customer – greet 2. Determine the needs of the customer 3. Present the product 4. Overcoming 5. Closing the sale – get the customer’s positive agreement to buy 6. Suggestion selling 7. Relationship building 	<p>The students will listen and read along with the PowerPoint Presentation. The students will give comments about the presentation.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p> <p>The students will start writing down notes on how to handle sales as it relates to their own small business. They will enter this into their own business plan.</p>

The Sales Demonstration

The teacher will then present the 10 steps in making a sales demonstration. The teacher will then do a sales demonstration using the product aromatherapy Happiness scented candle as follows:

1. Pick your product: price range and quantity
2. Think about what you are going to say and how you are going to say it
3. Learn about the product features
4. Start the presentation by talking about the product's features and benefits: "What's in it for me" (WINFM)
5. Use highly descriptive words like nice, pretty, and fine
6. Make the presentation come alive. Consider how you will display and handle the product. What will you do to demonstrate the product's selling points? How will you involve the customer?
7. Creatively display the product – make it eye-catching; use hand gestures that show the significance of certain features
8. Demonstrate the product – it builds confidence of the customer – be dramatic
9. When you do not have the product, use sales aids like samples, magazines, photos, drawings
10. Hold the customer's attention – "Now that you have seen the features of this product, what do you think about it?"
Keep the customer involved.

The teacher will then ask the students to reflect on this skill as they can use it for their own business, job in the future and for professional applications in their future careers. Students will be asked to share their comments about the benefits of learning this skill.

Students will first listen and participate in the question and answer prompted by the teacher.

The students will observe the demonstration and give comments at the end about their reaction to the product.

Practical Assessment for the Sale	
1. Approach the customer – greet face to face	3
2. Determine the needs of the customer – learn what the customer is looking for – WIFM	3
3. Present the product – educate the customer about the product’s features and benefits	3
4. Overcoming objections – learn why the customer is reluctant to buy – provide information to remove that uncertainty – convince the customer to buy	3
5. Closing the sale – get the customer’s positive agreement to buy	8
6. Relationship building – create a means of maintaining contact with the customer after the sale is completed	
Total	20

Source: Farese, et. al., Marketing Essentials, 2006.

Table 8 illustrates how each microenterprise was assessed using the following factors:

Table 8: Assessment of each Microenterprise

Name of Business	Promotion	Visual Merchandising Display	Advertisement	The Sale
Mary Muse Lip Gloss				
Restaurante Puerto Rico				
Red Rose Beauty Products				
Jo’s Pastellitos				
TS Jewelries				
Li Marie Vivid Lux Nails				
John’s Cutting Room				
Mark’s Store				
Annie’s Store				
David’s Store				
Tanny’s Store				
Telly’s Store				
Total Points Possible	25	25	25	25

All the microenterprises embraced a 10% discount coupon as a form of promotion. The following illustrate some of the merchandising displays. The illustrations also show the packaging that the students chose for their products.

Illustration 17: Mary Muse Lip Gloss Merchandising Display and Packaging



Illustration 18: Jo's Pastellitos Packaging



Illustration 19: Jo's Pastellitos Visual Merchandising Display



Illustration 20: Telly's Store Packaging




Illustration 21: Telly's Store Visual Merchandising Display



The following advertisement took the form of catchy phrases and one microenterprise uploaded in FaceBook.

Illustration 22: Facebook Ad



Attention Attention Attention !!❤️
I have new lip gloss flavors on hand
Watermelon, peach, and pomegranate
[#share](#)

Source: <https://www.facebook.com/>

The final part of the project was the actual sale. Students were happy to get the products ready for pick up and I was really impressed beyond words at the zeal, enthusiasm and sense of ownership that I saw in them. It's no wonder that most of the students found this segment to be 64 most useful to them. (See research design). The sales that took place are follows. As their teacher, this researcher became one of the customers for the following businesses.

Table 9: Record of Sales of Microenterprises at International Preparatory

Date 2020	Microenterprise	Quantity	Description	Price
December 12	Mary Muse Lip Gloss	1 set	Pomegranate Lip Gloss	\$6.00
December 12	Telly's Store	10	Hair ties	\$1.00
		1	Bebe Purse	\$5.00
December 12	Jo's Pastelitos	2	Beef Pastelitos @\$2ea	\$4.00
		2	Chicken Pastelitos	\$4.00

Quantitative Method

Problem Statement Review

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

Research Design

Two groups of 10 and 11th grade students ranging from the ages of 15 – 17 years, which for this purpose will be labeled as group A and group B were used in this study which occurred from September to December of 2020 at International Preparatory. International Preparatory is in the Grover Cleveland building in the City of Buffalo. For Group A, a total number of 20 students, 11 males and 9 females, registered to attend International Preparatory but of these 20 only 11 students attended classes for the entire semester. The other 9 students never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 11 students from Group A who showed up during the semester will be referred to as Active Participants Group A: 11 and this will be used as the basis of the data collection and analysis.

In describing Group B, a total number of 21 students, 12 males and 8 females, registered to attend International Preparatory but of these 21 only 20 students attended classes for the entire semester. The other 1 student never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 20 students from Group B who showed up during the semester will be referred to as Active Participants Group B: 20 and this will be used as the basis of the data collection and analysis.

Project-based learning will be implemented only with Group A and they will be working on their small businesses during the semester. Group B takes the course, but project-based learning will not be implemented as a teaching strategy. Both groups participate in the lessons using an online virtual classroom.

The educator began by asking both groups the following question at the beginning of the semester. Note that the statistical calculations of the responses are based only on the number of active participants in both groups. The other students who never showed up during the entire semester for both Groups A and B are not factored into the calculations because they did not participate at all.

Groups A and B at International Preparatory

Group A (Project-based Learning Implemented)	Group B (Project-based learning not implemented)
Do you want to start your own business?	Do you want to start your own business?

At the end of the semester, the researcher asked the same question to both groups but with a slight differentiation to group A that did project-based learning.

Group A (Project-based Learning Implemented)	Group B (Project-based Learning not Implemented)
Total Number of Registered Students: 20 Number of Students who never showed up: 9 Active Participants Group A: 11	Total Number of Registered Students: 21 Number of Students who never showed up: 1 Active Participants Group B: 20
Now that you have finished the entrepreneurship course and conducted sales as an entrepreneur, do you think that	Now that you have finished the entrepreneurship course, do you think that

<p>you would want to continue this small business in the future?</p> <p>What segment of the entrepreneurship course did you find most helpful?</p> <ul style="list-style-type: none">a. Entrepreneurshipb. Principles of Marketing and Applicationsc. Sales and Demonstrations	<p>you would want to continue this small business in the future?</p>
---	---

The results of the responses were then compiled.

Research Collection

The teacher compiled data using the following question at the beginning of the semester.

Table 10: Results of Questionnaire: At the Beginning of the Semester, September 2020 from Groups A and B at International Preparatory

Group A (Project-based Learning Implemented)		Group B (Project-based learning not implemented)	
Total Number of Registered Students: 20		Total Number of Registered Students: 21	
Number of Students who never showed up: 9		Number of Students who never showed up: 1	
Active Participants Group A: 11		Active Participants Group B: 20	
Do you want to start your own business?		Do you want to start your own business?	
Yes	No	Yes	No
1	10	2	18
.090%	90.1 %	10%	90%

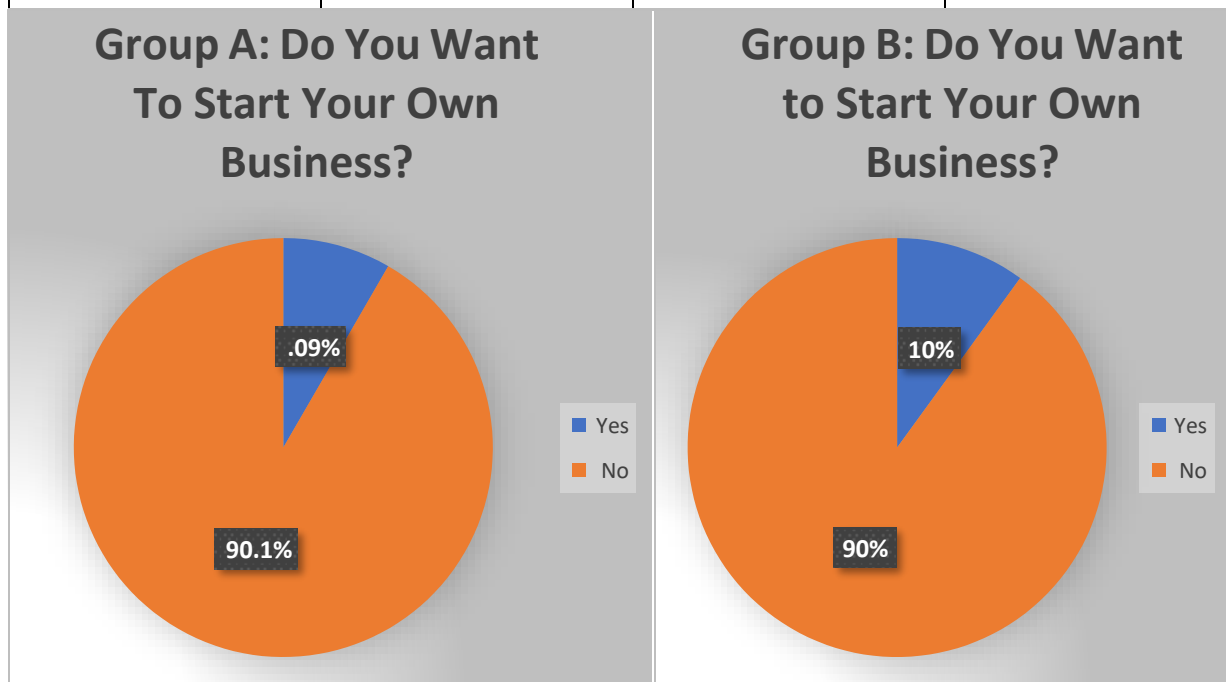
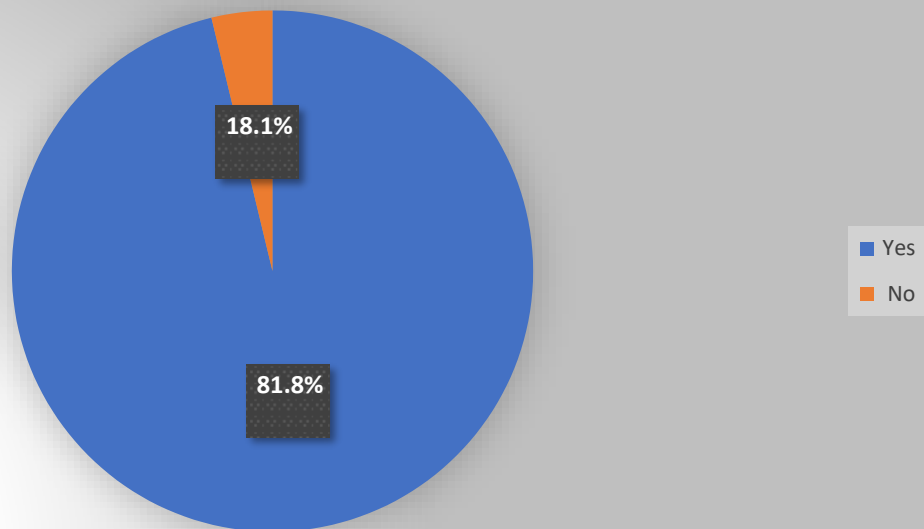


Table 11 indicates the results of the questionnaire at the end of the semester.

Table 11: Results of Questionnaire: End of Semester After PBL Entrepreneurship Course, December 2020 from Groups A and B at International Preparatory

Group A (Project-based Learning Implemented)		Group B (Project-based learning not implemented)	
Total Number of Registered Students: 20		Total Number of Registered Students: 21	
Number of Students who never showed up: 9		Number of Students who never showed up: 1	
Active Participants Group A: 11		Active Participants Group B: 20	
Now that you have finished the entrepreneurship course and conducted sales as an entrepreneur, do you think that you would want to continue this small business in the future?		Now that you have finished the entrepreneurship course, do you think that you would want to continue this small business in the future?	
Yes	No	Yes	No
9	2	8	12
81.8%	18.1%	40%	60%

Group A: Now that you have finished the entrepreneurship course and conducted sales as an entrepreneur, do you think that you would want to continue this small business in the future?



Group B: Now that you have finished the entrepreneurship course, do you think that you would want to continue this small business in the future?

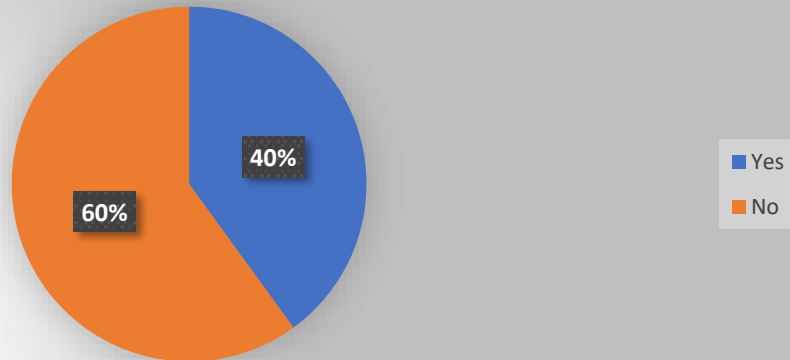


Table 12: Results of Questionnaire: Which Segment is Most Helpful at End of Semester After PBL Entrepreneurship Course

Group A (Project-based Learning Implemented)		
Total Number of Students: 20		
Number of Active Students: 11		
Which Segment of the Entrepreneurship Course did you find most helpful?		
a. Entrepreneurship	3	27.3%
b. Principles of Marketing and Applications	2	18.2%
c. Sales and Demonstrations	6	54.5%

Group A: Which Segment of the Entrepreneurship Course did you find most helpful?



Data Analysis

Only one student (.09%) out of the eleven active participants of Group A wanted to start their own business at the beginning of the semester. The data indicate that 90.1% of the active participants of Group A did not want to start their own business at the beginning of the semester.

In group B, two students or 10% indicated that they would want to start their own business at the beginning of the semester. The rest of the students of Group B, a total of 90% did not want to start their own business at the beginning of the semester.

At the end of the semester, nine out of the eleven participants of Group A (81.8%) indicated that they would want to continue running their small enterprise. A total of two students or 18.1% in that group stated that they would not be interested in continuing with their business.

For Group B the data show that after taking the entrepreneurship course a total of 8 students out of twenty representing 40% stated that they would be interested in starting their own business. A total of 12 or 60% of Group B showed that they would not be interested in starting their own business.

For Group A an additional question was asked at the end of the semester relating to which section of the course they found most helpful. Three students or 27.3% stated that they found the

section of Entrepreneurship most helpful while two students or 18.2% found Principles of Marketing and Applications most helpful. A total of six students or 54.5% found that the section on Sales and Demonstrations most helpful.

Implementation Limitations

The limitations of the data above are that not all the registered students participated in the virtual classes. For Group A, 9 of them never showed up during the entire semester and for Group B, 1 never showed up. Having all of the registered students participate in this research 20 for Group A and 21 for Group B would have given a bigger sample to work with but the researcher had to use only the active participants in the statistical analysis. The reasons why the other students never participated are unclear but that seemed to be one of the contingencies that had to be faced. Classes were done 100 per cent virtually and this presented an added challenge of dealing with technological issues in getting a more active participation of all students involved. Some of the students in both groups had an interest in becoming entrepreneurs before the teaching of this course. There were also students who did not like the topic of entrepreneurship, and this was a drawback in terms of motivation.

Chapter IV: Findings

Problem Statement Review

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

Educational Findings

According to Jason Filie, teacher at Cornerstone Leadership and Business Private School the literature review revealed that almost all (99%) of the students who take the course Young Entrepreneurs graduate high school and one third of those students start their own business (Youth Entrepreneurs: *Breaking through Barriers*, YouTube video, minute 3:20, January 26, 2018, accessed 1/20/2021). The majority of the students of this high school end up with a sense of ownership and a strong confidence in their potential when they practice at being an entrepreneur (Youth Entrepreneurs: *Breaking through Barriers*, YouTube video, minute 3:00, January 26, 2018, accessed 1/20/2021).

Project-based learning comprises seven key project design elements: challenging problem or question, sustained inquiry, work performed is original and authentic, student's voice and choice, reflection on how to make the project better, critique and revision of the final product and public presentation of the finished product (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021).

The Gold Standard Project Based Learning incorporates seven project-based teaching practices of: design and plan, build the culture, align to standards, manage activities, scaffold student

learning, assess student learning and engage and coach (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021).

The research revealed that implementing the seven essential project design elements and teaching practices, students become “fully engaged” and experience, “deeper learning, exposure to adults and careers, a sense of purpose, success skills, rewarding teacher relationship and the use of creativity and technology” (Buck Institute for Education, Student Impact, para 3, pblworks.org, January 2021).

The research also showed that at the Linsey Unified School District in California there was a direct link between educator actions of demonstration, customization, purposefulness, collaboration and community of the project-based learning and learner outcomes resulting in the following statistics: 70% showed real-world authenticity, higher-order thinking was 30%, student driven 25-60%, promoting interaction was 80% and demonstrations of learning was up 50-65% (Price, Chara, M. S., et al, *BetterLesson and PBL Works Professional Learning at LUSD Effects on Instructional Behaviours and Learner Outcomes*, p 20, 2019).

