



Core Apprenticeship Library
Apprenticeship Sector: *Business*
Unit Guide: *One Hen Academy*

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One Hen Academy

Students in this apprenticeship form business teams, develop products, market their businesses, sell their products, calculate their business costs, revenue, and profit, and donate a percentage of their business profits to a charity of their choice. Through these activities, students learn how they can earn and use money to help those in need in their communities and around the world. This apprenticeship is based on One Hen Academy from One Hen, Inc. -- an enrichment program which evolved from the award-winning children's book *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway. One Hen Academy students are empowered as financially literate and socially consciousness global citizens, equipped to lead professional productive lives and inspired to help people in need.

Unit Standards and Objectives

21st Century Standards

1. Students will demonstrate an ability to work as a member of a team
 - a. Use questions that deepen understanding of other people's perspectives
 - b. Deal positively with praise and criticism for and from peers
 - c. Negotiate and balance diverse views and beliefs to reach workable solutions
 - d. Adjust work to facilitate collaboration
 - e. Assume shared responsibility for collaborative work
 - f. Work effectively in a climate of ambiguity and changing priorities
2. Students will share speaking time and engage in active listening
 - a. Demonstrate engaged body language
 - b. Comprehend when it is appropriate to listen
 - c. Comprehend when it is appropriate to speak
 - d. Uses empathetic language while communicating with group members
 - e. Treat others with dignity and respect

Common Core State Standards

CCSS.ELA-Literature Standards (RL)

- 6.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



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CCSS.ELA-Informational Text Standards (RI)

- 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-History/Social Studies (RH)

- 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Writing Standards (W)

- 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Writing in History/Social Studies (WHST)

- 6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WHST.9. Draw evidence from informational texts to support analysis reflection, and research.

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
- 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Language Standards (L)

- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.MATH-Expressions and Equations (EE)

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px =$



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q for cases in which p, q and x are all nonnegative rational numbers.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Essential Questions

- How can entrepreneurs make positive change in the world?
- What are strategies for effective collaboration with entrepreneurship team?

Performance Task Assessment (WOW!)

During the **One Hen WOW!** Student teams will present their business projects to a panel of judges from Citizen Schools and One Hen. Each team will have up to 5 minutes to make a presentation that should include a poster and may include other creative elements such as skits, songs, demonstrations, role plays, etc. Every team member should actively participate in preparing the presentation and have a speaking role during the presentation. Presentations should include the following components:

- A description of the product they developed and sold
- Their business costs, revenue, and profit
- A description of the cause they donated to
- The role each member played in making their business a success
- Challenges they faced when working together and how they overcame them
- Strategies they employed to work together as a team
- Advice they would give to other One Hen Academy students to help them work together effectively

At the end of the One Hen WOW, judges will award teams in the following categories:

- Best Presentation Preparation
- Best Teamwork Strategies
- Best Advice to Future One Hen Academy Participants
- Best Collaborative Presentation

Assessment based on 21st Century Skill rubric for collaboration:



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GRASP

- **GOAL:** For students to summarize what they have experienced and learned by raising money for charity through a small business project
- **ROLE:** Students will be presenters whose role it is to summarize their experience as social entrepreneurs, including their achievements, challenges, best practices, lessons learned
- **AUDIENCE:** Their classmates, family, friends and Citizen Schools/One Hen staff as judges
- **SITUATION:** Students will present to a group of their peers and a panel of judges comprised of One Hen and Citizen Schools staff
- **PRODUCT:** Student teams will have up to 5 minutes to make a presentation that should include a poster and may include other creative elements such as skits, songs, demonstrations, role plays, etc.
- **STANDARDS:** Judges will use the following criteria to evaluate each student presenter:
 1. Student deals positively with praise and criticism for and from peers (21stCS)
 2. Student adjusts work to facilitate collaboration (21stCS)
 3. Student assumes shared responsibility for collaborative work (21stCS)
 4. Student demonstrates engaged body language (21stCS)
 5. Student comprehends when it is appropriate to listen (21stCS)
 6. Student comprehends when it is appropriate to speak (21stCS)
 7. Student uses empathetic language while communicating with group members (21stCS)
 8. Student treats others with dignity and respect (21stCS)
 9. Student and his/her teammates demonstrate an understanding of key financial literacy terms and business vocabulary such as cost, interest, revenue, profit, etc. (CCSS 6.RI.4)
 10. Student and his/her teammates demonstrate a coherent understanding of social entrepreneurship through words, posters, and other different media or formats (CCSS 6.RI.7)
 11. Student's team poster effectively integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (CCSS 6-8.RH.7)
 12. Student's presentation includes logically sequenced ideas, appropriate facts and relevant, descriptive details to support main ideas or themes (CCSS 6.SL.4)
 13. The student and his/her team demonstrates an understanding of how to calculate profit and interest rates using the standard mathematical algorithms (CCSS 6.EE.B.7 and 6.NS.B.3)

Lesson Plans At-A-Glance

Week	Lesson Objectives (Content)	Agenda	Outcomes & Work
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			Products
1	<ul style="list-style-type: none"> Students will be able to observe as a class the goals and structure of the One Hen Academy by interacting with the <i>One Hen</i> storybook and viewing presentation slides Students will be able to break into business team groups, select a team manager, and sign a business team agreement. 	<ul style="list-style-type: none"> Warm up: Three step interview Activity 1: Exploring Kojo's Journey & the One Hen Story Activity 2: Introducing One Hen Academy Activity 3: Breaking into Business Team Activity 4: Voting for Business Team Managers and Signing the Team Contracts Assessment: OHA Pre- Assessment 	<ul style="list-style-type: none"> Business teams established Business team managers selected Team contracts signed Pre-course assessment completed
2	<ul style="list-style-type: none"> Students will be able to identify, in groups, the issues faced by people of other countries based on their worksheets. Students will be able to identify the characteristics of a social entrepreneur and examples of social entrepreneurs as a class. Students will be able to identify, individually or as a class, at least one cause that addresses a local or global issue by participating in a vote. Students will be able to understand the difference between saving, spending, and giving money and determine the percentage for each. 	<ul style="list-style-type: none"> Warm up: Team races to put Kojo story in order Activity 1: Discussing Global Awareness & Defining Social Entrepreneurship Activity 2: Who is a Social Entrepreneur? Activity 3: Watching the ManCans video Activity 4: Voting on a Cause Activity 5: Saving vs. Giving Assessment: Exit Ticket 	<ul style="list-style-type: none"> Social entrepreneur defined Social entrepreneur role models identified Global issues identified Social causes selected
3	<ul style="list-style-type: none"> Students will be able to recognize the organizations that help solve global issues, discuss the importance of the causes, and defend their preference by participating in a class vote. Students will be able to individually differentiate between product ideas by ranking products based on various desirability criteria. Students will be able to recall as a group the character traits that banks look for when lending money and apply this to the concept of a loan. Students will be able to calculate the interest on an example loan by participating in a whole-class exercise. Students will be able to calculate the interest on the loans they will receive, in small groups using their team loan agreements. Students will be able to practice in small groups the process of borrowing a loan from a "bank" by signing an agreement and getting fake money. 	<ul style="list-style-type: none"> Warm up: Charity name scramble game Activity 1: Choosing a Charity to Support Activity 2: Picking a Product Activity 3: Looking at Loans and Interest Activity 4: Signing the Business Team Loan Agreements and Borrowing the Loans Assessment: Exit Ticket 	<ul style="list-style-type: none"> Charities identified Product idea selected Loan needs determined Interest rates calculated Business loan agreements signed



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4	<ul style="list-style-type: none"> Students will be able to give examples of possible customers they will sell to by working individually to complete a target customer brainstorm. Students will be able to generate a team business name by first working individually, then in small groups, to brainstorm and agree on one idea. Students will be able to select colors that represent their teams and products by working individually and in small groups to complete a color wheel. 	<ul style="list-style-type: none"> Warm up: “Out of the Box” team activity Activity 1: Aiming for Our Customers Activity 2: Choosing a Business Name Activity 3: Coloring a Business Assessment: Exit Ticket 	<ul style="list-style-type: none"> Business brands developed Product development plans established Target customers identified Business names identified
5	<ul style="list-style-type: none"> Students will be able to practice their transactional skills by purchasing materials at a mock marketplace, individually and in small groups. Students will be able to work in small groups to design unique products using materials they purchase 	<ul style="list-style-type: none"> Warm up: Backs to the board game to review vocabulary from previous lessons Introduction to New Material: Purchasing Materials & Tracking Production Activity 1: Purchasing Materials at the Marketplace Activity 2: Making & Tracking Products Assessment: Exit Ticket 	<ul style="list-style-type: none"> Material needs and costs identified Products made Products tracked
6	<ul style="list-style-type: none"> Students will be able to calculate their unit price, revenue, and projected profit in small groups. Students will be able to work in small groups to construct a tower out of marshmallows and supports. Students will be able to work individually and in small groups to estimate their group’s rate of production and revenue by completing a worksheet. 	<ul style="list-style-type: none"> Warm up: Bingo with vocabulary from previous lessons Activity 1: Introducing Cost, Revenue & Profit Activity 2: Marshmallow Towers Activity 3: Setting Sales Goals Activity 4: Using Questions to Support Collaboration Assessment: Exit Ticket 	<ul style="list-style-type: none"> Product pricing determined Team revenue and profit forecast Sales goals established
7	<ul style="list-style-type: none"> Students will be able to distinguish their wants and needs by individually creating a visual chart. Students will be able to consider the language used in marketing promotions by reviewing sales words as a class. Students will be able to give examples of selling points by working individually on a sales pitch exercise. Students will be able to prepare marketing materials by working in small groups to complete posters, flyers, or table tents. 	<ul style="list-style-type: none"> Warm up: Team math races to review module 6 equations Activity 1: Visualizing Wants & Needs Activity 2: What are Sales Words? Activity 3: Brainstorming the Sales Pitch Activity 4: Making Marketing Materials Assessment: Exit Ticket 	<ul style="list-style-type: none"> Sales words identified Sales pitch developed Marketing materials created
8	<ul style="list-style-type: none"> Students will be able to demonstrate their business knowledge by participating as a class in a real-world selling scenario. Students will be able to practice in small groups the process of repaying a loan to a “bank” by turning in real 	<ul style="list-style-type: none"> Warm up: Sales pitch team contest Activity 1: Selling Products & Tracking Sales Activity 2: Repaying Loans Assessment: Exit Ticket 	<ul style="list-style-type: none"> Products sold Product sales tracked Loans repaid



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9	<ul style="list-style-type: none"> Students will be able to work individually and in small groups to calculate their team's revenue and profit. Students will be able to work individually and in small groups to calculate their team's giving amount. Students will be able to calculate the percentage of their profit they will donate to charity. Students will be able to formally donate to a charitable cause. 	<ul style="list-style-type: none"> Warm up: Brainstorming Class Reward Activity 1: Reflecting on Selling Day Activity 2: Calculating Revenue & Profit Activity 3: Calculating Giving Amount Activity 4: Making the Donation Activity 5: WOW! Time Assessment: Exit Ticket 	<ul style="list-style-type: none"> Revenue and profit calculated Giving amount determined
10	<ul style="list-style-type: none"> Students will be able to calculate the percentage of their profit they will donate to charity Students will be able to formally donate to a charitable cause 	<ul style="list-style-type: none"> Warm up: Team Jeopardy game to review all course vocabulary and math equations Activity 1: Preparing for the WOW!: Posters and Practice Activity 2: Planning and Practicing our WOW! Presentations Assessment: OHA Post-Assessment 	<ul style="list-style-type: none"> OHA rewards distributed Business team donations made Participant certificates distributed Post-course assessment completed

Lesson Elements

Hook	Each lesson will start with a 10-15 "warm up" activity designed to remind students of key content from the previous lesson(s) and prepare them for the current lesson content. These activities are intended to be fun and participatory review exercises. Four of the warm up activities are vocabulary review exercises (bingo, word scrambles, backs-to-the-board) and six are team exercises (three step interview, order the story, Out of the Box, sales pitch contest, Jeopardy) which review key learning points while emphasizing the course goal of collaboration
Assessment	<p>We will use One Hen Academy's pre- and post- course assessment at the start of the first and final day of the course, "exit tickets" at the end of every class, and the rubric assessment of 21st Century skills before and during the WOW. Here are a few details on each</p> <ul style="list-style-type: none"> Administering the OHA Check-In <p>To avoid the stigma associated with words like "test" or "assessment," it is encouraged that you present this assessment as a way of "checking in" with students and seeing what they already know and what is important to focus on for maximum learning during the One Hen Academy. The</p>



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OHA Check-In contains the following sections, broken into various types of questioning:

Section	Question Type(s)
Personal Financial Literacy	Labeling
Basic Economic Concepts	Fill in the blank
Global Awareness & Citizenship	Multiple choice
Entrepreneurship	Multiple choice
Marketing Concepts	Definition matching
Personal Initiative & Leadership	Multiple choice

- **Administering the OHA Check-Out**

The questions in the assessment are general multiple choice or word fill-in. There are two versions of the test-based Check-Out you can choose from, depending on the age and level of the students with whom you work. The first version is a duplicate of the Check-In. The second contains the same sections and questions, but these questions are re-ordered. The OHA Check-Out contains the following sections, broken into various types of questioning:

Section	Question Type(s)
Personal Financial Literacy	Labeling
Basic Economic Concepts	Definition matching Fill in the blank
Global Awareness & Citizenship	Multiple choice
Entrepreneurship	Multiple choice
Marketing Concepts	Definition matching
Personal Initiative & Leadership	Multiple choice
Giving Back	Open response True or false

- **Reporting the OHA Check-In and Check-Out Results to One Hen, Inc.**

As an OHA educator, we ask that you report the results of your students' OHA Check-Ins and Check-Outs to One Hen, Inc. You have two options to do this:

1. Scan the paper tests and email this file to letters@onehen.org



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2. Fill out the OHA Assessment Tracker and return the spreadsheet to letters@onehen.org.

You should include the following details with your report: your name, the grade level and course you teach, and the number of students assessed.

Your report helps us to improve not only the OHA assessment Activity Details, but the content of the One Hen Academy, for future educators and students. With this small report, you can make a big difference!

- **Exit Tickets**

The exit ticket strategy involves asking the students a series question about the day's course content prior to class ending. Students write their answers on the exit ticket worksheet and it in as they exit the class. This formative assessment technique engages all students and provides facilitators with evidence of student learning. Based on the exit ticket answers, facilitators can determine which students need further assistance and which subjects need additional instruction time.

- **Assessment of 21st Century skills before and during the WOW!**

1. The 21st Century Skills Collaboration Rubric (attached below and [here](#)) provides a guide for facilitators to use when assessing students' collaboration skills. For each of the 11 skills, students will receive a marking of "A" for Advanced, "M" for Mastery, "D" for Developing, or "A" for Attempting. These designations are somewhat subjective, but will be useful in identifying individual students' strengths and targeting areas needing improvement.

2. The Formative Checklist (attached below) will be used throughout the course, during times designated in the lesson plans, to assess students' skills. Throughout the course, students will have opportunities to practice these skills in an effort to truly master them. You may want to indicate degrees of partial mastery using pluses and minuses (i.e. M+ is almost complete mastery)

3. The Summative Checklist (attached below) will be completed during the WOW! This checklist includes several of the 21st Century collaboration skills as well as Common Core Standard skills related the One Hen Academy's financial literacy and social entrepreneurship components.



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Structure	<p>One Hen Academy uses a broad variety of participatory learning structures, tools, and grouping strategies to support student practice and mastery of the course materials. These include:</p> <ul style="list-style-type: none">• Learning structures and tools: storybook reflection; video analysis; cultural comparisons; business team formation (members, manager, contracts, etc.); research (online or in print texts); brainstorming sessions (in pairs, groups, or as a class); math exercises; heritage maps, personal reflection (in writing or with teammates); debates; discussions; voting exercises; product development; design of marketing materials (branding, logos, slogans, sales pitches); participation in a business selling events; matching exercises; fill-in-the-blank worksheets; loan agreements and acquisition of real loans to fund business ventures; surveys; interviews; market research; business tracking forms; building and craft exercises to demonstrate mathematical concepts; collage development; media analysis activities (print, internet, television); engaging with a guest speaker• Grouping strategies: In the first lesson, the CT and TL will divide the class into business teams. These business teams will be the groups in which students will complete all future group work and the WOW! presentation. One Hen recommends business teams of 5-6 students and encourages the CT and TL to group students based on their strengths and abilities to make sure that skills are evenly distributed across teams. This will enable the facilitators to ensure that all teams have equal chances of success. Display and orally announce the team numbers and participating members. While lesson planning should address potential issues in advance, facilitators should review random teams before making them final. In the event that the CT or TL need to re-assign team members, they should provide a positive reason for doing so (e.g., "This team needs somebody who <i>likes</i> to draw").• <u>Welcoming a new student:</u> At times, you may need to make slight adjustments in your lesson plans to accommodate students who join the class late. The first day in a new class can be stressful for many students. Unless they already have friends in their new class they may be anxious about meeting the other children and being liked by their new teachers. Entering a new class is particularly difficult for shy or soft-spoken students. When welcoming a new student into the classroom, be sure to take into account all the sensitivities the student may have. Bad first impressions of classes and teachers can be traumatizing. Do all you can to make the first introduction smooth, making her feel welcome and accepted. Here are some strategies to help you welcome a new student to class:<ol style="list-style-type: none">1. <i>Prepare for the new student.</i> Create a welcome folder for her that describes the class, includes relevant handouts, and explains the business team project. Ensure that her seat and desk are in good shape and ready for her arrival.
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	<ol style="list-style-type: none">2. <i>Prepare the class for the student's arrival.</i> Share the news that a new student will be joining their class and assign her to a business team with more outgoing, friendly members who can help her feel comfortable.3. <i>Ask your students to empathize with the new student</i> and to make an effort to make her feel comfortable. Ask for a few volunteers to be the new student's buddies and first friends. The volunteers can help the new student get acclimated to the class and bring them up to speed on the WOW! plans and business team projects.4. <i>Introduce yourself to the new student in a warm, friendly manner.</i> Welcome them to the school and tell them your name and what you teach. Assure the new student that you and your class are very happy to receive them. Ask her if she minds telling the class a little about herself5. <i>Introduce the class to the new student.</i> If she doesn't mind speaking in front of the class, ask her to share a little about herself: where she is from, her favorite activities, music, favorite color, what she wants to be when she grows up and any other interesting bits of information she would like to share.6. <i>Call roll in the class with each student raising their hand or standing.</i> Ask each student to say their name and one or two pieces of information about themselves. This will give the new student a brief overview of her classmates. Introduce her to her buddies and assure her that they will make sure she feels comfortable in the class.7. <i>Talk to the new student alone after a week has gone by.</i> Ask her how she is finding the school, the class and the students. Let her express to you how she feels, if there are any students that are being particularly nice to her and any questions she may have. Assure her that she can come to you anytime if she has any questions or problems.
Procedure	<ul style="list-style-type: none">• Classroom space and furniture: Each class will consist of whole-class discussions and activities, pair work, group work, and collaborative business team activities, including product development. As such, the classroom will need desks and chairs that can be moved so students can sit together and ample surface space on which business teams can create their products.• Sales venues: One key aspect of the OHA is the opportunity for students to practice what they have learned and explore selling and marketing strategies in real world conditions. As such, it is helpful for facilitators to determine in advance a location and time at which students will be able to market and sell their products to potential buyers. Facilitators should make sure a location and time are set in advance so as to avoid any issues or delays later on and provide clear expectations and deadlines for student production. Facilitators can speak with the principal (if teaching at a school) or facilities coordinator (if at a community center, etc.) to discuss the available options.



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Implementation Notes

Supplies

- **The Storybook:** One Hen Academy is rooted in Katie Smith Milway's book *One Hen: How One Small Loan Made a Big Difference*. Based on the real-life story of Dr. Kwabena Darko of Ghana, the book follows the story of Kojo, a young boy who resourcefully and thoughtfully uses a small loan to create big change for his community. He buys a single hen to lay eggs to feed his family and sell at market. Using his profits from those sales, he continues to grow his hen farm and egg-selling business, feed his family, and return to school to learn about agriculture. Through his smart investment decisions, Kojo's business grows and grows, and he continues to make a big difference in his community. Facilitators can purchase the *One Hen* storybook for \$18.95 at <https://www.onehen.org/shop.html>
- **Handouts:** Class handouts be included within each day's lesson.
- **Business Team Folders:** At the end of each session, the CT and TL should collect all student worksheets and store them in their business team folder.
- **Classroom:** desks, tables, chairs, overhead projector, white board with markers, internet access
- **Student materials:** pens, pencils, markers, poster board, glue, scissors, magazines
- **PowerPoint:** A deck with slides referenced in each lesson is available to download [here](#) (please note that there are no slides for Lesson 8). Facilitators should customize slides as needed for their classes.
- **Videos:** The curriculum includes links to videos of young social entrepreneurs, a documentary about Dr. Darko's life, a TED talk from the author of *One Hen*, and a film that defines and describes the concept of a loan. Facilitators should plan to download these videos from the internet prior to class in the event that they do not have internet access during class time.
- **Business Products and Selling:** Depending on the student age group, facilitators may want to consider pre-selecting the product that their students will produce and sell. Facilitators can also determine 1-3 product options from which their students can choose. Traditionally, educators have found success in selecting (either ahead of time or via a class vote) products to make and sell. Products your students might produce include: beaded key chains and jewelry, indoor gardens; holiday ornaments; popsicle stick keepsake/jewelry boxes, button coasters, mason jar cookie kits, and holiday cards. The specific type of product made is open to creativity, however, facilitators should have an idea of the general costs and quantities of materials needed for their students to make adequate numbers of products to sell.
- **Marketplace:** Facilitators should determine marketplace prices for product materials so business teams can purchase them with the loans they receive. Some facilitators prepare material packs so teams can purchase everything they need for their products at once.

Budget

- **Storybook:** *One Hen: How One Small Loan Made a Big Difference*; \$18.95 per book.
- **Loans:** Facilitators will issue a small loan to each business team, with which they can purchase



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	<p>their product materials from the classroom marketplace. The teams will repay this loan at the end of program. We recommend a loan of \$10 per group.</p> <ul style="list-style-type: none"> • Materials: Any items necessary for activities, such as paper, markers, marshmallows/toothpicks, etc. ~\$5 • OHA Curriculum: \$25
Location	<ul style="list-style-type: none"> • Classroom with desks, tables, chairs, white board, internet access and overhead projector • Sales venue location (at a school or community center or at a community venue such as a grocery store, library, park, church, etc.) • Auditorium or performance space where WOW! will take place
Choice and Voice	<ul style="list-style-type: none"> • Students will work with their business team members to develop their business name, manager, product type, logo, slogan, branding, sales pitch, and sales venue, with guidance from the facilitator. • Students will also work with their business team members to prepare their final presentation, poster content, and respective roles for the WOW! event.
Modifications for Student Needs	<p>To help students with disabilities or special needs, One Hen encourages facilitators to incorporate adaptations, accommodations, and modifications into their instruction and other classroom activities. Adaptations, accommodations, and modifications should individualized for students, based upon their unique needs and their personal learning styles and interests. Some modifications and accommodations that can be made to the One Hen curriculum include the following:</p> <ul style="list-style-type: none"> • Scheduling: giving the student extra time to complete activities or exercises or breaking up activities over several days • Setting: allowing students working in a small group, pairs, or one-on-one with the teacher • Materials: providing audiotaped materials (we have an audio version of the <i>One Hen</i> storybook) or giving the student copies of the teacher's notes • Instruction: reducing the difficulty of assignments, reducing the reading level, or using a student/peer tutor. For example, the <i>One Hen</i> storybook includes high-level summary text on each page, which can convey the plot and learning points to students who find it challenging to read through the book's full text paragraphs. During certain individual or pair-work assignments, students struggling with the task can be paired with a more advanced to facilitate collaborative learning. • Student Response: allowing students to give answers orally (vs. in writing) or by using a laptop computer for written work; allowing students to complete assignments at home • Language: giving students who are English language learners the option to complete written work in their native language, in English, or in both. One Hen staff also have an audio recording and word document of the storybook in Spanish, which can be made available to



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	<p>the CT upon request (email admin@onehen.org).</p> <ul style="list-style-type: none"> • <i>Presentations:</i> Some students may have particularly acute feelings of stage fright or last-minute nerves prior to the WOW! Presentation. Facilitators can try to identify potentially nervous students early, and spend additional time teaching and practicing relaxation and visualization techniques with them. These students may also benefit from additional practice time and encouragement.
Student Background Knowledge and Skills Needed	Students are likely to struggle and need extra support if they have difficulty adding or subtracting whole numbers or are unable to read and speak in fluent English. Neither precludes them from successful participation.
College and Career Readiness	<p>One Hen Academy prepares youth to make calculated financial decisions before they enter college, the consumer world, or the workplace. One Hen does this by providing educators with the educational tools to empower kids to make more calculated financial decisions. Program results to date have shown:</p> <ul style="list-style-type: none"> • Business Math: A 70% increase in understanding of how to calculate profit and determine interest rates. • Personal Financial Literacy: A 20% increase in the number of students able to distinguish between a financial want and need. • Global Citizenship & Importance of Giving Back: a 60% increase in students' philanthropic commitment. On average, classrooms donated over \$350 to community needs.
Co-Teaching Roles	<p>Co-teachers should meet to plan for their roles before each lesson. It might be most effective to meet immediately after teaching in order to debrief and assign roles for the next lesson.</p> <p>In most cases, it works best to have the CT leading the group so they have ample opportunity to share their professional knowledge and experience with the students. The TL can then provide classroom management support to the CT by helping students who are stuck or reluctant and monitoring time. The TL should also be in charge of administering bonus materials and One Hen Bucks if the facilitators decide to use the classroom management tools.</p> <p>The TL will also be responsible for observing each student during group work and completing the formative assessments when they are included in the day's lesson plan. During the WOW! presentations the CT and TL can work together to complete the summative assessments.</p>
Special Resources	<ul style="list-style-type: none"> • Planning a Field Trip: If your students choose to support a charity organization with local ties, you may want to schedule a field trip as a concluding reward activity for the One Hen Academy. A field trip is a great way to let students see how their monetary contribution will be put to good use and who that donation will benefit. If you wish to arrange for a field trip earlier, you may certainly do so. However, it helps to wait until the students have completed about half of the OHA Modules so that they can share their knowledge on-site and ask informed questions. If



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	<p>possible, contact the organization to which you will donate the money earned by your students prior to the end of the One Hen Academy.</p> <ul style="list-style-type: none">• Inviting a Guest Speaker: As an alternative to going on a field trip, you may be able to invite a guest speaker to your classroom either during or at the conclusion of the One Hen Academy. However, it helps to wait at least until the students have completed about half of the OHA Modules so that they can share their knowledge with your guest speaker and ask informed questions. If you choose to invite a speaker into your class, we suggest that you work with students ahead of time to prepare questions they can ask this visitor. Depending on the size of your class, you should encourage all students to ask a question. Guest speakers may include staff or beneficiaries from a charity where the students will donate, bank managers or staff, experts in the field of marketing, social or business entrepreneurs, or One Hen Academy program alumni.
Road Map to WOW!	<p>Note to CT/TL: Create a poster-sized visual of the information listed below, display and reference weekly in your classroom.</p> <p>Road Map to WOW!</p> <p>Week 1: Learn through film how <i>One Hen's</i> author ENGAGES, ENTERTAINS, and AFFECTS an audience</p> <p>Week 2: Identify SOCIAL NEEDS you care about and CHARITIES where you could donate</p> <p>Week 3: Obtain business LOANS and calculate INTEREST RATES</p> <p>Week 4: Determine your BUSINESS NAME, BRAND, and TARGET CUSTOMERS</p> <p>Week 5: Purchase MATERIALS and start to create your PRODUCTS</p> <p>Week 6: Calculate your product PRICE, rate of PRODUCTION, and anticipated REVENUE</p> <p>Week 7: Develop a SALES PITCH and prepare your business MARKETING MATERIALS</p> <p>Week 8: Earn money by SELLING your products to CUSTOMERS</p> <p>Week 9: Calculate your business team's REVENUE and PROFIT</p> <p>Week 10: DONATE your business profits to the CHARITY</p> <p>WOW!</p>

The Pitch

- By the end of the apprenticeship, students will be able to take out a loan to start a small business, develop and sell an innovative product, and donate a percentage of their business profits to help people in need.
- CT: Share a relevant experience of your own to engage the audience in purpose of this apprenticeship. You could describe ways you have earned money through a business, sales, or fundraising or explain a social cause you care about and charities that support that cause.
- "At the end of the apprenticeship, we will host a community event where you will work with your teams to present your business projects. During these presentations, teams will describe the product they developed, the strategies they used to



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market the business, the profits they earned and the cause they donated to.”

