



Version 2.0

Online Resources

Business 101

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Please answer the following questions.

- 1. Do you like to go to the movies?** Yes No
- 2. How often do you go to the movies?**
2-3 times a week Once a week 2-3 times per month
Once a month 2-3 times per year Never!
- 3. What type(s) of movies do you like to see?** (circle up to three choices)
Action Adventure Animation (cartoon) Comedy
Drama Musical Science Fiction Western
Other: _____
- 4. What is your favorite movie?**

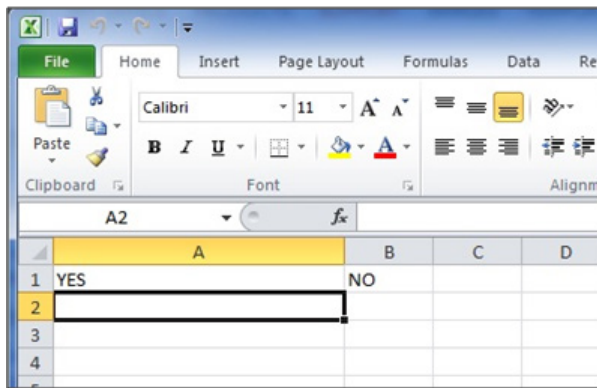
Please answer the following questions.

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Other: _____
- 4. What is your favorite movie?**

Box Office Poll: Making Charts

1. Once students have taken the poll, tally their results on paper.
2. In the Excel document located in the online resources at www.bizworld.org, enter the total number of students that chose a specific answer into the correct box.

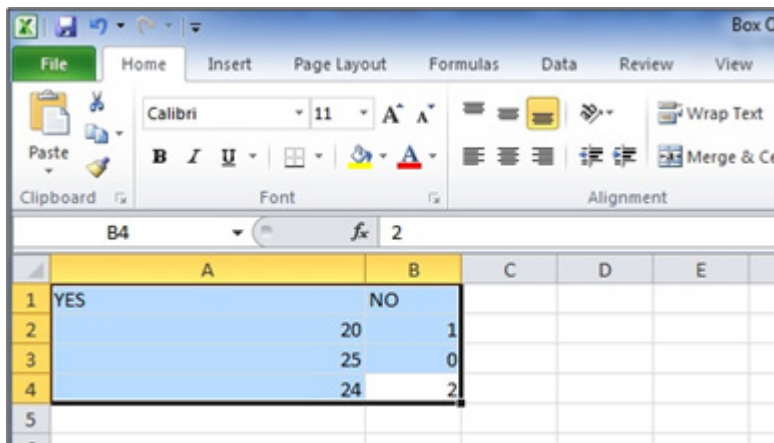
For example, Question 1 (Do you like to go to the movies?), looks like this in the Excel spreadsheet:



Enter the total number of all students who circled "YES" to Question 1 in box A2.
Enter the total number of all students who circled "NO" to Question 1 in box B2.

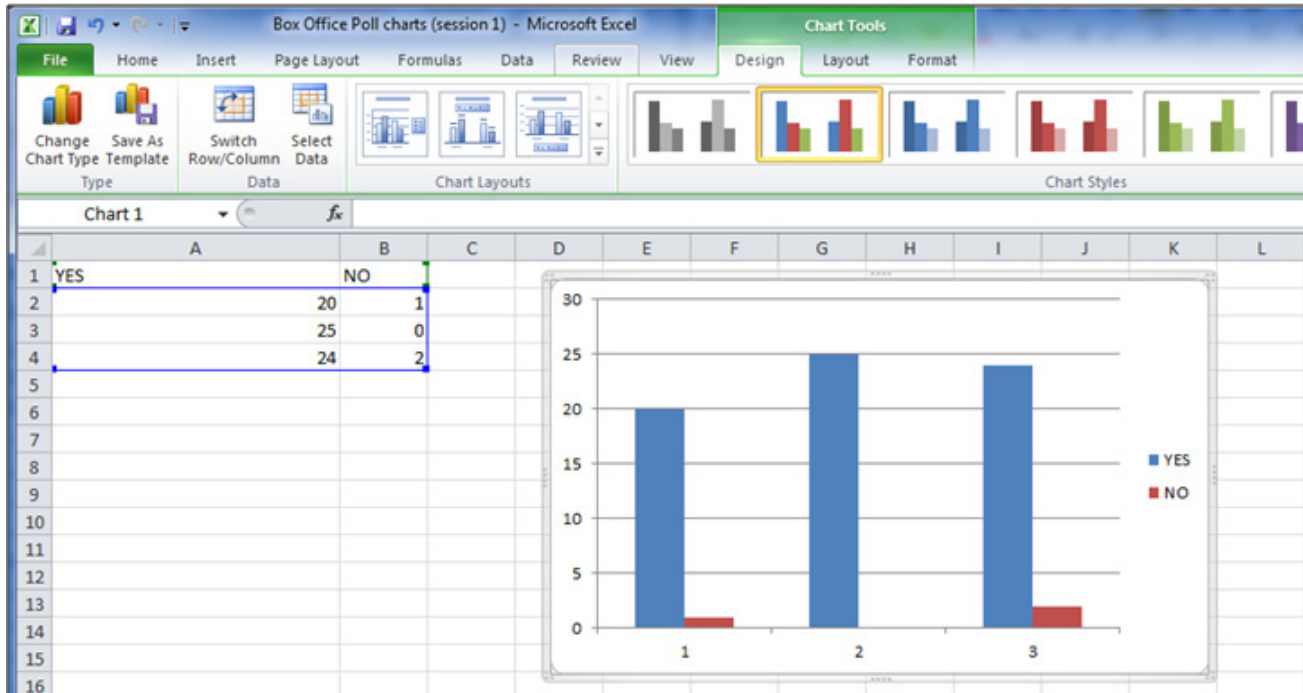
NOTE: If you have multiple classes of students, you can add all their data at once. For class one, enter the number of students who chose a specific answer in the boxes on line 2 (A2, B2). For your next class, enter the numbers of students in the boxes on line 3 (A3, B3). Continue to do this for all your classes.

3. Once all data is entered, you can create a chart. Highlight all the cells that have data you want to be included in the chart:

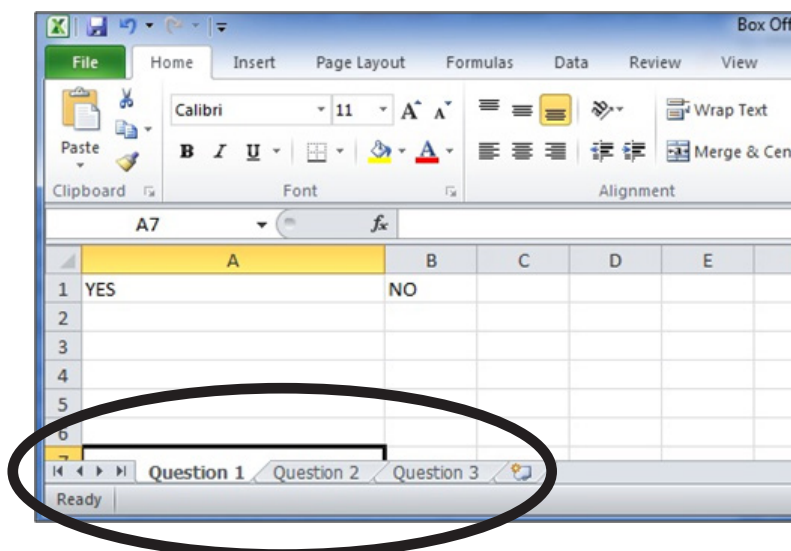


Box Office Poll: Making Charts (continued)

- Click "Insert" from the top menu, then choose the type of graph you would like to create. In this example, we chose a column graph (2D). It is up to you what kind of graph or chart you'd like to use.



- Complete this same process for Questions 2 and 3 from the Box Office Poll. To find the answers for Questions 2 and 3, look at the bottom of the Excel workbook. There are three different pages on which to enter information.



Teaching Tip: Have students poll other grades/classes and make the charts themselves. This can serve as "market research" for when they begin to develop their own movies later in the BizMovie program.



Top Ten List: Movie-Making Programs

You have been asked to give a short presentation to second graders about using a movie-making program. Think about your experience with a program. What did you enjoy? What did you find frustrating? What are the ten things you think are most important for students to know so that they enjoy making their first computer-animated movie?

You must use at least five (5) of the vocabulary terms in your Top Ten List.

save	methods	timeline	special effects	icon	drag
rotate	duration	background	characters	storyline	done

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Assessment Short Answer Questions

The following are supplemental questions to provide extra insight into your students' BizMovie experience. The questions are meant to be used in conjunction with the Pre- and/or Post-Assessment, but they could also be used as a type of formative assessment throughout the program.

Instruct your students to answer the following questions using complete sentences.

Suggested for Pre-Assessment and/or Post-Assessment:

- Why is it important for a business to keep track of its finances?
- What makes a business successful?
- Many people start their own business because they want to “be their own boss.” Do you think “being your own boss” is harder or easier than working for someone else?
- What do you think are the most important qualities/characteristics of a good team member? Why?
- Do you think all business owners are rich? Explain why or why not.

