

LESSON PLAN

BMT-BC-1 INTRODUCTION TO BUSINESS SIMULATION

Name of Activity: Industry Simulation	Course: All foundation courses
Unit: Introduction to Business Simulation	Activity: 1

Standards/Subs

Demonstrate employability skills required by business and industry.
The following elements ~~should be introduced~~ throughout the content of this course.

- 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- 1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- 1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply ~~basic~~ skills.
- 1.6 Present a professional image through appearance, behavior, and language.

KNOW: Knowing what is involved in starting, operating and supporting a business or industry will be key for this activity and help students build upon their knowledge throughout the course.
UNDERSTAND: Students will understand during this unit the functions, titles, and duties of various partners or leaders in a small business or industry.
BE ABLE TO DO: After completing this activity and working on this simulation throughout the semester or course, students should be able to apply the many aspects, skills, ideas, and protocols necessary to start and sustain a small business or work in industry and "climb the corporate ladder".

Pre-Assessment/Formative Assessment Notes

- Teacher will introduce concept that students will be working periodically on this activity throughout the course. Students need to understand what it takes to start and sustain a small business or work in a large company.
- Teacher will give students 60 seconds to write down job titles that ~~they know~~ in a typical small business.
- When time ~~is over~~, students will need to develop a short job description for each job title they listed. (Teacher can provide an example to jump-start student work.)
- Teacher and class will then share and compare job titles and descriptions within their lists.

How Will They Learn

single strategy that engages all more than one learning preference (MI)
 more than one modality (auditory, visual, kinesthetic) other

- Pre-Assessment activity will involve all students and engage them to learn and brainstorm possible job titles and share what they know about starting a small business.

Application Activities

same for all tier by learning preference tier by readiness tier by challenge/complexity

- After pre-assessment, teacher will transition students into next portion of activity to begin application of first activity to subsequent remaining parts of lesson.

CTAE

Independent Application

individual work tier by readiness with a partner
 tier by challenge/complexity student choice based on interest in a small group (MI)

1. After sharing job titles and brief descriptions, teacher will explain to students they will work within a small business for the duration of course to apply concepts introduced during each class and simulate job and employability skills.
 - a. Teacher may want to hand out copy of "Corporate Hierarchy Model" sheet to students to reference and decide how they want to create their simulated small business.
2. Students need to decide what kind of appropriate small business they want to simulate or start in class.
 - a. Within their new business groups, students will need to decide the roles and functions each person will share and be responsible for throughout the class. As new skills and concepts ~~are covered~~ each week, students will be able to work on their small business simulation to update job skills, individual resume, business image, and much more.
3. Students need to decide the name of the company, the mission, primary function and service(s) they provide, size of company (employees, chain store, etc.) and any other details relative to the simulation company's presence.
4. Students and each business will earn "class cash" as they complete assignments and apply business concepts appropriately during classes or units ~~before class~~.
 - a. Students will be responsible for keeping their resume and class earnings updated throughout course.
 - b. Students will also need to pay class expenses, fees, and taxes, as determined by the teacher.
 - c. Students earn "class cash" for attending class daily, on time, turn in work on time, working well together in class and on group projects, working online appropriately, communicating accordingly, setting an appropriate work setting, and any other methods according to teacher/class.
 - i. Teacher can assign bonus earnings for groups creating vision, mission statement, logo, etc. on "Corporate Hierarchy Model" sheet.
5. If groups need to change during the course, students will be able to take their resume, skill set, and experiences and "apply" to work in another small business. Companies may want to post job openings within their simulated company throughout the course, if warranted.
6. If students want to "climb the corporate ladder", they will be able to take their resume, work and employability skills, and apply for a new job in their company or another business in class.
7. If top employee in one business wants to "split-off" or create a new business during the course allowing ~~an~~ ~~or~~ workers to take on new leadership roles and hire workers/staff in the small business, they may do so. This action will allow for new leadership skills to be developed and students to experience different employment rolls.
 - a. Splitting off and forming a new company is encouraged to allow more students to practice and develop leadership skills and learn teamwork strategies from various work perspectives.
8. Business may decide to merge or undergo business acquisitions, but must receive prior-approval from the teacher.
9. The purpose of this activity is to help students stay current on new skills they acquire in the class, practice or develop leadership techniques, and simulate the activities involved in a small business.
10. Teacher and students may include additional requirements, roles, and responsibilities of class members to this activity throughout the course.

Closure

activity question and answer sharing of products exit slips
 review critical reflection question posing other

- Students will be able to complete a weekly log or critical reflection in an on-line class blog (of teacher's choice) into the project, progress of their company, analyze how they worked or improved as an employee this week, and set personal goals for the next week.

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COMPANY SIMULATION REVIEW AND SETUP



If students wish to set up a traditional corporate structure they may do so and use all or some of the above names and roles as given. Students may also use related names to represent a work hierarchy or organizational chart.

Students can research relevant Internet sites and search for other business organizational charts or methods to establish their small business simulation models.



Students may also want to graphically or narratively represent their small business or company by including some or all of the items listed above to represent their company simulation. The more description, originality, and details developed about their company will help in representing their work throughout the course and simulation. Details and ideas about the company can change, as warranted.

Teacher and Students may post questions and comments on the school's pre-approved blogging sites such as Edmodo, Moodle. Teacher may also require students to comment on future activities on the blog site of his/her choice.

STUDENT WORK AND RUBRIC

Points Earned	Points Possible	Criteria
C.Fossett 4	4	Student has all work completed and labeled-organized. Mission and Vision statements are apparent.
3	3	Student has color and arrows to make document appealing. Logo is included
3	3	Student has included their own organizational chart for company

Google Classroom Directions: Create a bubble map using the mission and vision statements of your selected company. You must use the address and logo. In addition, you must add a hierarchy chart that you created yesterday. Finally, include the number of locations worldwide in your map. You must use color and arrows in your map.