- “Learning how to make and manage money will prepare you for college and help you in almost any career. Understanding how to use the money you earn to help people in need will equip you to support the issues you care about through social entrepreneurship.”
- “If you enjoy earning money, working in a team, and helping people in need, this would be a great apprenticeship for you. If you have difficulty working with others or don’t feel like you know how to make money and manage a business, this would be a great way to develop those skills alongside other kids who are also inexperienced. On the other hand, if you never, ever want to earn money or help people in need, this might not be the apprenticeship to sign up for.”

Materials Needed for Pitch Day

None.

Apprenticeship in Action

In 2013, One Hen began its partnership with Citizen Schools by training Ernst & Young (E&Y) employees to teach One Hen Academy in the Boston Public Schools. Eight E&Y staff completed the One Hen training and taught the program at Citizen Schools’ sites in Roxbury, Charlestown, and Dorchester. The following article describes the E&Y employees’ experience with One Hen:

Not too early to teach social entrepreneurship

<http://www.bizjournals.com/boston/print-edition/2012/12/28/not-too-early-to-teach-social.html>

While politicians have been expounding on the importance of education and job creation to the future of our country, volunteers in Boston have actually been doing something about it. Associates and managers at Ernst & Young, one of the world’s biggest accounting firms, have been taking time out of their busy days to teach students in two Boston middle schools how to start a business. Using the One Hen curriculum, enrichment curriculum that teaches children about personal financial literacy and how they can become socially responsible entrepreneurs, they have been helping students improve their math skills and learn to give back to their communities.

Helping children to differentiate between what they need and what they want so early in their lives provides them with strong building blocks to enable their actions as wise consumers.

With children developing lifelong spending and saving habits between the ages of 8 and 12, programs like One Hen support their development into savvy consumers by virtue of their hands-on experience starting a business. Students have the opportunity to take risks, manage results and learn from the outcomes.



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Joe Markley, a local volunteer with Ernst & Young, says that if we can start teaching kids early about being financially responsible and give them the tools to turn a good idea into a business, we can eventually grow our small businesses in the area, and give the kids more opportunities to excel.

Not only are students learning from business leaders, young people are also being incentivized to stay in school. One recent survey showed that 81 percent of high school dropouts said they would have chosen otherwise, if their education had felt more relevant to real life. Entrepreneurship education has been shown to do just that.

Karen Mariscal is an attorney with White and Williams and a volunteer with One Hen Inc., a nonprofit that provides educators with resources to teach entrepreneurship. Helen Rosenfeld is the executive director of One Hen.

Apprenticeship Description for WOW! Communications

The One Hen Academy apprenticeship empowers youth to start small businesses and earn money to help people in need. Students begin by learning the story of a young Ghanaian boy, Kojo, who makes a big difference by buying one hen, which in turn lays eggs, and hatches more hens, until he eventually becomes the largest chicken farmer in all of Ghana. Inspired by Kojo and his real-life counterpart, Dr. Kwabena Darko, students then engage in their own social entrepreneurship projects by:

- Selecting a cause they care about and a related charity to which they can donate
- Learning about loans and interest and borrowing a loan from a bank
- Planning their product ideas, business names, and brands
- Using their loans to purchase materials so they can make their products
- Exploring strategies to market their products
- Selling their products to a pre-determined target audience
- Repaying their loans with real money and donating a portion of profits to the charity they've selected

Through these experiences, students grow to be more globally aware, financially literate, and socially conscious.



21st Century Skills Collaboration Rubric

Standard	Criteria	Advanced	Mastery	Developing	Attempting
1. Citizen Schools students will demonstrate an ability to work as a member of a team	a. Use questions that deepen understanding of other people's perspective	You ask clarifying questions to ensure understanding of others' positions; your questions keep the group working on the task.	You ask clarifying questions to ensure understanding of others' positions.	You ask clarifying questions to ensure understanding of others' positions; your questions use challenge language.	The questions you ask do not attempt to clarify other's positions (i.e. questions challenge partners who disagree with the asker's position).
	b. Respond positively with praise and criticism for and from peers	You respond to praise and criticism gracefully and noticeably change your behavior as a result.	You respond to praise and criticism gracefully (you are polite, positive, and action oriented).	You respond to praise gracefully, but not criticism.	You respond to praise <i>and</i> criticism without grace.
	c. Negotiate and balance diverse views and beliefs to reach	You regularly take the lead in efforts to reach compromise when diverse views and	You regularly participate fully in all efforts to reach	You regularly participate timidly or reluctantly in all efforts to	You regularly participate aggressively to stand your ground when diverse views and beliefs are in play



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	workable solutions	beliefs are in play.	compromise when diverse views and beliefs are in play.	reach compromise when diverse views and beliefs are in play	
	d. Adjusts work to facilitate collaboration in real-time	You willingly adjust your own work to meet agreed upon compromises and make observable efforts to make it easy for others to do the same.	You willingly adjust your own work to meet agreed upon compromises.	You reluctantly adjust your own work to meet agreed upon compromises.	You do your own work without honoring the agreed upon compromises.
	e. Assume shared responsibility for collaborative work	You discuss the group work as if it were your own, and your own work as if it came from the group and your share credit/blame where necessary.	You share credit for group work when things go well and share blame when they do not.	You share blame with the group when things go bad, but not credit when they go well.	You share credit with the group when things go well, but not blame when they do not.
	f. Works effectively in a climate of ambiguity and changing	You consistently remain calm and focused when things do not go as planned often shepherding the	You consistently remain calm and focused when things do not go as	You can return to calm and focused work after a significant adjustment	You do not adapt well to change; it is difficult for you to remain productive as circumstances, priorities, or plans



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	priorities	group through rough times.	planned (e.g. when plans change, as the needs of the group shift etc.)	period during which you may not be contributing as you normally would.	change.
2. Citizen Schools students will share speaking time and engage in active listening	a. Demonstrate engaged body language.	When someone else is talking, you make eye contact and face speaker and show positivity and enthusiasm for what others have to say (e.g. smiling, thanking them for sharing, etc.)	When someone else is talking, you make eye contact and face speaker.	When someone else is talking, you make eye contact or face the speaker.	When someone else is talking you strike a hostile/closed body position (e.g. looks down, arms folded, frowns, etc.)
	b. Comprehends when it is appropriate to listen	You never interrupt others without purpose and manners and can interject politely to add to or maintain the momentum of a conversation.	You never interrupt others without purpose and manners.	You sometimes interrupt others without purpose and manners.	You often interrupt others without purpose and manners.
	c. Comprehends when it is	You speak when you have something	You speak when you have	You sometimes do not speak when you have	You speak even when you do not have something relevant to



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	appropriate to speak	relevant to say and what you say consistently adds to the productivity of the group.	something relevant to say.	something relevant to say.	say, often making it difficult for others to participate.
	d. Uses empathetic language while communicating with group members	You show empathy by rephrasing what others say in a way that acknowledges their feelings and share your feelings using "I statements" (e.g. "I feel that...")	You show empathy by rephrasing what others say in a way that acknowledges their feelings (e.g. "I hear you are feeling..." or "What I hear you saying is..." etc.)	You repeat what others say to demonstrate understanding.	You use negative or blaming language such as "You're wrong," or "That's a bad idea."
	e. Treat others with dignity and respect	You consistently listen and react to others equally regardless of personal feelings or past incidents; you regularly seek to understand and bridge differences between members of the group.	You consistently listen and react to others positively regardless of personal feelings or past incidents.	You listen and react to others respectfully but frustration or bias for other members of your group sometimes shows through.	Your words and actions make it clear that you have preferences among the people in your group.



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Collaboration Tracking Tool

Explanation of sample record: There is one column for each row of the rubric. In the example, there is a list of numbers in each cell (e.g. 1,1,2,3,3). Each of these numbers would represent an individual rating of an observation of that student on that row. In this example, for row 1a the first and second observations were observed to be Attempting (1). The student improved to Developing (2) on the third observation, and then, by the fourth and fifth times the student was observed, she was scoring Mastery (3). You would NOT average these scores; She worked her way up to a 3, so she would deserve a 3 as her final rating for that Row 1a.

Student Name	1a: Questions	1b: Feedback	1c: Negotiating	1d: Adjustments	1e: Responsibility	1f: Ambiguity	2a: Body Language	2b: Listening	2c: Speaking	2d: Empathy	2e: Dignity & Respect
Krista	1,1, 2,3, 3	2,2, 3,3, 3	3,3, 3,3, 3	1,2,2 ,2,3	1,1,1, 2,2	1,2, 2,3, 2	2,3, 3,3, 4	3,3, 4,3, 3	1,2, 3,3, 3	2,3, 3,3, 3	1,1, 2,2, 3



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Formative Checklist

To be completed during the course, where indicated in the lesson plans.

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>										
1. Student uses questions that deepen understanding of other people's perspective										
2. Student deals positively with praise and criticism for and from peers										
3. Student negotiates and balances diverse views and beliefs to reach workable solutions										
4. Student adjusts work to facilitate collaboration										
5. Student assumes shared responsibility for collaborative work										
6. Student works effectively in a climate of ambiguity and changing priorities										
7. Student demonstrates engaged body language.										
8. Student comprehends when it is appropriate to listen										
9. Student comprehends when it is appropriate to speak										
10. Student uses empathetic language while communicating with group members										
11. Student treats others with dignity and respect										



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Summative Checklist

To be completed during the final Wow! presentations.

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>										
1. Student deals positively with praise and criticism for and from peers										
2. Student adjusts work to facilitate collaboration										
3. Student assumes shared responsibility for collaborative work										
4. Student demonstrates engaged body language.										
5. Student comprehends when it is appropriate to listen										
6. Student comprehends when it is appropriate to speak										
7. Student uses empathetic language while communicating with group members										
8. Student treats others with dignity and respect										
9. Student and his/her teammates demonstrate an understanding of key financial literacy terms and business vocabulary such as cost, interest, revenue, profit, etc.										
10. Student and his/her teammates demonstrate a coherent understanding of social entrepreneurship through words, posters, and other different media or formats										
11. Student's team poster effectively integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.										



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12. Student's presentation includes logically sequenced ideas, appropriate facts and relevant, descriptive details to support main ideas or themes										
13. The student and his/her team demonstrates an understanding of how to calculate profit and interest rates using the standard mathematical algorithms										



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Essential Question

- How can I use social entrepreneurship activities to make positive change in the world, as Kojo did in the *One Hen* storybook?
- How can I participate most effectively in a business team?
- What skills are required of a business team leader to ensure the team is a success?
- How can a formal contract help to ensure that all business team members collaborate effectively around shared goals?

Lesson Overview

This OHA Module introduces students to the story of Katie Smith Milway's book, *One Hen: How One Small Loan Made a Big Difference*. Students will familiarize themselves with Kojo, the flow and expectations of the One Hen Academy, their business teams and roles, and any classroom management strategies the facilitator chooses to implement.

Key Terms: One Hen, One Hen Academy, loans, manager, contract

Lesson Objectives

21st Century Skills Standard

- Students will demonstrate an ability to work as a member of a team
- Students will share speaking time and engage in active listening

Common Core Standards

- Speaking and Listening Standards (SL)
 - 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
 - 6.SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.



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- o 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Content Objectives

- Students will be able to observe as a class the goals and structure of the One Hen Academy by interacting with the *One Hen* storybook and viewing presentation slides
- Students will be able to break into business team groups, select a team manager, and sign a business team agreement.

Lesson Agenda

10 Minutes	Warm Up: Three step interview
15 Minutes	Activity 1: Exploring Kojo's Journey & the One Hen Story
10 Minutes	Activity 2: Introducing the One Hen Academy
20 Minutes	Activity 3: Breaking into Business Teams
10 Minutes	Activity 4: Signing the Team Contracts
25 Minutes	Closure and Assessment

OHA Module 1: Introducing the One Hen Academy

Lesson Preparation

Prior to the day of teaching:

- Purchase a copy of *One Hen* or borrow it from your local or school library
- Decide how you will introduce the *One Hen* story to the group in Activity 1 by considering your students' age and reading level. You may choose to read the story yourself using think-alouds or ask students to take turns reading the book. See Activity 1 for more details regarding these options.
 - o **Note:** One Hen, Inc. owns an audio recording and word document of the *One Hen* storybook in Spanish, which can be made available to the CT upon request (email admin@onehen.org).
- Divide the students into business teams and assign each team a folder where you will store their work.



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Write the business team members' names on the folders.

Note: Business teams will be the groups in which students will complete all future group work and the WOW! presentation. One Hen recommends business teams of 5-6 students and encourages the CT and TL to group students based on their strengths and abilities to make sure that skills are evenly distributed across teams. This will enable the facilitators to ensure that all teams have equal chances of success. In the event that the CT or TL need to re-assign team members, they should provide a positive reason for doing so (e.g., "This team needs somebody who *likes* to draw").

- Ensure you have access to an LCD projector (or can make and distribute copies of the Lesson 1 slides)
- Ensure you have access a white board or flip chart with pens
- Co-teaching plan:
 - The TL should plan to distribute worksheets after the CT explains them and provides instructions; this will help to ensure that students stay focused on the CT while he/she is talking.
 - If you are a TL with one CT, plan to act as scribe, recording student-generated ideas on the board, while the CT elicits student ideas in the warm up and activity #3.
 - The TL should monitor time as the CT presents and during the student activities and agree on signals they can give to one another if they need to pick up the pace. This is necessary for each activity, as it's easy to lose track of time during discussions.
 - The TL and CT should also decide who will ask questions and facilitate discussion for each part of the lesson and who will be responsible for preparing the LCD projector and (when necessary) downloading videos.
 - *Note:* Both TL and CT should plan to circulate the room during student activities and provide assistance of individuals, pairs or groups who may be struggling with the task at hand
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies (see Activity 2 below and attached worksheet of One Hen Bucks)
- Read over the Lesson 1 activities to ensure you have a complete understanding of each step
- Prepare a poster of the WOW! Roadmap (see below)

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown (or prepare handouts of the slides, if technology is not available)
- Make copies of the "Interviewing for the Job" and "Business Team Contract" worksheets



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- Room set up:
 - Ensure the room has enough desks and chairs for each student
 - Ensure that desks and chairs are light enough that students can move them together on their own
 - Set up desks and chairs in rows
- Write the TL and CT's names on the board

Materials

- Laptop and an LCD projector or handouts of the OHA Module 1 slides
- White board or flip chart and pens
- *One Hen: How One Small Loan Made a Big Difference* storybook
- *One of these*: Business team grouping puzzle, paper slips, bag/hat
- One Hen Bucks, bonus materials, point board (*Optional*)
- "Interviewing for the Job" worksheet copies (one for every student)
- "Business Team Contract" worksheet copies (one for each group)
- Business team folders

Warm Up: Three step interview (10 Minutes)

Note to Teacher: Three-step interviews can be used as an ice breaker for classmates to get to know one another and their facilitators. Interviewing is also a great way to practice the following 21st Century collaboration skills:

- *Using questions to deepen their understanding of other people's perspectives*
- *Demonstrating engaged body language*
- *Comprehending when it is appropriate to listen*
- *Comprehending when it is appropriate to speak*
- *Using empathetic language while communicating with group members*

How to do a 3-step Interview



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- **Explain** the steps in an interview:
 - **Write** the following words on the board: *name, age, family, hobbies, interests, likes, dislikes, experiences, hopes, dreams, plans, clubs*
 - **Assign** half of the room the letter "A" and the other half the letter "B"
 - **Ask** As to find a B and sit with them
- Once everyone had a partner, **provide** these instructions:
 - "A will interview B for 3 minutes and find out everything they can about him/her.
 - You can use the words on the board to spark ideas about questions you could ask but you don't have to cover all of these topics – they are just here to help you if you get stuck.
 - After 3 minutes, you will reverse roles so B can interview A.
 - You will not be able to take notes so listen carefully to your partner so you can learn about them."
- Before the student start the activity, **demonstrate** how to conduct an interview by modeling the exercise with the CT and TL. Be sure that the CT **presents** information about the TL to the class and vice versa so the students can get to know their instructors.
- **Allow** the pairs 6 minutes to do this activity, **giving** them regular time-reminders and **ensuring** all pairs change roles after 3 minutes.
- Then **instruct** the pairs to turn to another pair, forming a group of four and **provide** these instructions: "Each member of your group should introduce his or her partner, highlighting the most interesting points."

Activity One:

Exploring Kojo's Journey & the One Hen Story (15 minutes)

Overview: Students will meet Kojo and explore the details of Kojo's story, as presented through Katie Smith Milway's book *One Hen: How One Small Loan Made a Big Difference*.

Exploring the *One Hen* storybook

- **Tell** your students that the One Hen storybook was written for a younger audience but shares an inspiring story that is relevant for all ages.
- **Read** the book *One Hen* to the class or ask students to take turns reading the book
- **Pause** regularly to check comprehension



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- **Use** think-alouds to model reading habits

Think Aloud Strategy

The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension, mathematical problem solving, and other demanding tasks.

When reading aloud, you can stop from time to time and orally complete sentences like these:

- So far, I've learned...
- I think ___ will happen next.
- I think the most important part was...
- This made me think of...
- I reread that part because...
- That is interesting because...
- I just thought of...
- I was confused by...
- I wonder why...

Note to Teacher: Depending on the reading level and the number of students you have in class, this may be a good option to help students practice their skills in reading aloud. There are 11 pages of story text with matching illustrations; a story summary page; 2 pages about the "real Kojo," Dr. Kwabena Darko; and 2 pages about giving back and other examples of social entrepreneurship.

Review of Campus Expectations

- **Write** the following 5 words in 5 columns on the board: Teacher/ Classroom/ Materials/ Other Students/ Teams
- **Ask** students to think of some "rules" we should agree on so we can all show respect to our teachers, classroom, materials, other students and business teams
- As the CT **elicits** answers, the TL should **write** them on the columns on the board.
- Here are a some possible answers:

Teacher

Classroom

Materials

Other Students

Business Teams



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- o Be on time
- o Be prepared for class
- o Hand in assignments on time
- o Wait to be dismissed
- o Work quietly and follow **directions**
- o Actively participate in class discussions

- o Do not damage desks, chairs, or other item in the classroom
- o Use an **inside voice**
- o Stay seated during classroom activities and events
- o Don't bring food or gum into the class

- o Keep workstations clean and neat
- o Take only the materials you need
- o Put away all materials after using them
- o Share materials with others

- o Do not interrupt one another
- o Raise your hand before speaking
- o Don't use curse words
- o Respect others by working quietly
- o Raise your hand for assistance
- o Help each other

- o Involve everyone in the business activities
- o Respect the team manager
- o Don't copy other teams' work or ideas
- o Listen to one another's ideas when planning for the team activities

Introducing the WOW! presentations

- **Point** to the Roadmap to WOW! poster and **ask** students read each lesson's goal in turn (start with a volunteer and then have students read each in turn).
- **Tell** students that they are going to learn these skills by starting their own small businesses, donating a percentage of their profits to charity, and presenting what they've learned during the WOW!
- **Allow** students to ask questions about the WOW!

Activity Two: Introducing the One Hen Academy



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(10 minutes)

Overview: In this activity, students will learn about the flow and goals of the One Hen Academy and expectations for the unit.

Presenting the OHA goals and milestones

- Using the OHA Module 1 slides (or handouts of the slides), **present** the overarching goals and milestones of the One Hen Academy.
- **Communicate** that students will complete these tasks (preferably in this order):
 - 1) Start a business with other students
 - 2) Decide on a cause (and a related charity) that a percentage of business profits will support
 - 3) Learn about loans and interest, and practice borrowing from a “bank”
 - 4) Borrow a loan that you, as the teacher, will provide (this is not real money)
 - 5) Plan their business name, brand, and product ideas
 - 6) Purchase materials with real-world value from a marketplace to make their products
 - 7) Explore strategies to market their products to potential customers
 - 8) Sell their products to a pre-determined audience
 - 9) Repay their loans with real money and donate a portion of profits to their cause
- **Encourage** students to ask questions about the class expectations and provide answers

Introducing One Hen Bucks and Bonus Materials

- This is an ideal time to **introduce** the One Hen Bucks and Bonus Materials incentives and classroom management systems, if you choose to utilize either. Here is a description of each:
- One Hen Bucks is a form of currency, either physical or virtual, that students can earn or pay based on their behavior in class or performance on academic activities. You can download, print, and cut the bucks to hand out as behavior happens. One Hen Bucks can be accrued as a business team or individually—the choice is yours! One Hen Bucks can be redeemed for prizes either on a weekly basis or at the end of the One Hen Academy. You can determine prizes (see the “Bonus Materials” section for a prize idea).

Example behavior

- Raising hands with questions



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that earns One Hen Bucks:	<ul style="list-style-type: none">Helping to set or clean up
Example behavior that costs One Hen Bucks:	<ul style="list-style-type: none">Interrupting other students or the teacherMaking and then leaving a mess
Mini competitions for One Hen Bucks:	<ul style="list-style-type: none">First person or team to decide on a business team nameFirst person or team to produce ___ products (you set the goal)

For mini competitions, you can also offer tiered amounts of One Hen Bucks for first, second, third places, or an award amount based on the time it takes each team to complete an activity or task (e.g., within 10 minutes earns 10 One Hen Bucks, within 15 minutes earns 5 One Hen Bucks, and so on).

- o Bonus Materials: In addition to or independently from One Hen Bucks, you can use “bonus” materials to incentivize student behavior. These are materials that are set aside as rewards and contribute some sort of added value to the final products students make. For example, bonus materials for bead bracelets might be special clay accent beads (versus basic plastic beads). If students will make herb or garden starter kits, the bonus material could be a pack of seeds for a flowering plant (e.g., violets). Regardless of product, you should offer a selection, so teams can make decisions based on what a bonus material might add to their products. Unlike One Hen Bucks, bonus materials should only be awarded to teams, since the rewards contribute to a whole team’s products. You can use a point board to track points earned toward these materials and award at the end of each lesson, once a week, or at whatever intervals work best for the flow of your classroom.

Example behavior that earns points:	<ul style="list-style-type: none">Raising hands with questionsHelping to set or clean up
Example behavior that costs points:	<ul style="list-style-type: none">Interrupting other students or the teacherMaking and then leaving a mess
Mini competitions for	<ul style="list-style-type: none">First team to decide on a business team name



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points:

- First team to produce ___ products (you set the goal)

For mini competitions, you can also offer tiered amounts of points for first, second, third places, or an award amount based on the time it takes each team to complete an activity or task (e.g., within 10 minutes earns 10 bonus material points, within 15 minutes earns 5 points, and so on). Another option is that the order of completion determines the order of selecting a bonus material, if more than one will be awarded.

- **One Hen Bucks for Purchasing Bonus Materials:** If you wish to combine these classroom management strategies, you can use the One Hen Bucks system as a way through which students can earn currency to purchase bonus materials that are not otherwise available through the normal marketplace. You may wish to determine purchasing priority based on the total amount of One Hen Bucks a team has earned over the course of a lesson or week. Frequency of bonus material availability should be determined based on the flow of your instruction and the timeline of your One Hen Academy.



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Activity Three: Breaking into Business Teams (20 minutes)

Overview

In this activity, you will facilitate the division of your class into business teams. These business teams will be the groups in which students will complete any future group work.

Breaking into Teams

- **Decide** business teams in advance – If you are familiar with your students' strengths and abilities, you may wish to pre-assign business teams to make sure that skills are evenly distributed across teams. This will enable you to ensure that all teams have equal chances of success.
- **Display** and orally **announce** the team numbers and participating members.
- In the event that the CT or TL need to **re-assign** team members, they should **provide** a positive reason for doing so (e.g., "This team needs somebody who *likes* to draw").

Voting for Business Team Managers

Note to teacher: In this part of the activity, student business teams will assign a manager to lead them. Managers are expected to help support the teacher by keeping their teams on track, monitoring marketplace purchases and production, and overseeing marketing and selling efforts. Managers should be students who demonstrate leadership and listening skills. Depending on the size of your business teams, and whether or not you choose to explicitly assign the roles of Makers and Sellers, you can opt to let each group select 2 co-managers—one for making-related tasks and the other for selling-related tasks.

- **Introduce** the three business team roles that the One Hen Academy highlights: makers, sellers, and managers.
 - You can use the OHA Module 1 slides for this, handouts of the slides, or write the roles on the board.
- Next, **introduce** the role of manager as being one that requires certain skills.
 - Ask students to raise their hands if they want to be a manager. Explain that any students who are



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interested in being managers will have to present those reasons to the class.

- **Hand out** the "Interview for the Job" worksheet, read the directions out loud, and ask students to take a few minutes to complete the first section; when done, tell students they can provide three reasons they are the best person for the manager role(s).

Note to the teacher: For students who are more shy or reserved and may not want to make a presentation, you could offer to read their "interview for the job" answers or have a classmate read them

- Once all interested students have presented, **hold** a silent vote (ask students to close their eyes and vote anonymously or write their vote on a piece of paper and give it to you). To ensure that voting is as objective as possible, have all students in your class vote on the manager(s) for each team.
- **Remind** students that if they wish to vote on things in the future, they need to take the voting process seriously.
- Once managers have been decided, **ask** students to write down the names of their group members and circle the name(s) of the manager(s).

Activity Four: Signing Business Team Contracts (10 Minutes)

Overview: In this activity, students will agree to abide by certain rules within their teams, including showing respect for other team members and working hard to make sure their teams succeed. This is an opportunity to set clear expectations for participation and behavior during the One Hen Academy. We recommend setting up the class from this point forward to enable student business teams to sit together.

Explaining the Business Team Expectations

- **Ask** students if they know what a *contract* is and elicit a few answers
- Briefly **explain** that it is a document ("a piece of paper") that people use to agree to something.
- **Tell** students that they will sign a contract with the other members of their business teams.
- **Distribute** a copy of the "Business Team Contract" to each team's manager. Ask each manager to read the document to their team.



