



Welcome to Bea School!

Bea School is a six-week curriculum to teach students about business. Geared toward elementary grades, the program takes a project-based approach, guiding students through the process of creating their own business. Through this six-week learning journey, students will:

- learn through specific classroom activities designed by business professionals to teach practical business experiences
- utilize business world vocabulary
- practice business skills like collaboration and creativity
- deliver a final project, presentation, and strategy – a business!

Now, watch them ‘Bea’ inspired!

Week .5: Prep Work (30–45 minutes)

Quote of the week: “Never hurry, and never worry.” – Charlotte’s Web, E.B. White

Objective: Introduce the concept of Bea is for Business, business, and the business idea project.

NOTE: Teachers, make sure Bea is for Business is on the class iPads or everyone has a copy. By this week, everyone has read it as homework. Then, read it together as a class before you begin the In Class Discussion.

In Class Discussion Questions (5–10 minutes)

- A. What is a business? [A: a company that makes products or offers services]

- B. What types of businesses do you see all around you?
- C. How does business fit in with your family?
- D. Do your parents have jobs? Do you pay for groceries? Do you have a car that needs gasoline?

Then, introduce the Business Idea Project (TBD on name): This will be a six-week project – and each child will be responsible for building a business, which will be presented at the end of the six weeks as part of a business fair.

WEEK 1: Brainstorming (60 minutes)

Quote of the week: “Creativity is just connecting things.” – Steve Jobs, the man responsible for all the Apple gadgets (like your mom’s iPad or your dad’s iPhone)

Objective: Learn about brainstorming, experience a brainstorming session, and choose a business idea to work on during the six weeks.

This week’s vocabulary words: Brainstorming, idea, business, communication, team (teachers, for basic definitions, please visit our glossary at www.beaisforbusiness.com)

In Class Discussion Questions (5–10 minutes)

NOTE: Teachers, sometimes multiple answers are correct here, the main goal is to get the kids talking and thinking about business.

- A. What does it mean to brainstorm? [A: to think up lots of ideas]
- B. Do you think it is helpful to have lots of different people? Why or why not?
- C. Do you need any supplies for a brainstorming session? Why or why not?
- D. How will you remember what is talked about at a brainstorming session? [A: write down the ideas!]
- E. Should we appoint a note taker?

Book Discussion as related to brainstorming (10 minutes)

What are Bea and Lander brainstorming about? How does that conversation start? [A: they brainstorm about what to do with the flowers; it starts because Lander’s mom says their flowers are in full bloom]

Where do they brainstorm? Is that helpful for them? Why? [A: they brainstorm right there in Lander's backyard; it probably is helpful because they are with the flowers and can see them and touch them]

What works about their brainstorming session? [A: they come up with an idea they both like; they work together; it is feasible/possible; they both add ideas]

Have you ever brainstormed an idea?

Mini-Lesson (15 minutes)

NOTE: Teacher when you are taking notes in front of the class, be sure to write down ALL ideas! This is the time for the whole class to brainstorm business ideas together.

Teacher, to get the kids thinking, here are some ideas:

- A. Bring in some magazine images
- B. Come up with ideas for businesses if the kids had a big barrel of apples; or if they had a bunch of old used books; or if they loved to bake; or if they loved dogs;
- C. Think of problems that people have – a lot of times business ideas come about to solve a problem – so what if it is a really cold day? What if it is a rainy day? What if people need help with their pets or doing chores?
- D. Have you or a friend ever had a business idea? What was it?

Option: Snap a picture of the whiteboard with all the class ideas. (Great to share with parents!)

In Class Project (20 minutes)

First discuss the business ideas with the class using the questions below, then have each student write down his or her favorite business idea and why.

Discussion Questions

- A. What are certain kids' favorite ideas?
- B. Why do you like that business?
- C. Have you ever thought about doing it before?
- D. Do you think you would like to make that kind of business? Why or why not?

In Class Assignment

- A. Choose your favorite business from the board, or write down a different business that has come to mind.
- B. Draw a picture to describe it.

C. Write out 3 reasons why you like this business idea.

Wrap up (5 minutes)

Explain Homework: Talk through your idea with a parent; write down their feedback and bring it in to the class with a name for your business. Also, choose from the following Do-At-Home activities from the www.beaisforbusiness.com website – and do a quick write up or drawing to explain what you learned:

- a. Catalog Craze
- b. If you build it, they will come

WEEK 2: Teamwork (60 minutes)

Quote of the week: Working hard is important. But there is something that matters even more – believing in yourself.” – Harry Potter and the Order of the Phoenix

Objective: Experience working as a team member and see what it is like to work together, get through problems, listen to each other and have an opportunity to be a leader. (Teachers, even though students are doing individual projects, it is so important in business to learn to work with others!)

This week’s vocabulary words: collaborate, listen, leadership, manager, team

In Class Discussion Questions (5–10 minutes)

NOTE: Teachers, again, sometimes multiple answers are correct here, the main goal is to get the kids talking and thinking about business.

- A. What is a team? [A: people who work together to achieve something together]
- B. What does it mean to work on a team? [A: you do your part, you have a role, and work with others]
- C. What makes a good/strong team? [A: different roles, people who listen, people who lead, working together]
- D. Why are certain teams annoying or difficult? [A: you don’t always get your way, you have to listen and let others have a turn]
- E. What type of people do you like working on the same team as you? [A: people who work hard, people who respect others]
- F. What’s frustrating about working on a team? [A: people who don’t listen, people who only want their way]
- G. Talk about one good time working or playing on a team.

H. Talk about one frustrating time working or playing on a team.

Bea is for Business Book Discussion (10 minutes)

What's an example of a team you see in Bea is for Business? [A: Bea and Lander work together to start their business]

Do those teams work? Why or why not? [A: yes, because they listen, and give each other a chance; they share the profits]

Who is a leader on the team? [A: they are both leaders in a different way]

How do we know he or she is a leader?

Who helps to coach or advise the team? [A: Lander's dad helps with pricing and with making the bouquets; Bea's mom takes them to the Festival]

How do people on the team talk to each other? [A: respectfully, as a listener]

Mini-Lesson (20 minutes)

Team Balloons!

Purpose: Give students an opportunity to work together as a team, communicate, and get creative. Children are encouraged to follow-up by discussing the processes' pros and cons.

Materials:

- Latex balloons already blown up (Please be mindful of potential latex allergies; Helium balloons will not work for this exercise.)
- Markers
- Glue
- Glitter
- Puffy paint, etc.

Lesson: Challenge students to decorate six balloons as a team. You can have two or more teams compete to make it a competition. The balloons need to be decorated the best way possible. Students will need to work together to figure out what they want to do and how they should best do it. They also need to make sure they work together to ensure that none of the balloons pop!

Discussion Points: Bring the class together to talk about what worked and why it worked for each team. Then, talk about what didn't work, and how they would improve the team's interaction or communication.

NOTE: Teachers, if there are natural teams within your class, please divide accordingly. If not, please divide students into teams of 3–4 students. These little teams are meant to support one another throughout the business building process over the next five weeks.

In Class Project (15 minutes) Individually, or as a team, students should work to answer the following questions that will form a "Business Project Charter". Explain the idea that a charter is designed as a promise to yourself, your project, and those who help you with your project.

- A. I am a good leader because _____. (Example: I am a good leader because ... I listen, I work hard, I have good ideas, etc.)
- B. My business idea is: _____.
- C. I, _____, will be responsible for helping my team members with their business ideas.
- D. If any of my team members have questions or need help, I, _____, will help them come up with a solution.
- E. Sometimes I struggle with _____, so I might need to ask for help.
- F. Our whole team commits to turning in work that is _____, _____, and _____. (come up with answers for this last one together as a team)

NOTE: Post these Charters in the classroom for everyone to see. Keep them up through the course of Bea School.

Wrap up (5 minutes)

Explain Homework: Imagine if you had a team to help with your business on different roles or tasks. Write down three different tasks that would help your business run well, and explain each in several sentences. Examples:

- A. If you had a dog walking business, it would be helpful to have someone put flyers on doors, someone to walk with me to walk the dogs, and someone to help hold dog treats.
- B. If you had a car wash business, it would be helpful to have someone scrub the car with bubbles, someone to rinse the car, and someone to dry the car.
- C. If you sold cookies, it would be helpful to have someone help get supplies, someone to help oversee the mixing and cooking, and someone to help box up the cookies.

Next, choose from the following Do-At-Home Activities from the www.beaisforbusiness.com website – and do a quick write up or drawing to explain what you learned:

- a. Saving the Day, Saving Energy
- b. If You Build It, They Will Come – emphasize how people are working together to build a project, building, etc.

WEEK 3: Product and Price (60 minutes)

Quote of the week: “A market is never saturated with a good product, but it is very quickly saturated by a bad one.” – Henry Ford (inventor of the assembly line which Bea and Lander utilize to make bouquets)

Objective: Learn about pricing a product or a service, and then determine a good price for your own business’s product, service or offering.

This week’s vocabulary words: product, service, price, money, cost

In Class Discussion Questions (5–10 minutes)

NOTE: teachers, sometimes multiple answers are correct here, the main goal is to get the kids talking and thinking about business.

- A. What is a product? [A: a thing or object that a company sells for a price]
- B. What is a service? [A: a task or job that a company does for someone for a price]
- C. What is price? [A: the amount someone has to pay to get a product or service]
- D. Who can name a specific product and its price?
- E. Who can name a specific service and its price?
- F. What does price tell you about a product or service?
- G. When you go shopping how do you know what a product’s price is?

Bea is for Business Book Discussion (10 minutes)

What is the product Bea and Lander are selling? [A: bouquets of flowers]

What's the price of each product? [A: \$5 each]

How do they decide the price of that product? Whom else do they consult? [A: they make a good suggestion and then consult with Lander's dad]

Do you think that price is fair/right? What does it mean if a price is fair? [A: a price is fair if people are willing to pay it, and a business covers it's costs]

How do Bea and Lander let people know what they're selling and how much it costs? [A: they make a sign; they also probably talk to people as they pass by]

What are the different money combinations that people could pay Bea and Lander if the bouquets are each \$5? [A: 5 \$1 bills; a \$5 bill; or even a greater sum like \$10 and get \$5 in cash back]

Mini-Lesson (20 minutes)

Make Price Tags!

Purpose: Familiarize students with price tags and what they mean to a store and to shoppers. Help students to better understand the purpose of money and simple relative values.

Materials:

- String or tape
- Small rectangles made of paper (about 2 inches by 4 inches are fine)
- Markers or crayons
- "Play" money or "play" credit cards

Lesson: Each student will choose an object in the room – Example: a toy or supply or book. Have students pretend that we are going to make a store, and that each item they are holding will be put on the shelves in the store for sale. How much do they want their item to cost in the store? Why? Can they think of other things that might be about the same price? (Young ones may need to be prompted more here). Decorate the price tag, and put the price on the tag. Then, tie the tags or tape the tags on to each item. Don't forget to include dollar or cents signs! Place all the tagged "merchandise" in the front of the room, and ask several children to come up and pretend to shop for items. Another student or two can act as shopkeepers.

Discussion points: How much is the item he/she wants to buy? Are there other items that are the same price? What is the most expensive item? What seems like it should be the most expensive item? Teachers, this is a great chance to use “fake” money for easier play.

In Class Project (20 minutes)

NOTE: In this Class Project, students are responsible for deciding whether they are selling a product or a service, and outlining what that product/service is and how much they will charge for it.

Questions:

- a. What are you selling?
- b. How much should we charge for it/what is its “price”?
- c. What’s our thought process behind that pricing strategy?
- d. How will we let people know about what our price is?
- e. Are there costs or expenses we need to think about before we set the price?

Wrap up (5 minutes)

Homework: Determine a price for what you’re selling. Write your price on a piece of paper, and write down three other items in your house or from a store that have a similar price.

Also, choose from the following Do-At-Home activities from the www.beaisforbusiness.com website – and do a quick write up and/or drawing to explain what you learned:

- a. Price Burst!
- b. Pricing Pundit!
- c. Dollars in Every Direction!

WEEK 4: Place and Promote (60 minutes)

Quote of the week: “Be sure you put your feet in the right place, then stand firm.” – Abraham Lincoln (He was responsible for establishing an economy during the Civil War that sustained the country for years afterwards...)

Objective: Learn about the importance of place and promotion in business – then apply this learning to determine where your business should be located and ways of promoting your own business.

This week’s vocabulary words: advertising, promote, signage, word-of-mouth marketing/advertising, email marketing/advertising

Bea is for Business Discussion Questions – PLACE (15 minutes)

It is important to think about where to set up your business. Look specifically at page 26 in the book – when Bea and Lander are deciding where to put their wagon to sell bouquets. This discussion is to encourage kids to talk and think about their own business ideas. So try to promote lots of discussion. Encourage kids to help each other come up with solutions, too.

Why do Bea and Lander choose to set up next to the food trucks? [A: it is lunch time, so more people will be nearby]

Is there a place you can think of for your business that might make a lot of sense? Why?

Can you think of places where it wouldn't make good sense? Why?

NOTE: Give the class a few examples of businesses and brainstorm good places where they could set up business: (Teachers, some ideas: selling beach umbrellas at the beach, on a boardwalk; selling hot chocolate at a popular sledding hill (when it snows); selling cookies at a busy park; painting finger nails as a business in the summer (maybe near a park or outdoor area), etc.

What would be a good business to put up near a busy traffic intersection? Ideas: a restaurant, gas station, grocery store, etc.

Can you think of a business that you go to with your family that is located at a busy traffic intersection?

Bea is for Business Book Discussion Questions – PROMOTE (15 minutes)

We can all see that it is important to be located in a busy place, and in a thoughtful place that makes sense – just like Bea being near the food trucks. BUT, it is also important to promote, or let people know about, your business. Look specifically on page 18, where Bea is holding a sign.

What does the class think it means to 'promote' something?

Why is Bea holding a sign? [A: to communicate what they are selling and the price]

What does it say?

Would it be beneficial for your business to have a sign? Why or why not?

On page 37, Bea is holding a business card. Why is she holding a business card?
[A: Bea is promoting her own business; she wants other kids to reach out to her with their business ideas]

Would it be beneficial for your business to have a business card? Why? why not? What are some other ways you can think of to promote or advertise your business, besides a sign or a card? (Teachers feel free to brainstorm and write on the board). Also, some ideas to get them (and you!) started – email, talk to people (word of mouth), write letters, hand out flyers (in person or drop off), radio advertising, TV advertising, flag behind an airplane, banner,...)

What would be most effective for your specific business? Why?

In Class Project (20 minutes)

Pretend you are going to buy a full page advertisement in a magazine.

NOTE: Teachers, it might be helpful to have a magazine with a full page ad for the kids to see.

Draw an advertisement to promote your business – here are some things to include:

- A. Drawing of your product or service
- B. Name of your business
- C. Price of your product or service
- D. Anything else that will help people understand your business or how to buy your product or service

Wrap up (5 minutes)

Homework: Write a paragraph explaining at least three types of advertising you can do for your business. Secondly, draw a picture of where you want your business to be located. Include a specific street/address if you have one. Also, complete the following Do-At-Home Activity from the www.beaisforbusiness.com website – and do a quick write up or drawing to explain what you learned:

- a. I Spy Advertisements

WEEK 5: Business Math (60 minutes)

Quote of the week: “Business is more exciting than any game.” – Lord Beaverbrook

Objective: Learn first-hand from an entrepreneur what it's like to own your own business; and begin to see the connection between math and business/ earning money.

This week's vocabulary words: Entrepreneur, earn, employment, money, accounting

Visit from an Entrepreneur (20 minutes)

Invite an entrepreneur to come to the class. Here are some questions to get the discussion started, based on the lessons from the prior weeks.

- A. Introduce person and their employment – discuss what type of work they do.
- B. How did they come up with their business idea?
- C. Does he/she like his/her job?
- D. What is it like to own your own business?
- E. What is the hardest part of owning your own business?
- F. What do you like best about owning your own business?
- G. Does the job apply to anyone's business idea in the class? How?
- H. Take a couple of volunteer business ideas – and ask the entrepreneur to give a little advice on making it a success.

Bea is for Business Book Discussion and Math Principles (15–20 minutes)

On page 30, we see that Bea and Lander made money. How much money did they make together? Being that they split the money, how much did each person get?

Try some or all of these word problems out loud, on the white board or in a printed format:

Use the basic pricing from the bouquets to practice multiplication. How much will it cost to buy 2 bouquets at \$5 each? How about 3 bouquets at \$2 each?

If Bea and Lander started with 20 bouquets, and they sold 10, how many are left?

If Bea and Lander had 20 bouquets, and Lander's dad made 5 extra bouquets for them to sell, how many in total would they have?

If at 12:00pm, Bea and Lander sold 4 bouquets for \$5 each. How much money would they have earned at that time?

(Teachers, for money concepts, consider printing fake money, or bringing in monopoly money)

How many \$1 bills equal \$5?

How many \$1 bills equal \$10? How many quarters equal a dollar?

In Class Project (15 minutes)

Counting Coins!

- A. Have each student complete the Intermediate Counting Coins Sheet (Addition) in the class. The sheet can be found here:
(<http://www.beaisforbusiness.com/learn/downloads.html>)
- B. If there is time, also complete the Intermediate Counting Coins Sheet (Subtraction)

Wrap up (5 minutes)

Homework: Considering all the business lessons you've had over the past several weeks, it's time to put together a mini-business plan.

- a. Complete Intermediate Business Plan
(Find it here: <http://www.beaisforbusiness.com/learn/downloads.html>)

WEEK 6: Business Fair (60 minutes)

Quote for the week: "The way to get started is to quit talking and begin doing." – Walt Disney

Objective: Pull all the pieces together from the last five weeks so that students have the confidence to get up in front of other students and talk about their businesses in a business fair format.

At the beginning of the week, all kids are encouraged to ask any further questions about their business project – because at the end of the week, the class is going to hold a business fair wherein they set up their businesses at tables in the hallway, gym or other large area, and other classes can come through and learn about the businesses.

For the final project (Bea School Business Fair) students are encouraged to do any of the following to supplement their business presentation:

- Dress as a professional or entrepreneur
- Build or draw a prototype of their product or service
- Create any other ways of communicating the business
- Have samples of their product (CAUTION about food allergens)
- Utilize photos or drawings