Suggested for Post-Assessment:

- If you were to start your own business, explain how you would fund the company. Provide reasons to support your answer.
- If you could have any job in a company, what would it be and why?
- If you were a venture capitalist, what kind of companies would you invest in? Explain.



Lemonade Stand Story-Telling Activity

Telling this story is a simple, fun way to introduce BizMovie vocabulary to your students. It also gives you (and the students) a touchstone to refer back to when you are teaching the BizMovie curriculum.

Many students will have prior knowledge of a lemonade stand; however, if most of your students do not, it's very easy to adapt this story and tell it as an ice cream shop, shoe store, or other type of business.

BizMovie Vocabulary and concepts covered in this activity:

- Expense
- Profit
- Profit equation
- Product
- Rent
- Revenue
- Salary

Teacher Script:

To help you understand how to make smart decisions about running your own business and learn how to use the words that real business-people use, I'm going to tell you a story about two kids who started their own lemonade stand business. Unfortunately, I don't have any pictures to go with the story, so I'm going to need your help visualizing the events. Do you think you can help me?

It's a hot summer day, and Alexis and Brandon are really excited to make lots of money selling lemonade. It's early in the morning and they have just finished setting up their lemonade stand. What do you see? [*possible responses include lemonade, cups, a pitcher, lemons, ice, poster*]

What **product** are Alexis and Brandon selling? [*lemonade*]

Now the sun is shining and the temperature is rising; everyone in the neighborhood wants lemonade! Alexis and Brandon can barely keep up with all of their business. Now what do you see? [*long line of customers, pouring the lemonade quickly, running low on supplies*]

How do you think Alexis and Brandon are feeling? [*happy, tired*] Why? [*they're making a lot of money, they're selling a lot of lemonade, lots of people want lemonade*]

How do you think their customers are feeling? [*hot, thirsty, happy*] Why? [*happy to find lemonade on a hot day, thirsty because the sun is shining*]

It's lunchtime now! Alexis and Brandon need a break, but they want to keep making money. What do you think they do? [*ask a friend to help, work through lunch, close up for lunch*] What can you see? [*long line of people waiting, Alexis and Brandon calling friends to help*]



Lemonade Stand Story-Telling Activity (continued)

Now, it's time to go back to work! Brandon and Alexis are busy all afternoon; pretty soon, it's the end of the day and they are both very happy. What do you see? *[empty pitchers of lemonade, pile of money, Brandon and Alexis tired but smiling]* Why are they happy? *[Because they made a lot of money!]*

Yes! They have made a lot of money. *[Show the class \$80 BizBucks and count the money aloud with the class.]* This money is called **revenue** (the money they made from selling the lemonade).

[Direct students to PROFIT EQUATION WORKSHEET in their Student Packet. Ask them to find the word "revenue" and write the definition below it.]

Do you think Brandon and Alexis get to keep all this money?

[Take a vote as a class (ask students to stand up if they think Alexis and Brandon get to keep all the money, stay seated if they don't).]

Ask students who voted "no" to explain.

No! Brandon and Alexis need to pay back all the money they borrowed for their **expenses** – everything you saw on their table at the beginning of the day: lemonade [take a few BizBucks], cups [take a few BizBucks], pitcher [take a few BizBucks]. They also have to pay a **salary** to their friends who worked for them over the lunch hour [take more BizBucks away]. Also, the spot (sidewalk, park, school lobby) where they set up their stand is owned by somebody so they have to pay that person **rent** [take more BizBucks away]. [Direct students to the word "expense" on PROFIT EQUATION WORKSHEET and ask students to list different examples of expenses below the word.]

What's left over? *[Have students count the remaining money; it should be significantly less than the revenue.]*

Now, do Brandon and Alexis get to keep this money? *[allow time for student responses.]*

Yes! This is their **profit**, the money left over after all their expenses have been paid.

What should Alexis and Brandon do if they want to make a higher profit? *[earn more revenue (sell more or charge higher prices) or lower their expenses (look for cheaper prices, buy in bulk)]*

Tie the story into PROFIT EQUATION WORKSHEET by asking students to answer the questions on the worksheet.



Memo: Animated Films Before Computers

Did you know that the first animated movies were done by hand without the help of computers? It would take 100 drawings to create one minute of film. Solve the following word problems. Show your work.

1. How many drawings would be needed for 30 minutes of film?

Answer: _____ (show your work below)

2. How many drawings would be needed for 30 seconds of film?

Answer: _____ (show your work below)

3. How many drawings would be needed for one hour of film (a full-length movie)?

Answer: _____ (show your work below)

4. If your favorite animated movie is one hour (60 minutes) and 30% of the pictures are of a dog, 30% are pictures of a mouse, and 40% are pictures of a cat, how many drawings do you have of each?

Answer: _____ (show your work below)

BONUS: Create your own word problem using the information above. Solve it. Explain how you arrived at that answer.

Memo: Animated Films Before Computers KEY

Memo: Animated Films Before Computers

Did you know that the first animated movies were done by hand without the help of computers? It would take 100 drawings to create one minute of film. Solve the following word problems. Show your work.

1. How many drawings would be needed for 30 minutes of film?

Answer: 3,000 drawings (show your work below)

$$[30 \times 100 = 3,000]$$

2. How many drawings would be needed for 30 seconds of film?

Answer: 50 drawings (show your work below)

$$[.5 \times 100 = 50]$$

3. How many drawings would be needed for one hour of film (a full-length movie)?

Answer: 6,000 drawings (show your work below)

$$[60 \times 100 = 6,000]$$

4. If your favorite animated movie is one hour (60 minutes) and 30% of the pictures are of a dog, 30% are pictures of a mouse, and 40% are pictures of a cat, how many drawings do you have of each?

Answer: 1,800 dog; 1,800 mouse; 2,400 cat (show your work below)

$$[one\ hour\ of\ film = 6,000\ pictures,\ 30\% \text{ are of a dog} = 1,800; \\ 30\% \text{ are of a mouse} = 1,800; \text{ and } 40\% \text{ are of a cat} = 2,400]$$

BONUS: Create your own word problem using the information above. Solve it. Explain how you arrived at that answer.



Grouping Tips

Which job will best match my student?

Chief Executive Officer (CEO)	Vice President (VP) Design	VP Production
<ul style="list-style-type: none">OrganizedLeaderConfident	<ul style="list-style-type: none">CreativeEnjoys drawing/art	<ul style="list-style-type: none">Kinesthetic learnerStrong technology skills
VP Marketing	VP Sales	VP Finance
<ul style="list-style-type: none">CreativeEnjoys acting/public speaking	<ul style="list-style-type: none">High energyPeople person	<ul style="list-style-type: none">Strong math skillsDetail-oriented

BizMovie Groups

Most type of groups work well in BizMovie. However, there are a few qualities to consider when grouping students. Make sure each group:

- Is gender-balanced
- Has a leader
- Has at least one student with high math skills
- Has at least one student with high technology skills



Memo: Creating a Press Release

Imagine you have just been named the president of Walt Disney Productions. Walt Disney Productions has asked you to fill in information for the press release announcing your new position and describing your path to the top of the company.

Official Press Release:

_____ (your name) has been named president of Walt Disney Productions. (She/He) was chosen for this top position due to (his/her) professionalism, organization, leadership, and (fill in two of your personal strengths, e.g., creativity, financial expertise, persistence)

1. _____
2. _____

Before rising through the ranks at Walt Disney Productions, _____ (your name) was dedicated to the learning process. (He/She) realized that with a college degree from _____ (name of your dream college or university), the sky was the limit. (He/She) was committed to success inside and outside of the classroom.

When asked what three pieces of advice (he/she) would give young people about how education can help them achieve their goals, (he/she) said:

1. _____

2. _____

3. _____

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BIZMOVIE®

BIZMOVIE®

BIZMOVIE®

BIZMOVIE®

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BIZMOVIE®

BIZMOVIE®

BIZMOVIE®

BIZMOVIE®

- Make sure everyone is on task at all times over time
- Make sure the company is profitable and will experience growth
- Oversee the smooth operation of our business

As **EXECUTIVE PRODUCER**, I will:

----- FOLD -----

Company Name

EXECUTIVE PRODUCER

----- FOLD -----

- Oversee all financial records
- Keep revenue high and expenses low
- Ensure that the movie is made on time and on budget

As **VP FINANCE**, I will:

----- FOLD -----

Company Name

VP FINANCE

----- FOLD -----

- Make sure the movie is finished in allotted time
- Ensure movie is high quality, but made easily and inexpensively
- Oversee animation and production of the movie

As **VP PRODUCTION**, I will:

FOLD

Company Name

VP PRODUCTION

FOLD

- Oversee the development of all advertising
- Spend money to tell everyone about the company and movie
- Make sure we get the most value for the product

As **VP MARKETING**, I will:

----- FOLD -----

Company Name

VP MARKETING

----- FOLD -----

- Lead the development of storyline and storyboard
- Ensure movie looks good and is of high quality
- Help with quality control during production
- Oversee the movie design

As **VP DESIGN**, I will:

FOLD

Company Name

VP DESIGN

FOLD

- Make customers happy by providing excellent customer service
- Sell as many tickets as possible
- Oversee development of the sales pitch

As **VP SALES**, I will:

----- FOLD -----

Company Name

VP SALES

----- FOLD -----