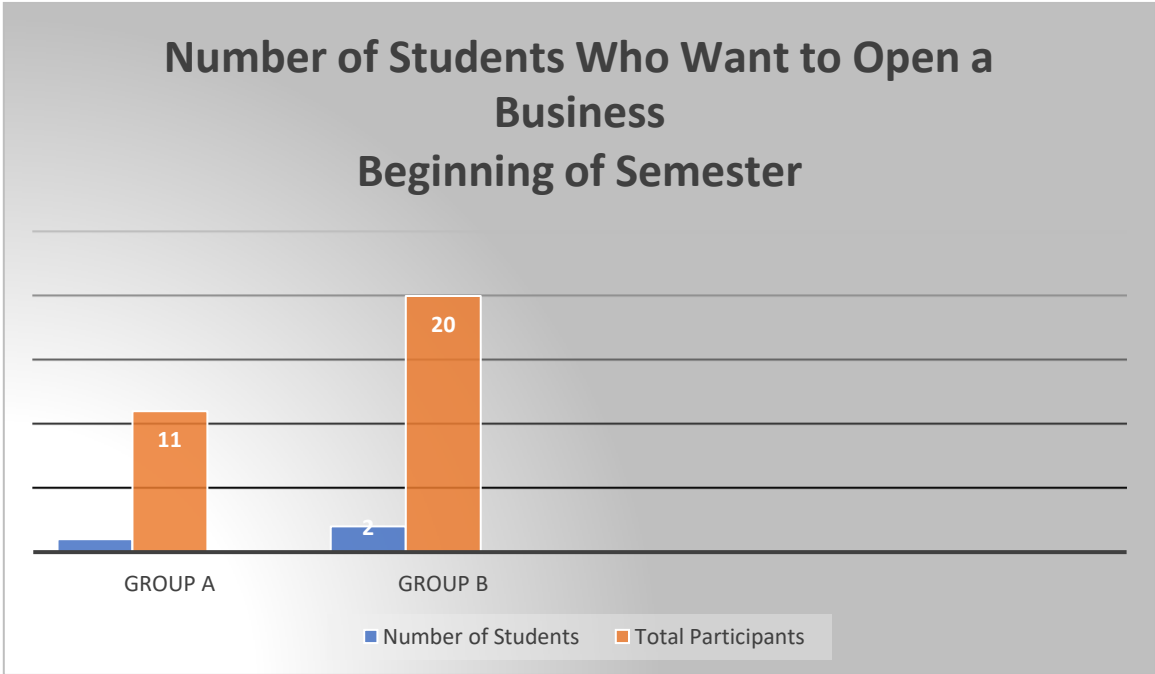
The research further proved that project-based learning allows students to using “real-world scenarios, challenges and problem-solving” (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 1, 2021, retrieved 1/20/2021).

Furthermore, the research revealed that project-based learning “increases student success and long-term growth and use of technological tools in most effective manner and with intentional purpose (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 7, 2021, retrieved 1/20/2021).

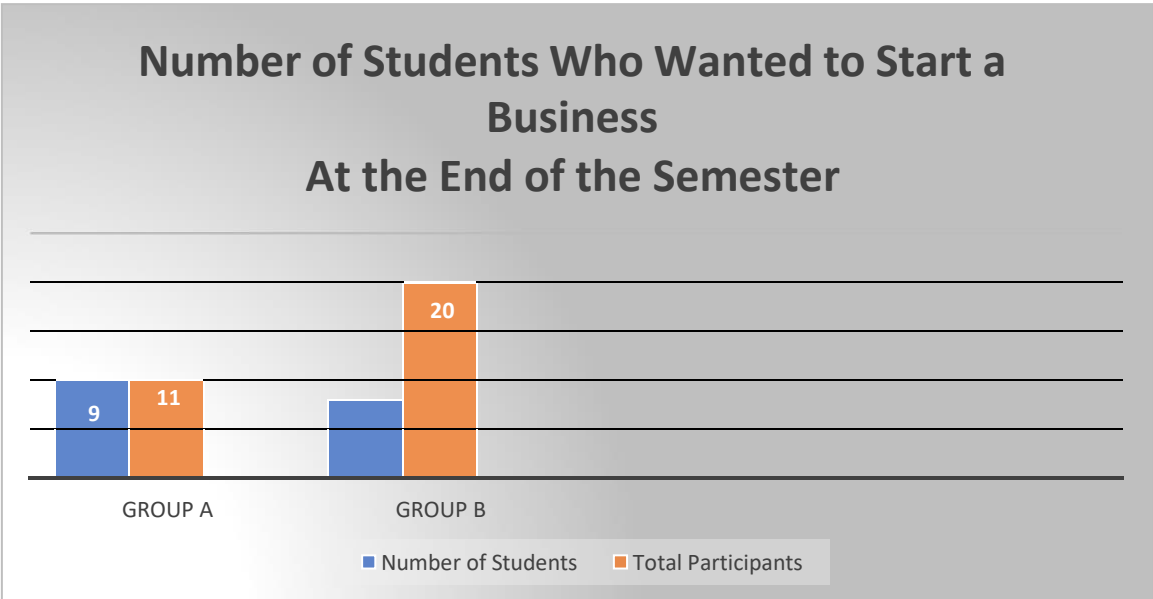
The researcher implemented the seven project design elements and teaching practices to the teaching of entrepreneurship at International Preparatory in Buffalo. It was observable that when implementing these elements, the students displayed the use of skills of critical thinking and creativity in coming up with a product or service to provide to their customers; collaboration, and communication in procuring raw materials, establishing processes of production, sales and distribution of their product or service. Educator actions of managing activities, scaffolding, assessing, engaging, and coaching were successfully implemented and these led to the impressive results of the students' presentations at International Preparatory in Buffalo.

The curriculum design revealed that it is possible to implement the teaching of entrepreneurship using project-based learning. Each lesson progressively engaged and coached the students to create a product or service which culminated in the final presentations and the practice of effective sales techniques and demonstrations. The use of project-based learning further cemented the researched facts in other institutions that reveal how students are “fully engaged” and experience, “deeper learning, exposure to adults and careers, a sense of purpose, success skills, rewarding teacher relationship and the use of creativity and technology” (Buck Institute for Education, Student Impact, para 3, pblworks.org, January 2021). Furthermore, the students at International Preparatory displayed enthusiasm, hard work, excitement, and a sense of pride in their accomplishments.

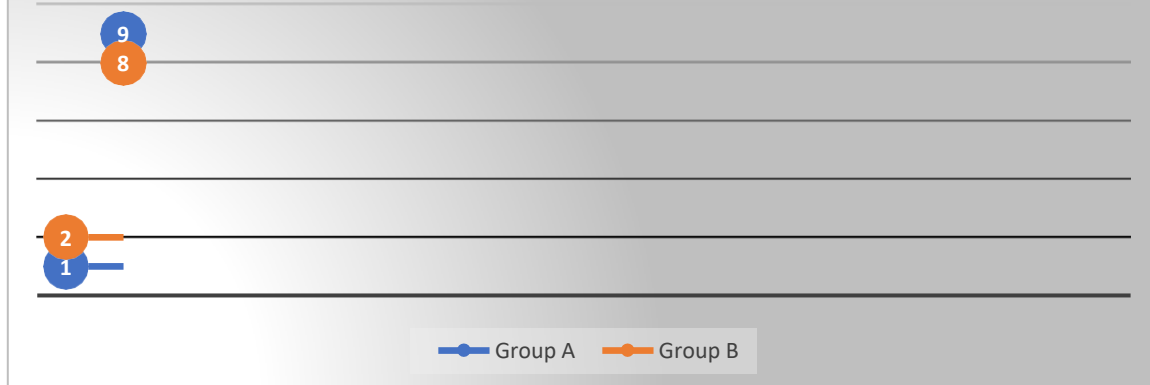
The research design of asking students if they would like to start their business at the beginning of the semester revealed that only a small percentage wanted to do so. For Group A, it was only .09% of the total active participants and for Group B this was 10% of the total active participants.



The rate of increase of students wanting to start their own business for Group A was higher than from Group B. Note that these statistics are based only on the active participants from both groups.



Comparison of Rate of increase Group A and Group B End of Semester



At the end of the semester, Group A's response moved from 1 student to 9 with a total of 11 students representing an increase of 73%. Group B's response moved from 2 to 8 students with a total of 20 students which represents a 30% increase. Note that the above statistics reflect only the active participants in both groups as not all the registered students attended classes.

Most of the students (54.5%) from Group A considered Sales and Demonstrations section of entrepreneurship to be the most helpful.

Chapter V: Summary and Conclusion

Problem Statement Review

This paper seeks to answer the question of whether project-based learning and hands-on approach of studying the course Business Ownership and Entrepreneurship as part of the high school curriculum at International Prep increases students' use of knowledge-based skills of critical thinking, creativity, collaboration and communication and a desire to want to become entrepreneurs.

Summary

The use of project-based learning in many educational institutions promotes creativity, critical thinking, collaboration, and communication skills. Cornerstone Leadership and Business Private School has experienced increased graduation rates and at least one third of the graduates continue to operate their microenterprises as entrepreneurs. Students at this school also experience a strong sense of ownership and confidence in their potential.

The Buck Institute for Education recommends the use of seven elements of project-based learning design and seven teaching practices that have been proven through research to be effective strategies when applying project-based learning as the Gold Standard for Quality education (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021). When students are exposed to project-based learning, the results of learning expose greater levels of achievement since they are “fully engaged” and experience, “deeper learning, exposure to adults and careers, a sense of purpose, success skills, rewarding teacher relationship and the use of creativity and technology” (Buck Institute for Education, Student Impact, para 3, pblworks.org, January 2021).

The Linsey Unified School District in California has proven through research that when educators use teaching strategies of demonstration, customization, purposefulness, collaboration,

and project-based learning, it can be observed that learner outcomes improve by the following statistics 70% showed real-world authenticity, higher-order thinking was 30%, student driven 25-60%, promoting interaction was 80% and demonstrations of learning was up 50-65% (Price, Chara, M. S., et al, *BetterLesson and PBL Works Professional Learning at LUSD Effects on Instructional Behaviours and Learner Outcomes*, p 20, 2019).

Educators of America in their article *What is Project-Based Learning* reveal the research that proves that the use of project-based learning provides students with opportunities to experience “real-world scenarios, challenges and problem-solving” (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 1, 2021, retrieved 1/20/2021). Project-based learning also “increases student success and long-term growth and use of technological tools in most effective manner and with intentional purpose (Educators of America, *What is Project-Based Learning*, educatorsusa.org, para 7, 2021, retrieved 1/20/2021).

Implementing the project-based learning strategy at International Preparatory in Buffalo resulted in observable use skills of critical thinking, collaboration, creativity, and communication. Presenting the course while implementing a project-based learning strategy from the beginning of the course, the educator managed activities, scaffolded, assessed, engaged, and coached until the students came up with their final presentations and impressive results.

The results of the survey question at the beginning of the semester revealed that only 10% of the students were inclined to starting their own business. At the end of the semester, Group A which was the group chosen to apply project-based learning revealed a leap from 1 student to 9 out of a total of 11 or 81% active participants who wanted to start their own business. The research revealed also that Group B also showed a 30% increase in indications of wanting to start their business but the rate of increase when compared to Group A was not as high. In this case a total

of 8 out of 20 or 40% students indicated the desire to want to start their own business. This represents a 73% increase in Group A (project-based learning) and only a 30% increase in Group B (no project-based learning).

The comparison further revealed that 3 students or 27.3% considered unit 1 Entrepreneurship the most helpful, 2 students or 18.2% considered Principles of Marketing and Applications most helpful and 6 students 54.5% considered Sales and Demonstrations most helpful. Thus, the majority of the students considered Sales to be the most helpful.

Conclusion

When project-based learning strategies are implementing using the seven Golden Standards of project design and educator actions or teaching practices recommended by the Buck Institute for Education the results indicate a clear and observable difference in learner outcomes of higher order thinking and student driven achievement. Research in the literature review revealed that project-based learning as a strategy opens the door to greater opportunities for students to use the 21st Century skills of critical thinking, collaboration, creativity, and communication. In addition, the use of project-based learning increases learner outcomes in relation to applications to real-world scenarios, meeting challenges and using problem-solving skills.

Applying curriculum for one semester at International Preparatory using a project-based learning approach made a strong and positive impact in the outcomes and level of achievement of the students. Students in Group A that used project-based learning demonstrated the use of critical thinking and creativity in coming up with a product or service. They practiced the skills of collaboration and communication in the creation, sale, and delivery of the final product.

Considering that Group A at International Preparatory in Buffalo resulted in a 73% increase in the desire to want to start a business as compared to Group B's increase of 30%, it is possible

to make a connection that this increase can be attributed the teaching of entrepreneurship using project-based learning for Group A.

Most of the students of Group A revealed that they found the last segment of the curriculum, Sales and Demonstrations, to be the most helpful.

Recommendations

Considering the benefits to applying project-based learning this researcher highly recommends the use of this strategy in teaching of any subject. When applying project-based learning it would be very helpful to follow the seven elements of project design and teaching practices presented as the Golden Standards of the Buck Institute of Education.

When designing the project-based learning:

- begin with a challenging problem or question,
- scaffold students as they conduct a sustained inquiry,
- encourage, guide, and coach students to put out work that is their original idea which makes the project authentic,
- engage the students in incorporating their voice and choice,
- assess students' work by letting them reflect on how to make the project better,
- assess also by providing constructive criticism and revision of the final product
- and finally assess the presentation of the finished product
- manage and monitor activities from the start to the end of the project
- present students with rubrics and assessment schedules and structures (Buck Institute for Education, *The Gold Standard for high-quality*, para 2, pblworks.org, January 2021).

When teaching business subjects, especially entrepreneurship, this researcher highly recommends the use of project-based learning to inspire students to become innovative, critical thinkers, creative, and problem solvers. This also builds their confidence in skills like collaboration and communication. Some of the students even want to continue with their work as entrepreneurs and this is commendable as it enriches their lives by doing what they like and getting monetary rewards for it.

Discussion

First, this educator would like to express a high level of satisfaction, pleasure and surprise at the resulting final presentations using project-based learning in the teaching of entrepreneurship at International Preparatory in Buffalo. I was equally impressed at the level of acceptability by the students to the idea of becoming an entrepreneur after participating in the project-based learning experience of entrepreneurship. Furthermore, it was observed, first-hand, how the students performed, practiced, and displayed the skills of creativity, collaboration, problem-solving, critical thinking, and communication from the beginning of the course up until the end.

At the beginning of the course there was one student in Group A who did not want to become an entrepreneur and hated the course. This student surprised the researcher at the end of the semester when she indicated that she would want to start her own microenterprise selling jewelry. Another student surprised the researcher with not only his affirmative response to wanting to open his business but stating that he was already looking on how to expand it. A substantial amount of motivation and encouragement based on an in dept study of the students' likes and dislikes by the educator led to this surprising change in point of view.

One very important aspect of this project was to build the ideas and suggestions for products or services from the previously stated interests of the students. The element of project design is important not only because it reflects the voice and choice of the students, but it seeks to build a productive enterprise based on what the students like to do. This key element is true in the real world as many entrepreneurs experience successful enterprises because they start a business based on what they like to do.

Additionally, at the beginning of the semester, there was a lot of skepticism and apathy on behalf of the students. The level of participation was minimal at this point, but the educator kept prodding them with the challenging problem of coming up with a product or service they would like to provide for potential customers. By the middle of the course, after tapping into their own personal interests and encouraging them on a step-by-step approach (scaffolding), the students gradually started to show an increased level of interest. Sometimes, during a lesson, a student would come up with a creative phrase in an impromptu manner and the teacher would happily point out how important that phrase is in terms of promoting their product.

Gradually, students began to choose their product or service and were able to package, promote, advertise, and sell it. I believe that the majority of the students found the Sales segment of the course most helpful because that was when they were expected to conduct a real sale with a real customer. This kind of activity required them to apply all the principles of a good sale which begin with establishing a good relationship with the customer and ending with the building of a positive long-term relationship with the customer. In addition to this, the students enjoyed the monetary rewards that came with their efforts and this, I believe was the icing on the cake so to speak.

Because the students could sense that their work was meaningful to them and productive, eventually, there was more comradery during the lessons, the students participated more fully, and the overall student teacher relationship improved greatly. This gave the opportunity to students to gather knowledge, skills, and the right attitudes for starting and operating a small business. The potential benefit to society is that if these students who used project-based learning have an earnest desire to become entrepreneurs they will have a good idea of how to go about doing this. Furthermore, if they eventually take all the steps necessary to start and operate a microenterprise, they will be able to produce a much needed good or service to their communities, pay taxes to their governmental agencies, provide themselves with a sustainable method of earning extra cash and possibly even help others to positively stimulate the economy with jobs.

Implementing a project-based learning strategy to the teaching of entrepreneurship proved to be a very rewarding experience not only for the educator but for the students as well. Learning in this manner is not seen as an onerous task but as a meaningful and productive input that results in great and rewarding benefits and improved academic achievement.

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Appendix A

Institutional Review Board



Institutional Review Board
Sponsored Programs Office, Buckham Hall B-206
1300 Elmwood Avenue, Buffalo, NY 14222
Federalwide Assurance ID#: 00007126

APPROVAL TO CONDUCT RESEARCH INVOLVING HUMAN SUBJECTS

Buffalo State College and federal policy (e.g., the Department of Health and Human Services regulations for the Protection of Human Subjects Research) require review and approval of **ALL** research activities involving human subjects. This applies to all faculty, staff, and student research, including that to satisfy the requirements of master's degrees. It is not up to the researcher to determine if the Institutional Review Board (IRB) review is required for any particular research activity. Refer to <https://sponsoredprograms.buffalostate.edu/human-participants> with questions before starting any research involving human subjects!

The approval of the IRB must be obtained **PRIOR** to the involvement of subjects, including pilot studies. Failure to have human subjects research reviewed and approved by the IRB is a violation of college and federal government policy and could result in a loss of grant funding or other consequences. **The IRB cannot review protocols for projects for which data collection has already begun.**

All proposals submitted will be given a preliminary review within two weeks of the submission date if the researcher provides all necessary information in the Pre-Award and Compliance System (PACS).

Researcher: Susana M Bernhardt

Email Address: BERNHASM02@mail.buffalostate.edu

Telephone No.: 716-533-2640

Faculty Advisor (for student projects): Dr. Steve Macho

Email Address: machos@buffalostate.edu

Telephone No.: 505-690-1234

Project Title: Implementation of Project-based Learning to Entrepreneurship at International Preparatory in the City of Buffalo: Its Effect on Learners’ Desire to Become Entrepreneurs and Impact on the Practice of 21st Century Skills

REQUIRED INFORMATION

Please indicate the appropriate answer to **all** questions.

