



# *Project* **LEARNING GUIDE**

**“The Entrepreneurs of Tomorrow  
Are in Our Schools Today!”**

The Marketplace for Kids program is geared to grades 3 through 8. All ages are welcome to participate.

[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# Project Learning Guide

## Marketplace for



Igniting the Spirit of Innovation!

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*"Marketplace of Ideas/Marketplace for Kids, Inc. is a 501(c)3,  
Nonprofit Organization and an Equal Opportunity Provider and Employer."*

Marketplace for Kids has been recognized as a program to be replicated by the Consortium for Entrepreneurship Education. Marketplace for Kids presentations have been made nationally in Oregon, Texas, Wisconsin, South Carolina, Arizona, Colorado, Minnesota, South Dakota, and Ohio. Marketplace for Kids has been featured in the national publication "Education Update" as a program to begin teaching entrepreneurship early.

Marketplace for Kids was also recognized in the Midwestern Office of the Council of State Governments November 2009 Newsletter as "one of the best youth entrepreneurship programs in the nation."

*This Learning Guide is dedicated to the teachers, administrators, chaperones, parents, families, students, host facilities, sponsors, community leaders and volunteers that have made Marketplace for Kids a successful experience for our Young Entrepreneurs.*

**Sixth Revised Edition**

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Summary of Contents

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## The Entrepreneurs of Tomorrow Are In Our Schools Today!



**Creativity•Problem Solving•Innovation**



# Introduction

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# Marketplace for Kids



## What does the future hold for today's students?

Major changes in the workplace are occurring throughout the world, making entrepreneurship more important than ever. By creating new jobs and strengthening the economy, entrepreneurship is our opportunity to adapt to these changes in a positive way and to create new and better opportunities that enable our youth to enjoy their choice of lifestyle and values unique to their lives.

## The Real World Facing Our Youth

**Global Communities** – Co-workers, business partners, and customers may live and work in all corners of the world. Many aspects of daily work life now require the ability to adapt to ever-changing ideas and ways of thinking. Language skills and cultural sensitivities are a necessity.

**Technology** – Advances in technology allow our students to interact in new ways that were previously unavailable due to geographical, economic and social boundaries.

**The Economy** – Economic realities are changing faster than ever! New challenges within other areas of growth, such as energy, medicine, and other emerging technologies will present new options for innovative ideas!

**Education/Training** – These two areas are now a must. The future demands that people be skilled, trained and prepared for what lies on their paths ahead. Jobs that exist today will not necessarily exist when today's students finish school and enter the job market. Our children need the best available information on which to form creative skills when opportunities present themselves.

**Project-Based Learning** – Students today are learning about different subjects simultaneously. They identify a real-world problem (local to global) and develop a solution, using evidence to support the claim. Students show what they learn as they journey through the project, interact with its lessons, collaborate with each other, and assess themselves and each other.

**Change is Accelerating** – It is a rare chance for a loyal employee to work for the same company for an entire lifetime. Typical workers will often be self-employed contractors, having to sell their own personal abilities and qualities to 5-25 different employers over their lifetime. The well-paid employees will be those who can make the best out of challenging opportunities and who are adept at analyzing situations and developing solutions.

**Lifelong Learning** – Much like living is a continuous ongoing process, our children's ability to adapt must also be open to constant change and innovation. Preparing our citizens for a productive and rewarding work life begins at an early age and must continue through adulthood.

**Building Teams. Partnership. and Community** – To succeed in the future means people will be required to work more closely together than ever before. Setting goals and cooperating are essential life skills that can be taught. Individuals, organizations, farms, schools, businesses, communities, and even nations will succeed to the degree that teamwork and true partnerships are formed and effectively practiced.



# Creativity • Problem Solving • Innovation



## Vision

**Marketplace for Kids** believes that youth are prospective skilled, innovative people who will continue to power a diversified, vigorous economy. Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building a stronger community.

## Mission

To encourage youth to explore entrepreneurship and self-employment through recognition and development of their inventive, creative thinking and problem-solving skills.

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## Values

**Respect** - The inherent worth, well-being, and dignity of all people.

**Diversity** - Understanding and celebrating the social and economic value of cultural diversity.

**Stewardship** - Sustainable care of all resources for the good of this and future generations.

**Community** - The coming together of people committed to work for their common betterment through the development of their highest skills and fullest potential.

**Integrity** - The adherence to moral and ethical principles that promotes soundness of moral character and honesty.

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## Goals

- To promote and cultivate youth entrepreneurship.
- To provide entrepreneurship education and career exploration to youth with support and mentorship from business and community leaders.
- To encourage youth to develop their own entrepreneurship project (i.e., business/invention model) and showcase their project at an Education Day.
- To engage youth in learning about or practicing entrepreneurship.
- To raise awareness of self-employment as a viable career option.
- To assist youth in developing attributes and skills associated with entrepreneurs, including creativity, innovation, self-confidence, planning, and risk-taking.
- To motivate youth to pursue further study, exploration, and consideration of entrepreneurship.

# Who Coordinates the Program?

Each community/region has its own Advisory Leadership Team to work on details, coordination, local support, publicity, and involvement. The co-chairs of each Advisory Leadership Team serve on a Statewide Advisory Leadership Team to maintain consistency in the program.



## Did you know?

Marketplace for Kids...

- Is free to schools, youth organizations, and any student who wants to participate.
- Meets:
  - National Content Standards for Entrepreneurship Education*
  - North Dakota Standards and Benchmarks*
  - National Education Standards*
- Is available for one semester of graduate credit.

## Marketplace for Kids Project Learning Guide

Developed by Marketplace for Kids, the Project Learning Guide is designed to provide teachers, youth leaders, parents, and students with ideas, information, and lesson plans they need to provide world class entrepreneurial learning.

The Project Learning Guide encourages students to stretch their thinking in more creative, divergent ways to solve problems, and create new ideas. By providing hands-on and experiential learning opportunities, the Learning Guide helps foster a lifelong learning mentality. Entrepreneurial skills will begin to grow at the elementary school level and continue into adulthood. Many of the activities in this Guide give the students opportunities for brainstorming. This is simply a way to accomplish divergent thinking (coming up with many possibilities) rather than convergent thinking (finding the one right answer).

There is much more information in the specific activities as you explore further into the Guide. With an end goal of ensuring that your students know they have the ability and resources to become an entrepreneur, even at a young age, the Guide provides a multitude of helpful hints and resources designed to engage and inform them, as well as help them display and protect their ideas and concepts.

The Project Learning Guide can be used when you have a few minutes between subjects, want to involve students in a project-based learning project, or are looking for a new way to teach a subject area. Many sections can be expanded to become whole-year learning opportunities! We know this Guide will become a useful tool both inside and outside the classroom.

Creativity, Problem Solving, and Innovation are key in a changing neighborhood, state, country, and world. We look forward to working with you!

***“What wonders await us...If we are ready?”***  
— Walter Cronkite

**You are Invited to Participate!**



**Attend the Education Day  
of Your Choice!**

**Pages 1-3**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

**You are Invited to Participate!**

# You are Invited to Participate!

Young people are eager to find ways to explore the 21st Century world of work, earn money, showcase their innovation/creativity and join in efforts to help their community.

**Marketplace for Kids** is an educationally stimulating collection of projects, short classes and other educational activities. Students (and adults) can explore hundreds of tabletop displays that showcase innovation and problem-solving projects developed by students and/or classrooms. In addition, students can choose from numerous “mini-classes” offered. All students will pre-register for the classes of their choice.

With a modest amount of planning and preparation, teachers, parents, and youth leaders can guide students to develop a project and attend a **Marketplace for Kids Education Day**. The day promises to be one of the most memorable learning experiences of their young lives.

**Marketplace for Kids** isn’t only for students. While the students are busy investigating and taking notes, the adults can spend the day enjoying the projects and attending “mini-classes” with their students.

## STUDENTS MAY PARTICIPATE IN TWO WAYS:

- ❖ *By showcasing a project, attending classes, and participating in activities; or*
- ❖ *By viewing projects, attending classes and participating in activities.*

Classes are available to all participants. Students who exhibit (projects) will be assigned a specific time to showcase their project. When they are not with their project, they will be visiting other projects or attending the classes of their choice.

All students are encouraged to come and spend the day! The experience of **Marketplace for Kids** has greater value when a student can visit all of the projects, attend the classes of their choice through the class pre-registration process, and participate in other **Marketplace for Kids** activities.



**The Leadership Teams recommend one chaperone per eight students!**

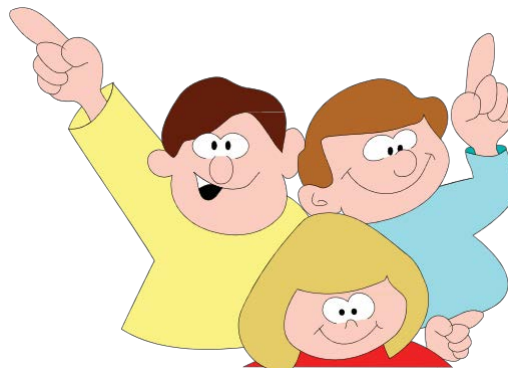
**Invite parents, grandparents, and community leaders to help you!**

**You are Invited to Participate!, Continued...**

### **Display Projects**

Projects are displayed on table tops. Our young inventors, creators and entrepreneurs are encouraged to be available to discuss their projects with students and other visitors. Since some youth projects involve the manufacture and sale of products, students may want to bring a supply of samples for display only.

**Food Sampling and Selling products is not allowed.**



### **Show And Tell**

The principal purpose of Marketplace for Kids is to display and describe kids' projects and to share ideas.

### **Showcase Projects Like These!**

*Creative Writing*

*The Arts*

*Inventions, Innovations and Crazy Contraptions*

*Adventures in Agriculture and Using our Renewable Resources*

*Student Operated Businesses*

*Volunteerism*

*Uses of Technology*

*New Project Ideas*

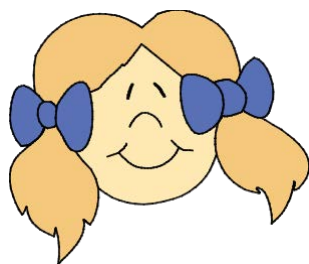
*Creative Problem Solving for Your Community*

*Other - Be Creative!!!*

### **Organize Your Class Experience**

**Marketplace for Kids** is the **ULTIMATE** class experience for all ages!

Visit projects and attend classes!



Get mom and dad to team up to bring kids! And, of course, the yellow school bus is always available for an outing. You can also check with local economic development groups and agencies. They might be able to come up with a little money for gas and snacks. It's a great show of encouragement and team-building.

### **Show Your School Spirit!**

Wear your school colors to easily identify your students!

### **Short, Fun Classes!**

All classes are 25 minutes in length. Class schedules and on-line registration for classes will be available approximately six weeks prior to your region's Education Day. Class information will be available on-line at **[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)**.



You are Invited to Participate!, Continued...



## Education Day Guide:

Each **Marketplace for Kids Education Day** will have a complete guide for each student.

The Education Day Guide includes the following:

- *Complete Schedule of Activities*
- *Class Schedule, Description and Presenter Information*
- *Project Guide, which includes:*
  - Project Name, Student Name(s) and School*
  - *Detailed Facility Maps, and*
  - *Other Important Information.*

## Food Service

Food service information for your region's Education Day will be on the web site and will be included in your confirmation packet.

## Report Cards

Student Report Cards and Teacher/Adult Volunteer Report Cards will be distributed to everyone participating in an Education Day. The Report Cards are used as an evaluation tool for the day.

## More Information



Prior to each Education Day, Marketplace for Kids will publish, on-line, complete details of the day, including the class schedule, maps, and other important information.

**Marketplace for Kids** believes that every child who learns, grows and benefits by participation is a winner.

**Marketplace for Kids** is a day for youth to enjoy learning, creating, exchanging ideas, and developing a sense of accomplishment.

**If you would like additional information, please contact:**

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Nonprofit Organization and an Equal Opportunity Provider and Employer."



# How to Prepare and Show Your Project Build a Display Board



## Help Students Prepare their Display Board

Pages 1-3

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

How to Prepare and Show Your Project  
Build a Display Board

# How to Prepare and Show Your Project - Build a Display Board

## DISPLAY BOARDS

The purpose of your display board is to showcase your project. Your display board should look professional, something that a business person might use. It should attract the attention of a viewer and make them want to come over and read about your project. The content, or the information on the board, is the most important thing. Many boards look good but don't have very much information.

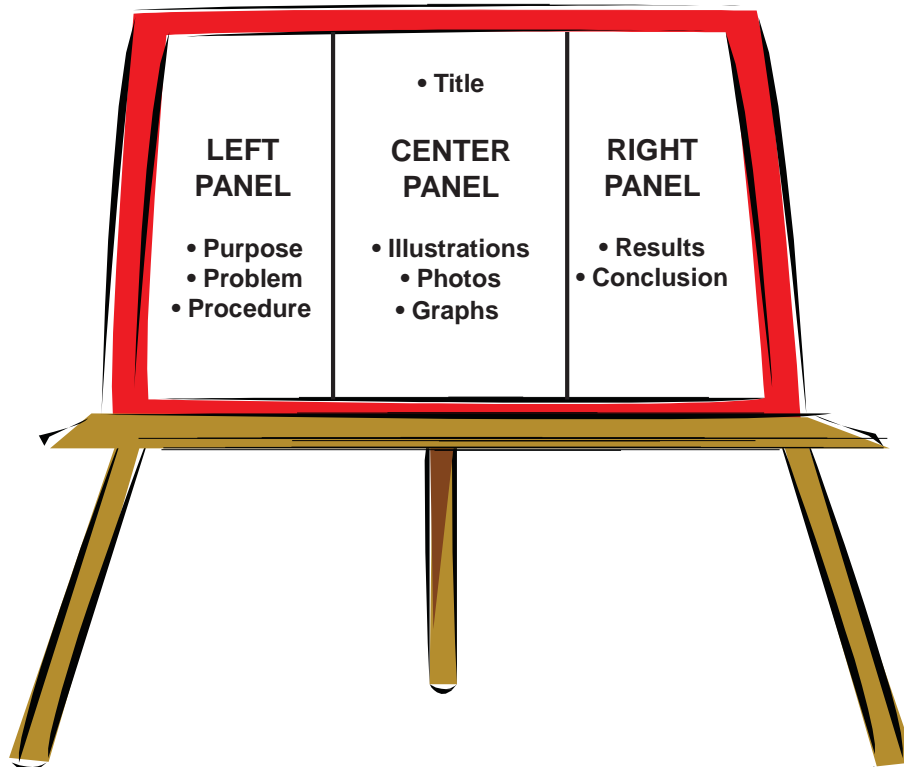
The title is very important in a display board. It should be eye-catching and easy to read. Be sure that the letters are large enough to read across a room. Use dark colors for the title.

It is good to use color in your display. Stick to one or two colors that contrast, such as black and white, or red and green.

**Most display boards have three sections.  
Here is how your display board should be set up.**

**Before you begin, make sure you carefully plan your board, including making sketches.  
This can save you money if you make a mistake.**

**A prototype or model of your invention or a sample of your product  
is a great addition to your display.**



## How to Prepare and Show Your Project/Build a Display Board Continued...

# Showcasing Your Project

## Display Board Materials

A display board consisting of three panels is stable and can be folded up for transportation. Use a sturdy, light-weight material. You want the display to stand up on its own, but it also needs to be light for carrying. If you choose to make your own boards insulation panels can be purchased at local hardware stores. When covered, these panels can be joined to make a display board. Foam core is an all-white material that can be slit halfway through its thickness and works great to form side panels and is also available at local hobby, hardware or craft stores. These can be fast and easy methods for creating attractive display boards. Wood construction tends to be heavy and cumbersome to transport, but if wood lends itself to your project, use it.

**Presentation Boards  
Are Available!**



**Order Your Display Boards TODAY!  
Select the vendor of your choice**

**Suggested Sizes:**

- Small Board (48" x 18")
- Large Board (48" x 36")
- Optional Large Board Display Header (36" x 10")

3-Panel Corrugated Presentation Board  
(With Optional Header)

## Preparing Your Display Board

Using poster paper or fabric to cover your board will add color and interest to your display. Choose fabric in a solid color or a pattern that will not interfere with the display of your information. **Make your display stand out. Use appropriate colors and make sure that the display looks clean, neat and orderly. REMEMBER: Your display makes the first impression.** For fabric, check for remnants in fabric stores as they often have just enough fabric to do the job at an inexpensive price.

## Preparing Your Information

### Title (Name of your invention, product or idea)

Think of an interesting or catchy name for your invention, product or idea. Your title should be placed near the top of the center panel to catch attention. Titles usually look best done in clear bold type, large enough to be read from a distance.

### Purpose

This can be a single sentence explaining what your invention is designed to do or what problem it is meant to solve.

### Problem

This explains what the problem is that you are trying to solve. Where or when did you get the idea for your project? Who had the problem or gave you the idea for your invention?

## **How to Prepare and Show Your Project/Build a Display Board Continued...**

### **Procedure**

This part explains the steps you went through in order to complete your project. You may want to take photographs through the different phases of your project development. Photographs not only enhance the look of the display but they help to communicate the important aspects of a project. Also display your Inventors/Business Journal as part of your procedure so that visitors will understand what was done.

### **Results**

Results can be obtained from test trials to see if your creation serves the purpose or solves the problem. Results could come from a survey you conducted about the usefulness of your creation. Taste tests or comparing and contrasting your invention with similar ones can give you data to use for your results. Results may be shown as graphs, tables, charts, diagrams, pictures or written statements.

### **Conclusion**

Your conclusion should relate back to your problem and purpose. Did your invention solve the problem or serve the purpose that you created it for? Even if your answer is no, it is your conclusion and may cause you to think of different things to try in order to solve the problem. Also in your conclusion you can write about new problems you have discovered about your invention that you might want to try to solve in the future.

### **Presenting Your Information**

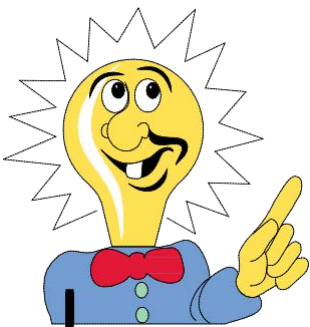
Make sure your display is logically presented and easy to read. At a glance, everyone should be able to read your title and locate your purpose, problem, procedure, results and conclusion. Write or type your information in your neatest form. Check to be sure your words are spelled correctly. Before attaching any information, lay it all out on your board to make sure you have room for it. Make sure there is some space around each item so it is easy to read. Use a ruler to space things evenly and to make sure items are straight, especially words. When you are satisfied that it looks its best and can be easily read from a short distance, then attach each item securely in the appropriate places.

### **Other Items to Display**

1. An advertisement or commercial you created for your product or invention.
2. Early prototypes of your invention that you improved or redesigned.

### **Share Your Ideas and Experiences with Others**

1. Introduce yourself and your project to visitors interested in your display
2. Explain your project.
  - a. What steps did you go through to create or develop your project?
  - b. What problems did you have and how did you solve these problems?
  - c. Where did you turn for help and who helped you?
  - d. What new problems or hurdles do you see in the future?
  - e. What or who inspired you and/or your project?
3. Be prepared to answer questions your visitors may have.



### **Exhibit Tips**

1. Dress like the business professional you are today.
2. Be courteous to all visitors as you may be meeting a future business partner.
3. Stay with your project during showcase time.

**Tell Your Story! Present Your Idea! Have Fun!**

# Entrepreneurship and Glossary of Terms



**Help Your Students Plan  
Their Business Today!**

**Pages 1-29**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# Entrepreneurship

## How to Spot an Entrepreneur

**Resource:** ND Entrepreneur Hall of Fame Inductees (Entrepreneur Awards)

**Web Site:** [www.innovators.net](http://www.innovators.net)

**Entrepreneurs** have the creativity, energy, drive, and fortitude to make things happen in the world of business, public service, and philanthropy.

**Entrepreneurs** take risks hoping that the risk will pay off. Entrepreneurs are those who create and grow enterprises.

**Are you an entrepreneur?** How do you think and what do you do? What sets you apart from others? How do you contribute to the health and growth of your community?

## Activity #1: Researching North Dakota Entrepreneurs

In this introduction activity students will:

1. Learn the definition of entrepreneurs and entrepreneurship.
2. Use the Internet to research North Dakota entrepreneurs.
3. Identify and interview local entrepreneurs.

## Step 1

Teachers, please make these definitions available to your students. Read it together and help them understand any vocabulary unfamiliar to them.

## There are six types of entrepreneurs

**Aspiring Entrepreneurs:** Those who, including young people, are attracted to the idea of creating enterprises.

**Growth Entrepreneurs:** Those who are motivated to develop and expand their businesses that create jobs and wealth.

**Lifestyle Entrepreneurs:** Those who create enterprises to supplement their incomes.

**Serial Entrepreneurs:** Those who go on to create several growth businesses.

**Social Entrepreneurs:** Those who create and grow enterprises or institutions that are primarily for public and community purposes.

**Survival Entrepreneurs:** Those who resort to creating enterprises to supplement their incomes.



## Entrepreneurship, continued

### Activity #1 Researching North Dakota Entrepreneurs

#### Entrepreneurship

The process through which entrepreneurs create and grow enterprises. This process includes four critical elements: opportunity, idea creation, venture creation and operations, and creative thinking.

#### Entrepreneurial Communities

Communities where there is significant economic and social entrepreneurial activity and where there is an effective system of entrepreneurship development.

#### Entrepreneurship Development

Refers to the infrastructure of public and private supports that facilitate entrepreneurship.

#### Entrepreneurs have:

1. The creativity and perception to spot an opportunity overlooked by others.
2. The drive and determination to harness their resources (tangible, financial, human or intellectual)
3. The determination to initiate the entrepreneurial venture.

### Step 2

Go to [www.innovators.net](http://www.innovators.net) and link to the North Dakota Entrepreneur Hall of Fame site.

Read about these people: **George Bull, Cream of Wheat; Thomas D. Campbell, Wheat King; Andrew Freeman, Rural Electric Pioneer; E.G. Melroe, Prairie Industrialist; Harold Schafer, Gold Seal; Patrick Haggerty, Texas Instruments and many more.**

**What opportunities that were overlooked by others did each see and decide to change?**

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**What kinds of resources did each need to gather before they could begin the venture?**

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## Activity #1 Researching North Dakota Entrepreneurs, Continued...

Write a brief summary of your research. See examples below.

### North Dakota Entrepreneurs

- A. Entrepreneur's name and the opportunity he or she recognized:

George Bull saw the opportunity to make a new food product out of wheat.

- B. What are some of the resources the entrepreneur needed to gather?

He needed to perform many experiments on the raw products and improve his product until he was satisfied. He also needed a new, catchy name for the product, someone to design and make the cereal boxes and a way to get the new product to the grocery stores.

1. What is the entrepreneur's name and the opportunity he or she recognized?

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2. What are some of the resources the entrepreneur needed to gather?

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3. How did he or she go about finding resources?

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4. What are some of the obstacles this entrepreneur had to overcome?

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5. What are some of the personal qualities, skill abilities and education this person possessed?

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## Entrepreneurship, continued

### Activity #2: Creating an “Entrepreneur Hall of Fame” Bulletin Board

#### Step 1

Review the definition of an entrepreneur:

**Definition:** Entrepreneurs have the creativity, energy, drive, and fortitude to make things happen in the world of business, public service, and philanthropy. Entrepreneurs take risks hoping that the risk will pay off. **Business Entrepreneurs** plan for monetary profit. **Social Entrepreneurs** plan for a healthier community.

#### Step 2

Students will list local business leaders, new business owners or social entrepreneurs who fit the definition.

#### Step 3

Students will choose an individual whom the class would like to interview.

#### Step 4

Student(s) invite the individual to visit the classroom. The student(s) should prepare the guest by outlining the purpose of the interview and summarizing possible student questions.

#### Step 5

Students conduct the interview and use the information to write a short biography of the entrepreneur similar to those printed on the web site.

#### Step 6

Individual student teams may then choose to conduct additional interviews by mail or in person as independent research projects for display at Marketplace for Kids.

#### Step 7

Feature entrepreneurs on your “Entrepreneur Hall of Fame” bulletin board.

## Activity #2: Creating an “Entrepreneur Hall of Fame” Bulletin Board, Continued...

### Sample Interview Questions: (Please modify these questions as needed).

1. Where did you grow up? What kind of work did your parents do?

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2. How did you become interested in this type of business/service? Did you always want to be a?

---

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3. Why does our community need a business/service like yours? How did you know that we needed this type of business/service?

---

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4. What kinds of resources did you need to gather before you could begin your business/service? Which were the hardest to find and did anyone help you?

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5. What were some of the early challenges in starting your venture? Who was the biggest help in overcoming those challenges?

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6. How has your business/service changed over the past few years? What do you think caused the changes?

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7. What are your future plans for your business/service? What trends do you foresee that may affect your business/service?

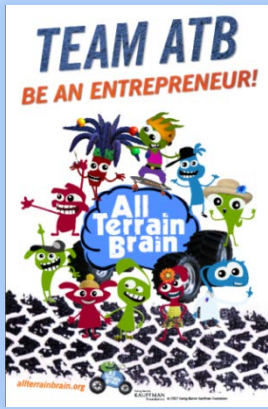
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8. What advice would you give someone who wants to start a new business/service?

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## Activity #3: Team ATB (All Terrain Brain) Activity Guide “A Roadmap to Help Kids Find Their Entrepreneurial Spirit” For Ages 8-12

Dear Teachers,

The Ewing Marion Kauffmann Foundation, in conjunction with Three Chicks Media, is proud to present **All Terrain Brain**, an exciting multimedia project designed to unleash the entrepreneurial spirit in young people and encourage them to live their dreams. This program is part of the Kauffman Foundation’s overall commitment to addressing the extraordinary surge of interest in entrepreneurship education in America.

The **Team ATB Activity Guide, DVED, and interactive web site (allterrainbrain.org)** will help inspire “tweens to take their brains off road” – to experience new and creative ways of thinking. As kids discover innovative ways to identify their passions, solve problems, and set goals, they will develop the skills and confidence they need to achieve success. You can help create the next generation of entrepreneurs!

Your work with young people offers them the opportunity to expand their horizons and take control of their futures. Whether it inspires them to take an entrepreneurial path or simply gain a great understanding of their own abilities, **All Terrain Brain** will enrich your program – and kids’ lives.

