

## **Grades 3-12 - Gee Biz: Creative Entrepreneurship for Tomorrow's Leaders**

In this interactive 45-minute workshop or weeklong interactive residency, students develop their very own business plan. First, trying to solve a problem or fill a need, they create and present a prototype product or service. Business planning subjects include: sales & marketing, patenting and trademarking, day-to-day operations, finding your customer base, social entrepreneurship and more. Sharna Fulton has more than 20 years of experience as a business owner and chief marketing officer for her own enterprises as well as a marketing and communications background with dozens of companies and nonprofits. Meets GA ELA Standards. Classroom size up to 30 students.

***BCS-FWD-1. Students will demonstrate an understanding of the planning, development, and implementation of websites; create flowchart/storyboard; describe target market, present website***

***Academic standards:***

***ELA12RC3. The student acquires new vocabulary in each content area and uses it correctly.***

***ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.***

***ELA12LSV2. The student formulates judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion.***

***BCS-EV-33: The student develops a plan to identify, reach and retain customers in a specific target market. Determines the wants and needs of specific consumers, defines market segmentation.***

***BCS-EV-34: The student evaluates and applies elements of the marketing mix. Selects a product to meet a specific want or need, prices a product to yield a profit, selects a business location, discusses appropriate and effective promotional activities for a given product.***

***Academic standard:***

***MM4P4. Students will make connections among mathematical ideas and to other disciplines.***

**BCS-EV-37: The student prepares a marketing strategy.**

*a. Selects target market, determines price, location, promotional strategies*

**Academic standards:**

**MM4P1.** *Students will solve problems (using appropriate technology).*

**MM4P4.** *Students will make connections among mathematical ideas and to other disciplines.*

**BCS-EV-38: The student prepares the components of a business plan.**

**Academic standards:**

**MM4P1.** *Students will solve problems (using appropriate technology).*

**MM4P4.** *Students will make connections among mathematical ideas and to other disciplines.*

## **Weeklong Residency Lesson Plan:**

### **Day one: Defining entrepreneurship, creative writing and visual arts**

Chalk Talk: What is entrepreneurship? Why have your own business? What are your favorite businesses? Why?

Group Exercise: Working in teams of two, students make two lists of 5+ things per list: things needed in the world - either something lacking or an invention; things they think they can make or offer as a service.

Presentation: Students do market research and present/share their ideas. Classmates give feedback on what they think are the best ideas most likely to succeed.

Teams draw up favorite business idea on 8 1/2 x 11 sheet, give it a name. Work is put on the board for all to view.

### **Day two: Strategic planning, branding, marketing and dramatic arts**

Chalk Talk: Why does a business have to solve a need? What is a demographic? Why do businesses have target markets? Cite companies and have class discussion on who the target customers are for each company.

Group Exercise: Class is divided into groups of four, given obtuse objects and asked to come up with name for the item and create/act out a 30 second TV commercial.

### **Day three: Writing a business plan, staffing & job descriptions, presentation skills, collaboration**

Chalk Talk: How are companies run? What departments do they have? What skill sets are needed for various jobs?

Group Exercise: Class breaks into groups of four or five. Each group selects a business, names the business and writes a one-page business plan. Template is provided. Each member of the group becomes a department head and writes a description of their job and needs for their department. i.e.: CEO, HR Director, Operations, Marketing, Accounting. Class presents their business plan to the class.

### **Day four: Sales & Marketing, language arts, visual arts, presentation**

Chalk Talk: How do businesses get customers? What are some ways that businesses and organizations promote themselves to make money? What are your favorite TV commercials, websites, apps, stores, social media sites, etc.? Why? Discuss and show power point example of standard menu items on a website.

Group Exercise: Teams create and present a large poster as a home page of a website to represent their business. • Elements visually represented include: logo, visual, menu items, possible blog post, social media icons, etc.

### **Day five: Intellectual property and social entrepreneurship, legal education, cause marketing**

Chalk Talk: What is a patent? Trademark? Copyright? Why do you need them? How do you get them? These questions will be explored and answered.

How can businesses contribute to the world? An example of Cause Marketing is Warby Parker giving a pair of glasses to those in need for every pair sold. Why do they do that?

Group Exercise: Come up with a Cause Marketing program for your business. Give it a name and tell the class what nonprofit organization your business will be helping. Again, draw it up with a logo and tagline, etc. to present to class.