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- After you review the contract with the class, **ask** students to individually sign their team's contract; you will then **sign** the contract as a "witness."
- **Collect** and display a copy of these contracts in a visible location for students to see.

Starting the Business Team Folders

- At the end of each class, the CT and TL should **collect** all student worksheets and **store** them in their respective business team folders.



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Closure and Assessment

Check-In

(25 Minutes)



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Administering the Check-In

- To avoid the stigma associated with words like “test” or “assessment,” it is encouraged that you **present** this assessment as a way of “checking in” with students and seeing what they already know and what is important to focus on for maximum learning during the One Hen Academy.
- The questions in the assessment are general multiple choice or word fill-in. If a student has difficulty reading or writing, you may wish to **seek assistance** for them, or administer as much of the test as possible orally.
- The OHA Check-In contains the following sections, broken into various types of questioning:

Section	Question Type(s)
Personal Financial Literacy	Labeling
Basic Economic Concepts	Fill in the blank
Global Awareness & Citizenship	Multiple choice
Entrepreneurship	Multiple choice
Marketing Concepts	Definition matching
Personal Initiative & Leadership	Multiple choice

Reporting OHA Check-In Results to One Hen, Inc.

- It is important that you **report** the results of your students’ OHA Check-In to One Hen, Inc. Please **scan** the paper tests and **email** the file to letters@onehen.org
- You should **include** the following details with your report:
 - Your name
 - The grade level and course you teach
 - The number of students assessed

Note: Your report helps One Hen to improve, not only the OHA assessments, but the content of the One Hen Academy, for future educators and students. With this small report, you can make a big difference!



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ONE HEN ACADEMY CHECK-IN

Name: _____

LABELING: PERSONAL FINANCIAL LITERACY

1. Abraham goes to the store to buy a few items and needs to decide what he wants and what he needs. (*Write a **W** for a want or an **N** for need on the line for each item*)

- a. Water _____
- b. Video Games _____
- c. Candy _____
- d. Bread _____

FILL IN: BASIC ECONOMIC CONCEPTS

*Fill in the blanks for questions 3-6 using the terms **loan**, **interest**, **revenue**, **cost** or **profit**.*

- 2. Suzie wants to sell lemonade. She borrows \$10 from her mother, who tells her that she must pay the money back. The money that she *borrows* is called a _____.
- 3. Suzie has to repay her mother the initial \$10 plus an extra \$1. This *extra* dollar is an example of _____.
- 4. With the \$10, Suzie buys 10 lemons for \$1 each. The money she *spends* is called her _____.
- 5. She then sets up her lemonade stand and sells 5 cups of lemonade for \$4 each, making \$20 in all. This money she *earned* is called _____.
- 6. At the end of the day, she pays back \$10 plus the extra \$1 and has \$9 left to spend. The *remaining* money is called her _____.

MULTIPLE CHOICE: GLOBAL AWARENESS & CITIZENSHIP

7. Which continent is **Ghana** in? (*Circle the best answer*)
- a. Australia
 - b. North America
 - c. Asia
 - d. Africa
 - e. South America
 - f. Europe



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8. If you gave back to your **community**, who would you be helping? (*Circle the best answer*)
- a. people who live in my neighborhood or city
 - b. people in my family
 - c. people who live in the same country as me
9. If you gave back to a **global cause**, who would you be helping? (*Circle the best answer*)
- a. people who live in my neighborhood or city
 - b. people who live in the same country as me
 - c. people with a shared need, no matter which country they live in
10. What is an example of a current **issue** or **need** in a country *outside* of the United States? (*Fill in the spaces with the best answer you can think of*)
- a. Name the country: _____
 - b. Write that country's issue or need _____
 - c. What is **one possible solution** to this issue or need in that country?

MULTIPLE CHOICE: ENTREPRENEURSHIP

11. Who is an **entrepreneur**? (*Circle the best answer*)
- a. A person who makes a lot of money through their business
 - b. A person who takes over somebody else's business
 - c. A person who starts a business, taking risks by investing money to make more money
12. Who is a **social entrepreneur**? (*Circle the best answer*)
- a. A person who volunteers at a local charity
 - b. A person who develops a new business idea to address a social issue
 - c. A person who donates their money to organizations in other countries
13. Are you interested in starting your own business? (*Circle the best answer*)
- a. Yes
 - b. No
 - c. I don't know



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14. Do you think you would be successful with your own business? (*Circle the best answer*)

- a. Yes b. No c. I don't know

WORD MATCHING: MARKETING CONCEPTS

15. Draw a line to connect each word on the left to its definition on the right. You should use each word and each definition only once.

CUSTOMER

***Quick talk** to get people excited about your business.*

LOGO

***Special words** that businesses use to encourage customers to buy a product.*

SALES WORDS

***Someone who buys** something.*

SLOGAN

*A **picture**, the name of the business, a image, etc. of a business's brand.*

SALES PITCH

*A **catchy and memorable phrase** that a business uses in their marketing.*

MULTIPLE CHOICE: PERSONAL INITIATIVE & LEADERSHIP

16. Which of the following is NOT a trait of somebody who manages other people? (*Circle the best answer*)

- a. Friendly
b. On-time
c. Works alone
d. Organized

17. Which of the following is NOT a trait of somebody who makes things? (*Circle the best answer*)

- a. Focused
b. Creative
c. Motivated
d. Inefficient

18. Which of the following is NOT an appropriate trait of somebody who sells things? (*Circle the best answer*)



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- a. Friendly
- b. Unmotivated
- c. Persuasive
- d. Knowledgeable



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INTERVIEWING FOR THE JOB

Business Team Roles: Managers, Makers, and Sellers



Fill in the blanks for each job below with **one word** you think describes a manager, maker, and seller.

A **manager** is _____

A **maker** is _____

A **seller** is _____

Do you want to be your team's Manager?

All members of your business team will be makers and sellers, but each business team needs a manager! Are you the right person for the job? Answer the questions below to prepare for your interview.

3 reasons I am **the best person** for the MANAGER role are (remember the traits of a manager):

1. I am: _____
2. I like to: _____
3. I am good at: _____

Who's On Your Business Team?



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Write the name of your business team members, and **circle** the name of the manager.

Name: _____ Name: _____

Name: _____ Name: _____

Name: _____ Name: _____

Name: _____ Name: _____

BUSINESS TEAM CONTRACT

As a business team during the One Hen Academy, each team member agrees to follow the rules below:

1. Be **respectful** of each other.
2. **Listen** to other peoples' ideas.
3. Be **respectful** of other business teams.
4. Be **polite**; we will not be rude.
5. Use our **best voices** when discussing our business; we will not argue with, yell at, or insult each other.
6. Be **honest** in all activities, especially when we work with real money.
7. **Participate** in all activities.
8. Help **clean up** the messes we make as a team.
9. **Try** our best at all times.
10. Be **focused** on the success of our business.
11. Be **creative**.



Date of contract (write today's date): _____

Signed by these business team members (each person should write or sign their name):

Name: _____

Name: _____



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Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Witnessed by the teacher (teacher will sign their name here):

Teacher: _____



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One Hen Bucks





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WOW! ROADMAP

Week 1: Learn through film how *One Hen's* author ENGAGES, ENTERTAINS, and AFFECTS an audience

Week 2: Identify SOCIAL NEEDS you care about and CHARITIES where you could donate

Week 3: Obtain business LOANS and calculate INTEREST RATES

Week 4: Determine your BUSINESS NAME, BRAND, and TARGET CUSTOMERS

Week 5: Purchase MATERIALS and start to create your PRODUCTS

Week 6: Calculate your product PRICE, rate of PRODUCTION, and anticipated REVENUE



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Week 7: Develop a SALES PITCH and prepare your business MARKETING

MATERIALS

Week 8: Earn money by SELLING your products to CUSTOMERS

Week 9: Calculate your business team's REVENUE and PROFIT

Week 10: DONATE your business profits to the CHARITY



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Essential Question

- Who are some entrepreneurs and what are their businesses?
- What's the difference between saving, giving, and spending money?
- How can a social entrepreneur determine how much of their profits they should save and how much they should give to causes that help people in need?

Lesson Overview

This OHA lesson introduces students to causes (e.g., poverty reduction, hunger relief, water sanitation, access to health or education services, etc.) that affect people all around the world and the organizations that support those causes. Through a combination of activities, students will agree on a cause to support, explore the idea of social entrepreneurship, and what it means to save versus give money earned through a business.

Key Terms: *social entrepreneur(-ship), global awareness, causes, issues, solutions, saving, giving*

Lesson Objectives

21st Century Skills Standard

- Comprehend when it is appropriate to listen
- Comprehend when it is appropriate to speak

Common Core Standards

- Speaking and Listening Standards (SL)
 - 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
- Language Standards (L)
 - 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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● ELA History/Social Studies (RH)

- 6-8.RH.4. Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Content Objectives

- Students will be able to identify, in groups, the issues faced by people of other countries based on their worksheets.
- Students will be able to identify the characteristics of a social entrepreneur and examples of social entrepreneurs as a class.
- Students will be able to identify, individually or as a class, at least one cause that addresses a local or global issue by participating in a vote.
- Students will be able to understand the difference between saving, spending, and giving money and determine the percentage for each.

Lesson Agenda

15 Minutes	Warm Up: Team Races to Put in Order the Kwabena Darko Story
10 Minutes	Activity 1: Discussing Global Awareness & Issues
20 Minutes	Activity 2: Defining Social Entrepreneurship
10 Minutes	Activity 3: Watching the ManCans Video
10 Minutes	Activity 4: Voting on a Cause
15 Minutes	Activity 5: Saving vs. Giving
10 Minutes	Closure and Assessment

OHA Lesson 2: Social Entrepreneurship & Causes



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Lesson Preparation

Prior to the day of teaching:

- The CT or TL should review the pre-assessments and consider implications for today's lesson. Questions #11-14 will give you a sense of how many kids already know what an entrepreneur is and help you to gauge the students' confidence in their ability to become an entrepreneur themselves. If there is a lack of confidence, this might be something to explore in more detail during the "Can kids be entrepreneurs?" discussion in Activity 2.
- To prepare for this class, you may wish to research examples of social entrepreneurs, especially those that may share common backgrounds with your students.
- Ensure that you have access to the internet, YouTube, and an LCD projector so you can play the ManCans video. If possible, download the video from YouTube using third-party software.
 - *Note:* If you do not have the technology needed to show the ManCan's video, you could distribute the video's text instead.
- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in Lesson 1. For example, if students enjoyed receiving One Hen Bucks as incentives in Lesson 1, incorporate them as rewards for answering questions in Activities 2 and 3.
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- Read over the Lesson 2 activities to ensure you have a complete understanding of each step
- Cut up the Kwabena Darko story and place it into envelopes. Ensure you have enough envelopes for all of the groups in your class.

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown (or make and distribute copies of the slides if a computer and projector are not available)
- Ensure you have a downloaded version of the ManCans video on your computer
- Make copies of the "Global Awareness: Where are the Issues?" and "Sharing the Pie: Deciding How Much to Give" worksheets (one for every student)

Materials



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- LCD projector
- Laptop or computer
- A downloaded version of the ManCans Video (<http://www.youtube.com/watch?v=8euVDKIAS2E>)
- Envelopes with the Kwabena Darko story cut up into sentences
- White board or flip chart and pens
- OHA Lesson 2 slides (or copies of the slides if a computer and projector are not available)
- "Global Awareness: Where are the Issues?" worksheet copies (one for every student)
- "Sharing the Pie: Deciding How Much to Give" worksheet copies (one for every student)

Warm Up:

Team Races to Order to the Kwabena Darko Story (10 Minutes)

Overview: This fun, competitive activity will remind students of the *One Hen* story they learned about in the previous lesson and prepare them for this week's lesson on social entrepreneurship by teaching them about Dr. Kwabena Darko, the real man who inspired the story of Kojo in the book *One Hen: How One Small Loan Made a Big Difference*.

Ordering the Kwabena Darko's Story

- **Provide** the following introduction and instructions: "Katie Smith Milway, the author of *One Hen*, based the character of Kojo on the life of a social entrepreneur named Kwabena Darko. Dr. Darko's very inspiring life story is in this envelope but the sentences are all mixed up. You need to put them in order to tell the story of his life."
- **Split** the class into teams by having each student count off and then grouping all the #1s together, #2s together, etc.
- Once the teams have been made, **tell** the students that the team who finishes first will earn One Hen Bucks (or the incentive of your choice; also possible to do this "race" without an incentive – the competition itself will inspire)
- After all of the groups have ordered the story correctly, **announce** the winning team and clap for them.
- Then have different students **read** each line of the story aloud.



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- **Ask** the teams to put the story lines back into the envelopes hand them to you.

Understanding the Kwabena Darko's Story

- Have everyone stand up and ask them comprehension questions – once a person from their group has answered, the whole group can sit down (this helps to ensure that every group participates)
 - What country is Kwabena Darko from?
 - What kind of business does he own?
 - What is the name of his business?
 - Why did he need to make money?
 - After Kwabena came back from university, he rapidly expanded his farm in just 2 years. By how much?
 - How is he using his money to help people now?
- **Transition:** Say: "Now that we have learned the story of Kwabena Darko, we will learn more about exactly what it takes for a business team to solve a global problem."



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Activity One: Discussing Global Awareness & Issues (10 Minutes)

Teacher Note: In this activity, students will explore in more depth the range of issues faced by people from all over the world. This activity should solidify an understanding that there are certain issues that are universal, and it will pave the way for discussing causes.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 1 to today's lesson by **saying** "In our last class we learned how Kojo used his business to help others and formed our own business teams. Today we're going to talk about how our business can help people in need just like Kojo did. We'll also learn about different needs in different countries so we decide where we want to donate some of the money we earn through our business."

Developing Global Awareness

- **Hand out** the "Global Awareness" worksheets and **ask** students where they are currently, and where that is in relation to *Ghana* (Kojo's and Dr. Darko's native country). Have students guess and volunteer to point those two locations out on the map in the OHA Lesson 2 slides. **Advance** the slides to show the exact locations.
- **Lead** a discussion and **prompt** students to name countries outside of the United States. The TL should **write** the country names on a board or flip chart as the CT is eliciting answers from the students.
- After there are 5-10 different countries listed on the board, **ask** students to then brainstorm issues that people in those countries may face. **List** their answers on the board.

Here is a possible way to arrange the board work for this activity:

Country	Issue
Greece	Unemployment



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Somalia	Famine
Afghanistan	War
England	Floods
Japan	Earthquakes

- After developing the list, **ask** 2-3 students to name issues in their own communities; the TL can **add** their answers to the list on the board.
- **Ask** the class to consider if they have any of the same issues they identified in other countries.

Activity Two:
Defining Social Entrepreneurship
(10 Minutes)

Overview: In this activity, you will use the Global Awareness discussion to transition into introducing students to the concept of social entrepreneurship. By the end of the activity, students will be familiar with a few individuals who are entrepreneurs and will be able to describe what they have done to improve the world. We want to encourage students to say that kids CAN be entrepreneurs and have a few emerging ideas about what that might look like!"

The Oxford English Dictionary define a **social entrepreneur** as "the application of entrepreneurial principles to solving social problems or effecting social change; the work of a social entrepreneur."

Defining entrepreneurship

- For this activity, **use** the OHA Lesson 2 slides (or handout copies of the slides) to lead a discussion about social entrepreneurs.
- Begin by **asking** students to say what they think an *entrepreneur* is (and whether they have heard this French word before that literally means "one who undertakes").
- **Explain** that an entrepreneur is somebody who starts a business and takes risks that could either result in



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making or losing money.

- Have them **practice** saying the word out loud, as it can be difficult for some students to pronounce.

Describing social entrepreneurs

- Next, ask students to **identify** what a *social entrepreneur* might be.
 - *Note:* Students may associate the word *social* with hanging out or being friends, so you may need to connect it to the word *society*.
- Once you have settled on an approximate definition, **tell** them the dictionary definition: “a person who undertakes or establishes an enterprise with the aim of solving social problems or effecting social change”
- **Use** the OHA Lesson 2 slides (or handout copies of the slides) to display a list and/or photographs of well-known social entrepreneurs. If you do not have time, or are not able to put together your own list, you may use the default slides.

Identifying famous social entrepreneurs

- Before you begin, **ask** students to name any entrepreneurs they can think of. Depending on who they name, you can **offer** the following:
 - Walt Disney (Disney)
 - Bill Gates (Microsoft; he is also a social entrepreneur via his foundation)
 - Ray Kroc (McDonald’s; he has also invested in community centers across the country)
 - Oprah Winfrey (she is a social entrepreneur in that she uses her money to further civil rights)
 - Harland David Sanders (“Colonel Sanders” of Kentucky Fried Chicken/KFC)
- Next, **ask** students to **vote** (by a show of hands) on whether or not they think that kids can be entrepreneurs or social entrepreneurs and allow a few students to share their thoughts on the subject.

Activity Three: Watching the ManCans Video (10 minutes)

Overview: In this activity, students will watch a video that briefly documents the success of a kid like them, who



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developed a business idea to donate soup cans to soup kitchens and then recycle those cans into a product – *ManCans* – to sell for profits. Those profits are then invested back into the business and used to purchase more cans of soup to donate and recycle into products.

- **Note:** If you do not have the technology needed to show the ManCan's video, you could distribute the video's text instead.

Introducing ManCans

- **Write** the following questions on the board before starting the video:
 - What are ManCans?
 - How do they give back?
 - What issues do they work to solve?
- **Explain** to the students that they should try to find the answers to these questions as they watch the video.
- **Play** the video from the file you have downloaded
- After the video ends, **ask** students to answer the 3 questions. The issues ManCans works to solve are environmental (through recycling the cans) and hunger (through donating soup to soup kitchens).

Rethinking How Kids can be Social Entrepreneurs

- If you asked students to vote in the "Who is a Social Entrepreneur?" activity on whether kids can be social entrepreneurs, ask them to **vote** (by a show of hands) on question again now that they've watched the video.
- **Compare** the tally and remind students that as they gather information about a topic, they can change their opinions.



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Activity Four: Voting on a Cause (10 Minutes)

Overview: In this activity, students will review the issues they brainstormed in the “Discussing Global Awareness & Issues” activity and vote on a cause aimed to resolve one of those issues. This will be the cause for which students will later vote on a charity to support.

Voting on a Cause

- If you wish to **highlight** certain global issues (e.g., hunger, poverty, sanitation/water, access to health or education services, etc.) you may utilize the OHA Lesson 2 slides or handout copies of the slides.
- At this point, you should also **introduce** students to causes. Start by **asking** students to say what they think a *cause* is. Because the word has other meanings, responses may vary, so you should confirm or prompt as needed.
- **Read** the definition of “cause” from the OHA Lesson 2 slides (or handout copies of the slides):
 - A cause is an initiative or goal to solve a *local or global* issue
 - A cause is a solution, or the opposite of an issue
 - There are causes that look to solve all of the issues students came up with.
- Once you have **reviewed** the list of issues and their associated causes, **inform** students that they will hold a silent vote to determine a cause which the entire class (all business teams) will support. Here’s how to hold a silent vote:
 - **Write** the causes on the board
 - **Ask** student to close their eyes or put their heads on their desks and vote anonymously by raising their hands
 - **Count** up the votes for each cause and **write** them on the board
 - If there is a tie between two causes, **lead** another silent vote to select one of the two causes
 - *Teacher note: If students push back or question this method, explain that in order to be able to make a substantial contribution to that cause, the teams will need to work together.*
 - Once students have voted, announce their choice and record this information for reference in later activities.
- Transition. **Say:** “Now that we’ve selected our cause, we will learn more about what we can do to help



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(name cause)."

Saving and Giving

- **Ask** students to think about Kojo in the *One Hen* story and **answer** these questions
- What did Kojo spend his money on? (to pay back his loan, buy more hens, help buy food for his family)
- Did Kojo save any of the money he earned? Why? (He saved his money to pay for his return to school).
- Did Kojo give any of the money he earned away? If so, who did he give it to? Why?
- Then **use** the OHA Lesson 2 slides (or handout copies of the slides) to **guide** a discussion with students about what it means to save money and give money:
- Have you ever saved money? For what? Why?
- Have you ever gave money away? To who? Why?
- How is saving and giving different from spending?
- While *profit* is the focus of a later lesson and application, you can briefly **introduce** profit as the amount of money you have left over after you sell products and pay for materials.

Donating a Portion of our Profits

- Next, tell them that they will vote on what portion of their profits from their businesses they will save and give—25%, 50%, or 75%.
 - *Teacher note:* You may wish to use a slice-of-pie metaphor, in which the pie is their profit and the size of the slice is equal to the amount they will give.
- Pass out the "Sharing the Pie: Deciding How Much to Give" worksheet
- Read the directions out loud, and ask students to circle the size "pie slice" they think their team should give.
- Use the OHA Lesson 2 slides (or handout copies of the slides) to walk them through the relationship between the size of the slice and the percentage it represents.
 - *Teacher note:* The slides provide a visual example, but if needed, you can also draw a diagram on a white board or flip chart to further illustrate these concepts.
- Answer any questions that students ask and make sure they understand what those amounts mean.
 - *Teacher note:* While you can use an example monetary amount (e.g., 75% of \$20 is \$15) to help solidify this idea, you should clarify for students that the exact amount they will give cannot be determined until they sell their products.



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- Hold a silent vote for students (as a whole class) to determine which percentage (or what size slice) they will give to support a cause, and how much they will save for the future.
- Transition: say "Now we have business teams, a cause to raise money for, and a donation goal! So in our next class we'll finally get to start making things that will earn money."

Closure and Assessment

(10 minutes)

- Congratulate students on their hard work today and ask the following comprehension check questions. You can keep score of which groups answer the most correctly or pass out One Hen Bucks to students or groups that answer correctly:
 - Who is Kwabena Darko?
 - What is the definition of a social entrepreneur?
 - Name an entrepreneur and their business.
 - Who started the ManCans company?
 - What cause did we decide to give to as a class?
 - What percentage of our classes' business profits will we give to charity?
- Distribute the exit ticket and ask students to complete the answers and give it to you before they leave the classroom. Use this exit ticket to assess which topics need more attention in the next lesson.
- As the students are completing the exit tickets, the collect all student worksheets and store them in their respective business team folders.



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Kwabena Darko's Life Story - Lesson # 2

Kwabena Darko was born on October 23, 1942 in the [Ashanti region](#) of [Ghana](#).

After his father died suddenly, Kwabena was burdened with the responsibility of helping his mother provide for his siblings.

He began by collecting and selling firewood to help his family, but Kwabena's life changed forever when he received a small loan to buy a hen.

Kwabena used this one hen to build a flock of 25 hens and used the money he earned from selling the hens' eggs to feed and educate himself and his family.

The 25 hens earned him enough money so he could go to college in Israel. At college, he learned more about business and the poultry industry.

When he finished college, Kwabena returned to Ghana and expanded his family farm from 5,000 birds to 100,000 birds in just two years.

Kwabena then started his own poultry farm called Darko Farms and Company, which is now the largest chicken farm in West Africa.



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Kwabena helps those in his community by giving them jobs at Darko Farms and Company and donates some of the money he earns through his farm to help people in need.



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Global Awareness Where are the Issues? - Lesson # 2

Name: _____

On the world map, circle where your country is and write the name of the country.

Map of the world (source: *One Hen Academy Student Activity Book*)





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Sharing the Pie: Deciding How Much to Give - Lesson # 2

Name: _____

Giving to a cause is a big part of social entrepreneurship. Figure out how much of your business team's money should be given.

*It's helpful to think of what you give as **sharing a slice of a pie**. The size of that slice changes with the percentage you give!*

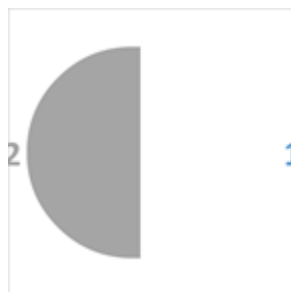


1. Circle what size slice of your team's "pie" you should give:

Small



Medium



Large



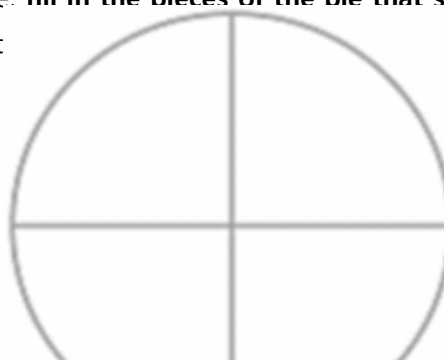
2. Fill in the percentages that matches the slices above (*your teacher will help you*):

Small = _____%

Medium = _____%

Large = _____%

3. After the class votes on a percentage, **fill in the pieces of the pie that show how much your business team will give**, and **write the percentage** next





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Exit Ticket - Lesson # 2

Name: _____

Instructions: Match the word or name next to the numbers in the left column with their definitions/descriptions in the right column. Write the letter into the space provided.

- | | | |
|-----|-------------------------------|--|
| ___ | 1. Social entrepreneur | Candles with manly scents that are made inside used soup cans |
| ___ | 2. Profit | The young entrepreneur who started the ManCans business |
| ___ | 3. ManCans | The amount of money you have left over after you sell products and pay for materials. |
| ___ | 4. Cause | A person who undertakes or establishes an enterprise with the aim of solving social problems |
| ___ | 5. Kojo | The Ghanaian man who inspired the story of Kojo in the book <i>One Hen</i> |
| ___ | 6. Kwabena Darko | The main character in the book <i>One Hen</i> |
| ___ | 7. Hart Main | Solution, or the opposite of an issue |

8. During today's class, there were times when it was important for students to listen and other times when it was important to speak. Put an "L" next to the listening activities and an "S" next to the speaking activities:

- _____ During the ManCan's video
- _____ During the "Can Kids be Social Entrepreneurs" discussion
- _____ During the Kwabena Darko story-organizing activity
- _____ During the silent vote

9. Check off the behaviors that show *good listening* skills:

- _____ Look at the person who is talking



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- _____ Read your papers or write in your notebook while other students are speaking
- _____ Think of a comment or question that relates to what the person is talking about
- _____ Look out the window while the teacher is giving instructions

10. Check off the behaviors that show *good speaking* skills:

- _____ Interrupt other when you have something very important to say
- _____ Raise your hand before speaking
- _____ Wait for others to stop speaking before you start speaking
- _____ Speak louder than other people so you can be heard



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Essential Question

- What are some charities and the causes they support?
- What character traits do banks look for when deciding whether or not to lend money to someone?
- What is interest and why is it necessary when borrowing money?
- How do we calculate interest on a loan?
- How do we decide on a business product to make and sell so we can raise money for charity?

Lesson Overview

This OHA lesson introduces students to the common financial concepts of loans, interest, and the process of borrowing money from a lender, such as a bank. Students will come to understand the importance and consequences of borrowing money. They will also identify a charity to which they will donate a to-be-determined percentage of their business profits.