Carl J. Schramm  
President and CEO  
Ewing Marion KAUFFMAN Foundation

*Permission is granted for reproduction of this material by schools, libraries, and youth programs for educational use only. All other rights reserved. Complete details are shared on their website!*

**Share Your Activity at MarketplaceForKids.org!**



# Young Entrepreneurs

Several of your students may already be operating a profit generating enterprise or have an idea for one. At **Marketplace for Kids**, we are looking for innovators in the various areas of **Kid Biz** to show others who attend and what opportunities exist. Examples include: child care, pet care, lawn care, hobbies that turned into businesses, selling on the Internet, or profit making 4-H projects. **Marketplace for Kids** provides a forum for these young entrepreneurs to exchange ideas and develop contacts.

**Students who are not already operating their own enterprise may catch the 'business bug' by developing plans for one. Ideas could come from the list of kid business ideas on pages 13-15, the yellow pages, or consultation with you or other adults.**



## **Eight Reasons To Do A Business Plan:**

1. It will force you to take a good look at the business.
2. It can be used as a feasibility study or help to continue success.
3. It is a good tool for better management.
4. It helps communicate your ideas.
5. It helps you move from “reactive” to “pro-active.”
6. It points everyone in the same direction.
7. It helps identify opportunities.
8. It focuses attention on important questions.



**Present Your Business Ideas at  
a Marketplace for Kids Education Day!**



## Outline of a Start-up Business Plan

Cover Page

Table of Contents

- Section I.** Executive Summary
- Section II.** Background Information  
*Personal Information*  
*Business Concept*
- Section III.** Description of Products/Services
- Section IV.** Management Structure & Organization
- Section V.** The Marketing Plan  
*Industry Description*  
*The Market*  
*Competition*  
*Marketing Strategies*
- Section VI.** The Financial Plan  
*Investment Required for Start-up*  
*Cash Flow Projections*  
*Summary of Financial Needs*
- Section VII.** Conclusion: The Feasibility Statement
- Section VIII.** Supporting Documents



## How To Use Your Business Plan

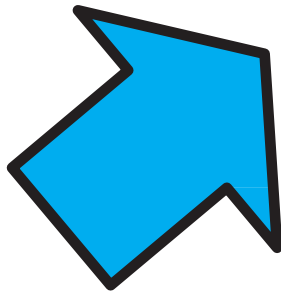
- ❖ As a feasibility study.
- ❖ As a benchmark to track performance.
- ❖ As a reminder of your goals.
- ❖ As a means for assigning priorities.
- ❖ As a financing proposal.



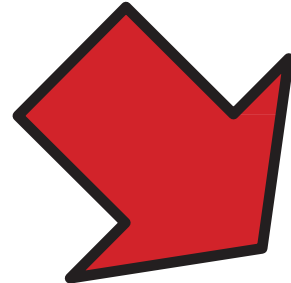
Get the Buzz on Biz!  
For more information contact:  
Kathy Klemisch, 701-777-2517  
or visit the website at  
<http://business.und.edu.biz>

*"Helping entrepreneurs reach the next level of success"*

## The Role of Planning

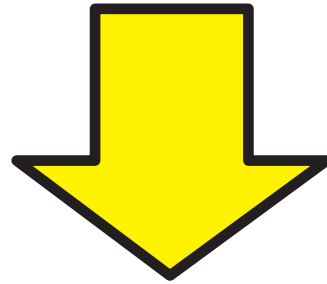


**Plan**  
(prepare for the future)



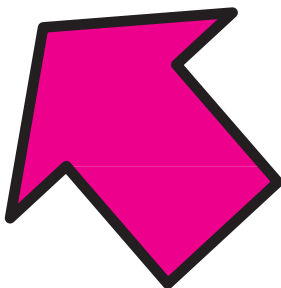
**Evaluate**  
(explain variances)

**Act**  
(implement the plan)

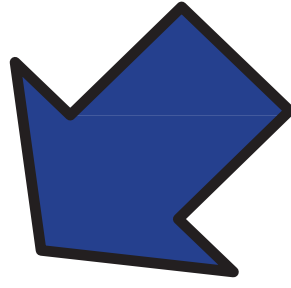


**Analyze**  
(compare results)

**Results**  
(something happens)



**Record**  
(measure the results)



## Planning Terms

### ❖ **Mission Statement**

The organization's purpose or reason for being. A Mission Statement should describe the organization's major areas of interest, the scope of its intended actions, the basic market needs it intends to satisfy, and its primary values.

### ❖ **Goals**

Goals are broad statements of organizational purpose and intentions. They further define the mission.

### ❖ **Objectives**

Objectives are facts established to further explain the steps in obtaining a specific goal.

### ❖ **Organizational Policy**

An Organizational Policy is established to help managers determine objectives and to formulate, implement, and control strategies.

### ❖ **Strategies**

Strategies are long-term plans or methods for accomplishing objectives and goals.



## Tips for Successful Planning

- ❖ Believe planning is important.
- ❖ Commit time and energy.
- ❖ Involve everyone.
- ❖ Have realistic expectations.
- ❖ Be open to discovering “disappointing” news and to making adjustments.



# 119 WAYS FOR KIDS TO MAKE MONEY

The opportunities for kids to go into business for themselves or with others are just about endless.

## SERVICES:

1. Errand/delivery service
2. Gift service, you do the shopping
3. Organizer, messy people need your help organizing closets, cupboards, etc.
4. Ironing service
5. Bike tune-up service
6. Party services, tea parties, theme parties
7. Photography, weddings/receptions/parties
8. Videotaping, weddings/receptions/parties
9. Find a babysitter, sitter directory
10. After-school child care, escort younger children to and from school
11. Elderly care service, run errands, write letters
12. Flyer distributor
13. Trash can/recycling service, carry cans to curb
14. Boat storage
15. Assemble products, bikes, swing sets
16. Recharge batteries
17. Develop kids' page in hometown paper
18. Bait shop
19. Kids to Kids Childcare
20. Tile designing, tiles decorated for home decor
21. Pet sitting
22. Coat check service for community events
23. Event planning, birthday parties and family celebrations such as family reunions

## CLEANING:

24. Cleaning, general housework
25. Cleaning service, cupboard tune-up
26. Shoe and boot service
27. Deep cleaning service
28. Window washing
29. Pool/hot tub maintenance
30. Storm cleanup
31. Power washing service, farm equipment, boat and RV cleaning
32. Complete car wash and wax
33. Garage cleaning
34. Commercial cleaning
35. Aquarium service, cage and stall cleaning, doggie doo cleanup
36. Pet grooming
37. Cleaning, painting lawn furniture
38. Clean and paint tools, paint farm equipment

## YARD AND GARDEN WORK:

39. Lawn care, landscaping, garden weeding, hoeing, watering service, indoor and outdoor, lawns, plants, trees
40. Starting plants





# 119 Ways For Kids To Make Money, Continued...

- 41. Fresh flowers and herbs
- 42. Fresh produce
- 43. Leaf removal
- 44. Snow removal
- 45. Firewood, chop, split, deliver
- 46. Outdoor painting, sanding, priming, window glazing
- 47. Curb painting
- 48. Mailbox doctor
- 49. Package dried manure
- 50. Herbal greenhouse
- 51. Fast yard care, a service that is quick clean-up for folks expecting company

## RETAIL SALES:

- 52. Fads and collectibles  
School spirit memorabilia
- 53. Bumper stickers/buttons
- 54. Specialty pets
- 55. Personal care items
- 56. Locker in a bag
- 57. Favorite books, games, videos, used shop
- 58. Balloons, stress relievers  
(flour filled balloons)

## FOOD:

- 59. Healthy lunches to go, fitness foods collect rose hips for health food store
- 60. Mobile sweet shop, cakes for kids, food novelties & gifts, home bakery, candy for kids
- 61. Cookbook (prepare, publish and sell a cookbook using the favorite recipes from your cooks at school, teachers, and students)

- 62. Lemonade stand, beverages at auctions
- 63. Hot drinks at winter events
- 64. Tailgate, hot dog stand
- 65. Ice cream parlor
- 66. Catering
- 67. Pick chokecherries, other fruits, sell to jelly makers
- 68. Pick your own berry fields
- 69. Family fall festival on farm or ranch, sell pumpkins, squash, gourds, corn

## CRAFTS:

- 70. Handmade jewelry
- 71. Keys and chains
- 72. Candles
- 73. Crafts from nature
- 74. Toys and puppets
- 75. Wreaths; twisted twig type  
(base and decorated), collect pine cones
- 76. Buttons and badges, convention registration, type name tags
- 77. Greeting cards and stationery
- 78. Yard cards and signs
- 79. Calligraphy
- 80. Design clothing, ponytail holders
- 81. Dried wild flowers, cattails, cut for dried, pollen for pancakes, milk weed for pillows
- 82. Basket weaving, slough grasses
- 83. Make picture frames
- 84. Catnip filled cat toys
- 85. Flower pictures, flattened flowers
- 86. Collect wild flower seeds
- 87. Recycled paper cards and stationery
- 88. Scented soaps
- 89. Custom designed T-Shirts

# 119 Ways For Kids To Make Money, Continued...

## YOUR SPECIAL TALENTS:

90. Disc jockey
91. Tutor foreign language, computer, reading, math, English
92. Barn dances
93. Teach a hobby
94. Make studying fun, provide a service
95. Paint murals, children's rooms
96. Face painting
97. Perform, musical talent, clowning
98. Publishing service, newsletter publishing
99. Freelance writer
100. Coach a sport
101. Invent
102. Broadcast a sporting event, kids talk show
103. Host a kid's flea market
104. Operate a video rental business, produce videos
105. Publish a school directory
106. Repair donated toys and have a toy sale
107. Toys from wood
108. Hunting, fishing guides
109. Butterfly collecting for sale
110. Raising unusual livestock, angora goats, mink, miniature horses, etc.
111. Organically raised poultry
112. Web site design
113. Love fishing? Make and sell your favorite tackle

## CASH IN ON HOLIDAYS:

114. Vacation home care, holiday care, decorating service for holidays
115. Produce and sell holiday crafts
116. Gift wrapping service, make gift wrap (recycled)
117. Rent costumed characters for the holidays and provide a character service for businesses, sew costumes
118. Manufacture and sell favors; May Baskets, St. Patrick's Day Clovers, Gift baskets for kids
119. Daycare for shopping mothers

**Prepared by  
Marketplace for Kids  
Participating Project  
Students!**



# Updated Findings - Youth and Entrepreneurship



According to recent research commissioned by the Ewing Marion Kauffman Foundation, children and youth have difficulty defining the word entrepreneur but are able to describe features of entrepreneurship and are familiar with the idea of “running your own business.” As part of its efforts to better understand attitudes and aspirations about entrepreneurship among youth, the Foundation conducted two research initiatives. One was a series of focus groups with young people ages 11-14, which took place in the spring of 2002, and the other involved a survey of youth, ages 8-17, conducted through schools in the fall. Specific results of the survey and the focus groups follow.

## Survey

A total of 3,076 students in 68 schools participated in the study.

The respondents represented diverse ethnicities:

12% African American, 1.9% Asian, 5.6% Native American, 55.5% Caucasian, 11% Hispanic, 0.5% Pacific Islander, 12.8% Other, and 0.7% multiple response. The respondents were 49.9% male and 50% female.



**Responses to the survey, delineated by age, indicate the following:**

- **Career Aspirations** - When presented with a list of potential vocational areas (arts, auto mobiles, business owner, construction work, engineer, government, law, medicine, professional athlete, retail trade, scientist, teacher, working with computers, “don’t know”, and “other”) the largest percentage of respondents in each age group indicated “other” (23%-26%). Of the 8-12 year olds 15.61% indicated “professional athlete,” while 16.96% of the 13-16 year olds chose medicine, as did 15.08% of the 17+ group.
- **Interest in Starting a Business** - Responding YES to the question, “Have you thought about starting your own business?” were 41.43% of 8-12 year olds; 44.41% of 13-16 year olds; and 46.67% of those 17 and older.
- **Reasons for Starting a Business** - Be your own boss was identified as the primary reason by those 17 and older, closely followed by make more money and follow a dream. Those three reasons also were selected by 13-16 year olds, with make more money leading follow a dream and be your own boss. Children 8-12 selected make more money, followed by follow a dream, and help other people.
- **Characteristics of Business Owners** - Over 90% of respondents in all three age groups recognized that someone who owns a business works hard and knows the rules for their business. Among 8-12 year olds, 69.41% knew that someone who owns a business makes new jobs for others, as did 81.1% of 13-16 year olds, and 86.08% of those 17 and older. Large percentages of all three age groups knew that someone who owns a business deals with many things at the same time, is creative, and is willing to take risks to make money.

## Updated Findings -- Youth and Entrepreneurship, Continued...

Responses, by gender, indicate few differences, with males and females similar in the percentages that had thoughts about starting their own businesses and in the various levels of certainty about starting their own businesses. They also had similar responses to the statements about people who own their own businesses and in their selection of definitions of the word entrepreneur.

### Gender differences were reflected in:

- **Job Choice** - A much higher percentage of females than males (23.34% vs. 5%) selected medicine as a job choice while a higher percentage of males than females (18.21% vs. 4.46%) selected athlete.
- **Reasons for Starting a Business** - A higher percentage of females than males (27.52% vs. 16.5%) indicated their main reason as following a dream while a higher percentage of males than females (35.47% vs. 20.75%) choosing make more money. There were no noticeable differences among Hispanic students, African American students and Caucasian students in responses to many questions, including reasons for starting their own business, different types of businesses they might start, and selection of definitions of the word entrepreneur.

### Differences in responses, delineated by ethnicity, indicate:

- Fewer Hispanic (30.99%) and African American students (27.3%) than Caucasian students (45.02%) knew an adult friend who owned their own business.
- Slightly less than half of Hispanic students (42.86%) and Caucasian students (44.85%), but over half of African American students (52.84%) had thought of starting their own business.

## Focus Groups

A total of 37 youth, ages 11-14, participated in focus groups in Chicago and Baltimore. Participants were interviewed in a home setting, in groups of three. Although the sample was small, it was diverse in terms of gender, social economic status, race/ethnicity, and urban/suburban setting. **Specific results of the focus groups follow.**

### 1. Characteristics of youth, ages 11-14:

- Friends are very important to them
- They have an expanding interest in the larger world
- Have role models (celebrities, teachers, parents, and friends) and believe they can be like them
- They are achievement-oriented; want recognition for accomplishments
- They want to make their own decisions

### 2. Motivational Factors for this age group:

- **Power** - Defined as independence and being in charge
- **Belonging** - Having the means to help others
- **Success** - Getting recognition; sense of pride
- **Play** - Opportunity to invent/create

### 3. Entrepreneurship:

- Couldn't define entrepreneur, but:
  - Were able to describe some aspects of entrepreneurship
  - Were familiar with idea of people running their own businesses
- Little exposure to any study of entrepreneurship
- Some career exploration, primarily in terms of different jobs

### 4. Entrepreneurs are:

- Seen as **successful** ("lots of money"; "wear nice suits")
- **Determined** ("hard working"; "a go-getter")
- **Conscientious** ("helps others"; "gives back to the community")
- **Inventive** ("has cool ideas"; "can come up with things on their own")
- **Visionary** ("Someone who builds for the future.")
- **Leaders** ("has own style"; "People depend on them.")

## Implications for Entrepreneurship Education Programs for Youth, 11-14:

- Accessible to all - easy to get to; not too time-consuming
- Experience face-to-face and hands-on
- More likely to get/stay involved if friends are also involved
- Recognition is key

This report was prepared for publication in *EntrepreNews & Views* in February, 2003.

For further details please contact the Kauffman Foundation. [www.emkf.org](http://www.emkf.org)

## Glossary of Terms/Economic Concepts

<b>Accounts Payable:</b>	An unpaid balance of money owed by your business, generally referring to amounts owed for inventory, supplies, and other such ongoing expenses.
<b>Accounts Receivable:</b>	An unpaid balance of money owed to your business by customer accounts.
<b>Action Plan:</b>	A detailed plan used internally, which includes objectives, actions and a budget for the next year.
<b>Advertising:</b>	A paid, on-going mass communication from a business to customers. It communicates messages about a product, service and a company's mass media plans for television, radio, magazines, and newspapers.
<b>Agricultural Diversification:</b>	To add new crops, new livestock or other farm-related businesses to farms or ranches. Examples of these would include cabbage, carrots, bison, elk, a Bed and Breakfast Inn, or a dude ranch.
<b>Agriculture:</b>	Farming/Ranching. The science, art and business of cultivating soil, producing crops, and raising livestock.
<b>Annual Work Plan:</b>	A detailed document which is the result of operational planning. Highlights from this plan are included in the business plan.
<b>Assets:</b>	Any items of value owned; items on the balance sheet that reflect value owned include cash, accounts receivable, notes receivable, property and property rights.
<b>Balance Sheet:</b>	An itemized report which lists assets, liabilities, and owners' equity at a given point in time. The standard balance sheet formula is: $\text{Assets} = \text{Liabilities} + \text{Owners' Equity}$ .
<b>Bankruptcy:</b>	Condition in which a business cannot meet its debt obligations and petitions a federal district court for either reorganization of its debts or liquidation of its assets.
<b>Barter:</b>	The direct trading of goods and services between people without the use of money.
<b>Bottom Line:</b>	The last line of a financial statement used to show net profit or loss.



## **Glossary of Terms/Economic Concepts, Continued...**

<b>Brainstorming:</b>	A creative problem-solving activity that helps create possibilities to address problems or challenges. Thinking of as many and different answers is important and no responses should be questioned during the activity of Brainstorming.
<b>Brand:</b>	A name or symbol that represents a product.
<b>Budget:</b>	An estimate, often itemized, of expected income and expense for a given period in the future.
<b>Business Concept:</b>	A brief but compelling description of why a business exists.
<b>Business Plan:</b>	A document presenting information about the past, present and future of a proposed or existing business venture.
<b>Capital:</b>	Cash and/or material assets, tools, property, or equipment owned or used in a business.
<b>Capital Resources:</b>	Goods made by people and used to produce other goods and services (also called intermediate goods).
<b>Cash Flow:</b>	The movement or flow of cash in and cash out of a business.
<b>Choice:</b>	What someone must make when faced with two or more alternative uses for a resource, also called an economic choice.
<b>Circular Flow:</b>	A model of an economy showing the interactions between households and business firms as they exchange goods and services and resources in markets.
<b>Citizen:</b>	Member of a nation.
<b>Civic:</b>	Of a city or citizen.
<b>Collateral:</b>	The assets pledged to a lender to secure or support a loan.
<b>Common Law Rights:</b>	Common law is law that was developed over centuries and based on custom and judicial opinions, as opposed to legislative acts.
<b>Commerce:</b>	Trade between states or nations.
<b>Competition:</b>	Techniques used by businesses to gain more customers and to earn higher profits.



## Glossary of Terms/Economic Concepts, Continued...

<b>Consumer:</b>	The final user of a product or service.
<b>Consumers:</b>	People whose wants are satisfied by using goods and services.
<b>Contract:</b>	A formal agreement or a promise or set of promises between two or more parties that is legally enforceable.
<b>Cooperative:</b>	Gear your students to the word <b>cooperate</b> to reach their answer.
<b>Copyright:</b>	The exclusive right to reproduce, sell, publish, or distribute literary or artistic work; i.e., works of authors, composers, etc. Copyright does not protect the idea itself or the information itself. It protects the form or manner in which the idea or information is proposed.
<b>Corporate Mission:</b>	A broad statement of what business or businesses the company should be in.
<b>Cost of Production:</b>	All resources used in producing goods and services for which owners receive payment.
<b>Counterfeiting:</b>	Copying another's work without permission and passing off the copy as an original. A counterfeit is an imitation, fake or "knock-off."
<b>Culture:</b>	The implied beliefs, norms, values, and customs that define a society. Culture leads to common patterns of behavior. Like countries, businesses can have cultures also.
<b>Currency:</b>	Paper money issued by the government.
<b>Cyberspace:</b>	A link between computers with modems to access the World Wide Web.
<b>Decision Maker:</b>	The individual in a family or business who is ultimately responsible for the final selection of a product or service.
<b>Demand:</b>	A schedule of how much consumers are willing and able to buy at all possible prices during some time period.
<b>Demographics:</b>	The statistical study of population characteristics. Demographics can also refer to a list of objective characteristics about an individual consumer like age, income, occupation, marital status, education, or location.

## Glossary of Terms/Economic Concepts, Continued...

<b>Deposit:</b>	To put money in a bank or other financial institution.
<b>Depreciation:</b>	The portion of the cost of tangible operating assets, such as buildings or equipment, recorded as expense for the accounting period; results from spreading out the cost of long-lived assets over several years.
<b>Depression:</b>	A time of economic crisis or bad times in commerce, finance, and industry, characterized by falling prices, restriction of credit, low output and investment, many bankruptcies and a high level of unemployment (many people without jobs). A less severe crisis is usually known as a recession.
<b>Design:</b>	An outline, sketch or plan in the form and structure of a product to be created or constructed.
<b>Distribution:</b>	The supplying of goods and services to retailers and others so that people's needs can be met.
<b>Dividends:</b>	A share of profits paid to stockholders of a corporation.
<b>Division of Labor:</b>	The process whereby workers perform only a single task or very few steps of a major production task, as when working on an assembly line.
<b>Economic Entrepreneurship:</b>	Recognizing an opportunity, marshaling the resources and initiating a venture for economic gain.
<b>Economic Systems:</b>	The way a society organizes the production, consumption and distribution of goods and services.
<b>Economics:</b>	The study of choice and decision-making in a world with limited resources.
<b>Entrepreneur:</b>	One who creates or launches new business ventures, often assuming the risk and management of the business.
	<ul style="list-style-type: none"><li>• <b>Aspiring Entrepreneurs:</b> Those who are attracted to the idea of creating enterprises, including young people.</li><li>• <b>Growth Entrepreneurs:</b> Those who are motivated to develop and expand their businesses that creates jobs and wealth.</li><li>• <b>Lifestyle Entrepreneurs:</b> Those who create enterprises to supplement their incomes.</li><li>• <b>Serial Entrepreneurs:</b> Those who go on to create several growth businesses.</li><li>• <b>Social Entrepreneurs:</b> Those who create and grow enterprises or institutions that are primarily for public and community purposes.</li><li>• <b>Survival Entrepreneurs:</b> Those who resort to creating enterprises to supplement their incomes.</li></ul>

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Entrepreneurship:</b>	<p>The human resource that assumes the risk of organizing other productive resources to produce goods and services.</p> <p><b>Entrepreneurial Communities:</b> Communities where there is significant economic and social entrepreneurial activity and where there is an effective system of entrepreneurship development.</p> <p><b>Entrepreneurship Development:</b> Refers to the infrastructure of public and private supports that facilitate entrepreneurship.</p>
<b>Equilibrium Price:</b>	<p>The market clearing price at which the quantity demanded by buyers equals the quantity supplied by sellers.</p>
<b>Equity:</b>	<p>The amount of the owners' investment in the business; what remains after total liabilities are subtracted from total assets; also called "net worth."</p>
<b>Establishment:</b>	<p>A single location business unit, which may be independent, called a single-establishment enterprise or owned by a parent enterprise.</p>
<b>Evaluation:</b>	<p>A process to compare different options against specific criteria. Evaluation is helpful in examining options and the value of each.</p>
<b>Expenses:</b>	<p>The outflow or other use of assets by an entity in order to sell goods or services; expenses are subtracted from revenues to determine net income.</p>
<b>Export:</b>	<p>To send and/or sell goods and services outside of one's country.</p>
<b>Factors of Production:</b>	<p>Resources used by businesses to produce goods and services.</p>
<b>Family Business:</b>	<p>A business in which two or more family members have a significant ownership interest and/or participate in the senior management, and where the ownership may be passed on to the next generation.</p>
<b>Function:</b>	<p>The purpose for which something is designed or exists.</p>
<b>Goods:</b>	<p>Objects that can be held or touched that can satisfy people's wants.</p>
<b>Gross Profit:</b>	<p>Net sales (gross sales less returned merchandise, discounts, or other allowances) minus cost of goods sold; also referred to as "Gross Margin."</p>
<b>Home-Based Business:</b>	<p>A business where the primary activity of business or primary operating office is in one's own home.</p>

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Human Resources:</b>	The quantity and quality of human effort directed toward producing goods and services (also called labor).
<b>Import:</b>	To bring in and/or buy goods and services from another country.
<b>Improvements:</b>	To make more useful, or valuable; to make additions, revisions or changes
<b>Incentives:</b>	Factors that motivate and influence the behavior of households and businesses. Prices, profits and losses, act as incentives for participants to take action in a market economy.
<b>Industry:</b>	The manufacturing (making) and selling of a particular type of good or service; for example the auto industry.
<b>Inflation:</b>	Increase in the overall level of prices over an extended period of time.
<b>Infringement:</b>	The act of trespassing or encroaching on the rights of another; disregarding the rights of another.
<b>Innovation:</b>	Introduction of a new idea into the marketplace in the form of a new product or service or an improvement in organization or process. An improved or new concept.
<b>Innovations:</b>	Products or services that are new to both customers and to the business.
<b>Intellectual Property:</b>	Ownership or exclusive rights to processes or other products resulting from intelligent thought, such as trade secrets, copyrights, patents, or trademarks.
<b>Interdependence:</b>	Dependence on others for goods and services; occurs as a result of specialization.
<b>Internet:</b>	It literally means a network of networks. The Internet is comprised of thousands of smaller regional computer networks scattered throughout the globe.
<b>Inventor:</b>	An inventor is someone who thinks of new ideas to make life easier or better through innovative ideas.
<b>Invention:</b>	A new, useful process, machine, improvement, etc., that did not exist previously and that is recognized as the product of some unique intuition or genius, as distinguished from ordinary mechanical skill or craftsmanship.
<b>Inventor's Log:</b>	A written record of an inventor's thoughts, experiments, data, discoveries, lessons learned, and results.
<b>Inventory:</b>	The supply of materials owned and held by a business, including new raw materials, intermediate products/parts, work-in-progress, finished goods (including merchandise purchased for resale), intended for internal consumption or for sale; an asset listed on a business balance sheet.

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Invest:</b>	To commit money or capital in order to gain a financial return; to put one's money into a business or project to make more money.
<b>Investment Clubs:</b>	A group of people who put their money together to make investments. After each member researches different investments, a decision is made upon the investment with a majority vote.
<b>Investment in Capital Resources:</b>	Business purchase of new facility and equipment.
<b>Investment in Human Resources:</b>	Activities that increase the skills and knowledge of workers.
<b>Invoice:</b>	An itemized listing of goods or services sold; given to the buyer for payment purposes, usually detailing costs, discounts, payment terms, freight charges, shipping dates and any other information pertinent to the sale.
<b>Joint Liability:</b>	Where one joint debtor has the right to insist that a co-debtor be joined in the liability. The liability is required to be apportioned among the debtors.
<b>Keystone:</b>	A retailing term referring to doubling the cost of an item of merchandise to determine its retail selling price.
<b>Liabilities:</b>	Short-term and long-term debts owed.
<b>Limited Liability Company:</b>	This is a new form of business entity which is a hybrid between a partnership and a corporation. They are highly flexible, provide limited liability to their members, and avoid double taxation.
<b>Limited Partnership:</b>	A partnership (two or more individuals jointly owning a business) which allows for general partners and limited partners; limited partners are usually financial liable for debts only to the extent of their investment, and have limited or no control over management of the company.
<b>Line of Credit:</b>	A predetermined amount of short-term financing (generally from a bank) available for a business to borrow against on an "as needed" basis and repaid during the specified life of the line.
<b>Manufacture:</b>	To make or process a raw material into a finished product, especially by means of a large-scale industrial operation.
<b>Market:</b>	A segment of a population considered actual or potential buyers; a gathering place for selling and buying.
<b>Market Economy:</b>	An economic system where most goods and services are exchanged through private transactions by private households and businesses. Prices are determined by buyers and sellers making exchanges in private markets.

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Marketing:</b>	The sum of all activities that influence commercial movement (sale) of goods and services from the provider to the consumer.
<b>Markets:</b>	Any setting where buyers and sellers exchange goods, services, resources and currencies.
<b>Merger:</b>	A combination of two or more businesses into one.
<b>Mini-Marketing:</b>	The practice of marketing strategies on individual customers.
<b>Mission Statement:</b>	A written statement, in the broadest terms, describing what the business hopes to do and become.
<b>Money:</b>	A medium of exchange; a good that can be used to buy other goods and services.
<b>Natural Resources:</b>	“Gifts of nature” that are present without human intervention. (also called land).
<b>Need:</b>	A specific quantity of a specific good for which an individual would pay any price. These are the goods and services a person must have.
<b>Net Income/Loss:</b>	The result after subtracting all expenses and taxes from total revenue.
<b>Net Profit:</b>	Sales minus variable costs and fixed costs. Net profit is used as a starting point to measure return on investment for specific products or businesses.
<b>Net Worth:</b>	The total assets of a business minus its total liabilities.
<b>Networking:</b>	Making contact with a variety of people in related fields to foster communication with additional contacts or provide information which goes beyond the reason for the initial contact.
<b>Niche Market:</b>	A special segment of a market, often defined in terms of particular buyer characteristics for which a business feels particularly well-suited to target.
<b>Opportunity:</b>	Appropriate time; favorable position or chance.
<b>Opportunity Cost:</b>	The next best alternative that must be given up when a choice is made, not all alternatives, just the next best choice.
<b>Organizational Chart:</b>	A chart diagramming the managerial structure of a business, designating specific areas of responsibility.
<b>Outsourcing:</b>	The buying of parts of a product to be assembled elsewhere or the hiring of independent contractors to assist with business operations.



## Glossary of Terms/Economic Concepts, Continued...

<b>Overhead:</b>	The regular ongoing operating expenses of a business, including rent, utilities, upkeep, taxes, administrative salaries; costs not directly associated with the product/service.
<b>Owner's Equity:</b>	The amount owed by the business to the owner.
<b>Partnership:</b>	A legal relationship created by two or more individuals voluntarily associating to carry on as co-owners of a business for profit.
<b>Patent:</b>	A temporary grant issued by the government granting the right to exclude all other people from making, using or selling their inventions for a specified period of time to an individual inventor for his/her invention or process. They are usually only valid in the country in which they are issued. In the United States, utility and plant patents are valid for up to 20 years and design patents are valid for up to 14 years.
<b>Piracy:</b>	The unauthorized use, reproduction or distribution of protected works, products or materials without the permission of the owner or author.
<b>Population:</b>	The largest possible market for a product; the broadest starting point for segmentation strategy.
<b>Price:</b>	The value of a goods or service stated in money terms.
<b>Principal:</b>	The dollar amount originally borrowed or financed on which interest is paid; also referred to as the "face amount" of a loan.
<b>Product:</b>	All of the tangible and intangible features and benefits offered by a business. This can be a physical product or a service offering.
<b>Product Line:</b>	The collection of products or services that a business offers.
<b>Production/Producers:</b>	People who use resources to make goods and services; also called workers.
<b>Productivity:</b>	The ratio of output (goods and services) produced per unit of input (productive resources over a period of time).
<b>Profit:</b>	The financial gain resulting from revenues after all business expenses have been paid.
<b>Proprietorship:</b>	The most common legal form of business ownership; about 85 percent of all small businesses are proprietorships. The liability of the owner is unlimited in this form of ownership.
<b>Public Goods:</b>	Goods and services that are provided by the government. They often are too expensive or not practical to be obtained by individuals.
<b>Public Offering:</b>	A general solicitation for participation in an investment opportunity. Interstate public offerings are supervised by the Securities and Exchange Commission.

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Public Relations:</b>	Methods by which a business seeks to promote a favorable relationship with the public; marketing examples: positive publicity (news story), community event participation, customer service, civic organization membership.
<b>Publicity:</b>	A free promotional tool which communicates product or company information to mass audiences through the media. Publicity media includes newspapers, press magazines, and/or radio. Publicity often begins with a press release by a business.
<b>Resources:</b>	All natural, human and human-made aids to the production of goods and services; also called productive resources.
<b>Revenues:</b>	The earning activities of a business; usually the act of performing a service or selling a product. Revenues result in something of value being received by the business.
<b>Rule of 72:</b>	A rule stating that in order to find the number of years required to double your money at a given interest rate, you divide the doubled amount by 72. The result is the approximate number of years that it will take for your investment to double.
<b>Scarcity:</b>	The condition of not being able to have all the goods and services that we want.
<b>Services:</b>	Activities that can satisfy people's wants.
<b>Shares:</b>	Any of the equal parts into which the stock of a corporation or company is divided.
<b>Short-Term Debt:</b>	Loans that are due within one year.
<b>Shortages:</b>	The situation resulting when the quantity demanded exceeds the quantity supplied of goods, service, or resource.
<b>Simple Interest:</b>	Interest paid only on the original amount, not on the interest accrued.
<b>Social Entrepreneurship:</b>	Recognizing an opportunity, marshaling the resources and initiating a venture for social or community gain.
<b>Sole Proprietorship:</b>	Unincorporated, one-owner business, farm, or professional practice.
<b>Specialization:</b>	The situation in which people produce a narrower range of goods and services than they consume.
<b>Stock Exchange:</b>	A place where stocks, bonds or other securities are bought and sold. Also, an association of stockbrokers who meet to buy and sell stocks and bonds according to fixed regulations. Known as the Stock Exchange in both cases.
<b>Supply:</b>	A schedule of how much producers are willing and able to produce and sell at all possible prices during some time period.

## Glossary of Terms/Economic Concepts, Continued...

<b>Supply and Demand:</b>	Supply is the amount of goods available at a given price at any time. Demand is how many consumers desire the goods that are in supply.						
<b>Surplus:</b>	A term used when the quantity of goods supplied exceeds the quantity demanded at the existing price.						
<b>Target Market:</b>	The specific group of individuals who are chosen as most likely potential customers for the goods/services of a business and to whom the business wishes to appeal.						
<b>Tariff:</b>	A tax on imports.						
<b>Taxes:</b>	<p>Required payments of money made to governments by households and business firms.</p> <p>These include:</p> <table><tr><td>Income Taxes:</td><td>Taxes paid by households and business firms on the income they receive.</td></tr><tr><td>Property Taxes:</td><td>Taxes paid by households and businesses on land and buildings.</td></tr><tr><td>Sales Taxes:</td><td>Taxes paid on the goods and services people buy.</td></tr></table>	Income Taxes:	Taxes paid by households and business firms on the income they receive.	Property Taxes:	Taxes paid by households and businesses on land and buildings.	Sales Taxes:	Taxes paid on the goods and services people buy.
Income Taxes:	Taxes paid by households and business firms on the income they receive.						
Property Taxes:	Taxes paid by households and businesses on land and buildings.						
Sales Taxes:	Taxes paid on the goods and services people buy.						
<b>Telecommuters:</b>	Employees who work for a company by using a computer terminal set up in an employee's home. This terminal is linked, by means of a computer modem, to the company's central computer.						
<b>Terms:</b>	The conditions or provisions specified for repaying loans or paying invoices; usually includes the time limits, amounts to be paid, discounts.						
<b>Total Revenue:</b>	The total amount of money generated through the sale of a product or service.						
<b>Trade:</b>	The business of buying and selling goods and services.						
<b>Trade/Exchange:</b>	Trading goods and services with people for other goods and services or for money; when people exchange voluntarily, they expect to be better off as a result.						
<b>Trade Name:</b>	The name of your business, registered with the Secretary of State's office, also referred to in some states as "fictitious" or "assumed" name.						
<b>Trade-offs:</b>	Giving up one thing to get some of another.						
<b>Trade Secrets:</b>	Confidential methods, processes, customer lists, and similar business information which are not of common knowledge.						
<b>Trade Shows:</b>	Large events at which different manufacturers, product and service providers set up booths to share information and promote their offerings to potential buyers.						

## **Glossary of Terms/Economic Concepts, Continued...**

<b>Trademark:</b>	A symbol that identifies a product; it is officially registered, generally in a Secretary of State's office, and by law grants exclusive use to the owner or manufacturer. A trademark can be almost anything – including a word, color, sound, scent or shape – as long as it is able to identify and distinguish goods and services of one party from another.
<b>Undercapitalization:</b>	Having too little capital (money or other resources easily converted to money) to carry a new venture through early development stages.
<b>Unemployment:</b>	The situation in which people are willing and able to work at current wages but do not have jobs.
<b>United States Copyright Office:</b>	The federal agency responsible for registration of copyrights within the United States. The United States Copyright office is a part of the Library of Congress.
<b>United States Patent and Trademark Office:</b>	An agency of the United States Department of Commerce that issues patents and registers trademarks.
<b>Value Added Agriculture:</b>	Taking farm products such as wheat, corn or sunflowers and increasing the value by processing into products such as flour or corn meal or by packaging products such as sunflower seeds or birdseed.
<b>Venture Capital:</b>	Money used to finance new or unusual undertakings.
<b>Wages:</b>	The payment for work or services to workers; the money people are paid for their jobs.
<b>Wall Street:</b>	The controlling financial interests of the United States. Wall Street itself is located in New York City.
<b>Want:</b>	Something desired, demanded or required.
<b>Warranty:</b>	A promise or representation about goods which is part of the deal and which creates an expectation that the goods will conform to that promise.
<b>Working Capital:</b>	Resources available in a business to cover short-term expenses determined by subtracting current liabilities from current assets.
<b>World Wide Web:</b>	A wide area hyper media information retrieval system which provides computer access to a large universe of documents. The Web provides users with a consistent means to access a variety of information.
<b>Zoning:</b>	The division of an area into zones as to restrict the number and types of buildings and their uses.

# Inventions, Innovations & Crazy Contraptions – Yes, You Can Invent!



## Help Your Students Plan Their Invention Today!

Pages 1-31

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

Inventions, Innovations & Crazy Contraptions –  
Yes, You Can Invent!

# Inventions, Innovations & Crazy Contraptions - Yes, You Can Invent!

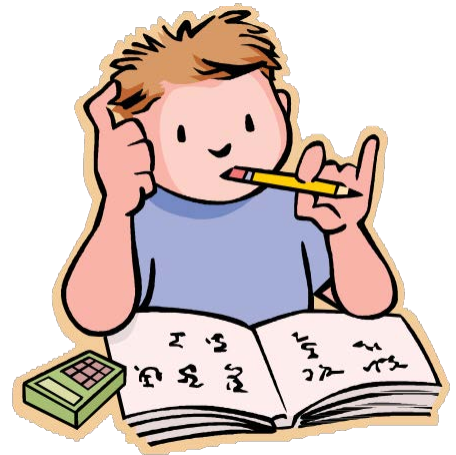
You can easily transform your classroom into an inventor's workshop that will reinforce many of the learning concepts you cover throughout the school year: **Creative thinking, collaborative production, social studies, technology applications, and language arts come alive** when your students can actively apply what you have taught to their very real world experiences.

Choose a general production category such as exercise equipment, infant toys, school supplies, or a recreational area for study and development by your students. Development teams can then use the **FLUID** process to:

1. Create a new or improved product in that category.
2. Design innovative packaging.
3. Develop effective advertising for their product.

## A good display would include:

1. A statement explaining the reason for your product or improvement.
2. Documented research showing developments and innovations in the category such as an inventor's log or journal.
3. A criteria chart showing how the brain-stormed ideas were ranked.
4. Sketches and/or photos showing the developmental stages in production.
5. A working model or prototype of the new product.
6. Examples of print and/or electronic media advertising for the product.





# Fluid Thinking:

## Five Steps for Building More Active and Innovative Thinkers.

**Marketplace for Kids** is a gathering of young people who want to become the next generation of innovators, inventors and entrepreneurs. Innovative producers are **FLUID** thinkers who are always looking for ways to improve a product. Innovative teachers are always looking for ways to make learning time more effective. Innovative citizens are always looking for ways to improve community life. All innovative thinkers respond to changing tastes, demands, budgets, technological advances and demographics.

Our classrooms are already home to a handful of natural innovators who set the dress, behavior and communication trends among their peers. These exercises will help you channel those natural abilities into more productive areas and teach innovative thinking skills to the rest of the class. **These activities would also make excellent Marketplace for Kids Projects!**

We never know from what source the next new ideas will arise. Let's give all our students the opportunity to be that source.

## The Process

**FLUID** is an acronym representing a thinking and decision-making process outlined by these actions:



The following exercises will help you.

**FIND** an innovation for students to examine. They will **LIST** specific innovations so you can help them **UNDERSTAND** what motivated the producer, the teacher, or the civic leaders to implement what they considered to be improvements. The next action engages the students' creative potential as they **IMAGINE** new innovations and their analytic and evaluative skills as they **DECIDE** which ones have the best potential for success. Each activity combines at least two curriculum areas and allows for alternative assessment methods.

# Yes, You Can Invent!

Suppose someone had to solve a problem. For example, an inventor once got tired of having cold ears in the winter, so he invented ear muffs. That inventor was only 15 years old!

Sometimes inventions are the result of accidents. This is called **SERENDIPITY**. For example, corn flakes might never have been invented if a batch of wheat hadn't been cooked too long!

A new way of making an invention better is called an **INNOVATION**. You may have heard people talking about "making a better mousetrap," which has the same meaning. For example, a regular gas or electric oven is a good way to cook food. But the invention of the microwave oven made cooking much faster, and therefore, it is an innovation in cooking.

Some of the best inventions are very simple, like wire bent to make coat hangers, paper clips, staples and bobby pins. Or, inventions can be **COMPLEX**, with many parts - like telephones, compact disc players, cars, and VCR's.

Think how life would be with no electric lights, no TV, no radios, no computers, no scotch tape, and no ball-point pens, to name just a few things we depend on every day.

Inventions have always been important to America. Our founding fathers created a special section of the Constitution to encourage people to invent. The first leaders of America granted special rights called a **PATENT** to protect an inventor's ideas from being copied by others.

# Inventors and Inventions

Here are some examples of what others have created to solve problems or just to have fun. Try to imagine what problems these people may have had or why they wanted to create these things. Think about how many modern inventions were created or depended upon these initial inventions.

## Inventor

Aboriginal peoples  
Sir Isaac Newton  
Thomas Edison  
Count Alessandro Volta (*Italian*)  
  
Luigi Galvani  
  
George Washington Carver  
Wright Brothers  
Galileo Galilei (*1610-1642, Italian*)  
  
Walter Morrison  
Charles Menches  
Donald Duncan  
Alexander Calder  
Alexia Abernathy  
Mary Anderson  
Josef Merlin (*Belgian*)  
James Plimpton  
Peer Hodgson (*1949*)  
Ralph Samuelson  
Chester Greenwood  
Laszlo Biro  
Levi Straus  
George DeMestral  
George Washington Gale Ferris, Jr.  
Robert Goddard  
Andre-Marie Ampere (*French*)

## Invention

Boomerang  
Calculus  
Electric light bulb, record player, etc.  
Discovered constant-current electricity and made first battery  
Discovered that muscle and nerve cells produce electricity  
Many different peanut products  
Airplane  
Improved telescope, helped found modern scientific method  
Aerobie/Frizbee  
Ice cream cone  
Yo-Yo  
Mobile  
No-spill bowl  
Windshield wipers  
Wheeled shoes  
Roller skates-ball bearings  
Silly Putty  
Water skis  
Ear flaps  
Ballpoint pen  
Jeans  
Velcro  
Ferris Wheel  
Liquid-fuel-propelled rocket  
Worked with electromagnetism, invented galvanometer

## Inventors and Inventions, Continued...

### Inventor

### Invention

Edward Jenner (*English*)

Vaccination for smallpox

Benjamin Banneker (*1731-1896*)  
(*Free Black in Maryland*)

Built a wooden clock with hand-carved moveable parts, using only a pocket watch and a picture of a clock as models. It kept time for more than 50 years.

Carolus Linnaeus (*1707-1778*)  
(*Swedish Born Carol von Linne*)

Developed a binominal system for classifying plants and animals.

Sir Isaac Newton

The reflecting telescope

Johannes Kepler

“Father of Modern Optics”

Roger Bacon (*1214-1292*)  
(*English*)

Established certain principles of modern scientific method

Theodore H. Maiman

Built first laser in 1960

John Bardeen, Walter Brattain  
and William Shockley

Invented the transistor in 1947

Jonas Salk (*1953*)

Developed the first trial polio vaccine

Sir Alexander Fleming (*1928*)

Discovered penicillin

John James Macleod and  
Sir Frederick Banting (*1921*)

Discovered insulin

Christian Eijkman and  
Frederick Hopkins (*1903*)

Demonstrated the existence of vitamins

Wilhelm Roentgen

Discovered X-rays

Guglielmo Marconi

Transmitted first telegraphic signal through the air

Heinrich Hertz (*1887*)

Discovered electromagnetic waves

Joseph Lister (*1865*)

Pioneered antiseptic surgery

Louis Pasteur (*1863-1864*)

Developed process known as pasteurization

Hermann von Helmholtz (*1821-1894*)

Formulated one of the basic laws of physics, the Law of Conservation of Energy: Energy can neither be created nor destroyed, only transformed from one form into another. This is called the first law of thermodynamics. He founded the modern science of acoustics, the study of sound. He invented the ophthalmoscope, the instrument used by doctors to examine the eye.

Joseph Henry (*1797-1878*)

Improved electromagnets, developed an early electric motor, the first telegraph and invented the electric relay. An electro magnetic unit of measurement, the *henry*, is named after him.

## Inventors and Inventions, Continued...

### Other Inventors, Artists, Writers, Musicians:

Alfred Nobel  
Alexander Graham Bell  
Bill Gates  
Carl Sagan  
Sir Isaac Newton  
Thomas Edison  
Shel Silverstein  
Rudyard Kipling  
E.B. White  
Agatha Christie  
Edgar Allen Poe



Mark Twain (Samuel Clemens)  
William Shakespeare  
Vincent van Gogh  
Ludwig van Beethoven  
Georgia O'Keeffe  
Leonardo da Vinci  
Oliver Wendell Holmes  
Pablo Picasso  
Charles Schulz  
Frank Lloyd Wright

### Other Inventions:

Disposable diapers  
Roller coaster, Merry-Go-Round  
Catapult  
Clocks  
Sling shot, Bola, Slinky, trampoline  
TV/radio/record player/CD/DVD,  
computers, calculators  
Vacuum cleaner  
Egg carton/milk jugs  
French fries, energy bars  
Satellites/space travel machinery  
Steam engines and internal combustion engines  
Cement and asphalt



Dishwasher or pressure washer  
Permanents, other hair treatments,  
hair dryers, blow dryers  
Scissors, Magic Markers, paper clips, paper cutter  
Reading glasses/lenses/bifocals  
Microscope/electron microscope  
X-ray/MRI/CT scan/centrifuge/blood pressure  
monitors/diabetic monitors/other medical  
Teddy bears  
Exercise/sports equipment  
Fashion designs  
Games/Monopoly, etc.  
Pop-up books/alphabet books/musical books



# Glossary

**Brainstorming:** Looking for solutions to problems by coming up with many possible answers.

**Complex:** Made up of many different parts.

**Fantasy Invention:** Imaginary solutions to imaginary problems, like dreaming of ways to transverse time.

**Innovation:** A new idea, method or device designed to improve something.

**Ingenuity:** Adept or skillful at producing new and creative inventions or ideas.

**Imagination:** Using your mind to picture objects or ways of doing things that may or may not really exist.

**Invention:** A discovery or new finding which is useful and has a purpose. Inventions are made after studies and experiments by an inventor.

**Inventor's Log:** A written record of daily activities, which is very important for an inventor to keep while working on an invention.

**Marketing:** Business-related activity involved in the moving of a product from a producer to a buyer including selling, advertising, pricing, and packaging.

**Patent:** An inventor's right to keep others from making, using or selling his or her invention.

**Problem Solver:** A person who looks for new ways to achieve solutions; an inventor is a problem solver.

**Process:** A step-by-step way of doing something.

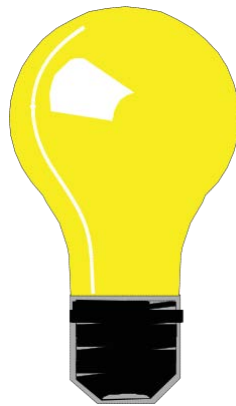
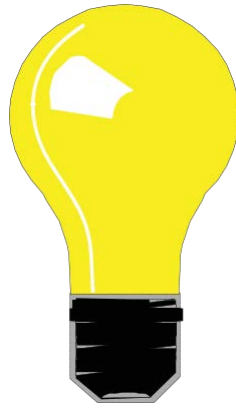
**Prototype:** An original, full-scale and usually working model of a new product or new version of an existing product

**Research:** The study and investigation of a subject with the purpose of learning as much as possible about it.

**Serendipity:** The unexpected finding of something useful or valuable.

**Survey:** Asking a question of a group of people to gain an opinion or information. Surveys are often an important part of the marketing process.

**Trademark:** A name, symbol, or other device identifying a product, officially registered and legally restricted to the use of the owner or manufacturer.







# Before You Begin...



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# ...Helpful Hints

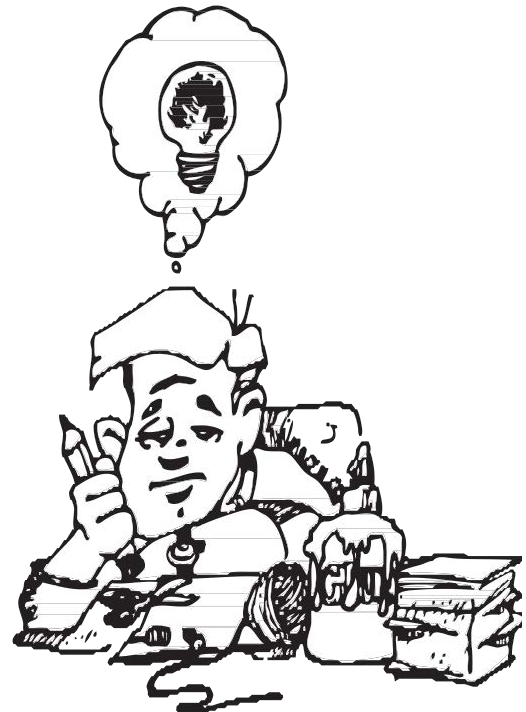
## Here are a few tips to keep in mind:

- Remember: **EVERYONE** can be an inventor!!!
- Think like an inventor! Inventors are problem solvers, so learn to look at old problems in new ways.
- Make sure all of your inventor's logs or journal entries and drawings are neat and complete. Always use proper spelling and grammar. Use a dictionary or thesaurus if needed.
- Try to make your invention work as efficiently as possible with as few parts as necessary to accomplish the task.
- Inventors solve problems economically. Think about the cost of materials involved and production time needed before you make your invention.
- Be certain the invention is safe to use and safe to make. If tools are needed, get permission from your parents to use them, and ask for help if it is needed.

**Keep a Log:** Maintaining a detailed log is essential to the success of your invention project. A log is a dated, written record of your ideas, research, experiments, and tests.

**Don't Get Discouraged:** It may take several tries to make your invention work just the way you want it to work, but all of your attempts will be worth the effort! Keep trying!

Inventors learn from their mistakes and what doesn't work. As an inventor, you have many resources to help you invent. Ask parents or guardians, grandparents, teachers, or other responsible adults to help you during the invention process.



# How To Get Ideas For Your Inventions. Ask Lots Of Questions! Get Extra Help From Outside Sources!

You have many friends waiting to help you get started on your invention. One of the best places to start is at your school or local library. You can read about inventors, how they solved problems and how their ideas became inventions.

Talk to your librarian to see what special resources might be available to help you with your project. In addition to visiting your library, you can start your own collection of invention books.

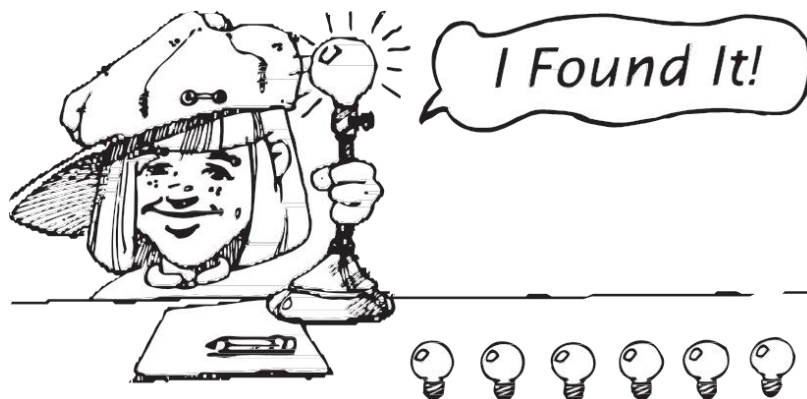
Another great way to get started is by visiting a nearby museum! There you will probably find examples of famous inventions on display. Museums of history or science and technology are great sources of information about how inventions have changed our lives. Many even have working models to show you how things work.

Talk to as many experts as you can in your field of interest. Try to find some inventors to talk to. Remember to ask your parents and teachers if you need help along the way. For more information about inventions and patents, contact a patent lawyer.

Read Article 1, Section 8 of the Constitution; it is one of the few places in the Constitution that refers to science and technology and the important roles they play in America's growth.

*"To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive right to their respective Writings and Discoveries."*

*Article 1, Section 8 of the Constitution*



## 8 Steps to Inventing

Use the following checklist to help you invent a solution to a problem.



