

Title of Lesson: "The Business Guru"
Submitted by: Vallery Feltman, Prague High School
Grade Level(s): 9-12 – Business Students
Materials Needed: Computers, Newspapers, paper, printers, posterboard, markers

Lesson Overview: This lesson project was designed for business students enrolled in our Business Professionals of America organization. The project is designed as a game modeled after Donald Trump's "The Apprentice." It requires business students to engage and use all of the business skills they have been learning throughout their business classes such as accounting, computers, and general business. The assignments include: Investing, creating brochures, silent auction, creating a business itinerary, sales, and biometric research. The project can take as little or as much time as the teacher would like to give it. The one I use consists of 6 interactive assignments and are given in a 6-week period. I use it as supplemental activities and most of the work is done as homework. I allow one, forty-minute period per week to work on the assignments during school time. Students are divided into 7 equal teams. I divide students into teams and try to get different social economic, ethnic, and academic skills into the teams so that they can learn to work together and thrive on the different talents each will bring to the "game." Each week the teams compete in a business task and each week 1 team are "eliminated." Teams receive bonus points depending on what level they make it to. The last team standing gets a pizza party, the most bonus points, and gets to pick a charity to give any money that is raised during the assignments too.

Learning Objectives: Students will:

- Learn to invest money and research stocks
- Design and create a brochure using desktop publishing skills
- Learn to gage consumer expectations
- Learn to research and create a business plan
- Learn to budget and maintain finances
- Learn promotion and price concepts
- Demonstrate professional human relations and work skills
- Learn to meet deadlines and prioritize time
- Demonstrate knowledge of leadership
- Demonstrate skills in working with community and industry

Procedures:

- 1) divide students into equal teams – you need 1 more team that you have activities
- 2) Assign task 1: Students will have \$1000 to invest in the stock market. Each member of team must bring 1 stock recommendation - students must then decide how many shares to Buy of each stock – they will have to set aside \$7 to pay the broker – and must get as close to \$1000 as they can. They will fill out a sheet showing the name of the stock, they symbol, the price, and how many shares they are buying of each share – and then show the total amount spent. (Sheet is attached) students will use newspapers, and /or Internet to find symbols and prices. At the end of the week students will look their stocks back up fill out another stock sheet and see if they made a profit or loss. The team making the least amount of money is eliminated.
- 3) Give assignment 2) each team will create a brochure for the Chamber of Commerce promoting their community as an ideal place to live and raise a family. Brochures can be created by hand using markers and poster or on the computer. Brochures will be graded using desktop publishing guidelines,

- creativity and marketing and promotion skills – (check sheet will be given to each team – attached) Brochures will be graded according to the check sheet and creativity. Team with the worst brochure is eliminated.
- 4) Give assignment 3) Remaining teams must create a gift basket that will be auctioned off at a silent auction in the student lounge. Students, teachers, and community members will be invited to bid. Team members must use community, and parent resources to come up with items for the baskets such as free gift certificates from local restaurants, tanning salons, video rentals, picture frames, lotions, tools, ect. The basket bringing in the least amount of money is eliminated.
 - 5) Give assignment 4) Remaining teams will create a business itinerary for their “boss” who will be traveling abroad to London, England. The itinerary must include flight, accommodations at a 4 star hotel, and economy car, dining and activity suggestions for the London area. – Students will be given a check sheet (attached) students can use Internet travel sites, travel agents, ect. Students must include a printout of all prices (flight, hotel, car) and attach to their itinerary. The team with the most expensive itinerary will be eliminated - teams who do not include all information will also be subject to elimination.
 - 6) Give assignment 5) Remaining teams will be selling “tickets” to the student body to wear a hat one day during the week. Teams will set their own prices for the tickets, and their own selling method to get the students to buy a ticket. The team bringing in the least amount of money will be eliminated. Note: students who buy a ticket must have it on them in order to wear the hat on hat day! – Teams can make posters/flyers to promote the big “hat” day! – Some teams sold them for .25 and some sold them for 2.00 each – they just had to decide what price the students would be willing to pay – and how many they could sell at their price.
 - 7) Give assignment 6) The 2 final teams will create a biometric plan for a bank. Students must research what biometrics is (verification of peoples identities using their unique characteristics such as fingerprints, face scans, and iris scans) and design a plan that will tell what kind of biometrics their bank will use, what type of equipment will need to put into place, they must also list benefits of a biometric system and drawbacks. The team with the best plan is named “The Business Guru”

Method of Evaluation (if applicable, please include the answer key on a separate sheet of paper)

Evaluation of this project can be done in many ways, I do it as a project for all my business students so I give bonus points based on their level of skills and participation – teams are given bonus points in their business classes– the 1st team eliminated gets 5 bonus, the 2nd team eliminated 10 and so on with the final team getting 35. Each team is evaluated for each project based on the creativity, inclusion of all elements asked for and overall completed project. This can also be done in a single class such as general business or accounting. It can be done on a individual basis with each student completing all the projects – students who are eliminated can continue to do the assignments for a “grade” but will not be able to be the “winner.” Grades can be based on completion or a scoring rubric can be used for each activity. Attached you will find scoring rubrics for some of the activities.