Question	Yes	No
Will any subject be audio or video recorded? <i>If yes, this must be addressed in the narrative portion of this application. Further, there must be a separate signature line in the consent form for participants to agree to recording.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are you planning to solicit subjects by email or through Blackboard? <i>If yes, the email or Blackboard announcement must be uploaded to PACS IRB.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will you access protected health information? <i>If yes, this must be addressed in the narrative portion of this application.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you are a student, has your faculty advisor approved your project’s methodology? <input type="checkbox"/> N/A <i>If no, please do not submit until your advisor has fully reviewed this protocol. This approval must be secured prior to this protocol being approved. Approval must be documented in PACS IRB. Once you have added your faculty advisor as a study team member, your faculty advisor must note in the comment section that your protocol has been approved.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is this research designed to study typical educational practices (e.g., instruction, classroom management)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If so, will the research be conducted in an established educational setting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If research will be conducted with students in their classroom, will it require any activity that is not part of the normal class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does this research consist <u>solely</u> of giving published/standardized tests, survey or interview procedures, or observation of public behavior?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Will the subjects be anonymous? (<i>Anonymous means that data is recorded in a way that it can never be linked to the subject it came from. Confidential means that measures will be taken to record the data in a manner that it is not linked to the subject, but a link could potentially be made.</i>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does this research involve the collection or study of existing data, documents, records, pathological or diagnostic specimens where		
a. their sources are publicly available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. the data cannot be linked to identifiable subjects?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does this study involve deception (i.e., withholding from or giving false or misleading information to subjects)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will procedures cause any degree of discomfort, harassment, invasion of privacy, risk of physical injury, threaten the dignity, or otherwise potentially harm subjects?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will subjects be interviewed in a focus group setting?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are subjects from any of the categories listed below?		
a. Minors (less than 18 years of age)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Prisoners or persons who are under criminal sanctions	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Persons with diminished mental capacity (e.g., intellectual disability, neurological, psychiatric, or related disability)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Persons in a residential program (e.g., hospital, developmental center, group home, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Clients of a human service program (e.g., counseling center, clinic, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If subjects will not be identified from public sources or from Buffalo State, will signed approval to recruit subjects, conduct the study, or use existing data be obtained from the designated authority prior to conducting the research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<i>If you are recruiting participants through the resources of another school, business, etc., you must have a signed site agreement giving you permission to do so.</i>		
If subjects are minors, will parental consent be obtained for participation? <input type="checkbox"/> N/A	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Will subjects receive compensation for participating in the research (e.g., money, extra credit toward grades)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If extra course credit will be given, will students who choose not to participate in the research have alternative opportunities to earn credit?	<input type="checkbox"/>	<input type="checkbox"/>
Will the data be recorded in such a way that the individual subjects cannot be linked to the data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
At the completion of the study, will you destroy or erase any materials (e.g., data sheets, audio/video recordings) that identify individual subjects?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

COVID-19 In-Person Research

During the pandemic, we encourage investigators to conduct as much of their research without face-to-face contact as possible. However, we recognize that some research must be conducted in person. Researchers wishing to conduct in-person research must complete this section of the protocol in detail. In addition to standard IRB review, research conducted face-to-face is subject to review by the campus COVID-19 Taskforce.

Will your research involve face-to-face research? Yes No (If no, please proceed to the next section of the protocol.)

Will your face-to-face research be conducted on the Buffalo State College campus? Yes No (If no, please skip to Off-Campus In-Person Research below.)

On-Campus In-Person Research

Some research may already be covered by existing COVID-19 work plans. For example, if a researcher is completing a study in their own classroom, this is already covered by work plans for teaching on campus. Is your research covered by such a work plan? Yes No

If your research is covered by such a work plan, in the space below, briefly identify the work plan and affirm what steps will be followed to promote health:

All classes are online

If your research is not covered by such a work plan, please explain what COVID-19 prevention steps will be taken in this study to promote safety for both researchers and participants. Specifically, please note if there are any particular risks for COVID-19 transmission in your study (e.g., social distancing cannot be maintained, etc.).

Use of masks, limited personal contact

Off-Campus In-Person Research

Off-campus research may also be guided by existing COVID-19 work plans. For example, graduate education students completing master's theses with students in their own classrooms in area districts will need to follow the guidelines laid out by the school district. Is your research guided by such a work plan? Yes No

If your research is covered by such a work plan, in the space below, briefly identify the work plan and affirm what steps will be followed to promote health:

There will be one single and quick in person contact. Masks will be worn at all times and the business transactions will occur in the porch as pick up only.

If your research is not covered by such a work plan, please explain what COVID-19 prevention steps will be taken in this study to promote safety for both researchers and participants. Specifically, please note if there are any particular risks for COVID-19 transmission in your study (e.g., social distancing cannot be maintained, etc.).

Not Applicable

A. PURPOSE, RESEARCH VARIABLES, AND POPULATION

Purpose of the study – State concisely and realistically what the study is intended to accomplish.

This researcher seeks to examine the effect on learners’ desire to become entrepreneurs and practice 21st Century Skills when implementing project-based learning strategy to the teaching of entrepreneurship. Learners are from International Preparatory in the City of Buffalo.

Background – Briefly state the background of the study and identify the main question the current study is intended to address. *For most projects, this should be at least a few paragraphs in length and should reference prior research.*

This paper will present the implementation of curriculum design using a project-based learning component along with a study of its effect on the students’ desire to become entrepreneurs and application by learners of 21st Century skills. The curriculum design will include the course syllabus, lesson plans, PowerPoint presentations, student handouts, exit tickets and assessments. The practical component will be in the form of the creation of a business plan which the students will implement from the comfort of their own homes or where it is convenient for them to do so. One particular student will be running his micro-enterprise from a flea market in the City of Buffalo. This practical component of the course will provide the students the opportunity to plan, operate and evaluate the success of a micro-enterprise. Two groups of 10 and 11th grade students who take Entrepreneurship class at International Preparatory at Grover Cleveland in Buffalo Public School District will participate in this research. Going forward, the groups will be referred to as Group A and Group B. In describing Group A, a total number of 20 students, 11 males and 9 females, registered to attend International Preparatory but of these 20 only 11 students attended classes for the entire semester. The other 9 students never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 11 students from Group A who showed up during the semester will be referred to as Active Participants Group A (11).

In describing Group B, a total number of 21 students, 12 males and 8 females, registered to attend International Preparatory but of these 21 only 20 students attended classes for the entire semester. The other 1 student never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 20 students from Group B who showed up during the semester will be referred to as Active Participants Group B (20). Project-based learning will be implemented only with Group A and they will be working on their small businesses during the semester. All statistical analysis and data collection will therefore reflect only the active participants for both groups.

Many educators promote the study of entrepreneurship at the high school level as it provides the students with the unique opportunity “not only to start their own business but also to think creatively and ambitiously (Florina Roduv and Sabrina Truong, Why Should Schools Teach Entrepreneurship, Entrepreneur.com, paragraph 2, April 14, 2015). This researcher echoes the idea presented by Thomas Friedman that motivating the youth to start their own businesses builds “critical-thinking, communication and collaboration skills to help them to invent their own careers” (Florina Roduv and Sabrina Truong, Why Should Schools Teach Entrepreneurship, Entrepreneur.com, paragraph 1, April 14, 2015). These shared ideas increase the sentiment that the teaching of entrepreneurship in high schools can bring long-lasting benefits to learners as they move on to their future careers.

Characteristics of the Subject Population – The following information should be provided:

a. Age Range – What is the age range and why was it chosen?

The age range of the students are ages 15 – 17 years. They were chosen because they are the set of 10 and 11th graders taking the Entrepreneurship course at International Preparatory at Grover Cleveland in the City of Buffalo.

b. Sex – What is the sex of the subjects? If there is a restriction, provide the rationale.

Two groups of 10 and 11th grade students who take Entrepreneurship class at International Preparatory at Grover Cleveland in Buffalo Public School District will participate in this research. The groups will be referred to as Group A and Group B. In describing Group A, a total number of 20 students, 11 males and 9 females, registered to attend International Preparatory but of these 20 only 11 students attended classes for the entire semester. The other 9 students never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 11 students from Group A who showed up during the semester will be referred to as Active Participants Group A (11).

In describing Group B, a total number of 21 students, 12 males and 8 females, registered to attend International Preparatory but of these 21 only 20 students attended classes for the entire semester. The other 1 student never showed up to any of the classes scheduled during the semester. For the purposes of this research, the 20 students from Group B who showed up during the semester will be referred to as Active Participants Group B (20). Project-based learning will be implemented only with Group A and they will be working on their small businesses during the semester. All statistical analysis and data collection will therefore reflect only the active participants for both groups.

c. Number – What is the estimated number of subjects?

32

d. Inclusion Criteria – What are the specific inclusion criteria?

The students in this study were included because they are the set of 10 and 11th graders taking the Entrepreneurship course at International Preparatory at Grover Cleveland in the City of Buffalo.

e. Exclusion Criteria – What are the specific exclusion criteria? Clear rationale should be provided for the exclusion of any particular population group, unless the title of the study reflects the restricted population range.

Not applicable

f. Vulnerable Subjects – If vulnerable subjects will be included (children, pregnant women, fetuses, prisoners, persons with intellectual disabilities), provide justification of the need to use these subjects in research.

Not applicable

B. METHODS AND PROCEDURES

Methods of Subject Selection – Describe the study’s method(s) of identification and recruitment of prospective subjects. Upload a copy of any planned advertisements to the PACS IRB Consent Forms and Recruitment Materials SmartForm.

The subjects were selected because they are students enrolled in the course Entrepreneurship at International Preparatory at Grover Cleveland in the City of Buffalo during the researcher’s student teaching placement at that school.

Study Site – State the location(s) where the study will be conducted. The letter of approval to conduct the study from all non-BSC sites must be uploaded to PACS IRB Supporting Documents SmartForm.

The study took place at International Preparatory at Grover Cleveland in the City of Buffalo. It was an integral part of the regular teaching of entrepreneurship by the Candidate Teacher who is the researcher.

See below:

Davis, Judith S. <davisjs@buffalostate.edu>

Sat, Aug 29, 2020,
11:14 AM

to me

Good morning! I wanted to let you know that your placement for student teaching will be at I-Prep. This school is in what used to be Grover Cleveland HS at 110 14th St.

The International Preparatory School is a high school that serves grades 9-12 in the Lower West Side of Buffalo, New York. The school chiefly draws on the largely immigrant population of the West Side, and over 40 languages are spoken by the student body. The current principal is Ms. Ella Dunne. I know that your multi-lingual abilities will be of great value. Your cooperating teacher’s name is Joanne Siwula; I’d suggest reaching out to her at JCSiwula@buffaloschools.org as soon as it’s convenient. The Principal’s name is Ella Dunne. Plan to reach out to her via email as well at EDunne@buffaloschools.org.

I’m sure that I’ll see you on the School of Ed. Student Teaching Orientation on Monday and then on Tuesday for our CTE Department orientation.

I apologize that this took so long to get set up, but nothing is normal now, but we’re ready to roll now!

Take care,

Judy Davis

CTE Student Teaching Coordinator

Lecturer

Methods and Procedures Applied to Human Subjects – Describe in detail the study design and all procedures (sequentially) to be applied to subjects. How long will the study take each participant? How many sessions are required? What will participants be required to do?

Copies of any instruments to be used, such as surveys, rating scales, or questionnaires, must be uploaded to PACS IRB Supporting Documents SmartForm.

It is the responsibility of the Institutional Review Board to weigh risks and benefits to participants. The scientific merit of each project is of interest only as far as it affects the potential benefits of a study. Accordingly, the IRB may make comments and/or suggestions about scientific methodology to improve the quality of research designs.

At the beginning of the semester, September 2020, the researcher began by asking both groups of students the following question: Do you want to start your own business? The teacher candidate/researcher taught the course entrepreneurship for the entire semester, designing curriculum and implementing project-based learning to one of the groups to differentiate the effect that this has on learner's desire to want to start their own business and the use of 21st Century skills. The participants of the both groups were expected to perform the tasks given as part of the regular teaching of entrepreneurship at International Preparatory. The group that used project-based learning was expected to use a more hands-on approach in starting and running a micro-enterprise with their family members as their customers. The researcher made observations and recorded instances of when and how students applied the 21st Century skills of communication, collaboration, creativity and critical thinking. At the end of the semester in December of 2020, and after teaching entrepreneurship and implementing project-based learning to one of the groups, the researcher asked the same question to both groups again: Do you want to start your own business? The group that was exposed to project-based learning was asked a second part to the question as follows: Which segment of the entrepreneurship did you find most useful? The data gathered was then compiled and analyzed as part of the thesis.

C. RISKS/BENEFITS

Potential Risks – Identify the potential risks of the study. Specify the types and levels of risk. *Please note that no study is considered “no risk.” Minimal risk is defined as risk not greater than that encountered in everyday life.*

Due to the pandemic there is always risk. In this case, there was minimal risk because all of the sessions were done online. There was only one instance of person to person contact with a few students, but masks were worn, and the business transactions were quick and effectively carried out.

Protection Against Risks – For all studies involving greater than minimal risk, specify the procedures for preventing or minimizing any potential risks.

Not applicable

Potential Benefits – Describe any potential non-monetary benefits of the study, both for subjects and for

society in general.

The potential benefits of this study is that the use of project-based learning students could sense that their work was meaningful to them and productive, eventually, there was more comradery during the lessons, the students participated more fully, and the overall student teacher relationship improved greatly.

Implementing a project-based learning strategy to the teaching of entrepreneurship proved to be a very rewarding experience not only for the educator but for the students as well. This gave the opportunity to students to gather knowledge, skills, and the right attitudes for starting and operating a small business. The potential benefit to society is that if these students who used project-based learning have an earnest desire to become entrepreneurs they will have a good idea of how to go about doing this. Furthermore, if they eventually take all the steps necessary to start and operate a microenterprise, they will be able to produce a much needed good or service to their communities, pay taxes to their governmental agencies, provide themselves with a sustainable method of earning extra cash and possibly even help others to positively stimulate the economy with jobs.

Compensation for Participation – Describe any monetary or other forms of compensation which will be provided to subjects and any conditions which must be fulfilled to receive compensation.

There was no compensation for participation.

Alternatives to Participation – Describe any alternatives to participation in the study which might be advantageous to the subject. If the subjects are to receive academic credit for research participation, describe the alternatives available to earn equivalent academic credit.

Not applicable

Information Withheld – Identify the nature of any information to be purposely withheld from subjects and provide justification for the non-disclosure.

Not applicable

Debriefing – Describe the procedure for post-study debriefing of subjects.

The researcher identified as a Teacher Candidate at Buffalo State University pursuing a Masters' Degree in Education and the need for the information as part of a compilation of data relevant to the study of project-based learning and its effect of the students' desire to want to start their own business and the use of 21st Century skills.

D. CONFIDENTIALITY

Describe explicitly how your research records will be stored and how this information will be protected and kept confidential. If any information with subject identifiers will be released, specify the recipients. Include a statement that all data will be retained for at least three years in compliance with federal regulations.

This researcher's work will be stored in the **State University of New York College at Buffalo – Buffalo State College Digital Commons at Buffalo State using the following citation:** Bernhardt, Susana M., "Implementation of Project-based Learning to Entrepreneurship at

International Preparatory in Buffalo: Its Effect on Learners' Desire to Become Entrepreneurs and Impact on the Practice of 21st Century Skills" (2021). *Career & Technical Education Theses*.

4. This will be available as part of the Education Commons and the [Labor Relations Commons](https://digitalcommons.buffalostate.edu/career_education_theses) at: https://digitalcommons.buffalostate.edu/career_education_theses

The information gathered will only reflect statistical data; no names of students will be recorded. The student names will be protected and kept confidential. Information with subject identifiers will not be released. Data will be retained for at least three years in compliance with federal regulations.

E. CONSENT PROCEDURE

How will consent be assured? Studies that are exempt do not always require written informed consent. However, aside from research that only involves observation in public areas, there must be a consent process.

See Informed Consent template at <http://sponsoredprograms.buffalostate.edu/suny-rf-pacs-irb-module> or in the PACS IRB Library. Upload informed consent form or a consent statement to the Consent Forms and Recruitment Materials SmartForm.

Please note that an informed consent form or a consent statement addresses five critical points: 1) subject participation in the study is voluntary (provide a description of the procedure to be used if choosing not to participate); 2) a statement of the subject's right to withdraw at any time and a clear description of the procedures for withdrawal from the study without penalty; 3) subjects are informed of the level of risk (from 'minimal risk' through the level appropriate to the study) and the means of protecting the subjects from known risks or minimizing the risk; 4) confidentiality is ensured; and 5) the means by which confidentiality is to be ensured is elucidated. While it is not mandatory that an Informed Consent Form is identical to the example, the five points listed above are critical elements of any form an investigator may develop. It is important to include sufficient specific information regarding the purpose and nature of your study to ensure that subjects are fully informed. A copy of the Informed Consent Form should be given to each subject who participates in the study.

Mailed surveys ordinarily receive expedited reviews and do not need consent forms except when one of the following conditions prevail: 1) the person's name or other identifier is known to the researcher; or 2) the content of the survey puts the respondent at risk for emotional, physical, or other types of distress. If an informed consent form is not required, the researcher should use a cover letter to potential subjects which addresses all the elements of informed consent previously described. Please include a copy of this cover letter with your protocol.

As part of the requirements of the Masters' Degree in Education at Buffalo State, I would like to request your participation in answering the questions that follow. Please note that your response is voluntary. Also note that even though this is part of your study of entrepreneurship, you may choose not to answer the question and there will be no penalties to your grade for not answering the question. There is minimal risk to you the participant as person to person contact will not be done. Please note also that your names will not be recorded nor disclosed and the information you provide will be used for the sole purpose of the study of the use of project-based learning in teaching entrepreneurship at International Preparatory. Thank you in advance for your participation. Circle the answer.

Do you want to start your own business? Yes No

Which segment of the course did you find most helpful?

F. SECONDARY USE OF DATA

Do you anticipate possibly using these data in a future study? If so, how will data be maintained and protected? Will data be de-identified? What types of studies do you anticipate?