1. Look for problems to be solved. You may want to find a problem that you, a family member or a friend face in daily life. Set some time aside each day to brainstorm! Did you know that your mind is 1000 times more powerful than even the most powerful computer?
2. Plan your invention.
3. Use your imagination. Let your mind run wild! Think crazy thoughts. Remember, everyone laughed at Henry Ford when he invented the car! In 1889, Charles H. Duell, director of the US Patent Office said, "Everything that can be invented has been invented." Wow! It sure is a good thing that inventors were not discouraged by his lack of vision!
4. Do the necessary research and gather facts and information to make sure that your invention will work.
5. Keep a detailed log of your work. Write down all of your ideas, experiments, research, tests, and successes in your log. Your log will be a written record of the entire invention process. Write down all your trials and what worked and what did not work. Inventors learn from their mistakes!
6. Draw your invention. Make a detailed drawing and label all parts. If necessary, make two or three drawings so others will be able to understand exactly how your invention works.
7. Make a prototype (model) of your invention.
8. Name your invention.

## Step 1: Begin Your Inventor's Log Or Journal

**Follow the suggestions below for keeping a log and tackle your problem like a real inventor!**

<h1>MY INVENTOR'S LOG</h1>	
Date _____ / _____ / _____	Witness Initials: _____
Place: _____	Time: _____
	<h2 style="margin-top: 0;">Drawings or Photos</h2>

(Remember, neatness counts)

1. Date and initial your notes every time you work on your ideas. Show where you were at the time you had the thought.
2. Remember to use complete sentences. Watch your spelling. Many important people will be reading your journal!
3. Describe all your ideas, tests and results in great detail. Write about your plans that did not work. Inventors make many attempts before finding the best one.
4. Make a drawing of your ideas when possible.
5. List costs and describe all materials used.
6. Include photos of your work. They are excellent proof of what you have invented.
7. Have another person sign your log as a witness to prove the work and ideas are your own.

**Inventor log starter sheets are on page 30**

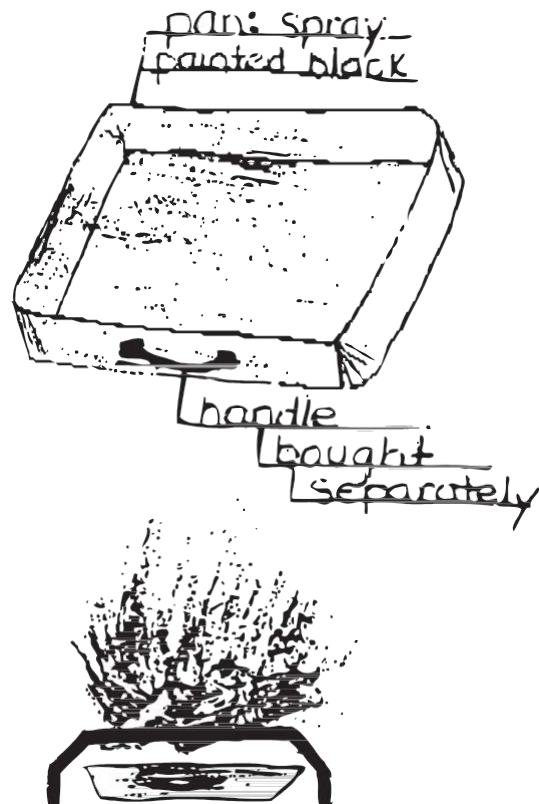
8 Steps To Inventing, Continued...

## MY INVENTOR'S LOG EXAMPLE

Date 11-25-08 Witness Initials M.O. Place Home Time 11:30 a.m.

My invention keeps the  
coals together when you  
build a fire. The pan  
slides inside the grate in  
your fireplace. When it  
is full, slide it out and  
empty it. I bought a  
(\$1.19)  
aluminum pan and attach-  
(\$1.50)  
ed a metal handle. At my  
house whenever someone  
would clean the fireplace,  
we would have a mess  
to clean up.

### DRAWINGS OR PHOTOS



(Remember - neatness counts!)

My Initials K.C.





## 8 Steps To Inventing, Continued...

### Step 2: Use Your Imagination!

When you think of an inventor, you probably think of an absent-minded professor. This is not true. Anyone, including you, can be an inventor. All it takes is a combination of imagination, ingenuity, and hard work.

You probably have an endless supply of new, creative, and original ideas in your head. They could be ideas for fast-moving, super trains, or ideas for new ways for seeing-impaired people to navigate through supermarkets. All of your ideas, no matter how wild and crazy, are good ideas. Let your imagination lead you down an exciting path towards new ways of thinking about the world.

Do not be embarrassed about your ideas. Alexander Graham Bell was ridiculed when he described his telephone invention to others. Yet, he did not give up.

#### Try this exercise:

Close your eyes and imagine yourself talking on the phone to your grandmother who lives three thousand miles away. Suppose you wanted to invent something that would transport you to your grandmother's living room in a matter of seconds. What would that invention be? This can be your first **FANTASY INVENTION!** Would it be a little room that you walk into, press a button and you are immediately transported across the country? Would your invention be a hand-held device that you point at a person and they are quickly zapped to another place? Would you have to wear a special outfit to use your machine? Could more than one person travel at once?

**Why would this invention be useful? Would this invention be good for business travelers as well?**

**Make a drawing of you and your new invention in the box below.**

**What other ideas do you have for a fantasy invention? Write them in your inventor's log.**



## 8 Steps To Inventing, Continued...

### Step 3: Look for Problems That Need Solving

“Necessity is the mother of invention” An old wise saying!

Problems are invitations to find solutions. Did you know that all inventions solve problems? Here’s your chance to become an inventor. But first, zero in on a problem.

Don’t worry now about solving the problem, that part will come later. Just try to think of as many problems as possible and make a list of them. How often have you said or heard someone say “Someone should invent something that does this,” or “There must be a better or an easier way to do this?” This is called **BRAINSTORMING**, and it’s a great way to get ideas for an invention project.

Use the *“Be A Problem Solver”* exercise on the following pages to think of problems that need solving.

Determine what bothers your friends and family the most, and be sure to record your answers. The information you will receive is important. Asking questions and recording the answers is called a **SURVEY**.

**SURVEYS** are important in the development of new products and services, and are part of the **MARKETING** process which involves the selling, advertising, and packaging of a product.

Be certain to record your survey questions and responses in your log. A survey will be excellent documentation for your invention project.





## 8 Steps To Inventing, Continued...

### Be a Problem Solver

*Ask yourself the following questions and you're on your way to thinking about a new invention.*

1. Think about school, home, work, and leisure activities: What are some of the problems you think about?
  
2. What tasks or chores can I make easier or more efficient?
  
3. What objects do I use that could work better, last longer, be made from other products, less expensive or more “green” or environmentally-friendly?
  
4. What is my favorite thing to do, and what would make it even more fun, interesting, and safe?
  
5. Now, look at things around you and ask yourself: What will make things around me work better? Do you know of someone who has special needs?





## 8 Steps To Inventing, Continued...

6. What will make products easier to use?
  
  
  
  
  
  
  
  
  
  
7. What can I add to or take away from something to make it work better, faster, easier or be less expensive?
  
  
  
  
  
  
  
  
  
  
8. What new uses can I invent for something I already have?

*Remember, when thinking about inventions, they can be an object (product), service, or a new way of doing something (process).*

*Now that you have completed the Problem Solver exercise and made a list of a lot of problems that bug you, get your family and friends into the act. Ask your parents, neighbors, and friends to tell you what problems they have with chores or tasks.*



**WOW! You really are a Problem Solver!**  
**Be Sure to Record Your Ideas in Your Inventor's Log!**



## 8 Steps To Inventing, Continued...

### Step 4: Plan Your Invention

Now the fun begins! Look at your list of problems and think about some ideas to solve them. Be creative! Put **ALL** your ideas on paper. Let your imagination run wild!

Give yourself plenty of time to let your ideas grow. Think of as many ways as possible to solve each problem and pick the ones that seem best. From all your brainstorming activities, pick the problem and idea for a solution that is the most promising to work on for your invention project.

Make a plan for your invention and write it in your log. Include any materials you will need, a rough sketch of your idea, ways to test it, and as many details as you can think of.

Think about what makes a good invention. Ask yourself:

1. Is my idea really **NEW**?
2. Is my idea **USEFUL** or **HELPFUL** to me or others?
3. Can I make my invention so that others can **AFFORD** to buy it?
4. Is it possible to **MAKE A MODEL** of my invention with easy-to-find materials?

**If you can answer “YES” to these questions, you’ve got a good idea!**

**1. Write down possible solutions to your most perplexing problem:**

**2. If it needs to be changed, what parts can you keep?**

**Make a new trial or prototype, write down every step in your inventor’s log or journal.**

**3. Now, identify the best solution:**



## 8 Steps To Inventing, Continued...

Check to see if your invention idea is marketable. Why will people be interested in your invention and buy it?

*Survey your family, friends, teachers, fellow students, and people in your community.  
Ask many questions about your invention idea and get lots of different opinions.*

### **Ask yourself these questions:**

1. Do you think my invention idea will solve my problem?
2. Would you use my invention?
3. Do you think my invention would be marketable?

This is the second survey you will perform. In the first, you asked people you know about what problems they would like solved in their chores and daily lives. This survey will provide feedback on the ideas you have to solve those problems.

### **Write some sample survey questions below.**

*Example: Is my product easy to use? What might make it better?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Be Sure to Record All of Your Plans  
In Your Inventor's Log!**







## 8 Steps To Inventing, Continued...

### Step 5: Research Inventions and Inventors

Talk to local experts. For example: Aaron Lademann, the 1992 Fourth Grade National Winner (Invent America Program), invented The Blaze Buster to prevent his family's wood burning stove from overheating. He talked to fire chiefs in his community and managers of stores that sell wood burning stoves.

Keep in mind some of the basic principles of invention we've learned so far in the process including safety, simplicity, and keeping costs down.

**RESEARCH** is gathering facts and information so you can approach a subject with as much knowledge as possible.

Perform research to see if your idea already exists. Check retail stores, catalogs, local patent depository libraries, and businesses.

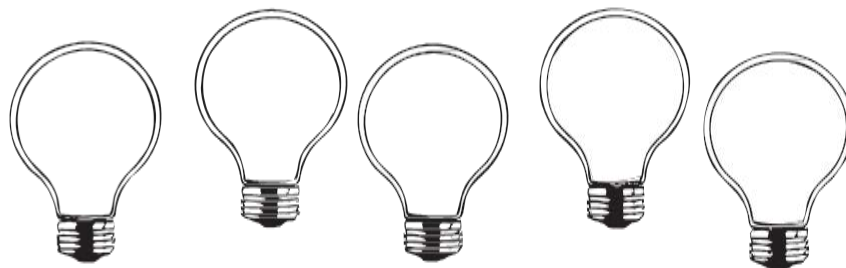
If you need to make changes in your invention for it to work better, now is the time. If you decide that your invention really doesn't solve the problem as well as you imagined it would, try again! The important thing is **NOT TO BE AFRAID** to make changes or start over; sometimes it leads to even better ideas and inventions.

Now is the time to go to the library. Talk with the librarian. Ask lots of questions. Read books about inventing and products that might be similar to your idea.

Now that you're coming along with your invention, it's time to take a look at it to see if it's accomplishing its purpose. This is a time for evaluation and testing. At this stage in making your invention, you are free to make changes in your project to make it work better. You can also decide at this time whether your invention really will solve the problem.

**Try and discover if there is an even easier and better way to solve your problem.**

**Stretch your mind by using all resources available to you!**



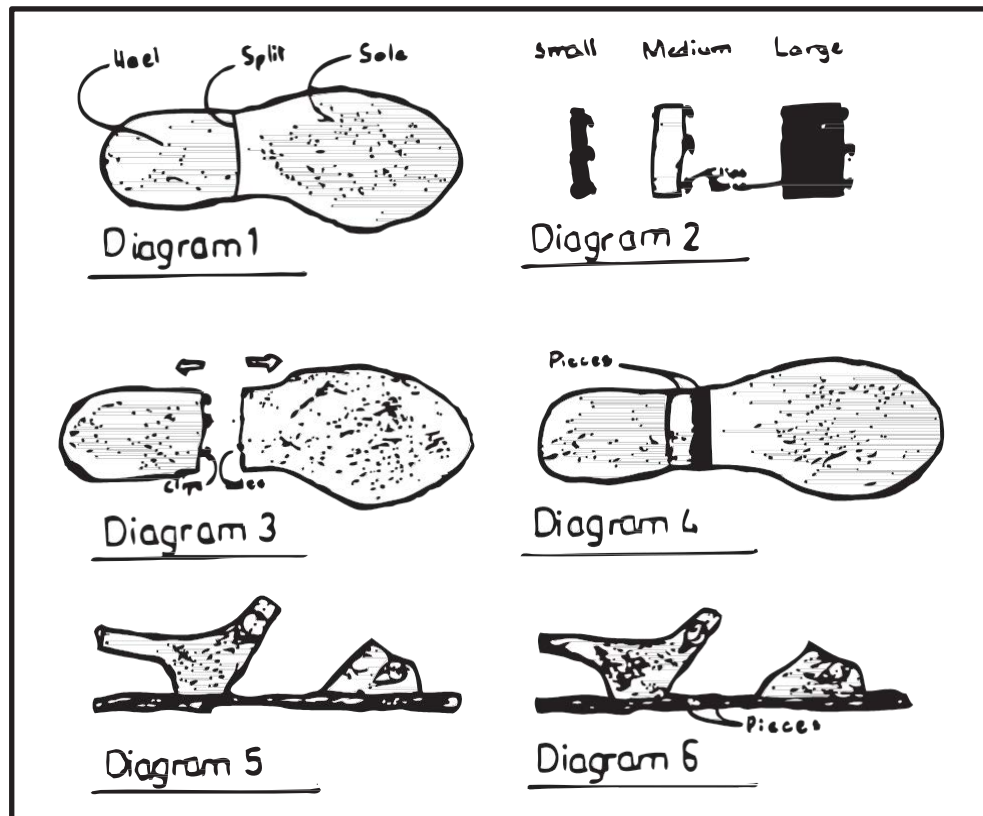
**Be Sure to Record Your Research Notes  
In Your Inventor's Log.**



## 8 Steps To Inventing, Continued...

### Step 6: Draw Your Invention

All inventors make drawings of their inventions to show how they work. Here is an example of an **INVENT AMERICA** drawing:



*"I discovered a problem after one summer when my perfectly good sandals were too small, and I had to go out and buy another pair for next year. My idea to solve this problem is to make a sandal that will get bigger as your foot grows."*

**Kristen Harfmann, East Aurora, New York**

Draw some quick sketches of your ideas on scratch paper. Practice until the drawing looks the way you want it to appear in your entry form. Pick what you think will look and work the best.

Draw all the parts of your invention and label them clearly, neatly, and correctly so that others will be able to understand how your invention works and looks.

**It is important to document your original idea or invention.**

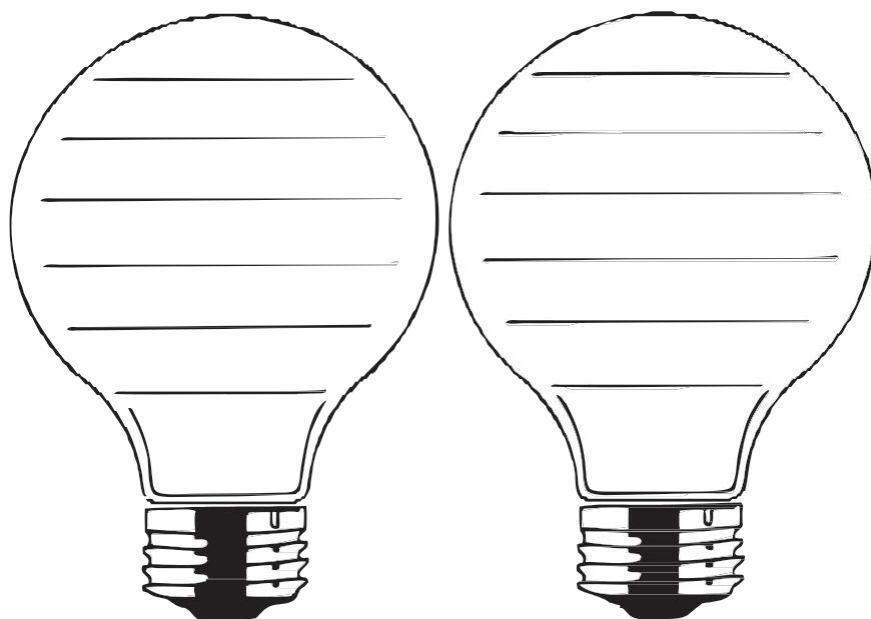
## 8 Steps To Inventing, Continued...

### Step 7: Make a Model of Your Invention

You are ready to make a model of your invention idea. First, ask yourself what supplies you will use and how much the supplies will cost. **List them in the light bulbs.**

*Remember, the best inventions work with the fewest and least expensive parts.*

Use your imagination.



From the drawing you just completed, you can now make a model of your invention. A model will make your invention more interesting and will show how it works. You may have help from anyone in making your model as long as your invention ideas, illustrations, and written description are your own. **Give credit in your log to anyone who helps you and have them initial that log entry.** See page 31 for student page.

Here are some ideas for making your model:

1. Get a book about making models from your library.
2. Think about the materials you might use such as clay, wood, paper, cardboard, and paper maché.
3. Make sure that your model will not break easily.
4. Make sure your finished prototype is safe with no sharp edges and that all pieces are attached securely. Check for fire and electrical safety.

Your prototype does not need to actually work; it just has to represent your invention idea. Try to make your prototype model as attractive as possible. This will help you in the next step, **MARKETING** your invention!



## 8 Steps To Inventing, Continued...

### Step 8: Name Your Invention

You did it! You've invented something and it deserves a great name. There are many ways to name your invention. Try adding some names of your own to the lists below:

For the way it works, in other words, it's **FUNCTION**:

Sunglasses	typewriter	hair dryer	squirt gun
dustpan	ear muffs	skateboard	screwdriver

With **FUNNY** and **CLEVER** words to lure customers:

Silly Putty	Cool-Whip	Cabbage Patch Kids
Jell-O	Hula Hoop	Flip Flops

After the **INVENTOR**:

Goodyear Tires	Ford Automobiles	Heinz Ketchup
Ferris Wheel	Morse Code	Singer Sewing Machines

For what it is **MADE OF**:

ice cream	peanut butter	soap suds
rubber cement	down jacket	shredded wheat

Rhyming names, abbreviations, acronyms, or **DESCRIPTIVE NAMES**:

VCR	CD player	Betsy Wetsy
Super Soaker	Munchkins	Bio-Tee





## 8 Steps To Inventing, Continued...

Picking the right name is important. It can help interest people in your invention and show your creativity. The right name can help people remember your invention, too! A great name gives your invention personality and makes it come alive.

**In the lines below, write your five favorite names for your invention:**

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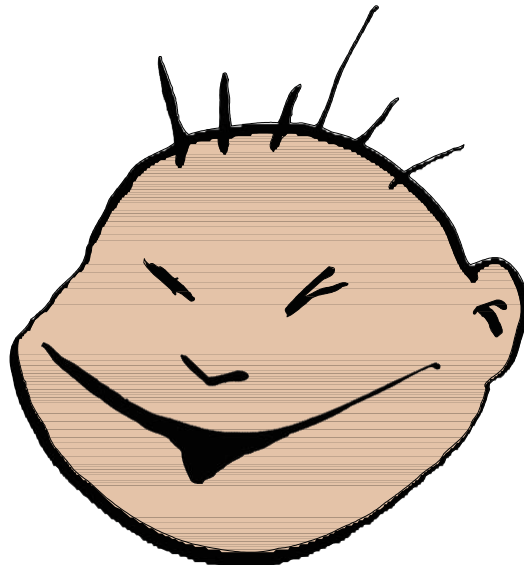
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Choose your favorite and you have named your very own invention!

The name of my invention is:

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**Be Sure to Record All of Your Ideas  
for Names In Your Inventor's Log.**



## 8 Steps To Inventing, Continued...

### Make a Display Board

Since you will be displaying your invention at **Marketplace for Kids**, it is a very good idea to make a display board or poster which outlines all of the steps of your invention process.

Your display board should be bright and colorful, with lots of photographs and illustrations. Make your display eye-catching and easy to read.

#### **Your display board should include:**

*The title of your invention.*

*The purpose of your invention.*

*An explanation of your invention's operation.*

*A diagram of your invention with all parts labeled.*

*Photos of your invention.*

*Results*

#### **Inventor's Log and Prototype (model) including:**

*Journal Entries*

*Research*

*A record of costs and supplies*

*Graphs, pictures, magazine, and newspaper clippings that relate to your invention.*

*Jingles, songs or poems about your invention.*

*Results of your research.*

*Biography of the inventor - you!*

**Be sure to record all the materials and costs involved in making your prototype (model) in your log.**

**Draw a picture of your prototype (model) invention in your inventor's log.**



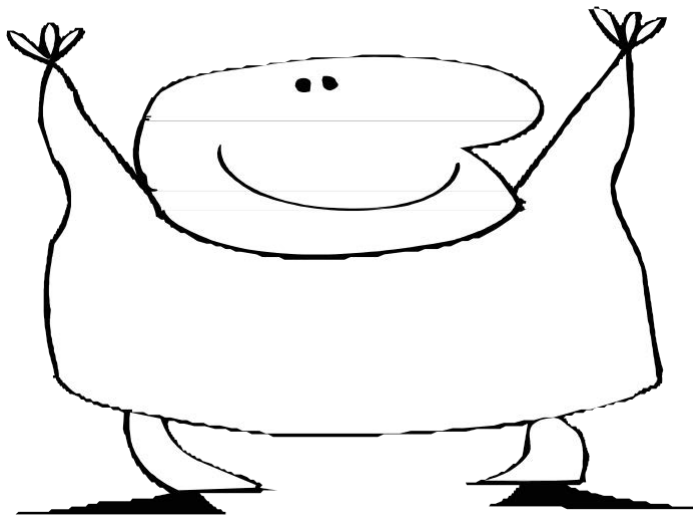
## 8 Steps To Inventing, Continued...

# CONGRATULATIONS!

**You did it! You became an inventor!**

Now that you've completed the entire invention process, the last step is one of the most fun: sharing your invention with others!

1. Write a jingle or a rap to advertise your invention.
2. Plan a TV commercial or newspaper ad for your invention and share your plans with friends and family.
3. Create a marketing plan for your invention, including costs of production, selling price, and projected profits.
4. Make several models of your invention and give them to friends and family as gifts.
5. **Showcase at a Marketplace for Kids Education Day!**



**Be Sure to Record the Results of Your  
Invention Showcase in Your Inventor's Log.**

# Crazy Contraptions

**Marketplace for Kids** always has room for the wacky and wondrous. The world can always use more creators and technicians. A creative teacher prizes the Rube Goldberg's in his or her class knowing that they are following in the footsteps of our resourceful parents and grandparents who could repair anything with baling wire or retool a farm implement from materials found in the junk pile.

For example, after you have taught units on simple machines, let production teams create working models of original gadgets that combine two or more simple machine elements. A real example for them to look at is the can opener which combines the lever, the wedge (which is really two inclined planes placed back to back) and the wheel and axle. Remember that critics laughed at Leonardo da Vinci's helicopter sketches!

A good display would include:

1. The name of the prototype.
2. A written description of possible uses.
3. Sketches showing the developmental stages.
4. Pictures of the individual simple machines used in the contraptions.
5. A working model.

Another idea would be to combine three unrelated things or ideas into an original contraption. As an example, take an item from each list to create a new thing:

TOOLS	FURNITURE	ACTIVITY
Hammer	recliner	play a musical instrument
computer	desk	empties trash
blender	lamp	feeds the pet
weed whacker	clock	throws a ball

Invention teams could combine the elements of a weed whacker and a recliner to make a machine that would throw a ball into the air for solo batting practice. A good display would include:

1. The list of choices available.
2. Sketches that show brainstorming of possible combinations.
3. A diagram or a working model of the new contraption.
4. Ideas for an effective ad campaign.

**Present Your Contraptions at a  
Marketplace for Kids Education Day!**

# What Every Young Inventor Should Know About Patents/Intellectual Property

## **What is a “Patent?”**

A patent is a right, granted by the United States to an inventor, to exclude others from making, using, or selling an invention throughout the United States without the inventor’s consent.

## **How many United States patents are there?**

Over 7 million.

## **Can anyone sell my invention if I do not have a patent?**

Yes.

## **Are there different types of patents?**

Yes. A “utility” patent protects the **function** of an invention. A “design” patent protects the overall **appearance** of an invention.

## **How long does a patent last?**

A utility patent lasts for 20 years. A design patent lasts for 14 years.

## **What is patentable?**

Any new, useful and non-obvious, process, machine, manufactured article, composition of matter, or any new and useful improvements to any of these types of inventions.

## **What is NOT patentable?**

Perpetual motion devices, abstract ideas, laws of nature, naturally occurring substances, and printed matter are not patentable. Also if an invention is **publicly shown** more than one year ago, (trade show, magazine, etc.) it is no longer patentable.

## **Should an inventor patent every invention they make?**

No. An inventor should only patent inventions that are “marketable.”

## **What is the first thing an inventor should do after inventing something?**

They should immediately write their idea into a notebook and sign and date the entry. Maintaining detailed records of your invention in the early stages is the most important thing an inventor can do.

## **Can I do a free patent search on the Internet?**

Yes! A great patent search site is Google Patents located at: [www.google.com/patents/](http://www.google.com/patents/)

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## What Every Young Inventor Should Know About Patents/Intellectual Property, Continued...

### What is in a patent application?

A patent application includes an abstract, a specification, at least one claim, and usually at least one drawing. An abstract is a brief overview of the invention. The specification describes how the invention is constructed and operates. The claims are the most important part of the patent application since they describe the type of protection the patent will have.

### If I file a patent application, am I guaranteed to get a patent?

Unfortunately, no. The U.S. Patent & Trademark Office will do a patent search and determine whether or not you should get a patent.

### What are the total costs for getting a patent?

The total costs, including government fees, are generally between \$4,000 and \$6,000 depending upon the complexity of the invention.

### Can I draft my own patent application to save money?

Yes! See the PatentWizard 3.0 software program below.

### Are there other types of Intellectual Property?

Yes. There are trademarks, copyrights and trade secrets.