Options and Variations: Teachers can use other assignments than those I have submitted. Assignments can be used to fit the school or community in which they live. For example, last year we passed a bond to renovate the high school so one of the tasks was the students had to design a new school and include new technology and equipment they would like to see in a new school.

Relevance to NBEA or NCTM standards (see Educator Resources at www.oscpa.com)ⁱ

By completing the objectives tied to each assignment students will learn to practice the Business Education standards. They will learn the value of finances and practice accounting standards by learning to invest and budget money. They will learn to make financial decisions that will not only help them in the workplace but in their own personal finances. - They will learn how key business skills like accounting, economics, and finances are related to marketing and selling as they complete their sales project and community brochure. They will learn about Marketing standards by designing and developing plan to promote their community. They will learn to research and use critical thinking skills as they create their biometric banking plans. They will learn to use and apply communication skills as they prepare and promote their silent auction, sales plan and community brochures.

Skills students will gain:

Through these activities students will learn skills needed to make decisions, plan, and organize and will enable them to be productive business men and women. Students will learn team work skills. They will have to work with each other and draw on each others talents to get the projects done. They will gain skills in the prioritizing and meeting deadlines by having to complete the projects on time. They will learn skills in management by managing other team members and their time. They will learn to work under pressure and how to delegate assignments. Other skills they will gain include: Internet research and international and multi-cultural business concepts through their creating of a business itinerary.

Evaluation Documents
Investing Form

Write down each stock you have chosen, the name, the symbol, the price and the number of shares you are buying and the total and then find the grand total and turn into me - use the newspaper and or internet to find the symbols and prices.

Date: _____

Team Name: _____

Stock Name	Stock Symbol	Price	# shares	Total
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1.

2.

3.

4.

5.

6.

7.

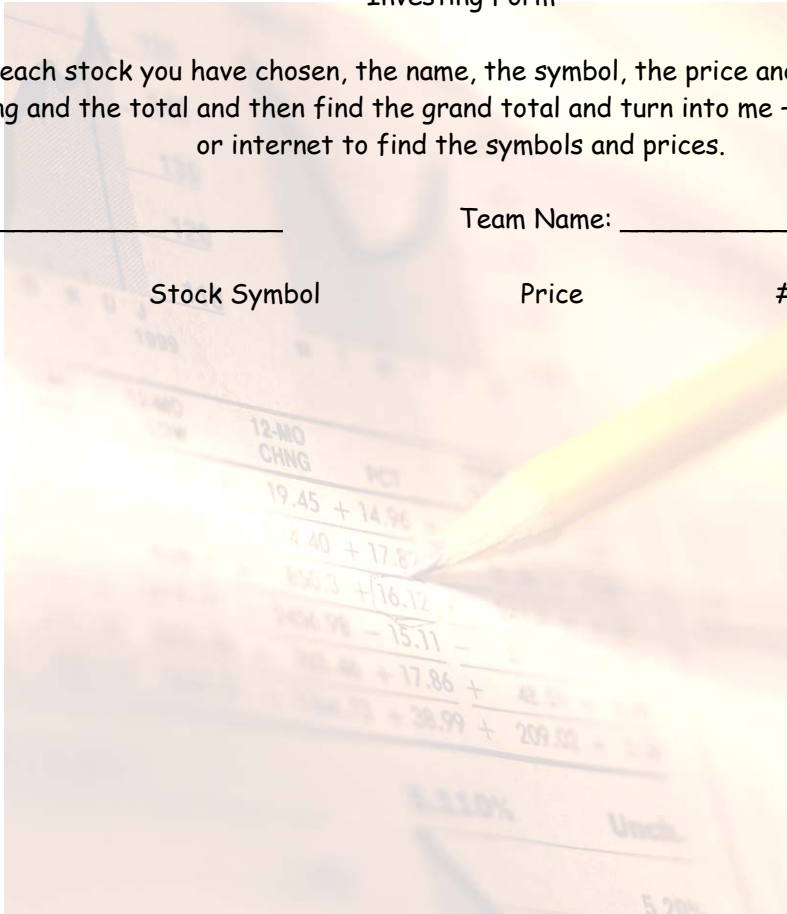
8.

9.

10.

Buying/Selling Fee - \$7.00

Total \$ _____



Create a Flyer/Brochure promoting the town in which you live you must include the following items. Will be graded based on inclusion of the items, creativity and overall project.

Include the following:

1 Wordart _____/5 pts.

1 autoshape _____/5 pts.

3 different fonts _____/15 pts.

at least 2 graphics _____/15pts.

at least 3 activities you can do in our community _____/15 pt.s

Business in the community _____10 pts.

Churches _____/10 pts.

