

### ACTIVITY EXAMPLE

## KEY WORDS

Business | Maths | Social Studies | Integrated learning | Enterprise | Marketing | Tax | GST | Goods & Services | Entrepreneurship | Research | Statistics | Graphs | Percentages | Ratios | Business report | Communication | Teamwork

## ALSO USEFUL FOR

Business studies | Economics | Accounting | Finance | Maths | English | Technology | Visual Arts | Creative Pathways

## PROGRAMME OUTLINE

### MINIMUM OF 6 POINTS OF CONTACT OVER TWO TERMS

- Business representatives come into the classroom (min x5)
- Students go into the workplace (min x1)
- *N.b. this business enterprise model can be successfully integrated with any subject area, but is particularly suited to maths, technology, and English.*

## EXAMPLE

Over a two-term (one semester) period mentors from the local business community support students as they work through an experiential business enterprise unit covering the full business cycle from product/service idea-to development-to market-to business closure and disbursement.

- **Classroom visits:** Scheduled for key points in the process according to the learning plan (see below). The introductory session is a 'speed coaching' activity where all mentors are present. Students present their ideas and prototypes to business mentors on 5-minute rotations. Student groups select preferred mentors to work with. Teacher matches mentors to student groups. At critical learning points mentors with particular areas of expertise (e.g. marketing, sales, accounting) come in to support the teacher by presenting to the whole class.
- **Workplace visit:** Mentors hold a 'business meeting' with their group, tour of the workplace, meeting staff and hearing about different careers, seeing the mentor's workplace behind the scenes. Mentors show students equivalent examples of the students' work in their business context e.g. marketing plans, sales spreadsheets etc.



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## Term Three (critical learning points to include mentors **highlighted**)

Week	Math learning	Social Science learning
Week 1 24-28 Jul	Additive and multiplicative strategies of decimals.  Place value of decimals.	<b>Intro</b> to the Dragon's Den assignment: Students <b>form business groups of 3-5</b> and begin thinking about a product or service to bring to a market.  Companies will also be formed to work with the website Banqer.
<b>Week 2</b> 31 Jul – 4 Aug  <b>Mentor speed-coaching session</b>	Additive and multiplicative strategies of decimals and integers.  Finding an amount of a decimal.	<b>Define your product/service and the problem it will solve:</b> In your group you need to think of a product/service and explain what type of people would buy your product or service and why. This will be written in the form of a report, a prototype should be drawn, and this is to be glued in your scrapbook.
<b>Week 3</b> 7-11 Aug  <b>First mentoring session</b>	Statistics  Percentages	<b>Research design:</b> Now in your groups you will need to start to think about your <b>Market Research Method</b> . How will you get information about your focus group that will want your product/service? Will it be a survey (Survey Monkey), telephone interview, questionnaire sent out in a Google form, observation, experiment or field trial? This market research needs to be put into your scrapbook which will be submitted to Steve and Carolyn for signing.
Week 4 14-18 Aug	Statistics  Percentages	<b>Collect and analyse your data:</b> This will be in a spreadsheet. Graphs will show the results of your research and what it says about the likely success of your products/service. Try to look at trends in the industry.

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<b>Week 5</b> 21-25 Aug  <b>Second mentoring session</b>	Conversion between metric units  Rounding	<b>Preparing a business plan:</b> Remember this is the most important stage as this will be used to argue for the amount of set up money your company will need at the Dragon's Den Fair at the end of Term 3. This will involve setting up a <b>Sales Forecast, Cost Forecast, Profit Forecast, Forecast Income Statement, a Calculation of Break Even Point and a Source of Income statement. This will go into your scrapbook.</b>
Week 6 28 Aug-1 Sep	Fractions	<b>Prototype of product/service:</b> You will have 2 weeks to get a working copy of the product/service. This will be presented to your parents/caregivers in the Dragon's Den Presentation - let's hope someone goes for it!
Week 7 4-8 Sep	Fractions	<b>Prototype of product/service:</b> You will have 2 weeks to get a working copy of the product/service. This will be presented to your parents/caregivers in the Dragon's Den Presentation - let's hope someone goes for it!
<b>Week 8</b> 11-15 Sep  <b>Third mentoring session</b>	Rates and Ratios	<b>Practice your presentation:</b> Introduce the product/service and define the problem it solves or the gap it fills. Present your market research about your target audience and the cost to expense ratio. This presentation will be in any format that your group decides. <b>If mentors are unavailable this week, please arrange to meet with your group before Dragon's Den so they can practise their pitch on you for feedback</b>
Week 9 18-22 Sep	Rates and Ratios	<b>Dragon's Den Presentation: This is the night to pitch your product! This is to be held Thursday Sept 21st, 6.30pm @ RJHS.</b>  <b>Mentors encouraged to attend if available.</b>
Week 10	Patterns and Relationships	Reflection Process

