



BUILDING FUTURES IN MANITOBA

TEACHING UNIT

General Topic:	Production of Goods and Services
Unit Title:	Basics of Business
Grade Level:	Grade 7
Recommended Curriculum Area:	Social Studies
Other Relevant Curriculum Area(s):	Language Arts



The Building Futures Project is sponsored across Canada by Investors Group.
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Possible Curriculum Integration Points

Grade 7 Social Studies Recommended

Outcomes

- Students will explore the dynamic relationships of people with lands, places, and environments.
- Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.
- Students will explore the global interdependence of people, communities, societies, nations, and environments.

Other Relevant Curriculum Area(s)

Grade 7 Language Arts

Outcomes

- 1.1.1 **Express Ideas** – Use exploratory language to discuss and record a variety of predictions, opinions, and conclusions.
- 1.1.2 **Consider Others' Ideas** – Compare own and others' insights and viewpoints.
- 1.2.1 **Develop Understanding** – Recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding.
- 1.2.3 **Combine Ideas** – Identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding.
- 2.1.1 **Prior Knowledge** – Explain connections between previous experiences, prior knowledge, and a variety of texts.
- 2.1.2 **Comprehension Strategies** – Use comprehension strategies including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words, the main and supporting ideas appropriate to the type of text and purpose; use a variety of strategies such as concept mapping, and mental rehearsal to remember ideas.
- 2.2.1 **Experience Various Texts** – Experience texts from a variety of forms and genres such as journals, nature programs, letters, and fantasy and cultural traditions; discuss likes and dislikes.
- 2.2.3 **Appreciate the Artistry of Texts** – Identify language and visual images that create mood and evoke emotion in oral, literary, and media texts.
- 2.3.5 **Create Original Texts** – Create original texts such as cartoon sequences, dialogues, short stories, letters, and video presentations to communicate and demonstrate understanding of forms and techniques.
- 3.1.2 **Ask Questions** – Formulate a variety of relevant questions on a topic to establish a purpose for seeking information.
- 3.1.3 **Contribute to Group Inquiry** – Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.

- 3.1.4 **Create and Follow a Plan** – Prepare and use a plan to access information and ideas from a variety of sources such as teachers, peers, print and non-print materials, and electronic sources.
- 3.2.2 **Identify Sources** – Extend inquiry and research questions using a variety of information sources such as adults, peers, advertisements, adolescent magazines, and lyrics.
- 3.2.3 **Assess Sources** – Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.
- 3.2.4 **Access Information** – Expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources including formal interviews, surveys, almanacs, documentaries, and broadcasts.
- 3.2.5 **Make Sense of Information** – Determine literal and implied meaning of oral, visual, and written texts using a variety of strategies and cues [including headings, subheadings, topic sentences, summaries, camera angle, staging and pacing, and screening out irrelevant information].

3.3 Organize, Record, and Assess

- 3.3.1 **Organize Information** – Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose.
- 3.3.2 **Record Information** – Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.
- 3.3.3 **Evaluate Information** – Assess the appropriateness of the amount and quality of information collected; recognize and address information gaps for particular forms, audiences, and purposes.
- 3.3.4 **Develop New Understanding** – Organize new information and connect it to prior knowledge; reflect on the impact of new information on the inquiry or research process.

4.1 Generate and Focus

- 4.1.1 **Generate Ideas** – Consider form and audience when generating ideas and focusing a topic.
- 4.1.2 **Choose Forms** – Select and compose using specific forms such as character sketches, legends, video program, scripts, stories, advertisements, and posters that serve various audiences and purposes.
- 4.1.3 **Organize Ideas** – Identify and use appropriate organizational patterns such as key idea and supporting details, cause and effect, and sequence that serve various audiences and purposes.
- 4.2.3 **Enhance Legibility** – Determine the appropriateness of handwriting or word processing for a particular task when composing, formatting, and revising; combine print and visuals when desktop publishing.
- 4.2.5 **Enhance Presentation** – Prepare compositions, reports, and inquiry or research projects using a variety of organizers such as titles, subtitles, headings, subtopics, and graphic organizers.
- 4.4.1 **Share Ideas and Information** – Facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies [such as role-plays, language games, and simulations.
- 4.4.2 **Effective Oral Communication** – Deliver short oral presentations and reports using verbal and non-verbal cues [such as diction, pacing, presence, facial expression, gestures...] to focus audience attention; project emotion appropriate to the subject and point of view.
- 4.4.3 **Attentive Listening and Viewing** – Demonstrate critical listening and viewing skills and strategies such as evaluating content, quality, and presentation delivery and show respect for the presenter(s) through appropriate audience behaviours such as showing attentiveness, and participating in audience activities.

- 5.2.1 **Cooperate with Others** – Contribute to group efforts to reach consensus or conclusions.
- 5.2.2 **Work in Groups** – Present group conclusions or findings to classmates.
- 5.2.3 **Use Language to Show Respect** – Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community.

Relevant Economic Outcomes

- Countries have different types, quantities, and quality of resources
- The role and contributions of businesses and entrepreneurs
- Different kinds of businesses that exist
- Reasons a business may succeed or fail
- How consumers influence what is produced and the concept of “consumer sovereignty”
- Why some goods and service are produced by governments
- Key skills for entrepreneurship success

Background Information

As pre-teens, Grade 7 students are about to embark on a life as a consumer of goods and services. The more they learn about the nature of business the more well-informed they will be as consumers. Understanding the interrelatedness of resources and business allows the students to appreciate some of the forces at play in an economy and realizing the role that the consumer plays in this dynamic gives them a sense of the importance of their purchasing decisions. By understanding some of these concepts the students will become more educated consumers and, hopefully, make more informed choices as a result.

Overview of the Unit

The students will engage in a variety of activities including group work to investigate and discuss various ideas concerning the nature of business and a simulation to experience what it would be like to run a business. They will also be required to reflect upon their own personal characteristics to determine if they are in any way entrepreneurial. They will also engage in a creative activity in which they will be asked to develop a promotional pamphlet and presentation to promote investment in a country assigned to their group.

Estimated Time Frame: 5 periods – 60 minutes each

Suggested Implementation Strategy

Period 1 60 minutes

- Begin the lesson by asking the students to suggest a country that they would like to visit and learn about.
- Once there is a list of 10 to 12 countries, stop asking for new suggestions and, taking the current list, have the students indicate which country on the list they would like to study.
- Take the 5 or 6 most popular choices and have the students opt for one of these countries.
- Arrange the students in groups based on their country of choice and assign the following task :
Your country needs new jobs. The economy is suffering and your group has been given the task of developing a promotional pamphlet and brief presentation that would encourage companies to open a business in your country. Your presentation needs to present what resources your country has to offer and any other benefits that would attract business to you. Be clear on what type of business you are trying to attract.

You are to follow the given format for your pamphlet but your presentation can be as creative as you want.

Constructing a pamphlet

1. Lay your 8½- by 11-inch piece of construction paper flat on a table.
 2. Measure 3½ inches from the right side of the paper. Make a small pencil mark at the top and bottom of the paper. Fold the right side over until the crease is lined up with the marks. Crease the paper.
 3. Fold the left side of the paper over to the edge of the crease in the first fold. Leave the first fold in place while you do this.
 4. You now have a pamphlet that has a cover and a back, and opens to reveal three panels on the inside.
 5. Your pamphlet is now ready to hold information and be decorated any way you choose.
- Provide the students with a piece of 8 ½ x 11 construction paper and allow them the remainder of the class time to begin to plan what materials and information they will need to complete the task. If computer access is available, allow the students to begin to research the information about their country.
 - For homework they are to gather any materials that they will need and bring them to the next period when they will be given time to complete their brochure and presentation.

Period 2 **60 minutes**

- Have the students form their groups and work for the period on the assigned task.
- Inform the students that the pamphlet and the presentation must be ready to share with the class at the beginning of the next period.

Period 3 **60 minutes**

- Have each group present their pamphlet explaining what resources they had to offer and why they included what they did in their presentation which would encourage companies to open a business in their country.
- After all of the groups have completed their presentation, hold a plenary session and ask the students to identify what types of businesses were being sought – were they product or service based?
- Have the groups discuss how much they think the resources of a country affect the types of major businesses that develop in that country.
- Have the groups report back and then ask them to consider the following question: Once a large number of people get together to develop a resource what needs do they have and what other types of businesses might develop to meet those needs?
- Allow the groups time to list the types of businesses that they think could develop and then have them report back.
- Once this list has been created, have them examine the list to see which if any are “green” – that is, are based on renewable technology. This will remind them of or introduce them to the concept of renewable and recyclable technology.
- For homework have the students answer the following question: What types of goods and services do governments choose to provide and why do you think they provide these?