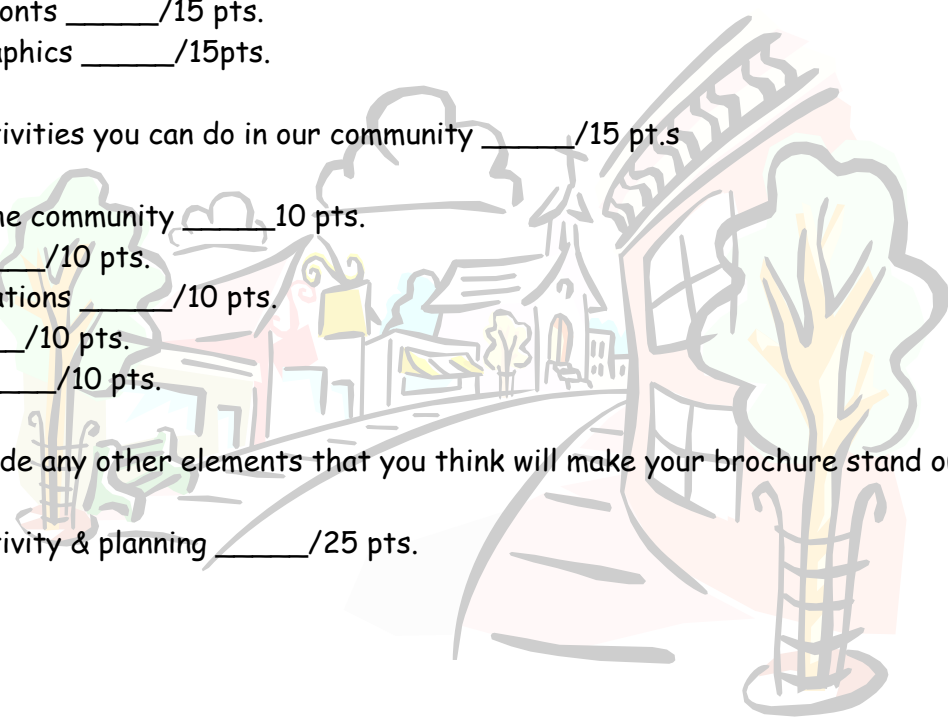
Civic organizations _____/10 pts.

Schools _____/10 pts.

Population _____/10 pts.

You may include any other elements that you think will make your brochure stand out.

Overall Creativity & planning _____/25 pts.



Business Itinerary

Your "boss" is going on a trip to London England. You need to create a business itinerary for him getting the best prices possible. You can use the Internet/Newspaper/travel agents, ect to create this itinerary - you must include a printout of some kind to validate your prices and attach it to your itinerary.

Take into consideration times you think would be best to fly in and out, connections, hotel accommodations, activities, ect. Fill out the following form and turn in to me - you may include any additional information that you feel will enhance your itinerary.

Team Name: _____

Flight:

Departure Time:

Return Time:

connections:

Class:

Price: \$

_____/25 pts.

Hotel: (at least a 4 star hotel)

Name:

Ammenities:

Price: \$

_____/20 pts.

Car: (Economy)

Name of company:

Price: \$

_____/10 pts.

Activities to do in London:

- 1.
- 2.
- 3.

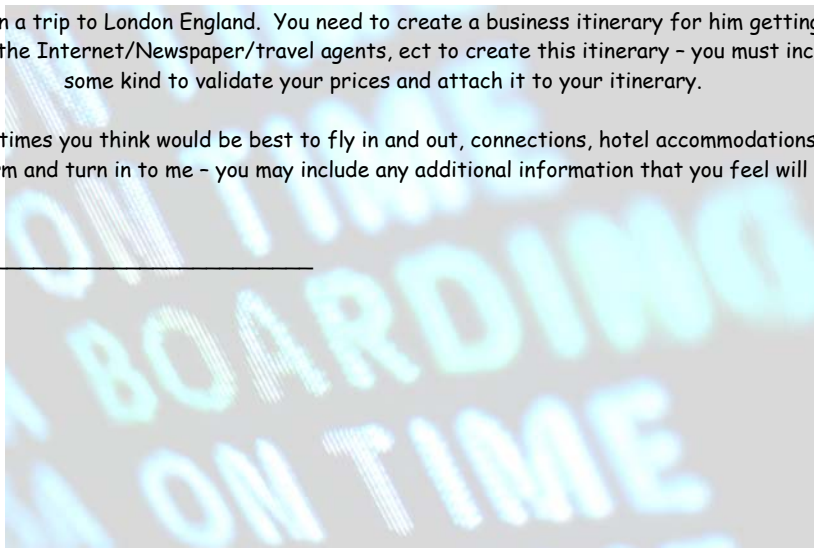
_____/15 pts.

Dining suggestions:

- 1.
- 2.
- 3.

_____/15 pts.

Comments:



Biometric Banking Plan

Use the Internet/Magazines/Newspapers to research what Biometrics is and design a plan for a bank to use Biometrics. Fill out the following form and return to me.

Team Name: _____

Definition of Biometrics: _____/10 pts,

Type of Biometrics you will use in your bank: _____/15pts.

Equipment you will need: _____ 10pts.

Benefits: _____/10 pts.

Drawbacks: _____/10 pts.

Any additional information we should know:

