



TEACHER'S GUIDE III

Grades: 3rd and 4th Grade

The exercises below are meant to inspire greater creativity with more complex tasks and reasoning. Students are required to pay attention and follow instructions and think independently in each task all while learning new vocabulary and becoming more familiar with business activities.

Truck Manufacturer!

Purpose: Learn the word “manufacture” and “fleet”. Introduce the idea of an assembly line or division of labor. There is an opportunity here to tie this lesson in with social studies history lesson on car assembly lines.

Materials:

- One piece of construction paper for each student.
- Have several sets of “truck pieces” (see below for list of truck pieces) cut out for the group.
- Basic decorating supplies (markers, pens, crayons, stickers, stamps– all fairly dry decorating materials). Also need glue for gluing the components together.

Lesson: Today the students will be truck manufacturers. Explain what manufacture means: MAKE. They will have a business that makes trucks, and these trucks have 8 different parts. Each student needs to go around to each station and get 1) truck body 2) 4 wheels 3) 1 driver’s cabin 4) driver’s window 5) set of headlights. Have them first decorate the truck pieces and then put the truck components together to make a truck. All the trucks can be brought to the front of the room for the company to celebrate making all those trucks together – it is now a fleet of trucks!

Orange Juice Supply Chain Charades!

Purpose: Familiarize children with the idea of a supply chain – in concept and as a vocabulary word.

Materials:

- White board or chalk board
- Orange juice
- Dixie cups

On the white board, write/draw a supply chain as follows:

Grower → Manufacturer → Shipper → Retailer → Consumer

Lesson: What is a supply chain? Can anybody guess? It is a distribution chain of people or companies that take a product from the very beginning to the end person. Thinking about orange juice and starting from oranges, what do you think the “grower” does? (Plant, grow, water, harvest). What about the Manufacturer? (turn the oranges into coffee... squeeze, press, and package it) What about the shipper? (Drive the juice to a store) What about the Retailer? Sell the juice to take home. What about the consumer? (they drink the orange juice!) Have a student come up, and whisper to them which part of the supply chain they will be. Have them act out the actions above and see if the class can guess. You can also have 5 students come up at one time and stand in a row and act out grower, manufacturer, shipper, retailer, consumer all at one time. Enjoy a taste of the orange juice together.

Shipping Madness!

Purpose: Bring greater familiarity to holding various coins and knowing their worth. Give the class a chance to work together in teams, communicate and be efficient.

Materials:

- NOTE: You’re going to need some “work space” for this one
- 4 plates or buckets (2 for each team)
- Approximately 15–20 coins for each team

Divide the class in half – you'll only want 4–8 students on each team, so you may need to divide them further. One team is called the Dollars. The other team is called the Cents (if you need more team names, try using Nickels, Dimes, Pennies and Quarters). They are going to pretend they are money managers who will move money from one place to another. Start both teams at one end of the room. The students will need to move the coins from the plate on their side to the plate on the other side of the room. But they can only do it one coin at a time and one person at a time. What if they could move two coins at a time? What are ways people move money around now? How do parents get paid for their jobs?

Make a Storefront!

Purpose: Develop creative thinking; allow for sharing individually. Learn about what a store front is and why it is important.

Materials:

- White paper
- Basic craft utensils (crayons or markers or pencils)

Lesson: What is a Storefront? It is just the front of a store as you look at it from outside. Make a store front with a rectangle for the building, and an optional triangle roof. What will you sell at your store? Maybe draw pictures of what you're selling in the windows. What will your store be called? If students can write, have them write the name of their store on the building. What color should it be? Does it need any smaller signs out front? Maybe a "Sale" sign? Why are store fronts important? Why do we have them? Have the class share about their storefront.

Rev Up Our Revenue!

Purpose: Learn how addition and quantities applies to money. Introduce the word "Revenue" to the class. Develop foundation for basic business understanding.

Materials:

- Rectangular sheets of paper
- Crayons for decorating

- Basket of toys

Lesson: Ask students to create “\$10 bills” – rectangular pieces of paper that you write “\$10” on. While the kids are decorating, place toys up in front of the room on a table. These toys will be “for sale”. Call each kid up to the front of the room one at a time and ask him or her to pick out a toy. The toy will be \$10. They give you the money, you give them the toy. Then, tape the “money” to the board. Once every child has a turn, count up your “revenue” taped to the board by counting by tens. How much revenue do they have at certain times during the exercise? How much revenue do they make in the end? What if the bills were all just worth \$5 or what if they were worth \$20?

What’s in a Logo?

Purpose: Encourage kids to be creative and innovative in developing a new name and logo. Learn a new vocabulary word (“logo”) and its importance in business.

Materials:

- Teacher, bring in several examples of logos for the class. You can also have each child bring in a logo of some kind (whether on an article of clothing, a food product, a toy, a book, a cup, or in a magazine etc.).
- Need construction paper and crayons for logo designing.

Lesson: Talk about what a logo is – it is a graphical representation or symbol of a company name or mark, often made to be easily recognized. Do show and tell to walk through logo examples. Pretend that there is a company that makes toys for dogs. What should the company be called? Have each student make a logo for the dog toy company that represents what they do. Have each child think about things like: What color it should be? What should be shown in the logo? Then, discuss why they chose to make their logo the way they did.

Designer T-Shirts Company!

Purpose: Have a creative activity to learn the basics of starting your own business from creating inventory to developing a name to picking a location for your store.

Note: simple math utilizing inventory is a great add-on to this exercise.

Materials:

- One white t-shirt for each child
- Fabric crafts (glitter glue, puffy paint, fabric markers etc.)

Lesson: Explain to students that today we are going to make a t-shirt company together! You all can work together to come up with a name for the t-shirt company. Why is that a good name? Feel free to have the class vote. Also decide where your store will be located and why that is the best place for your store. Now, the students can decorate their t-shirts with puffy paints, markers, glitter glue etc. These t-shirts altogether will be the store's inventory. Define inventory. Use Bea is for Business inventory analogy with the bouquets for developing basic math word problems. (Examples of math questions: If we have 15 pieces of inventory and sell 5, how many do we have? If we sell 5 pieces of inventory for \$2 each, how much revenue will we have?)

Note: Teachers, you can do this differently by incorporating an assembly line instead.