## Web Sites of Interest

National Inventor Fraud Center

[www.inventorfraud.com](http://www.inventorfraud.com)

U.S. Patent and Trademark Office

[www.uspto.gov](http://www.uspto.gov)

U.S. Patent & Trademark Depository Library at UND

[www.library.und.edu](http://www.library.und.edu)

## FREE PatentWizard 3.0 Software Program!

You can download a special version of the Patent Wizard 3.0 software program for **FREE** as a participant of **Marketplace for Kids**. First, email [Marilyn.Kipp@marketplacend.org](mailto:Marilyn.Kipp@marketplacend.org) for site approval. Next, simply go to: [www.patentwizard.com](http://www.patentwizard.com) where you can download the PatentWizard executable file. RUN this file after downloading and simply follow the instructions.



## DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

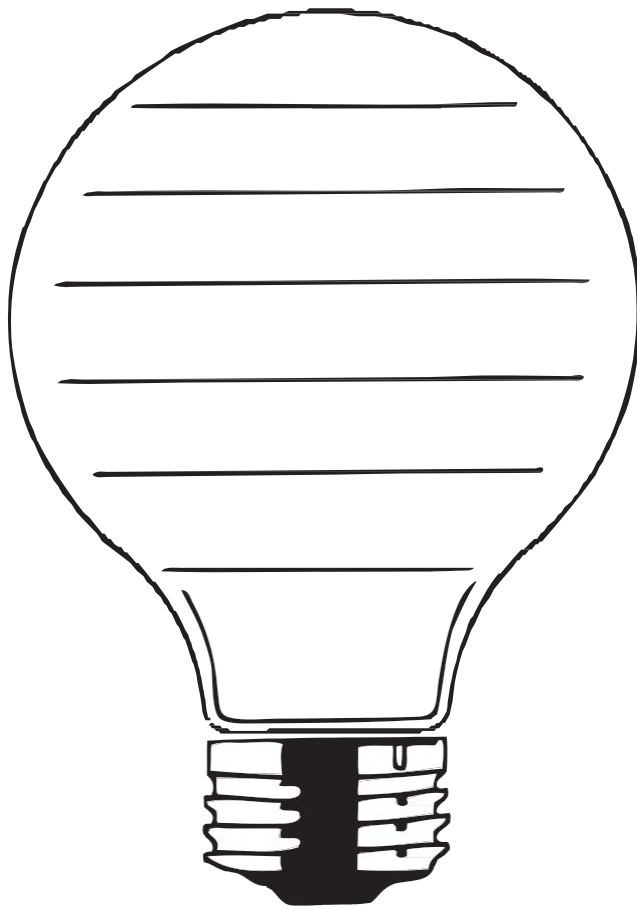
PLACE: \_\_\_\_\_

WITNESS INITIALS: \_\_\_\_\_

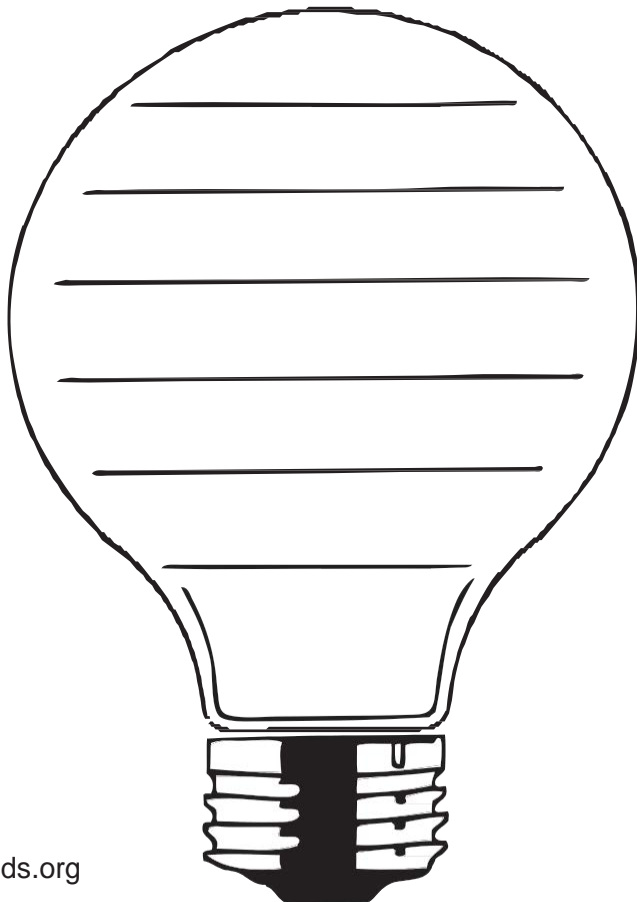
TIME: \_\_\_\_\_

[illegible]

**My Initials:** \_\_\_\_\_



**Use your imagination!**





# Adventures in Agriculture



**Help Your Students Plan their  
Agricultural Project Today!**

**Pages 1-27**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# ADVENTURES IN AGRICULTURE

## Introduction



The lines between rural and city lifestyles and needs are blurring. Many agricultural family members are working off of the farm. A growing number of city dwellers are looking at opportunities in rural living for hunting and fishing, hobby farming, exercise pathways of all sorts, communing with nature or just enjoying the wide open spaces.

We as a society are becoming more concerned about agricultural issues that include cost of food, food shortages, growing foods with fewer chemicals, raising animals in healthier and more humane conditions, eliminating excess garbage and finding sources of energy that are environmentally friendly.

Gone are the days when a family passed the farm onto their children who had very little advanced education. Today's agriculture calls for many skills and foundations in the science fields of biology, zoology, chemistry, engineering and technology. The business and sociology fields related to global marketing and demographics are also becoming increasingly important knowledge areas. However, farmer's markets, community gardens and home gardens give the opportunity for individuals to make money and grow food for personal consumption without the need for overwhelming science and business education.

Producing adequate food for a world market while protecting the environment is a global concern, as is the production of enough energy for our needs without destroying the delicate balance of nature. Ingenuity surfaces in many ways and places as farmers and ranchers are challenged to embrace new technologies to keep pace with their increasing needs for the energy and raw materials necessary to produce value-added products under stricter safety and quality guidelines in an ever-growing domestic and global marketplace.

At the same time, in response to these emerging needs and concerns, many city people are embracing more agricultural-based techniques to help "do their part". Some cities are beginning to provide garden plots for those who wish to try their hand at gardening. Farmers markets are flourishing in many areas as customers line up at the crack of dawn to purchase locally grown fresh produce. The European way of caring for a yard is taking a hold as some homeowners are tilling up a portion of their groomed lawn and planting edible plants or putting edibles in their flower beds. Composting and recycling programs are becoming more prevalent and present us with many opportunities to develop better and unique ways to take care of waste, often in useful ways.

New fields of study and business opportunities are emerging rapidly, such as agri-business, agri-tourism, marketing and finance, plus developing technology in all areas. The biology, zoology, and chemistry of crop development, genetics, weed control, and fertilization are areas ripe for innovation. Maximizing our renewable resources, minimizing waste, and reducing or eliminating our dependence on non-renewable energy becomes more important all the time and will require new ideas and technologies to accomplish. All of these areas are in need of creative minds, problem solvers and inventors. Students need to begin to prepare for these changes and the opportunities they will provide for the jobs and business of the future.

Students can begin today to develop these skills, new products, businesses, and services and display them at the next **Marketplace for Kids Education Day**.

### **Warm Up Activities:**

1. Students can interview persons associated with an agricultural business such as agri-tourism, production, or marketing. Students may have a glamorized idea of being their own boss as an owner-operator of an agriculture establishment. Interviewing someone in the field should bring out the many benefits, but also the responsibilities and risks that an owner-operator takes each day in order to generate a profit.
2. Students can bring in and read some of the agriculture periodicals and catalogs to research equipment and opportunities plus the capital investments that might be associated with beginning or running an agricultural business and what it would take to provide a needed service or quality product.



## Activity #1 - My First Garden to Build My Farmers Market Business

This lesson allows your student(s) to start a garden at school or home and build a business selling produce. Following is some history about gardening, agriculture, and farmers markets to get you started.

Agriculture is the production of food and goods through farming. Simply put, it is the process of growing vegetables like corn, fruits like oranges, nuts like almonds and raising animals like chickens. This process began around 10,000 years ago and until the Industrial Revolution the vast majority of people worked in agriculture. It was a way of life and in many cases a means of life. This type of farming was mainly subsistence farming. Subsistence farming is a practice where farmers focus on growing enough food to feed their families. When farmers had left over produce or goods they would often sell them to others. In many cities around the world “Farmer’s Markets” would spring up

every week with farmers selling their excess produce. It was not until recent times however, that farmers have been able to exist solely by selling produce. As more people left farms and moved to urban areas during the Industrial Revolution subsistence farming declined. The farms that remained grew larger and farmers began selling crops and goods to those who now lived in cities. A decline in farmer’s markets accompanied this urbanization along with the advent of the super market and the hypermarket.



Today farming is a trillion dollar industry in the United States and farmers markets are a billion dollar industry. Farmers markets have seen resurgence in recent times as people have begun to seek out fresh, organic food, which is healthy, locally grown, and often raised without the use of chemicals. Coupled with the fact that produce in super markets is quite costly the demand for fresh farm to market produce is continuing to rise and will continue to do so for some time. Produce from farmer’s markets are both nutritious and delicious and can be a very viable source of income for someone who enjoys gardening, working outdoors or just wants a change.

The following lesson will teach you how to start a garden, grow vegetables, price your produce for sale, and make money from your very own business.

## **“My First Garden” Worksheet**

### **Materials**

Garden Space  
Seeds  
Starter Plants  
Water  
Watering Can or Hose  
Spading Fork  
Hoe  
Shovel/Spade  
Trowels  
Rake



### **Activity Outline**

Before the teacher starts this lesson, have a discussion with the students about farming, gardening, farmers markets and nutrition. Use information from the introduction to help you along. Explain to the student what a farmers market is and that they will be growing their own produce to sell.

1. Have a discussion with the students about what types of things people need to start their own farmer's marketing business. Create a list. If the students are having trouble thinking of things, suggest money, people (workers), time, a place to run the business, supplies, garden space, a name for the business, and possibly a logo.
2. Research types of produce you would like to grow and make selections based on space, time of year, market research, etc. This may also affect the type of garden you decide to plant. This could be a traditional garden, or if space is limited, potted and/or hanging plants. The teacher or students should select a suitable and available location for the garden. This project can be done at school, home, or in a community garden. This is also a good time to prepare students for the time involved in the growing process. Students can research the needs of the plants they are growing as to germination time, temperature and sunlight needs, time to maturity, weeding, and knowledge of diseases or pests that may interfere with growth. Proper picking and handling should also be studied prior to maturation of the produce.
3. To run their Farmers Market stand students will need to understand the workings of a business. This includes how to price their products, how to break even, and how to make a profit! The included chart will help the student calculate the cost and profit margin.



## Activity #1 -My First Garden to Build My Farmers Market Business, Continued...

4. Split the class into groups of three to four students each. Hand out the My First Garden worksheet, checklist, journal, recipe card template and sample recipe to every student.
5. First, have the students select a name for their business. Talk about how the name for their business should reflect what the business is about. Ask the students why this is a good idea. How would it help their business?
6. Have the students design an advertisement on the poster board to set up at their farmers market stand. Discuss how creativity and neatness of advertising helps promote a business.
7. Have the students design their advertisements prior to preparing the garden spot for planting.
8. Select a Garden Spot. On a sunny day take a trip outside to look for your spot. Select a location that receives plenty of sunlight, is easy to water and is convenient to access. Now is the time to have students begin their My First Garden Journal. Explain to the students that a journal is a great way to keep track of the work you do in your garden. Not only will it provide a daily record of what you did, but you will also be able to look back on the entire season. Comparing gardening seasons will give you a good idea of what worked and what didn't work. You can track weather, plants, fertilizer, yield, pests, and much more! You can customize your journal to include whatever you like. Keeping a journal is fun and will help you be a true green thumb!
9. Lay out your garden. Decide how big you want your garden to be and what shape it will take. If you are low on space you can use hanging plants, planter boxes or anything you can think of. Be creative. There are many good resources for garden layouts online and in publications. Your local Extension Service will be able to provide you with information.
10. Next, have the students apply for a loan from their local credit union or bank for their business. A budget needs to be prepared and your students will need to decide what they will use for collateral. Let each group of students borrow the money they need to start their business. (You may want to explain to your students that loans for businesses are often for thousands of dollars).
11. Now the groups need to buy supplies. Write this supply list on the chalkboard. Explain to the students that each group has to buy seeds, tools, fertilizer, etc. Have the students research how much each item will cost. Many items the students may have at home or school. This will help reduce the cost of the project and show students how to be thrifty. Students should begin to fill out there **My First Garden Checklist** at this time.

<b>Garden Space</b>	<b>\$</b>
<b>Watering Can</b>	<b>\$</b>
<b>Water Hose</b>	<b>\$</b>
<b>Spading Fork</b>	<b>\$</b>
<b>Hoe</b>	<b>\$</b>
<b>Shovel/Spade</b>	<b>\$</b>
<b>Trowels</b>	<b>\$</b>
<b>Rake</b>	<b>\$</b>
<b>Fertilizer</b>	<b>\$</b>
<b>Soil Test Kit</b>	<b>\$</b>
<b>Total Cost</b>	<b>\$</b>

## Activity #1 -My First Garden to Build My Farmers Market Business, Continued...

12. Test your soil. Having good soil will help you produce good vegetables. There are a few key things to look for in your soil.
- A. Are there things already growing there? If so, then your vegetables will probably grow good too.
  - B. Do a little research! Take a hand full of soil and look at it. Do you know what is in there? Take the time to look up what soil is made up of. Making sure your soil has the right blend of components will ensure good vegetables. Soil testing kits are available from a variety of sources.
  - C. You condition your hair but how about your soil? There are several important things you can add to your soil to keep it healthy and fertile. Manure, compost, peat moss, and leaves are soil superstars.
  - D. If your soil is dense or packed tilling or spading it up will loosen the soil and can incorporate the conditioners needed.
  - E. Drainage: Make sure your soil has good drainage. If the soil stays wet or muddy for long periods of time you may need to consider a raised bed or look for a new location.
13. Now that your soil is ready, decide what you want to plant! Here is a short list of fruits and vegetables that grow well in North Dakota.

Squash	Onions	Beets	Spinach	Green Beans
Sugar Snap Peas	Carrots	Tomatoes	Cucumbers	Lettuce
Potatoes	Radishes	Peppers	Pumpkins	Sweet Corn

14. When should you plant? As a rule of thumb any plants that will grow below ground such as leafy greens, beets, carrots and potatoes can be planted in the first two weeks of May. Beans, squash, tomatoes and cucumber can be planted in the last weeks of May.
15. How you decide to arrange the vegetables in your garden is up to you. You can plant in rows, plots or other layouts. We recommend consulting a gardening book, website, or publication for a plan that will allow plants to grow weed free and to their full potential. Also, use the back of your seed packets for detailed planting instructions.
16. Water! It's good for us and it's good for plants too! Plants need water to live and grow. Most gardens do well with about one inch of rain per week. If you get less than one inch of rain per week you can water your plants by hose or sprinkler to provide them with the water they need. Remember, a slow thorough watering is better than a light sprinkling. Keeping your soil conditioned with mulch will help hold water in the soil so you can conserve water. You may also want to experiment with rain barrels to catch and store water for future use.
17. Many people take a vitamin supplement every day to get the vitamins, minerals and nutrients they need. You can give your plant the nutrients they need by fertilizing. Plants crave nitrogen, phosphorous and potassium. These chemicals are found in common fertilizers sold in stores. In general you should use about 1/1/2 pounds of fertilizer for every 100 square feet of garden space.
18. Assign a work schedule so the work is shared by all participants.



## Activity #1 - My First Garden to Build My Farmers Market Business, Continued...

19. Good job! Now you can watch your plants grow and know that you did it all yourself. Remember to keep up with your gardens weeding, watering, fertilizing and harvesting needs. The first time you bite into the delicious and nutritious food you have grown you will be pleased with your decision to undertake this project. Farmers Market here we come!
20. Ask the students to determine the business details of selling their produce such as: Where to sell the produce? What are the hours of the Farmers Market stand? How else can they advertise? The groups need to decide how much the produce will cost. Make sure the students consider the costs involved in growing their vegetables including, tools, supplies, water and labor (their own time). The advisor may want to write each vegetable type on the board and write what it costs to produce these vegetables. Compare your cost to produce the vegetables with the retail price of vegetables from other Farmers Market vendors or local grocery stores. This will help give the students an idea of what their vegetables are worth. ***Remember! Your vegetables are much more nutritious and flavorful than vegetables from the supermarket! People will be willing to pay more for your superior product!***
21. Have the students complete the Building a Business Worksheet to find out how much money they could make by selling their produce at their determined cost.
22. Have the students look over the My First Garden Recipe Card Template and Sample Recipe. The students will come up with a recipe using their produce as ingredients. The recipe should showcase the flavor and nutrition of their produce. Explain to the students that they can hand out their recipe cards at the farmer's market to help promote their business. Explain that this is a simple and easy way to increase their business and make money from their farmer's market business!
23. That's it! If you completed the project and have fresh produce you may wish to hold a farmer's market event at the school or consider having a class meal featuring your fresh vegetables!

### Discussion Questions

1. What is agriculture?

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2. How do most businesses get money to build their business?

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3. How does the name of the business and advertising help the business to succeed?

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4. What types of expenses does your business have?

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5. What vegetables will grow well in North Dakota?

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6. What types of problems might occur in your business?

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7. How much water does your garden need every week?

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## Activity #1 -My First Garden to Build My Farmers Market Business, Continued...

### Related Activities

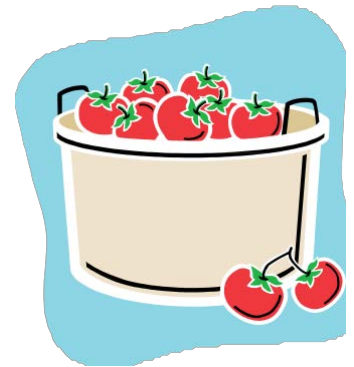
1. Invite owners of small businesses, especially farmers or gardeners into the classroom to discuss how they run their businesses. Visit [www.prideofdakota.nd.gov](http://www.prideofdakota.nd.gov), the website for *Pride of Dakota*. The goal of *Pride of Dakota* is to provide local business owners the business development resources and marketing opportunities they need to be successful.
2. Write letters to businesses to learn more about them.
3. Talk to greenhouse owners/operators or horticulture teachers to learn more about gardening.
4. Visit a farmer's market to see how people market their produce or invite them into the classroom to discuss how advertising impacts their business. Visit [www.ndfarmersmarkets.com](http://www.ndfarmersmarkets.com), the website for the *North Dakota Farmers Market and Growers Association*. It is a marketing organization geared to help improve marketing skills and to assist in supporting locally grown and processed North Dakota products.
5. Research new methods and or varieties of produce being developed. What advantages might they have over current varieties or methods?
6. Research "heirloom" varieties and the seed banks. Why do we have them?
7. Research "genetically altered" varieties. What advantages or disadvantages might they have?



## Building a Business Worksheet (to be used with My First Garden)

1. Decide on a name for your business. Keep in mind the name should reflect what type of business it is. As an example, a good name for an Italian restaurant might be “Mama Rosa’s Italian Cuisine.” **What is the name of your business?** \_\_\_\_\_
  
2. Now you need to get some money to build your business. Your group doesn’t have any money saved, so you will have to apply for a loan from your local credit union or bank. **Write the amount of money you need to borrow here:** \$ \_\_\_\_\_
  
3. In order to build your business, you need supplies. The supplies available and their prices are written on the chalkboard. You need to buy these supplies from a local business. **Write down each item that you purchase, the quantity, and the cost. Then add up the cost of your items, figure out the tax, and then figure out your total cost.**

ITEM	QUANTITY	COST
SUBTOTAL:		
TAX (use local tax rate):		
TOTAL:		



4. After the vegetables have been grown, decide how much you are going to sell them for. When making this decision, think about how much you spent for the seeds, tools, water, fertilizer, and your time. Pick one vegetable and decide how much you would sell it for at the Farmers Market. Then write the price you decide upon below. Keep in mind; it needs to be a price that consumers are willing to pay for produce! **We are going to sell the vegetables for \$ \_\_\_\_\_ each.**
  
5. **If you sell all your vegetables at this price, how much money would you make?** \$ \_\_\_\_\_

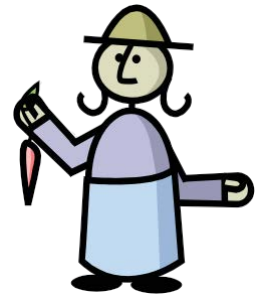
**There are many steps in building a business.  
Use this worksheet as a guideline to get your business started.**

# My First Garden Checklist

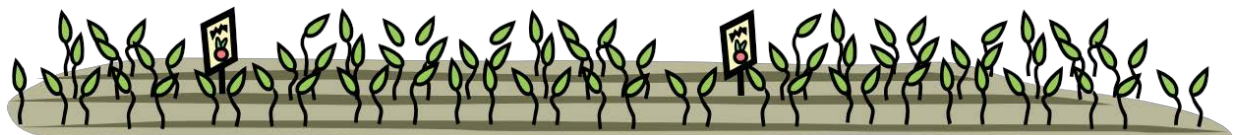


Items	Already Have	Need to Get	Costs
<b>Tools</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Seeds</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Plants</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

# My First Garden Checklist (Continued)



	Already Have	Need to Get	Costs
<b>Organic Matter</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Fertilizer</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Mulch</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Pest Controls</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Other</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____



# My First Garden Journal

A journal is a great way to keep track of the work you do in your garden. Not only will it provide a daily record of what you did, but you will also be able to look back on the entire season. Comparing gardening seasons will give you a good idea of what worked and what didn't work. You can track weather, plants, fertilizer, yield, pests, and much more! You can customize your journal to include whatever you like. Keeping a journal is fun and will help you be a true green thumb!



Date \_\_\_\_\_

Temperature \_\_\_\_\_

Weather \_\_\_\_\_

What I did in my garden today...

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I especially liked...

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Things to do...

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My first garden recipe!

Recipe: \_\_\_\_\_

From the Kitchen of: \_\_\_\_\_

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Notes: \_\_\_\_\_



My first garden recipe!

Recipe: Glazed Carrots

From the Kitchen of: Billy F.

1  $\frac{1}{2}$  pounds fresh carrots, cooked

$\frac{1}{2}$  cup packed brown sugar

$\frac{1}{2}$  teaspoon salt

2 tablespoons butter

Heat and stir butter, brown sugar, and salt over low heat until well mixed and melted  
Add cooked carrots. Cover and simmer over low heat, stirring occasionally to prevent  
burning; for about 5 minutes.

Serves 6.



Notes: \_\_\_\_\_

## Activity #2 - Captain Compost

Compost is simply decomposed organic materials such as leaves, plants, grass clippings, or even fruits and vegetables! Mother Nature makes compost every day. In forests, leaves fall to the ground and slowly decay. This natural cycle protects soil, provides nutrients and creates an environment rich in microorganisms and insects. The benefits of compost are numerous and can be used at home to help grow nutritious vegetables that are rich in flavor. The earliest composting practices date back to the early Roman era or perhaps even earlier! Over time composting has become more mainstream and techniques have been developed to help individuals create high quality compost at home. This lesson will show you how to start composting at home and give your plants the rich, nutritious soil that they crave. Before we begin let's take a look at all the benefits of composting.



- Composting reduces waste and landfill usage
- Enriches the soil with vital nutrients and microorganisms
- Cleans contaminated soil
- Helps hold water in the soil reducing the frequency of watering
- Suppresses plant diseases and pests
- Helps enhance flavor and nutrient value found in vegetables
- It's free

These are just a few of the benefits to be had by composting. The best benefit is the feeling of satisfaction you will have from turning what was once trash into a valuable resource! Now let's get composting!

### SHOWCASE YOUR EXPERIENCES AT MARKETPLACE FOR KIDS!



## Activity #2 - Captain Compost, Continued...

### “Let’s Get Composting” Worksheet

#### Materials

Compost Bin or Bin Materials

Leaves

Grass Clippings

Vegetable Scraps

Water

Garden Hose



#### Activity Outline

1. Begin with a discussion of composting. Explain how nature makes its own compost and outline the benefits of composting.
2. Explain the benefits of composting at home (or school) and how the students can use compost to enrich their vegetables and enhance their farmer’s market business.
3. Further information on composting can be found readily on the internet or the Environmental Protection Agencies’ website if a more in depth discussion of composting is needed.
4. Get composting! The first step in composting is to select a location and set up your bin! Any location will suffice but you should have easy access to water. You can choose to buy or build a compost bin, or alternatively use a compost pile. A compost pile will work if funds are limited but you may have problems with, wind, weather, animals, or leaching of nutrients into soil. Compost bins are available in most large home and garden stores and also online. If you choose to build your own bin then follow the steps below for a simple, cheap compost bin.
5. To build your bin you will need four, 3 foot metal fence posts, a twelve foot roll of hardware cloth (a strong durable metal mesh material), and fencing wire.
6. Drive your fence posts into the ground creating a 3’ square box. Just make a square with each post three feet apart from the next.
7. Securely fasten the end of the hardware cloth to the inside of the first fence post using fencing wire and a pair of pliers. The hardware cloth should reach from top to bottom.
8. Stretch the hardware cloth over to the next fence post and secure it to the inside.
9. Repeat the steps until you have a fully enclosed bin! That’s it. Now you are ready to fill your compost bin.
10. As you prepare to fill your bin remember what your bin needs to produce good compost: brown stuff, green stuff, water, and air.

## Activity #2 - Captain Compost, Continued...

11. The microorganisms that create compost need an even mix of brown stuff and green stuff. The brown stuff is rich in Carbon and is dead, dried plant parts like leaves. Green stuff is rich in nitrogen and is fresh parts like vegetable scraps and grass clippings. Keep this in mind as you add your ingredients.
12. Filling your bin is easy. Many of the things you would normally throw away can be added to the bin. You may add things like grass clippings, leaves, coffee grounds, coffee filters, some paper products, egg shells, vegetable scraps, etc.
13. Begin by adding a layer of brown stuff to the bin. You may place a few twigs on the bottom first help create some breathing room.
14. Water your first layer. It need not be soaked, just wet it down so all the leaves are wet.
15. Now add a layer of green stuff.
16. Water.
17. After you have created your first two layers add a scoop of soil to add microorganisms to the mix.
18. Repeat these steps until your bin is full.
19. Mother Nature will go to work breaking down the materials and turn them into compost. So how long does it take? If you remain engaged in the composting process, by turning the pile, adding water, etc., you can expect to have a good pile of compost in about 3-4 weeks.
20. Now that you have your compost what do you do with it? Compost can be added to you garden or plants, it can be mixed in as fertilizer, it can be used to help condition soil that is of low quality and it can be used as mulch (Placed around the base of plants) to help protect the soil. Use your compost in your school, community or home garden to improve the quality of your soil, garden and ultimately your produce.
21. Explain to the students that the compost is rich in nutrients and minerals. These nutrients will make their vegetables more nutritious. These vegetable will not only taste great but help the people who eat them remain healthy!

