

Weeks 3-4: Business Roles & Responsibilities

Objective

Students will identify and understand the four key business roles in the print shop, describe their responsibilities, and practice role-specific tasks and communication.

Content Focus

Identify key business roles in the print shop:

Manager of Finance

Designer

Marketing

Production

Understand responsibilities of each role

STEELS Standards

1.1.9.B: Identify workplace roles and responsibilities (Social Skills)

5.1.9.A: Demonstrate interpersonal and communication skills in role-play (Social Skills)

2.1.9.A: Communicate roles and tasks clearly (English Language)

3.1.9.B: Understand safe tool and equipment use (Employment Skills)

6.1.9.A: Use technology related to assigned roles (Technical Skills)

PA Alternative Standards

1.1.9.B: Identify and describe workplace roles

5.1.9.A: Practice communication through role-play

3.1.9.B: Safe use of equipment for Production role

6.1.9.A: Employ technological tools relevant to roles

Teacher Notes:

The purpose of these two weeks is to give students a chance to explore the different teams and roles needed for your print shop. Defining roles and role-playing will help you discover which students excel in each area. As you teach, observe how students engage with the activities to identify those with a natural talent for each role. This will guide you as you identify roles for the students in your class.

Introduce the Four Business Roles

****Teacher:****

"Today, we will learn about the four important jobs in our print shop. Each job helps the shop work well. These jobs are: Manager of Finance, Designer, Marketing, and Production."

Show the [Business Roles Visual](#) Poster with icons and names.

****Teacher:****

"Let's look at each job."

Describe Each Role with Posters and Simple Language

Teacher holds up or projects each Role Description Poster and reads aloud:

Manager of Finance:

"This person handles the money. They keep track of sales and expenses, buy supplies, and make sure the shop has enough money."

What the Manager of Finance Does:

- Handles the money for the print shop.
- Keeps track of sales and expenses.
- Buys supplies like paper and ink.
- Makes sure the print shop stays within its budget.

****Teacher****

"The next job is Designer. Designers create the pictures and words for the print shop, flyers and posters."

Designer:

What the Designer Does:

- Create flyers, posters, and cards.
- Use design software or draw by hand.
- Choose colors, shapes, and fonts.
- Make sure designs look good and are easy to read.

Marketing:

"Marketing tells people about the print shop. They make flyers, plan events, and talk to customers."

What Marketing Does:

- Uses flyers and posters to advertise.
- Plans small events to promote the print shop.
- Talks to customers and answers their questions.

Production:

"Production runs the printers, checks print quality, and delivers finished orders."

What Production Does:

- Operates printers and equipment.
- Prepares print files for printing.
- Checks the quality of printed products to make sure they are good.
- Packages and delivers orders to customers.

Using the visuals and definitions, have students match the definitions to the pictures of each of the four roles.

****Teacher****

"Each of these jobs is very important. Together, they help our print shop be successful and make customers happy."

Activity: Print Shop Role Centers: Rotations for Student Engagement

Teacher- set up four centers for each role: Manager of Finance, Designer, Marketing, and Production

- Timing: Allocate 20-30 minutes per center.
- Group Size: Small groups or pairs to encourage interaction.
- Materials Preparation: Print all worksheets, and posters, before sessions. Pull up the Spreadsheets and electronic worksheets on a computer or iPad.

Center 1: Manager of Finance

****Teacher**** Review the role of a Manager of Finance

Activity Name: Price & Track the Sales

Materials:

- [Pricing Worksheet](#) and [Activity](#)
- [Financial Record Sheet](#)
- [Income/Expenses](#) AND [Financial Record Sheet](#)

Instructions:

- (Paper/Pencil) Students complete this [worksheet](#) to calculate product profit.
- (Electronic) Students will use this worksheet to enter information into the
- Simulate record keeping for the print shop by recording income and expenses found [HERE](#) on the [Financial Record Sheet](#)

Teacher Notes:

While students complete these activities, watch for those who quickly grasp the tasks. Students with Autism often show strong skills using spreadsheets and entering given information. Provide opportunities for students to work both with paper and pencil and on a computer. This will help you identify which students are well-suited for this role.

Center 2: Designer

****Teacher**** Review the role of a Designer

Print the [Weak vs. Strong Graphic Design](#) posters and discuss the differences.

Show Poster 1 (Strong Design) and Poster 2 (Weak Design) side by side.

****Teacher****

Review the Role of a designer

Here are two posters. Let's look closely at each one."