Potential secondary use of data must be addressed in the consent form. If data will not be de-identified in future studies, the researcher may consider requesting broad consent. Broad consent applies only to identifiable data. Researchers requesting broad consent must address why the data may not be de-identified and must address how they will track the affected information. For example, if 10% of participants do not agree to broad consent, how will these participants be excluded from future research? In the case of broad consent, the consent form must include enough of a description of future research that a reasonable person may make an informed decision to consent or not.

If data will be de-identified for use in the future, the researcher should provide an idea of the type of studies that may be involved. Secondary research using de-identified data would typically be reviewed at the exempt level at the time the research that uses the secondary data is conducted.

Not applicable

Appendix B List of tables and Illustrations

Tables

Table 1	Entrepreneurship at International Preparatory aligned with the Seven Essential Project Design Elements of the Gold Standard Project Design Framework
Table 2	Application of Gold Standard Project-Based Learning Teaching Practice: Design and Plan and Build the Culture by encouraging key Successful Skills
Table 3	Gold Standard Project Based Learning Teaching Practice: Aligning the Project to Standards at International Preparatory
Table 4	Gold Standard Project Based Learning Teaching Practices: Manage Activities, Scaffold Student Learning, Assess Student Learning and Engage & Coach at International Preparatory
Table 5	Educator Actions in the Teaching of Entrepreneurship using Project-Based Learning at International Preparator
Table 6	Learner Outcomes Using Project-Based Learning at International Preparatory
Table 7	Microbusinesses Established by Students of International Preparatory
Table 8	Assessment of each Microenterprise
Table 9	Record of Sales of Microenterprises at International Preparatory
Table 10	Results of Questionnaire: At the Beginning of the Semester, September 2020 from Groups A and B at International Preparatory
Table 11	Results of Questionnaire: End of Semester After PBL Entrepreneurship Course, December 2020 from Groups A and B at International Preparatory
Table 12	Results of Questionnaire: Which Segment is Most Helpful at End of Semester After PBL Entrepreneurship Course

Illustrations

Illustration 1	Unit 1 Lesson 1 Excerpt
Illustration 2	Unit 1 Lesson 2 Excerpt
Illustration 3	Unit 1 Lesson 3 Excerpt
Illustration 4	Unit 1 Lesson 4 Excerpt
Illustration 5	Unit 1 Lesson 5 Excerpt
Illustration 6	Unit 1 Lesson 6 Excerpt
Illustration 7	The Business Plan
Illustration 8	Unit 1 Lesson 7 Excerpt
Illustration 9	Unit 1 Lesson 8 Excerpt
Illustration 10	Unit 2 Lesson 1
Illustration 11	Unit 2 Lesson 2 Excerpt
Illustration 12	Unit 2 Lesson 3 Excerpt
Illustration 13	Unit 2 Lesson 4 Excerpt
Illustration 14	Unit 2 Lesson 5 Excerpt
Illustration 15	Unit 2 Lesson 6 Excerpt
Illustration 16	Unit 3 Lesson 1 Excerpt
Illustration 17	Mimi’s Muse Lip Gloss Merchandising Display and Packaging
Illustration 18	Joseph’s Pastellitos Packaging
Illustration 19	Joseph’s Pastellitos Visual Merchandising Display
Illustration 20	Theresia’s Store Packaging
Illustration 21	Theresia’s Store Visual Merchandising Display
Illustration 22	Facebook Ad

Appendix C Curriculum Design

Course Syllabus for Entrepreneurship at International Preparatory at Grover Cleveland	
Unit 1 Entrepreneurship	
•	Types of business ownership
•	Potential customers
•	Business location
•	Business layout
•	Invoicing
•	Customer relations
•	Financial requirements
•	Business organization
Unit 2 Principles of Marketing and Applications	
•	Overview of Business Economics
•	Market Plan Development
•	New Product Development
•	Pricing
•	Promotions
•	Visual Merchandising
Unit 3 Sales and Demonstrations	
•	Sales Techniques
•	Sales Presentations
•	Sales Demonstrations
•	Advertising and Promotions

Unit 1 Lesson 1

Candidate Teacher Name: Susana Bernhardt	
School: International Prep at Grover Cleveland	
Time of Class: Period 6L	Dates: Oct 13, 2020
Grades 10 -12	Duration of lesson: 44 minutes
Subject: Entrepreneurship (BOSS 11)	Topic: Intro to
Entrepreneurship	
Number of Students: 20 Students	
Objectives:	
<ol style="list-style-type: none"> 3. The students will be able to define the concept of entrepreneurship, using the term resources of land, labor and capital needed to start a business. 4. The students will be able to identify the three resources used in the production of goods and services by an entrepreneur. 	
Standards	
<i>Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a</i>	
<u>Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1</u>	

Introduction

The teacher will begin class by showing a video about entrepreneurship.
Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of what is an entrepreneur and what is used to produce goods and services.

Materials

Computers
Introductory video
PowerPoint Presentation
Assignment on What is an entrepreneur
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin by showing the video on what is an entrepreneur.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by asking the following questions:</p> <ul style="list-style-type: none"> ▪ How many of you would like to go to work at any time you feel like? ▪ How many of you would like to be your own boss? ▪ How many of you would like to use your talents to make money? ▪ How many of you would like to make a lot of money? <p>If you answered yes to all these questions, you have just decided that you want to become an entrepreneur</p> <p>The teacher will continue by asking the students to</p> <ul style="list-style-type: none"> ▪ Select a partner to work with and use the Kagan Strategy of Timed-Pair-Share to take turns to discuss the answer. 	<p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. Students will use the internet to find countries that use the various types of economies.</p>

<ul style="list-style-type: none"> ▪ First one person will speak for 30 seconds, while the other listens; then the second person will speak for 30 seconds on what they think is an entrepreneur. <p>The teacher will proceed by asking the following questions:</p> <ul style="list-style-type: none"> ▪ What would be the first step in starting your own business? ▪ What do you want to provide your buyers? ▪ Will it be a service? Will it be a good? <p>Next, the teacher will guide the students with the following activity:</p> <ul style="list-style-type: none"> ▪ What is a good? ▪ What is a service? ▪ Will your business provide a service or a good? Get a notebook or sheet of paper to write your response and share on the camera. ▪ What product or service will your business provide? ▪ Choose a name for your business. Write it in your notebook. You have one minute. <p>The teacher will then guide students to answer the question: What will you need in order to start this business? These will be classified into Land, Labor and capital. The teacher will guide students to fill out the concept definition map on entrepreneurship.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will fill out the concept definition map</p>
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Assessment

Exit Ticket

Define the term Entrepreneurship using the factors of production of land, labor and capital.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology and work on answering the questions on the concept map and exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the definition of an entrepreneur and how goods and services are produced using the factors of production.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL’s and students with IEPs meet the requirements of this work.

Vocabulary and content

- All the factors that are needed to produce or make a product or service when starting a business. These are known as Factors of Production.
- Resources divided into three: land, labor, and capital.
- Land - Everything contained in the earth or found in the seas
- Labor - All the people who work Waiter, chef, cashier, greeter
- Capital –Money and equipment to start and operate a business
- Goods – tangible items that have monetary value
- Services – intangible items that have monetary value

Unit 1 Lesson 2

Candidate Teacher Name: Susana Bernhardt
School: International Prep at Grover Cleveland
Time of Class: Period 6L
Grades 10 -12

Dates: Oct 13, 2020
Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)
Entrepreneurship

Topic: Intro to

Number of Students: 20 Students

Objectives:

1. The students will be able to define the concept of entrepreneurship, using the term resources of land, labor and capital needed to start a business.
2. The students will be able to identify the three resources used in the production of goods and services by an entrepreneur.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

The teacher will begin class by showing a video about entrepreneurship.
Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of what is an entrepreneur and what is used to produce goods and services.

Materials

Computers
Introductory video
PowerPoint Presentation
Assignment on What is an entrepreneur
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin by showing the video on what is an entrepreneur.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by asking the following questions:</p> <ul style="list-style-type: none"> ▪ How many of you would like to go to work at any time you feel like? ▪ How many of you would like to be your own boss? ▪ How many of you would like to use your talents to make money? ▪ How many of you would like to make a lot of money? <p>If you answered yes to all these questions, you have just decided that you want to become an entrepreneur</p> <p>The teacher will continue by asking the students to</p> <ul style="list-style-type: none"> ▪ Select a partner to work with and use the Kagan Strategy of Timed-Pair-Share to take turns to discuss the answer. 	<p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. Students will use the internet to find countries that use the various types of economies.</p>

<ul style="list-style-type: none"> ▪ First one person will speak for 30 seconds, while the other listens; then the second person will speak for 30 seconds on what they think is an entrepreneur. <p>The teacher will proceed by asking the following questions:</p> <ul style="list-style-type: none"> ▪ What would be the first step in starting your own business? ▪ What do you want to provide your buyers? ▪ Will it be a service? Will it be a good? <p>Next, the teacher will guide the students with the following activity:</p> <ul style="list-style-type: none"> ▪ What is a good? ▪ What is a service? ▪ Will your business provide a service or a good? Get a notebook or sheet of paper to write your response and share on the camera. ▪ What product or service will your business provide? ▪ Choose a name for your business. Write it in your notebook. You have one minute. <p>The teacher will then guide students to answer the question: What will you need in order to start this business? These will be classified into Land, Labor and capital. The teacher will guide students to fill out the concept definition map on entrepreneurship.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will fill out the concept definition map</p>
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Assessment

Exit Ticket

Define the term Entrepreneurship using the factors of production of land, labor and capital.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology and work on answering the questions on the concept map and exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the definition of an entrepreneur and how goods and services are produced using the factors of production.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and content

- All the factors that are needed to produce or make a product or service when starting a business. These are known as Factors of Production.
- Resources divided into three: land, labor, and capital.
- Land - Everything contained in the earth or found in the seas
- Labor - All the people who work Waiter, chef, cashier, greeter
- Capital –Money and equipment to start and operate a business
- Goods – tangible items that have monetary value
- Services – intangible items that have monetary value

Unit 1 Lesson 3

Candidate Teacher Name: Susana Bernhardt
School: International Prep at Grover Cleveland
Time of Class: Period 6L
Grades 10 -12

Dates: Oct 22, 2020
Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)
Number of Students: 20

Topic: Entrepreneurship

Objectives:

1. Define entrepreneurship
3. List two advantages of entrepreneurship
4. Explain two risks or disadvantages of entrepreneurship
5. List five characteristics and skills of entrepreneurs

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1

Introduction

The teacher will begin class by showing the video on what it takes to become an entrepreneur

- ◆ <https://www.google.com/search?q=starting+your+own+business+youtube&oq=starting+your+own+business+y&aqs=chrome.1.69i57j0i7.12684j0j7&sourceid=chrome&ie=UTF-8>

The teacher will entertain a brief discussion
Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of what it takes to become an entrepreneur.

Materials

Computers
Introductory video
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities

The teacher will begin by showing the video on what it takes to become an entrepreneur

The teacher will then introduce the objectives of the lesson.

The teacher will then begin by explaining the concept of entrepreneurship and give examples of entrepreneurs.

- ◆ The teacher will then show the students a video of Estee Lauder and how she became a successful entrepreneur
<https://www.elcompanies.com/en/who-we-are/the-lauder-family/the-estee-story>

The teacher will then ask the students what they think are the advantages of becoming an entrepreneur. After the students share, the teacher will write their sharing on the white board and then share other advantages of becoming an entrepreneur.

The teacher will then ask the students what they think are the disadvantages of becoming an entrepreneur. After the students share, the teacher will write their sharing on the white board and then share other disadvantages of becoming an entrepreneur.

The teacher will then ask the students what they think are the risks of becoming an entrepreneur. After the students share, the teacher will write their sharing on

Student-Centered Activities

The students will give comments along with the teacher.

The students will make note of the objectives of the lesson.

Students will first listen and participate in the question and answer prompted by the teacher.

Students will first listen and participate in the question and answer prompted by the teacher.

Students will first listen and participate in the question and answer prompted by the teacher.

Students will first listen and participate in the question and answer prompted by the teacher.

the white board and then share other risks of becoming an entrepreneur.

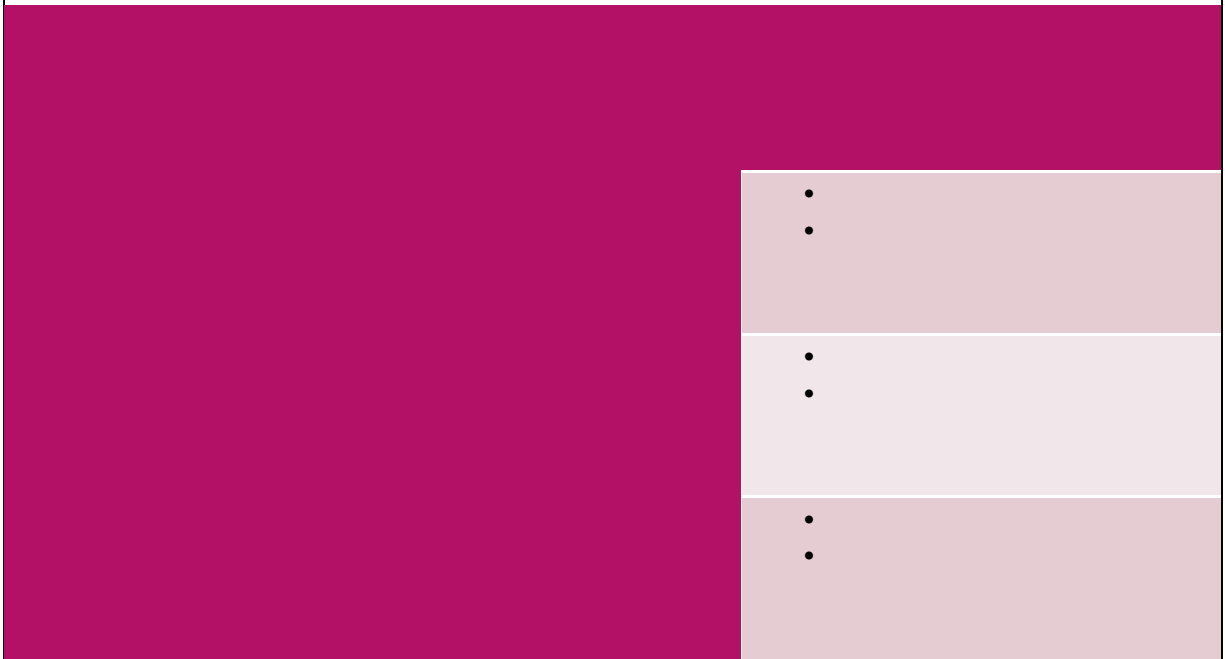
The teacher will then ask the students what they think are the skills needed to become an entrepreneur. After the students share, the teacher will write their sharing on the white board and then share other skills needed to become an entrepreneur.

The teacher will then ask the students if they have what it takes to become an entrepreneur. The teacher will ask questions listed in the content below

Students will first listen and participate in the question and answer prompted by the teacher.

Assessment

Exit Ticket



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Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the definition of entrepreneurship, advantages, disadvantages, risks and skills.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- ◆ Entrepreneurship is the process of starting and operating your own business
- ◆ Have you ever done babysitting? Have you ever mowed someone's lawn?
- ◆ Then you are already an entrepreneur.
- ◆ Entrepreneurs contribute to the economy both inside and outside of the United States – some become famous and wealthy
- ◆ Henry Ford introduced mass production of automobiles
- ◆ William Hewlett and David Packard started a small business in Packard's garage in California – they invented the first floppy disk and the first pocket calculator
- ◆ Advantages of becoming an entrepreneur
- ◆ Personal freedom
- ◆ Personal satisfaction
- ◆ Increased self-esteem
- ◆ Increased income
- ◆ Set own work schedule
- ◆ Make their own decisions
- ◆ Can try out new ideas
- ◆ They control their business
- ◆ Financial rewards
- ◆ Disadvantages of becoming an entrepreneur
- ◆ High level of stress
- ◆ Possible setbacks
- ◆ Risk of failure
- ◆ Potential loss of income
- ◆ Long and irregular hours
- ◆ Need to handle multiple tasks
- ◆ Strong self-discipline
- ◆ High start-up costs
- ◆ Restricted cash flow – entrepreneurs don't start making profits right away
- ◆ Risks of becoming an entrepreneur
- ◆ Starting a new business requires major commitment of time, money and effort
- ◆ New business owner must be a risk taker with no guarantees
- ◆ Only two thirds of new businesses survive at least two years and about half survive at least four years
- ◆ Skills needed by an entrepreneur
- ◆ Determination
- ◆ Self-motivation
- ◆ Self-confidence
- ◆ Strong organizational skills
- ◆ Leadership ability
- ◆ Self-discipline

<ul style="list-style-type: none"> ◆ Creativity ◆ Willingness to work hard ◆ Good social skills 	
Exit Ticket	
◆ 1. Do you like to make your own decisions?	◆
◆ 2. Do You enjoy competition?	◆
◆ 3. Are you determined to work hard?	◆
◆ 4. Do you plan ahead?	◆
◆ 5. Will your business make you happy?	◆
◆ 6. Are you prepared to lose money in the beginning?	◆
◆ 7. Do you have the emotional strength to start your own business?	◆
◆	◆

Unit 1 Lesson 4

Candidate Teacher Name: Susana Bernhardt School: International Prep at Grover Cleveland Time of Class: Period 6L		Dates: Oct 22, 2020 Duration of lesson: 44 minutes	
Grades 10 -12 Subject: Entrepreneurship (BOSS 11)		Topic: Types of Business Ownership	
Number of Students: 20			
Objectives:			
The students should be able to: <ol style="list-style-type: none"> 1. Identify the forms of business ownership 2. Identify one advantage and one disadvantage of a sole proprietorship 			
Standards			
<i>Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a</i> <u>Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1</u>			
Introduction			
The teacher choses a student’s idea for startup of a business and asks the question: <ul style="list-style-type: none"> ◆ Do you want to work by yourself or invite people to work with you as you start your business? The teacher will entertain a brief discussion			

Students will make comments along with the teacher.	
Purpose	
The purpose of this lesson is to provide the students with basic knowledge of types of business ownership.	
Materials	
Computers Introductory video PowerPoint Presentation Exit Ticket in Schoology	
Teacher-Centered Activities	Student-Centered Activities
The teacher will begin by asking the question stated in the introduction	The students will give comments along with the teacher.
The teacher will then introduce the objectives of the lesson.	The students will make note of the objectives of the lesson.
The teacher will then begin by explaining the ways that can be used to start a business <ul style="list-style-type: none"> ◆ Purchase an existing business ◆ Take over the family business ◆ Start a new business ◆ Purchase a franchise business 	Students will first listen and participate in the question and answer prompted by the teacher.
The teacher will then explain the type of business: Franchise by starting with the definition, examples, advantages, disadvantages.	Students will first listen and participate in the question and answer prompted by the teacher.
The teacher will then ask present other types of business ownership Sole proprietorship <ul style="list-style-type: none"> ◆ Partnership ◆ Corporation ◆ Limited liability company (LLC) ◆ A business can start as a sole proprietorship and grow into a corporation 	Students will first listen and participate in the question and answer prompted by the teacher.
The teacher will explain that the difference with these types of business ownerships is in the way decisions are made and how well the businesses compete in the market <ul style="list-style-type: none"> ◆ (market – place where goods and services are bought and sold) 	Students will first listen and participate in the question and answer prompted by the teacher.