### Discussion Questions

1. What is compost?\_\_\_\_\_
2. What are the benefits of compost?\_\_\_\_\_
3. What are the four things your compost pile needs?\_\_\_\_\_
4. What is brown stuff?\_\_\_\_\_
5. What is green stuff?\_\_\_\_\_
6. How long will it take to make compost?\_\_\_\_\_
7. What can you do with compost when it is ready?\_\_\_\_\_
8. Why do plants like compost?\_\_\_\_\_
9. Does using compost make vegetables more nutritious?\_\_\_\_\_
10. How do your vegetables taste after using compost?\_\_\_\_\_

# GARDENING RESOURCES

## Publications

Organic Gardening Magazine

Fine Gardening Magazine

Herb Companion Magazine

Acres U.S.A. Magazine

## Websites

[www.kidsgardening.org](http://www.kidsgardening.org)

[www.nd.gov/aitc](http://www.nd.gov/aitc)

[www.ag.ndsu.edu/extension](http://www.ag.ndsu.edu/extension)

[www.northerngardening.com](http://www.northerngardening.com)

[www.farrms.org](http://www.farrms.org)

## Books

Grow Your Own Pizza by Constance Hardesty

All New Square Foot Gardening by Mel Bartholomew

Seed to Seed: Seed Saving and Growing Techniques for Vegetable Gardeners  
by Suzanne Ashworth and Kent Whealy

The Encyclopedia of Country Living by Carla Emery

The Vegetable Gardener's Bible: Discover Ed's High-Yield W-O-R-D System  
for All North American Gardening Regions by Edward C. Smith

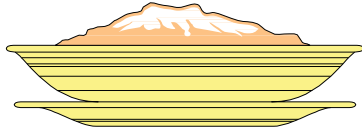
## Money to get you started

Please visit the USDA website: [www.usda.gov](http://www.usda.gov)



## Activity #3 - Product: Taste Test and Other Comparisons

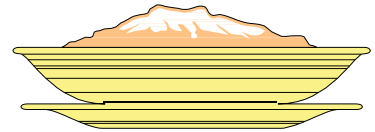
*Students often have preferences for familiar brands of food which are nationally advertised. These national brands are often priced well above the lesser known store brands. Frequently, there is little or no difference between the brands, however.*



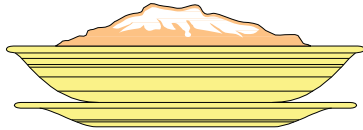
**A**

In this exercise, find three to four brands which are similar. I often use Cocoa Puffs and three imitators are a good choice when doing this exercise.

Secretly place a sample of each product in identical bowls. Make the bowls A, B, C, and D.



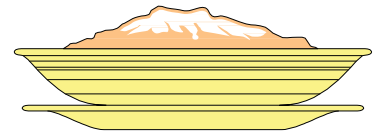
**B**



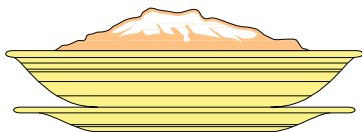
**C**

**Next**, pass the bowls around the class and have each student guess the brand name for each of the four products. It's very interesting to watch students who are "sure" they know the difference when in fact they do not.

Next, reveal the brands to each of the students and discuss their guesses with reality. Was there a difference between brands? What were the differences? Can the students think of other products which have name brands with few differences?



**D**



Finally, reveal the retail price of each product to the students. What are we paying for if there are no perceptual differences between brands? How do culture and advertising affect our buying habits? What will they buy the next time they go to the store or put a cereal on their parents' shopping list?

**The results from this project are great  
for a booth at Marketplace for Kids**

*(Remember: No taste-testing can be allowed at a Marketplace for Kids Education Day!)*



## **Activity #4 - Price: Competing With A Big Discounter**

Explain to students that your Chamber of Commerce has just announced that a large discount store will begin construction on a new store in your town. The discount store sells food in addition to other household products.

Tell the students to take on the role of the manager of the local grocery store. Since the large discounter sells many of the same food items for lower prices, how will the local grocery store compete?

Ask each student to think of a strategy to improve the benefits and services of our store to our customers.

Cutting prices to match the discount store is not a legitimate option. Therefore, the students will have to come up with creative alternatives to maintain current customers and attract new customers even though there will be increased price competition in the near future.

Students can either write a paper or participate in a class discussion.

### **Present Your Findings at a Marketplace for Kids Education Day!**





## **Activity #5 - Promotion: Communicating with the Target Market**

Choose a food product which is not heavily advertised. Canned rutabagas or canned turnip greens are good choices.

Bring a food product, a bowl, and enough plastic spoons so that each student can have a taste of the product.

Hold a class discussion to decide who is the target market for the product. Is it women, men or children? How old are they? What part of the country do they live in? Are they urban or rural? How much money do they make? Do they live in families?

Finally, discuss what magazines the target market reads.

Next, pass out art supplies and have each student develop a magazine ad for the product. Be sure the students stress the benefit(s) in their ads (nutrition, price, taste, etc.).

After the students have had time to complete their advertisements, have them share what they have done.

## **Present Your Findings at a Marketplace for Kids Education Day!**



## Activity #6 - Compare: What Egg-zactly Do You Have?

Eggs of all sorts are a food source for many animals and were one of the earliest foods for human. Eggs may be eaten raw, cooked in hundreds of ways, or served as part of the most elegant of foods. They are a food staple around the world. They have been used in many other creative ways, from the shells being used to enrich the soil, to works of art that are displayed in the World's finest museums. Eggs have been used as entertainment such as the "old egg shell game" to Easter Egg Hunts as famous as the one held annually at the White House in Washington, D.C. Dinosaur eggs are being studied with highly technical equipment to give us keys to the past. All of these things, plus being the reproductive means of birds, insects, many reptiles and amphibians as well as a multitude of creatures of the seas, make eggs a true miracle of nature.

**Purpose:** Students will weigh a selection of eggs to determine how they are commercially sized. Students will discover the differences between sizing eggs and grading eggs. Students will study the internal structure of the egg. Students will also research the economic feasibility of starting a business of raising fowl for egg production.

**Time Frame:** 1-2 class periods

**Standards Related To:** Mathematics, Science, and Communications



<b>Glossary:</b>	<b>Grading</b> (AA, A, B)	<b>Sizing</b> (pullet or pee-wee, medium, large, X-large, jumbo)	
	Pullet	Fowl	Shell Membranes (of shell)
	Albumen	Chalazae	Yolk
	Air Sac		

**Materials:** Eggs (one dozen each of medium, large, X-large, jumbo, or un-sized range eggs)



*Egg scale or balance scale*

*Hand lenses or microscope*

*Popsicle sticks or other tools  
to manipulate the egg for study*

*Foam disposable small plate or bowl*

*Paper towels*

## Activity #6 - What Egg-Zactly Do You Have? Continued...

### Activity

**Preparation:** Students wash their hands both before and after this activity.  
Each group will receive at least one of each of the sizes or an assortment of range eggs.

Students will carefully place one egg at a time on the egg scale or balance scale, noting the weight of each. Students will use this data to complete a chart extrapolating the weights to the weight of a dozen eggs.

After weighing the eggs, students will carefully choose one egg per group to break into a foam plate. Students will then study the parts of the egg with a hand lens or microscope. Students will draw their egg and label the parts. Students will notice that the egg yolk is one complete cell, one of the largest single cells that there is. It is surrounded by a cell membrane that when punctured releases all the contents inside that cell.

**Optional:** Students can use an egg candler, which are used in the grading process, to look through the shell for imperfections. If you do not have an egg candler, students can create one. They can research the term “egg candler” and see the many commercial designs, then create their own unique one for classroom use. These can be made from an opaque container such as a coffee can with a hole cut into one end about 1½ inches in diameter. A light bulb is placed inside the container, an egg is put over the hole, and when the light is on, students will be able to view the inside of the egg. It works best in a darkened room.



Grade AA..... Shells evenly shaped and smooth,  
very tiny internal imperfections may  
be visible.

Grade A..... Shells nicely shaped and smooth,  
may have slightly larger  
internal imperfections.

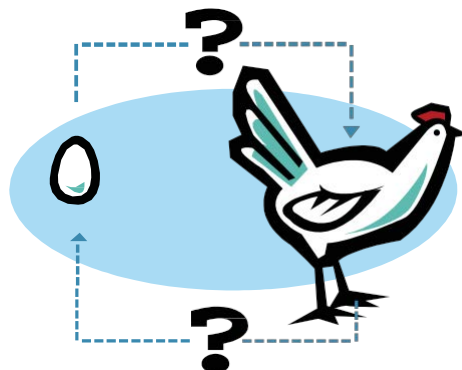
Grade B..... More imperfections noted;  
not usually sold at the grocery store.

## Activity #6 - What Egg-Zactly Do You Have? Continued...

### Additional Activities:

1. Students can research the nutrition packed in an egg shell.
2. Students can create an “egg” cookbook or just research different recipes or uses of eggs, especially those of a different culture.
3. Students can research eggs other than chicken eggs and compare and contrast similarities and differences.
4. Students can research different breeds of chickens and their primary characteristics as related to egg or meat production. Also, different breeds may make more efficient use of feed for these purposes.
5. Students can study different types of fowl for their characteristics for commercial uses and/or for wildlife enhancement such as raising and releasing pheasants.
6. Students can research fashions and the use of feathers over time for decorating clothing plus its effects on domestic and wildlife fowl.
7. Students can research different cultural or ceremonial uses of fowl such as feathers.
8. Students can develop an art form from fowl products such as egg shells, bones or feathers.
9. Students can write a business plan for beginning an egg production enterprise. Students can figure the cost of purchasing chicks and the feed needed to grow them, noting the lag time between chick and the beginning of egg production. Students will be able to research the cost of feed, the amount of feed needed by each chick and adult bird, plus other costs such as housing, bedding, water consumption and health concerns of the fowl. Students can also research state licensing requirements for selling eggs.
10. Students can try their hand at incubating fertilized eggs.

Resources:    *The Family Poultry Flock* Edited by Lee Schwanz, *Farmers Digest*  
*Publication Storey's Guide to Raising Poultry* by Leonard S. Mercia



## Activity #7 - Corn Mazes, Pumpkin Patches, Berry Picking and More Agri-Tourism

### **Introduction**

Agri-tourism is a fairly new idea that is catching on in North Dakota due to our unique geography, animal life, plant life, and climate. A farm or ranch may serve double-duty as a bed and breakfast, a hunting lodge, a dude ranch, or have a developed pumpkin patch, corn maze, nature trail, or a guided tour to a unique site or unique area of wild flowers, as well as many other enterprises catering to tourists whether they are from the neighboring counties or other states or countries.

### **Purpose:**

Students will research agri-tourism opportunities in North Dakota to identify areas of the state that are developing or are currently operating agri-tourism businesses. Students can then identify special characteristics that make these endeavors possible or possible just in a specific area of North Dakota. Is it the land, soil, water areas, weather conditions or just creative people that make the difference? Could these ideas be modified and made to work in another area of the state? Students can brainstorm various entrepreneurial ideas that might be developed with agri-tourism in mind.

### **Materials:**

Chamber of Commerce information literature  
Computers for Web research on agri-business related to tourism  
Tourism brochures  
Guest speakers

### **Standards related to:**

North Dakota Geography  
Science, weather, ecosystems, geology  
Language Arts, research, writing, speaking  
Technology



### **Activity**

Have the students explain what they think of when they hear the word ‘agri-tourism.’ You may be surprised what ideas kids already have about this. Offer ideas if there are things that need further explanation or clarification.

Have students begin sharing information about places they have been to or have heard about that offer agricultural-based opportunities other than the primary focus of agricultural production. The list generated can be arranged into appropriate categories. Students can decide on names for the categories as they decide how to organize them. The exact category is not as important as the thinking students put into the activity.

Next, have students bring in, write for, collect or conduct a Web search to find agri-tourism type businesses that are already operating and where they are located. Students can then place some type of marker on a North Dakota map to identify these areas. This may help them visualize localities where these opportunities are more abundant. Students may color code their markers to correspond with the categories they identified earlier.

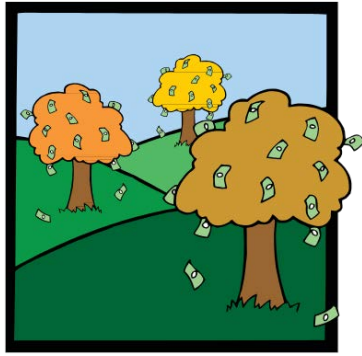
## Activity #7 - Corn Mazes, Pumpkin Patches, Berry Picking and More Agri-Tourism, Continued...

### Additional Activities

1. Students can research the history of pumpkins or corn to find out how they have been developed and used during past generations. They can find out how different cultures or areas of the world have used these staples for sustenance as well as religious or other cultural purposes. They should find out about the parts of the seed and plant, how it is grown, and the special needs or care it must have to make the growth abundant. Students can also research the many different varieties and the best varieties for specific purposes.
2. Students will identify areas of North Dakota that could use more development and write up a plan of implementation. Some students may want to concentrate on these areas and develop specific plans using their unique, creative ideas as a project to be presented at a **Marketplace for Kids Education Day**.
3. Students can be creative and come up with a unique idea for an agri-tourism business. Students can refer back to their original list of ideas and categories. They can develop their idea, perhaps for their own farm, ranch or neighborhood. Students can then fully develop their ideas as a project to be presented at a **Marketplace for Kids Education Day**.
4. Students may have visited one of these businesses and have ideas for further development or modifications that would make it better. Students can fully develop their ideas as a project to be presented at a **Marketplace for Kids Education Day**.
5. Students may want to research agri-tourism in other states. These ideas may spur them in creating a whole new category of opportunities for North Dakota. Students can fully develop their ideas as a project to be presented at a **Marketplace for Kids Education Day**.
6. Students may develop and publish a booklet of the various agri-tourism opportunities available in North Dakota. They might like to have different sections that could appeal to different target audiences that they identify as they categorize their findings. These can be distributed to area schools or through other community groups. Students can consult their local Chamber of Commerce for ideas and support in distributing this publication. That would bring their efforts into a 'real world' application.







## More Ideas to Make Money!

The opportunities for kids to go into business for themselves or with others are just about endless. Here are some ideas to get you started if you live on a farm, ranch or want to use our renewable resources.

(For additional ideas, please refer to **119 Ways to Make Money**, pages 13-15, in the Entrepreneurship section.)

**The first step is to define all the possible alternatives. The sky is the limit!**

Lemonade stand - beverages at auctions	Catering at auctions
Pick chokecherries or other fruits - sell to jelly makers	Pick your own berry field
Family fall festival on a farm or ranch. Sell pumpkins, squash, gourds and corn	Decorate yards in the fall using straw bales, pumpkins, corn and other home grown products
Lawn care, landscaping, garden weeding, hoeing, watering service indoor and outdoor - lawns, plants, trees	
Fresh flowers and herbs	Starting plants
Fresh product ~ farmers markets	Leaf removal
Snow removal	Firewood ~ chop, split, deliver
Package and deliver garden fertilizer mixes	Package and deliver rock, boulders, and sand for landscape projects
Raise unusual animals and livestock - angora goats, mink, miniature horses	Organically raised poultry
Organically raised fruits and produce	Develop gift baskets using home grown items
Dog walking	Develop and market nature trails
Hunting and guide services	Develop and sell bug, weed seed, native plant and leaf collections
Horseback riding lessons	Bike and hiking trails
Petting zoos	Herbal and floral greenhouse
Is there something unique about your farm or ranch that lends itself to an activity you could offer?	
Assist with working ranch operations	Assist with dude ranch operations
Assist with bed & breakfast operations	Private access trout stream
Deer and antelope hunting	Fossils and dinosaurs
Watchable wildlife - special opportunities	Cattle drive
Sheep ranch	Indian artifacts and history
History (Lewis & Clark slept here)	Bird watching
Selling Perennials	Apple Head Dolls
Cornhusk Dolls	Dried Fruits and Vegetables
Raising earthworms, ladybugs, praying mantis	Writing about life experiences/history
Tree Farm	Tour of wildflowers and identifications
Making/Selling Bird Houses	



# Connect Your Kids to Your Community through Volunteerism



**Help Your Students with their Volunteerism Project Today!**

**Pages 1-24**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

Connect Your Kids to  
Your Community through Volunteerism

# Connect Your Kids to Your Community through Volunteerism



## Ten Tips on Volunteering Wisely...

**1. Research the causes or issues important to you.**

*Look for a group who works with issues about which you feel strongly.*

**2. Consider the skills you have to offer.**

*If you enjoy outdoor work, have a knack for teaching, or just enjoy interacting with people you may want to look for volunteer work which would incorporate these aspects of your personality.*

**3. Would you like to learn something new?**

*Perhaps you would like to learn a new skill or gain exposure to a new situation. Consider seeking a volunteer opportunity where you'll learn something new.*

**4. Combine your goals.**

*Look for volunteer opportunities that will also help you achieve other goals in your life.*

**5. Don't over-commit your schedule.**

*Make sure the volunteer hours you want to give fit into your hectic life so that you don't frustrate your family, exhaust yourself, shortchange the organization you're trying to help, or neglect your school activities.*

**6. Nonprofits may have questions, too.**

*While most nonprofits are eager to find volunteer help, they have to be careful when accepting the services you offer.*

**7. Consider volunteering as a family or as a class.**

*Think about looking for a volunteer opportunity suitable for parents and children to do together.*

**8. Virtual volunteering?**

*Yes, there is such a thing! If you have computer access and the necessary skills, some organizations now offer the opportunity to do volunteer work.*

## Ten Tips on Volunteering Wisely, Continued...

### 9. I never thought of that!

*Many community groups are looking for volunteers, and some may not have occurred to you. Most of us know that hospitals, libraries, and churches use volunteers for a great deal of their work, but here are some volunteer opportunities that may not have crossed your mind (for more information on volunteer organizations in your area contact):*

- ❖ Day Care Centers, Neighborhood Watch, Public Schools, and Colleges
- ❖ Community Theaters, Fraternal Organizations, and Civic Clubs
- ❖ Retirement Centers and Homes for the Elderly, Meals on Wheels, Church or Community-Sponsored Soup Kitchens and Food Pantries
- ❖ Museums, Art Galleries, and Monuments
- ❖ Community Choirs, Bands, and Orchestras
- ❖ Neighborhood Parks, Youth Organizations, and Sports Teams
- ❖ Historical Restorations, Battlefields, and National Parks
- ❖ Humane Societies and Animal Shelters

### Another Great Idea...

### America's Promise - The Alliance for Youth!

For more information, go to: [www.americaspromise.org](http://www.americaspromise.org).

### 10. Give voice to your heart through your giving and volunteering!

*Bring your heart and your sense of humor to your volunteer service, along with your enthusiastic spirit, which in itself is a priceless gift. What you'll get back will be immeasurable!*

**Present your Volunteer Project at a  
Marketplace for Kids Education Day!**

## Fact Sheet - Service Learning

**Service Learning** is a teaching method that combines meaningful service to the community with curriculum-based learning. Critical to this type of learning is building time for students to reflect on the service experience. Reflection time helps students make the connection between classroom and community learning, and ensures they understand the extent to which they can impact positive change.

**Service Learning** builds stronger academic skills. First, students take an active role in determining how the projects are accomplished, creating interest and excitement for learning. Second, Service Learning accommodates many different learning styles.

By teaching students early-on about the role they can play in their community, **Service Learning** also encourages life-long civic participation.

*For more information: National Commission on Service Learning,  
[www.learningindeed.org](http://www.learningindeed.org)*

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## Helping Hands Activities

Today, the vast majority of Americans share a respect for fundamental traits of character. Yet, children face great uncertainties in a complex and troubled society. Our challenge as parents and as educators is to provide youth with opportunities for them to build self-esteem, stamina, and the support they need to be successful and to develop into strong, competent, caring, and responsible citizens.



To begin with, we will examine **The Six Pillars of Character**. We define these as:

- Trustworthiness
- Respect
- Caring
- Citizenship
- Responsibility
- Fairness

**We examine these in further detail in the coming pages.**

# THE SIX Pillars OF CHARACTER

The pillars are defined by people's feelings, actions, thoughts, and words.



A **TRUSTWORTHY** person:

- ❖ Tells the truth
- ❖ Shows commitment, courage, and self-discipline
- ❖ Keeps promises
- ❖ Returns what was borrowed
- ❖ Stands by, supports, and protects family, friends, and country
- ❖ Seeks advice and/or assistance of an adult when making decisions or in dangerous or troublesome situations

A **RESPECTFUL** person:

- ❖ Appreciates and honors diversity
- ❖ Tolerates views and beliefs that differ from personal views and beliefs
- ❖ Supports and contributes to healthful habits and safe environments for self and others
- ❖ Is courteous and polite

A **CARING** person:

- ❖ Treats **ALL** people with kindness
- ❖ Possesses an ability to empathize with fellow human beings
- ❖ Lends a helping hand to those in need

A good **CITIZEN**:

- ❖ Plays by the rules
- ❖ Obeys laws and respects authority
- ❖ Does his or her share of the work
- ❖ Stays informed
- ❖ Votes and pays taxes
- ❖ Is charitable with money and time
- ❖ Protects the environment and conserves natural resources

A **RESPONSIBLE** person:

- ❖ Thinks before acting
- ❖ Considers consequences of actions
- ❖ Thinks for the long term
- ❖ Is reliable and accountable
- ❖ Accepts the consequences of personal actions or failures to act
- ❖ Sets a good example for others
- ❖ Strives for excellence and never gives up easily
- ❖ Uses self-restraint
- ❖ Acknowledges making a mistake
- ❖ Reports harmful or hateful behavior to a trustworthy authority figure

A **FAIR** person:

- ❖ Seeks to strike a balance between the needs and desires of the individual and the needs and desires of the community
- ❖ Understands the distinctions between justice and vengeance
- ❖ Treats others the way she or he would like to be treated
- ❖ Is open-minded
- ❖ Listens to others
- ❖ Makes decisions that affect others, only after appropriate considerations



# TRUSTWORTHINESS

Being an honest person who keeps promises.



**Be Honest • Be Courageous • Keep Promises • Be Loyal**

There is nothing more central to good character than honesty, promise-keeping, loyalty, and integrity– which are the components of Trustworthiness. Trust is not automatic. EARNING trust takes time, losing it can happen quickly!

<b>Honesty:</b>	Do:	Tell the truth, be sincere.
	Don't	Lie, cheat, steal, mislead, tell half-truths.
	Synonyms:	Just, fair, frank, sincere
<b>Integrity:</b>	Do:	Stand up for what you believe in, say what you mean (courageousness), and mean what you say, be what you say
	Don't	Do anything you think is wrong.
	Synonyms:	Bold, brave, daring, sincere, upright
<b>Reliability:</b>	Do:	Keep your word, honor commitments, and return things you borrow.
	Don't:	Tell secrets.
	Synonyms:	Constant, credible, dependable, faithful, loyal, responsible, trustworthy
<b>Loyalty:</b>	Do:	Protect and promote the interest of people, ideals, organization, and governing bodies that are important to you and promote good character. Keep private information private, prevent a friend from doing something that's harmful to him/her.
	Don't:	Gossip, spread rumors, engage in something that's wrong in order to win friends or gain acceptance, ask a friend to do something that is wrong or illegal.
	Synonyms:	Faithfulness, devotion, fond, patriotic, dependable, true

**Have you done anything lately to demonstrate that you can be trusted?**

# RESPECT

Showing consideration for yourself, others, and property.



## Be Polite • Be Considerate • Appreciate Others • Be Open-Minded

### The Golden Rule

- Do: Treat others the way you want to be treated.  
Respect the dignity, privacy and freedom of all individuals.  
Value and honor all people, no matter what they can do for you, or to  
Respect property – take good care of the property you are allowed to  
Don't take or use property without permission.  
Respect the autonomy of others – tell them what they should know to  
make good choices about their own lives.
- Don't: Use or manipulate others.  
Abuse, demean, or mistreat anyone.

### Tolerance and acceptance

- Do: Judge others on their character, abilities, and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they possess.
- Don't: Be biased against people because of how they look, where they come from or how they speak.

### Nonviolence:

- Do: Resolve disagreements, respond to insults, and deal with anger peacefully and without violence.
- Don't: Use threats or physical force to get what you want or to express anger.

### Courtesy:

- Do: Use good manners. Be courteous, polite, and civil to everyone.
- Don't: Use put-downs, insults, yelling, or ridicule to embarrass or hurt others.

### Possible discussion questions

- What behaviors show respect for others? Which show lack of respect?
- ❖ How is the problem of violence related to a lack of respect?
  - ❖ If a person does not respect you, are you expected to respect them?
  - ❖ What individuals, historical or living, are examples of people who demonstrated respect for others?



# **CARING**

**Doing something nice for someone  
without expecting anything in return.**



## **Share • Be Kind • Help Others • “Golden Rule” • Volunteer to do Good Deeds**

Caring for other people is a special gift that each of us has as an individual. We are capable of sharing, being kind, helping others, and volunteering to do things for other people without expecting anything in return. Nothing else on earth is capable of that gift in the same way as human beings. By showing kindness to other people, we also leave the possibility open for others to be kind to us.

### **Caring implies ACTION, not just emotion.**

- Do:** Be compassionate and empathetic.  
Be kind, loving and considerate.  
Be thankful and express gratitude for what other people do for you.  
Forgive others for their shortcomings.
- Don't:** Be mean, cruel or insensitive.

**We can show our concern for others by being charitable and helping those in need. By giving money, time, support and comfort for the sake of making someone else's life better, and not expecting praise or gratitude is one of the best things we can do!**

# CITIZENSHIP

**Being responsible for making your school,  
neighborhood, and country the best it can be.**



**Follow Rules • Respect Authority • Help Your Neighbors • Do Your Part • Cooperate**

By following rules, obeying laws, doing your part, respecting those in authority, staying informed on current events, watching out for your neighbors, paying taxes, respecting national symbols and flags, being charitable, doing good deeds, protecting the environment, conserving natural resources, and contributing your time, ideas and efforts to organizations around you, you are acting as a **Great Citizen!**

**Being a citizen doesn't mean just existing in your city or country.  
It implies that you behave in a certain manner while you live there.**

**Do:** Be a good citizen and a good neighbor.  
Care about and pursue the common good.  
Be a volunteer – help your school and community to be better, cleaner and safer.  
Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself.  
Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrong-doing, and paying taxes.  
Honor and respect the principles of Democracy.