Key Terms: loan, interest, interest rate, borrowing, invest, charity, loan agreement

Lesson Objectives

21st Century Skills Standard

- Negotiate and balance diverse views and beliefs to reach workable solutions
- Assume shared responsibility for collaborative work

Common Core Standards

- Speaking and Listening Standards (SL)
 - 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
 - 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



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- 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information to enhance the development of main ideas or themes.
- 6.SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Content Objectives

- Students will be able to recognize the organizations that help solve global issues and come to consensus on which to support by participating in a class vote.
- Students will be able to individually differentiate between product ideas by ranking products based on various desirability criteria.
- Students will be able to recall as a group the character traits that banks look for when lending money and apply this to the concept of a loan.
- Students will be able to calculate the interest on an example loan by participating in a whole-class exercise.
- Students will be able to calculate the interest on the loans they will receive, in small groups using their team loan agreements.
- Students will be able to practice in small groups the process of borrowing a loan from a “bank” by signing an agreement and getting fake money.

Lesson Agenda

10 Minutes	Warm Up: Charity name scramble game
10 Minutes	Activity 1: Choosing a Charity to Support
15 Minutes	Activity 2: Picking a Product
20 Minutes	Activity 3: Looking at Loans and Interest
20 Minutes	Activity 4: Signing the Business Team Loan Agreements and Borrowing the Loan
15 Minutes	Closure and Assessment



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OHA Lesson 3: Loans, Interest, & Borrowing Money

Lesson Preparation

Prior to the day of teaching:

- Ensure you will have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in Lesson 2
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- Read over the Lesson 3 activities to ensure you have a complete understanding of each step
- Based on the cause your students chose to support in Lesson 2, you will need to prepare a selection of 4-5 charities that work for that cause. You can use the OHA Lesson 3 slides as a template for preparing a slide that outlines the key aspects of each charity, including a feature or “fun fact” that makes that charity unique from others.
- If you decide that students should be able to choose the products they will make, you should determine 3 options from which they can choose. For younger students, we recommend selecting the product in advance or limiting the choices. Also, providing a choice builds confidence for students but may limit the time you have to gather materials for OHA Lesson 5. If you have limited time to implement the One Hen Academy, simplicity is key. Modify the OHA Lesson 3 slides to show images of the products from which students can choose.
- If you plan to show the Kiva Loan and/or the Brain Pop video, make sure that you download these from the internet and save them on your computer before your class.
- Determine the amount of the loans you will give each student business team. We recommend an amount of \$10-20 per team, but the total of all loans given should not exceed the amount of money you (expect to) spend on materials.
- While there are a variety of options for the money that you will use for the loans (including setting up a credit system for business teams), we encourage you to use physical money for younger students. You may wish to purchase or borrow a fake money set to serve as the foundation of your loans to students. However, make sure that there are enough bills and change to cover both the loans themselves and later material purchase transactions.
- Make a large “OHA Bank” sign to hang by the “bank” desk or area you create in your classroom



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On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown (or make and distribute copies of the slides if a computer and projector are not available)
- Check that your downloaded video files are working
- Set up the OHA bank with real or fake money and hang the bank sign
- Make copies of the "Deciding What to Make & Sell" worksheet (one for every student)
- Make copies of the "Business Team Loan Agreement" worksheet (one for every team)
- Make copies of the "Exit Ticket" worksheet (one for every student)
- Make copies of the "Calculating interest" worksheet (one for every student)

Welcoming a new student:

At times, you may need to make slight adjustments in your lesson plans to accommodate students who join the class late. The first day in a new class can be stressful for many students. Unless they already have friends in their new class they may be anxious about meeting the other children and being liked by their new teachers. Entering a new class is particularly [difficult](#) for shy or soft-spoken students. When welcoming a new student into the classroom, be sure to take into [account](#) all the sensitivities the student may have. Here are some strategies to help you welcome a new student to class:

- Create a *welcome folder* for the new student that describes the class, includes relevant handouts, and explains the business team project.
- Tell the class that a new student will be joining their class and *assign her to a business team* with more outgoing, friendly members who can help her feel comfortable.
- Ask for a few volunteers to be the new student's *buddies*. The volunteers can help the new student get acclimated to the class and bring them up to speed on the WOW! plans and business team projects.
- *Welcome the new student* and tell them your name and what you teach. Assure the student that you and your class are happy to receive them. Ask her if she minds telling the class a little about herself
- *Call roll in the class with each student raising their hand or standing*. Ask each student to say their name and one or two [pieces](#) of information about themselves.
- Introduce her to her buddies and assure her that they will make sure she feels comfortable in the class.
- *Talk to the new student alone after a week has gone by*. Ask her how she is finding the school, the class and the students. Assure her that she can speak to you anytime if she has questions or problems.



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Materials

- LCD projector
- Laptop or computer
- OHA Lesson 3 slides (or copies of the slides if a computer and projector are not available)
- White board or flip chart and pens
- "Deciding What to Make & Sell" worksheet copies (one for every student)
- "Business Team Loan Agreement" worksheet copies (one for every team)
- "Exit Ticket" worksheet copies (one for every student)
- "Calculating Interest" worksheet (one for every student)
- Fake money set(s)
- "OHA Bank" sign
- Video "Kiva Fellow in the Field: "What is a Loan?": <http://www.youtube.com/watch?v=K0e0qxP3kkY>
- Video "The Mysteries of Life": <http://www.brainpop.com/math/ratioproportionandpercent/interest/>

Warm Up: Charity Name Scramble Game (10 Minutes)

Overview: This game will introduce students to different charities and the causes they support, thereby reminding them of the definition of "causes" from lesson 2. It will also prepare them for Activity 1 below.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 2 to today's lesson by **saying** "In our last class we learned how businesses can help people in need, just like Kojo did with his chicken farm. Today we're going to decide what business we will start and how that business will help people in our community."

Defining a Charity

- **Say** "Does anyone know what a charity is?" and elicit a few thoughts from them as the TL writes their ideas on the board.



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- Then **confirm** or **clarify** the definition of a charity as: "an organization (or group of people) that supports one or more causes."

Unscrambling Charity Names

- Then **pass out** 10 paper slips to each team
- **Explain** that you will write the name of a charity on the board but with the letters scrambled; they will need to unscramble the letters, write the charity name on a slip of paper, and bring it to you – but, they only have 1 minute to do this.
- After 1 minute, **tally** the correct scores on the board and **elicit** from the class which cause the charity supports. **Provide** an extra point to the team that names the correct cause.
- **Give** the winning team a round of applause (or One Hen Bucks or Bonus Materials if you are using them)

Here is a list of charities and causes you can use for this activity:

Charity	Cause
American Cancer Society	Eliminating cancer
YMCA	Helping young people in need
Goodwill	Helping people with disabilities
Salvation Army	Helping the poor and hungry
Boys and Girls Club	Providing afterschool programs for young people
Habitat for Humanity	Providing housing for people in need
Red Cross	Providing emergency assistance, disaster relief)
Doctors without Borders	Providing emergency medical aid to sick people
World Vision	Eliminating poverty and injustice
Feed the Children	Hunger alleviation for children



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- **Transition:** say "Now that we have learned about some different charities we're going to pick a charity so we can use our business earning to raise money to support its cause."



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Activity One: Choosing a Charity to Support (10 Minutes)

Overview: In this activity, students will vote on a charity based on the list of 2-3 possibilities that you provide.

Understanding Negotiation and Compromise

- **Explain** to the class that now we will need to work collaboratively so we can select the best charity to support and this will involve *negotiating* and *compromising* (have the TL **write** these two words on the board)
- **Ask** students if they know the meaning of either word and have the TL **write** some of the students thoughts on the board as you elicit them
- Then **say**: "Compromising and negotiating are social skills that are used when there is conflict. Conflict occurs whenever there is a disagreement between two or more people. Conflict is normal! Conflict can be a good thing or a bad thing, depending on how it is handled. The social skill of compromising/negotiating is used when people want to cooperate to come to an agreement.
- As you are talking, have the TL **write** these definitions on the board and elicit which is a compromise and which is a negotiation:
 - Having a discussion with the person you are disagreeing with, to see if you can both come to an agreement. (negotiation)
 - Coming to an agreement that is acceptable to both people by each "giving in" a little (compromise)
- **Tell** the students about a time you successfully negotiated and came to a compromise. **Ask** for examples of times they have negotiated or compromised.

Select a Charity

- Then **describe** to the class 4-5 charities you found while the TL writes the charity name and cause on the board
- Then **ask** the teams to discuss which charity they want to support as a class. Tell them they have 5 minutes to do this and come to an agreement. Encourage them to compromise and negotiate so everyone can reach an agreement.
- As they are discussing the charities, **walk around** the room answering questions and affiliating



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compromise/negotiation

- After 5 minutes, **ask** the business manager to submit their team's decision to you on a piece of paper
- **Ask** students to share strategies they used to reach an agreement with their team members and have the TL **write** their negation/compromise strategies on the board
- **Review** the papers and **announce** the charity that received the most votes
 - *Teacher Note:* If there is a tie between two or more charities, **hold** a silent vote and allow each student to anonymously vote for the charity they want to support
- **Record** the winning charity for reference in later activities.
- **Transition:** say "Now that we've selected a charity we're going to select a product to make so we can start earning money to donate to the charity."



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Activity Two: Picking a Product (15 Minutes)

Overview: In this activity, students will select as a class the products that they will make in their business teams to market and sell as the One Hen Academy progresses. This is a Core Activity inasmuch as you should either vote on a product or take this as an opportunity to let students know what they will make (if you have not already done so).

Activity Details:

- Provide the products names (up to 3 options) for students to write in the first row of the chart.
- Describe each product and how to make them; answer students questions about the product or production process.
- Hand out the "Deciding What to Make & Sell" worksheet to each student and read the directions.
- Model the first row of stars for your students.
- Ask students to shade or color in the star for the product that matches the description in the left column.
- Once all rows have been filled out, ask students to total their stars for each product and write the product that they gave the most stars.
- Hold a vote (silent is optional) in which you ask students to raise their hands if they voted for Product 1, Product 2, etc.
- Record these votes on a white board or flip chart and announce which product "won"
- Transition: say "To make these products we need money so we can buy the materials. In the next activity we'll talk about how to obtain money to start a business."

Activity Three: Looking at Loans and Interest (20 Minutes)

Overview: In this activity, you will introduce students to the concept of a loan. They will explore types of loans and discuss the role of a loan in One Hen Academy. Students will then discuss the role of interest in borrowing money from a person or company (e.g., a bank or lending institution) and discover that borrowing money is not free.



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Defining a loan

- Start this activity by **asking** students to define a loan. Guide their discussion using prompting questions.
- *Loan = when someone gives you money to use, but you have to pay back the same amount*
- Next, ask them to **identify** possible types or uses of loans. Responses should include home mortgage, education loans, car loans, etc.
- **Ask** them if they can see what these loans have in common (e.g., they all fund an investment in something important).
- Use the OHA Lesson 3 slides (or handout copies of the slides) to **display** the definition of a loan, and **specify** that a *business loan* is a special type of loan to invest in a business, and it is one of the major *costs* of starting a business as an entrepreneur.
- **Show** students the video "Kiva Fellow in the Field: 'What is a Loan?'"

Obtaining a Loan

- Next, **ask** students to recall why the bank manager decided to give Kojo a loan
- Then **ask**, *what are some things that show you can be trusted with a loan?* Responses can include a plan, credit history (proof of successful past loan repayment), education, etc.
- As you **elicit** these responses, have the TL **write** them the board or flip chart, or use the OHA Lesson 3 slides (or handout copies of the slides).

Understanding Interest

- **Ask** students if they think it's free to borrow money from a bank.
 - If they say no, **confirm** this response
 - If they say yes, **ask** them whether they would want to get something extra back from somebody who borrows money from them and **discuss** their answers
- **Use** the OHA Lesson 3 slides (or handout copies of the slides) to discuss the idea of *interest*, **explaining** that it is *a type of fee that banks charge for borrowing money and a percentage of the loan amount*.
- **Write** the following examples on the board and **elicit** the answers. Write out the division equation for each example.
 - 5% interest on \$100 = _____ (\$5)
 - 20% interest on \$100 = _____ (\$20)
 - 10% of \$10? = _____ (\$1)
 - 25% of \$4? = _____ (\$1)



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○ 25% of \$1000? = _____ (\$400)

- To further solidify the concept of interest, **show** students the Brain Pop video, but be sure to **stop** it before the explanation of compound interest (OHA students will only calculate simple interest).
 - *Teacher's note:* Students do not need to understand the concept of annual percentage rates ("APR") for the purpose of this activity.
- Then pass out the "Calculating interest" worksheet and give students a few minutes to complete the answers.
 - *Teacher's Note:* Check these worksheets carefully after class and provide extra help in Lesson 4 to students who need additional support to understand how to calculate interest.

Activity Four:

Signing Loan Agreements and Borrowing the Loans

(20 Minutes)

Overview: In this activity, students will complete and sign the "Business Team Loan Agreement", which stipulates the amount of their loan and the terms of repayment. Students will then prepare for running their businesses by borrowing a loan of fake money from the "bank" (you will act as the bank).

Signing the Loan Agreements

- **Hand out** one copy of the "Business Team Loan Agreement" worksheet to each group.
- **Ask** business team members to write their names and your name in the spaces provided.
- Then, **ask** the managers to fill in the date and the amount of the loan they will receive. Remind them to discuss the amount with their business team members and use their negotiation/compromise skills and language to reach an agreement.
- Next **ask** each team to work together to figure out what their interest amount will be based on a 10% interest rate (you can choose a different interest rate if you wish to challenge your students).
- They should **fill** in the interest rate and the interest amount.

Borrowing the Loans

- **Designate** a desk or table in your classroom to serve as the bank.
- **Point out** the "OHA Bank" sign so students know where the bank is



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- **Sit** at the bank and ask each manager to bring their team's "Business Team Loan Agreement" to the bank.
- In turns, **hand** each manager the amount of their team's loan, and clearly announce to the class that the loan has been given.
- At the same time, **sign** in the space provided, and ask the manager to do the same on behalf of their group.
- **Keep** the "Business Team Loan Agreements" for each business team for the repayment activity at the close of the One Hen Academy.

Closure and Assessment (15 minutes)

- **Congratulate** students on another great day and ask the following comprehension check questions to show them how much they've learned.
- You can **keep score** of which groups answer the most correctly or pass out One Hen Bucks to students or groups that answer correctly:
 - What is a charity? (an organization or group of people that supports one or more causes)
 - What are some charity names?
 - What charity did we decide to donate to in our class?
 - What product did we decide to sell?
 - What are some different types of loans? (home mortgage, education loans, car loans, etc.).
 - What is a loan? (is when someone gives you money to use, but you have to pay back the same amount)
 - What are some things that show you can be trusted with a loan? (a plan, credit history, education)
 - What is interest? (a type of fee that banks charge for borrowing money; a percentage of the loan amount)
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom. Use this exit ticket to assess which topics need more attention in the next lesson.
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



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Deciding What to Make and Sell - Lesson #3

Name: _____



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To determine the product you will make in your business teams, use this activity sheet to see what you really think.

In the chart below, color in the star under the star that you think matches the description on the left side. Do your best to guess!

<i>(Fill in the product options)</i>	_____ <i>(Product 1)</i>	_____ <i>(Product 2)</i>	_____ <i>(Product 3)</i>
Easiest to make	★	★	★
Most fun to make	★	★	★
Uses less materials	★	★	★
Liked most by me	★	★	★
Liked most by my family	★	★	★
Liked most by my friends	★	★	★
Could sell for the highest price	★	★	★
TOTAL STARS <i>(How many stars did each product get?)</i>	_____	_____	_____



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Which product got most stars? *(Write the product on the line)* _____

This is the product you should vote for!



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Calculating Interest - Lesson #3

Name: _____

1. Bob's bank gave him a loan for \$100 and charged him 5% interest on the loan. How much money will Bob have to pay back to his bank? _____
2. Sally borrowed a \$100 loan from her teacher to start a small business. The teacher charged her 20% interest on the loan. How much money will Sally need to pay back to her teacher? _____
3. Your parents borrowed \$200,000 from the bank for a mortgage (a loan to buy a house). The bank charged them 10% interest on this loan. How much will your parents need to pay back to the bank? _____
4. Don borrowed \$4 from Peggy to buy lunch. Peggy charged him 25% interest on the loan. How much money will Don have to pay back to Peggy? _____
5. Eli asked Heather for a \$500 loan to buy a bicycle. Heather gave it to him but charged him 20% interest. How much money will Eli have to pay back to Heather? _____
6. When Trevor went to college, he took out a student loan for \$10,000 and the bank charged him 3% interest on this loan. How much will Trevor have to pay back to the bank after he finishes college? _____
7. Joan borrowed \$3,000 from Sam to buy a car. Sam charged Joan 5% interest on the loan. How much money will Joan need to pay back to Sam? _____
8. Your business team will borrow \$10 from the One Hen Academy Bank and you will need to pay back this loan plus 10% interest. How much will you have to pay back? _____-



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Business Team Loan Agreement - Lesson #3

Name: _____

PART 1: Borrowing the Loan

Date: _____

Business Team #_____ will borrow money from _____ ("The Bank").

The Bank promises to lend the Business Team \$_____.

Together with _____% interest, the Business promises to pay back a total amount of \$_____.

Signed this day by each business team member:

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Approved by The Bank:

Name: _____ Signature: _____

PART 2: Repaying the Loan

Date: _____

The Business Team has repaid the original loan of \$_____ plus interest of \$_____ for a total amount of \$_____. This Loan Agreement is now complete.



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Signed by the Team Manager:

Name: _____ Signature: _____

Approved by The Bank:

Name: _____ Signature: _____

Exit Ticket - Lesson #3

Name: _____

Fill in the blanks with the word compromise or negotiation

1. _____ means having a discussion with the person you are disagreeing with, to see if you can both come to an agreement.
2. _____ means coming to an agreement that is acceptable to both people by each "giving in" a little (compromise)
3. Which happens first, compromise or negotiation? _____

Match the word or name next to the numbers in the left column with their definitions/descriptions in the right



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column. Write the letter into the space provided.

_____	4. Charity	A. When someone gives you money to use, but you have to pay back the same amount + interest.
_____	5. Loan	B. A type of fee that banks charge for borrowing money
_____	6. Interest	C. A loan used to pay for a house
_____	7. Mortgage	D. An organization or group that supports one or more causes

8. What **charity** did we decide to donate to in our class? _____
9. What **cause** does our charity support? _____
10. What **product** did we decide to sell? _____



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Essential Questions

- What are target customers? How do we identify them?
- How do we make business/group decisions in a way that shows respect to all of our teammates?
- How do we demonstrate active listening when others are talking?
- How can we use our business name and colors to tell others about what our business is?

Lesson Overview

This OHA Lesson introduces students to the elements of business planning that they need to successfully brand their businesses and plan for production. Through a combination of activities, they will identify their customers, decide on a business name, and explore several aspects of branding to help show customers who they are as a business.

Key Terms: *customer, target group, business name, respect, active listening, color wheel*

Lesson Objectives

21st Century Skills Standard

- Demonstrate engaged body language
- Treat others with dignity and respect

Common Core Standards

CCSS.ELA-Writing in History/Social Studies (WHST)

- 6-8.WHST.4 Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Language (L)

- 6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
- 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Language Standards (L)

- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Content Objectives

- Students will be able to give examples of possible customers they will sell to by working individually to complete a target customer brainstorm.
- Students will be able to generate a team business name by first working individually, then in small groups, to brainstorm and agree on one idea.
- Students will be able to select colors that represent their teams and products by working individually and in small groups to complete a color wheel.

Lesson Agenda

20 Minutes	Warm Up: "Out of the Box" team activity
15 Minutes	Activity 1: Aiming for Our Customers
30 Minutes	Activity 2: Choosing a Business Name
10 Minutes	Activity 3: Coloring a Business
15 Minutes	Closure and Assessment

OHA Lesson 4: Business Branding & Product Planning

Lesson Preparation

Prior to the day of teaching:



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- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- Read over the Lesson 4 activities to ensure you have a complete understanding of each step
- Collect a handful of simple items from around the house (e.g., blank CDs/DVDs, a paper cup, an empty bottle, etc.) and a box to hold them in. (Warm up)
- It helps to know where your students will sell their products prior to completing this activity, as that information will help them determine who their customers might be. (Activity 1)
- To help remind students of their color choices, you may wish to purchase a poster-sized color wheel or use one from your school's art department (if possible). Hang the color wheel in a visible location, or if you are unable to acquire a color wheel poster, you can use the "Coloring the Wheel" handout (Activity 3)
- Review the Formative Checklist to make sure you are familiar with the categories. Make a copy of the checklist and write students' names onto the first row of the checklist.

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown
- Make copies of the lesson worksheets (one for every student)
 - o "Take It 'Out of the Box!"
 - o "Aiming for Your Customers"
 - o "My Business Team's Name"
 - o "Business Names Word Bank"
 - o "Business Names Checklist"
 - o "Color Your Business, Color Your Products"
 - o "Coloring the Wheel"
 - o "Exit ticket"

Materials

- LCD projector
- Laptop or computer
- White board or flip chart and pens



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- OHA Lesson 4 slides
- Household items
- Box, Team numbers on paper, Hat
- "Take It 'Out of the Box!" worksheet copies (one for every student)
- "Aiming for Your Customers" worksheet copies (one for every student)
- "My Business Team's Name" worksheet copies (one for every student)
- "Business Names Word Bank" worksheet copies (one for every student)
- "Business Names Checklist" worksheet copies (one for every student)
- "Color Your Business, Color Your Products" worksheet copies (one for every student)
- "Coloring the Wheel" worksheet copies (one for every student)
- Sticky notes (one pad in differing colors for each team)
- 1-2 copies of the "Formative Checklist" with students names written in
- Color wheel poster
- Exit Ticket (one for every student)

Warm Up: Out of the Box (20 Minutes)

Overview: In this activity, students will use a simple household item and work as a team to brainstorm product ideas which they will share with the class.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 3 to today's lesson by **saying** "In our last class we decided on a product to make and a charity to support, and took out a loan. This means that we're almost ready to start making our products, but before we do, we need to think a little bit more about who we will sell those products to and how we will get them interested in our products and our business. In this class we'll talk about our customers, name our businesses, and decide on colors to use when we make and sell our products."

Selecting Sample Products

- **Draw** team numbers from a hat to decide which business team will choose their item first; if you chose to utilize the One Hen Bucks system, you may also use current earnings to determine the order in which



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teams will choose their items.

- Once all team have an item, **pass** out the "Take It 'Out of the Box'!" worksheet and ask student to record their ideas for products on this worksheet
- After they brainstorm for a few minutes, **ask** teams to choose one product idea to focus on.

Treating one another with Respect

- **Tell** them they are going to have a discussion with their team members now and they will need to treat each other with respect to reach a consensus (have the TL write "respect" on the board).
- Then **make** the following key points: (have the TL write the *italicized* words on the board).
 - o Respect includes 1) how you *feel* about someone else and 2) how you *treat* him/her.
 - o Having respect for someone means you *think good things* about who a person is or how he/she acts
 - o You can have respect for others, and you can have respect for yourself.
- **Ask** students for ideas on how they can treat one another with dignity and respect during discussions and have the TL **write** some of their answers on the board. Possible answers could be:
 - o considering to others views
 - o asking questions for clarity
 - o making eye contact
 - o nodding when you agree with what someone is saying
 - o not interrupting others
 - o not undermining others ideas
- **Demonstrate** these actions in a sample discussion with the TL

Describing our Products

- Then **tell** them they will discuss their product and answer the following questions:
 - o What is it?
 - o What is the name of the product?
 - o What does it do?
 - o How much should it cost?
 - o What are three things that make this product special?
- **Give** students 5 minutes to work on this and walk around the room helping teams, as needed
- Then ask a few teams to **present** their products to the class



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- *Transition:* Now that we've described a product, we will to talk about the type of people who would buy different products so we can sell as much as possible during our upcoming sell day



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Activity One: Aiming for Our Customers (15 Minutes)

Overview: In this activity, students will identify key features of the customers to which they will sell the products. Completion of this activity relies heavily on planning in advance where and to whom students will sell what they make. If this is not already determined, students may have trouble completing the activity. There are several key terms in this activity that will help influence further activities in the One Hen Academy.

Defining Customer and Target Customer

- Begin the activity by **asking** students to raise their hands if they are a *customer*.
 - Everyone should raise their hands
 - For students who do not raise their hands, **ask** them whether they buy things or use things made by another person or company.
- Next, ask each student to **give** one word that they associate with being a customer.
 - Repeat answers are okay.
 - Use the OHA Lesson 4 slides to display the definition of *customer* as "a person who buys or uses things made by another person or company."
- Next, based on that, ask students what they think a *target group (of customers)* might be.
- Again, using the OHA Lesson 4 slides, display the definition of a target group, and walk students through the characteristics of that kind of group.
 - Explain to students that knowing who your customer is and what your target group wants can help when they plan their products.

Identifying our Customers

- **Hand out** one "Aiming for Your Customers" worksheet to each student
 - *Note:* While teams will work together on this activity, each student should fill out the worksheet
- **Read** the directions out loud and **ask** them to work as a team to identify their customers in the location where they will sell.
 - *Note:* You will need to provide the location for Selling Day for students to complete this.
- **Remind** them to use active listening during the discussion and to treat their teammates with dignity and respect. Point to the board to remind them your discussion about this from the warm up.



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- **Circle** the room making note of strong collaborative behavior and language you observe and **complete** the Formative Checklist
- After students complete the activity, **share** the examples of strong collaborative behavior you observed with the group.
- At the end of the activity, **ask** a member of each team to share their ideas for their target customers.

Transition: Now that we've identified our target customers we have the information we need to name our business so it's appealing to these customers. A strong business name will also help us to sell more products.



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Activity Two: Choosing a Business Name (30 Minutes)

Overview: In this activity, students work as a team to brainstorm and determine a name for their business teams. This activity signals the shift away from referring to teams by numbers to referring to them by their names.

Reviewing Businesses Naming Strategies

- First, you should **make it clear** to students that the business name they choose will impact the rest of their business activities, so they should consider their team name carefully.
- When ready to start, **explain** the "My Business Team's Name", "Business Name Word Bank", and "Business Names Checklist" worksheets.
 - *Note:* Do not pass out the worksheets until after you've explained them. This will help students to stay focused on your instructions.
 - **Reiterate** that the business name they choose should follow the "Business Names Checklist," just like ManCans. Review the first half of this worksheet to decide as a whole class whether or not ManCans meets the criteria.
 - Depending on the product, you should **fill** in the "Business Name Word Bank" with nouns and adjectives related to the products students will make and sell, from which they can compose a name. While students are not required to pick from the word bank, this can help guide students who may struggle with agreeing to a name or effectively communicating alternatives.
 - **Let** the students know that, if they cannot agree on a business name by the end of the activity, you will **select** one for them.

Naming our Businesses

- Next, **allow** teams to work for about 15 minutes, and **check in** with each team to ensure they are on the right track.
- When all teams have finished the worksheet, **ask** each group to share their new business team name
- Ask the TL to **write** the business team names down on a board or flip chart.
 - *Note:* We encourage you to display the business team names for the remaining OHA Lessons.

Transition:



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- **Say:** "We've accomplished a lot: we identified a product to make, a charity to support, and we've named our businesses. In the upcoming lessons we'll make our products and then think about how we can market them for our target customer – but before we can do that, we need to decide on our business and product colors."
- Have the TL **write** "business colors" and "product colors" on the board.
- **Say:** "Establishing a set of colors helps us to develop a recognizable image that appeals to customers and helps them remember our businesses and products."