The teacher will then explain the definition of a sole proprietorship by giving examples, advantages and disadvantages

Students will first listen and participate in the question and answer prompted by the teacher.

Assessment

Exit Ticket

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Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

Franchise – a legal agreement to sell a parent company’s product or services in a designated geographic area.

- ◆ Examples: McDonalds, Taco Bell.
- ◆ Advantage – well-known name, a business plan, advertising and proven methods.
- ◆ Disadvantage – the franchisee must pay high initial costs and must strictly adhere to how the business is run by the franchisor
- ◆ Can you think of other examples of franchises? Share

Sole Proprietorship - a business owned and operated by one person

- ◆ Most common form of business
- ◆ Plumbers, contractors, builders
- ◆ The sole proprietor provides the money for the business
- ◆ The sole proprietor manages the business and makes all decisions
- ◆ The sole proprietor gets all the profits
- ◆ Advantages
- ◆ Easy to start
- ◆ Decisions are made easier and faster
- ◆ Less taxes
- ◆ Owner has full control of the business
- ◆ Does not have to share profits
- ◆ Disadvantages
- ◆ Business is small
- ◆ Owner is responsible for all debts and legal issues; creditors can claim personal assets to clear debts – unlimited liability
- ◆ (assets – things owned; liability – debts or money owed)

Unit 1 Lesson 5

Candidate Teacher Name: Susana Bernhardt

School: International Prep at Grover Cleveland

Time of Class: Period 6L

Dates: Oct 23, 2020

Grades 10 -12

Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)

Topic: Types of Business Ownership 2

Number of Students: 20

Objectives:

The students should be able to:

1. Identify one advantage and one disadvantage of each type of business ownership
2. List the legal steps to take in establishing a business

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

The teacher chooses a student's idea for startup of a business and asks the question:
◆ Do you want to work by yourself or invite people to work with you as you start your business?
The teacher will entertain a brief discussion
Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of types of business ownership.

Materials

Computers
Introductory video
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin by asking the question stated in the introduction as a review.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by reviewing the sole proprietorship and then going into the Partnership Definition Examples Advantages Disadvantages</p> <p>The teacher will then proceed with the Corporation: Definition Organization Advantages and disadvantages</p> <p>The teacher will then proceed with the Limited Liability Company (LLC): Definition Organization Advantages and disadvantages</p>	<p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>

<p>The teacher will then ask present other types of business ownership Sole proprietorship</p> <ul style="list-style-type: none"> ◆ Partnership ◆ Corporation ◆ Limited Liability Company (LLC) ◆ A business can start as a sole proprietorship and grow into a corporation <p>The teacher will explain that the difference with these types of business ownerships is in the way decisions are made and how well the businesses compete in the market</p> <ul style="list-style-type: none"> ◆ (market – place where goods and services are bought and sold) <p>The teacher will then explain the steps that can be taken to register a business.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>
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Assessment

Exit Ticket

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Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content**The Partnership**

- ◆ A legal agreement between two or more people to be jointly responsible for the success or failure of a business
- ◆ Examples: law offices, real estate agencies, medical offices
- ◆ The Partnership Agreement is usually prepared by an attorney or lawyer
- ◆ The agreement specifies the responsibilities of each partner, the amount of capital each partner invests and how the profits will be shared
- ◆ Profits are shared according to the amount of time and money each partner invests
- ◆ Advantages
- ◆ Skills of the partners are combined
- ◆ The amount of capital is greater than if just one person invests
- ◆ Operation of the business is easier and can grow
- ◆ Each partner has a voice in the management of the business
- ◆ Taxes are only on the profits
- ◆ Disadvantages –
- ◆ partners do not always agree, the actions of one partner legally binds the other partner, the business is dissolved if one of the partners die

The Corporation

- ◆ A corporation is a legal entity created by either a state or a federal statute authorizing individuals to operate an enterprise.
- ◆ It is a business owned by several people but considered to be just one person or entity under the law
- ◆ It has legal permission to operate – Charter
- ◆ Separate Legal Entity – can borrow money, sign contracts, buy or sell property and sue or be sued in court
- ◆ Stockholders –the ownership is divided into shares of stock. A corporation sells its shares to raise money. The people who buy the stocks or shares become the owners

- ◆ Board of Directors – the stockholders elect a board of directors who make the major decisions for the corporation
- ◆ Corporations offer owners limited liability which means that the person’s personal assets cannot be taken to pay off debts
- ◆ If a person dies the corporation still exists
- ◆ Corporations can be private or public
- ◆ Private corporations are owned by private individuals
- ◆ Public corporations are owned by the State or Federal Government
- ◆ Advantages: each owner has limited liability, easier to raise capital, owners can easily enter or exit, management is shared
- ◆ Disadvantages – it is complicated to form, much greater government regulations, corporate profits are taxed and shareholders are taxed, records and accounting are very complex

The Limited Liability Company (LLC)

- ◆ This is a hybrid between the partnership and the corporation
- ◆ Its owners are called members and are shielded from personal liability
- ◆ All profits and losses pass directly to the owners without taxation to the entity itself

Registering your business

- ◆ New business owners need to register their business after choosing the type of business ownership they will adopt
- ◆ Businesses are registered with the county clerk
- ◆ A corporation must file Articles of Incorporation
- ◆ Licenses to operate must be obtained from the local government agencies
- ◆ <http://www.cityapplications.com/business-licenses/NY-New-York/biz-Buffalo.html#:~:text=New%20York%20State%20Tax%20ID,Completed%20application%20and%20license%20fee>

Unit 1 Lesson 6

Candidate Teacher Name: Susana Bernhardt

School: International Prep at Grover Cleveland

Time of Class: Period 6L

Dates: Oct 26 - 30, 2020

Grades 10 -12

Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)

Topic: Potential Customers

Number of Students: 20

Objectives:

1. Students will be able to identify potential customers
2. Students will be able to identify factors that make for a successful business location
3. Students will be able to identify an appropriate business layout
4. Students will be able to identify basic procedures for invoicing

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1

Introduction

The teacher asks the question:

- ◆ Who consumes Fortnite and Animal Crossing?

The teacher will entertain a brief discussion.

Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of customers, location, layout, and invoicing.

Materials

Computers

Introductory question

PowerPoint Presentation

Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin by asking the question stated in the introduction as a review.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by reviewing the types of business ownership and ask students to choose one for their business. The teacher will then present a list of questions on potential customers.</p> <p>The teacher will then show some examples of businesses and students will be asked to identify the potential customers.</p> <p>The teacher will then proceed by explaining the factors that make for a great business location. The teacher will ask essential questions about business location, provide</p>	<p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>

<p>examples, and show how the business affects hours of operation and customers.</p> <p>The teacher will explain the importance of business layout with examples. The teacher will instruct the students to go on Google images to select a layout that would work for their business and place the image in their business pan. They will then be asked to share why they chose this business layout.</p> <p>The teacher will then explain business invoicing including the parts included in an invoice and how businesses get invoices. The teacher will show a sample invoice.</p> <p>The teacher will then direct the students to think about what forms of invoicing they will use for their own business.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>They will go on Google images, select an image, copy and paste to their business plan and quote the source of the image.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>
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Assessment

Exit Ticket

- **Business Name**
- **Product/service**
- **Potential customers**
- **Location of your business**
- **What invoicing system will you use**

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their

work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- Who will buy your product or service?
- Which region will you be working with? Will you include other counties like Erie, Chautauqua, Niagara? Will it be in the City of Buffalo? Will it be in the suburbs? Will your business include Rochester? Will the Erie Canal path be considered? Will you consider Upstate New York or only Western New York?
- What is the size of the population that will become your potential customers?
- What role does the climate play acquiring your potential customers?
- What age group will be your customers?
- What gender will be your customers?
- What marital status will your customers have?
- What family size will your customers have?
- What level of income will your customers have?
- What is the occupation of your potential customers?
- What level of education will your potential customers have?
- What religion, culture or ethnic background will your potential customers have?
- Think: how many businesses will be competing with yours?
- Is it a good idea to locate near your competitors? Why or why not?
- People can compare prices, quality and service if you are near your competitors.
- If you have a make-up store – does it make sense to locate it near a hair salon?
- Invoicing lets the buyer know how much is owed to the seller.

Unit 1 Lesson 7

Candidate Teacher Name: Susana Bernhardt

School: International Prep at Grover Cleveland

Time of Class: Period 6L

Dates: Oct 30 – Nov 3, 2020

Grades 10 -12

Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)

Topic: Customer Relations

Number of Students: 20

Objectives:

1. The students will be able to identify the key elements of a prompt and effective response to customers' concerns using company's basic procedures.
2. The students will be able to identify five guidelines to consider in order to effectively handle customers' complaints.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1

Introduction

- One of the students will take one the role of a receptionist at a hotel.
- The teacher will come in with a complaint and start raising her voice. The role play ends.
- How can we effectively deal with customers who have complaints?
- What could you have done to deal with this customer?
- Students think and share.

Purpose

The purpose of this lesson is to provide the students with basic knowledge of customers, location, layout and invoicing.

Materials

Computers
Introductory question
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin the lesson with the role play in the introduction.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by showing the following video</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=WphIXqTp_es <p>The teacher will proceed with explanation of an appropriate way to handle customer complaints. The teacher presents the steps to handle upset customers.</p> <p>The teacher will then conduct a second role play. This time the teacher will be the clerk at the hotel desk and will demonstrate the steps to take to handle an upset customer.</p> <p>The teacher will then present the steps to take when handling customer's concerns.</p> <p>The teacher will then guide students to role play the handling of a customer's complaints/concerns.</p>	<p>The students will participate and give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>One student will role play as the upset customer.</p> <p>Students will first listen and participate in the question and</p>

	<p>answer prompted by the teacher.</p> <p>Students will first listen and participate in the role play and answer prompted by the teacher.</p>
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Assessment

Exit Ticket

- List two things to keep in mind when handling customers' concerns
- List two things to do when handling a customer's complaints

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- Handling Customer complaints
- The customer is not angry with you
 - The customer is angry about the issue
 - Do not take it personally
 - Diffuse the customer's frustration
 - Let the customer vent
 - Listen and respond with empathy
 - The goal is to get the customer to become calm
- Steps to handle upset customers:
1. Listen with an open mind
 2. Express your understanding
 3. Respond with a positive intent to take action to resolve the problem

4. Keep your focus on the customer
5. Follow-through with the customer to ensure that the problem is addressed
6. Remain focused on the solution to the problem

Handling Customers' concerns

Requests and questions

1. Learn the proper procedures for handling customer concerns and requests
2. Learn what to say to customers if you do not know how to deal with the problem
3. Learn how to give clear and concise directions around the building
4. Know under what circumstances you would need to get a manager to deal with the problem
5. Learn how to explain business policies to customers

Steps in handling customers' complaints

1. Listen to what the customer is saying
2. Take the customer aside – never let the angry customer within the hearing of the other customers
3. Repeat what the customer said to ensure that you understand the problem
4. Get the help that is needed, know who to call for help
5. Establish a plan = try to reach an agreement with the customer

Role play for 20 points

Each student will play the role of handling a customer.

- Each student will get an opportunity to act the part of customer relations representative
- Role plays will be conducted and graded on site
- Comments and feedback will be given at the end of each role play
- Take the rest of the time to plan your role plays
- Role plays will begin next class

Rubric for role play

Did you listen to the customer?	3
Did you empathize with the customer?	3
Did you express your understanding of the situation?	3
Did you keep your focus on the customer?	3
Did you find a way to solve the problem/concern?	5
Did your customer leave happy that the problem was resolved?	3
Total points	20

Unit 1 Lesson 8

<p>Candidate Teacher Name: Susana Bernhardt School: International Prep at Grover Cleveland Time of Class: Period 6L Grades 10 -12 Subject: Entrepreneurship (BOSS 11) Business Organization Number of Students: 20 Objectives:</p>		<p>Dates: November 6, 2020 Duration of lesson: 44 minutes Topic: Financial Requirements and</p>
<ol style="list-style-type: none"> 1. The students will be able to list the financial requirements for a business. 2. The students will be able to identify how to organize a business. 		
<p>Standards</p> <p><i>Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a</i> <u><i>Common Core Standards – 11-12 R1 SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1</i></u></p>		
<p>Introduction</p> <ul style="list-style-type: none"> • What are the financial requirements for your business? • What is the best way to organize your business? 		
<p>Purpose</p> <p>The purpose of this lesson is to provide the students with basic knowledge of customers, location, layout and invoicing.</p>		
<p>Materials</p> <p>Computers Introductory question PowerPoint Presentation Exit Ticket in Schoology</p>		
<p>Teacher-Centered Activities</p> <p>Friday November 6, 2020 The teacher will begin by asking the question stated in the introduction as a review.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by reviewing the importance of customer relations for a business.</p> <p>The teacher will then explain the financial requirements for every business.</p>	<p>Student-Centered Activities</p> <p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students listen and participate in answering questions.</p>	

<p>The teacher will then proceed by explaining the definition of capital and the various sources of capital. The teacher will differentiate between equity capital and debt capital. The teacher will also present financial institutions that can lend a business debt capital and what they look for before they can lend the money.</p> <p>The teacher will then present the personal financial statement, balance sheet and estimated start-up costs – definitions and examples.</p> <p>The teacher will then present some examples for students to work.</p> <p>Tuesday November 10, 2020</p> <p>The teacher will then explain the income statement – definition, examples, and practice question.</p> <p>The teacher will then proceed to present the Cash Flow Statement – definition and examples.</p> <p>The teacher will then present examples of financial statements that every business should have.</p> <p>The teacher will continue by presenting the steps in organizing a business including type of ownership, steps in establishing the business, staffing, job descriptions and organization chart. The teacher will provide definitions and examples of how businesses can be organized.</p> <p>The teacher will then summarize the financial requirements for every business</p> <p>The teacher will then direct the students to work on their exit ticket.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>They will use their calculators to find out the capital practice questions.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>They will use their calculator to find out net profit.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students listen and read from PPT</p> <p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p>
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	<p>Students answer prompting questions</p> <p>Students fill out their exit ticket.</p>
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Assessment

Exit Ticket

List two financial requirements for a business

- 1.
- 2.

List two factors to consider when organizing your business

- 1.
- 2.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- As a business owner, your lenders and investors will need to see the monies that will be needed to start and operate the business
- They will also review your sources of capital (where you are getting the money for your business)
- Your financial section of your business plan has to include projected income and expenses for at least the first year of operation
- Capital is the funding needed to finance the operation of a business
- It includes all the goods used to produce other goods
- It may include owned property and cash resources
- Capital is anything that can be converted into money

- Equity capital – money you get when you sell part of the interest in the business; you do not need to repay the money or pay interest; the investor becomes co-owner of the business and they get a share of the profits (dividends)
- Equity capital include personal savings, partners and shareholders
- Debt capital is the term used to describe borrowed funds that must be repaid
- Debt capital sources are banks, credit unions, the Small Business Administration, friends, relatives, suppliers, and previous business owners
- Borrowing money and repaying it on a timely basis builds your credit rating
- A good credit standing makes it easier to borrow money
- Interest must be paid on these loans
- If you do not pay back the money, it can lead to bankruptcy
- **The Personal Financial Statement** – the summary of your current personal financial condition. This shows your assets and liabilities (assets – anything of monetary value that you own, liability – is a debt that you owe to others)
- **Balance sheet** – a financial statement that lists all your business assets, liabilities and your net worth. The net worth is the total money left after you subtract the liabilities from the assets (assets – liabilities = net worth)
- **Estimated Start-Up Costs** – how much will it cost to start and run your business for the first year. This includes your day to day operating costs and your start-up costs
- You have assets of \$15,000 (car), \$5,000 (savings), \$1,000 (Cash value of life insurance), \$1,700 (cash), and personal property worth (\$2,500. What are your total assets?
- You have liabilities of \$10,000 (car loan), \$5,000 (student loan), and \$1500 (credit card balances). What is the total of your liabilities?
- What is your net worth?
- Hint: Assets – Liabilities = net worth
- **The Income Statement** – this document lists all revenue (money coming in from sales) minus all the expenses, taxes and the cost of the goods sold during a specific period such as a month. The total of the sales minus the total of the expenses becomes the Gross Profit. Expenses include This statement is also called profit and loss statement.
- Expenses include things like rent, payroll, insurance telephone, utilities, office supplies etc.
- Example: If Sales \$30,000, total expenses \$8,000, cost of goods sold \$19,000 and taxes are \$300 then what is the net profit?
- **Cash Flow Statement** – this is a monthly plan that tracks when you anticipate that cash will come into the business and when you expect to pay out cash. This helps you determine whether you will have enough money to pay your bills on time.
- This includes the total cash on hand (money in the bank) minus the costs, add all sources of cash like sales, minus the cost of the goods you will sell, minus the expenses for the month and other payments that need to be made.
- Steps in organizing a business: select the type of business ownership, select your staffing needs, set up job descriptions and the organization chart.