Period 4 **60 minutes**

- Take up the homework question and list the goods and services that governments tend to provide and the students' suggested reasons for these services.
- Explain to them that governments tend to provide goods and services for the public good which are generally necessary for the citizens who support the government, but the private sector is unable or unwilling to provide the service. This is usually due to infrastructure costs, such as constructing water mains, or an inability for the service to make a profit. There is no legal obligation for a local government to provide any service in most countries, but providing services is politically popular, and the practice is therefore common.

- Explain to them that running a business requires a lot of effort and careful decision-making.
- Inform them that they are now going to be involved in a game in which they will run their own business in order to experience what it takes to be successful.
- This next activity will vary depending upon whether or not the students have access to the internet. If there are enough computers for the groups, allow each group to work independently through the simulation. If not, have the class decide which business they will choose and then present the options which develop during the game, give the groups an opportunity to discuss which choice they would make and then examine the consequences of the choices.
- Continue in this manner until the simulation is complete.
- Use the on-line simulation “Be Your Own Boss”: <http://pbskids.org/itsmylife/games/boss/>
- For homework ask the students, based on their experience in playing the simulation, to identify what the reasons are that some businesses succeed while other businesses fail.

Period 5 **60 minutes**

- Take up the homework question and review with them the reasons for businesses succeeding and failing.
- Ask them how much control they believe the customer has in determining whether or not a business succeeds or fails.
- Have them identify how consumers affect what is produced and introduce the term “consumer sovereignty” to them explaining that this means:

The power of consumers to determine what goods and services are produced. The theory suggests that consumers, not producers, are the best judge of what products benefit them the most. Due to the fact that consumer markets depend so heavily on demand, producers must monitor the needs of these individuals if they want their products to have any chance at success.
- Ask the students, based on the experience of the simulation, whether or not they think they would like to run their own business.
- Have them provide reasons for their answers.
- Explain to them that these people who run their own business could be considered to be entrepreneurs and explain the term “entrepreneur” for them – someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced.
- Show the students the picture of the “entrepreneurial person” found under “Handouts/Resources” below and review it with them to highlight the characteristics of an entrepreneur and then ask them if they think they possess those traits.
- Conclude the lesson by asking the students to suggest ventures that could be undertaken if they were thinking about developing a new service or product and why they think it would be successful. Be certain to draw their attention to the concept of environmental sustainability as they consider these ventures.

Possible Evaluations

1. Periods 1-3 – The pamphlet and presentation could be evaluated. The students could also complete a peer evaluation for the group activity.
2. Period 4 – The homework could be checked.
3. Period 5 – The homework could be checked.

Follow-up Activities

1. The students could read “Kid Power Strikes Back” and complete the simulation on the website listed below under “Additional Related Links.”
2. The students could complete the simulation from the Disney Corporation listed below under “Additional Related Links.”
3. The students could discuss whether they think we are too much of a consumer society. That is, do we want too much? Do we continually strive to attain more things rather than be happy with less? Do we practice conservation and utilize “green technology” and reusable resources as much as we should?

Modifications or Suggestions for Different Learners

1. The required activities involve groups of students and the tasks are varied so students with differing abilities will still have a major role to play and can utilize their specific skill set.

Additional Related Links

- The role of government in public service at:
http://www.ehow.com/about_6610158_role-local-government-public-services.html
- CIA – The World fact Book at: <https://www.cia.gov/library/publications/the-world-factbook/geos/br.html>
- Hot Shot Business: <http://igrezadecu.com/hot-shot-business/>
- Kid Power Strikes Back at: <http://www.econed-in.org/pdf/kidpower.pdf>
- The Role of Local Government at:
http://www.ehow.com/about_6610158_role-local-government-public-services.html#ixzz1ZZ5g18vF
- A Sample Presentation Rubric at:
<http://www.lessonplans.com/ext-resource.php?l=http://www.louisianovoices.org/pdfs/Unit3/Lesson1/RubricForOralPresentation.pdf>

Handout

ENTREPRENEURIAL PERSON

