



## TEACHING UNIT

General Topic:	<b>Production of Goods and Services</b>
Unit Title:	<b>Basics of Business</b>
Grade Level:	Grade 7
Recommended Curriculum Area:	Language Arts
Other Relevant Curriculum Area(s):	Geography



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## Language Arts Curriculum Expectations

### *Listening*

- 1.1** – identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate for specific listening tasks
- 1.2** – demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including working in groups

### *Speaking*

- 2.1** – identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies
- 2.2** – demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

### *Reading*

- 1.1** – read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts
- 1.3** – identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- 1.7** – analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction
- 2.4** – identify various elements of style

### *Writing*

- 1.3** – gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- 1.5** – identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies
- 1.6** – determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary

## Relevant Geography Curriculum Expectations

- analyse current environmental issues or events from the perspective of one or more of the themes of geographic inquiry
- locate and use relevant information from a variety of primary and secondary sources
- communicate the results of inquiries about different points of view on an issue, using computer slide shows, videos ,websites, oral presentations, written notes and reports, drawings, tables, charts, diagrams, maps, models, and graphs

## Relevant Economic Expectations

- 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 services 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 the students have a list of 10 to 12 countries, stop asking for new suggestions. Take the current list and have the students indicate which country they would like to study.
- Take the five or six 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 x 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 8½ x 11-inch 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 the students 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 have to offer and why they included what they did in their presentation that would encourage companies to open a business in their country.
- After all groups have completed their presentation, hold a plenary session and ask the students to identify what types of businesses were being sought, i.e. 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.
- For homework have the students answer the following question: What types of goods and services do governments choose to provide and why?

#### **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 the students that governments tend to provide goods and services for the public good, which are generally necessary for the citizens who support the government, but which the private sector is unable or unwilling to provide. 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 the students that running a business requires a lot of effort and careful decision-making.
- Inform the students 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; 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 “Business Simulation Game” by The Disney Corporation: <http://igrezadecu.com/hot-shot-business/>
- For homework ask the students, based on their experience in playing the simulation, to identify the reasons that some businesses succeed while other businesses fail.

### **Period 5 - 60 minutes**

- Take up the homework question and review with the students the reasons for businesses succeeding and failing.
- Ask the students how much control they believe the customer has in determining whether or not a business succeeds or fails.
- Have the students identify how consumers affect what is produced. Introduce the term “consumer sovereignty” to them, explaining the meaning as follows:  
Consumer Sovereignty is 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 the students provide reasons for their answers.
- Explain to the students that these people who run their own business could be considered to be entrepreneurs. Explain the term “entrepreneur” as 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.

## **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.”

## 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.

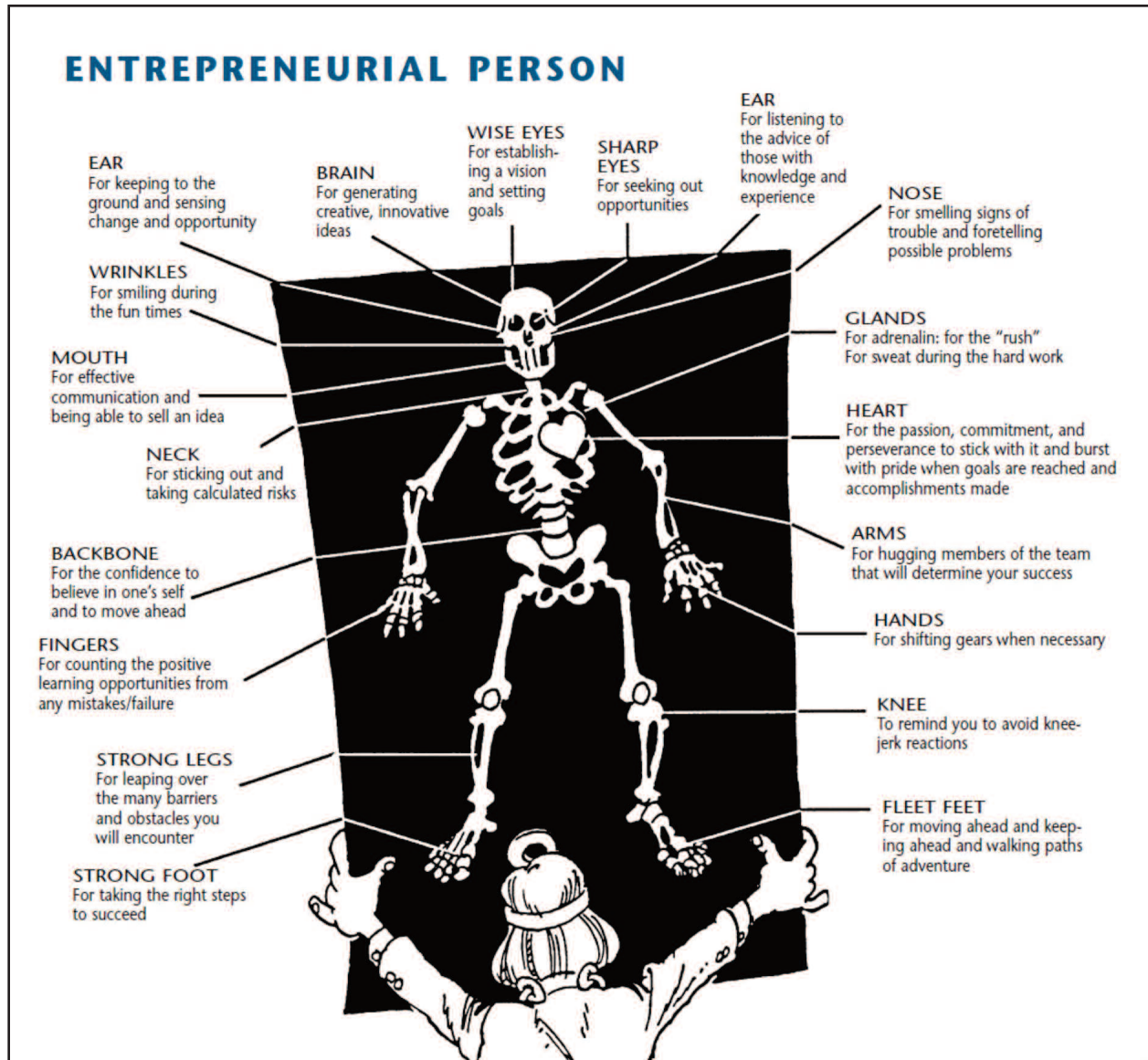
## Additional Related Links

- The role of government in public service at: [http://www.ehow.com/about\\_6610158\\_role-local-government-public-services.html](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>
- “Be Your Own Boss”: <http://pbskids.org/itsmylife/games/boss/>
- 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](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>

## Handouts/Resources

1. The Entrepreneurial Person

Handout



By Gary Rabbior, President – [www.cfee.org](http://www.cfee.org)  
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