Unit 2 Lesson 1

Candidate Teacher Name: Susana Bernhardt
School: International Prep at Grover Cleveland
Time of Class: Period 6L
2020
Grades 10 -12

Dates: September 28 - Oct 9,

Duration of lesson: 44 minutes

Subject: Entrepreneurship (BOSS 11)

Topic: What is an Economy

Number of Students: 20

Objectives:

1. Students will be able to define an economy, clearly outlining how a country meets the needs and wants of its people.
2. Given the definition of the term resources, students will be able to list and define the four factors of production.
3. Using the definitions of scarcity and opportunity cost, the students will each discuss, in pairs, one personal example that clearly demonstrates the concept of opportunity cost.
4. Given the definition of traditional, market, mixed and command economies, students will be able to explain how nations answer the three basic economic questions.
5. Students will be able to list two factors used to measure the success of an economy.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI.SL1, AS.SL1, SL5, RI, R4, R7, AS.W.1

Unit Summary

Students will be able to provide a definition of the concept of an economy using a concept map. They will be able to make a list of the factors of production needed to satisfy people's needs and wants. They will be able to explain that resources are limited leading to scarcity and the concept of opportunity cost. They will also be able to explain the economic systems of various countries as they meet the needs and wants of their people. They will be able to state what makes for a healthy economy and explain how an economy is measured using various economic indicators. The students need to know this content as it forms an integral part of the importance of marketing a product or service. It is the basis upon which products and services are produced, thus forming part of a country's economy. It also forms a basis for students to gain knowledge of how their product/service can impact the local and global economy.

Introduction

The teacher will begin class by asking the students the following question:

- How has the economic shutdown due to the pandemic affected your life?

The teacher will entertain a brief discussion

Students will make comments along with the teacher.

Purpose

The purpose of this lesson is to provide the students with basic skills in formatting a document using word processing in Microsoft Office. These skills will be lifelong learning they will take to their future places of employment or college.

Materials

Computers
 Introductory video
 PowerPoint Presentation
 Assignment on What is an economy
 Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will begin by showing guiding the students on a brief discussion about how COVID 19 has affected them.</p> <p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will then begin by explaining the definition of an economy using resources or factors of production of land, labor, capital and entrepreneurship. The strategy used will be question and answer to prompt the students' prior knowledge and tie it into the lesson.</p> <p>The teacher will then explain the concept of scarcity and why it exists. The teacher will use a simulation for this activity.</p> <p>The teacher will then explain how countries go about answering the questions of what goods and services will be produced, for whom and how. The different types of economic systems will be introduced, explained countries using them will be listed: traditional economies, market economies, command economies and mixed economies.</p> <p>The teacher will proceed to list and explain economic measurements that are used to</p>	<p>The students will give comments along with the teacher.</p> <p>The students will make note of the objectives of the lesson.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. Students will use the internet to find countries that use the various types of economies.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>

determine whether an economy is successful or not.	
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Assessment (with answer Key)

How Does an economy work?				
Economic System	Traditional Economies	Market Economies	Command Economies	Mixed Economies
Which goods and services should be produced?	Only what is needed	Anything that anybody wants	Only what the government decides	What everyone wants – government collects taxes
How should the goods and services be produced?	Manual labor in fields or hunting	Using machinery, tools, equipment or anything	The way that the government decides	Using machinery, tools, equipment or anything
For whom should the goods and services be produced?	Everyone in the community	For anyone who is willing and able to buy	Everyone in the country	For anyone who is willing and able to buy

Countries that use these economies	
Traditional Economies	Bhutan, Haiti
Command Economies	Cuba, North Korea
Mixed Economies	United States of America

Exit Ticket – Answer Key

Define the term economy.	The way a country produces goods and services for the people.
List three factors of production.	Land, Labor, Capital
List two economic systems that governments use to produce goods and services.	Traditional economies Mixed economies
List two economic measurements of a successful economy.	Unemployment rate Labor Productivity Gross Domestic Product Standard of Living

Assessment

<p>Exit Ticket</p> <ul style="list-style-type: none"> • Define the term economy. • List three factors of production. • List two economic systems that governments use to produce goods and services. • List two economic measurements of a successful economy.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology and work on answering the questions on the assignment and exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the definition of an economy, factors of production, types of economic systems and measurements of a successful economy.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- An economy is the organized way a nation provides for the needs and wants of its people.
- A nation chooses how to use its resources to produce and distribute goods and services
- A country's resources determine economic activities such as manufacturing, buying, selling, transporting, investing.
- Resources – all the things used in producing goods and services – economists call this Factors of Production
- Factors of Production can be classified as: land, labor capital and entrepreneurship
- Land – this includes everything contained in the earth or found in the seas.
- Examples – coal, crude oil, all living things in the lake, plants, trees, mountains
- Labor – refers to all the people who work – full-time and part-time
- Capital – includes money to start and operate a business; it includes the goods used in the production process
- Examples of capital – computers, tools, raw materials to make products, infrastructure like buildings and bridges, streets, utilities like telecommunications
- Entrepreneurship – the skills of people who are willing to invest their time and money to run a business
- Because resources are limited, and people's needs and wants are unlimited then people are forced to make economic choices. The choice that they had to forgo, becomes the opportunity cost.
- Assume you have \$5.00 and you are at the school cafeteria. Make a list of things you want to buy. Can you buy everything you want? Make a choice of what you will get. The things on your list that you did not get becomes your **opportunity cost**.
- Traditional economies – traditions and rituals answer the basic questions of what, how and for whom goods and services will be produced

- Market economies – there is no government involvement in economic decisions. Individuals and companies own the means of production and businesses compete for consumers. Consumers decide what will be produced. Businesses decide how to produce and for whom to produce goods and services
- Command economies – a system in which a country’s government makes economic decisions and decides what, when, and how much will be produced and distributed. The government controls the factors of production and makes all the decisions about their use. The government decides what products are needed. The government decides how goods and services will be produced and form whom. Wealth is shared equally among all the people and the government meets everyone’s needs.
- Mixed economy – all economies are a blend of each of the three economies mentioned above. Mixed economies use a blend of market and command economies. The government needs to intervene to ensure that everyone gets their basic needs met.
- Economic measurements
- Labor productivity – the output per worker hour that is measured over a defined period of time.
- Gross domestic product – the total output of goods and services produced by labor and property located within a country
- Gross national product – the total dollar value of goods and services produced by a nation’s including goods and services produced abroad
- Standard of living – a measurement of the amount and quality of goods and services that a nation’s people have – (quality of life)
- Inflation rate – rising prices of goods and services
- Unemployment rate – the number of people who are jobless or unemployed in a country
- The business cycle – expansion of goods and services, recession (economic slow-down), depression – a period of prolonged recession, trough – low point in the business cycle, recovery – the economy begins to grow again

Unit 2 Lesson 2

Candidate Teacher Name: Susana Bernhardt
 School: International Prep at Grover Cleveland
 Time of Class: Period 6L
 Grades 10 -12
 Subject: Entrepreneurship (BOSS 11)
 Number of Students: 20

Dates: November 19, 2020
 Duration of lesson: 44 minutes
 Topic: Market Plan Development

Objectives:

1. The student will be able to explain the basic elements of a marketing plan.
2. The students will be able to identify factors that influence a Marketing Plan.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 R1 SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

- In order to develop a marketing plan it is important to conduct a SWOT analysis.
What is a SWOT analysis?
- S – Strengths –Marketing mix – Product, price, promotion, place
- W – Weaknesses
- O – opportunities
- T – threats

Purpose

The purpose of this lesson is to provide the students with basic knowledge of factors to consider when starting a marketing plan.

Materials

Computers
Introductory question
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will begin by asking the question stated in the introduction. The teacher will then begin by asking a series of questions about the students’ businesses to identify the strengths and weaknesses. The teacher will ask students to write notes about their business and then ask them to share this.</p> <p>The teacher will then begin by asking a series of questions about the students’ businesses to identify the opportunities and threats. The teacher will ask students to write notes about their business and then ask them to share this.</p> <p>The teacher will then proceed by explaining what is included in a written marketing plan and what it does for the business. the teacher will continue by listing the different sections included in a written marketing plan.</p>	<p>The students will listen and read along with the PowerPoint Presentation.</p> <p>The students will give comments along with the teacher. The students will listen first and then they will write notes about the strengths and weaknesses of their business. The students will then share with the rest of the class.</p> <p>The students will listen first and then they will write notes about the strengths and weaknesses of their business. The students will then share with the rest of the class.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p>

<p>The teacher will then present some examples of marketing plans of MLB, Tim Hortons and CocaCola</p> <p>The teacher will then summarize the SWOT analysis and why it is helpful when writing a marketing plan.</p> <p>The teacher will then direct the students to work on their exit ticket.</p>	<p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students fill out their exit ticket.</p> <p>The students will start writing down the answers to these questions as it relates to their own small business. They will enter this into their own business plan. Students answer prompting questions</p>
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Assessment

Exit Ticket

List two elements of a basic marketing plan.

- 1.
- 2.

List two ways in which the pandemic affects a business’s marketing plan?

- 1.
- 2.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- ◆ Strengths and weaknesses
- ◆ What makes the company strong?
- ◆ How many customers does the company have?
- ◆ Are customers satisfied?
- ◆ How is the competition?
- ◆ How are the finances?
- ◆ Does the company have productive employees?
- ◆ How are the sales?
- ◆ How is the marketing mix? (Product, Price, Promotion, Place)
- ◆
- ◆ Opportunities and Threats
- ◆ How can my company become more competitive?
- ◆ Do I need to study what my competitors are doing? Why or why not?
- ◆ Environmental scan – this is an analysis of outside influences that may have an impact on an organization. Four areas: political, economic, socio-cultural and technological
- ◆ What political events can affect your business?
- ◆ How is the overall economy of the country?
- ◆ How can socio-cultural issues affect your company?
- ◆ How fast do you need to keep up with technology? Why or Why not?

Writing a Marketing Plan

- ◆ A Marketing Plan is a formal, written document that directs a company's activities for a specific period of time.
- ◆ It shows details of research for how a product will enter the market be advertised and sold.
- ◆ A marketing plan also communicates the goals, objectives and strategies of a company to members of the management team.
- ◆ The plan shows the responsibilities of the managers, budget and timelines for completion.

Elements of a Marketing Plan

- ◆ I. Executive Summary
- ◆ II. Situation Analysis – strengths and weaknesses, environmental scan
- ◆ III. Objectives
- ◆ IV. Marketing Strategies – Marketing Mix – Product, Promotion, Price Place
- ◆ V. Implementation – Organization, responsibilities, timetables
- ◆ VI. Evaluation and control

Marketing plans for MLB, Tim Hortons and Coca Cola

<https://www.mlb.com/scores/2020-09-21>

<https://www.sfu.ca/~sheppard/478/syn/1123/SynopsisD.pdf>

<https://www.merca20.com/what-you-can-learn-from-coca-colas-marketing-strategy/#:~:text=Having%20a%20marketing%20strategy%20uniquely,Price%2C%20Promotion%2C%20and%20Place.>

Unit 2 Lesson 3

Candidate Teacher Name: Susana Bernhardt
School: International Prep at Grover Cleveland
Time of Class: Period 6L
Grades 10 -12
Subject: Entrepreneurship (BOSS 11)
Number of Students: 20

Dates: November 16-17, 2020
Duration of lesson: 44 minutes
Topic: New Product Development

Objectives:

1. The students will be able to list the factors that need to be considered in product planning.
2. The students will be able to list the steps needed in product development.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a

Common Core Standards – 11-12 RI SLI, AS.SLI, SL5, RI, R4, R7, AS.W.1

Introduction

The teacher will present a video of a new product being launched into the market
https://www.samsung.com/us/smartphones/galaxy-note20-5g/?cid=sem-mktg-pfs-mob-us-google-na-08052020-140502-&ds_e=GOOGLE-cr:0-pl:278042908-&ds_c=FF~Phones-Upper+Funnel_CN~Note+20_PH~teas_MK~usnat_BS~im_PR~smart_SB~can_PK~CPQL_FS~lo_CA~kew_MD~h_KS~gc_MT~bmm-&ds_ag=AG~Latest_MK~usnat_AT~ta_MD~h_AI~no-&ds_k=%2Blatest+%2Bphones&gclid=EAIaIQobChMIyvyn6u_86wIVF-DICh0Aww1GEAAYASAAEgKbpvD_BwE&gclsrc=aw.ds

Purpose

The purpose of this lesson is to provide the students with basic knowledge of factors to consider when starting a marketing plan.

Materials

Computers
Introductory question
PowerPoint Presentation
Exit Ticket in Schoology
Product Mix

- <https://www.coca-colacompany.com/company>

- <https://yourspanishcorner.com/en/spanish-cheese-/2894-cheese-triangles-8-el-caserio-8410172462810.html>

Product Line

https://www.google.com/search?q=car+models+by+pontiac+division+of+general+motors&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi0z7jr9PzrAhXghHIEHY0GCo8Q_AUoAXoECBEQAw&biw=663&bih=599

Product Item

https://www.google.com/search?q=softail+models+at+harley+davidson+motorcycle&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjzqpqm9fzrAhXcgnIEHZFfCi0Q_AUoAnoECA4QBA&biw=663&bih=599

Product Width

https://www.google.com/search?q=brands+of+jeans&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi1yfKj9_zrAhX4I3IEHfAiAyEQ_AUoAnoECA8QBA&biw=663&bih=599

Developing New Products

https://www.google.com/search?q=proctor+and+gamble+household+products&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj-m-qm-fzrAhWAIXIEHZ1mDLQQ_AUoAnoECA4QBA&biw=663&bih=599

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will begin by asking the question stated in the introduction.</p> <p>The teacher will then begin by explaining the concept of product planning. First the teacher will define a product both tangible and intangible. The teacher will then present the factors that need to be considered when planning a product. The teacher will then present a product (a ring box) inside its packaging. The teacher will show the box and ask students to identify packaging, branding, labelling and warranty of the product. They will then be asked to look around for a product in their room and identify some of these factors on their product.</p> <p>The teacher will then present the definition of the product mix. This will be followed by two videos that</p>	<p>The students will listen and read along with the PowerPoint Presentation.</p> <p>The students will give comments along with the teacher.</p> <p>The students will listen first, read the notes on the PPT presentation, and list the factors needed in product planning. The students will then listen and observe as the teacher presents a product and identifies the packaging, branding, labelling and the warranty of the product. The students will then pick an item from their room and identify at least three of these factors on their product.</p> <p>The students will listen first and then they will watch the two</p>

<p>show the different products that a company sells – CocaCola and Caserio Spanish Cheese.</p> <p>The teacher will then continue by presenting the definition of a product line as closely related products. This will be followed by a video of general motors showing a product line example.</p> <p>The teacher will then proceed by defining a product item as a specific model, brand, or size of a product within a product line. The teacher will then show samples of a product item from Harley Davidson.</p> <p>The teacher will then present the definition of product width and product depth. Some examples of product width and depth will be presented with CocaCola and Jeans. https://www.coca-colacompany.com/brands</p> <p>The teacher will then present the definition of Product Mix Strategies line extension, continuation strategy, product modification strategy, addition strategy. This will include why some products are dropped.</p> <p>The teacher will then present a list of products by Proctor and Gamble as they develop new products.</p> <p>The teacher will then present the steps that are taken when a product is being developed. The teacher will use the example of one of the student’s product – lip gloss.</p> <p>The teacher will then summarize the different terms learned in this lesson product planning, product mix, product line, product item, product width and product depth.</p>	<p>videos. They will then be asked to repeat the definition of product mix.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also view the examples presented. They will also read from the PowerPoint Presentation.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also view the examples presented. They will also read from the PowerPoint Presentation.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also view the examples presented. They will also read from the PowerPoint Presentation.</p> <p>The students will view the presentation and make comments. Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. The students will read the answers to the questions about product planning and product mix strategy.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p>
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<p>The teacher will then ask the student to participate with the exit ticket questions.</p> <p>The teacher will guide students with a very short quiz about product planning and product mix.</p>	<p>Students fill out their exit ticket.</p>
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Assessment

Exit Ticket

List two factors to consider in product planning.

- 1.
- 2.

List two steps to take in a product mix strategy.

- 1.
- 2.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

- A product is anything a person receives in an exchange. This can be tangible (can be touched) or intangible (cannot be touched)
- What features should be used in selling a business' products?
- What packaging, branding, labeling and warranty are more attractive to the customers?
- The product mix includes all the different products that a company makes or sells.

- A product line is a group of closely related products manufactured or sold by a business
- A product item is a specific model, brand or size of a product within a product line
- Product width – the number of different product lines a business manufactures or sells

- (how many different products)
- Product depth – the number of items offered within each product line
- Product mix strategies – line extension, continuation strategy, product modification strategy, addition strategy

Product Development

- 1. Generating Ideas
- 2. Screening Ideas
- 3. Developing a Business Proposal
- 4. Developing the Product
- 5. Testing the product with Consumers
- 6. Introducing the Product
- 7. Evaluating Customer Acceptance

Reasons for deleting a product

- Replaced with new product
- Obsolescence
- Loss of appeal
- Changes in company policy
- Lack of profit

Unit 2 Lesson 4

Candidate Teacher Name: Susana Bernhardt
 School: International Prep at Grover Cleveland
 Time of Class: Period 6L
 Grades 10 -12
 Subject: Entrepreneurship (BOSS 11)
 Number of Students: 20

Dates: November 23, 2020
 Duration of lesson: 44 minutes
 Topic: Pricing

Objectives:

1. The students will be able to explain three goals of pricing.
2. The students will be able to list the four factors that affect price planning.

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a
Common Core Standards – 11-12 R1 SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

- How much are people willing to pay for the most expensive shirt/dress/jeans?

Purpose

The purpose of this lesson is to provide the students with basic knowledge of factors that affect the price of a product.

