Quarter 2:
Launching the Business

Grade Levels: 7th-12th
Time: Five 45-minute class periods per week

Editable versions of premade resources are available by clicking the hyperlinks in the "Materials" list. Materials highlighted in green are located in the "Resources Folder" and can be printed for classroom use.

Rubrics for grading projects and participation will not be duplicated in the weekly folders to minimize clutter. Please return to the folder of the week they are introduced, as needed. For example, the Product Quality Rubric, which can be found in Week 8, will be used throughout Quarter 2.

During Weeks 13–15, your business will be selling and delivering products to customers. Be sure to order packaging supplies ahead of time so they are ready before these lessons begin. In Week 15, students can brainstorm new product ideas; these ideas may connect to what you already ordered and can also help guide future packaging decisions for your products.

STEP Student Entrepreneur Program by PSI Presentation Systems Inc.

Week 10

Topic: Business Launch Planning- Creating a Name, Logo, and Branding Assets

Objective: In Week 10, we focus on building the foundation of the class's business identity by creating a name, logo, and basic branding assets. Students will collaborate through brainstorming, sketching, and digital design to finalize a cohesive brand identity that will be consistently applied across all future marketing and products.

Standards:

- **ISTE:** 1.6 Creative Communicator
- **PA BCIT Standards:** 15.9.8.B (Marketing)
- **CTE Standards:** Entrepreneurship Basics

Learning Objectives

By the end of the week, students will be able to:

- Collaboratively brainstorm and select a unique business name.
- Design a logo that represents your class business
- Choose a consistent color scheme and font pairing for branding purposes.
- Compile a basic brand style guide to use in future projects.

Materials:

- Canva or PosterArtist
- Whiteboard or sticky notes for brainstorming
- Mini Lesson: Branding and Logos- Click Here
- Mini Lesson: Logo Design Principles- Click Here
- Brand Style Template (Will need to be recreated in Poster Artist if the student chooses to use it)- Click Here
- Projector or display for presentations

Days	Lesson Plans
1	**Introduction to Branding & Business Identity** • **Mini-Lesson:** Branding and Logos: Overview of branding and why logos matter (examples of strong brand identities like Nike, Starbucks, etc.). • **Activity:** Brainstorm business values, target audience, and personality. • **Task:** Generate 3–5 possible class business names in groups. • **Exit Ticket:** Vote for the top 3 name options as a class.
2	**Choosing a Business Name** • **Discussion:** Review the top 3 names and finalize the class business name. • **Mini-Lesson:** Logo design principles – simplicity, clarity, color choice, and memorability. • **Task:** Create 2–3 logo sketches individually (paper or digital). • **Share Out:** Small groups review sketches.
3	**Logo Design Workshop** • **Activity:** Students refine sketches and create digital logo drafts in Canva or PosterArtist. • **Task:** Peer review logos using a short rubric (clarity, uniqueness, fit with business). • **Goal:** Narrow to 1–2 strong logo options to finalize.
4	**Basic Branding Assets** • **Mini-Lesson:** What is a brand style guide? ○ How To Create Brand Style Guides Like A Pro (FREE TEMPLATE) • **Activity:** Finalize the logo and select a 3–5 color palette and font pairing. • **Task:** Create a 1-page Brand Style Sheet for our class business on Poster Artist or Canva (logo + color swatches + font choices). • **Share:** Quick gallery walk to review brand identity drafts.

5	**Branding Presentation & Feedback** • **Activity:** Students (or groups) present final name, logo, and brand guide to class. • **Peer Critique:** Each student provides positive feedback and one suggestion. **Wrap-Up:** Discuss how the branding will be applied to marketing materials (business cards, posters, social media). • **Reflection:** Students write a short reflection on the branding process.

Assessment

- Completed logo sketches and final digital logo.
- Finished brand identity sheet (name, logo, colors, fonts).
- Participation in brainstorming, critique, and presentation activities.
- Reflection on the branding process.

Extensions/Differentiation

- Create three variations of the class logo (full color, black & white, icon-only).
- Develop 2–3 possible taglines or slogans and vote on the best.
- Apply the logo to mock materials (business cards, t-shirts, flyers).
- Create a brand mood board that incorporates colors, patterns, and example images.
- Expand the 1-page brand sheet into a 3-page style guide.
- Create 2–3 social media templates using the new brand identity.
- Animate the logo in Canva.

