

## Jump Start Micro-Enterprise Credential: Business Startup Implementation Guide

(Updated: July 2016)

We have provided an extensive series of resources and student exercises that we hope helps students master critical concepts about starting up a new business.

The table below provides grouping and sequencing recommendations for using these resources and student exercises.

All implementation notes are suggestions only and may be altered according to the needs of the students and teachers. Anticipated times are based only on the implementation notes provided and may vary.

Resource	Purpose	Implementation Notes	Anticipated Time
03-02 Business Start-Up Vocabulary	Provides terminology students need to know in regards to starting a business.	A variety of methods may be used. Possibilities include quizzes, word walls, word clouds, vocabulary journals, word sorts, vocabulary games, flash cards using ProProfs, etc.	Varies
03-03 Student Industry Expert Presentation Ballot	Provides an opportunity to select and prioritize their choices for industry expert that will be utilized as their mentor.	<ul style="list-style-type: none"> <li>➤ Allow students to research possible industry choices they may be interested in.</li> <li>➤ Have students prioritize their choices.</li> </ul>	30 minutes
03-04 Nine Steps to Starting Your Small Business	Describes the entrepreneurial and administrative steps necessary to start a small business.	<ul style="list-style-type: none"> <li>➤ Discuss an overview of the nine steps and provide examples.</li> <li>➤ Explain to students that the focus on each step will be emphasized during the progress of the credential.</li> <li>➤ After students select their chosen industry based on the results of the ballot below, brainstorm ideas for Steps 1, 2 and 4.</li> </ul>	120 minutes
03-06 Four Rules for Effective Writing	Provides a foundation for business writing using Four Rules for Effective Writing 1) Outline the key points you intend to make 2) Write topic sentences for each key point 3) Place your topic sentences in logical order 4) Provide additional supporting detail for each key point	<ul style="list-style-type: none"> <li>➤ Students brainstorm what effective writing of a business document looks like.</li> <li>➤ Compare student’s ideas with the four rules.</li> <li>➤ Show students samples of weak writing and strong writing.</li> <li>➤ Model writing a business memo.</li> </ul>	60 minutes
03-07 Evaluating Written Assignments Rubric	Provides students with a guide for evaluating their writing. (Used by student and teacher)	<ul style="list-style-type: none"> <li>➤ Discuss the rubric</li> <li>➤ Allow students to use the rubric to assess a strong body of writing and a weak body of writing.</li> </ul>	40 minutes

<p>03-08 Effective Writing Quiz</p>	<p>Provides an opportunity to evaluate situational text for each of the rules for effective writing.</p>	<ul style="list-style-type: none"> <li>➤ Students individually complete the quiz.</li> <li>➤ Students discuss their responses with a partner.</li> <li>➤ Whole group discussion</li> </ul>	<p>40 minutes</p>
<p>03-10 Effective Writing Exercises</p>	<p>Provides an opportunity for students to read and respond to situational text.</p>	<ul style="list-style-type: none"> <li>➤ Students individually complete the two exercises.</li> <li>➤ Students discuss their responses with a partner.</li> <li>➤ Students make revisions.</li> <li>➤ Whole group discussion</li> </ul>	<p>90 minutes</p>
<p>03-11 Elevator Speech Student Exercise</p>	<p>Provides an opportunity for students to deliver a message that fits with the prospect’s current needs or interests.</p>	<ul style="list-style-type: none"> <li>➤ Discuss the purpose and importance of an elevator speech.</li> <li>➤ Students brainstorm the who, what, when, and how that goes into an elevator speech.</li> <li>➤ Teacher models writing and delivering an elevator speech.</li> <li>➤ Students read and choose one of the two scenarios to complete an elevator speech for.</li> <li>➤ Students can either video themselves performing their speech or can do it in front of small groups.</li> </ul>	<p>90 minutes</p>
<p>03-13 Ethics and Social Responsibility</p>	<p>Provides teachers with background information and vocabulary for presenting ethical and social responsibility.</p>	<ul style="list-style-type: none"> <li>➤ Have students brainstorm the meaning of “ethical” behavior.</li> <li>➤ Have students relate any personal stories of ethical or unethical behavior they have witnessed from a customer point of view.</li> <li>➤ Teacher will cover background information and vocabulary.</li> </ul>	<p>60 minutes</p>
<p>03-14 Ethics and Social Responsibility Student Exercise</p>	<p>Provides students with a form that asks questions about ethical and social responsibilities.</p>	<ul style="list-style-type: none"> <li>➤ Students will complete questions that require them to reflect on ethical and social responsibility scenarios</li> </ul>	<p>45 minutes</p>
<p>03-16 Differentiation Student Exercise</p>	<p>Provides students with an exercise that require them to evaluate and respond to questions about how to present a business to a target market.</p>	<ul style="list-style-type: none"> <li>➤ Students will match claims and rank ideas.</li> </ul>	<p>20 minutes</p>

The table below provides teacher resources.

Teacher Resources
03-05 Nine Steps to Starting Your Small Business Teacher Guide
03-07 Evaluating Written Assignments Rubric
03-10 Effective Writing Teacher Guide (Quiz and Writing Exercises)
03-12 Elevator Speech Student Exercise Teacher Guide
03-15 Ethics and Social Responsibility Exercise Teacher Guide
03-17 Differentiation Student Exercise Teacher Guide