Materials

Computers
Introductory question
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will begin by asking the question stated in the introduction.</p> <p>The teacher will then begin by explaining the relationship between price and value. The teacher will ask the following questions: How much are you willing to pay to go to the drive-in movie? How much are you willing to pay for Animal Crossing? How much are you willing to pay for Dungeons and Dragons? How much are you willing to pay for Anime movies?</p> <p>The teacher will then explain how market factors affect prices using an example of a BLT sandwich.</p> <p>The teacher will then present a break-even analysis using the BLT sandwich and how this affects pricing. The teacher will ask the students about break-even point using other examples.</p> <p>The teacher will then continue by explaining how supply and demand affect price. The teacher will provide several examples using supply and demand and how this affects price.</p> <p>The teacher will then proceed by using examples of how supply and demand affect</p>	<p>The students will listen and read along with the PowerPoint Presentation.</p> <p>The students will give comments along with the teacher.</p> <p>The students will listen first and then they will think about the value they place on the items mentioned by the teacher. The students will then share with the rest of the class.</p> <p>The students will listen first and then they will answer questions as prompted by the teacher. The students will then share with the rest of the class.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation. Students will first listen and participate in the question and answer prompted by the teacher.</p>

<p>price. This will include an explanation of elasticity of demand.</p> <p>The teacher will then present on competition as another factor that affects price.</p> <p>The teacher will then direct the students to work on their exit ticket.</p>	<p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students fill out their exit ticket.</p> <p>The students will start writing about product pricing as it relates to their own small business. They will enter this into their own business plan. Students answer prompting questions</p>
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Assessment

<p>Exit Ticket Explain one goal of pricing. 1.</p> <p>List two factors that affect pricing. 1. 2.</p>

Guided Practice

<p>The teacher will direct students to visit their assignment page on Schoology the exit ticket.</p>
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Independent Practice

<p>The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.</p>
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Closure

<p>The teacher will summarize the different types of business ownership including sole proprietorship along with its advantages and disadvantages.</p>
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Differentiation

<p>The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.</p>

Vocabulary and Content

- Price is the value in money, or its equivalent placed on a good or service
- The oldest form of pricing is the barter system (exchange a good for another good)
- The customer places a value on an item and is willing to pay because of the anticipated satisfaction. How much are you willing to pay for your entertainment?
- Forms of price – dentist fees, lawyer fees, new pair of shoes, bus fares, tuition, wages.
- Importance of price – it can determine success or failure of a business
- Goals of pricing – the main goal of pricing is for a business to earn a profit, but also includes gaining market share and meeting the competition.

Market factors that affect prices

- Costs and expenses – how much does it cost to make a product? What are the expenses that must be paid when making a product?
- Break-even point – the point at which sales revenue (money coming in) equals the costs and expenses of making and distributing a product.
- Supply and demand – when supply is high the price is low, when supply is low the price is high, when demand is high, price is high and when demand is low, price is low.

- When products follow this rule the product is said to have elastic demand
- Elastic demand – situations in which a change in price creates a change in demand
- Some products have inelastic demand meaning that even if the price rises, demand will still be the same. For example CocaCola or Pepsi, toys and milk
- Competition
- Price fixing by companies (this is illegal for companies to all agree to fix prices) Sherman Antitrust Act of 1890
- Minimum price law (Unfair Trade Practices Law) – government controls the prices of certain things like gasoline, milk, or insurance

Unit 2 Lesson 5

Candidate Teacher Name: Susana Bernhardt
School: International Prep at Grover Cleveland
Time of Class: Period 6L
Grades 10 -12
Subject: Entrepreneurship (BOSS 11)
Promotions
Number of Students: 20
Objectives:

Dates: November 30, 2020
Duration of lesson: 44 minutes
Topic: Visual Merchandising and

1. The students will be able to explain the role of promotion in business and marketing
2. The students will be able to identify the various types of promotions

3. The students will be able to explain the concept and purpose of visual merchandising
4. The students will be able to describe the types of display advertising

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a
Common Core Standards – 11-12 RI SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

We're going shopping at JC Penny! – promotion code
https://www.jcpenney.com/m/jcpenney-coupons?utm_source=google&utm_medium=cpc&utm_campaign=paid%20search&cid=paid%20search%7cgoogle%7cG_Desktop_Brand_JCP_Official_Site_Coupons%7cG_Desktop_Brand_JCP_Official_Site_Coupons_BMM_Promotional&utm_content=kwd-381254366150&utm_adgroupid=59922838276&utm_keyword=%2B

Do Now: Why do businesses advertise?

Purpose

The purpose of this lesson is to provide the students with knowledge about the purpose of promotions and visual merchandising.

Materials

- Computers
- Introductory question
- PowerPoint Presentation
- Web sites for references and examples
- Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will invite students to go on a short virtual shopping to look at promotions at JC Penny</p> <p>The teacher will then begin by explaining the concept of promotion and the reasons why businesses use it. The teacher will ask an analysis question which the students will respond orally to. The teacher will ask the students to access Valpak.com to see more promotions and comment on them.</p>	<p>The students will listen and read along with the PowerPoint Presentation.</p> <p>The students will give comments when prompted by the teacher.</p> <p>The students will listen first, respond to the question asked and then they will access Valpak.com. They will share their impression of the promotions in that website.</p>

<p>The teacher will then introduce 5 different types of promotions. The teacher will show students coupons that represent sales promotions and incentives to buy. What is the effect of trade shows in the world markets?</p> <p>The teacher will then present the definition of a visual merchandising display. The teacher will provide examples of these. Because one of our classmates was born in Thailand, here is an ad about Thai food: https://www.youtube.com/watch?v=cNDSX8RPw4w</p> <p>The teacher will present the project-based learning assignment.</p> <p>The teacher will then direct the students to work on their exit ticket.</p>	<p>Students listen and read from the presentation. Students will view the coupons and give their views about being motivated to buy the product by using the coupon.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p> <p>The students will listen to the instructions, read them on the presentation and use these to start working on their projects.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. Student make write and share their answers in the discussion box in Schoology.</p>
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Assessment

Exit Ticket

What is the role of promotions for a business?

To convince customers to buy

List two types of promotions

- ◆ A. discount coupons
- ◆ B. product samples

Describe one purpose of visual merchandising?

- ◆ The purpose of visual merchandising is to show an image of the product to convince the customer to buy

List two types of display advertising

Radio, television

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete project on the assignment independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the different types of promotions and visual merchandising.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to include pictures and video record a creative blog about their product. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

Promotion is persuasive communication

- ◆ Persuasive – the power to convince or change someone's mind
- ◆ Companies rely on promotions to inform people about their goods and services
- ◆ Promotions aim to get customers to choose its products as opposed to the competitor's brands
- ◆ Institutional promotion is used to create a favorable image for a business

Types of Promotions in the promotion mix

- ◆ 1. personal selling
- ◆ 2. Advertising
- ◆ 3. Direct Marketing
- ◆ 4. Sales Promotion
- ◆ 5. Public Relations

Sales Promotion – incentives that encourage customers to buy products or services

Incentives - a thing that motivates or encourages one to do something

Trade Promotions – activities that get support from manufacturers, wholesalers and retailers

Manufacturer – makes the product

Wholesaler – sells the product wholesale – Sam's Club

Retailer – sells the product item by item

Consumer Promotions – sales strategies that encourage customers to buy a product or service- examples – coupons, premiums, deals, incentives, product samples, sponsorship

Visual merchandising – encompasses all the physical elements that merchandisers use to project an image to customers

Elements of visual merchandising – storefront, signs, marquee (canopy), window displays, store layout, store interior

Advertising – radio, television, magazines, newspapers, stores, web, billboards, theaters

Reflection

Unit 2 Lesson 6

Lesson Plan

Susana Bernhardt

Grades 9-12

Subject: Marketing

Unit Title: Promotion and Advertising

Description

In this unit, Students will learn about the importance for businesses to promote their product or service to gain the loyalty of their customers and to expand their customer base. They will also learn about promotional concepts and strategies, making visual displays of product or service, advertising techniques and how to work with print advertising. Students will learn how to apply OBS Studio in the creation of promotional and advertising strategies for a product or service.

This unit will include the following segments:

- Promotional Concepts and Strategies
- Visual Merchandising and Display
- Advertising
- Print Advertising

Rationale

The students are learning this content as part of their Business curriculum and to prepare them for the aspects of work in the business world. They are learning how to apply the software program OBS Studio to come up with creative ways in which to promote their product or service. This is important as it represents the current methods that are being implemented in the promotion and advertising of products and services.

Analysis of Prior Knowledge

The teacher will use a K-W-L chart as a strategy to analyze prior knowledge. The following questions will be used to prompt student's thinking. For the first session students will answer questions 1, 2 and 3. Questions 4 and 5 will be answered for the visual merchandising section and question 6 will be answered during the advertising session.

Questions

1. What is Promotion?
2. How would you describe the various types of promotion?
3. What are some elements of a promotional mix?
4. Why is visual merchandising display important?
5. Why is it important to create an attractive display of goods/services?
6. Why is advertising important?

K-W-L Chart

Topic:

Question	What I know	What I Want to Know	What I Learned
1			

2			
3			
4			
5			

Source: sarahsanderson79.weebly.com

Introduction/Motivational Beginning

The teacher begin by asking the question: What are you doing this weekend? Students will give varied responses. After acknowledging some responses, the teacher will state: It is important to find healthy ways of entertainment. I will go bike riding with Reddy Bikeshare in Niagara Falls. The teacher will then play the video:

<https://www.youtube.com/watch?v=bgah9TjbenM>

Standards

ISTE Standards for Student Learning: 5a, 5b, 5c. [ISTE Standards for Student Learning](#)

ITEEA Standards for Technological Literacy:

Chapter 3 – Grades 9-12 Standards 2, 3

Chapter 5 – Grades 9-12 Standards 8, 9, 10

Chapter 6 – Grades 9-12 Standards 11, 12, 13

Chapter 7 – Grades 9-12 Standard 17

<https://www.iteea.org/File.aspx?id=42513&v=2a53e184>

Business Standards (see full details in Appendix C)

Learning Standards for Career Development and Occupational Studies (CDOS)

Standard 2 Intermediate

Standard 3a Universal Foundation Skills: Thinking Skills 2

Standard 3b: 1, 2, 3, 4, 5. Core Business/Information Systems

Standard 3b: Career Majors 1, 2, 3, 4, 5, 6. Grade/Subject: Experiential Business Information Systems

NY- New York State Standards

Subject: Career Development and Occupational Studies

Learning Standard: Students who choose a career cluster will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Grade/Subject: Business/Information Systems

Area: 1. Basic Business Understanding

Key Idea: Performance Indicator: Students demonstrate an understanding of business, marketing, and multinational economic concepts; perform business-related mathematical computations; and analyze/interpret business-related numerical information.

Performance Indicator:

D. Understand marketing concepts

Detail: 1. Basics (e.g., functions, mix, concept, utility)

Detail: 9. Marketing plan

(New York State Standards CDOS)

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

Objectives

Promotional Concepts and Strategies

- The students will be able to identify 5 elements of the promotional mix.
- The students will be able to identify 4 goals of promotional activity.
- The students will be able to list and describe three types of promotion.

Visual Merchandising and Display

- The students will be able to explain the concept of visual merchandising.
- The students will be able to identify the elements of visual merchandising.

Advertising

- The students will be able to explain the concept and purpose of advertising as part of the promotional mix.
- The students will be able to identify the different types of advertising media.
- The students will be able to discuss the planning and selection of materials for video production.
- The students will be able to calculate media costs and prepare a promotional budget
- The students will be able to plan, design and create and video record a promotional strategy for a product or service.

Day 1: Promotional Concepts and Strategies

Day 1 Activity 1 The teacher will use her knowledge of the levels of literacy skills of the students to divide them into 5 groups. The teacher will present the project to the class and ask students to start thinking about a product or service that they would like to promote and select one of the following promotional strategies. The group will be asked to select the following roles: technician, camera person, spokesperson(s), script writer, director. Each group will be given the following: Project Ideas, Project Progress Form and Rubric for grading finished product.

Student Handout on Project Description Place on Schoology

Students will work in groups to promote a product or service. The first step is to select the product or service that will be promoted. The second step is to select from the following strategies to promote:

Project Ideas	Details
4. Create a merchandise display	<ul style="list-style-type: none"> • Select your merchandise for display • Create your display using artistic design • Use OBS Studio/camera to record a video of your display • In your video explain your display and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance
5. Create an attractive sign and logo and slogan for the product/service	<ul style="list-style-type: none"> • Select your merchandise/service • Create your sign and logo and slogan using artistic design • Use OBS Studio/camera to record a video of your product along with your sign and logo • In your video explain your sign and logo and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance
6. Create an advertisement	<ul style="list-style-type: none"> • Select your merchandise/service • Create your advertisement using artistic design • Use OBS Studio/camera/Flip Grid to record a video of your product along with your sign and logo • In your video explain your sign and logo and how it achieves the goals of the promotion – AIDA • Use your rubric for guidance

Day 1 Activity 2

The teacher will replay the video on Reddy Bikeshare and working in pairs, the students will discuss the following questions about what the video. 1 minute per partner

Think-Pair-Share			
Question	What you discussed	What your partner discussed	How will you promote your product or service
5. What did you see?			Visuals:
6. What did you hear?			Audio:
7. How did the ad make you feel?			Words:

8. How did Reddy Bikeshare imprint their name in your mind?			Slogan:
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The teacher will then redirect the class to a whole class discussion on the video and their comments will be written on the white board. The teacher will summarize.

Day 1 Activity 3

Each group will take one of the following: Advertising, selling, sales promotion, direct marketing, and public relations. Task: Students are to read p 363 – 367 of the text: *Marketing Essentials* to find out about their area. They will write the definition, one example and one non-example about their area on a poster in their corner. Each student will receive the form below. When the groups are finished, they will be asked to visit each group and fill out the following:

Elements of the Promotional Mix			
Element	Definition	Example	Non-example
Advertising			
Selling			
Sales Promotion			
Direct marketing			
Public Relations			

The teacher will then redirect the class to a whole class discussion on the video and their comments will be written on the white board. The teacher will monitor the groups at work and the collection of information. The teacher will list and three types of promotion and ask the students to give examples of each.

Day 2 Visual Merchandising and Display

Day 2 Activity 1 Students will answer questions 4 and 5 of the K-W-L Chart.

Day 2 Activity 2 Students will read p 382 of the text *Marketing Essentials* and participate in a whole class discussion about the definition and importance of a visual merchandising display.

Day 2 Activity 3 Students will discuss with a partner on visual merchandising display and write the definition of this term. Each partner will be given old magazines from which they will cut and paste with glue an example of each of the following:

Visual Merchandising and Display Think-Pair-Share Form	
Definition:	Examples: Signs

	<p>Marquee</p> <p>window displays</p> <p>store layout</p> <p>store interior (lighting, color, graphics and paint)</p> <p>point-of-sale displays</p> <p>props</p>
--	--

Day 2 Activity 4 Students will present their examples by pasting them on the word wall and visiting another group's work.

The teacher will summarize and provide feedback.

Day 2 Activity 5 The teacher will review the project that they will be working on. From their activity of the previous class of selecting their product or service, the students will be asked to finalize their plan on this step. The product they select can be something they are already using for example: make-up products, gaming, videos, books, exercise products, cooking products – anything around the house. They will be asked to select finalize their decision on one strategy that will be applied to promote their product or service. After selecting their product or

service, the groups will be directed to start downloading OBS Studio using obsproject.com and work on their settings for their recordings later.
 Each group will get the following form to start working on their project. Students will fill this out as they go along.

Student Progress on Project

Product/Service Selected: -

Product or Service

Promotional strategy:

Activity	Materials	Done by	Teacher Feedback
Plan your promotional strategy	RAFT Writing: identify the target audience, determine the objectives, develop the message		
Plan your Advertising strategy	RAFT Writing: identify the target audience, determine the objectives, develop the message prepare final draft		
Select your spokesperson(s)			
Select video and sound technician(s)			
Shoot your video using your favorite camera			
Prepare all your sources	<ul style="list-style-type: none"> • Video from phone • Text • Pictures • Images • Online resources Music – audio		
Create your scenes and sources	camera		
Record your final product			
Present final product to class	•		

Day 3: Advertising

Day 3 Activity 1: Students will be asked to discuss with a partner on the following question: If a business did not advertise, how would potential customers learn about its products? 1 minute each partner.

This will be followed by a whole class discussion and the teacher will write notes on the white board.

Second question: Where have you heard about products and services? This is whole class discussion and the teacher writes notes on the board.

The students will be asked to read the handout and identify and discuss two types of advertising. The teacher summarizes and writes notes on white board.

Day 3 Activity 2

For the rest of the class, the students will work in groups to continue their project. For the group that selects to create an advertisement, their steps in this activity will be to decide whether their advertisement will be promotional or institutional. The media will be video, and the second step is to start planning their video by selecting the camera and other materials they will need. This includes finishing with downloading OBS Studio into their computer and creating the necessary settings for their next step. The teacher will monitor the progress of each group. The teacher will give the following writing tips:

RAFT ASSIGNMENT: Write the script for a 1 to 3-minute video promoting your product or service. Work with your group and begin by brainstorming ideas. Use the graphic organizer for Planning your work. Proceed to Drafting, Editing, Revising and Publishing. Be sure to review the rubric for evaluation purposes.

Handout to Students on Tips for writing Script:

5. Choose a catchy headline – a phrase or sentence that attracts the reader’s attention – know the needs of the target market (price, delivery, performance, reliability, service, quality. Identify the benefit of the product to the customer. AIDA – Attract Attention
6. Copy – the selling message of an advertisement – it details how the product or service meets the customer needs. Use a very friendly and personal manner, simple, direct, appeal to the senses, who, what where, why and how of your product. Add desire to the copy by using words like improved, new, introducing, save, and easy. Call to action – what exactly you want the customer to do. AIDA – build interest, desire and ask for action.
7. Illustration – use a photograph or drawing of the product or service – attracts attention
8. Signature – use a logo to identify the business – this is the name of the firm, address, telephone number, website, business hours and slogan
9. Slogan – a catchy phrase or words that identify a product or company – they attract attention. Ideas to use include alliteration repeating the initial consonant sounds, paradox a contraction like “the taste you love to hate”, rhyme, pun and a play on words.
10. Use color to make your ad appealing
11. Select typeface and sizes that target your audience
12. Check for grammar, boldness, overall layout, signature, intended message, prices.

RAFT Assignment

Role	Audience	Format	Title of Video
Promotion and Advertising Manager			

Objective of Video:

Script:

Day 4: Advertising – Media Measurement and Rates

Day 4 Activity 1 The teacher will present a power point presentation on media measurement and rates. The teacher will pause the PPT at Newspaper for the students to do this activity. After their calculation, the teacher will finish the PPT. The students will then be asked to calculate the cost of 4 inches of a 3-column newspaper ad charged at \$19 per column inch. The teacher will guide the students step by step. This will then be placed in their folder for grading.