Week 11

Topic: Assigning Business Roles & Team Structures

Objective: This week, students will create and test a functional digital or paper-based order system, including intake forms, workflow mapping, and mock order testing to ensure accuracy and usability. This week, we will have a more in-depth look at order forms, recreating the one made in Week 7.

Standards:

- **ISTE:** 1.4 Innovative Design
- **PA BCIT Standards:** 15.4.8.E (Computer and Information Technologies)
- **CTE Standards:** Business Systems

Learning Objectives

By the end of the week, students will be able to:

1. Explain the purpose and duties of each business role.
2. Select a role based on their strengths and interests.
3. Write a clear job description outlining expectations.
4. Develop a communication protocol and a team org chart.

Materials:

- Laptops
- Mini Lesson: Digital vs. Paper-Based Order Forms- Click Here
- Paper, pens, clipboards (for paper-based option)
- Mini Lesson: What is the Intake Process?- Click Here
- Sample Intake Workflow Template
- Intake Testing Checklist
- Google Forms/ JotForm/ Microsoft Forms (or printed order forms)
- Whiteboards or chart paper (for flow mapping)
- Classroom projector or TV for demos

Day	Lesson Plans
1	**Introduction to Order Systems** • **Warm-Up:** Discuss examples of order systems students have used (online food, Amazon, etc.) • **Mini-Lesson:** Overview of digital vs. paper-based order systems • **Activity:** Brainstorm the needs for our class business order system (products, prices, customer info, delivery method) • **Exit Ticket:** Submit a list of key components to include in the class business order form/system
2	**Design of Order Intake Process** • **Warm-Up:** Review yesterday's brainstorm • **Mini-Lesson:** What is the Intake Process? • **Activity:** Students design their own intake process for our class business using flowcharts or slides • **Exit Ticket:** Turn in a visual layout of their intake system

3	**Building the Order System**
	• **Warm-Up:** Tech tools overview – Google Forms, Jotform, or paper templates
	  ○ **Prompt on Board:**
	  "If you had to collect customer orders for a school store, which would you use- Google Forms, Jotform, or a paper template? Why?"
	  ○ **Quick Demo (5 mins):**
	  Show brief previews of (Feel free to add or replace with other programs you may be familiar with):
	  ■ **Google Forms**– Easy to use, integrates with Google Sheets, free with a Google account.
	  ■ **Jotform**– More design options, can handle payments, free and paid plans.
	  ■ **Paper Templates**– No tech required, easy for in-person interactions, requires manual data entry.
	  ○ **Discussion (5 mins):**
	  Ask students:
	  ■ Which tool is most familiar to you?
	  ■ Which might be easiest for customers?
	  ■ Which might be best for tracking orders long-term?
	• **Activity:** Begin building their system in the chosen format (digital or physical)
	• **Check-In:** Peer review- test and give feedback on a classmate's intake form

4	**Test & Revise Order Forms** • **Warm-Up:** Testing Checklist: What to Check When Testing Your Form? • **Activity:** Students conduct 2–3 test orders with classmates simulating customers • **Activity:** Revise the system based on issues found during testing • **Exit Ticket:** Reflection: What worked? What needs improvement?

5	**Finalize & Document Order System**
	• **Warm-Up:** Why documentation matters (for continuity and training)
	  ○ **Prompt on Board:**
	  "Imagine you're sick for a week. How would someone else know how to do your job?"
	  ○ **Quick Intro (3 mins):**
	  Explain that **documentation** means writing down or recording steps, instructions, and essential details about how to perform a task. Emphasize that in business, good documentation ensures:
	  ■ **Continuity** – Work can continue smoothly if someone is absent.
	  ■ **Training** – New team members can learn faster.
	  ■ **Consistency** – Everyone follows the same process, producing the same results.
	  ○ **Example Share (3 mins):**
	  Show a brief example:
	  ■ Poor documentation: "Print labels" (no details)
	  ■ Good documentation: "Open Google Docs → Template → Fill in product name → Print to Room 102 printer."
	  ○ **Discussion (4 mins):**
	  Ask students:
	  ■ Have you ever tried to follow unclear instructions?
	  ■ What happened?
	  ■ How could better documentation have helped?
	• **Activity:** Final edits to the order system
	• **Wrap-Up:** Gallery walk – preview all systems and give positive feedback. The class will then vote on a system that will be used for the class business.