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Activity Three: Coloring a Business (10 Minutes)

Overview: In this activity, students will explore the role of colors in their business and product planning. Execution of the activity depends heavily on the products students will make and should be modified as necessary (e.g., an emphasis on holiday-appropriate colors for ornaments). This activity helps students identify colors to represent their businesses as well as their products.

Selecting Business Colors

- Begin this activity by **holding up** the “Color Your Business, Color Your Products” worksheet, and explain to students that they should complete the following four steps:
 - individually fill in their group’s business name
 - match colors to their business names
 - fill in their primary target customer
 - circle up to three colors that their target customer would prefer.
- Once you are certain they understand their task, **hand out** the worksheet copies to each student.
- Then, have students work in their business team groups to **pick** two colors that will represent their business and two additional colors they should focus on for their products.

Coloring our Class Wheel

- Once each group has determined their business/product colors, you can **complete** this activity in two ways.
 - *Option 1:* Use a color wheel poster
 - **Hand out** four sticky notes to each group (if possible, use a different color sticky pad for each business team).
 - On each sticky note, **ask** managers to write their business teams’ names.
 - On two sticky notes, below the team name, ask them to **write** “business color.”
 - On the other two, have them **write** “product color.”
 - Then, **ask** a different member of each team to **apply** their sticky notes to the appropriate locations of the color wheel (*Note:* The colors do not need to be exact, since a color wheel may have various hues and shades of each. Students should do their best.)
 - *Option 2:*



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- **Give** each business team a copy of the "Coloring the Wheel" worksheet.
 - Ask managers to **write** their business teams' names in the space provided.
 - Then, ask business teams to **use** markers or other colored drawing utensils to shade in the wedges of the color that represent their business and product colors.
 - **Hang** these in a visible location to serve as a reminder and easy reference for business teams, especially during OHA Lesson 5.
- **Remind** students that they should reference the color wheel(s) if they need to make sure they are following their business planning when making products (OHA Lesson 6) or marketing materials (OHA Lesson 7).

Closure and Assessment

(15 minutes)

- **Congratulate** students on another productive day and **ask** the following comprehension check questions. You can **keep score** of which groups answer the most correctly or pass out One Hen Bucks to students or groups that answer correctly:
 - o *What is a customer? (a person who buys or uses things made by another person or company.)*
 - o *What are target customers? (the group of people you want to buy your product.)*
 - o *How do we show dignity and respect to our classmates?*
 - o *How do we actively listen to our teammates?*
 - o *How did you feel when your teammates asked you questions? Made eye contact?*
 - o *How did we make sure we selected a good business name for our team?*
 - o *Why did we select colors for our businesses?*
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom. **Use** this exit ticket to assess which topics need more attention in the next lesson.
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



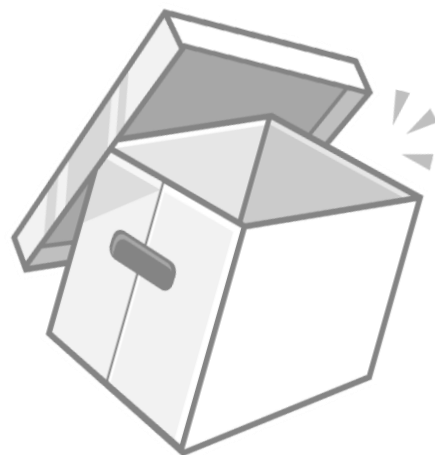
Handout: Take It 'Out of the Box!'

Your Name: _____

In this activity, you will work with your group to transform a normal object into a product that people just can't live without!

1. **Choose your item from the box.** It is a (*write your answer*):

2. On your own, **think of 3 things you could make** from your item (*write three ideas below*):



3. **As a group, use collaborative skills to pick one product idea.** Then answer the questions below (*write your answers*):

- a. **What is the product idea?**

This is a _____

- b. **What is the name of your product?**

We call it _____





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c. **What does it do?**

This product _____

d. **What are 3 things that make this product special?**

This product is special because: _____

It also: _____

What's more, it: _____

e. **Why should people buy it from you and not someone else?**

People should buy this from us because:

f. **How much should people pay for it?**

g. This product should cost: \$ _____

Now, share with the class!





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Handout: Aiming for Your Customers

Your Name: _____

Fill in the basic information about your product below:

1. What product will you sell? _____
2. Where will you sell your products? _____



Answer the following to get to know who your customers are:

1. The people where you will sell are mostly (*circle up to 3 types of people*):

Students	Friends Teachers	Adults	Parents
Brothers	Sisters	Children	Teenagers

2. Do you think men & boys or women & girls will want your product? (*Circle one*)

Men & Boys	Women & Girls
-----------------------	--------------------------

3. Do customers at our sell location have a lot of money to buy your product? (*Circle one*)

Yes	No	I don't know
------------	-----------	---------------------

4. What's the most important product feature to your customers? (*Circle one*)

Color	Quality	Price	Made by me	Our Cause	Size
--------------	----------------	--------------	-------------------	------------------	-------------

List 3 people you know at our sell day location who might want to buy your product:

1. _____





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2. _____

3. _____

How can you find out what your customer want?

I could: _____

Who is your target customer? (*Decide with your group*) _____

Handout: My Business Team's Name

Your Name: _____

Who is your group's target customer? _____

(*Fill this in from the "Aiming for Your Customers" activity sheet*)

Based on your target customer, use the space provided to write down ideas you have for a name for your business team or product. What would your customers like?

Idea: _____

Idea: _____

Idea: _____

Idea: _____

Hello
my name is

Next, work with your team to decide on a name for your business.



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Choose carefully – this will be your name for the rest of our time together!

*Use the **Business Names Checklist** and the **Business Name Word Bank** sheet to help you make a smart choice. If you need to, vote as a team on the best option.*

When you've decided, write down the name you choose.

My team's business name is: _____

Congratulations – your business team now has a name!



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Handout: Business Names Word Bank

Your Name: _____

Use the words from this activity sheet to help you brainstorm a fun, creative business team name. Your teacher will tell you what words should go in the word bank.

Circle your 3 favorite describing words and your 3 favorite object words from the word bank and use those to help you come up with ideas!

Describing Words

Object Words



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Handout: Business Names Checklist

Your Name: _____

ManCans: (*decide if "ManCans" is a good business name*)

- Is *ManCans* easy to spell?
- Is *ManCans* easy to say?
- Is *ManCans* original?
- Is *ManCans* memorable?
- Will *ManCans* appeal to customer?
- Does *ManCans* explain what the company does?



YOUR Business Name: (*decide if your business name is a good one*)

- Is ***YOUR business name*** easy to spell?
- Is ***YOUR business name*** easy to say?
Don't pick a name that is long or confusing.
- Is ***YOUR business name*** original?
Is it different from your peers?
- Is ***YOUR business name*** memorable?
- Will ***YOUR business name*** appeal to your customer?
- Does ***YOUR business name*** explain what your company does?





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**C I T I Z E N
S C H O O L S**



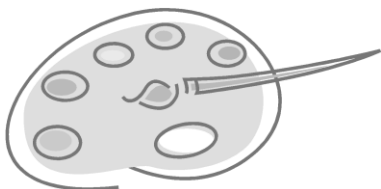
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Color Your Business, Color Your Products

Your Name: _____



1. What is your business name? (*Write it below*)

2. What colors best match your business name?

(*Circle colors, and then circle the color group with the most colors circled*)

"Cool" Colors

Green

Blue

Purple

White

Silver

Gray/Black

"Warm" Colors

Red

Orange

Yellow

Pink

Gold

Brown

3. Who is your primary target customer? (*Write it below*)

4. What color(s) do you think will appeal to your target customer? (*Circle up to 3*)



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Red	Orange	Yellow	Green	Blue	Purple	Pink
White	Silver	Gold	Brown	Gray	Black	

5. **As a group, now pick 2 colors that will be your business colors** (*Circle 2 colors*):

Red	Orange	Yellow	Green	Blue	Purple	Pink
White	Silver	Gold	Brown	Gray	Black	

6. **What 2 additional colors should your products be, if colors are needed?** (*Circle 2 more*)

Red	Orange	Yellow	Green	Blue	Purple	Pink
White	Silver	Gold	Brown	Gray	Black	



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Coloring the Wheel

Your Name: _____

On the color wheel, color in your 2 business colors and your 2 product colors. Match the color of your markers or crayons to the color on the sheet so you can easily tell what colors your team chose!

My team's Business Colors are: _____ **and** _____.

My team's Product Colors are: _____ **and** _____.



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Exit Ticket: Lesson 4

Your Name: _____

Instructions: Fill in the blanks below with the correct answer

1. _____ is the group of people you want to buy your product.
2. When someone on your team is speaking or expressing their opinion, how can you demonstrate active listening to show them respect? *(check the correct answers)*
 - ____ asking questions for clarity
 - ____ interrupting them to explain your thoughts on the subject
 - ____ making eye contact with them
 - ____ nodding to show you're listening
 - ____ writing in your notebook
 - ____ talking with someone else on your team until they finish
3. A good business name should: *(check the correct answers)*
 - ____ be easy to spell
 - ____ include many words
 - ____ be memorable
 - ____ be similar to other business names
 - ____ appeal to customers
 - ____ explain what the business does
4. When identifying our target customers, what should we consider? *(check the correct answers)*
 - ____ the type of people who will be at our sell location
 - ____ what customer age group may need our product most



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- ___ our product price
- ___ whether our product appeals more to men or women
- ___ the type of people who may need our product



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Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>								
1. Student uses questions that deepen understanding of other people's perspective								
2. Student deals positively with praise and criticism for and from peers								
3. Student negotiates and balances diverse views and beliefs to reach workable solutions								
4. Student adjusts work to facilitate collaboration								
5. Student assumes shared responsibility for collaborative work								
6. Student works effectively in a climate of ambiguity and changing priorities								
7. Student demonstrates engaged body language.								
8. Student comprehends when it is appropriate to listen								



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9. Student comprehends when it is appropriate to speak								
10. Student uses empathetic language while communicating with group members								
11. Student treats others with dignity and respect								



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Essential Question

- How can planning help us ensure we have enough materials to make our products without being wasteful?
- How can tracking our material use help us to plan for our future business needs?
- How can we work collaboratively to develop business products to sell?

Lesson Overview

This OHA Lesson introduces students to the process of purchasing materials from a marketplace. Employing what they have learned prior to OHA Lesson 5, students will make informed purchasing decisions and complete transactions using their loan money. This is the point at which students turn in fake money for materials with real-world value.

Key Terms: *marketplace, purchase, production, tracking*

Lesson Objectives

21st Century Skills Standard

- Assume shared responsibility for collaborative work
- Adjusts work to facilitate collaboration

Common Core Standards

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Language Standards (L)

- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objectives

- Students will be able to practice their transactional skills by purchasing materials at a mock marketplace, individually and in small groups.
- Students will be able to work in small groups to design unique products using materials they purchase



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Lesson Agenda

10 Minutes	Warm Up: Backs to the board game to review vocabulary from previous lessons
20 Minutes	Activity 1: Purchasing Materials & Tracking Production
50 Minutes	Activity 2: Making & Tracking Products
10 Minutes	Closure and Assessment

OHA Lesson 5: Purchasing Materials and Tracking Production

Lesson Preparation

Prior to the day of teaching:

- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- Read over the Lesson 5 activities to ensure you have a complete understanding of each step
- If you are able to get help from a parent volunteer, and aide, or another staff member, this may help facilitate the marketplace purchasing and production process.
- Create a quick "Marketplace Price List" to have handy during the purchasing process.
- Prepare product materials so that they are in easily buyable units (e.g., small bags of 35 blue beads, packs of seeds, etc.). This will help students predict product material usage and make smart purchasing decisions.
- Review the Formative Checklist to make sure you are familiar with the categories. Make a copy of the checklist and write students' names onto the first row of the checklist.

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown
- Set up a designated location in the classroom marked with the "Marketplace Sign", from which you can sell



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materials during this lesson and each successive lesson.

- Display all product materials them on a table and clearly mark them and their prices.
- Make copies of the "Daily Shopping List: What We Need" worksheet (one for every team)
- Make copies of the "Purchasing Power: What We Bought" worksheet (one for every team)
- Make copies of the "What I Made: Tracking Production" worksheet (one for every student)
- Make copies of the "Exit Ticket" worksheet (one for every student)



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Materials

- LCD projector
- Laptop or computer
- White board or flip chart and pens
- OHA Lesson 5 slides
- "Marketplace" sign
- Material price list
- Product materials
- Material labels
- "Daily Shopping List: What We Need" worksheet copies (one for every team)
- "Purchasing Power: What We Bought" worksheet copies (one for every team)
- "What I Made: Tracking Production" worksheet copies (one for every student)
- "Exit Ticket" worksheet copies (one for every student)
- 1-2 copies of the "Formative Checklist" with students names written in to the top row



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Warm Up: Backs to the Board (10 Minutes)

Overview: This activity will help students remember vocabulary from our previous lessons and will help instructors to see how students are defining words they have learned.

Activity Details

- **Place** two chairs at the front of the room, facing away from the board (or flipchart)
- **Divide** the class into two teams
- **Ask** for a volunteer from each team to come sit in the chair
- **Explain** that you will write a word on the board and the volunteers must face their group and never look at the board. If they look at the board, their team will lose a point
- **Tell the teams that they must describe** the word on the board to the volunteer but cannot say the word. If they say the word, their team will lose a point.
- **To emphasize collaboration, say** "For this game you'll need to work closely with your teammates to describe the vocabulary word and adjust your clues and teamwork, when needed. For example, if you hear someone saying the wrong definition, you'll need to politely correct them. Or if someone is being too loud or rowdy so that others cannot be heard, you'll have to ask them to calm down and give someone else a chance. How else might we need to adjust our team work for this activity?" **Elicit** a few examples from them.
- **Go through** one example and then use the following vocabulary words for each "round." **Ask** for a new volunteer from each team to sit in the chair after each round.

<i>One Hen</i>	<i>Cause</i>	<i>Loan</i>	<i>manager</i>	<i>contract</i>	<i>loan agreement</i>
<i>Customer</i>	<i>target group</i>	<i>business name</i>	<i>respect</i>	<i>active listening</i>	<i>color wheel</i>



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Loan

Interest

*social
entrepreneur*

borrowing

Kojo

charity

- **Keep track** of the team points on the board
- **Note** if students cannot define one of the words or if they define it inaccurately; when this happens clarify the definition after the round



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Activity 1:

Purchasing Materials & Tracking Production

(20 Minutes)

Overview: In this activity, business teams will determine needed materials, and each team's manager will purchase those materials from the marketplace.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 4 to today's lesson by **saying** "In our last class we identified our target customer, named our businesses and decided on our business colors. Now that we have really planned for our products, we're ready to begin making them. Today we will use our business loans to buy the products we need and start making our products. We will also work closely with our teammates to ensure every member participates in making the products and tracking production. Remember, every person on your business team is responsible for the final products you make and sell, so teamwork is very important."

Developing a Shopping List

- **Begin** this activity by introducing students to the marketplace.
- **Explain** that soon, teams will be able to purchase materials to begin making their products.
- **Review** the materials available, and **ensure** that a price list for materials is visible using the OHA Lesson 5 slides, the "Marketplace Price List" printouts, a white board, or flip chart.
- Before purchasing begins, **ask** business teams to complete the "Daily Shopping List: What We Need" worksheet.
 - o **Read** the directions out loud
 - o **Demonstrate** how to develop a shopping list on the board
 - o **Tell** the teams they will have five minutes to complete the shopping list.
 - o **Hand out** the worksheet

Purchasing Materials

- Next, **ask** managers to take turns purchasing materials



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- o *Teacher's Note:* **determine** transaction limits to allow each team to purchase base amounts of materials before other teams can double up on certain materials

- **Ask** another member of each team to assist the manager by delivering materials back to each group.

Tracking our Purchases

- **Give** a third team member the "Purchasing Power: What We Bought" worksheet, and **ask** them to track the purchases the manager makes
 - o *Teacher's note:* this team member should be strong in basic multiplication
- If you chose to utilize the One Hen Bucks classroom management system, you can **use** current earnings to **determine** the order in which managers can purchase supplies.

Activity 2: Making & Tracking Products (50 minutes)

Overview: In this activity, students will experience the process of tracking production.

Tracking Production

- **Begin** this activity by **introducing** students to the "What I Made: Tracking Production" worksheet
- **Read** the worksheet directions out loud.
- **Ask** students to first predict what materials they will need to make their products and draw a diagram of their planned product.
- Then, **ask** each student to keep track of the making process so they know exactly what they actually used and what they will need for future production.
- **Hand out the** "OHA Tracking Production" worksheet to each student and **read** the directions out loud.
- **Ask** students to track how many units of materials they use per item and the total number of items they make.
 - o *Teacher Note:* Students will use this worksheet each time they work on making products.



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Preparing to Work Collaboratively

- **Remind** students that they need to work together as a team and make sure everyone is participating
- **Ask** students to think of the different "jobs" they can assign group members to ensure everyone is contributing and working together. Possible answers could be: (Have the TL write these and others on the board as they are said)
 - o The person who fills in the product tracker
 - o The person who checks the math on the product tracker
 - o The person who keeps the desks tidy and floor clean
 - o The person who buys more materials as you need them
 - o The person who checks the quality of the finished products to ensure they are made correctly
 - o The person who safely collects and stores all products
- **Give** the students a few minutes to decide who will take on these role or others they think of
- Then **ask** the students to think of ways they can show respect to one another and the teachers as they work on the products. Possible answers could be: (Have the TL write these and others on the board as they are said)
 - o Share materials
 - o Help teammates who need it
 - o Don't steal materials or ideas from other groups
 - o Listen to everyone's ideas
 - o Perform your assigned roles
 - o Gave feedback to those who contribute ideas
 - o Raise your hand and wait your turn if you have a question
 - o Help members who are becoming distracted to stay on task
 - o Work together to complete the worksheets
 - o Compromise with others, when needed

Making Products

- **Allow** students to work on their products for the next 20 minutes.
 - o **Circle** the room making note of strong collaborative behavior and language you observe and **complete** the Formative Checklist



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- o **Spend some time** with each team to make sure they are all contributing to making the products and correctly completing the tracking worksheets.
- **Stop** the students for 5 minutes and ask them to **share** with another team the following details (write these questions on the board):
 - o *What is working well in our production strategy?*
 - o *What is challenging about making the products?*
 - o *What are we doing to ensure everyone on our team is participating in product making or tracking?*
 - o *How have we had to adjust our work so that everyone on our team is participating in the activities?*
- After they share, **invite** the team that is listening and **provide some feedback** or recommendations.
- Then have the teams return to their production tasks; you can spend the rest of the class on production but remember to **stop the students** 10 minutes before the end of class so they have time to complete the exit ticket

Closure and Assessment (10 minutes)

- **Congratulate** students on another productive day
- **Explain** to the students that today's exit ticket is a group self-assessment that they should complete on their own, without help from their teammates.
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom.
- **Use** this exit ticket to assess which collaboration lessons/topics need more attention in the next lesson.
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



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Daily Shopping List: What We Need

Your Business Name: _____



Use the shopping list below to write down the materials you can buy, and how many you will need.

(Check off the box when
you buy a material)

MATERIAL

(Write the name of the material)

HOW MANY?

(Write how many of each
material you need)

☐

☐

☐

☐

☐



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Purchasing Power: What We Bought

Your Business Name: _____

*As you purchase materials, keep track of the date, how many of each kind of material
you buy, and how much you spend.*



DATE	MATERIAL	UNIT COST	HOW MANY?	TOTAL COST
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____



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_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____
_____	_____	\$ _____	x _____	= \$ _____



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What I Made: Tracking Production

Your Name: _____

Use the chart below to plan how many materials you will use for each product and then track how many materials you actually use. Draw a picture of your planned product and your actual product!

For each product, I PLAN to use:

What SHOULD your product look

MATERIAL	HOW MANY?
<i>(Write the material name on each line)</i>	<i>(Write the number)</i>

(Draw a picture of your product plan)

like:



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For each product, I ACTUALLY used:

What DOES your product look like:

(Draw a picture of your actual product)

MATERIAL

HOW MANY?

*(Write the material
name on each line)*

*(Write the
number)*



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OHA Lesson 5: Exit Ticket

Collaborative Group Work: Self-Assessment

Your Name: _____

Instructions: Read each statement and rate your group 4 if you agree with the statement, 3 if you somewhat agree, 2 if you somewhat disagree, or 1 if you disagree. Circle one response for each description of your group.

	<i>Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Disagree</i>
1. All members of my business team agreed to take on different roles.	4	3	2	1
2. All members of my business team performed their assigned roles effectively.	4	3	2	1
3. All members of my business team understood the purpose of the assignment.	4	3	2	1
4. All members of my business team listened to each other's ideas.	4	3	2	1
5. Members of my business team assisted those who needed help.	4	3	2	1
6. All members of my business team shared	4	3	2	1



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materials.				
7. Members of my business team gave feedback to those who contributed ideas.	4	3	2	1
8. All members of my business team stayed on task.	4	3	2	1
9. All members of my business team assisted in preparing the worksheets that were collected.	4	3	2	1
10. All members of my business team assisted in preparing the products we made.	4	3	2	1
11. All members expressed their ideas to the group.	4	3	2	1
12. All members were willing to compromise when needed	4	3	2	1

What did my team do today to ensure that every one of our members participated in making the products?

How did we have to adjust our work so that everyone participated in the day's activities?



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Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>						
1. Student uses questions that deepen understanding of other people's perspective						
2. Student deals positively with praise and criticism for and from peers						
3. Student negotiates and balances diverse views and beliefs to reach workable solutions						
4. Student adjusts work to facilitate collaboration						
5. Student assumes shared responsibility for collaborative work						
6. Student works effectively in a climate of ambiguity and changing priorities						
7. Student demonstrates engaged body language.						
8. Student comprehends when it is appropriate to listen						



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9. Student comprehends when it is appropriate to speak						
10. Student uses empathetic language while communicating with group members						
11. Student treats others with dignity and respect						



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Essential Question

- How can calculating business costs and estimating business revenue and profits help to ensure we price our products correctly, produce enough products, and ultimately turn a profit.
- How can we use questions to clarify and confirm our understanding of one another's perspective?

Lesson Overview

In this OHA Lesson, students will determine their products' unit costs, agree on appropriate sale prices, and estimate their business teams' profits and revenue. They will also engage in a Marshmallow Towers Competition to experience how costs (marshmallows and toothpicks) must be subtracted from revenue (the tower's height), to determine profits. Collaborative activities and discussions are included throughout the lesson to help students learn how to treat one another with dignity and respect and use questions to improve their understanding one another's perspective.

Key Terms: *cost, unit cost, unit price, revenue, profit*

Lesson Objectives

21st Century Skills Standard

- Use questions that deepen understanding of other people's perspective
- Adjusts work to facilitate collaboration
- Treat others with dignity and respect

Common Core Standards

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Language Standards (L)

- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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CCSS.MATH-Expressions and Equations (EE)

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objectives

- Students will be able to calculate their unit price, revenue, and projected profit in small groups.
- Students will be able to work in small groups to construct a tower out of marshmallows and supports.
- Students will be able to work individually and in small groups to estimate their group's rate of production and revenue by completing a worksheet.

Lesson Agenda

10 Minutes	Warm Up: Vocabulary Bingo
15 Minutes	Activity 1: Introducing Cost, Revenue & Profit
25 Minutes	Activity 2: Marshmallow Towers
15 Minutes	Activity 3: Setting Sales Goals
15 Minutes	Activity 4: Using Questions to Support Collaboration
10 Minutes	Closure and Assessment

OHA Lesson 6: Costs, Unit Pricing, Revenue, & Profit

Lesson Preparation



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Prior to the day of teaching:

- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- Prepare coins, beans or some other marker for BINGO (25 for each student)
- Read over the Lesson 6 activities to ensure you have a complete understanding of each step
- Depending on your students, you can modify the marshmallow towers activity (Activity #2) to be more or less challenging and determine what the prize(s) will be for the team(s) with the highest profits at the end of the activity. If you choose to use either of the classroom management strategies, determine the challenge and the prizes in advance.
- Make a copy of the Formative Checklist and write students' names onto the first row of the checklist.

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown
- Make copies of the "BINGO" vocabulary worksheet (one copy for every student)
- Make copies of the BINGO card worksheet (**two** copies for every student)
- Make copies of the "Cost, Revenue, Profit: What Are They?" worksheet (one copy for every student)
 - o *Note: this is a double-sided worksheet*
- Make copies of the "Building Marshmallow Towers" worksheet (one copy for each team)
- Make copies of the "Marshmallow Towers Architect's Log" worksheet (one copy for each team)
- Make copies of the "Our Pricing & Revenue Goals" worksheet (one copy for each student)
- Make copies of the "Business Team Reflection" worksheet (one copy for each team)
- Make copies of the "Exit Ticket" worksheet (one copy for every student)



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Materials

- LCD projector
- Laptop or computer
- White board or flip chart and pens
- OHA Lesson 6 slides
- Coins, beans or some other marker for BINGO (25 for each student)
- 1-3 bags of small marshmallows
- 1-3 boxes of toothpicks or kebab skewers or thin dry pasta
- Copies of the BINGO Vocabulary worksheet (one copy for every student)
- Copies of the BINGO Card worksheet (**two** copies for every student)
- Copies of the "Cost, Revenue, Profit: What Are They?" worksheet (one copy for every student)
 - *Note: this is a double-sided worksheet*
- Copies of the "Building Marshmallow Towers" worksheet (one copy for each team)
- Copies of the "Marshmallow Towers Architect's Log" worksheet (one copy for each team)
- Copies of the "Our Pricing & Revenue Goals" worksheet (one copy for each student)
- Copies of the "Business Team Reflection" worksheet (one copy for each team)
- Copies of the "Exit Ticket" worksheet (one copy for every student)
- 1-2 copies of the "Formative Checklist" with students names written in to the top row

Warm Up: Vocabulary Bingo (10 Minutes)

Overview: This activity will help students remember key vocabulary and important people from our previous lessons and will help instructors to see which words/people need further review.

Bingo Instructions

- **Pass out** a BINGO vocabulary worksheet and 2 copies of the BINGO card worksheet and 25 beans to each student.
- **Ask** students to write the words at the top of the page onto the Bingo Card 1



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- Once everyone's cards are filled in, **provide** these instructions.
 - The teacher will **call** out a definition.
 - Students will **place** a bean on the correct answer on their card.
 - Students will **shout** BINGO whenever they get five beans in a row (*Teacher Note: hold up* a BINGO card and show them how they can win by earning 5 in a row horizontally, vertically or diagonally).
 - The first student to get a BINGO **wins** if he can recite the definitions of his/her bingo terms.
 - If the student **fails** to give correct definitions then he/she is disqualified and the game continues.
- **Play** round 1 and **reward** the winner with One Hen Bucks or Bonus Materials if you are using these
- If there is enough time for another round(s), **ask** the students to fill in vocabulary words on Bingo Card #2 and **repeat** the game
- **Note** if students struggle to define one of the words/people or if they define it inaccurately; when this happens clarify the definition(s) after the round

Activity 1:

Introducing Cost, Revenue & Profit

(15 Minutes)

Overview: In this activity, students will explore the basic financial concepts of cost, revenue, and profit. You will facilitate student understanding of the definitions of these terms as well as their relationship to one another and the business process.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 5 to today's lesson by **saying** "In our last class we started making our products and now we have to get ready to sell them. Before we can start to sell, we should know how many products to make and how much to charge our customers to ensure we don't spend more money than we make. In this class we'll learn everything we need to ensure we make money on sell day!"