Calculate the cost of 4 inches of a 3-column newspaper ad charged at \$19 per column inch.

Step 1: calculate the amount of column inches by multiplying the number of inches by the number of columns _____

Step 2: calculate the cost of the ad using the number of column inches multiplied by the rate per inch _____

Step 3: State your answer _____

Answer: 4 inches x 3 columns = 12 column inches \$19 x 12 = \$228.00

The cost of 4 inches of ad is \$228.00

Day 4 Activity 2 For the rest of the period, the students will be asked to prepare a promotional budget for their video which will be viewed online. They will use the following formula: cost of the ad multiplied by CPM for example cost is \$500 x \$2.00 per 1,000 viewers. This will be inserted in their folder along with their master plan.

Promotional Budget

Promotional strategy: Video
Media – online

Number of viewers: _____

CPM: \$2 per 1000 viewers

Cost of video ad: _____

Total cost: cost of video ad x CPM or cost per 1,000 viewers

Total Promotional Budget for the video showing online:

Day 4 Activity 3 The students will take the rest of the period to continue working on their script for their videos of the promotional strategy.

Day 5: Advertising

Day 5 Activity 1 Students will finalize their script, select spokesperson(s) and start first drafts of their video using their camera either from the computer or their phone. The teacher will monitor groups and their progress.

Day 5 Activity 2: Students will then take their final draft of their video and start a scene on OBS Studio. They will be able to include any other source they would like to like text, images and audio/music. The teacher will monitor the progress of each group.

Day 5 Activity 3: Students will finalize their OBS Studio recording. Time will be given for any extra details that need to be worked on.

Day 6:

Activity Students will be given this day to finalize their project which includes all the recording on OBS Studio and getting all their materials. At the end of this session, they should have their final product ready.

Day 7 and 8: Group Presentations of the final product and feedback on evaluation of the promotional strategy. The teacher will provide feedback.

Content

Elements of Promotional mix: advertising, selling, sales, sales promotion, direct marketing and public relations.

Goals of promotional activity -AIDA – Attract Attention, Build Interest and Desire, Ask for Action.

Product promotion: explain the main features and benefits of the product, where is it sold, advertise sales, answer customer questions, introduce new offerings, foster good relationships with existing customers to develop loyalty.

Service promotion: create a favorable image, maintain web site, explain service, advertise.

Types of promotion: Coupons, product samples and sponsorships

Visual merchandising and displays are important promotional strategies to sell products and services, attract potential customers and create a desired business image.

Elements of visual merchandising – signs to attract attention, marquee (architectural canopy extending over an entrance), window displays, store layout, store interior (lighting, color, graphics and paint), interior displays, point-of-sale displays, props.

Artistic Design – Select your merchandise for display, select the type of display (one item, similar products, related products such as camping and a cross-mix of items), manipulate artistic elements (line, color, shape, direction, texture, proportion, balance, motion and lighting and evaluate your completed display.

Advertising is an important part of the promotional mix and there are different types of media that business can use to promote their products and services.

Media used for advertising: television, radio, billboards, magazines, newspapers, stores, world wide web, theatres, sport arenas and highway road signs.

Types of advertising – promotional Advertising – this is used to increase customers and

Institutional Advertising – this is used to build goodwill and to create a favorable image about the company.

Power Point Presentation by Teacher

Media planners need to be concerned about the cost of using promotional strategies. Factors to consider are audience, impression, and frequency.

Audience – number of homes or people exposed to an ad

Impression – a single exposure to an ad

Frequency – the number of times an audience sees or hears an ad

Cost per thousand (CPM) – media cost of exposing 1,000 readers to an ad impression and is used to determine the effectiveness of the ad

Media rates are measured in time for tv and radio, space for newspaper

Two types of ads: classified for help wanted, auto sales, personals and display ads that depict the product or service

Display ads use – photograph, headlines and a logo of the product or service

Display ads are charged by the column inch; to calculate the cost use first calculate the column inch by multiplying the number of inches by the number of columns for example 3 inches x 3 columns would be 9 column inches. Then you multiply the rate per column inch so the newspaper is charging \$17 per column inch the cost of 9 column inches would be \$17 x 9 column inches = \$153.00.

Factors that affect the cost of an ad: day of the week, town or city, page where ad is located, use of color are more expensive, and frequency of advertising.

Magazine rates: 1 page Black and white \$16,000, Black and one color \$19,630, four colors \$23,300

2 columns - Black and white \$11,620, Black and one color \$14,560, four colors \$18,170

Second cover \$25,520; third cover \$23,300, fourth cover \$27,020

Source: Audit Bureau of Circulation

Radio is charged by spots and whether it is network radio advertising, national spot radio ads and local radio ads. The rates are higher during prime times.

Television rates vary with the time of day

Online rates are based on the type of format, banner ads, rich-media enhanced banner ads, button ads, interstitial ads and the cost is based on CPM. Rates are based on the volume of monthly page views also known as traffic.

People who work in promotional strategies get good pay because this takes a lot of time, effort and artistic talent.

Essential elements of an advertising campaign – identify the target audience, determine the objectives, establish the budget, develop the message, select the media, evaluate the campaign.

Source: Farese, et. al., Marketing Essentials, 2006.

Teachers’ Project Plan by day

Day Topic	Activity	Logistics	Materials	Groups
Day 1 Students chose product or service that they would like to promote and select a	Students will brainstorm in groups to come up with their product or service. Students will select their role	Group work Teacher monitors and gives feedback	Student Handout on Project Description Rubric for grading finished product	1 2 3 4

promotional strategy Setting of groups and selecting roles				
Day 2 How will you promote your product or service? Download OBS Studio and select your settings and identify materials needed	Brainstorm in groups to come up with a product or service to promote using the senses Students will use obsproject.com to download the software into their laptops. They will view YouTube videos to select their settings They will identify which camera and any other tools like microphones that they will use for the video production Update progress report	Group members discuss	Think-Pair-Share form Student Progress on Project Obsproject.com Camera Microphone Laptop/computer	1 2 3 4
Day 3 Write script using RAFT assignment	Students will work on the script of their promotional strategy using the writing tips	Students work in groups The teacher monitors and provides feedback	RAFT assignment Writing tips	1 2 3 4
Day 4 Plan promotional budget and continue working on script	Prepare promotional budget – place in folder Identify the target audience, determine the objectives,	Students work in groups The teacher monitors and provides feedback	Promotional Budget RAFT assignment	1 2 3 4

	establish the budget, develop the message,			
Day 5 Finish Script Start video Start recording with OBS Studio	Final Draft of video script in the RAFT assignment – place this in folder Spokesperson rehearses before video Director directs the video Technicians start OBS Studio recording	Script writer along with the other group members finalizes the script and places this on folder Camera person. spokesperson and director start working on video	RAFT assignment Camera Script Spokesperson Director OBS Studio Technicians (while each person has a role, they each help one another as a team) OBS Studio Computer Finished video in phone/camera	1 2 3 4
Day 6 Final Product	All group members work together to ensure that video is finished and recorded on OBS Studio	Group work Teacher monitors	Computer OBS Studio Finished video Any other sources	1 2 3 4
Day 7 Prepare for presentations Whole class discussions	All groups should be finished and ready to present when called After each group finishes, the class evaluates the promotional strategy	Groups present Teacher gives feedback Whole class gives feedback	Computer OBS Studio recording saved in computer drive White board projection	1 2 3 4
Day 8 Prepare for presentations	All groups should be finished and ready to present when called After each group finishes, the class evaluates the promotional strategy	Groups present Teacher gives feedback Whole class gives feedback	Computer OBS Studio recording saved in computer drive White board projection	1 2 3 4

Classroom Management Strategies

- The teacher controls the grouping of students to ensure that English Learners (ELs) can have the help they need.
- Activities are well planned; handouts are given out as the students enter the room so they know what will happen in the class.
- Teacher monitors the group work and collection of information
- The teacher provides feedback and assistance when groups are working
- The teacher allows for class discussions and summary of main points in whole group – the teacher monitors for easy transition from group work to whole class discussion.

UDL Strategies

- Writing using the K-W-L Chart, elements of promotional mix, script writing
- Speaking and listening - discussing with a partner using Kagan Strategy of Think-Pair-Share, participate in whole class discussion
- Reading of the comments of the teacher on the white board, reading the text/handout,
- Peer helping
- Video production
- Use of OBS Studio technology for recording
- Peer evaluation
- Use of Rubrics

Assessment

Task	Points
The teacher will assign participation points at each stage of the production	10
Each person's input will be recorded and noted – teamwork	5
Promotion Budget	10
Script writing	20
Video production	20
Use of OBS Studio	20
Finished Product (see rubric below)	25
Peer Evaluation	5
Total	115

Rubric

Evaluation of Use of OBS Studio for Promotional Strategies

Created with  watermark

	4 - 5	3	2	1	Score/Level
Attracts Attention	Video fully captured the attention of the audience. OBS Studio recording included at least four sources	Video captured the attention of the audience. OBS Studio recording included at least three sources.	Video fairly captured the attention of the audience. OBS Studio recording included at least two sources.	Video had poor capture of the attention of the audience. OBS Studio recording included at one source.	
Builds Interest	Finished product successfully built interest in the product or service.	There was a good level of interest built in the product or service.	The finished product built a fairly good amount of interest in the product or service.	The finished product built very little interest in the product or service.	
Creates Desire	The finished product effectively creates desire for the product or service.	The finished product creates a satisfactory level of desire for the product or service.	The finished product creates a fairly good level of desire for the product or service.	The finished product creates a very small level of desire for the product or service.	
Asks for Action	The finished product effectively persuades customers to buy the product or service. All relevant information as to where to get it is provided.	The finished product satisfactorily persuades customers to buy the product or service. All relevant information as to where to get it is provided.	The finished product asks customers to buy the product or service fairly well. Some relevant information as to where to get it is provided.	The finished product asks customers to buy the product or service very poorly. Relevant information as to where to get it is missing.	
Use of Language	The finished product has no grammatical errors.	The finished product has some grammatical errors.	The finished product has three or more grammatical errors.	The finished product has more than 4 grammatical errors.	

Source: Taskstream

Closure**Day 1 Promotional Concepts and Strategies**

The teacher will summarize key points and request students to place their filled-out forms in their folders for grading later.

Each student will be asked to mention one thing they learned during this class. When this is done, the teacher will direct students to fill out their exit tickets and place it in their folder.

Exit ticket – Promotional Concepts and Strategies

Identify five elements of the promotional mix	Identify 4 goals of Promotion
1.	1.
2.	2.
3.	3.
4.	4.
5.	

Day 2 Visual Merchandising and Display

The teacher will summarize key points and request students to place their filled-out forms in their folders for grading later.

Each student will be asked to mention one thing they learned during this class. When this is done, the teacher will direct students to fill out their exit tickets and place it in their folder.

Exit Ticket - Visual Merchandising and Display

List three elements of a Visual Merchandising and Display
1.
2.
3.

Day 3 Advertising

The teacher will ask each student to mention one thing they learned about advertising. For their exit ticket, the students will record their progress on the Project Progress Report Form and the teacher will review and provide feedback.

Day 4 Advertising

The teacher will gather verbal feedback from the students on their thoughts about the cost of advertising and the possible career paths in this field.

Days 5, 6 Advertising

Students will be asked to share their drafts for feedback. The teacher will provide feedback. Teacher will monitor students' progress on the project.

Days 7 and 8 Finished Product Presentations

Peer Evaluation: Students who are observing will be asked to evaluate each presentation by circling their choice on the following criteria

Group: _____				
Attracted Attention	Poor	Fair	Good	Excellent
Built interest	Poor	Fair	Good	Excellent
Created desire for the product/service	Poor	Fair	Good	Excellent
Asked for the customer to buy	Poor	Fair	Good	Excellent

Follow-up Activities

Promotional Concepts and Strategies

- The students will be asked to watch TV at home and select one advertisement that caught their attention. Make a note of this advertisement and think about two reasons why it caught their attention. They will use this information to come up with a product or service that they would like to promote.

Visual Merchandising and Display

- The students will think about ways in which they will be promoting their product. This can include a visual display, an advertisement or a promotional strategy.

Advertising

- The students will start thinking about the words that they will be using for the promotional strategy keeping in mind AIDA – attract, interest, desire, ask.
- Students will practice at home how the video will be done – the spokesperson will practice with the script.
- Students will trouble shoot on all matters that need their attention for the production of the finished product.
- Students will review the rubrics to ensure finished product meets standards and criteria.

Unit 3 Lesson 1

Candidate Teacher Name: Susana Bernhardt	Dates: November 7- 11, 2020
School: International Prep at Grover Cleveland	Duration of lesson: 44 minutes
Time of Class: Period 6L	Topic: Sales Techniques: Presentations
Grades 10 -12	
Subject: Entrepreneurship (BOSS 11) and Demonstrations	
Number of Students: 20	
Objectives:	
<ol style="list-style-type: none"> 1. The student will be able to list seven steps of a sale presentation. 2. The students will be able to list ten steps of a sale demonstration. 	

Standards

Standards: CCR.4, CCW.4, CCR.SL.1, 2, CDOS-2, 3a
Common Core Standards – 11-12 R1 SL1, AS.SL1, SL5, R1, R4, R7, AS.W.1

Introduction

The teacher will show the video
<https://www.youtube.com/watch?v=LXmShlyjJvg>

Purpose

The purpose of this lesson is to provide the students with basic knowledge of factors to consider when making a sale.

Materials

Computers
Introductory question
PowerPoint Presentation
Exit Ticket in Schoology

Teacher-Centered Activities	Student-Centered Activities
<p>The teacher will then introduce the objectives of the lesson.</p> <p>The teacher will begin with the introduction presentation.</p> <p>The teacher will begin by defining the term sale.</p> <p>The Sale Presentation The teacher will then present the seven steps of the selling process. The teacher will emphasize the fact that this skill will be useful for them for future employment, college career and any profession they chose. The teacher will go back to each step and present a video clip demonstrating each step:</p> <ol style="list-style-type: none">1. Approach the customer – greet face to face2. Determine the needs of the customer – learn what the customer is looking for - WIFM3. Present the product – educate the customer about the product’s features and benefits4. Overcoming objections – learn why the customer is reluctant to buy –	<p>The students will listen and read along with the PowerPoint Presentation.</p> <p>The students will give comments about the presentation.</p> <p>The students will listen first and then they read the PowerPoint Presentation. The students will listen first and read from the presentation.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher. They will also read from the PowerPoint Presentation.</p>

<p>provide information to remove that uncertainty – convince the customer to buy</p> <ol style="list-style-type: none"> 5. Closing the sale – get the customer’s positive agreement to buy 6. Suggestion selling – suggest additional merchandise or services that will save your customer money or help your customer 7. Relationship building – create a means of maintaining contact with the customer after the sale is completed <p>The teacher will give students the opportunity to write a few notes on how to handle sales for their business. They will be informed that following this class, they will be asked to make a presentation to a potential customer about their product as they try to convince them to buy.</p> <p>The Sales Demonstration</p> <p>The teacher will then present the 10 steps in making a sales demonstration. The teacher will then do a sales demonstration using the product aromatherapy Happiness scented candle as follows:</p> <ol style="list-style-type: none"> 1. Pick your product: price range and quantity 2. Think about what you are going to say and how you are going to say it 3. Learn about the product features 4. Start the presentation by talking about the product’s features and benefits: WINFM 5. Use highly descriptive words like nice, pretty, and fine 6. Make the presentation come alive. Consider how you will display and handle the product. What will you do to demonstrate the product’s selling points? How will you involve the customer? 7. Creatively display the product – make it eye-catching; use hand gestures that 	<p>The students will start writing down notes on how to handle sales as it relates to their own small business. They will enter this into their own business plan.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>Students will first listen and participate in the question and answer prompted by the teacher.</p> <p>The students will observe the demonstration and give comments at the end about their reaction to the product.</p>
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<p>show the significance of certain features</p> <ol style="list-style-type: none"> 8. Demonstrate the product – it builds confidence of the customer – be dramatic 9. When you do not have the product, use sales aids like samples, magazines, photos, drawings 10. Hold the customer’s attention – “Now that you have seen the features of this product, what do you think about it?” Keep the customer involved. <p>The teacher will then ask the students to reflect on this skill as they can use it for their own business, job in the future and for professional applications in their future careers. Students will be asked to share their comments about the benefits of learning this skill.</p> <p>The teacher will then summarize the steps in handling the sales presentation and the demonstration.</p> <p>The teacher will then direct the students to work on their exit ticket.</p>	<p>The students will listen first, then write comments in the chat box for sharing with everyone.</p> <p>Students listen and participate in the review.</p> <p>Students fill out their exit ticket.</p>
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Assessment

Exit Ticket

List two steps in a sales presentation.

- 1.
- 2.

List two steps in a sales demonstration.

- 1.
- 2.

Guided Practice

The teacher will direct students to visit their assignment page on Schoology the exit ticket.

Independent Practice

The students will complete this activity independently and submit it in Schoology. They will be invited to share what they have learnt with each other.

Closure

The teacher will summarize the steps in a sales presentation and demonstration.

Differentiation

The teacher will ask students who are fast-paced learners will be asked to help the students who need it. The teacher will work with the students who need extra help to ensure their work is submitted. The teacher will use a slower approach and scaffolding to ensure that all the EL's and students with IEPs meet the requirements of this work.

Vocabulary and Content

Selling is the process of matching customer needs and wants to the features and benefits of a product or service

The salesperson gathers information about the customer and advises him/her about how the product/service suits his/her needs

Sales Activity:

The students will be asked to make a short presentation of their product using the following:

Practical Assessment

1. Approach the customer – greet face to face	3
2. Determine the needs of the customer – learn what the customer is looking for – WIFM	3
3. Present the product – educate the customer about the product's features and benefits	3
4. Overcoming objections – learn why the customer is reluctant to buy – provide information to remove that uncertainty – convince the customer to buy	3
5. Closing the sale – get the customer's positive agreement to buy	8
6. Relationship building – create a means of maintaining contact with the customer after the sale is completed	
Total	20