Assessment

- Order form includes all necessary fields (product, quantity, name, contact info)
- The flowchart or intake process map is complete and logical
- Form/system is functional and tested with peers
- Student reflection demonstrates problem-solving and revisions

Extensions/Differentiation

- Add automated confirmation emails in Google Forms
- Create a short video tutorial explaining how to use the order system
- Provide sentence starters and templates for ELLs and struggling writers
- Assign peer support roles for students with advanced tech skills
- Offer a paper-based design option for students with limited tech access

Week 12

Topic: Team Roles & Responsibilities

Objective: During Week 12, students identify key business roles, are assigned to a functional team, and write job descriptions that outline clear responsibilities and team workflows.

Standards:

- **ISTE:** 1.7 Global Collaborator
- **PA BCIT Standards:** 15.2.8.A (Career Management)
- **CTE Standards:** Business Teamwork

Learning Objectives

By the end of the week, students will be able to:

1. Recognize different operational roles in a business
2. Choose a role and understand related responsibilities
3. Write a precise and professional job description
4. Create a collaborative team workflow and communication process

Materials:

- Mini Lesson: Overview of business functions (sales, design, production, delivery)- Click Here
- Job descriptions from Week 7
- Poster Print Crew Job Application
- Print Business Roles Cards from Week 7
- Student devices or notebooks
- Chart paper, markers, and planning guides
- Team folders or online platforms

Day	Lesson Plans

1	**Understanding Business Roles**
	
	• **Warm-Up:** "What makes a team work?" class discussion
	  ○ Ask something like: "Think about the best team you've ever been a part of—this could be in sports, school, work, or even a group of friends. What made that team work well together?"
	  ○ Give students 30 seconds of quiet think time, and then share
	  ○ **Follow-Up Discussion (3–5 min):** Guide with prompts:
	  ■ What happens when communication is strong vs. weak?
	  ■ Why is trust important in a team?
	  ■ How does dividing tasks fairly help?
	  ■ What role does respecting different strengths and perspectives play?
	  ○ **Wrap-Up (1–2 min):** Summarize key takeaways on the board (e.g., *communication, trust, respect, shared goals, accountability*).
	• **Mini-Lesson:** Overview of business functions (sales, design, production, delivery)
	• **Activity**: Brainstorm which roles are needed in our class business
	• **Exit Ticket**: Rank preferred roles and explain why

2	**Assigning Team Roles**
	
	• **Warm-Up:** Discuss how job matching happens in the real world
	  ○ **Opening Question (2–3 min):** Ask something like: "When someone is looking for a job, how do they usually find one? And how does an employer find the right person for the job?"
	  ○ Let students brainstorm out loud. Write answers on the board
	  ○ **Follow-Up Discussion (3–5 min):** Guide with prompts:
	  ■ How do resumes, applications, and interviews help match skills to jobs?
	  ■ Why might personality and teamwork matter just as much as skills?
	  ■ What role do recommendations or referrals play?
	  ■ How does technology (LinkedIn, Indeed, school career portals) change the process?
	  ○ **Wrap-Up (1–2 min):** Summarize: "Job matching is about finding the right fit between what a person offers (skills, personality, experience) and what the job requires (tasks, responsibilities, work culture). Ask a closing question: "What's one way you can show your best 'fit' when applying for a job?"
	• **Activity:** Have students fill out the Poster Print Crew Job Application

3	**Assigning Team Roles 2**
	• **Warm-Up:** "Today, you'll find out your official role based on the applications you filled out yesterday."
	• **Activity:** Job Assignments
	  ○ Announce assignments one at a time.
	  ○ As you call a student's name, hand them their role card
	  ○ Students move to a designated team area
	• **Task:** Team Introductions & Skill Share
	  ○ Team Discussion Prompts *(posted on board or handed out. Teams record answers on chart paper or a whiteboard):*
	  ■ Introduce yourself to your team.
	  ■ Share at least one experience from your application (school, work, hobby, project) that will help you in this role.
	  ■ As a group, list three strengths your team has.
	  ■ Identify one skill or area your team might need to improve
	• **Task:** Role-Within-Team Clarification
	  ○ Each group decides how responsibilities might be split up within their role (e.g., in Customer Service: one person handles emails, another does in-person requests).
	  ○ Encourage groups to think about how they will communicate and stay organized.
	• **Exit Ticket:**
	  ○ My assigned role is:
	  ○ One way my skills or experience will help my team is:
	  ○ One question I still have about my role or the business is:

4	**Creating Workflow Maps** • **Warm-Up:** Identify problems caused by unclear team communication • **Activity/ Review:** In business teams, design a visual workflow showing how an order moves from one role to the next ○ Refer to/ review Week 7 Day 3 • Post or share maps digitally for class feedback
5	**Setting Team Goals and Norms** • **Activity:** Write 2–3 SMART goals as a team for the upcoming product launch • **Activity:** Finalize team workflow charts and post in workspaces • **Activity:** Create a team name • **Wrap-Up:** Share one team challenge and how you plan to overcome it

Assessment

- Completed job description aligned with team responsibilities
- Participation in group discussions and team planning
- Accurate and realistic team workflow chart
- Written and measurable SMART goals

Extensions/Differentiation

- Create a short team intro presentation or org chart using Canva or Slides
- Write a weekly task checklist aligned with the role description
- Sentence starters for the job application or an oral interview
- Provide simplified versions of roles for students who need more structure
- Peer pairing for team planning activities

Week 13 & Week 14

Topic: Launch of First Sale/Product Offering/ Customer Service & Communication

Objective: During Week 13, students will prepare and launch their first product to real customers, utilizing marketing strategies and managing order intake and sales tracking in real-time. This will continue into Week 14. Students will practice professional communication skills with clients, including responding to customer inquiries, creating a Frequently Asked Questions (FAQ) document, and managing order-related conversations during week 14 to promote sales of their product.

Standards:

- **ISTE:** 1.6 Creative Communicator, 1.7 Global Collaborator
- **PA BCIT Standards:** 15.9.8.I (Marketing), 15.3.8.G (Communication)
- **CTE Standards:** Sales & Promotions, Client Communication

Learning Objectives

By the end of the week, students will be able to:

1. Prepare a complete product or service for launch
2. Design promotional materials aligned with the target audience
3. Manage customer orders using intake tools
4. Reflect on sales success and communication strategies
5. Understand the principles of quality customer service
6. Practice responding to customer questions and concerns professionally
7. Draft an FAQ document for the business
8. Role-play customer interactions and develop soft skills

Materials:

- Business Launch Checklist
- Product samples from STEP program website
    - https://www.presentationsys.com/_files/ugd/0fdd96_279d8a98b8dc400a885b06f909b0b3b7.pdf
- Canva, Google Slides, or design tools for promotional materials
- Sample product flyers (Teacher collected based on products students/ teacher choose for product launch)
- Social media post templates or poster templates (See Poster Artist and Canva)
- Tape
- **Mini Lesson:** Key Components of Effective Customer Communication-Click Here
- Sales logs (paper or Google Sheets)
- Order system from Week 11 (Class created)
- Warm Up: Customer Communication
- Customer Response Email Practice
- Product Quality Rubric Week 8
- Team Reflection
- **Warm-Up:** Tone, Professionalism, and Active Listening
- Role-Play Scenarios – Practicing Tone, Professionalism, and Active Listening Task Cards
- Sample customer email scenarios or real emails that have come in for the recently launched product/s
- **Warm-Up:** Marketing Reflection
- FAQ document template
- Whiteboard or projector for class examples

Day	Lesson Plans
1	**Product Launch Planning** ● **Warm-Up**: "What makes a great product launch?" class brainstorm ○ Ask: "Imagine we're opening a brand-new restaurant in town. If no one knows about it, what happens? If we advertise but the kitchen isn't ready, what happens? If we set the wrong price, what happens?" ○ Brief discussion → connect to the idea that **a launch needs ALL pieces to work together**. ● **Mini-Lesson:** Elements of a successful launch (promotion, coordination, pricing). Pass out the Business Launch Checklist. ○ Three Elements of a Successful Launch (6-7 minutes) 1. **Promotion – Getting the Word Out** ● Purpose: Let people know what you offer & why they should care. ● Methods for our business: Posters, school announcements, flyers, social media, and word of mouth. ● Tip: Use clear visuals & a simple call-to-action ("Order yours by Friday!"). 2. **Coordination– Making Sure Everything is Ready** ● Purpose: Ensure all parts of the business are prepared to deliver on promises. ● For us: Design team ready, printer stocked, customer service trained, deadlines set. ● Tip: Have a checklist and clear roles so nothing gets missed. 3. **Pricing– Setting the Right Price** ● Purpose: Make it affordable for customers and sustainable for the business. ● For us, cover materials costs, add a small profit, and keep it competitive for a school setting. ● Tip: Research what similar products cost and consider special discounts for bulk orders. ● Quick Application Activity (3 minutes) ○ In teams, students brainstorm: ■ **Promotion:** One way to announce our launch. ■ **Coordination:** One thing that needs to be ready before orders open. ■ **Pricing:** What they think is a fair price for a standard poster. ○ Teams share one answer each with the class. ● Wrap-Up (1 minute) ○ Emphasize: "A launch is like a three-legged stool. If one leg is missing—promotion, coordination, or pricing—the whole thing falls over."