Defining Cost, Revenue and Profit

- **Use** the OHA Module 6 slides to begin a class discussion about what each of the terms—*cost*, *revenue*, *profit*—means.
 - For each, you should **ask** students to volunteer definitions before providing one.
 - Also **ask** them to recall Kojo's costs, how he earned his revenue, and what he did with his profits.



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- As you **elicit** the correct answers, have the TL write the words and their definitions on the board
 - Cost: the **money you spend** on materials to make your products
 - Revenue: the **money you make** from selling all your products
 - Profit: the money you have left over when you **subtract your cost from your revenue**

Calculating Profit

- Next, **explain** to students that you can figure out your profit by **subtracting** your costs (in this case, their loans) from their revenue (the money they earn in the near future).
 - *Teacher Note:* The money that's left will be what they use to save and give.
- **Write** this formula on the board (Revenue – Cost = Profit), or use the OHA Lesson 6 slides for a visual.

Defining Unit, Unit Cost, and Unit Price

- **Hand out** the "Cost, Revenue, Profit: What Are They?" worksheet
- **Review** the key terms in the first part of the worksheet with students.
- **Ask** them to predict answers based on current knowledge before providing the key words for each definition.
- **Ask** students if they know what a unit is (you can explain to them that it comes from the same root as the Spanish "uno"; since many students may have heard that word, this might help guide them).
- Using that base definition of a unit, **work** with students to define what a unit cost and unit price.
- As you **elicit** the correct answers, have the TL write the new words and their definitions on the board
 - Unit: a **product that you make or sell**
 - Unit Cost: the money you **spend for materials to make ONE product**
 - Unit Price: the amount of money **you sell each product for**

Practicing Business Math

- Next **present** part 2 of the "Cost, Revenue, Profit: What Are They?" worksheet by first **modeling** some of the math problems on the board.
- Then **ask** students to complete the worksheet on their own.
- Walk around the room **helping** any students who are stuck.
- If some students finish faster than others, **ask** these students to help those who may be struggling.

Transition

- **Say** "Now that we know the definition of these key financial terms, we're going to have a competition to



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see who can earn the most revenue by limiting their costs.”

Activity 2: Marshmallow Towers (25 Minutes)

Overview: In this activity, students will practice working with materials to reduce costs while maximizing revenue and profits.

The Marshmallow Tower Competition

- **Explain** to students that using the concepts from the previous activity, they will work in their business teams to build a tower out of marshmallows.
- **Hand out** the “Building Marshmallow Towers” worksheet and **read** the rules out loud.
- Then **give** each team a “Marshmallow Towers Architect’s Log” worksheet, which they will use to keep track of milestones, such as reaching a certain height or constructing a tower that remains upright for a predetermined amount of time.
- **Model** for them how to fill out the worksheet; each marshmallow and support has a cost, so they must record how many of each they use.

Collaboration Reminder

- Before passing out materials, ask students to recall our discussions and practice of “collaboration” and “respect” and think of ways they can work collaboratively on this activity and treat one another and their teacher(s) with respect.
- **Write** their answers on the board. Possible answers could be:
 - o Assign group members different “jobs” to ensure everyone is contributing and working together
 - o Share materials
 - o Help teammates who need it
 - o Don’t steal materials or ideas from other groups
 - o Perform your assigned roles
 - o Gave feedback to those who contribute ideas
 - o Raise your hand and wait your turn if you have a question for the teacher



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- o Help members who are becoming distracted to stay on task
 - o Work together to complete the tower and worksheets
 - o Compromise with others, when needed
- **Give** the students a few minutes to decide on different roles/job and who will take on these roles. Possible "jobs" could be:
 - o The person who fills in the "Marshmallow Towers Architect's Log" worksheet
 - o The person who leads the building of the tower
 - o The person who checks the math on the worksheet
 - o The person who keeps the desks tidy
 - o The person who keeps floor clean
 - o The person who measures the finished tower
 - o The person who safely collects and stores all products
- As the students complete the towers, **circle** the room making note of strong collaborative behavior and language you observe and **complete** the Formative Checklist
- After students complete the activity, **share** the examples of strong collaborative behavior you observed with the group.

Marshmallow Tower Profits

- At the close of the activity, before profit is calculated, you can **measure** each Marshmallow Tower and **time** how long it stands on its own.
- Help students **record** these milestones
- **Work** with the teams in turns to ensure that they are able to calculate their profit
- Once each group know their profit, you can **announce** the winner(s) to the class.

Transition

- **Say** "This activity showed us that we can't spend too much money on our material costs or else we won't earn enough money to make a profit in the end. In addition to material costs, we also need to consider product pricing to make sure we charge enough for our products to earn a profit. Our next lesson will help us to determine how much to charge for our products."



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Activity 3: Setting Sales Goals (15 Minutes)

Overview: In this activity, students will explore the concepts of unit prices for their products. This is when each group will work to determine how much money they would like to make, so that they can ensure a profit from sales and determine whether they need to make more products. The results of this activity will vary, as each business team may determine their own prices. You may need to make slight adjustments to the activity based on the products and materials in question.

Understanding Unit Cost and Unit Price

- **Explain** to students that if they want to make sure they earn enough revenue to cover their costs and have profit to save and give, they need to determine the *unit price* of their products.
- **Elicit** the definition of the business terms from the class, rewarding students who provide correct answers with One Hen Bucks or Bonus Materials (if you are using these)
 - *Cost*
 - *Revenue*
 - *Profit*
 - *Unit*
 - *Unit Cost*
 - *Unit Price*

Determining Our Pricing & Revenue Goals

- Next, **hand out** the "Our Pricing & Revenue Goals" worksheet and **read** the directions out loud.
 - *Teacher's Note:* Each student will **fill out** an individual worksheet for the practice, but teams can work together.
- **Inform** students that they will need to know their overall cost (their loan amount plus interest), how many products they expect to make, and how much of a profit they would like to make.
- **Emphasize** the importance of not going overboard with prices; if a customer has to pay too much, they won't buy a product.
- Students should **reference** previous activities to determine their unit production goals.
- You may need to **explain** to students that they may want to have their initial profit goal match their



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loan/interest costs.

- o *Teacher's Note:* Some students may require assistance with division.

- **Ask** all students to fill in their business team's product goals to serve as a reminder.
- **Record** these goals for each team on a white board or flip chart for display.

Transition

- **Say** "For the last 5 lessons you have been doing a lot of work with your team. Your great teamwork has enabled you to select a cause, a charity, a product and then make those products and determine their pricing. We're just over half way through the class so this is a great time to reflect on our team work. In the next activity we'll discuss how we are working well together and how we can make our teams even stronger"

Activity 4:

Using Questions to Support Collaboration

(15 Minutes)

Overview: In this activity, students will learn how to use questions to facilitate a discussion about their teamwork strengths and weaknesses. The accompanying worksheet will guide this discussion and allow them to reflect on their teamwork experiences during the marshmallow towers activity.

Preparing for a Collaborative Discussion

- **Tell** the students that they will now complete a short reflection activity
- To complete the activity, they will need to listen to every student's opinion and use the following strategies to full understand that person's perspective
- **Write** these on the board one by one and ask for example language from the students. (*see possible answers below*)
 - o Admit if you are unsure about what the speaker means.
 - "I'm not quite sure I understand what you are saying."
 - o Ask for repetition.
 - "Could you repeat ...?"
 - "Can you say that one more time?"



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- o State what the speaker has said as you understand it, and check whether this is what they really said.
 - *"When you said what did you mean?"*
- o Ask for specific examples.
 - *"Can you provide an example to help me understand?"*
- o Ask if you have got it right and be prepared to be corrected.
 - *"Ok, I think I've got it, do you mean...?"*
- **Demonstrate** a discussion with the TL where you use these strategies
- Then **pass out** the "Business Team Reflection" worksheet (one for each group)
- **Explain** that, in the left column, they should write 5 things that worked well for them when completing the marshmallow towers activity and, in the right column, they should write 5 things that did not work well during the activity and that they could improve on in future activities.
- Then **explain** that, during the discussion, only one person should speak at a time and the other team members should use the questions and strategies on the board to demonstrate active listening and ensure they understand the person's perspective
- **Tell** the students they only have 10 minutes to complete the activity and remind them of timing to make sure every student has a chance to speak
- **Walk** around the room listening to the discussions and making note of students who use the strategies correctly
- After 10 minutes, **share** the examples you've noted with the students and congratulate those students who demonstrated the skills effectively.
- If time allows, **ask** the teams to share some examples of the answers they came up with



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Closure and Assessment

(10 minutes)

- **Congratulate** students on another productive day
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom.
- **Use** this exit ticket to assess which collaboration lessons/topics need more attention in the next lesson.
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



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BINGO Vocabulary

Your Name: _____

Place the following vocabulary words and names onto the BINGO card below

One Hen	cause	Steve Jobs	manager	contract	loan agreement
customer	target group	business name	respect	active listening	color wheel
compromise	ManCans	tracking	marketplace	collaborate	Hart Main
loan	interest	social entrepreneur	borrowing	Kojo	charity
production	Loan	Bill Gates	Dr. Darko	purchase	Negotiate



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BINGO Cards

Name: _____

B	I	N	G	O
		Free		

B	I	N	G	O
		Free		



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Cost, Revenue, Profit: What are They?

Your Name: _____

(side 1)

For questions 1-6, fill in the blank with the correct words from this list:

- initial cost
- unit
- unit cost
- unit price
- revenue
- profit

You should use each word only once.

1. The **money you spend** on materials to make all your products is called your _____.
2. A **product that you make or sell** is also called a _____.
3. The money you **spend for materials to make ONE product** is called your _____.
4. The amount of money **you sell each product for** is called the _____.



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5. The **money you make** from selling all your products is called your _____.

6. Money you have left over when you **subtract your cost from your revenue** is your

_____.



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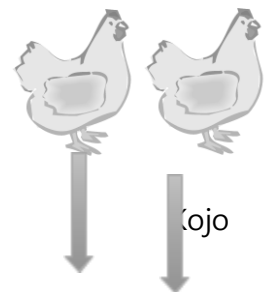
Cost, Revenue, Profit: What are They?

(side 2)

LET'S TRY IT OUT! Let's use what we know to see if we can determine Kojo's costs, revenue, and profit. Write the numbers for each question on the lines.

1. Kojo purchases **2 hens** from the market for **\$5 each**. What is his **initial cost**?

$$\begin{array}{ccccccc} \$ & & + \$ & & = \$ & & \\ \text{Cost for Hen 1} & & \text{Cost for Hen 2} & & \text{Initial Cost} \end{array}$$



2. His **2 hens** lay **5 eggs** each. Each egg is **1 unit**. How many **units** will have?

$$\begin{array}{ccccc} \text{Number of Hens} & \times & \text{Eggs from each Hen} & = & \text{Total Eggs (Units)} \end{array}$$



3. Using Kojo's **initial cost**, what is the **unit cost** of each egg?

$$\begin{array}{ccccc} \$ & & \div & & = \$ & & \\ \text{Initial Cost} & & \text{Total Eggs (Units)} & & \text{Unit Cost} \end{array}$$



4. Kojo wants his **profit** from selling eggs to be the same as his **cost**.

$$\begin{array}{ccccc} \$ & & + \$ & & = \$ & & \\ \text{Initial Cost} & & \text{Profit = Initial Cost} & & \text{Revenue} \end{array}$$



initial
How



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5. How much must he sell each egg for to earn that amount?

be his price per unit or **unit price**.



This will

$$\begin{array}{ccccccc} \$ & \underline{\hspace{2cm}} & \div & \underline{\hspace{2cm}} & = & \$ & \underline{\hspace{2cm}} \\ & \text{Revenue} & & \text{Total Eggs (Units)} & & & \text{Unit Price} \end{array}$$



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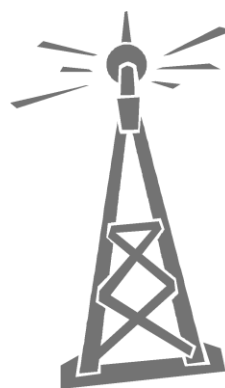
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Building Marshmallow Towers

Your Business Name: _____

Rules

- Work in your business team to build a tower out of marshmallows and supports.
- Each material you use has a COST:
 - o 1 marshmallow costs \$_____
 - o 1 support costs \$_____
- Accomplishments earn you REVENUE:
 - o Each inch of your tower's height up to 5 earns \$_____
 - o Each inch of your tower's height over 5 earns \$_____
 - o Standing upright for 15 seconds earns \$_____
 - o Standing upright for 30 seconds earns \$_____
 - o Standing upright for 60 seconds earns \$_____
 - o First team to reach 10 inches & stand for 30 seconds earns \$_____
- Keep track of your materials and accomplishments
 - o Add up your COST





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- o Add up your REVENUE

- The team with the highest PROFIT (REVENUE – COST) wins!



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Marshmallow Towers Architect's Log

Your Business Name: _____

As a team, keep track of your costs and revenue in spaces below. Use the "Building Marshmallow Towers" activity sheet to reference the value of each accomplishment!

COSTS – Materials Used

	Unit Cost	Number Used	Cost
Marshmallows	\$ _____	× _____	= \$ _____
Supports	\$ _____	× _____	= \$ _____

TOTAL COST = \$ _____

REVENUE – Accomplishments

	Award	Inches	Revenue
1-5 inches tall	\$ _____ per inch	× _____	= \$ _____
5+ inches tall	\$ _____ per inch	× _____	= \$ _____

Stands for...	Award	Quantity	Revenue
15 seconds	\$ _____	× 1	= \$ _____
30 seconds	\$ _____	× 1	= \$ _____
60 seconds	\$ _____	× 1	
30 seconds at 10+"	\$ _____	× 1	= \$ _____



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TOTAL REVENUE = \$ _____

PROFIT – Did you win?

Revenue \$ _____

Cost - \$ _____

Profit = \$ _____

Our Pricing and Revenue Goals

Your Business Name: _____

Fill in the lines for each question to help you determine how much revenue you need to make and how much money you should sell each of your products for.

COST, PROFIT, & REVENUE

1. Our business's **initial cost** is (loan + interest) is:

2. We would like our business's **profit** to be: + \$ _____

3. The **revenue** we must then earn is: = \$ _____



\$ _____

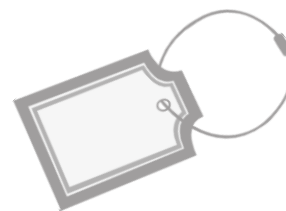
UNIT COUNT & UNIT PRICE

4. Our planned revenue is: \$ _____

5. Number of **units** we plan to make: ÷ _____

6. Our unit price should be: =

\$ _____





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REMEMBER! Make sure you check on the progress of your makers (and help where needed) to make sure you can reach your unit count and profit goals!

OUR BUSINESS TEAM'S PRODUCT GOALS



Units: _____

Unit Price: \$ _____

Revenue: \$ _____

Business Team Reflection

Your Business Name: _____

Use the chart on the back of this worksheet to write down 5 effective teamwork strategies you used during the marshmallow towers activity (left column) and 5 areas you could improve (right column).

Remember to use these strategies and language to show active listening and to ensure you fully understand one another's perspective.

Strategy	Example Language
Admit if you are unsure about what the speaker means.	"I'm not quite sure I understand what you are saying."
Ask for repetition.	"Could you repeat ...?"



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State what the speaker has said as you understand it, and check whether this is what they really said.	<i>"When you said what did you mean?"</i>
Ask for specific examples.	<i>"Can you provide an example to help me understand?"</i>
Ask if you have got it right and be prepared to be corrected.	<i>"Ok, I think I've got it, do you mean...?"</i>

Effective Team Work Strategies We Used During the Marshmallow Towers Activity	Teamwork Challenges We Faced During the Marshmallow Towers Activity
1.	1.



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2.

3.

4.

5.

2.

3.

4.

5.



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Lesson 6: Exit Ticket

Your Name: _____

Match the word on the left with the definition on the right

- | | | |
|--------|------------|---|
| ___ 1. | Unit cost | A. The money you spend on materials to make all your products |
| ___ 2. | Revenue | B. The amount of money you sell each product for. |
| ___ 3. | Unit Price | C. The money you make from selling all your products. |
| ___ 4. | Profit | D. The money you spend for materials to make one product. |
| ___ 5. | Cost | E. Money you have left over when you subtract your cost from your revenue |

Match the listening strategy on the left with the example language on the right

- | | | |
|--------|--|--|
| ___ 6. | Admit if you are unsure about what the speaker means. | F. Ok, I think I've got it, do you mean...? |
| ___ 7. | Ask for repetition. | G. Can you provide an example to help me understand? |
| ___ 8. | State what the speaker has said as you understand it, and check whether this is what they really said. | H. When you said.... what did you mean? |
| ___ 9. | Ask for specific examples. | I. I'm not quite sure I understand what you |



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are saying.

___ 10. Ask if you have got it right and be prepared to be corrected.

J. Can you say that one more time?



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Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>						
1. Student uses questions that deepen understanding of other people's perspective						
2. Student deals positively with praise and criticism for and from peers						
3. Student negotiates and balances diverse views and beliefs to reach workable solutions						
4. Student adjusts work to facilitate collaboration						
5. Student assumes shared responsibility for collaborative work						
6. Student works effectively in a climate of ambiguity and changing priorities						
7. Student demonstrates engaged body language.						
8. Student comprehends when it is appropriate to listen						
9. Student comprehends when it is appropriate to speak						
10. Student uses empathetic language while communicating with group						



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members						
11. Student treats others with dignity and respect						



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Essential Question

- What is the difference between wants and needs and how is this distinction used in business sales?
- What are the components of a powerful sales pitch?
- How do we make effective marketing materials?
- What strategies can we use to deal positively with praise and criticism for and from our peers?

Lesson Overview

This OHA Lesson introduces students to the counterpart of branding and product planning, marketing to customers. Important to this lesson and future activities is that students increase their awareness of wants and needs and how successful selling depends on convincing customers that their *wants* are *needs*. Students will explore techniques to help increase the likelihood of sales, and discover what it takes to create sales pitches. Certain business team members will begin to specialize in selling and focus on creating marketing materials that the team will use in the upcoming Selling Day(s).

Key Terms: *marketing, wants, needs, sales words, sales pitch, strategy*

Lesson Objectives

21st Century Skills Standard

- Deal positively with praise and criticism for and from peers
- Adjusts work to facilitate collaboration

Common Core Standards

CCSS.ELA-Informational Text Standards (RI)

- 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-History/Social Studies (RH)

- 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



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CCSS.ELA-Writing in History/Social Studies (WHST)

- 6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
- 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Language Standards (L)

- 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.MATH-Expressions and Equations (EE)

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objectives

- Students will be able to distinguish their wants and needs by individually creating a visual chart.
- Students will be able to identify the language used in marketing promotions by reviewing sales words as a class.
- Students will be able to give examples of selling points by working individually on a sales pitch exercise.
- Students will be able to prepare marketing materials by working in small groups to complete posters and flyers

Lesson Agenda

10 Minutes	Warm Up: Team Math Races
5 Minutes	Activity 1: Visualizing Wants and Needs



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15 Minutes	Activity 2: What are Sales Words?
20 Minutes	Activity 3: Brainstorming the Sales Pitch
30 Minutes	Activity 4: Making Marketing Materials
10 Minutes	Closure and Assessment

OHA Lesson 7: Marketing to Customers

Lesson Preparation

Prior to the day of teaching:

- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons
- Prepare One Hen Bucks, bonus materials, and/or point board if you choose to use these classroom management strategies
- In this lesson, students will make marketing flyers and posters. Make sure that you have plenty of markers, colored pencils, or other art supplies to ensure students can be both creative and productive.
- Make a copy of the "Formative Checklist" and write students' names onto the first row of the checklist.

On the day of teaching:

- Set up computer and LCD projector to ensure slides can be shown
- Make copies of the "Math Equations" worksheet (one for each team) and cut them up
- Make copies of the "Visualizing Wants & Needs" worksheet (one copy for every student)
- Make copies of the "Pitching Your Business & Product" worksheet (one copy for every student)
- Make copies of the "Making Marketing Materials" worksheet (one copy for every student)
- Make copies of the "Laying Out a Poster" worksheet (one copy for every student)
- Make copies of the "Exit Ticket" (one copy for every student)

Materials

- LCD projector
- Laptop or computer
- White board or flip chart and pens



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- OHA Lesson 7 slides
- Markers or other drawing utensils
- Scissors
- Glue sticks
- Poster board
- Blank paper
- Post-it notes or slips of paper
- Copies of the "Math Equations" worksheet (one for each team) cut them up into the individual questions
- Copies of the "Visualizing Wants & Needs" worksheet (one copy for every student)
- Copies of the "Pitching Your Business & Product" worksheet (one copy for every student)
- Copies of the "Making Marketing Materials" worksheet (one copy for every student)
- Copies of the "Laying Out a Poster" worksheet (one copy for every student)
- Copies of the "Exit Ticket" worksheet (one copy for every student)
- 1-2 copies of the "Formative Checklist" with students names written in to the first row



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Warm Up:
Team Math Races
(10 Minutes)

Overview: This activity will help students remember the business math skills they learned in Lesson 6

Instructions

- **Explain** that you will pass out math equation slips and teams must work together to find answer to these equations.
- Once they're written the correct answer on the slip of paper, they should **bring it** to you *without running*
 - *Teacher's Note:* If possible, stand in the middle of the room so you are approximately the same distance from each team
- **Explain** the points system
 - The fastest team will earn a point
 - If a team runs or shouts, they will lose a point
 - The team that earns the most points will earn One Hen Bucks or Bonus Materials (if you are using these)
- **Ask** team managers to assign the following roles to their members:
 - The writer
 - The delivery person
 - The checker (who must make sure everyone on the team agrees with the answer before it's submitted)
- Once all the teams have assigned the 3 roles, begin the game. The answers are as follows:
 - #1 Answer: Cost = \$80
 - #2 Answer: Profit = \$24
 - #3 Answer: Donation = \$200
 - #4 Answer: Revenue = \$80; Profit = \$30
 - #5 Answer: Revenue = \$200; Profit = \$170
 - #6 Answer: Revenue = \$210
 - #7 Answer: Car Wash Price = \$5
 - #8 Answer: Unit Cost = \$0.50; Card Price (Unit Price) = \$1; Profit = \$20



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Activity 1:
Visualizing Wants & Needs
(5 Minutes)

Overview: In this activity, students will increase their awareness of their own wants and needs, as well as the often subtle and/or difficult distinction between the two. Students will create a word- or image-based collage to demonstrate their understanding.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 6 to today's lesson by **saying** "In our last class we decided how many products we needed to make and how much to charge our customers for these products. Now that we've identified our product, its colors, and its price, we need to get ready to sell it. To get prepared, we're going to learn how to talk about our products and promote them on posters and flyers so customers will be inspired to buy them. This is called marketing. The better marketing we have, the more products we sell."

Identifying our Wants and Needs

- **Ask** each student to share something they *want*.
- After each student has shared, **ask** them to repeat the process but now **identify** something that they *need*.

Defining Wants and Needs

- **Ask** students to volunteer what they think the definitions of *wants* and *needs* are. **Confirm** and **prompt** as needed.
 - A need is something that is necessary to survive.
 - A want is something that is nice or fun to have but is NOT necessary to survive.
- **Use** the OHA Lesson 7 slides to **show** students the definitions of these terms.
- Then, **ask** them to identify whether a glass of water is a want or need.
- **Do** the same for a video game (controller).
- **Explain** that in order for companies to sell products they need to convince customers that their wants are needs.
- **Ask** students to volunteer something that they *think they need*, but is actually a want.
- **Ask** students:
 - *What were Kojo's wants and needs?*



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- o *Were some things so important that they could be needs (e.g., his going to school)?*
- o *Did he spend his money on wants or needs first?*

Transition

- **Say** "Even though people may not *need* the products you make, we can use words, pictures, and posters to encourage them that they *want* out products. In the next activity, I'll show you how."

Activity 2:

What are Sales Words?

(15 Minutes)

Overview: In this activity, students will explore examples of sales words that businesses use to help convince customers to buy a product, based on pricing, discounts, time, or emotions. A basic recognition of and familiarity of this kind of language will help students become more informed customers as well as better sellers.

Four Types of Sales Words

- Since the idea of sales words may be new to many students, begin this activity by **introducing** the definition of sales words using the OHA Lesson 7 slides.
 - o **Explain** to students that in order for marketing to convince them that they need something they want, they use particular words called sales words.
 - o **Say** "These are words used to sell something, and you have likely heard or seen examples of these."
- Tell them that there are four kinds of sales words:
 - o Those that explain pricing (**write** "pricing" on the board)
 - o Those that announce discounts (**write** "discounts" on the board)
 - o Those that create urgency (**write** "urgency" on the board)
 - o Those that appeal to emotions (**write** "emotions" on the board)

Brainstorming Sales Words

- **Ask** students to come up with an examples of each type of sales words. **Elicit** one example of each of the four type from the class and write the example on the board.
- Then **ask** the class to get into pairs and **hand out** a blank sheet of paper to each pair



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- o Have them **fold the paper into 4 columns** and **write** Pricing, Discounts, Urgency and Emotions at the top of each column
- o Then tell the pairs they will have 5 minutes to work together to **think of** as many sales words as they can and write them under each column
- After 5 minutes, **ask** the class to offer examples of what they came up with.
- As they offer examples, **write** them on the board and ask them:
 - o *Where have you seen or heard those words?*
 - o *How did those words make you feel?*
- As you work through each type, use the OHA Lesson 7 slides to display examples for the class.

Transition

- **Say** “Now that we’ve thought of sales words, we need to find the right words to describe our businesses and products so we attract lots of customers. Our next activity will prepare us to quickly and effectively inform our customers about our products.”

Activity 3:
Brainstorming the Sales Pitch
(20 Minutes)

Overview: In this activity, students will respond to guiding questions that will help them narrow down their sales pitches and focus on product characteristics and sales words that they can use to boost sales.

Defining “Sales Pitch”

- **Ask** students what they think a *pitch* is (pointing them toward the baseball metaphor works well; e.g., a pitch in baseball is targeted, strong, and fast).
- If that’s a normal pitch, **ask** students what a *sales pitch* could be.
 - o *Sales Pitch:* An effective sales pitch explains your business, your product, and your cause
- **Confirm** and **prompt** as needed.
- **Use** the OHA Lesson 7 slides to display the definition of a sales pitch and why sales pitches are important for businesses

Pitching our Businesses



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- **Hand out** the “Pitching Your Business & Product” worksheets and read the directions out loud.
- **Ask** student to first work individually to brainstorm their own unique sales pitches by answering the questions on the worksheet.