**Don't:** Break rules because you believe it's more important to win, no matter what.  
Disobey parents, teachers, coaches, and others who have been given authority.

**By voicing our opinion we are able to make changes to our neighborhoods,  
cities, states and country in peaceful, ordered activities.**

# RESPONSIBILITY

## Being accountable for your actions.



**Do Your Best Work • Be Reliable • Set Goals • Be Accountable • Be a Good Example**

Taking responsibility for your own actions is important to start early on, when habits are just beginning to form. By considering the consequences or results for all people involved, including yourself, you are looking at the long-term results so you can expect what the future may present.

**Being reliable shows that you're conscientious and care what others think about you. Even remembering someone's birthday can show you are a reliable and conscientious person.**

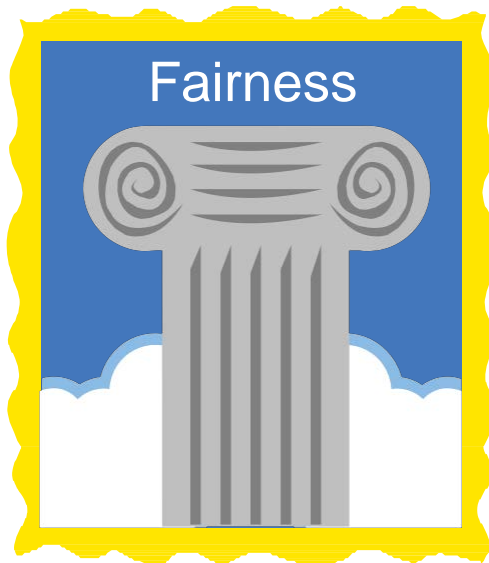
**Do:** Be accountable and think before you act. Consider the results on all people affected. Think for the long-term. Accept ownership for your decisions no matter what the consequence. Always do your own job and finish what you start. Follow through with your commitments. Be a self-disciplined person and finish what is started. Do your best and keep trying. Be diligent and industrious. Know that you are capable of being dependable, trustworthy, certain in your tasks, and secure in your abilities. Know the difference between what you have a right to do and what is right to do. Be self-reliant – manage your life in such a manner so that you are not dependent on others.

**Don't:** Blame others for your mistakes or take credit for other's achievements. Put things off for another day when you are able to do them today. Quit or give up easily.

**Being responsible means you are your own person.  
No one can change that, or take that from you.**

# FAIRNESS

Treating people the way you want to be treated.



**Be a Good Listener • Be an Understanding Friend • Be a Good Sport • Be a Just Decision-Maker**

**Being fair is often a matter of one's perception of the situation. Perception means to become aware of something, especially in regard to POINT OF VIEW.**

**Do:** Treat all people fairly.  
Be open-minded; listen to all sides and try to understand what other people are saying and feeling.  
Make decisions which affect others only after appropriate consideration.  
Use the same standards for everyone in the situation.  
Consider all the facts, including opposing views.

**Don't:** Take unfair advantage of others' mistakes or take more than your fair share.

**Being fair means that other people will come to trust you and may come to you again. Being fair is a special trait that can be very valuable.**

**Possible discussion questions:**

- How is being a good listener a way of showing 'fairness?'
- How is being a good sport a way of showing 'fairness?'
- Explain how being a just decision maker is being fair to yourself and others.
- What are some situations that don't seem 'fair?'  
For instance, do your friends have a different bedtime than you?
- Are 'fair' and 'equal' the same thing? Why or why not?

# The Purpose and Benefits of Volunteering

## Why is it important to get involved with helping others?

Helping others is showing that you are concerned with future events and how your present time and talents can be used to influence those future events. It is looking at the world around you and seeing how you can make a difference. Looking outside of ourselves is a healthy and important part of being a member of society.

By looking outward and setting long-term goals, volunteering to help people and organizations, and being open to opportunities helps keep things in your life balanced. How does it feel to you when you are helped by someone? How has it made others feel in the past when you helped them? How did it make you feel?

This can be an activity. Divide the class into small groups of 2 to 4 students and discuss the above questions. Allow about three minutes for discussion and have them record their brainstormed activity.

Instruct the students to group their ideas and record them under three sections:

### Why Get Involved In Helping Others?

<u>Benefits to Self</u>	<u>Benefits to Community</u>	<u>Increase Career Awareness</u>

#### Benefits to Self:

How does volunteering benefit you?

#### Benefits to Community:

How does volunteering benefit the community?

#### To Increase Career Awareness:

How does volunteering increase your career awareness?

#### How are the above questions all inter-related?

**By volunteering and helping the community, you affect and benefit each individual in the community. By your involvement, you become aware of the many constantly changing career opportunities available.**

# Being a Volunteer Means:

- ❖ Showing that you are somebody of character.
- ❖ That you want to be worthy of trust.
- ❖ That you will be respectful and responsible.
- ❖ That you are showing you care.
- ❖ That you will be a good citizen, willing to do your share.



*"We make a living by what we get, but we make a life by what we give."*

**Winston Churchill**

*"I am certain that after the dust of centuries has passed over our cities, we too, will be remembered not for victories or defeats in battle or in politics but our contributions to the human spirit."*

**John F. Kennedy**

*"Everyone can be great, because everyone can serve."*

**Martin Luther King, Jr.**

*"For whatever befalls the Earth, befalls the sons and daughters of the Earth... Man did not weave the web of life; he is merely a strand of it.*

*Whatever he does to the web, he does to himself."*

**Chief Seattle**



**Volunteer service is a gift that you not only give to others,  
but you will find that it is a gift that you give yourself too!**

# Enhance Your Personal Growth



**Increase Social Awareness:** While volunteering, you'll learn to work and appreciate people's differences as well as see their similarities. Your awareness of the needs and issues of other people will grow through real experiences

**Learn Through Service:** Volunteer service offers people opportunities to try new tasks and to take on new roles.

**Discover Your Strengths and Talents:** Volunteering can reveal hidden talents. You may be able to assume responsibilities or take on challenges you didn't know you could!

**Expand Your Social Circle:** You'll get to meet and know people of different ages and those with interests similar to your own.

**Enjoy Better Health:** Volunteering can give your mind, soul, heart and body a jump-start! Many people report feeling healthy and content as a result of their volunteer services.

**Gain Self-Confidence:** One advantage of volunteer service is that you get practice adjusting to new situations, people and experiences. The more practice you get, the greater your self-confidence.

**Build a Sense of Independence:** Volunteer service empowers you! Many volunteer jobs require you to act independently. Such jobs give you a sense of control over your own life; you set your goals, make your choices, and follow your routines. When you know your capabilities, you have the power to change your life and the lives of others.

**Explore Career Opportunities/Develop Essential Workplace Skills:** When you volunteer, you gain skills and knowledge that may help you get paid work. You will also develop qualities expected in all workplaces: punctuality, dependability, the ability to work on a team, and the ability to handle pressure. Volunteers often get practice in decision-making, problem-solving, and leadership.

**Gain Work Experience:** Volunteer service provides hands-on learning experience. It gives you the experience and qualifications necessary to develop a résumé.



## Enhance Your Personal Growth, Continued...

### **Find Out About the Work World:**

You'll gain practical knowledge about organizations and how they work on a day-to-day basis and discover the type of job environment which is right for you while doing your volunteer service.

### **Learn to Promote Yourself:**

Promoting your best assets will be easier after filling out job applications and going to interviews because of your volunteer work experiences.

### **Explore Career Options:**

You've got the ability, but what about the suitability? Volunteering gives you a chance to discover whether or not you're really suited to a particular line of work.

### **Network For Success:**

As a volunteer, you'll meet people from all walks of life. There will be supervisors, other volunteers, or paid workers. Introduce yourself and establish relationships you might not otherwise build. Each new person you meet is a potential lead to new career opportunities. Let them know your interests and skills.

### **Have FUN!**

Doing volunteer service offers the luxury of working in a supportive environment. You'll learn from the experience, including much that you didn't expect to learn.



**Not only will you benefit from volunteer work,  
but the community will benefit too!**

# How Will You Be A Volunteer?

It's important to know yourself and what you might like to do as a volunteer. The following activity can help you understand your own abilities and how they might be of use in the community. Answer to the best of your abilities. This activity will not only help you learn about yourself, but may help you discover unknown abilities you have that your community needs from **YOU!**

1. List three things you really enjoy doing.	1.
	2.
	3.
2. List skills you have that you are comfortable sharing with others.	1.
	2.
	3.
3. List any special training you have completed or experiences that would be helpful in volunteer service.	1.
	2.
	3.

## How Will You Be A Volunteer? Continued...

4. List any previous volunteer service experience you have had (school, church, scouts, etc.).					
5. List any skills you would like to learn during this experience, if possible.					
6. If possible, would you like a volunteer position within a certain type of profession that would allow you to experience the work place of that profession and/or to aid you in exploring career options? If so, explain the type of profession and why that interests you.					
7. Which do you prefer? Place an X next to your preferences. Mark any number of items.	<input type="checkbox"/> being outdoors <input type="checkbox"/> carpentry <input type="checkbox"/> crafts <input type="checkbox"/> physical work <input type="checkbox"/> fixing things <input type="checkbox"/> reading/writing <input type="checkbox"/> thinking/creating <input type="checkbox"/> working with infants and toddlers <input type="checkbox"/> other (list)		<input type="checkbox"/> working with young children <input type="checkbox"/> working with middle-grade children <input type="checkbox"/> working with high school youth <input type="checkbox"/> working with adults <input type="checkbox"/> working with the elderly <input type="checkbox"/> working with people with disabilities <input type="checkbox"/> hands-on activities <input type="checkbox"/> working in an office setting <input type="checkbox"/> working with people in general		
8. How many days per week can you volunteer?	1	2	3	4	5
9. How long per volunteer session?	Hours/session				
10. Circle the time of day that is best:	Morning	Afternoon	Evening		
12. Anything else you would like to add?					



# Keeping a Journal...

Keeping a journal is an excellent method of tracking your past events and thoughts. Some of the most important people in the World have been journal writers, keeping a daily record of their activities. An example of this is Abraham Lincoln, the 16th President of the United States of America!

Keeping a journal recording your volunteer activities is a great way to remind yourself what you have accomplished in the past, what you are planning to do, and may give you ideas of how you want to volunteer in the future. Describe what you saw and observed in your activities. Include your impression of what you observed. (What did you think/feel while you were shown around the sites and listened to others who volunteered with you?)

## Some journal pages have sentence starters such as:

- I wonder...
- I wish...
- If I could change one thing about my volunteering, it would be...
- I hope...
- It was really exciting when...
- I had to laugh today because...

Looking back at your activities is an important key to getting meaning out of your volunteer service. Learning happens through a mix of practice, thought, and action. By observing and interacting with others, and then recording it so you can reflect on your activities, you will learn from them as well as yourself.

# Keeping a Record of Your Activities...

You may also want to keep records of where you volunteer, what duties you performed there, what you learned about yourself, the types of jobs and careers you observed, how the community may benefit from your service, what new skills you learned, and the amount of hours you spent volunteering.





## Volunteer Hours Tracking Sheet Example

Name:		School/Grade:		
Date	Volunteer Site	Activity	# of Hours	Supervisor Signature
Total number of hours:				



## Volunteer Service Reflection Sheet Example

(This form is to be completed at the conclusion of your volunteer service placement.)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Place where volunteer service was performed:	
Name of activity or activities performed:	
Identify which pillars of character you have demonstrated through your volunteer service activity:	
Jobs/Career observed:	
How did your community benefit from your service:	
How did you benefit personally from your service:	
Did you learn anything new or gain any new skills during your volunteer experience? If so, what?	
Total number of hours:	
Volunteer Service Coordinator Signature:	

# Activity #1 - Volunteering: Sustainable Forestry

**Purpose:** The purpose of this activity is to explore natural resources, sustainable resources in particular. Students will be able to explain the factors in planting a tree successfully and aesthetically. The students will also be able to explore landscape architecture and how landscape architecture is appealing as well as important to the environment. Students may also keep track during the year learning how trees are active in many ways throughout the year depending on the season.

Students will conduct research on information about the benefits of trees to the landscape, especially those related to erosion, tree rows that benefit farming and habitat for wildlife. They will also research the eye-appealing aspects of trees.

Students will then research areas in their community where trees may need to be planted, or if trees already exist there, students will study how they were planted and how they benefit that particular area. They may also prune and otherwise tend to the trees in that area to benefit the health of those particular trees.

**Standards related to:** North Dakota Studies  
Research  
Data documentation  
Science  
Geography

**Time:** Two class periods. One day of research and information gathering. One day doing “field work.” Students can also continue this project in short periods on a weekly or monthly basis in-class as part of a year- long project.



<b>Glossary:</b>	Forest	Urban	Agriculture	Nursery	Landscape
	Tree Row	Erosion	Windbreak	CO2	Photosynthesis

**Resources:** Local or regional tree nurseries  
Local people able to provide related information  
Media related to topic



## Activity #1 - Volunteering: Sustainable Forestry, Continued...

**Day 1:** Students will research common areas in need of tree rows or windbreaks. Students will research how trees are beneficial not only to farms and the landscape, but to other environmental concerns as well.

Students can take this time to find a place in need of trees for any of the above reasons or any related reason, and if time and season permits, volunteer to plant trees in that area. They will learn not only the benefits of the tree and the environment, but the benefits of being a volunteer.

**Day 2:** Students can take this day to visit a tree nursery if the time and/or season are not favorable to the actual time required to plant trees. Students can gather information about the variety of trees being grown in this nursery and what benefits the trees will have once they are put into the environment.

If time is favorable for actual planting, students will spend this time planting trees (1 per 4-5 students). During this time, students will choose the most likely area for the benefits of the tree and afterwards will record how the tree will benefit the area in the next 1, 5, 10 and 20 years, assuming best results.



Students could use the information they gather from this activity and use it to present ideas to other classes or even city groups to promote further volunteer activities in their community.

### **Further Activities:**

- Students can create an outline that they would present to different groups to promote further volunteer activities of this kind.
- Students can think of ways they could use this information at a **Marketplace for Kids Education Day**.

## Activity #2 - Volunteering: Cleaning Up Around Town/ Developing Unused Territory

**Introduction:** This lesson can help students learn about the geography of their community and examine how it has looked in the past, how it appears now, and what can be done to make it more ecological, appealing, and useful to the residents of their neighborhood. Students will analyze average weather patterns, topography, surrounding areas, and available resources. They must decide upon the best way to reclaim an area and how to get the permission and funding if they were to do this project. This is an on-going project that can be continued throughout the year and further, possibly involving more than one area of the community. The project is intended to draw awareness to ecology, waste management, community social awareness and the cost/benefit of land reclamation.

**Materials:** Chamber of Commerce information literature  
Computers for Web research on agri-business related to tourism  
Tourism brochures  
Guest speakers

**Standards related to:** North Dakota Geography  
Science, weather, ecosystems, geology Language  
Arts, research, writing, speaking Technology

**Glossary:** Restoration                  Mapping                  Urban Development  
  
Rural                  Waste Management          Recycling

**Activity:** The activity can start with a discussion of how human activities (agricultural and urban development, waste management, parks development, and others) can affect the environment. This is also a good time to discuss how development of former farm lands, destruction of wildlife habitats, and draining of marshes alter the natural environment. Discussion of improving the balance between human needs and natural systems by recycling, river clean-ups, restoration of local woodlots or school grounds can help to reduce pollution naturally.

This is the time to consult plant guides for information on types of vegetation native to the area. Local garden centers or garden clubs may also be contacted for information.

This may also be a good time to discuss how recycling could be used as one possible way to raise the initial funding for the project. Students can collect cans, bottles, etc. and sell them to local sites or have a fund-raising drive that would collect hazardous materials (old paint, waste computer materials, etc.) and deliver these to the appropriate sites.

## Activity #2 - Volunteering: Cleaning Up Around Town/ Developing Unused Territory, Continued...

### Finding the location:

Finding a location in your community may not be an easy task. Some areas to consider are old playgrounds, a park that may need a facelift, a neighborhood that would welcome a community garden or pedestrian leisure area. Students can research this by simply exploring their own neighborhoods or by contacting local development groups that participate in these activities.

Students can spend time brainstorming ideas and drawing scaled maps for what they believe would be a good use for the area. These can be decided on later once appropriate rights have been given.

Some possible ideas for them to consider would be:

- ❖ Creating an “Edible Garden”, complete with edible flowers, herbs, berries, fruit or vegetables.
- ❖ Creating a landscape designed to attract certain types of native wildlife to the area (birds, butterflies, insects, squirrels, etc.)
- ❖ Design a public garden that is low maintenance and requires little to no irrigation.
- ❖ Create a rock garden.

If the students want to plant an edible garden or a flower garden, they will want to start the seeds inside the classroom in March/April, so they can do the planting in the spring, and see some possible results by the end of the school year and throughout the summer. Time between can be spent examining the growth of the plants, science projects, etc. The following chart may be used to keep track of the variety of plants.

Name of Plant (common and Latin)	Type (grass / plant / shrub / tree)	Perennial / Annual / Biennial	Type of Soil	Sunlight	Bloom Period	Irrigation Needs	Height (inches)
Goldenrod	Plant	Perennial	Well-drained	Full sun to part-shade	Fall	Occasional Irrigation	9 to 14 inches

### Getting to know the existing area:

**Water** – are there any natural sources of water in the area?  
Can a source of water be created, such as a small pond?

**Food** – are there existing plants, shrubs or trees that provide food (chokecherries, apples)? Do you want to plant edible types of vegetation in this landscape?

## Activity #2 - Volunteering: Cleaning Up Around Town/ Developing Unused Territory, Continued...

**Shelter** – which areas in the landscape are shady or sunny? Will your landscape, once it is established, provide both sunny and shady areas? Are there places for small animals to find shelter or nest?

**Space** – is this area intended for adults to sit and relax, or for small children to play? Is it meant to be a community garden spot? How much space will you have to work with?

**Evaluation:** This is an ongoing lesson that can be continued from year to year, possibly using the older students to assist the new students in continuing the project, providing for peer and self-evaluation on a regular basis. Evaluation can be based on final results each year (success of planting, overall appearance, etc.)

### Continuing Activities:

- ❖ Organizing fundraising drives to collect hazardous materials (paint cans, oil bottles, computer parts, etc.) and bring them to cleanup stations.
- ❖ Starting a recycling collection point to provide funding for the project.
- ❖ Present this information to fundraisers in the school, community and in the local area to draw attention to the project and to increase funding.
- ❖ Present this information to city planners to do similar activities to curb the urban impact on the environment.
- ❖ Present the plans and/or results of this project at a **Marketplace for Kids Education Day**.



# Career Exploration



**Help Your Students Explore  
Their Future Careers Today!**

**Pages 1-9**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)



# Career Exploration

(Information in this section was provided by ND Department of Career and Technical Education.)  
[www.nd.gov/cte/crn](http://www.nd.gov/cte/crn) and [careertech.org/career-clusters](http://careertech.org/career-clusters)

The **Career Exploration** section of the **Project Learning Guide** using the **Career Clusters** is a very important component of **Marketplace for Kids** in the classroom, educational displays and other hands-on education activities. The 16 Career Clusters recognized by North Dakota, enable learners to successfully transition from school to careers. By providing academic and career education, business education, and development of entrepreneurial ideas in combination with the **16 Career Clusters**, students will be able to explore their innovative ideas while being able to associate these ideas with possible future careers.

**Marketplace for Kids** uses **16 Career Clusters**. The **Career Clusters** provide a way to organize instruction and student experiences. The 16 categories encompass virtually all occupations starting from entry and continuing through the professional level.

## The Sixteen Career Clusters are:



## Career Exploration, Continued...



### **Agriculture, Food & Natural Resources:**

This career cluster is for people who enjoy working out ways to discover new sources of food, discover ways to package food, or care for farm crops or forests.

A person interested in this cluster may also manage a greenhouse, or some other center where they grow food or decorative plants. The cluster also involves the care of animals as a rancher, veterinarian, or people who work as rangers or in other occupations that directly involve wildlife. You might be involved in pollution prevention or do work for the sanitation program in your city.

Over the next ten years, jobs in this cluster are expected to increase faster than for all other occupations. People want to prevent problems before they get started and the jobs that fall into this category can help us accomplish that! Many of the skills required for these jobs can be learned while you work!

**There are seven pathways to guide students to their future occupation based on their interests. They are:**

- Food Products & Processing Systems
- Animal Systems
- Natural Resources Systems
- Agribusiness Systems
- Plant Systems
- Power, Structural & Technical Systems
- Environmental Service Systems

**Occupations for Agriculture, Food & Natural Resources include, but are not limited to:**

- Farm Worker
- Farmer & Rancher
- Farm & Ranch Manager
- Conservation Scientist
- Welder
- Equipment Operator
- Power Plant Operator
- Food Scientist
- Soil & Life Scientist
- Forest & Conservation Worker
- Derrick Operator
- Fish & Game Officer
- Environmental Engineer
- Natural History Interpreter



**Architecture & Construction:** If you enjoy math and science and like seeing how things are put together, or even putting them together yourself, then this may be the career cluster you want to explore! Many of the skills of this career cluster can be learned on the job, in high schools, technical colleges, apprenticeship programs and other educational resources.

Architecture and Construction together make up one of the largest industries in the United States. There are currently about 13.8 million jobs in this market right now! You can be a builder of the future in this career cluster as you turn concepts into plans and plans into physical structures.

**There are three pathways to guide students to their future occupation based on their interests. They are:**

- Design/Pre-Construction
- Construction
- Maintenance/Operations

**Occupations for Architecture & Construction include, but are not limited to:**

- Loading Machine & Dragline Operator
- Heating, Air Conditioning & Refrigeration Mechanic
- Brick & Block Mason
- Cement Mason
- Carpenter
- Surveyor
- Architect
- Structural Iron & Steel Worker
- Plumber, Pipefitter & Steamfitter
- Construction Manager
- Roofer
- Crane & Tower Operator
- Landscape Architect
- Construction Manager



## Career Exploration, Continued...



### **Arts, A/V, Technology & Communications:**

A person who opens themselves to this area of study has opened several doors to different careers. There are careers in the Performing Arts, Visual Arts, or even Journalism. There are also positions in the Audio/Video Communications Technology or Printing Technologies.

All of these require strong backgrounds in computer and electronic-based technologies. Communication in oral and written form is extremely important. This path lends itself to people who enjoy being creative.

This is a continually growing career cluster as people become more dependent on needing information quickly. Other careers need fast, accurate information from multiple sources on a daily basis, and this career cluster provides them those resources.

**There are six pathways to guide students to their future occupation based on their interests. They are:**

- Performing Arts
- Visual Arts
- Printing Technology
- Audio & Video Technology & Film
- Journalism & Broadcasting
- Telecommunications

**Occupations for Arts, A/V Technology & Communications include, but are not limited to:**

- Printing Machine Operator
- Artist & Animator
- Actor/Actress
- Graphic Designer
- Radio & Television Announcer
- Audio & Video Equipment Technician
- Broadcast Technician
- Photographer
- Editor
- Dance Instructor
- Reporter & Correspondent
- Musician
- Art Director
- Writer & Author
- Librarian



**Education & Training:** People in this career cluster help people become more knowledgeable in what they do, so the teacher or trainer must have the ability to communicate, inspire trust and confidence, motivate learners and to understand their educational needs. The teacher must be able to recognize and respond to individual differences in diverse learners and to use different training methods that help learners achieve their best.

A career in this field is looking excellent for the future. Every student, worker and even the general public likes to know that they have people to turn to if they want to be taught how to do something or better understand how things work.

**There are three pathways to guide students to their future occupation based on their interests. They are:**

- Administration & Administrative Support
- Teaching & Training
- Professional Support Services

**Occupations for Education & Training include, but are not limited to:**

- Teacher Assistant
- Principal
- Nursing Instructor
- Fitness Trainer & Aerobics Instructor
- Supervisor
- Counselor
- Community Health Educator
- Elementary/Secondary Teacher
- Preschool Teacher
- Social Worker
- Kindergarten Teacher
- Coach

## Career Exploration, Continued...



**Finance:** The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Opportunities for careers are available in every part of the community and require skills in organization, time management, customer service and communication.

Over the next few years many jobs will be added and many openings will result as we replace experienced workers who retire or move on to other positions.

**There are four pathways to guide students to their future occupation based on their interests. They are:**

- Financial & Investment Planning
- Insurance Services
- Business Financial Management
- Banking & Related Services

**Occupations for Finance include, but are not limited to:**

- Bank Teller
- Loan Interviewer & Clerk
- Insurance Appraiser
- Loan Officer
- Economist
- Payroll & Timekeeping Clerk
- Claims Adjustor
- Personal Financial Advisor
- Financial Analyst
- Market Research Analyst



**Health Science:** The Health Science Cluster is for students interested in careers that promote health, wellness, and diagnosis as well as treating injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

This is a rapidly growing career cluster with many options. A learner of this career cluster can expect to move up in their career very quickly.

**There are five pathways to guide students to their future occupation based on their interests. They are:**

- Therapeutic Services
- Support Services
- Health Informatics
- Diagnostic Services
- Biotechnology Research & Development

**Occupations for Health Science include, but are not limited to:**

- Home Health Aid
- Surgical Technologist
- Veterinarian
- Optometrist
- Medical & Clinical Laboratory Technician
- Medical Records & Health Information Technician
- Dental Assistant
- Dental Hygienist
- Pharmacist
- Physician & Surgeon
- Nursing Aid, Orderly, & Attendant

## Career Exploration, Continued...



**Hospitality & Tourism:** This career cluster prepares learners for careers in the management, marketing and operation of restaurants and other food services like catering. They provide vacation packages and attractions like musicals and theater. They also let people know about recreational events and travel-related services for family vacations. Hospitality operations are located in communities throughout the world.

This type of career enables many people to travel around the world and explore many different places!

**There are four pathways to guide students to their future occupation based on their interests. They are:**

- Restaurant & Food & Beverage Services
- Travel & Tourism
- Lodging
- Recreation, Amusement & Attractions

**Occupations for Hospitality & Tourism include, but are not limited to:**

- Waiter & Waitress
  - Gaming Dealer
  - Lodging Manager
  - Manager of Housekeeping
  - Hotel, Motel, & Information Clerk
  - Chef & Head Cook
  - Meeting & Convention Planner
  - Recreation Worker
  - Travel Agent
  - Janitorial Worker
- 



**Human Services:** This career cluster prepares individuals for employment in career pathways related to families and human needs. They can provide services in childcare centers, nursery schools, pre-schools, public schools, private households, family daycare homes and before-and after-school programs.

