



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 11.10:** Where Do I Start? What Should I Know?



### INTRODUCTION

---

**Annotation:**

In this unit, students will understand important financial terms and concepts. Students will participate in various class and group activities to enhance their understanding of finances and funding of an entrepreneurial business.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** One 50 minute period

**Author:** Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

**Additional Author(s):** Appreciation is extended to the National FFA organization for partial use of lesson plan.

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

---

### GPS Focus Standards:

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

### GPS Academic Standards:

### National / Local Standards / Industry / ISTE:

NSS-EC.9-12.11 Money

NSS-EC.9-12.14 Entrepreneurs



## UNDERSTANDINGS & GOALS

---

### Enduring Understandings:

- Students will understand the importance of funding an entrepreneurial business.
- Students will understand the importance of identifying financial terms.

### Essential Questions:

- Why is it important to understand the process of financial planning?
- Why is it important to understand how to obtain funding for your entrepreneurial business?
- Why is it important to understand where the money comes from to start a business?

### Knowledge from this Unit:

- Students will be able to define the necessary terms to create financial documents related to entrepreneurship.
- Students will be able to identify key steps to beginning the entrepreneurial process.

### Skills from this Unit:



# ASSESSMENT(S)

---

## Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

## Assessment(s) Title:

Financial Planning Test

## Assessment(s) Description/Directions:

Students will complete a test that covers the vocabulary presented in this lesson. Key is attached within the test.

## Attachments for Assessment(s):

Financial Planning Test with KEY



# LEARNING EXPERIENCES

---

## Sequence of Instruction

### 1. Interest Approach

As students enter the room, write the following statement on the board, “On the first day of school as a freshman, I was thinking \_\_\_\_\_ and feeling \_\_\_\_\_.” Ask students to respond quietly on a sheet of paper or in their journals/notebooks.

*“Before we begin today, let’s take a look back at the first day of school your freshman year. Quietly record what thoughts were going through your mind on that first day. What were you thinking and feeling? Take the next few moments to think and record your thoughts in your notebooks. Be ready to share when called on.”*

Give students an appropriate level of time to record their thoughts, and begin a discussion allowing students to share. If students are reluctant, the instructor may begin the discussion—for example, many teachers are nervous/excited on the first day.

*“Those are some great thoughts! Thanks for sharing with each other. Think for a moment about what you needed to know the first day of school. What things did you absolutely need to know? For example, you obviously needed to know where your classes were. What other things were necessary?”*

Allow students to share and then connect discussion to what they need to know about the financial planning of an entrepreneurship.

*“Great examples. Now imagine that it is 15 years from now, and you are opening your own business. You have a product or service set up, employees and a way to gain customers...but what would you need to know before you actually open your business?”*

*“As we move forward in your entrepreneurial planning, realize that there are definite things that we need to know before we begin creating our financial plans. Some of the same feelings that we discussed about the first day of school can surface when thinking about ‘Where do I even start with my enterprise?’ By now you have some great ideas, but it can be overwhelming. However, try and start organizing your thoughts and finances. Raise your hand if you are feeling a little freaked out about the financial planning of your new business.”*

Potential opportunity for students to share thoughts about the planning process.

*“Well, I have some good news. Last time, we investigated marketing our products and we are all aware of the importance of finances to entrepreneurs. Today we should become very familiar with some key terms necessary to start creating financial plans or a budget. Some of you may even have the opportunity to present your financial documents to a banking expert...would they be willing to support your plan with a loan? Let’s dive in and see where that entrepreneurial spirit takes us!”*

### 2. Beginning the Entrepreneurial Process

*“In the morning, how many of you put both of your socks on and then both of your shoes on? How many of you put a sock and then shoe on, then do the same with the other foot? How many do it differently each time?”*

Allow students to respond by show of hands.

Students will not complete the graphic artist activity. This activity challenges students to visually represent the meaning of a vocabulary word using the word’s shape and related symbols. This activity helps students to visually remember each term.

*“We have some similarities in that we all pretty much start with the socks, then follow with our shoes. Can you imagine putting your socks on over your shoes? When we start organizing our finances for our enterprise, key steps need to be taken, but there are a variety of ways to complete them.”*

*“Let’s start by looking at terms we need to identify before we go any further. Here are some handouts with definitions that are important to starting our financial planning along with a blank piece of paper. With the piece of paper, please fold it in thirds and then in thirds again, creating nine boxes on each side. As we discuss each term, write the term to visually represent the meaning of the word on your blank paper that has been divided into 18 boxes, front and back. Use the word’s shape and related symbols to represent what each term means.”*

Write s-----l-----o-----w on a public writing surface.

