







Title	"What is my business plan?"
Grade Level	Middle and High School
Focus	Entrepreneurship & Me, Day 4 of 4

Objectives	
The student will...	integrate the components of a business plan.
	create a business plan for an idea of their own.

PA Standards			
Career Education and Work	<ul style="list-style-type: none"> ▪ 13.4.8.C: Identify and describe the basic components of a business plan, such as, but not limited to, business idea, competitive analysis, daily operations, finances/budget, marketing, productive resources (human, capital, natural), and sales forecasting. ▪ 13.4.8.B: Evaluate how entrepreneurial character traits influence career opportunities. 		
English Language Arts	<ul style="list-style-type: none"> ▪ 1.4.9 – 10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ▪ 1.4.9 – 10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ▪ 1.5.9 – 10.A; 1.5.11 – 12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 		
Artifact Opportunity	<ul style="list-style-type: none"> ▪ The My Business Plan Worksheet can be used as an artifact representing standard 13.4. 		
Videos	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ 2019 Pittsburgh Central videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-central/ ○ QR Code:  </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ 2018 Pittsburgh East videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ○ QR Code:  </td> </tr> </table>	<ul style="list-style-type: none"> ▪ 2019 Pittsburgh Central videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-central/ ○ QR Code:  	<ul style="list-style-type: none"> ▪ 2018 Pittsburgh East videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ○ QR Code: 
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Lesson Plan	
Materials Needed	
	<ul style="list-style-type: none"> • Business Plan Worksheet (from Day 2) • Designing My Business Idea Worksheet (from Day 3) • My Business Plan Worksheet • Internet access • “What’s So Cool About Manufacturing?” videos
Prior Knowledge	
	<ul style="list-style-type: none"> • Business Plans <ul style="list-style-type: none"> ○ In order to properly engage with this lesson, the teacher will need to be comfortable explaining the components of a business plan. ○ The Pennsylvania Department of Education’s CEW Standards lists these terms. Please see CEW 13.4.8.C. ○ The National Federation of Independent Business (NFIB) website outlines the seven essential sections of a business plan. It is a useful tool for the teacher and students: https://www.nfib.com/content/resources/start-a-business/7-essential-sections-of-a-business-plan-49946/ ○ For further information on entrepreneurship, explore this website from the Network for Teaching Entrepreneurship, where the eight main concepts of an entrepreneurial mindset are explored: https://www.nfte.com/wp-content/uploads/2017/07/NFTE-2016-Alumni-Survey-Report-2.10.20171.pdf
	<ul style="list-style-type: none"> • Warm-Up <ul style="list-style-type: none"> ○ <i>Create a business! [5 minutes]</i> <ul style="list-style-type: none"> ▪ “For 5 minutes, brainstorm what kind of business you would like to create. No matter what, keep writing down ideas and thinking outside the box for the full 5 minutes. There are no bad ideas and no wrong answers.” • Body <ul style="list-style-type: none"> ○ <i>What’s my plan? [20 minutes]</i> <ul style="list-style-type: none"> ▪ Using the Business Plan Worksheet and the Designing My Business Worksheet, students will complete the My Business Plan Worksheet. This can be done in small groups or individually. Prior to this lesson, students completed a business plan for a manufacturing company (the Business Plan Worksheet); today’s handout is the same format but should be completed based on the student’s business idea. ○ <i>Share [10 minutes]</i> <ul style="list-style-type: none"> ▪ Students share their My Business Plan Worksheet with a peer. They can share with the entire class or in small groups. Ideally, each student will share and receive feedback from a peer based on their idea(s). • Closing <ul style="list-style-type: none"> ○ <i>Reflection [3 minutes]</i> <ul style="list-style-type: none"> ▪ On an exit slip, respond to this: “How do you feel about your business plan? What else do you need to make this plan feel viable? If you were continuing with this business idea, what would you do next?”



My Business Plan

Directions:

Using the NFIB website, the **Business Plan Worksheet**, your **Designing My Business Idea Worksheet**, and a lot of your imagination, complete the components of a business plan for your business idea.

Business Plan Component	Definition
Business Idea	
Competitive Analysis	
Daily Operations	
Finances/Budget	
Marketing	
Productive Resources (human, capital, natural, etc.)	
Sales Forecasting	