

TEACHERS ACTIVITIES



Theme:

Whether a business is large or small, for profit or not, careful planning, creative ideas, and organization are needed for successful management and economic success.

Topics For Discussion:

Before viewing, ask students what they think a “business” is and discuss such questions as “Why do people have businesses?”, “Who are some of the people who make a business work?”, “How does a business work?”, and “What is needed in order to have a business?”



Discuss with students the differences and similarities among businesses that offer goods for sale and businesses that provide a service.

Invite students to tell about opportunities they have for earning money. Discuss plans they have for using, or saving, the money they earn.



In the program, LeVar defines “entrepreneur.” Reinforce this term with students and differentiate it from “inventor.” (An inventor develops a new product or service, but may not bring it to the marketplace. An entrepreneur brings the new product to market in hopes of making money.) Ask students to identify well-known inventors (e.g., the Wright Brothers, Thomas Edison, Alexander Graham Bell, etc.) and contrast them with the founders of Nantucket Nectars, who did not invent fruit juice, but were the entrepreneurs who turned it into a profitable business.

Curriculum Extension Activities:

Build on the discussion of businesses that offer goods for sale and those that provide a service. Brainstorm a list of businesses with which students are familiar and write the names in the first column of a three-column chart. In the second column, have students decide if the purpose is sales or service. In the last column, list the goods or type of service. Discuss how some businesses sell many different types of items or offer many services, while other businesses specialize in one product or service. Ask students if they think specialization is a good thing or if all businesses should offer a variety of goods or services. Put a star by the names of local businesses and discuss how they are alike or different from large, nation-wide businesses.



Have students interview parents, grandparents, or other older friends and relatives about products, services, or businesses that are new in their lifetime and how they feel about them, i.e. which ones have changed people's lives the most and whether the impact has been positive or negative. As part of the interview, also have students ask about products, services, or businesses that have discontinued in the adults' lifetimes and how they feel about the loss. Compare the students' findings in class and draw conclusions about businesses "then" and "now."





In the program, LeVar asked young people for their ideas about what would make a great business. Working in small groups, have students think of their own great idea and design a business around it. Will they provide a service or have a product? What is needed to get their business started? What will the workers do? How will they advertise their product or service? Have each group write an advertisement for its business and be prepared to share with the rest of the class what they plan to do and why it is important.




Solicit donations from families and have a juice tasting party. Make a bar graph of the students' favorites and color code it according to juice color. Limit the selections to three or four kinds, such as apple, grape, orange, cranberry, for ease of graphing.

In addition to bar graphs, provide experiences with other types of graphs, such as pie graph and pictograph.

 Hair color and eye color are good topics for a pie graph. Divide a large paper circle into the exact number of spaces needed for everyone in the class including the teacher. Brainstorm the list of colors that will go on the graph, e.g., black, dark brown, light brown, blond, and red hair. Select a starting place on the circle and, working their way around the pie, have students color a space for their hair color. When the spaces are filled, cut the pie apart according to color and trace the pieces on a blank circle of the same size. Color these larger sections of the pie appropriately. (With the lines from the individual spaces removed, students can more easily see the amount of space on the pie graph devoted to each color.) Use the graph to discuss mathematical comparisons. Keep the pieces cut from the original circle so students can use them to lay on the graph and draw such conclusions as, "Four pieces of red will fit on the blond part of the graph, so there are four times as many students who have blond hair as there are who have red hair."

 Pictographs use different types of pictures to indicate preference on a graph. For example, students may place a photocopy of their school picture under the heading of their choice to answer questions about "favorites," such as sports, fruit, cereal, soup, fast-food restaurant, pizza topping, sandwich, bird, book by a certain author, board game, and many other topics. They might use an apple shape to indicate whether their favorite apple is red, yellow, or green; an outline drawing of a shoe to graph how their shoes are fastened (laces, Velcro, buckles, or slip-ons); or a crayon shape to graph favorite colors. As a variation, students might "sign in" in response to a graphing question, such as "Hot Lunch" or "Cold Lunch," or "How many letters are in your first name?" All of these graphs provide opportunities for discussion and mathematical comparisons.

----- 

Using a simple recipe, make lemonade "from scratch." The following recipe makes about 5 servings of 6 oz. each: Mix 1 cup of lemon juice (from about 4 lemons), 3 cups of water, and $\frac{1}{2}$ cup of sugar. Have students calculate how many lemons, how much water, and how much sugar they will need in order for everyone to have a serving.

With the assistance of the library media specialist, have students research "Money Facts." They might locate information on such topics as the following: who and what are pictured on U.S. coins and paper money, the origin of the word "dollar," the types of items that were historically used as money, and what units of currency are called in other cultures (e.g., franc, mark, yen, peso, lira, etc.). Display their facts on large coin shapes.



Take a field trip to a bank. Have a representative talk to the students about saving money, drawing interest, and writing checks, in addition to describing the various functions of a bank and the jobs people do there.

Supplementary Books:

THE GO-AROUND DOLLAR

by Barbara Johnston Adams, illus. by Joyce Audy Zarins (Four Winds)

LET'S FIND OUT ABOUT MONEY

by Kathy Barabas (Scholastic)

JOBS FOR KIDS: A GUIDE FOR HAVING FUN AND MAKING MONEY

by Carol Barkin, illus. by Roy Doty (Lothrop, Lee & Shepard)

DOGGONE LEMONADE STAND ("CHRISTOPHER COUNTS" series)

by Judy Bradbury, illus. by Cathy Trachok (McGraw-Hill)

MONSTER MONEY BOOK

by Loreen Leedy (Holiday House)

THE STORY OF MONEY

by Betsy Maestro, illus. by Giulio Maestro (Clarion)

THE PENNY POT

by Stuart J. Murphy, illus. by Lynne Woodcock Cravath (HarperCollins)

IF YOU MADE A MILLION

by David M. Schwartz, illus. by Steven Kellogg (Lothrop, Lee & Shepard)

MAMA BEAR

by Chyng Feng Sun, illus. by Lolly Robinson (Houghton Mifflin)

LEMONADE STAND

by Marcia Vaughn, illus. by Tom Payne (Grosset & Dunlap)

100TH DAY WORRIES

by Margery Cuyler (Simon & Schuster)

Distributed by:



P.O. Box 80669
Lincoln, NE 68501-0669
Phone: 800-228-4630
Fax: 800-306-2330
Email: gpn@unl.edu
Web site: gpn.unl.edu