	• **Activity:** Finalize product name, price, and delivery method
	  ○ Depending on the number of teams in your class, you may want all the teams to create the same product to offer variations to the customers, or allow teams to each create a different product for a variety of products.
	  ○ Refer to the Presentation Systems website for Starter Project Recommendations
	  ■ https://www.presentationsys.com/_files/ugd/0fdd96_279d8a98b8dc400a885b06f909b0b3b7.pdf
	• **Team Meeting:** Outline tasks for the week
	• **Exit Ticket:** Submit a product summary

2	Designing Marketing Materials • **Warm-Up:** Analyze sample product flyers • **Activity:** Create posters, social media images, or emails to promote the product • **Peer Review:** Trade drafts and provide feedback, use the Product Quality Rubric ○ Print posters that the students will hang tomorrow • **Exit Ticket:** Submit revised marketing piece
3	Launch Day • **Activity:** Officially launch product (hang posters, post to digital platforms, take first orders) • **Activity:** Begin tracking orders using the intake system • **Reflection:** Discuss team success and challenges so far
4	Introduction to Customer Service • **Warm-Up:** Discuss "What makes a good customer service experience?" • **Mini-Lesson:** Key Components of Effective Customer Communication • **Exit Ticket:** One quality you think is most important in customer service
5	Responding to Customer Inquiries • **Warm-Up:** Review example emails/messages • **Activity:** Practice responding to mock customer emails in writing using the Customer Response Email Practice worksheet • **Peer Review:** Share and critique sample replies

6	**Role-Playing Conversations** • **Warm-Up:** Review tone, professionalism, and active listening using the worksheet and whole class discussion • **Activity:** Pair up and act out customer-staff scenarios using the Role-Play Scenarios – Practicing Tone, Professionalism, and Active Listening • **Reflection:** What was challenging about speaking with a customer?
7	**Building a Business FAQ Document** • **Warm-Up/ Brainstorm:** What questions have we received so far? • **Activity:** Brainstorm common customer questions as a whole class, and then write questions on the whiteboard or chart paper • **Activity:** Draft and format the FAQ document in groups; it does not have to be business teams. Encourage students to research FAQ's online and use a template in Poster Artist or Canva
8	**Sales Push and Tracking** • **Warm-Up:** Marketing Reflection • **Activity:** Adjust marketing tactics and complete a midweek promotional push • **Activity:** Update sales logs and troubleshoot any ordering issues
9	**Finalizing and Sharing the FAQ** • **Activity:** Teams finalize and post FAQs in digital or print form • **Wrap-Up:** Reflect on how this improves customer experience
10	**Sales Recap and Debrief** • **Activity:** Tally total orders and summarize data • **Activity:** Each team fills out the Team Reflection worksheet on the sales process, customer feedback review, and action steps for next time. • **Wrap-Up:** Share one improvement you'll make before the next launch

Assessment

- Promotional materials are explicit, visually appealing, and informative
- Sales tracking is up-to-date and accurate
- Students collaborate effectively during the launch
- Team reflections show critical thinking and analysis of launch performance
- Professional tone and clarity in written responses
- Participation in role-playing exercises
- Thoughtful and helpful entries in the FAQ
- Team collaboration on customer-focused materials

Extensions/Differentiation

- Create a short video ad for the product
- Design a customer loyalty program or thank-you card template
- Provide pre-made templates for marketing materials
- Allow oral reflections or audio recordings for struggling writers
- Assign students to partner or co-roles if more support is needed
- Provide response templates for struggling writers
- Allow students to record audio replies instead of writing
- Use sentence starters and example FAQs

Week 15

Topic: Product Revisions & Order Fulfillment

Objective: During Week 15, students will manage the process of revising products based on feedback and deliver final items to customers, ensuring order accuracy and professional packaging.

