

## Leapfrog Program

### Course Title: Budgeting a Business

#### Course Description

Are you making money? To answer that question, students create a kid business and set up a budget for their new enterprise. From considering supply and demand to calculating costs and paying employees (and, hopefully, turning a profit), students advance their problem-solving and computation skills as they learn about the budget process.

#### Essential Questions

- What is a business? What makes a successful business?
- What is a budget and how is it used in a business?
- How do people create a profit in business?

#### Outcomes

Upon successful completion of this course, students will have:

- a. explained the concepts of *supply*, *demand*, and *profit*
- b. determined the cost of producing a product and calculate a reasonable selling price to make a profit
- c. created a budget
- d. marketed and sold a product to others in the class
- e. analyzed productivity to determine which business strategies were most profitable

#### Instructional Strategies

This course is designed to help a student progress from his/her current point of understanding to a more complex level of understanding. The learning profiles of the students will be addressed so that the students will be able to explore and express what they are learning kinesthetically, spatially, verbally, or creatively. Flexible groupings will be used so that a student can decide to work alone or with a partner. Students will be encouraged to use a variety of work environments such as sitting at a table, working on the floor, etc. The students will be involved in creative problem solving by listing pros and cons about a topic under consideration. Role-playing will be apart of the activities as well. The students will be given choices of product assignments in which they can specialize. They will be able to see how the skills learned in this class are used in the world by real people to address real issues or problems.

#### Resources and Materials

- **Books**
  - a. Prices Go Up, Prices Go Down by David A. Adler ISBN: 0-531-04628-1
  - b. The Toy Company Everyday Learning Corporation ISBN: 1-57039-278-1
  - c. Kids are Consumers by Marita Garey ISBN: 0-7922-8700-2
  - d. Economics and You by Kirsten Girard Golomb
  - e. Kids Manage Money Ellen Keller ISBN: 0-7922-8694-4
  - f. The Story of Money by Betsy Maestro ISBN: 0-395-81139-2
  - g. Shipping Goods by David McCoy ISBN: 1-58273-581-6
  - h. How Much is that Guinea Pig in the Window by Joanne Rocklin ISBN: 0-590-90747-6
  - i. Looking at Money by Cynthia Rothman ISBN: 1-58273-571-9

## Student Assessment

- **Pre-Assessment**

Students will initially be assessed on their participation in class discussions, work with other students, and in their grasp of the vocabulary specific to this class (twenty-five words). Their learning profiles will be determined so as to direct instruction to best meet their needs.

- **Documentation of Learning**

The projects and assignments that will assess the student's progress are listed in the last column of the chart below. Additionally, antidotal records will be used to continually evaluate the student's progress in the various activities.

- **Post-Assessment**

When family members come to the EXPO, they will given play money to purchase the items that the various companies have produced. The "merchants" will have predetermined the prices based on a loan that needs to be repaid and on the desire to make a profit. The "merchants" will need to determine whether they will lower the price if their items are not selling. Once all of the products are sold by each company, the "merchants" will count their money. They will then return to the "bank" to repay their loan. After that, the profit will be split among the students who formed the company. At the end of the course students will receive a written evaluation based on general class performance, discussion, participation (whole group and small group) evaluations, and written work. Final Student evaluations are written are mailed out by September 15. Please refer to the Leapfrog Family handbook for more information.

## Schedule

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
July 5, 2011	Economics	What is it? What is an economist?	Notes by teacher. Correct use of vocabulary terms.
	History of Money	Read pages 6-8 from <u>Kids Manage Money</u> and <u>The Story of Money</u>	State the definition of "barter" and "trade" and explain the difference Activity: Students receive a "goodie" bag then barter and trade with other students to get desired items
	Goods (products) and Services	Brainstorm ideas to generate a list of goods and services Use the yellow pages from the phone book	Complete a T chart based on research of yellow pages
	Resources	Generate lists of natural, renewable, nonrenewable, and human resources	Students will place resource cards in the proper category
	Prototypes	Show prototypes of the projects	Practice calculating the cost to start a business using a butterfly project

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
	Forming a Company	Choose products Go to the “warehouse” and estimate the amount of money needed for product production Get a “loan” from the “bank” Choose jobs and name his/her responsibilities	Convince the “banker” that the company will succeed Work cooperatively while listening to each other’s suggestions *VP of sales *VP of finance *VP of marketing *VP of manufacturing *VP of quality control  Determine how the workers will help each other
July 6, 2011	Supply and Demand	Text: <u>Prices Go up, Prices Go Down</u>	Read pages 1-11 Activity: Tickets for a plane ride and the chicken farm simulation (ask cause and effect questions)
	Law of Supply	Continue using <u>Prices Go Up . . .</u>	Read pages 12-14 and answer additional chicken farm questions using new info
	Law of Demand	Practice the Law of Supply and Demand	Role play shopping for school supplies Students make comments like “This is priced too high” or “I’m going to another store” etc.
	Record Keeping	Introduce form used to list items purchased at the “warehouse” with the price and quantity	
	Budgeting	Determine the quantity and cost based on their visit to the “warehouse”	VP of finance directs the filling out of the form and computes the exact cost
	Shopping	Purchase capital resources	VP of manufacturing directs the choices of items
July 7, 2011	Assembly Line vs Job Shop	Discuss Henry Ford and the Little Red Hen	Understand “mass production” and list the pros and cons for the 2 ways of manufacturing
	Manufacturing	Determine if the companies are going to use the assembly line or job shop method of manufacturing	Simulation: assembling ink pens VP of manufacturing leads this discussion and then the company will determine the layout of the work stations <u>Begin manufacturing</u>
July 8, 2011	Manufacturing	Continue finalizing the products for sale	VP of quality control directs this activity
	Pricing items	Text: <u>Prices Go Up. . .</u>	Read pages 20-32 to learn how items are priced Make posters showing the prices for the items VP of sales practices his/her sales pitch
	Evaluating Sales	Interpret graphs showing sales of products	Discuss profit and loss and producers and consumers Answer questions about why the sales may have gone down or what trends are observed

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
	EXPO	Sell products to customers	Calculate the amount of money taken in, minus the money given to each business for making change, minus the money needed to repay the loan Determine the total profit and “pay” each worker their fair share

**CTD Statement on Third-Party Web Sites**

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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