Providing Feedback

- After about 5 minutes, **explain** that you will ask a few students to share their sales pitches in front of the class and allow the class to provide feedback so they can improve their pitches.
- **Ask** students to think of what they should do to ensure they are providing helpful, polite feedback and write their answers on the board. **Be sure to include** these possible answers:
 - *Say something good about the presentation before you say something they could improve*
 - *Provide an example by citing something the presenter did or said, not just the feedback*
 - *Limit feedback to just a few sentences so you don't overwhelm the presenter*
 - *Make sure your feedback sounds like a recommendation, not a requirement. Don't say "You need to..."; say "Maybe next time you could..."*
- **Ask** students to think of what they should do to politely accept feedback and **write** their answers on the board. **Be sure to include** these possible answers:
 - *Actively listening to the speaker*
 - *Thanking the person who gave you feedback*
 - *Asking for clarity if you don't understand their feedback*
 - *Writing down what they said so you can remember it and apply it next time*
- Then **hand out** a small stack of post-it notes (or slips of paper) to each student. **Explain** that they should listen to one another's sales pitches and write 2 sentences on the post it for each presenter. One sentence should be a compliment about their sales pitch and the other should be constructive feedback.
- **Demonstrate** a sales pitch and ask the students to provide you feedback orally and in writing to practice.
 - **Highlight** examples of helpful, constructive feedback and **demonstrate** the strategies to politely accept feedback
- Then **ask** for a few volunteers give their sales pitches while the other students write feedback for them on post-it notes.
- If there is time, **ask** a few students provide oral feedback before they hand the presenter their post-it notes.

Transition



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- **Say** "Sometimes you will have lots of customers and can't give your sales pitch to all of them or you may want to advertise your products before you actually sell them to drum up interest and excitement for them. To do this, we need to make effective marketing materials such as posters and flyers. That will be the goal of our next activity."



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Activity 4:
Making Marketing Materials
(30 Minutes)

Overview: In this activity, students will use what they have learned about sales words and wants and needs to create posters and/or flyers that they can display to help encourage buyers to purchase products on Selling Day. If Selling Day will not happen on-site, you should only have students work on a poster for their business teams.

- **Ask** each business team to determine which members will create marketing materials, and which members will continue making products.
- **Hand out** the “Making Marketing Materials” worksheet and “Laying Out a Poster” worksheet to any students who will make posters or flyers, and **read** the directions out loud.
- **Instruct** the remaining students to continue making products.
 - *Teacher’s Note:* If your students create flyers for their business teams, you should try to have these hung in or near the location of Selling Day.
- Walk around the room **observing** the students and **assisting** who have questions or need help
- **Make note of** strong collaborative behavior and language you observe and **complete** the Formative Checklist
- After students complete the activity, **share** the examples of strong collaborative behavior you observed with the group.

Closure and Assessment
(10 minutes)

- **Congratulate** students on another productive day and remind them that you will be selling products in the next class
- **Allow** each student to take home some of their products to sell at home. **Remind** them they will need to document their sales quantity and revenue in the next class.
- Then, **distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom.
- **Use** this exit ticket to assess which topics need more attention in the next lesson.
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their



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respective business team folders.



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Math Equations

Make 1 copy of this worksheet for each team. Cut it up and hand out the slips 1 x 1 during the math races game.

1. I made 10 key chains. Each key chain had 3 beads, 1 string, and one metal circle. The beads cost \$1 the string cost \$2 and the metal circle cost \$3. What were my total costs?

Costs: _____

2. Kim earns money by mowing lawns. Her father lets her borrow his lawn mower for free but the gas to mow one lawn costs her \$2. Last week she charged \$10 for each lawn she mowed and mowed 3 lawns. After she paid for the gas, what was her profit?

Profit: _____

3. Last month One Hen Academy kids earned \$2,000 in profits from their businesses and donated 10% to charity. How much did they donate?

Donation: _____

4. Eli and Amanda had a bake sale. They spent \$50 on ingredients to make brownies and cookies. They charged \$2 for each brownie and \$1 for each cookie. They sold 20 brownies and 40 cookies. What was their revenue? What was their profit?

Revenue: _____

Profit: _____

5. My business team spent \$30 on the materials and ingredients we needed to start a lemonade stand. We then sold 200 cups of lemonade for \$1 each. What was our revenue? What was our profit?



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Revenue: _____

Profit: _____

6. To start her business, Susan took out a \$100 loan with 10% interest. She wants her business profit to be \$100. How much revenue must she earn?

Revenue: _____

7. Bob and Tom have a goal of earning \$1,000 in revenue from their car washing business but only have enough soap to wash 200 cars. How much do they need to charge for each car wash to meet their revenue goal?

Car Wash Price (Unit Price): _____

8. Joe has made 40 holiday cards with materials that cost him \$20. What was his unit cost?

Unit Cost: _____

He'd like to earn \$40 in revenue. How much will he have to charge for each of his cards to earn \$40 in revenue?

Card Price (Unit Price): _____

If he earns the \$40, what will his profit be?

Profit: _____



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Visualizing Wants & Needs

Your Name: _____

Take a moment to think about your different wants and needs. Then draw images of your wants and needs in the table below, or cut and paste magazine images under the right column.

Wants	Needs
-------	-------



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Pitching your Business and Product

Your Name: _____



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Fill in the blanks with information about your business and product.

1. **Your Identity** – Who you are.

What is your **business's name**? _____



2. **Your Product** – What you sell.

What are you **planning to sell**?



3. **Your Selling Points** – What makes your product special.

a. This product **is** _____.

b. This product is **made with** _____.

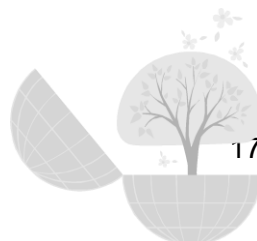
c. This product is **made by** _____.

d. **If you buy** this product, you _____ because



4. **Your Cause** – How you give back to the community.

a. **What cause** are you supporting? _____





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- b. **How much** of your profits will you give to this cause? _____%
- c. If people buy your products, **they will be supporting** (*circle all that apply*):

Hunger

Education

Clean water

Small businesses

Disaster relief

Conflict relief

Health

Other: _____

Making Marketing Materials

Your Name: _____

Brainstorming Marketing Messages

Fill in the blanks with your product and words that will help convince your customers to buy from you.

1. Our _____ will make you _____!
2. When you wear our _____, other people will think that you are _____!
3. Can you think of your own marketing message?

What Sales Words Will You Use?

Check off the words below you think are relevant or appropriate for your marketing efforts. Choose them carefully, because your customers may not respond positively to too many sales words!

<i>Price</i>	<i>Discount</i>	<i>Rush</i>	<i>Entice</i>
--------------	-----------------	-------------	---------------



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<ul style="list-style-type: none"> • <i>Free</i> • <i>Only \$___</i> • <i>Just \$___</i> • <i>As low as \$___</i> • <i>Easy payments</i> 	<ul style="list-style-type: none"> • <i>Sale</i> • <i>Discount</i> • <i>Get</i> • <i>Save</i> • <i>Up to ___% off</i> • <i>Buy one Get one</i> 	<ul style="list-style-type: none"> • <i>Limited time (only)</i> • <i>While supplies last</i> • <i>Act Now</i> • <i>Last Chance</i> • <i>Before time runs out</i> 	<ul style="list-style-type: none"> • <i>You'll love this</i> • <i>Don't go without</i> • <i>Be the first</i> • <i>Give the gift</i> • <i>Be the best/smartest</i>
---	--	---	--

Flyer & Poster Checklist

For your flyers, did you remember to (check off all that apply):

- Include your business name?
- Include a slogan or tagline?
- Include a logo?
- Name your product?
- Show your product?
- List your selling points?
- Include prices?
- Say that _____% of your profit will go to _____?
- Say what that charity does?
- Use colors that represent your business name (if printed/made in color)?



Laying Out a Poster

Your Name: _____

Use the layout template below to help you organize your flyers and posters and make the most of your marketing materials!



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BUSINESS TEAM NAME		LOGO (OPTIONAL)
SLOGAN (OPTIONAL)		
IMAGE OF PRODUCT(S)	SALES WORDS	
	PRODUCT 1 SELLING POINTS PRICE	
	PRODUCT 1 SELLING POINTS PRICE	
SALES WORDS		PRODUCT 1 SELLING POINTS PRICE
CAUSE INFORMATION		PRODUCT 1 SELLING POINTS PRICE

Lesson 7: Exit Ticket



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Your Name: _____

Match the word on the left with the definition on the right

- | | | |
|--------|-------------|--|
| ___ 1. | Need | A. Something that is nice or fun to have but is NOT necessary to survive. |
| ___ 2. | Sales Pitch | B. Words used to encourage or inspire people to buy a product or service |
| ___ 3. | Want | C. An brief speech that explains your business, your product, and your cause |
| ___ 4. | Sales Words | D. Something that is necessary to survive. |

5. The four types of sales words are.... (*check off the four correct answers*)

- ___ Those that explain pricing
- ___ Those that explain location
- ___ Those that announce the sales venue
- ___ Those that announce discounts
- ___ Those that create urgency
- ___ Those that describe the product materials
- ___ Those that appeal to children
- ___ Those that appeal to emotions

Put a "G" next to the strategies we can use to GIVE constructive feedback and an "A" next to the strategies we can use to polite ACCEPT feedback. Some strategies apply to both those who give and those who accept feedback

- ___ 6. Say something good about the presentation before you say something they could improve
- ___ 7. Limit feedback to just a few sentences so you don't overwhelm the presenter



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___ 8. Actively listen to the speaker by making eye contact and nodding when you agree with something

___ 9. Thank the person who gave you feedback

___ 10. Provide an example by citing something the presenter did or said, not just the feedback

___ 11. Ask for clarity if you don't understand what the person said

___ 12. Don't say "You need to..." (which can sound like criticism), instead provide a recommendation, such as

"Maybe next time you could..."

Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>						
1. Student uses questions that deepen understanding of other people's perspective						
2. Student deals positively with praise and criticism for and from peers						
3. Student negotiates and balances diverse views and beliefs to reach workable solutions						
4. Student adjusts work to facilitate collaboration						
5. Student assumes shared responsibility for collaborative work						



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6. Student works effectively in a climate of ambiguity and changing priorities						
7. Student demonstrates engaged body language.						
8. Student comprehends when it is appropriate to listen						
9. Student comprehends when it is appropriate to speak						
10. Student uses empathetic language while communicating with group members						
11. Student treats others with dignity and respect						



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Essential Question

- How can I anticipate challenges and prepare myself and my team to deal with them collaboratively and respectfully?
- How can I use marketing materials and my sales pitch to encourage customers to buy my products?
- Why is it important to track sales and what aspects of my sales should be tracked?

Lesson Overview

This OHA Lesson introduces students to the real-world experience of selling products that they created and putting their knowledge of business to use in a sales capacity. Students will get to practice their sales pitch skills. In the follow-up activity, business teams will use their "Business Team Loan Agreements" to determine how much they owe the "bank" and what that leaves them for profits.

Key Terms: *selling, repayment, cost, revenue, profit*

Lesson Objectives

21st Century Skills Standard

- Works effectively in a climate of ambiguity and changing priorities
- Adjusts work to facilitate collaboration
- Treat others with dignity and respect

Common Core Standards

CCSS.ELA-Writing Standards (W)

- 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Writing in History/Social Studies (WHST)

- 6-8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are



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appropriate to task, purpose, and audience.

- 6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.MATH-Expressions and Equations (EE)

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objectives

- Students will be able to demonstrate their business knowledge by participating as a class in a real-world selling scenario.
- Students will be able to practice in small groups the process of repaying a loan to a "bank" by turning in real money.

Lesson Agenda

15 Minutes	Warm Up: Preparing for Sell Day Challenges
60 Minutes	Activity 1: Selling Products and Tracking Sales
10 Minutes	Activity 2: Repaying Loans
5 Minutes	Closure and Assessment



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Lesson Preparation

Prior to the day of teaching:

- In advance of this lesson, you should have already determined when and where students will sell their products. The details of this will affect the order in which you complete activities.

Note: Facilitators should make sure a sales location and time are set in advance so as to avoid any sales day issues or delays and provide clear expectations and deadlines for student production. Facilitators can speak with the principal (if teaching at a school) or facilities coordinator (if at a community center, etc.) to discuss the available options. Possible sales venues include schools, grocery stores, local parks, local businesses, town/city hall buildings, places of worship, and libraries. Many OHA teachers have also had success selling during school lunch hours, after school programs, sports games, theatre performances, and holiday events.

- If possible, set up the selling location in advance (i.e., set up a table for each group, on which they can place their products and marketing materials, and behind or in front of which they can hang their team posters).
- *Note:* If you plan to sell products in the same facility as that in which you are completing the One Hen Academy, you should plan to let students sell on (at least) two different occasions so that they may use Selling Day 1 as a trial run of sorts, reflect on Selling Day 1, and use their experience to improve Selling Day 2, etc.
- Ensure you have access to a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons. To do so, consider the following:
 - Students who have started the class late or may have special needs and how to arrange a co-teaching activities to help those students
 - The skills and competencies of different business teams (what kind of extra support slower teams may need or extra activities faster teams may need)
 - The efficiency of current CT and TL roles such as passing out/collecting papers, writing things on the board, completing assessments, etc.
- Ensure that you have the "Business Team Loan Agreements" for each team on hand (for Activity 2)



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- Make a copy of the "Formative Checklist" and write students' names onto the first row of the checklist.

On the day of teaching:

- Make copies of the "Selling Day: Tracking Sales" worksheet (one for each team)
- Make copies of the "Tracking Take-Home Sales" worksheet (one for each student)
- Make copies of the "Exit Ticket" worksheet (one copy for every student)

Materials

- White board or flip chart and pens
- Blank sheets of paper (or 8-10 pieces of paper with "challenges" written at the top – see the warm up activity)
- Plastic sandwich bags
- Team posters
- Each of the teams' "Business Team Loan Agreements" (from lesson 3)
- Copies of the "Selling Day: Tracking Sales" worksheet (one for each student)
- Copies of the "Tracking Take-Home Sales" worksheet (one for each team)
- Copies of the "Exit Ticket" worksheet (one for each student)
- 1-2 copies of the "Formative Checklist" with students names written in to the first row



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Warm Up: Preparing for Sell Day (15 Minutes)

Overview: This activity will help students prepare for today's selling event and anticipate certain changes and challenges so they can experience a successful sell day and maintain good relationships with their teammates.

Predicting Possible Challenges

- **Tell** students that sell days are a lot of fun but can also be stressful because of unforeseen changes and challenges
- **Say** "Can you think of any challenges we might encounter today?" Possible answers could be
 - o Not enough customers
 - o Unhappy customers
 - o Broken products
 - o Misplaced money
 - o Inability to make correct change
 - o Not enough cash to make correct change
 - o Customers who don't want to pay full price
 - o Running out of products to sell
- As students provide answers, **write** each "challenge" at the top of a blank sheet of paper (or prepare a set of challenges in advance)
- Once you have 8-10 challenges, **post** these papers on walls around the room (with plenty of room between them)
- **Ask** students to pair up with someone from their team

Using Collaboration and Respect to Deal with Challenging Situations

- **Tell** the pairs that they will need to visit every challenge, discuss it, and write a sentence below it that explains how to use collaborative, respectful behavior deal with the challenging situations
 - o As you say this, **write** "collaborative" and "respectful" on the board
- Before you start, **ask** the students who they should be collaborating with (*their teammates*) and who they should show respect (*their teammates, their teacher(s), their classmates, their customers, themselves*)



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- **Remind** the students to be creative and write unique answers on each paper, not repeating their answer or copying others answers
- **Observe** as the pairs move around the room. **Make sure** they are discussing the challenging before writing their answer. **Encourage** them to take turns writing the answers.
- If teams finish early, **ask** them to walk around the room reading others' responses and placing a star next to the suggestion they think is best
- Once every pair has written a sentence on every sheet of paper, have each pair **take down** one worksheet and **study it** for the most collaborative and most respectful answer
- **Ask** the pairs to share the best answers with the class. **Ask** pairs that are not speaking to turn over their papers to show respectful listening to those who are speaking.
- **Provide** additional solutions or strategies to supplement answers the students came up with

Activity 1:

Selling Products & Tracking Sales

(60 Minutes)

Overview: In this activity, students will sell their products in a "real world" setting, using the knowledge they have gained about the process as well as the marketing materials they have created.

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 7 to today's lesson by **saying** "In our last class we developed marketing materials and practiced our sales pitches so today we're finally ready to use the materials and pitch to sell our products! In addition to your pitch, remember that polite, respectful behavior and cooperative team work will inspire customers and encourage them to buy your products. At the end of class we will have a chance to reflect on our sell day so we can continue to improve our sales, tracking, and collaboration strategies."

Tracking Home Sales

- **Pass out** a "Tracking Take-Home Sales" worksheet to each team manager and ask them to speak with their teammates and complete this form with a record of their at-home sales
- **Walk around** the room during this activity, assisting teams or manager, as needed.



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Tracking our Sales

- Next, **hand out** and **review** the "Selling Day: Tracking Sales" worksheet.
- Students should **record** what they sell, quantities, and prices, to determine how much money they earn.
- **Move** students to the selling location
- **Ask** teams to display their products and hang up their posters. Once all teams are set up, they can open their "shops" for customers.
- Depending on the location and age of your students, you may be able to **send** them in pairs to "drum up" business in the vicinity.
 - *Teacher's Note:* if you decide to do this, remember to clarify behavior expectations before sending out the pairs. Expectations should include where they can and cannot go, when they should return to the sales booth, and polite/professional language they should use to approach potential customers.
- **Remind** students to **take turns** using the "Selling Day: Tracking Sales" worksheet to record what they sell, and for how much money.
- **Hand out** clear re-sealable sandwich bags to business team managers and **explain** to them that they should use the bags to separate revenue from money that customers may donate without a purchase
- **Circle** the sales venue making note of strong collaborative behavior and language you observe and **complete** the Formative Checklist

Transition: Prompt students when the sell period is coming to an end and explain that they will now see if they have earned enough money to repay their loans. Move students back into the classroom or a similar, structured setting to calculate their revenue and repay their loans.

Say: "Now that our sales day is over, we will need to calculate our revenue."

Activity 2: Repaying Loans (10 Minutes)

Overview: In this activity, students will determine whether they earned enough money to repay their loans and complete the borrowing process.



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Recalling our Loan Agreements

- **Ask** students to recall the amount of money they borrowed from the “bank” near the start of the One Hen Academy.
- Then **ask** them how much interest they agreed to repay.
- **Ask** students to recall what their loans (plus interest) represent in terms of their businesses
 - *Teacher’s Note:* they should answer “cost,” but you may have to guide them to this answer

Repaying our Loans

- **Hand out** to each manager their team’s “Business Team Loan Agreement”.
- Then **ask** business teams to work together to count out the amount of money they need to repay their loans
- **Hold up** a loan agreement and **ask** them to complete the remaining portion of the “Business Team Loan Agreement” (with your help, if needed)
- As teams finish, move to each group to **collect** the money for their loans and **sign** that the loans have been repaid.
- **Congratulate** each team on successfully repaying what are likely their first loans.

Closure and Assessment

(5 minutes)

- **Congratulate** students on another productive day
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave the classroom.
- **Use** this exit ticket to assess how students felt about sell day, what they found challenging, what they learned and what aspects of the sell day should be modified or discussed to improve the experience for your students
- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



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Selling Day: Tracking Sales

Your Name: _____

Use this activity sheet to keep track of what you sell and how much money you make. That way, when you're calculating profit, you can compare your amounts!

Product <i>(Write the product)</i>	Cost per Unit <i>(Enter dollar amount)</i>	Units sold <i>(Enter quantity)</i>	Total Sale Price <i>(Enter dollar amount)</i>
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____
	\$ _____	X _____	= \$ _____



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\$ _____

X _____

= \$ _____

TOTAL REVENUE EARNED

\$ _____

Tracking Take-Home Sales

Your Business Name: _____

Managers: Keep track of the products your business team members sell at home to make sure you earn the revenue you're supposed to. Use this activity sheet to record how many products your team members take home, what they bring back, and how much money they turn in.

DATE	TEAM MEMBER (Write the member's name)	OUT (How many products did they take home?)	IN (How many products did they bring back?)	REVENUE (How much money did they make?)	OK? (Check the box if everything is correct)
		_____	_____	\$ _____	<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>



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					<input type="checkbox"/>
					<input type="checkbox"/>

Lesson 8: Exit Ticket

Your Name: _____

Write answers to the four questions below.

1. What was the most enjoyable part of sell day for you?

2. What was the most challenging part of sell day for you?

3. What did you learn about collaborating with your teammates on sell day?



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4. What is one thing you can you do to improve your team work and collaboration next time we have a sell day?



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Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

Enter student names here						
1. Student uses questions that deepen understanding of other people's perspective						
2. Student deals positively with praise and criticism for and from peers						
3. Student negotiates and balances diverse views and beliefs to reach workable solutions						
4. Student adjusts work to facilitate collaboration						
5. Student assumes shared responsibility for collaborative work						
6. Student works effectively in a climate of ambiguity and changing priorities						
7. Student demonstrates engaged body language.						
8. Student comprehends when it is appropriate to listen						
9. Student comprehends when it is appropriate to speak						
10. Student uses empathetic language while communicating with group						



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members						
11. Student treats others with dignity and respect						



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Essential Question

- How can reflecting on our selling experiences help to improve our future sales strategies?
- How can I use questions to demonstrate active listening and improve my understanding of other peoples' perspectives?
- How can I use my sales records and business math strategies to calculate my revenue, profit and donation?

Lesson Overview

In this class, students will calculate their profits and experience the satisfaction of determining how much money they can give to support their charity/cause. After making the donation, they will then decide how to spend the remaining profits to reward their hard work.

Key Terms: *giving, collaboration, active listening, percentage, donation*

Lesson Objectives

21st Century Skills Standard

- Use questions that deepen understanding of other people's perspective
- Uses empathetic language while communicating with group members
- Treat others with dignity and respect

Common Core Standards

CCSS.ELA-Literature Standards (RL)

- 6.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Informational Text Standards (RI)

- 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.



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CCSS.ELA-History/Social Studies (RH)

- 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Writing Standards (W)

- 6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Writing in History/Social Studies (WHST)

- 6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objective

- Students will be able to work individually and in small groups to calculate their team's revenue and profit.
- Students will be able to work individually and in small groups to calculate their team's giving amount.
- Students will be able to calculate the percentage of their profit they will donate to charity.
- Students will be able to formally donate to a charitable cause

Lesson Agenda

10 Minutes

Warm Up: Brainstorming Class Reward



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20 Minutes	Activity 1: Reflecting on Selling Day
15 Minutes	Activity 2: Calculating Revenue & Profit
15 Minutes	Activity 3: Calculating Giving Amount
5 Minutes	Activity 4: Making the Donation
15 Minutes	Activity 5: Intro to New Material: WOW! Time
10 Minutes	Closure and Assessment

OHA Lesson 9: Loan repayment

Lesson Preparation

Prior to the day of teaching:

- Ensure you have access to an LCD projector and a white board or flip chart with pens
- Adjust your co-teaching plan, as needed, based on your experience in previous lessons
- Write each business team name in a visible location on the whiteboard or a flip chart to later record the profit each team earned and the amount that team will give.
- Ask the charity where you will make your donation to provide a certificate for the class in recognition of their hard work and support of the given cause. You may need to call or write to the charity.
- Make a copy of the Formative Checklist and write students' names onto the first row of the checklist.

On the day of teaching:

- Ensure you have a working internet connection so you can make the online donation.
- Set up computer and LCD projector to ensure slides can be shown
- Make copies of the "Reflecting on Selling Day" worksheet (one for each student)
- Make copies of the "Profit & Giving: How Much?" worksheet (one for each student)
- Make copies of the "Exit Ticket" worksheet (one copy for every student)
- Ensure you have the teams' completed "Business Team Loan Agreement" worksheets (from lessons 3 and 8) on hand

Materials



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- LCD projector
- Laptop or computer with internet access
- White board or flip chart and pens
- OHA Lesson 9 slides
- Blank paper
- Copies of the "Reflecting on Selling Day" worksheet (one for each student)
- Copies of the "Profit & Giving: How Much?" worksheet (one for each student)
- Copies of the "Exit Ticket" worksheet (one for each student)
- The teams' completed "Business Team Loan Agreement" worksheets (from lessons 3 and 8)
- 1-2 copies of the "Formative Checklist" with students names written in to the top row

Warm Up
Brainstorming Class Reward
(10 Minutes)

Overview: In this activity, students will determine their end-of-class "reward." This reward will be funded by the profits that remain after they've made their donation to charity.

Brainstorming Rewards

- **Remind** students that, at the beginning of the OHA, we agreed to donate a percentage of our profits to charity, save a percentage, and spend a percentage. **Elicit** the percentages you agreed on and write them on the board.
- Now **tell** students that we need to decide how to use our savings and spending money. **Write** the following columns on the board and **ask** for a few example answers:

Saving	Spending

- After you've written a few examples on the board, **have business teams brainstorm** a few more ideas together and **write** them down on a sheet of paper
- After 5 minutes, have the teams **share** their suggestions and **write** them on the board



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- Once all on the answers are on the board, **take a vote** to determine how your class will use the profits they've devoted to savings and spending
 - o *Note:* It has been found by other educators that the following are activities that may work:
 - Students purchase leftover or extra materials to make products they can keep for themselves or sell on their own, as opposed to having to sell them as a team
 - Students donate a larger percentage (or all) of their profits to charity
 - Students reinvest the money in their teams so they can continue running their businesses and raising money for the same cause or a new cause
 - Students donate the money to Citizen Schools so they next Citizen Schools OHA class has money to start their businesses
 - Use the money to purchase pizzas for a pizza party in the next class.
 - Use the money to purchase ice cream and toppings for an ice cream party in the next class.
 - Let the students vote on new toys or supplies for the classroom.
 - Arrange for a field trip to a current movie playing at a nearby movie theater.
 - o *Note:* Some rewards may require parental consent or verification of food allergies. Where possible, provide your students with a choice on which they can vote, so they feel as though they have a say in the use of their money.

Activity 1:
Reflecting on Selling Day
(20 Minutes)

Overview: In this activity, students will identify strategies that worked for them when selling products, and things that they can improve to increase sales (based on what did not work as planned). They will also identify strategies that helped them work as a team on sell day and strategies that they could employ to improve their teamwork during selling events.

Identifying Strengths and Areas for Improvement

- **Ask** business teams to work together to determine a list of strengths and areas of improvement for both selling and teamwork, using the "Reflecting on Selling Day" worksheet



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- **Tell** each team that they should come up with at least 6 items for each column, being sure to **identify** strengths in their sales and teamwork strategies and ways in which they can improve their strategies
 - *Example sales strengths:* being friendly to customers, referencing the charity, using sales words, etc.
 - *Example teamwork strengths:* members worked together to keep materials well organized during the selling event
 - *Example sales improvements:* customers always had to ask for prices, so prices should be included in the sales pitch.
 - *Example teamwork improvements:* members interrupting each other when speaking with customers; some members not speaking with customers
 - *Teacher's Note:* If you have enough whiteboard space or access to flip chart paper, students can complete this activity using those media.
- **Tell** the teams they have 10 minutes to complete the worksheet
- **Circle** the room making note of strong collaborative behavior and language you observe and **complete** the Formative Checklist
- After students complete the activity, **share** the examples of strong collaborative behavior you observed with the group.

Preparing Presentations and Active Listening

- **Tell** the class that each team will now share their sales day reflections with the class and other teams will provide feedback and suggested solutions to the challenges they share
- **Remind** them that when teams are sharing, students will need to demonstrate active listening (eye contact, nodding, taking notes) and provide feedback in the form of recommendations
- **Pass out** blank sheets of paper that students should use to write down their suggested solutions to the challenges they hear. **Tell them** you will collect these papers at the end of the presentations to ensure they were listening and participating in the activity.
- **Allow** the teams to share their reflections with the class and students to make recommendations for ways to improve their sales and teamwork strategies.
- **Record** the teams' strategies for improvement and post them in a visible location in the classroom.
- **Ask** students to identify common themes or patterns, and **discuss** as needed or **answer** questions.