Standards:

- **ISTE:** 1.1 Empowered Learner
- **PA BCIT Standards:** 15.4.8.I (Computer and Information Technologies)
- **CTE Standards:** Quality Assurance

Learning Objectives

By the end of the week, students will be able to:

1. Apply customer feedback to improve products
2. Ensure high-quality and accurate order fulfillment
3. Organize packaging and delivery procedures
4. Evaluate product quality and customer satisfaction

Materials:

- Revision tracking sheets
- Order summaries/logs
- Packaging materials (boxes, bags, tags, labels)
- Feedback forms
- Quality control checklists

Day	Lesson Plans
1	**Reviewing Feedback for Revisions** • **Warm-Up:** Review feedback from customers or internal critiques • **Activity:** Identify which products need edits or changes • **Activity:** Plan how and when revisions will be completed

2	**Making Revisions**
	• **Warm-Up:** "Why does quality control matter?"
	  ○ Prompt (Display on board or read aloud)- "Imagine you're the customer. You paid for a poster and picked it up, but the colors are wrong, the size isn't what you ordered, and there's a typo in the text. How would you feel? What would you do?"
	  ○ Quick Write (2–3 minutes)
	  ■ Students answer:
	  • How would you feel if you were that customer?
	  • What might happen to the business if problems like this happen often?
	  • Why is it essential for the quality control team to catch mistakes before printing or delivering the final product?
	  ○ Share & Discuss (2 minutes)
	  ■ Call on 2–3 students to share answers.
	  ○ Summarize: Quality control protects the business's reputation, saves time and money, and keeps customers happy and coming back.
	• **Activity:** Teams work on edits to customer products
	• **Teacher Check-In:** Approve products before packaging

3	**Preparing for Fulfillment** • **Warm-Up:** Brainstorm packaging needs and delivery plans • **Activity:** Organize orders by recipient • **Activity:** Begin packaging and tagging orders

4	**Delivery Day Prep** • **Activity:** Continue packaging • **Activity:** Assign delivery roles and review the checklist for final order accuracy
5	**Order Delivery and Quality Check** • **Activity:** Deliver items to customers or designated drop-off • **Wrap-Up:** Reflect on challenges during production and delivery

Assessment

- Products reflect attention to quality and detail
- All orders are complete and delivered correctly
- Students reflect on the production and fulfillment process
- Packaging and presentation meet business standards

Extensions/Differentiation

- Design custom thank-you cards for customers
- Film a "behind the scenes" delivery video
- Assign structured roles (packager, checker, deliverer)
- Use color-coded checklists to track tasks
- Visual task boards for students needing step-by-step guidance

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Week 16

Topic: Mid-Term Business Reflection

Objective: Throughout Week 16, students will evaluate their business operations, workflow, and performance to date, using reflection tools and feedback to refine their processes and improve moving forward.

Standards:

- **ISTE:** 1.5 Computational Thinker
- **PA BCIT Standards:** 15.6.8.F (Finance and Economics)
- **CTE Standards:** Continuous Improvement

Learning Objectives

By the end of the week, students will be able to:

1. Analyze the strengths and weaknesses of the business
2. Use reflection and feedback to propose workflow improvements
3. Complete a mid-term business report
4. Set goals for future quarters

Materials:

- What Role Did You Play in Your Team's Success?
- Previous marketing materials, order forms, workflow charts
- Two-Part Reflection– "What Went Well in Our Workflow?"
- Key Components of a Mid-Term Business Report
- Mid-Term Business Report
- Sample Mid-Term Business Report
- Mid-Term Business Report Rubric
- Class projector for student presentations

Day	Lesson Plans

1	**Reflecting on Individual Contributions**
	• **Warm-Up:** "What role did you play in your business success?"
	  ○ Say something like: "Before we write about our role, let's talk about how each job helped make our business successful. We're going to share out, listen to each other, and think about how all the roles worked together."
	  ○ Have students gather in small groups of **mixed roles** (ex, 1 Customer Service, 1 Designer, 1 Print Technician, 1 Project Manager, 1 Quality Control).
	  ○ Go around the group. Each person shares:
	  ■ **Their role**
	  ■ **One action they took** that helped the business succeed
	  ■ **One challenge they faced** and how they handled it
	  ○ **Prompt on board:**
	  ■ *"My role was..."*
	  ■ *"One thing I did well was..."*
	  ■ *"One challenge I faced was..."*
	  ○ Ask groups to discuss:
	  ■ How did our different jobs depend on each other?
	  ■ What might have happened if one role didn't do its part?
	  ○ Ask for a few volunteers to share interesting points from their group.
	  ○ Reinforce the takeaway: Every role is critical to the business's success, and good teamwork connects them all.
	• **Activity:** Complete the What Roles Did You Play in Your Team's Success worksheet

2	**Team Reflections** ● **Warm-Up and Activity:** "What went well in our workflow?" ● Part 1 – Whole-Class Discussion & Individual Reflection Time: ~20 minutes ○ Opening Prompt (2 min) Say something like: "Today we're going to reflect on how our workflow- the way we planned, communicated, and completed orders- helped or hurt our success. We'll start by thinking individually about what went well and what we could improve, and then we'll join our business teams to create a group consensus." ○ Guided Whole-Class Discussion (5 min) Ask: ■ Which processes or systems helped us work efficiently? ■ What communication methods worked well? ■ What was the most common challenge across teams? ■ Where did we see improvements from earlier in the project? ○ Record student answers on the board to help spark ideas for their individual reflections. ○ Individual Reflection Writing (13 min) Students complete Part 1- Individual Reflection of their worksheet using their observations and the discussion prompts. Remind them: "Be specific- use examples from your work, not just general statements." ● Part 2 – Team Consensus Reflection Time: ~25 minutes ○ Team Discussion (15 min) Students join their business teams and share their Part 1 answers. ○ As a team, they discuss: ■ Where their individual answers align ■ Any differences in perspective ■ What they want to record as their official team consensus ○ Teams complete Part 2– Team Consensus Reflection together on one copy of the worksheet. Encourage teams to use clear, complete sentences- this will act as their "official" debrief for the project. ○ Ask 1–2 teams to share their most significant success factor or top improvement idea.

3	**Business Report Planning** ● **Mini-Lesson:** What goes into a mid-term business report? ○ Ask: "Imagine you're presenting your progress to an investor who has given you money for your business. What would they want to know at the halfway point?" Gather a few quick responses and note them on the board. ○ Explain: ■ A mid-term business report is a **progress check** during a project or business cycle. ■ It helps **stakeholders** (teachers, classmates, or mock investors) understand what's going well, what's not, and what's coming next. ■ It is **factual, organized, and concise** — not a sales pitch, but an honest review. ○ Pass out the Key Components of a Mid-Term Business Report and review it with students. ○ Show a **short sample mid-term report excerpt** (just 2–3 sections). Ask: ■ What makes it clear and easy to follow? ■ Is it balanced between positive and negative details? ○ Explain: "Next class, we'll start drafting our own mid-term business reports using real sales data, customer feedback, and our workflow reflections. Each section will have its own space, just like we discussed today."
4	**Completing Business Reports** ● **Activity:** Begin writing reports (sections: product, marketing, sales, teamwork, suggestions) ● **Peer Review:** Trade and give feedback
5	**Presentation or Report Submission** ● **Activity:** Submit final reports

Assessment

- Completed personal and team reflections
- A business report shows an understanding of operations
- Thoughtful analysis and suggestions for improvement
- Use of data and examples to support reflection

Extensions/Differentiation

- Create a presentation or visual report (infographic, slide deck)
- Interview team members for report quotes
- Provide guided reflection prompts
- Use audio or video reflections instead of writing
- Sentence starters and paragraph frames

Week 17

Topic: Holiday or Seasonal Campaign Planning

Objective: During Week 17, students will plan and create themed products and a campaign to promote them, using seasonal or holiday themes to drive interest and sales.