*“A general example would be the word slow. To depict this word you might write s-----l-----o-----w. For example, we will discuss the term **variable costs**. You may wish to draw variable with both upper and lower case letters i.e. **vaRIAbLe CoSt\$**. Be creative; your drawings are to help you remember each term! Some will be more of a challenge than others, but just do your best and be ready to share what you have created. If you struggle with a term for ideas, skip it and move on. What questions are there?”*

Distribute Financial Planning Terms Handout and have brief discussion to clarify each term. Ask students to draw a visual representation of each term as you explain them. For example, for breakeven, students might write the word broken right in the middle with the parts of the “K” written separate from each other. Present examples of each throughout the discussion to clarify examples for students.

*“As you can see, there are definitely some important terms to know before we can begin our financial planning. Let’s make sure that we have some tools to help us remember and recognize them as we move forward.”*

*“Next, let’s take a look back at the beginning of the lesson and that first day of school. Just like we needed a class schedule, class materials and a backpack to be successful the first day, we now have the tools we need to dive into the financial process.”*

*“We now have some tools under our belt for an entrepreneurial venture such as marketing ideas, a set of objectives and goals, and we have defined some financial terms. So where do we get the money to start our business? Where do we even begin? Let’s explore this concept. When you receive this handout, please follow along diligently because we will use the information in an activity following a brief description of each concept.”*

Distribute Funding Your Business Handout and describe each concept briefly, answering and asking questions as needed. Go over the handout with students. Before proceeding to the “Where Does the Money Come From?” section, begin a short discussion.

*“We definitely have the tools and vocabulary to begin our financial planning now, but where do we go to get the money we need to start? Where would you go and who would you talk to?”*

Elicit responses.

*“Great ideas! Here are some things to think about, as there are many sources of funding for starting your business. Follow along in your handout.”*

Proceed to the second part of the Funding Your Business Handout. After going over the handout, perform the following activity with students. This activity creates the time students need to thoughtfully consider the information presented and personally access their own thinking. At this point in the lesson, ask students to discuss other pros and cons of these funding types.

*“Now that we have looked at several funding resources, think about what type would be best for you in your situation. Record a few sentences in your notebook about what you would choose and why. Be ready to share.”*

Allow time for student work.

*“Take one minute to share your response with a partner.”*

Allow time for sharing, and then ask the groups/partners to share with the rest of the class. It may be beneficial to take a poll of the desired funding source. Depending on time, the following could be assigned as homework/enrichment (as written) or completed in class if time permits or on the next day. This would be ideal if more guided practice is necessary. For more advanced students, homework will expedite the process more efficiently.

*“Great discussion! So we have tools, and now we have some ideas for how we are going to fund our new enterprise. No matter what type of funding we each choose, we will need to put together some documents to “SHOW THEM THE MONEY” or at least how we will make it and where we will spend theirs. In our next lesson, we will be looking at creating **cash flow statements**. These will be forecasts into the future for many of us, so as an enrichment activity tonight, use the terms we discussed earlier as a guide and try to determine ALL of your enterprises anticipated costs. Figure out your own EOU, COGS, anticipated variable and **fixed costs**, a price for your product, **contribution margin** and finally what you would need/ask for a start up-investment. Be sure to take your notes with you and do your research to come up with good estimates. What questions are there?”*

Answer questions as necessary.

### **Attachments for Learning Experiences:**

Financial Planning Terms Handout

Funding Your Business Handout

### **Notes & Reflections:**



# CULMINATING PERFORMANCE TASK

---

## **Culminating Unit Performance Task Title:**

Eyewitness News Activity

## **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Capturing the news as it breaks helps your students review what they learn. Students, who talk about what they learn and do what they learn, learn it. This activity maximizes student conversation about the content. Place students into groups of three and have them interview each other as experts in the area of entrepreneurship financing. Students should create a list of three to five questions before being placed into groups. Students will rotate between being expert, reporter and cameraperson.

*“Thank you all for working so hard today. You are all well prepared to kick off your financial planning tomorrow! To make sure we solidify this information, think about three good questions you would ask one of your peers about a concept we learned today. For example, what is net profit? Take one minute to come up with three questions. Go!”*

Allow time for thinking.

*“We are now going to try these questions out. You will either be a reporter asking three questions, an expert answering questions, or a cameraperson recording what takes place in the interview. Find two other partners when I say, ‘Move,’ and choose a role: cameraperson, expert or reporter. Rotate roles when I say. ‘Rotate.’ MOVE!”*

Say “Rotate” as time permits and groups finish. When finished, ask students to quickly return to their desks.

*“Nice work today. I am excited to see what you all come up with tonight. Don’t forget to bring your work back with you for the next class meeting. Who will describe the class’ homework this evening?”*

## **Attachments for Culminating Performance Task:**



## UNIT RESOURCES

---

### Web Resources:

### Attachment(s):

### Materials & Equipment:

- Copies of Financial Planning Terms Handout for each student
- Blank sheets of paper for writing terms
- Copies of Funding Your Business Handout for students
- Copies of Financial Planning Test with KEY for each student

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker