

Lesson Objectives	<ol style="list-style-type: none">1. Introduce students to the types of businesses that exist so they can start thinking of options for their businesses.2. Get students to decide whether they will work alone or in groups of two or three.3. Start listing potential business ideas without thinking about viability – ranking to eliminate ideas that aren't likely to work happens next week.
Preparation	<p>Print one copy of the one-page worksheet in the lesson resources per student OR have your students use an exercise book to write down their answers.</p> <p>You will need an internet connection to log in and stream the video.</p> <p>Log into the members area and click on:</p> <ul style="list-style-type: none">• the 'Maker Kids Club' course, then• Module 'F – Find Your Idea', then• '1. Brainstorm business ideas' under Lessons. <p>You may like to draw up the table headings in Activity 2 before the lesson starts.</p>
Delivery	Class-based lesson. Video, discussion and worksheet.
Time	50-60 minutes
Activity 1	<p>Watch video: Brainstorm your business idea (10 mins)</p> <p>This video outlines different ways businesses can be classed:</p> <ul style="list-style-type: none">• product or service,• offline or online,• profit or not-for-profit,• structure and size (micro, small, medium, large, partnership, companies, solo) <p><i>Optional: pause video at 7:21, complete Activity 2, then play rest of the video to introduce Activity 3.</i></p>
Activity 2	<p>Class discussion and group forming (15 mins)</p> <p>In this activity aim to get the students thinking about the businesses they use. Also help them form groups for their business, if they want to – they can work alone if preferred. We recommend a maximum group size of three.</p> <p>Class discussion</p>

Draw up a table with five columns on the whiteboard using these headings:

Business Name	Product or service?	Offline or online?	Profit or not-for-profit?	Size? (micro, S, M, L)
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Get the students to call out the names of businesses they and their family use and list them under Business Name, then work through each row answering each question at the top of each column. In some cases, the answer will be 'both'. Where the answer isn't known, you can ask the students how they would find out and potentially make it homework to find the answer.

Optional extension question: why do we need businesses? What purpose do they serve?

Example answer: It's the most effective use of resources and human energy. If we had to do everything businesses do for us, we'd have no time for anything else. Consider a simple shirt: someone had to farm the cotton, spin it, dye it, weave it, cut it, sew it and then get it to you. If you had to do that, you'd have to own the land to farm, plus all the equipment to spin, dye, weave, cut and sew. Then you'd have to do it. Rather time consuming. Now imagine you had to do that with everything you're wearing today! Instead, businesses specialize in each step. They own the equipment, have the people power and the skills, so they can do it quicker and more effectively for thousands or even millions of people than we can for ourselves and our family. We happily pay them to be the experts so we can be experts in other things.

Open discussion about whether to work in groups or alone:

- What are some of the advantages of working in a group?
e.g. share the workload, everyone brings different strengths, can support each other, more effort might earn more money
- What are some of the disadvantages of working in a group?
e.g. may not always agree, have to share the money, can be hard to coordinate working time
- What are some of the advantages of working alone?
e.g. can be independent, don't have to share money, get to make all the decisions
- What are some of the disadvantages of working alone?
e.g. more for you to do, can be harder, can feel lonely

Group forming

Get the students to form into groups if they want to, with a maximum of three students per group.

Example script: "Having now thought about the good and bad parts of working in a group or working alone, it's time to decide what you'd like to do for your business. Some points to consider before I ask you to choose:

- Don't just choose to work with a friend by default. Business requires tough decisions, and you may put unnecessary stress on your friendship. If you want to pick a partner, choose someone with skills that are different to yours, but that complement each other – not just because they're your mate.
- If you choose to work together, you work TOGETHER. You make one type of product, not one each. This is a genuine partnership, not two mini-businesses operating side by side."

Ask students that would prefer to work in a group to stand up. Allow a few minutes for them to form their groups. Those that remain sitting will become "solopreneurs".

Optional: if you paused the video, play the remaining 2.5 minutes now to introduce the worksheet.

Activity 3

Complete worksheet (20-30 mins)

Allow the students to move into their groups if they have chosen to form them. The activity is designed to be completed quietly, but some discussion is fine. Ideally, every student will have a list written out, even if it's a duplicate of their partner's list. Between this lesson and the next, partnerships may dissolve or form, so best to have a list of their own to rank next week.

Every student needs to answer the questions on the worksheet:

- What kinds of businesses are you most interested in?
- Brainstorm ideas for your business.

To help prompt thought for brainstorming:

- Brainstorming is just listing all the ideas. Don't worry if they're 'good' or 'bad', ranking next week will help sort them out. The idea is to write down as many ideas as you possibly can. 10 is OK, 20 is great, 50 would be brilliant.
- Resist becoming convinced you've got the 'right' idea and therefore stopping brainstorming. Next week, we rank. You may find your perfect idea is not viable – best to have some back-ups.
- If you're stuck coming up with ideas, think about:
 - What do you enjoy doing or making now? Could you make a business based on that?
 - What do your friends and family enjoy doing or making now? Could



	<p>you make a business based on that?</p> <ul style="list-style-type: none"> ○ What problems do your friends and family have? Can you solve those problems for them through a business? <p>For specific suggestions, see supplementary resource in the lesson resources: 33 business ideas for kidpreneurs.</p>
<p>Homework</p>	<p>Continue brainstorming in own time at home:</p> <ul style="list-style-type: none"> • Keep an eye out for businesses you could mimic. • Add ideas when they occur to you. <p>Bring the list of all brainstormed ideas to next lesson for ranking.</p>
<p>Curriculum dimensions</p>	<p>Year 6 Humanities and Social Sciences curriculum (from Government of Western Australia’s School Curriculum and Standards Authority):</p> <ul style="list-style-type: none"> • Business and Economics: <ul style="list-style-type: none"> ○ Trade-offs and impacts of consumer and financial decisions: <u>Businesses</u> provide <u>goods</u> and <u>services</u> in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn <u>revenue</u> (ACHASSK151) CCT, EU • Questioning and researching: <ul style="list-style-type: none"> ○ Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. <u>KWL chart</u>, concept map) L, CCT • Evaluating <ul style="list-style-type: none"> ○ Use decision-making processes (e.g. share opinions and personal <u>perspectives</u>, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) L, CCT, PSC, IU