

BUSINESS SIMULATION

BMT-IBT-1

DI Learning Plan	
Name of Activity: Industry Simulation	Course: All foundation courses
Unit: Introduction to Business Simulation	Activity: 1
Standards/GOs	
<p>Demonstrate employability skills required by business and industry: The following standards are covered throughout the content of this course.</p> <p>1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.</p> <p>1.2 Demonstrate creativity with multiple approaches to seek challenging questions resulting in innovative procedures, methods, and products.</p> <p>1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.</p> <p>1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</p> <p>1.5 Apply the appropriate skills sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply transferable skills.</p> <p>1.6 Present a professional image through appearance, behavior, and language.</p>	
<p>KNOW: Knowing what is involved in starting, operating and supporting a business in industry will be key for this activity and help students build upon their knowledge throughout the course.</p> <p>UNDERSTAND: Students will understand during this unit the functions, titles, and duties of various partners or leaders in a small business or industry.</p> <p>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".</p>	
Pre-Assessment/Pre-Test Assessment Notes	
<ul style="list-style-type: none"> Teacher will introduce concepts 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 exist in a typical small business. When time expires, 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 team. 	
How Will They Learn	
<p><input checked="" type="checkbox"/> single strategy that engages all _____ more than one learning preference (MI)</p> <p>_____ more than one modality (auditory, visual, kinesthetic) _____ other</p> <ul style="list-style-type: none"> 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	
<p><input checked="" type="checkbox"/> same for all _____ tier by learning preference _____ tier by readiness _____ tier by challenge/complexity</p> <ul style="list-style-type: none"> After pre-assessment, teacher will transition students into next parties of activity to begin application of first activity to subsequent remaining parts of lesson. 	
Post Assessment	
<ul style="list-style-type: none"> Students will also write about key technical vocabulary and skills learned in the course recently. 	
Post Assessment	
<ul style="list-style-type: none"> Teacher will review the student's blog, provide feedback, and choose whether to include blog as a grade covering employability skills. Add additional procedures as necessary to meet teacher's classroom assessment process. Grader can be changed throughout the course to include and cover the activity. The Teacher may decide to modify this unit assignment by including additional simulation activities, "mini disasters," changes in the economy, etc. that each small business or company experiences during the course. 	
Independent Application	
<p>_____ individual work _____ tier by readiness _____ with a partner</p> <p>_____ tier by challenge/complexity _____ student choice based on interest _____ <input checked="" type="checkbox"/> in a small group (MI)</p> <ol style="list-style-type: none"> 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. Students need to decide what kind of appropriate small business they want to simulate or start in class. <ol style="list-style-type: none"> 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. 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 resumes, business maps, and brochures. Students need to decide the name of the company, the vision, primary function and service(s) they provide, size of company (employees, chain store, etc.) and any other details relative to the simulated company's presence. Students and each business will earn "class cash" as they complete assignments and apply business concepts appropriately during classes or with homework. <ol style="list-style-type: none"> Students will be responsible for keeping their resume and class savings updated throughout course. Students will also need to pay class expenses, fees, and taxes, as determined by the teacher. Students earn "class cash" for attending class daily, on time, turn in work on time, works well together in class and on group projects, working on tasks appropriately, communicating accordingly, setting an appropriate work setting, and any other methods according to teacher/class. Teacher can assign bonus savings for group checking vision, vision statement, logo, etc. on "Corporate Hierarchy Model" sheet. If groups need to change during the course, students will be able to take their resume, skill set, and experience and "apply" to work in another small business. Companies may want to post job openings within their simulated company throughout the course, if warranted. 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. If too employees in one business want to "split-off" or create a new business during the course allowing group members 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 roles. <ol style="list-style-type: none"> 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. Business may decide to merge an underperforming business, but must receive prior approval from the teacher. The purpose of this activity is to help students step forward on new skills they acquire in the class, practice or develop leadership techniques, and simulate the activities involved in a small business. Teacher and students may include additional requirements, rules, and responsibilities if class members to this activity throughout the course. 	
Closure	
<p>_____ activity _____ question and answer _____ sharing of products _____ exit slips</p> <p>_____ review _____ <input checked="" type="checkbox"/> critical reflection _____ question posing _____ other</p> <ul style="list-style-type: none"> Students will be able to complete a weekly log or critical reflection in an on-line class blog (if teacher's choice) lets the project, progress of their company, analyze how they worked or improved or or employ the this week, and set personal goals for the next week. 	

Describing the Types of Businesses

BMT-IBT-1 Starting Your Own Business

August 2019

Directions-Google Classroom Assignment

Create a tree map for the types of businesses discussed in class. Include the category along with the description of each category below.

Anyah Hudson						
Sole Proprietorship	Partnership	Limited Partnership	Corporation	LLC	Non-Profit	Co-op
<ul style="list-style-type: none"> Owned by one person No legal or financial distinction between business & business owner 	<ul style="list-style-type: none"> Businesses, financial, and legal responsibilities equally divided Must be registered for IRS purposes 	<ul style="list-style-type: none"> Ideal for those interested in raising capital from investors who aren't active in day-to-day duties 	<ul style="list-style-type: none"> Independent, multiple shareholders Appropriate for established businesses with employees 	<ul style="list-style-type: none"> Blend of partnership & corporation No personal property at risk Less regulation 	<ul style="list-style-type: none"> Earnings divided among members Can apply for "tax exempt" status 	<ul style="list-style-type: none"> Earnings divided among members No external stakeholders Members use its services

Tree Map Rubric

Level 1-The map is not drawn correctly or labeled.

Level 2-The map is drawn correctly but missing some concepts and labels are incomplete.

Level 3-The Map is drawn correctly but 1 or 2 concepts has grammar/spelling errors.

Level 4-The Map is drawn correctly and labeled. Color is apparent to make the map easily readable.