#### End of term – halfway there!

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## Term Four (critical learning points to include mentors highlighted)

**Workplace visits early this term** (ideally between weeks 1-4). Students go to their mentor's workplace for a catch-up meeting and a workplace tour. Sole-traders can team up with a bigger business for the workplace visit.

<b>Week 1</b>  <b>Fourth mentoring session</b>	Signed off	<ul style="list-style-type: none"> <li><b>Marketing</b> - Well done teams! We are halfway there! We are now going to market our products/services this week. Student in the Business Groups need to prepare</li> <li>Pamphlet</li> <li>Poster - which must be displayed throughout the school</li> <li>Business cards</li> <li>Website - optional - but would move your Business towards an Extended Abstract</li> </ul>
Week 2		<ul style="list-style-type: none"> <li>GETTING READY - Stall Presentation - What does a good stall look like. Team Approach - Who is in charge of FINANCES, ADVERTISING, AND PRODUCTION.</li> <li>What does <b>teamwork</b> look like - Students make the criteria</li> </ul> <p style="text-align: center;"><b>Stall material and Tri boards</b></p>
Week 3		<ul style="list-style-type: none"> <li><b>Stall material and Tri boards completed by Week 5 - Your teacher will sign off on this. Remember to follow outline</b></li> <li><b>Business Plan for Tri boards</b></li> </ul>
<b>Week 4</b>  <b>Fifth mentoring session</b>		<ul style="list-style-type: none"> <li><b>Purchase Form and Expense Record Sheet</b> - This will be used to record all items that you have purchased and remember that you must keep all receipts and staple them to the sheet and hand this in at the end of this unit. Arranging a <b>float - Record of Float</b> sheet</li> </ul>
Week 5	Check point	<ul style="list-style-type: none"> <li><b>Purchasing Resource, sourcing equipment i.e. blenders, baking equipment etc</b></li> <li><b>Touch up and complete Business Plan for Tri board</b></li> </ul>
Week 6		<ul style="list-style-type: none"> <li>Production Week this week students will have the opportunity to get everything ready to go</li> </ul>

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Week 7		<ul style="list-style-type: none"> <li>Production Week</li> </ul>
Week 8		<p><b>Rototuna Junior High School Business Fair</b></p> <ul style="list-style-type: none"> <li>Friday, Dec 1st</li> <li>Setting up and getting organised - 8:00 am</li> <li>Interval - SALES TIME</li> <li>Lunch - Sales Time</li> <li>Block 3 - Students, Parents and Community are <b>All welcomed</b></li> </ul> <p><b>Mentors encouraged to attend if available.</b></p> <p>Best of luck!!</p>
Week 9	Math check	<b>Review, Reflection and Financials</b> - Prepare income statement, distribute profits, debrief as a team, review individual contributions
Week 10	Math check	<b>Review, Reflection and Financials</b> - Prepare income statement, distribute profits, debrief as a team, review individual contributions



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## Weekly email to Mentor (remember to cc your teacher)

Business Name \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Name \_\_\_\_\_

Business Group Report and Questions	Mentor's Responses and Questions
<p><b>This week we have accomplished:</b></p>	
<p><b>Next, we plan to:</b></p>	
<p><b>Questions we have are:</b></p>	
<p><b>Other:</b></p>	

Note: Keep a copy of this correspondence to include as planning evidence for Chapter 3 of your Report