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Transition

- **Say** "It seems that you've made some great discoveries regarding your sales and teamwork strategies that you can use in the future. In addition to our strategies, we also need to look at our outcomes – how much did we earn? How much can we give to charity? That will be the focus of this lesson so we can finally use our earnings to reward ourselves and help others."

Activity 2:

Calculating Revenue & Profit (15 Minutes)

Overview: In this activity, students will put into practice the concepts of cost, revenue, and profit from earlier in the One Hen Academy. They will determine how much money they have to work with after repaying their loans (their profit).

Preparing students for the day

- CT **reads** the Agenda and Objectives for the day to the class
- CT links Lesson 8 to today's lesson by **saying** "In our last class we sold our products and earned revenue. Now we need to look at our sales tracking sheet and to determine our revenue, calculate our total profit and determine how much we will donate to charity. This will involve some math, so let's work collaboratively to check one another's calculations."

Calculating our Profit

- **Review** cost, revenue, and profit using the OHA Lesson 9 slides.
- **Hand out** the "Profit & Giving: How Much?" worksheets to each student and **read** the directions out loud.
- **Ask** each student to complete the first two sections of the worksheet as their teams work together to determine their revenue and profit.
 - *Teacher's Note:* They should use their "Selling Day: Tracking Sales" worksheets to figure out their revenue, and subtract their loan repayments to calculate their profit.
- **Make it clear** that they should only focus on cost, revenue, and profit at this point.



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- o *Teacher's Note:* You may need to visit each group to make sure they are able to complete the addition and subtraction needed for this activity.

- **Tell** managers to count their money to compare it to the profit they calculate.
- After amounts have been verified, ask a member of each team to **share** the amount of profit their team made.

Transition

- **Say** "It's great to see how much we earned in profits – now we need to calculate how much we'll give to charity. Can anyone remember what percentage of our profits we said we'd donate to charity?" (*elicit answer and move into next activity*)

Activity 3:
Calculating Giving Amount
(15 Minutes)

Overview: In this activity, students will finally determine how much money they will be able to give (as a team and as a class) to the charity and cause they voted to support earlier in the One Hen Academy.

Calculating our Team's Donation

- **Use** the OHA Lesson 9 slides to reintroduce percentages and briefly clarify that percentages are easier to work with as decimals.
- **Ask** students to now complete the last two sections of their "Profit & Giving: How Much?" worksheets; they should multiple their profit amount by the decimal version of their giving percentage (e.g., 0.25 for 25%, 0.50 for 50%, and so on).
- When ready, **ask** a member of each team to share with the class how much money their team will be able to give to support the charity and cause. **Record** these on a white board or a flip chart (see: "Calculating Revenue & Profit").

Determining our Class Donation

- Next, work as a whole class to **add** up the giving amounts to find the class total.



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- When calculated, **write** this amount in a visible location and congratulate the whole class.



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Activity 4:
Making the Donation
(5 Minutes)

Overview: In this activity, students will make their donations to charity as a class.

Making the Donation

- **Make** the charitable donation online using a projector.
- If you were able to **secure** a certificate from the selected charity, **present** this certificate to the students now.
- If you were able to **invite** a representative from the selected charity, **allow** the representative to make a brief presentation to the class now.
- **Congratulate** the students once more on their hard work.

Activity 5:
WOW! Time
(15 Minutes)

- **Say:** I know we've talked a lot this semester about how we're working towards the WOW! and the time is actually here! We know you're ready because we've seen you mastering teamwork and social entrepreneur skills over the past eight weeks.
- **Build Excitement for the WOW!**
 - o **Paint a picture** for the students of what the WOW! will look like and highlight things that will make it look and feel special.
 - For example, you could **mention** what it feels like to have a roomful of people listening to their sales pitches, applauding their team work presentations, and purchasing their products after the presentations
 - **Tell a story** from your own experience that really highlights what makes conclusive,



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collaborative presentations and sales events special.

- **Remind the students** that the experience they gained during their Selling Day and the reflections they wrote will enable them to make stronger, more convincing presentations and sales pitches that improve their product sales.
- **Review logistics:**
 - When, where, who, and (what to wear) of the WOW!
 - Date and time
 - Location
 - Who will be in the audience
 - How presenters should dress
- **Show** students where they will stand before, during and after they present and where they will sell their products after the presentation
 - If you're not in the presentation/sales space, diagram the space, including where they will stand for the presentation and where they will sell their products after the presentations.
- **Emphasize etiquette** during the presentations:
 - If students are standing on the stage, they should be silent and still during the presentation so they don't distract from the presentations.
 - If they are backstage, emphasize the importance of silence.
- **Check for Understanding:** Confirm that students understand by eliciting from them the basic logistics such as date, time, who they should invite. Answer any questions the students may have at this time.

Closure and Assessment
(10 Minutes)

- **Congratulate** students on another productive day
- **Distribute** the exit ticket and **ask** students to complete the answers and give it to you before they leave



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the classroom.

- As the students are completing the exit tickets, the **collect** all student worksheets and store them in their respective business team folders.



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Reflecting on Selling Day

Your Name: _____

Use this activity book to come up with a list of strengths and needs for your business team.



Strengths are things that your team did well and you should do again. Needs are things your team should improve on to sell better and improve your teamwork.

STRONG SALES STRATEGIES	SALES STRATEGY NEEDS
<p><i>Write 3 of your business team's sales strengths:</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p><i>Write 3 of your business team's sales need:</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

What is one thing YOU can do to help your business team sell more products?

I can: _____



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One Hen™
learn, play, make a difference

What's something everybody on your team can do to help sell more products?

We can: _____

STRONG TEAMWORK STRATEGIES	TEAMWORK STRATEGY NEEDS
<p><i>Write down 3 of your teamwork strengths:</i></p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p><i>Write down 3 of your teamwork needs:</i></p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>

What is one thing YOU can do to help improve your group's teamwork?

I can: _____



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What's something everybody on your team can do to improve your group's teamwork?

We can: _____



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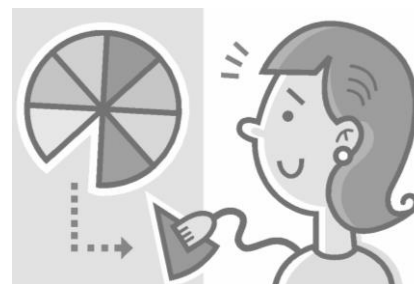
Profit and Giving: How Much?

Your Name: _____

1. **What's your REVENUE and your COST?** *Fill in the blanks with the dollar (\$) amounts.*

REVENUE: My team earned \$ _____

COST: We had to repay \$ _____



2. **Figure out your team's PROFIT!** *Fill in the blanks with the appropriate dollar (\$) amount.*

REVENUE: \$ _____ (use your revenue from #1)

- **COST:** - \$ _____ (use your cost from #1)

= PROFIT! = \$ _____

3. **Determine how much money your team will give to charity!** *Fill in the blanks with the appropriate dollar (\$) amount and percentage (we can do this together):*

PROFIT: \$ _____ (use your profit from #2)

× **PORTION (%)**: × _____ %

= GIVING: = \$ _____

4. **Round up the amount you'll give and fill in the blank:**





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My team will give \$_____ to charity!



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Lesson 9: Exit Ticket

Your Name: _____

Fill in the blanks with words from the word bank

<i>Role</i>	<i>Contact</i>	<i>Long</i>	<i>Notes</i>
<i>Contributes</i>	<i>Nod</i>	<i>Order</i>	
<i>Raise</i>	<i>Struggling</i>	<i>Attention</i>	<i>Respectful</i>

To make a collaborative presentation, we should....

1. Assign everyone a speaking _____
2. _____ the speakers so no one interrupts
3. Ensure everyone _____ to the presentation
4. Ensure the presentation does not run on too _____ so other teams have time to present
5. Help teammates who may be _____ to present or answer a question

To show active listening, we should....

6. Make eye _____ with the speaker
7. Take _____ on what we hear
8. _____ if you agree with something you hear



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9. Ask questions that demonstrate you have been paying _____
10. Ask questions that are polite and _____
11. _____ your hand to ask a question and wait to be called on

Complete the following questions

12. My team's revenue was _____.
13. My team's profit was _____.
14. My team will donate _____ to charity.

Formative Checklist

A = Advanced M = Mastery D = Developing A = Attempting

<i>Enter student names here</i>						
1. Student uses questions that deepen understanding of other people's perspective						
2. Student deals positively with praise and criticism for and from peers						
3. Student negotiates and balances diverse views and beliefs to reach workable solutions						



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4. Student adjusts work to facilitate collaboration						
5. Student assumes shared responsibility for collaborative work						
6. Student works effectively in a climate of ambiguity and changing priorities						
7. Student demonstrates engaged body language.						
8. Student comprehends when it is appropriate to listen						
9. Student comprehends when it is appropriate to speak						
10. Student uses empathetic language while communicating with group members						
11. Student treats others with dignity and respect						



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Essential Question

- How can we work collaboratively to develop a strong team presentation that demonstrates what we've learned during the One Hen Academy Apprenticeship?
- How can we reflect on our sales strategies to get better results as a team?

Lesson Overview

This class will help students prepare for their **One Hen WOW!** presentations. During the **One Hen WOW!** Student teams will present their business projects to a panel of judges from Citizen Schools and One Hen. Each team will have up to 5 minutes to make a presentation that should include a poster and may include other creative elements such as skits, songs, demonstrations, role plays, etc. Every team member should actively participate in preparing the presentation and have a speaking role during the presentation. In addition to showcasing their teamwork and collaboration skills, the WOW! will also provide an opportunity for students to share their sales pitches, marketing skills, and the strategies they developed during the sales day reflection activity in week 9. After all groups have presented, students will host a second sell day and invite audience members to support their selected charity by purchasing the products they've made.

Lesson Objectives

21st Century Skills Standard

- Negotiate and balance diverse views and beliefs to reach workable solutions
- Adjust work to facilitate collaboration
- Assume shared responsibility for collaborative work
- Treat others with dignity and respect

Common Core Standards

CCSS.ELA-Informational Text Standards (RI)

- 6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-History/Social Studies (RH)

- 6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in



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print and digital texts.

CCSS.ELA-Speaking and Listening Standards (SL)

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.
- 6.SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.MATH-Expressions and Equations (EE)

- 6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

CCSS.MATH-The Number System (NS)

- 6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Content Objective

- Students will be able to use the knowledge and strategies they have learned during the past 9 lessons to develop a team presentation demonstrating their knowledge and understanding of financial literacy, social entrepreneurship and collaboration skills.
- Students will make at least one change to their team's sales strategy based on their successes and challenges in the first Sell Day.

Lesson Agenda	
15 Minutes	Warm Up: Jeopardy Review Game
20 Minutes	Activity 1: Preparing for the WOW! Posters and Practice
40 minutes	Activity 2: Planning and Practicing our WOW! Presentations
15 Minutes	Closure and Assessment: Administering the One Hen Academy Check-Out

OHA Lesson 10: Preparing our One Hen Academy WOW! Presentations

Lesson Preparation
Prior to the day of teaching: <ul style="list-style-type: none">• Determine where and when the One Hen Wow! presentations will be held



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- Finalize the presentation order, if you haven't already.
- If possible, arrange for students to practice their presentations in the WOW! location so they can feel fully prepared on presentation day
- Determine a space for the post-presentation selling event and any materials you will need (such as tables, signs, etc.)
- Check out the performance space, and if possible, secure the audio equipment for the run through.
- If possible, plan to hold class in the same space as the WOW! will take place.
 - Back up: make a diagram of the performance space and create a makeshift stage in the classroom.
- Determine who (the CT or the TL or someone else) will act as MC during the event

On the day of teaching:

- Bring 1-2 poster boards for each team
- If possible, audio equipment (microphone) that will be used in the WOW!
- Prepare markers, magazines, scissors, glue sticks and other materials for students to use as they prepare their presentations.
- Make copies of the **2-sided** "One Hen Academy Check-Out" worksheet (one for each student)
- Make copies of the "One Hen WOW! Presentation Components" worksheet (one for each team)
- Draw a Jeopardy chart on the board that looks like this:

One Hen Storybook	Business Math	Charitable Causes	Collaboration
\$100	\$100	\$100	\$100
\$500	\$500	\$500	\$500
\$1,000	\$1,000	\$1,000	\$1,000

Materials

- If possible, audio equipment (microphone) that will be used in the WOW!
- Copies of the 2-sided "One Hen Academy Check-Out" worksheet (one for each student)
- Copies of the "One Hen WOW! Presentation Components" worksheet (one for each team)
- Poster board (1 – 2 for each team)



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- Markers, magazines, scissors, glue sticks and other materials for students to use as they prepare their presentation posters.

Warm Up: Jeopardy Review Game (15 Minutes)

Overview: In this activity, students will play Jeopardy game to review everything they've learned in One Hen Academy.

Jeopardy

- Ensure you have **drawn** the following Jeopardy chart on the board before the class begins

One Hen Storybook	Business Math	Charitable Causes	Collaboration
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300

- **Explain** the following Jeopardy instructions:
 - o Each team will have a turn
 - o When it's your team's turn, you will select a column and dollar amount
 - o Your selection will corresponds to a question about the selected category.
 - o More expensive questions are more difficult.
 - o If the team cannot answer the question in 1 minute, other teams will have a chance to answer.
 - o You will keep track of who earns the most money and give them a prize at the end of class
- **Play** the game using the attached Jeopardy questions
- *Teacher's Note: Depending on your available time, you can make this game short or longer by adding or removing columns and questions*



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Activity 1:

Preparing for the WOW! Posters and Practice (20 Minutes)

Overview: In this activity, students will prepare for their WOW! presentations

WOW! presentation instructions

- **Explain** to the students that today's class will be devoted to preparing for the WOW! presentations.
- Then **provide** the following details:
 - o During the One Hen WOW! Student teams will present their business projects to a panel of judges from Citizen Schools and One Hen.
 - o Each team will have up to 5 minutes to make a presentation that should include a poster and may include other creative elements such as skits, songs, demonstrations, role plays, etc.
 - o Every team member should actively participate in preparing the presentation and have a speaking role during the presentation.
 - o At the end of the One Hen WOW, judges will award teams in the following categories:
 1. Best Presentation Preparation
 2. Best Teamwork Strategies
 3. Best Advice to Future One Hen Academy Participants
 4. Best Collaborative Presentation
 - o After their presentations, they will have an opportunity to sell their product to the audience members.
- **Invite** students to ask questions and answer them.

Collaboration Reminder

- Before passing out materials, ask students to recall our discussions and practice of "collaboration" and "respect" and think of ways they can work collaboratively to prepare this presentation and treat one another and their teacher(s) with respect.
- **Write** their answers on the board. Possible answers could be:
 - o Assign group members different "jobs" to ensure everyone is contributing and working together
 - o Share materials
 - o Help teammates who need it



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- o Don't steal materials or ideas from other groups
- o Perform your assigned roles
- o Give feedback to those who contribute ideas
- o Raise your hand and wait your turn if you have a question for the teacher
- o Help members who are becoming distracted to stay on task
- o Work together to complete the tower and worksheets
- o Compromise with others, when needed



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Activity 2:

Planning and Practicing our WOW! Presentations

(40 Minutes)

Preparing our Presentations

- **Ask** student to sit with their business teams and then **tell** them what order they will present in (also write it on the board)
- The **pass out** poster board, markers, scissors, magazines, etc. and the business team folders with their work from the course
- **Tell** the teams they have the rest of the hour to prepare their posters and any other visual aids they want to bring to the presentation (such as product samples, worksheets from previous lessons, etc.)
- Before they start to work on their presentation posters, **ask** the teams to decide who will complete the following roles by filling out the "One Hen WOW! Presentation Components" worksheet. **Hand out** the worksheet and go through each of the following roles (*Note*: some students may have to take on more than one role):
 - o Person who will describe the product you developed and add it to the poster, if the team wants it included
 - o Person who will describe your business team's costs, revenue and profit and add it to the poster, if the team wants it included
 - o Person who will describe the charity you donated to and add it to the poster, if the team wants it included
 - o Person who will describe the role each member played in making their business a success and add it to the poster, if the team wants it included
 - o Person who will describe the challenges their team faced when working together and how they overcame them and add these details to the poster, if the team wants them included
 - o Person who will describe the strategies they employed to work together as a team and add these details to the poster, if the team wants them included
 - o Person who will describe one sales strategy their team changed or improved after reflecting their Selling Day experience and add it to the poster, if the team wants it included
 - o Person who will explain the advice their team would give to other One Hen Academy students to help them work together effectively and add this advice to the poster, if the team wants it included
- As the teams start to work on their posters, **circle** the room **helping groups** and **making sure students**



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stay on task

- o The TL should **ensure** each team has completed the "One Hen WOW! Presentation Components" worksheet and help groups that finish quickly or need to produce more thorough work
- o The CT should **ensure** each team has developed a visually appealing, thorough presentation poster and help groups that finish quickly or need to produce more thorough work

Practicing the WOW! Presentations

- When the teams being to finish their posters, **tell** the students to **spread out** around the space to take turns rehearsing their presentations
- **Remind** the students that they should go through their presentations multiple times because great presenters rehearse A LOT.
- **Tell** them that during this time you will come around to each group for a quick check in.
 - o As you circle the room, **encourage** teams to ask you questions
 - o **Spend time** with each group to ensure they understand all of their WOW! responsibilities and feel confident about their presentations, posters, and the final selling event

Closure and Assessment

Administering the One Hen Academy Check-Out

(15 Minutes)



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Administering the Check-Out

- **Congratulate** students on completing the apprenticeship and share that you are looking forward to seeing them share their great work at the WOW!
- To avoid the stigma associated with words like "test" or "assessment," it is encouraged that you **present** this assessment as a "check out" that help you to see what they have learned during the One Hen Academy.
- The questions in the assessment are general multiple choice or word fill-in. If a student has difficulty reading or writing, you may wish to **seek assistance** for them, or administer as much of the test as possible orally.
- The OHA Check-Out contains the following sections, broken into various types of questioning:

Section	Question Type(s)
Personal Financial Literacy	Labeling
Basic Economic Concepts	Fill in the blank
Global Awareness & Citizenship	Multiple choice
Entrepreneurship	Multiple choice
Marketing Concepts	Definition matching
Personal Initiative & Leadership	Multiple choice

- **Distribute** the Check-Out and **ask** students to complete the answers and give it to you before they leave the classroom.

Reporting OHA Check-In Results to One Hen, Inc.

- It is important that you **report** the results of your students' OHA Check-Out to One Hen, Inc. Please **scan** the paper tests and **email** the file to letters@onehen.org or **mail** the hard copies to One Hen, Inc., P.O. Box 920048, Needham, MA 02492
- You should **include** the following details with your report:
 - o Your name
 - o The grade level and course you teach
 - o The number of students assessed



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Note: Your report helps One Hen to improve, not only the OHA assessments, but the content of the One Hen Academy, for future educators and students. With this small report, you can make a big difference!



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One Hen Academy Check-Out

Your Name: _____

Labeling: Personal Financial Literacy

1. Abraham goes to the store to buy a few items and needs to decide what he wants and what he needs. (*Write a **W** for a want or an **N** for need on the line for each item*)
- | | |
|----------------|----------------------|
| a. Water _____ | b. Video Games _____ |
| c. Candy _____ | d. Bread _____ |

Fill In: Basic Economic Concepts

*Fill in the blanks for questions 3-6 using the terms **loan**, **interest**, **revenue**, **cost** or **profit**.*

2. Suzie wants to sell lemonade. She borrows \$10 from her mother, who tells her that she must pay the money back. The money that she *borrow*s is called a _____.
3. Suzie has to repay her mother the initial \$10 plus an extra \$1. This *extra* dollar is an example of _____.
4. With the \$10, Suzie buys 10 lemons for \$1 each. The money she *spend*s is called her _____.
5. She then sets up her lemonade stand and sells 5 cups of lemonade for \$4 each, making \$20 in all. This money she *earn*ed is called _____.
6. At the end of the day, she pays back \$10 plus the extra \$1 and has \$9 left to spend. The *remain*ing money is called her _____.

Multiple Choice: Global Awareness & Citizenship

7. Which continent is **Ghana** in? (*Circle the best answer*)
- | | |
|------------------|------------------|
| a. Australia | b. Africa |
| c. North America | d. South America |
| e. Asia | f. Europe |
8. If you gave back to your **community**, who would you be helping? (*Circle the best answer*)



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- a. people who live in my neighborhood or city
- b. people in my family
- c. people who live in the same country as me

9. If you gave back to a **global cause**, who would you be helping? (*Circle the best answer*)

- a. people who live in my neighborhood or city
- b. people who live in the same country as me
- c. people with a shared need, no matter which country they live in

10. What is an example of a current **issue** or **need** in a country *outside* of the United States? (*Fill in the spaces with the best answer you can think of*)

- a. Name the country: _____
- b. Write that country's issue or need _____
- c. What is **one possible solution** to this issue or need in that country?

Multiple Choice: Entrepreneurship

11. Who is an **entrepreneur**? (*Circle the best answer*)

- a. A person who makes a lot of money through their business
- b. A person who takes over somebody else's business
- c. A person who starts a business, taking risks by investing money to make more money

12. Who is a **social entrepreneur**? (*Circle the best answer*)

- a. A person who volunteers at a local charity
- b. A person who develops a new business idea to address a social issue
- c. A person who donates their money to organizations in other countries

13. Are you interested in starting your own business? (*Circle the best answer*)

- a. Yes
- b. No
- c. I don't know

14. Do you think you would be successful with your own business? (*Circle the best answer*)

- a. Yes
- b. No
- c. I don't know



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Word Matching: Marketing Concepts

15. Draw a line to connect each word on the left to its definition on the right. You should use each word and each definition only once.

CUSTOMER	<i>Quick talk to get people excited about your business.</i>
LOGO	<i>Special words that businesses use to encourage customers to buy a product.</i>
SALES WORDS	<i>Someone who buys something.</i>
SLOGAN	<i>A picture, the name of the business, a image, etc. of a business's brand.</i>
SALES PITCH	<i>A catchy and memorable phrase that a business uses in their marketing.</i>

Multiple Choice: Personal Initiative & Leadership

16. Which of the following is NOT a trait of somebody who manages other people? (*Circle the best answer*)

- | | |
|----------------|--------------|
| a. Friendly | b. On-time |
| c. Works alone | d. Organized |

17. Which of the following is NOT a trait of somebody who makes things? (*Circle the best answer*)

- | | |
|--------------|----------------|
| a. Focused | b. Creative |
| c. Motivated | d. Inefficient |

18. Which of the following is NOT an appropriate trait of somebody who sells things? (*Circle the best answer*)

- | | |
|---------------|------------------|
| a. Friendly | b. Unmotivated |
| c. Persuasive | d. Knowledgeable |



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Jeopardy Questions

One Hen Storybook	Business Math	Charitable Causes	Collaboration
\$100 What is the name of real the man who inspired the story of Kojo in <i>One Hen</i> ? <i>Kwabena Darko</i>	\$100 The money you have left over when you subtract your cost from your revenue is called your ____? <i>Profit</i>	\$100 A person who undertakes or establishes an enterprise with the aim of solving social problems is called a ____? <i>Social Entrepreneur</i>	\$100 This means coming to an agreement that is acceptable to both people by each "giving in" a little. <i>Compromise</i>
\$200 What kind of business does Kojo start? What is the name of this business in real life? <i>A poultry farm.</i> <i>Darko Farms</i>	\$200 Last month Darko Farms earned \$20,000 in profits and Dr. Darko donated 10% to charity. How much did he donate? <i>\$2,000</i>	\$200 An initiative or goal to solve a <i>local or global</i> issue is a ____? <i>Cause</i>	\$200 When someone is speaking or expressing their opinion, what are 3 ways you demonstrate active listening to show them respect? <i>Possible answers:</i> - Asking questions about their presentation - Making eye contact with them - Nodding to show you're listening - Taking notes - Not interrupting them



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			- Raising your hand if you have a question or comment
<p>\$300</p> <p>In which country and on which continent is does the story of One Hen take place?</p> <p><i>Ghana and Africa</i></p>	<p>\$300</p> <p>I made 10 cups of lemonade. Each cup included the juice of 1 lemon and 4 packets of sugar. The lemons cost \$1 each and the sugar packets cost \$0.25 each. What were my total costs for the 10 cups of lemonade?</p> <p><i>\$20</i></p>	<p>\$300</p> <p>Name 3 charities and their causes.</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> - American Cancer Society (Eliminating cancer) - YMCA (Helping young people in need) - Goodwill (Helping people with disabilities) - Salvation Army (Helping the poor and hungry) - Boys and Girls Club (Providing afterschool programs for young people) - Habitat for Humanity (Providing housing for people in need) - Red Cross (Providing emergency assistance, disaster relief) - Doctors without Borders (Providing emergency medical aid to sick people) - World Vision (Eliminating 	<p>\$300</p> <p>Describe 3 ways you can work collaboratively with your team members?</p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> - Assigning roles to each member - Listening to one another's ideas. - Offering assistance to those who needed help. - Sharing materials - Giving feedback to those who contributed ideas. - Allowing everyone to help complete worksheets - Allowing everyone to help prepare products



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		<i>poverty and injustice)</i> <i>- Feed the Children (Hunger alleviation for children)</i>	
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Handout: One Hen WOW! Presentation Components

Your Business Team Name: _____

Your team's One Hen WOW! presentation should include the components listed below. Complete this form to make sure you prepare each item.

A description of the product we developed		YES NO
Our business costs, revenue, and profit		YES NO
A description of the charity we donated to		YES NO
The role each member played in making our business a success		YES NO
Challenges we faced when working together and how we overcame them		YES NO
Strategies we employed to work together as a team		YES NO
One sales strategy we changed or improved after reflecting our Selling Day experience		YES NO
Advice we would give to other One Hen Academy students to help them work together effectively		YES NO

Reminder: At the end of the One Hen WOW!, judges will award teams in the following categories:



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Best Presentation Preparation

Best Advice to Future One Hen Academy Participants

Best Teamwork Strategies

Best Collaborative Presentation

Note: *Judges will also rate individual students on the following skills*

1. Student deals positively with praise and criticism for and from peers
2. Student adjusts work to facilitate collaboration
3. Student assumes shared responsibility for collaborative work
4. Student demonstrates engaged body language.
5. Student comprehends when it is appropriate to listen
6. Student comprehends when it is appropriate to speak
7. Student uses empathetic language while communicating with group members
8. Student treats others with dignity and respect
9. Student and his/her teammates demonstrate an understanding of key financial literacy terms and business vocabulary such as cost, interest, revenue, profit, etc.
10. Student and his/her teammates demonstrate a coherent understanding of social entrepreneurship through words, posters, and other different media or formats
11. Student's team poster effectively integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
12. Student's presentation includes logically sequenced ideas, appropriate facts and relevant, descriptive details to support main ideas or themes
13. The student and his/her team demonstrates an understanding of how to calculate profit and interest rates using the standard mathematical algorithms