Guide Students to Observe Key Features

****Teacher****

"Let's think about these things when we look at a poster:"

- Colors:
"Are the colors bright and easy to see? Or are they hard to look at?"

- Words:
"Is the writing easy to read? Are the letters big enough?"
- Pictures:
"Do the pictures help us understand the message? Or are they confusing or missing?"
- Layout:
"Is everything in the right place? Is the poster neat and not too crowded?"
- Message:
"Can you tell what the poster wants to say quickly?"

Compare Posters Together

****Teacher****

"Let's look at Poster 1. What do you like about its colors? Are the words easy to read? Are the pictures helpful?"

[Pause for student answers]

"Now, let's look at Poster 2. How are the colors? Are the words easy or hard to read? Are there pictures? Is it neat or messy?"

[Pause for student answers]

Summarize What Makes a Strong Design

****Teacher****

"A strong poster has:"

- Bright, clear colors that look nice together
- Big, easy-to-read words
- Pictures that help explain the message
- A neat layout with space between things
- A message you understand quickly

"A weak poster might have:"

- Colors that are too dark, too light, or hard to see
- Small or messy writing that is hard to read
- Missing or confusing pictures
- A crowded or messy layout
- A message that is hard to understand

Repeat with posters #2-6

****Teacher****

"Now, you will look at some posters and tell me what you think. Use the things we talked about to say what makes the poster strong or weak."

Teacher Notes:

As students engage in this activity, observe those who naturally notice the strengths and weaknesses in designs. Students who can look at a poster and identify what works well and what doesn't will be valuable members of your Design team. Students with Autism often spot details and mistakes that others might miss. As we move towards assigning roles, these students will be encouraged to learn how to use Canva to create designs for customers.

Center 3: Marketing- Plan a Print Shop Event

****Teacher**** Review the role of Marketing

Explain marketing simply as telling people about something they want to come or buy. Use examples like a favorite toy commercial or a flyer for a school event.

Use the Grand Opening Plan to Explore Marketing:

Flyers: Marketing Messages:

Help students edit the [flyer](#) (Add a date and time for the event, drag the school logo or print shop logo into the frame)

Show students the flyer and explain that flyers are a way to tell friends and family about the event. Ask:

Who should we tell? (friends, teachers, family)

How should we tell them? (give a flyer, call, ask a friend to tell, hang flyers around school)

Signs and Decorations: Attract Attention:

Banners and balloons help people notice the shop. This is also marketing!

Ask: What colors or pictures would make people look at our print shop?

Help students edit this [Editable Banner Template](#)

Samples: Show What We Can Do:

Brainstorm types of sample prints to show people why they should come. This helps people see what the print shop offers. Create a few samples using .

Role Play Sharing the Message:

Practice with students how to invite others: a simple Please come to our print shop opening! or We make prints you'll love!

Teacher Notes:

As you guide students through this activity, notice those who naturally draw the attention of their peers and teachers. These students are great candidates to lead the Marketing Team. As the team develops, these individuals will learn how to promote the print shop to the school and community. They will become the “face” of the Print Shop.

Center 4: Production: Make some stickers

****Teacher**** Review the role of Production.

In this activity, teachers should print stickers on Charlie and allow students to cut them out with scissors. Find template for stickers [HERE](#)

How to print stickers from Canva to PSI Printer:

Open [STICKERS](#)

Click “Share”

Click “download”

Choose PNG File Type

Click “Transparent Background”

Hit Download

Open Poster Artist

Follow the steps to create a 24x18 landscape document

Print on Repositionable Adhesive (Charlie)

Click add image

Select Stickers from download files

Right click on the corner of the stickers and drag to fill the poster in Poster Artist

Print as usual.

Print one copy for each group and allow students to use scissors to cut out the stickers.

Teacher Notes:

For students with significant disabilities, the Production Role is often where they feel most confident participating. Having students practice cutting out images helps teachers observe and identify who has the manual dexterity needed for this task. These students are great candidates for your production team.

To build on this, you might provide self-sealing bags for students to use when packaging items for sale. You can also create simple sticker labels that students can attach to packaged products

Wrap Up:

Over the past few weeks, you have been discovering the unique talents of your students. As the student-run print shop begins to take shape, the next step is to identify who will fill the different roles needed to make the shop a success. Sometimes, a class might not have a student ready to take on a specific role. When that happens, reaching out to typical peers or gifted students can help fill those gaps. Connecting with teachers from graphic design or business classes is another great way to find students interested in joining the print shop. This collaboration brings everyone together, creating an inclusive space where peer mentoring and positive interactions can flourish, helping all students grow and succeed.