Standards:

- **ISTE:** 1.6 Creative Communicator
- **PA BCIT Standards:** 15.9.8.J (Marketing)
- **CTE Standards:** Seasonal Sales Strategies

Learning Objectives

By the end of the week, students will be able to:

1. Choose a holiday or seasonal theme for a new product line
2. Create promotional materials aligned with that theme
3. Plan marketing strategies to attract customer attention
4. Prepare products for sale or pre-order

Materials:

- **Mini-Lesson:** What goes into a campaign?- Click Here
- Seasonal Campaign Planning
- Design templates for seasonal items
- Production materials.
- Marketing campaign planning worksheet
- Rubric for themed promotions

Day	Lesson Plans
1	**Brainstorming Seasonal Ideas** • **Warm-Up:** What holidays or seasons are coming up? • **Activity:** Brainstorm seasonal products and ideas in teams • **Exit Ticket:** Submit the top 3 ideas students would like to create
2	**Planning the Campaign** • **Mini-Lesson:** What goes into a campaign? (target audience, message, promotion) • **Activity:** Complete seasonal campaign planning worksheet
3	**Design and Production Begins** • **Activity:** Create first product prototypes • Begin promotional material drafts
4	**Finalize Designs and Marketing** • **Activity:** Finish promotional posters, flyers, or social posts • **Peer Review:** Peer review and edit materials
5	**Launch the Campaign** • **Activity:** Announce product line (posters, social media, website) • Begin taking pre-orders or preparing for live sale

Assessment

- Seasonal product is relevant and thoughtfully designed
- Promotional materials are explicit, appealing, and themed
- The marketing strategy is complete and appropriate for the audience
- Student collaboration and creativity are demonstrated

Extensions/Differentiation

- Create a bundle or gift set promotion
- Record a holiday commercial or animation
- Provide themed design templates
- Visual planning boards for campaign organization
- Scaffolded worksheets with step-by-step instructions

Week 18

Topic: Community Order Project

Objective: In Week 18, students will serve an external client (another class, teacher, or organization) by completing a full design-print-deliver cycle, applying previously learned business and production skills.

Standards:

- **ISTE:** 1.7 Global Collaborator
- **PA BCIT Standards:** 15.9.8.N (Marketing)
- **CTE Standards:** Real-World Applications

Learning Objectives

By the end of the week, students will be able to:

1. Work collaboratively to design a product for a real client
2. Manage time and production to meet deadlines
3. Communicate with clients professionally
4. Deliver a completed product to external stakeholders

Materials:

- Client request forms
- Design tools (Canva, Poster Artist)
- Production supplies
- Delivery packaging
- Project planning sheets that have been created in previous weeks

Day	Lesson Plans

1	**Reviewing Client Orders**
	• **Warm-Up:** Discuss expectations when working with a real client
	  ○ Say something like: "Today we're talking about what changes when we move from practicing inside the classroom to working with a real client, which some of you have done already. A client expects professionalism, clear communication, and quality work. Let's think about what that looks like."
	  ○ Ask students to share ideas as you write key points on the board:
	  ■ **Professionalism:**
	  • What does being professional look like when talking to a client?
	  • How is it different from talking with friends or classmates?
	  ■ **Communication:**
	  • What's important when answering client questions or emails?
	  • How should you handle it if you don't know the answer right away?
	  ■ **Deadlines & Reliability:**
	  • Why do deadlines matter more with a client?
	  • How do missed deadlines affect trust?
	  ■ **Quality Work:**
	  • How can we make sure the product we deliver meets client expectations?
	  • Who in our business is responsible for checking this?
	  ■ **Team Roles:**
	  • How should each role (customer service, design, print tech, project manager, quality control) show professionalism when interacting with a client?
	  ○ Have a quick Pair-Share and then invite a few volunteers to share their ideas.
	• **Activity:** Review and discuss community order request(s).
	  *If you do not have any current requests, repeat the process of creating and advertising student designs from Weeks 13 & 14, or create a campaign of what students can do to promote your holiday sale to the community
	• **Planning:** Assign tasks and set a project timeline

2	**Design & Client Communication** • **Activity:** Begin design work • **Activity:** Contact client for approval or clarification (email or meeting)
3	**Production** • **Activity:** Finalize designs and begin creating the product • Quality check-in with teacher or client
4	**Production & Packaging** • **Activity:** Finish production • **Activity:** Begin packaging and delivery planning
5	**Delivery and Feedback** • **Activity:** Deliver order • **Wrap-Up:** Get feedback from the client and complete a reflection

Assessment

- Completed product matches client expectations
- Team collaborated and met deadlines
- Professional communication was used throughout the project
- Reflection shows awareness of successes and areas for growth

Extensions/Differentiation

- Write a case study summary of the project
- Create a digital thank-you note or post about the project
- Use client templates or teacher-modeled examples
- Assign project roles based on student strengths
- Provide scaffolded checklists for production
