



Course Name	Business Show and Tell
Grade Level	1st-3rd
Lesson Author	Jennifer Kesler, Stockton Grade School

Unit Title	Exploring Hometown Businesses
Lesson Title	Community Heroes
Suggested Lesson Time	<i>Three to five 30-minute class periods and one 45-minute field trip</i>
Lesson Objectives	<ul style="list-style-type: none"> • <i>The students will explore what it takes to own a small business in the community. The students will be able to explain the business and the skills needed to run it, plus share basic daily operations.</i>

Instructor Preparation	
References	
<ul style="list-style-type: none"> • https://hirepaths.com/cool-careers-videos/restaurant-manager • Possible consultation with the business owner in advance 	
Instructional Media	
<ul style="list-style-type: none"> • Cool Careers video 	
Equipment and Tools	
<ul style="list-style-type: none"> • A bus to transport students to the location of the business. 	
Materials	
<ul style="list-style-type: none"> • Computer, paper, sticky notes 	



Student Preparation

Assignments

- Students will create posters about the job/career and hang them in the place of business. The posters will highlight education/skills needed, services the business provides, and a basic advertisement illustration with a caption.

Introduction

Let's do a brain dump about our community! Hand out a white piece of paper to everyone or groups of two. Write your community's name in the middle of the paper and circle it. Now, have them branch out places they like to go in the community. (Be sure to include some businesses where you would buy goods or services)

Give students time to list a few places that come to them naturally without prompting with questions. Then share in small groups or aloud with the class, and the teacher will record the most popular places that are named.

**This is much easier to do in a smaller town, but you could steer them to think of restaurants, places that kids like to go, or even limit it to goods and services if you live in a larger community.



Information Presentation	
<i>Information</i>	<i>Key Points</i>
<ul style="list-style-type: none"> ● Select a career/business that you as the teacher or the students want to investigate further. ● Build background knowledge/schema to determine what we might already know about, such as a baker. ● Create a question: What do you want to know about this career or business? ● Schedule a field trip to the selected place of interest. (Example: My class chose our local bakery, The Daily Grind.) 	<ul style="list-style-type: none"> ● I call this a business show-and-tell lesson because after I have prepped students about the career, they will then learn from the expert at the business. This allows for lots of hands-on learning and excitement to learn from a real professional. ● Is there a way for my students to interact with this business? Advertisement or by hanging posters of our favorite treats (and explaining why they are our favorites)?

Summary
<p><i>How are you going to summarize the lesson?</i></p> <p>To put the lesson all together, we will go for a visit to the local bakery and learn from the expert. The students will ask questions they created in class to ask. We will also check our schema of knowledge and see we had any misconceptions.</p> <p>The hands-on and real-time aspects of being at the location will help students connect all the pieces. A tour of the facility, learning how equipment works, and asking questions on-site will allow for a full summary of what we have been learning.</p>



Student Activities

What are students going to practice while obtaining feedback and direction from the teacher?

The students will practice asking questions using who, what, when, where, why prompts. The students will brainstorm how they can recommend the goods to others and how they can teach the community about what it means to be a successful coffee shop owner.

Student Assessment

How are you going to ensure students have the knowledge or skills taught in this lesson?

The show and tell will flip the script, as now the students can show and tell about the business to the community and other audiences.

Depending on the age of students, they will reflect on learning with pictures and labels or sentences about what they have learned about this career area. If the store owner is accepting, I would ask if the students could hang posters around the bakery about different aspects of the job. For example, we did a “Did you know poster,” where the students would state, “Did you know that Suzie has to get up at 3 a.m. to be able to make doughnuts and sell them by 7 a.m.?” or “Did you know that you have to be a really good problem-solver and mathematician to do this job?”

Other examples could be making a poster of their favorite treats, coffee, or drinks at The Daily Grind. Having students label their pictures and illustrate them in color makes the poster more appealing to the public.

An enrichment activity might be to have a group of students write about the business and what they all learned for the local newspaper, school website, or blog.