**There are five pathways to guide students to their future occupation based on their interests. They are:**

- Consumer Services
- Counseling & Mental Health Services
- Personal Care Services
- Early Childhood Development & Services
- Family & Community Services

**Occupations for Human Services include, but are not limited to:**

- Child Care Worker
- Social & Human Service Assistant
- Hairdresser, Hairstylist, & Cosmetologist
- Embalmer
- Medical & Public Health Social Worker
- Director for Religious Activities & Education
- Psychologist, including Clinical, Counseling & School
- Personal & Home Care Aide
- Fitness Trainer & Aerobics Instructor
- Manicurist & Pedicurist
- Massage Therapist
- Child, Family, & School Social Worker
- Mental Health & Substance Abuse Social Worker

## Career Exploration, Continued...



**Information Technology:** Careers in Information Technology involve network analysis, planning and implementation, including design, installation, maintenance and management of network systems. Maintaining information technology infrastructure is critical to the success of every 21st century organization.

**There are four pathways to guide students to their future occupation based on their interests. They are:**

- Programming/Software Engineering
- Information Support & Services
- Network Systems
- Interactive Media

**Occupations for Information Technology include, but are not limited to:**

- Computer Operator
  - Computer/Office Machine Repair
  - Database Administrator
  - Web Designer
  - Telecommunications Equipment Installer
  - Computer Support Specialist
  - Computer Programmer
  - Computer Software Engineer
  - 3-D Animator
- 



**Law, Public Safety, Corrections & Security:** The Law, Public Safety and Security Cluster helps prepare students for careers in planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

**There are five pathways to guide students to their future occupation based on their interests. They are:**

- Correction Services
- Security & Protective Services
- Legal Services
- Emergency & Fire Management
- Law Enforcement Services

**Occupations for Law, Public Safety, Corrections & Security include, but are not limited to:**

- Security Guard
- Correctional Officer & Jailer
- Police & Sheriff's Patrol Officer
- Manager of Correctional Officers
- Fish & Game Warden
- Law Clerk
- Lawyer
- Lifeguard, Ski Patrol, & Recreational Protective Service
- Court, Municipal, & License Clerk
- Police, Fire, & Ambulance Dispatcher
- Paralegal & Legal Assistant
- Fire Fighter
- Court Reporter
- Law Teacher
- Judge, Magistrate Judge, & Magistrate

## Career Exploration, Continued...



**Business Management & Administration:** The Business Management and Administration Career Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

**There are six pathways to guide students to their future occupation based on their interests. They are:**

- Business Financial Management & Accounting
- Business Analysis
- Administration & Information Support
- Human Resources
- Marketing
- Management

**Occupations for Business Management & Administration include, but are not limited to:**

- Receptionist & Information Clerk
  - Medical Secretary
  - Interpreter & Translator
  - Accountant & Auditor
  - Desktop Publisher
  - Manager of Office & Administrative Support Workers
  - Customer Service Representative
  - Legal Secretary
  - Training & Development Specialist
  - Public Relations Manager
  - Chief Executive
  - Executive Secretary & Administrative Assistant
- 



**Manufacturing:** This career cluster involves the planning, managing and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

**There are six pathways to guide students to their future occupation based on their interests. They are:**

- Production
- Maintenance, Installation & Repair
- Logistics & Inventory Control
- Manufacturing Production Process Development
- Quality Assurance
- Health, Safety & Environmental Assurance

**Occupations for Manufacturing include, but are not limited to:**

- Structural Metal Fabricator Fitter
- Baker
- Welder, Cutter, Solderer, & Brazier
- Electrical & Electronic Engineering Technician
- Industrial Production Manager
- Maintenance & Repair Worker (General)
- Cabinetmaker & Bench Carpenter
- Machinist
- Power Plant Operator

## Career Exploration, Continued...



**Marketing, Sales & Service:** This is a diverse cluster which includes advertising, marketing promotions, public relations and sales.

**There are seven pathways to guide students to their future occupation based on their interests. They are:**

- Management & Entrepreneurship
- Buying & Merchandising
- Marketing Information Management & Research
- E-Marketing
- Professional Sales & Marketing
- Marketing Communications & Promotion
- Distribution & Logistics

**Occupations for Marketing, Sales & Service include, but are not limited to:**

- Cashier
  - Advertising Sales Agent
  - Fashion Designer
  - Appraiser & Assessor of Real Estate
  - Funeral Director
  - Sales Manager
  - Marketing Manager
  - Driver & Sales Worker
  - Sales Representative
  - Interior Designer
  - Manager & Wholesale Worker
  - Advertising & Promotions Manager
  - Purchasing Manager
- 



## **Science, Technology, Engineering, & Mathematics**

**(STEM):** A career in science, technology, engineering or mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing and providing scientific research and technical services including laboratory, testing, research and development services.

**There are two pathways to guide students to their future occupation based on their interests. They are:**

- Science & Mathematics
- Engineering & Technology

**Occupations for Science, Technology, Engineering & Mathematics (STEM) include, but are not limited to:**

- Surveying & Mapping Technician
- Biological Technician
- Medical Scientist
- Conservation Scientist
- Chemist
- Agricultural Engineer
- Natural Science Manager
- Physicist
- Chemical Technician
- Microbiologist
- Environmental Scientist
- Civil Engineer
- Petroleum Engineer
- Atmospheric & Space Scientist
- Electrical Engineer



## Career Exploration, Continued...



**Transportation, Distribution & Logistics:** This career cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, and water. It also includes related professional and technical services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

**There are seven pathways to guide students to their future occupation based on their interests. They are:**

- Transportation Operations
- Health, Safety & Environmental Management
- Sales & Services
- Logistics Planning & Management Services
- Transportation System Infrastructure
- Facility & Mobile Equipment Maintenance
- Warehousing & Distribution Center Operations

**Occupations for Transportation, Distribution & Logistics include, but are not limited to:**

- Truck Driver
- Postal Service Mail Sorter & Processor
- Automotive Body & Related Repairer
- Aircraft Mechanic & Service Technician
- Commercial Pilot
- Management Analyst
- Bus & Truck Mechanic
- Industrial Truck & Tractor Operator
- Postal Service Mail Carrier
- Farm Equipment Mechanic
- Postmaster & Mail Superintendent
- Air Traffic Controller
- Airline Pilot, Co-Pilot, & Flight Engineer
- Diesel Engine Specialist



**Government & Public Administration:** This career cluster leads students to careers within local, state, and national government. Virtually every occupation can be found within government. To succeed, students need a solid background in social studies, political science, foreign languages and history.

**There are seven pathways to guide students to their future occupation based on their interests. They are:**

- National Security
- Planning
- Regulation
- Governance
- Foreign Service
- Revenue & Taxation
- Public Management & Administration

**Occupations for Government & Public Administration include, but are not limited to:**

- Mayor
- President
- Combat Control Officer
- Missile & Space Systems Officer
- Economic Development Coordinator
- Tax Examiner
- Bank Examiner
- Airport Security
- Court Clerk
- Governor
- Lobbyist
- Submarine Officer
- Ambassador
- Census Clerk
- Auditor
- Border Patrol
- City Manager



# Sample Teacher/Parent Communication Tools



Sample Communication Tools

## Sample Communication Tools & Letters from Teachers to Parents Providing Information on Marketplace for Kids!

Pages 1-8

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# Sample Teacher/Parent Communication Tools



With **Marketplace for Kids** being such a large and important education opportunity in the classroom, there is tons of work that goes into the planning of the activities. It is vital that everyone involved knows exactly what is going to happen, what they can expect, and who else is going to be participating. This section of the **Marketplace for Kids Project Learning Guide** contains letters from teachers, fliers, and praise from various sources that can be used as examples to make sure that your students, parents, and others involved with this education opportunity won't be at a loss.

Please take the time to read over this material and use what will fit your needs best.

## **Announcement Example #1**

**Marketplace for Kids** is an exciting day where kids in grades 4, 5, and 6 can showcase their inventions or go on an educational outing. Hundreds of kids from many local school districts in North Dakota and Minnesota participate. Kids will also attend their choices of mini-entrepreneurial classes offered.

**Marketplace for Kids** will be (Insert Date), at (Insert Location). Come and see how you and your class can be a part of this exciting event!!

## **Announcement Example #2**

### **Marketplace for Kids**

On (Insert Date), all 5th grade students will be attending **Marketplace for Kids** at (Insert Location). The students that attend this **Education Day** will complete a unit on inventions and inventors that will be started in all classrooms soon. Each child will be required to make their own invention and a display board explaining their invention. Inventions will be created at home with the help of parents and the display boards will be done at school.

**Marketplace for Kids** is a full school day at (Insert Location) where students in grades 4, 5, and 6 showcase their inventions for area students and the public. There are about (Insert #) students from area schools that come to see the inventions. **Marketplace** also has educational classes and display booths from area businesses. Inventions will be due (Insert Date). Parents will be asked to chaperone and enjoy the exciting event. Stay tuned for more information about Marketplace for Kids!!

**Schedule Example**

**Marketplace for Kids Schedule**

(Insert Date)

8:30	Leave School
8:55	Arrive at ( <u>Insert Location</u> )
9:00	Opening Ceremony ( <u>Insert Location</u> )
9:40 - 12:20	Attend Classes, Visit Projects/ Education Exhibits <i>(You will also eat within this time frame.)</i>
12:20 - 1:30	Showcase your invention in ( <u>Insert Location</u> )
1:40 - 2:00	Closing Ceremony
2:00	Leave ( <u>Location</u> )
2:30	Arrive at School

**Hand in report cards from Marketplace for Kids!!**

## Sample Teacher/Parent Communication Tools

### Continued...

#### Parent Letter Example #1

Dear Parents,

**Marketplace for Kids** is this upcoming (Insert Date), at (Insert Location). If your child has an invention that he/she is going to display, they will not be reporting to school that day. We are asking you to please bring your child and their project to (Insert Location) on the day before from (Insert Times) or the morning of **Marketplace for Kids** from (Insert Times).

At (Insert Time) on (Insert Date) we will meet the children in the gym where their projects are on display. Following all activities, the Closing Ceremony will be in the (Insert Location) at (Insert Time) and at the end of the ceremony your child is free to leave with you. The day will end roughly at (Insert Time). Please make arrangements to get your child and his/her project home if you are unable to be there. Your child will be eating a sack lunch provided by our school lunch program; therefore your child will not need any additional money for the day.

If your child is not displaying a project, he/she will have to report to school, that morning. We will be taking these students to the college and returning with them to the school when **Marketplace for Kids** is finished. You will then have to pick up your child at school at the end of the day.

Also, please make sure that you have signed the permission slip which allows your child to participate in or attend **Marketplace for Kids** and make sure that your child has their packet and is wearing their name badge on that day.

If you have any questions, please call your child's teacher.

(List Teacher(s) Name)

## Sample Teacher/Parent Communication Tools

### Continued...

#### Parent Letter Example #2

Dear 5th Grade Parents,

Please remember to bring your child's invention and display board to **Marketplace for Kids** from (Insert Time) on (Insert Date)! Marketplace is located at the (Insert Location). When you arrive, students must pick up their packets at (Insert Location) and then setup their project. They will leave their packet by their invention so they can pick it up (Insert Date and Time) when they come to **Marketplace for Kids**.

If your child is unable to come to set up at the above times, please let us know so we can help make arrangements. It is very important that they set up their own invention so they feel more comfortable when they come to (Insert Location) on (Insert Date) with their class. Children may make arrangements to ride with a friend to set up after school.

We are looking forward to **Marketplace for Kids** and hope that parents, friends, and neighbors can come (Insert Date) to see the incredible inventions!

Sincerely,

(List Teacher(s) Name)

## Sample Teacher/Parent Communication Tools Continued...

### Request for Chaperone Example

Dear 5th Grade Parents,

The 5th grade is looking for parents to chaperone at **Marketplace for Kids**. This event takes place on (Insert Date and Location). We are asking parents to ride the bus with us from (Insert location and Time).

Each chaperone will be responsible for a group of five or six students. All students will ride the bus. You will make sure the kids get to their classes and stay with them for the day. The opening ceremony is at (Insert Time) and the closing ceremony is at (Insert Time).

This is a great opportunity for you to see what **Marketplace for Kids** is all about. We would love to have you be a part of our day!

Please let us know by (Deadline) if you are available to chaperone. Your child would be in your group if you volunteer to help us out!

More details will follow for those that volunteer to help us at **Marketplace**.

Sincerely,

(List Teacher(s) Name)

Please return this form by (Insert Date).

\_\_\_\_\_ Yes, I'd like to be a chaperone for **Marketplace for Kids**.

Name(s)\_\_\_\_\_



## Sample Teacher/Parent Communication Tools Continued...

### Parent Letter with Schedule Example

Dear 5th Grade Parents,

**Marketplace for Kids** is (Insert Date), at (Insert Location). Your child must bring his/her invention and display board to (Insert Location) on (Insert Date), between (Insert Time). They will check in at (Insert Location) and set up their invention and display board. Each child will receive a class schedule to be followed for the **Marketplace for Kids Education Day**. Please leave the packets by your child's invention so they will have their class lists available. Check-in will only take a few minutes of your time. If you are unable to do this please let us know so we can arrange for another student to do this for your child.

We will have parent chaperones for the students. Each student will be with a parent and 5 other students. They will spend the whole day together going to classes, eating lunch, explaining their invention to visitors, and going to the opening and closing ceremonies. We are asking some parent chaperones to take the inventions back to (Insert Location) after the closing ceremony at **Marketplace for Kids**.

On (Insert Date), your child will ride a bus to (Insert Location). They will leave the school at (Insert Time) and arrive for the opening ceremony. We will stay at (Insert Location) until (Insert Time). Parent chaperones will bring your child's invention and display board back to (Insert Location).

Your child's day at **Marketplace** will be as follows: *(sample times listed)*

9:00 A.M.	Arrive at <u>(Insert Location)</u>
9:15 A.M.	Opening Ceremony
9:40 A.M. - 1:30 P.M.	Attend two or three classes of their choice and visit projects.
11:00 A.M. - 12:30 P.M.	Kids will eat lunch between classes.
Lunch	<u>(List Details)</u>
<b>*All students will be expected to stand by their invention to explain it to the public for about 1 hour. This time will be given in their registration packet.</b>	
12:00 Noon - 1:25 P.M.	Attend classes and visit projects.
1:30 P.M.	Closing Ceremony
2:00 P.M.	Depart <u>(Insert Location)</u>
2:30 P.M.	Arrive at <u>(Insert Location)</u>

Parents are welcome to attend **Marketplace for Kids**. Come any time during the day! Parking attendants will direct you as to where to park. If you have any questions, please feel free to call us!

Sincerely,

(List Teacher(s) Name)



### Thank You Chaperone Letter Example

Dear (Insert Name),

Thank you so much for being a chaperone for **Marketplace for Kids!** We couldn't have done it without you!!

I hope you enjoyed your day. The kids were so excited when they returned to (Insert Location). You made it possible for them to have a wonderful learning experience!!

Sincerely,  
(List Teacher(s) Name)

# Marketplace for Kids Network



Marketplace for Kids Network

## Collaborative Organizations!

Page 1

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

# Marketplace for Kids Network

Regional Advisory Leadership Teams consisting of teachers, administrators, youth advisors, students, parents, information technology and business leaders, vocational and technical education staff, local, state and federal agencies, and the **Marketplace for Kids Network** organizations provide leadership for **Marketplace for Kids**.

## Marketplace for Kids collaborates with the following organizations:

4-H	Teachers of Gifted and Talented Students in North Dakota	Small Business Development Centers of North Dakota
American Indian Science and Engineering Society	Ag in the Classroom	Public and Private Elementary Schools
ND Department of Public Instruction	Boy Scouts of America	Elementary Counselors in North Dakota
Elementary Technology Coordinators in North Dakota	Emerging Cooperatives and Associations	Girl Scouts of America
Industry and Labor	Innovate ND	North Dakota Indian Affairs Commission
Minnesota State Community and Technical College	Certified Public Accountants Association	ND Association of Technology Leaders
ND Bankers Association	ND County Extension Offices	ND Independent Community Bankers Association ND
ND Council of Educational Leaders	ND Curriculum Council	Youth Organizations
ND Department of Commerce	NDElementaryPrincipals Association	ND Parent and Teachers Association
ND University System	ND Home School Association	ND Department of Career and Technical Education
ND Indian Education Association	ND Local Development Corporations	NDSU County Extension Offices
ND School Boards Association	ND Science and Engineering Association	Regional Education Associations
ND High School Activities Association	Northland Community College	High School and College Student Organizations
ND Teacher Center Network	Tribal Colleges	
Service Corps of Retired Executives (SCORE)		

The Network evaluates the program, assists with distribution of materials, and aids the Advisory Leadership Teams and staff in developing the resources necessary to carry out the vision, mission, values and goals of **Marketplace for Kids**.

# Templates – Useful Pages for Student Enhancement



**Use These Pages to Enhance  
the Marketplace for Kids  
Experience for Your Students!**

**Pages 1-21**

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[www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)



# 119 WAYS FOR KIDS TO MAKE MONEY

The opportunities for kids to go into business for themselves or with others are just about endless.

## SERVICES:

1. Errand/delivery service
2. Gift service, you do the shopping
3. Organizer, messy people need your help organizing closets, cupboards, etc.
4. Ironing service
5. Bike tune-up service
6. Party services, tea parties, theme parties
7. Photography, weddings/receptions/parties
8. Videotaping, weddings/receptions/parties
9. Find a babysitter, sitter directory
10. After-school child care, escort younger children to and from school
11. Elderly care service, run errands, write letters
12. Flyer distributor
13. Trash can/recycling service, carry cans to curb
14. Boat storage
15. Assemble products, bikes, swing sets
16. Recharge batteries
17. Develop kids page in hometown paper
18. Bait shop
19. Kids to Kids Childcare
20. Tile designing, tiles decorated for home decor
21. Pet sitting
22. Coat check service for community events
23. Event planning, birthday parties and family celebrations such as family reunions

## CLEANING:

24. Cleaning, general housework
25. Cleaning service, cupboard tune-up
26. Shoe and boot service
27. Deep cleaning service
28. Window washing
29. Pool/hot tub maintenance
30. Storm cleanup
31. Power washing service, farm equipment, boat and RV cleaning
32. Complete car wash and wax
33. Garage cleaning
34. Commercial cleaning
35. Aquarium service, cage and stall cleaning, doggie doo cleanup
36. Pet grooming
37. Cleaning, painting lawn furniture
38. Clean and paint tools, paint farm equipment

## YARD AND GARDEN WORK:

39. Lawn care, landscaping, garden weeding, hoeing, watering service, indoor and outdoor, lawns, plants, trees
40. Starting plants



# 119 Ways For Kids To Make Money, Continued...

41. Fresh flowers and herbs
42. Fresh produce
43. Leaf removal
44. Snow removal
45. Firewood, chop, split, deliver
46. Outdoor painting, sanding, priming, window glazing
47. Curb painting
48. Mailbox doctor
49. Package dried manure
50. Herbal greenhouse
51. Fast yard care, a service that is quick clean up for folks expecting company

## **RETAIL SALES:**

52. Fads and collectibles  
School spirit memorabilia
53. Bumper stickers/buttons
54. Specialty pets
55. Personal care items
56. Locker in a bag
57. Favorite books, games ,videos, used shop
58. Balloons, stress relievers  
(flour filled balloons)

## **FOOD:**

59. Healthy lunches to go, fitness foods collect rose hips for health food store
60. Mobile sweet shop, cakes for kids, food novelties & gifts, home bakery, candy for kids
61. Cookbook (prepare, publish and sell a cookbook using the favorite recipes from your cooks at school, teachers, and students)

62. Lemonade stand, beverages at auctions
63. Hot drinks at winter events
64. Tailgate, hot dog stand
65. Ice cream parlor
66. Catering
67. Pick chokecherries, other fruits, sell to jelly makers
68. Pick your own berry fields
69. Family fall festival on farm or ranch, sell pumpkins, squash, gourds, corn

## **CRAFTS:**

70. Handmade jewelry
71. Keys and chains
72. Candles
73. Crafts from nature
74. Toys and puppets
75. Wreaths; twisted twig type  
(base and decorated), collect pine cones
76. Buttons and badges, convention registration, type name tags
77. Greeting cards and stationery
78. Yard cards and signs
79. Calligraphy
80. Design clothing, ponytail holders
81. Dried wild flowers, cattails, cut for dried, pollen for pancakes, milk weed for pillows
82. Basket weaving, slough grasses
83. Make picture frames
84. Catnip filled cat toys
85. Flower pictures, flattened flowers
86. Collect wild flower seeds
87. Recycled paper cards and stationery
88. Scented soaps
89. Custom designed T-Shirts



# 119 Ways For Kids To Make Money, Continued...

## YOUR SPECIAL TALENTS:

90. Disc jockey
91. Tutor foreign language, computer, reading, math, English
92. Barn dances
93. Teach a hobby
94. Make studying fun, provide a service
95. Paint murals, children's rooms
96. Face painting
97. Perform, musical talent, clowning
98. Publishing service, newsletter publishing
99. Freelance writer
100. Coach a sport
101. Invent
102. Broadcast a sporting event, kids talk show
103. Host a kids flea market
104. Operate a video rental business, produce videos
105. Publish a school directory
106. Repair donated toys and have a toy sale
107. Toys from wood
108. Hunting, fishing guides
109. Butterfly collecting for sale
110. Raising unusual livestock, angora goats, mink, miniature horses, etc.
111. Organically raised poultry
112. Web site design
113. Love fishing? Make and sell your favorite tackle

## CASH IN ON HOLIDAYS:

114. Vacation home care, holiday care, decorating service for holidays
115. Produce and sell holiday crafts
116. Gift wrapping service, make gift wrap (recycled)
117. Rent costumed characters for the holidays and provide a character service for businesses, sew costumes
118. Manufacture and sell favors; May Baskets, St. Patrick's Day Clovers, Gift baskets for kids
119. Daycare for shopping mothers

Prepared by  
Bonnie and Noel Drew -  
"Fast Cash for Kids",  
members of the  
Marketplace for Kids  
Advisory Steering Committee,  
and our KIDS!





## My Inventor's Log or Journal!

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

PLACE: \_\_\_\_\_

WITNESS INITIALS: \_\_\_\_\_

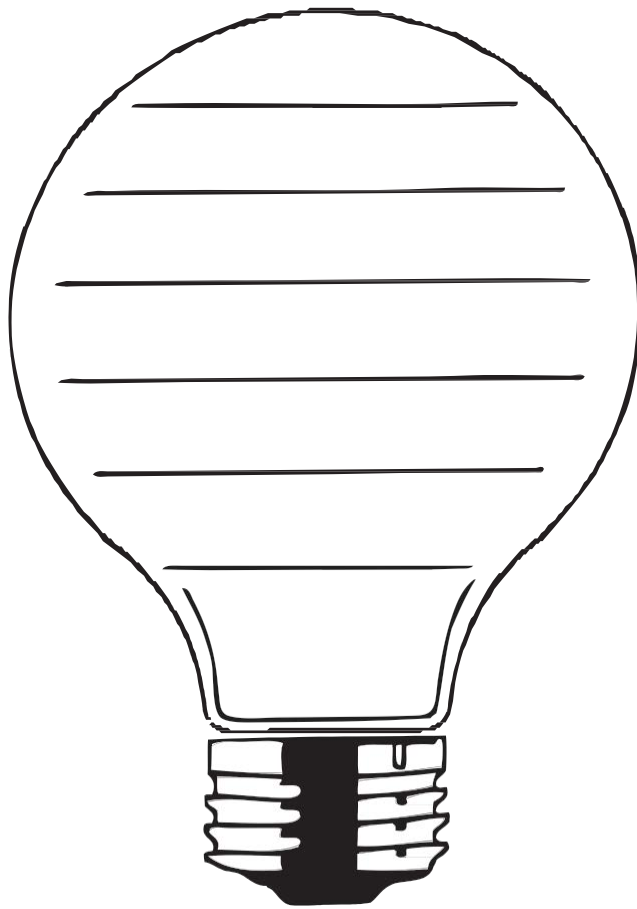
TIME: \_\_\_\_\_

### Drawings or Photos

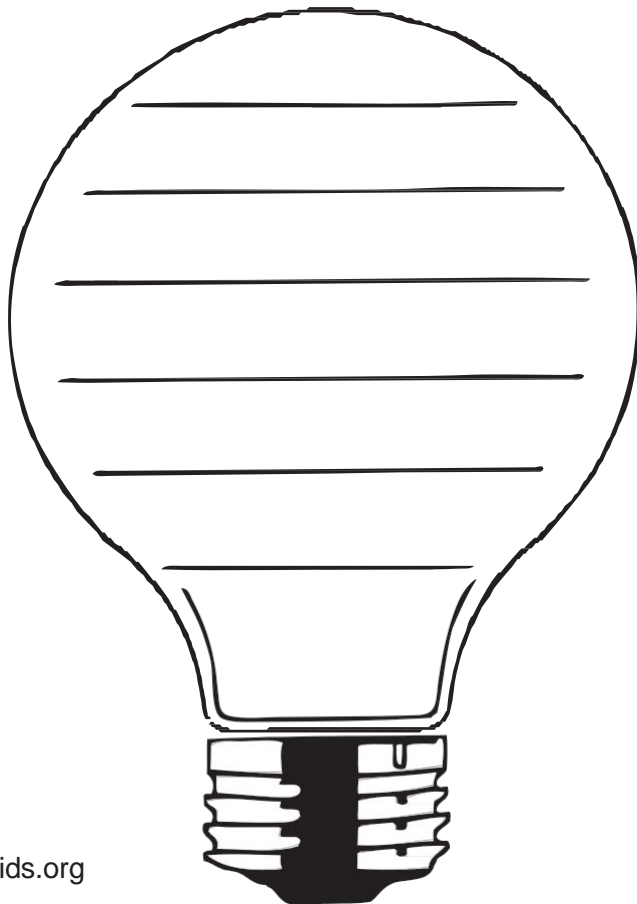
[illegible]

**(Remember, neatness counts)**

**My Initials:** \_\_\_\_\_



**Use your imagination!**



# My First Garden Checklist

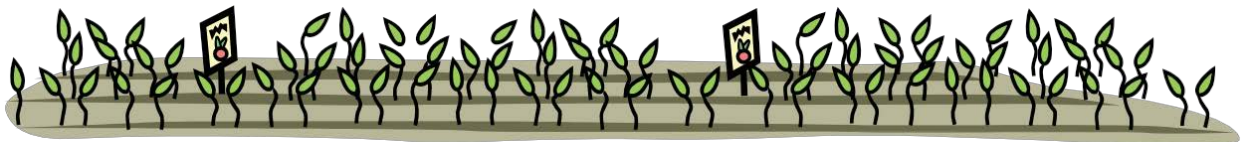


Items	Already Have	Need to Get	Costs
<b>Tools</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Seeds</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Plants</b>			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

# My First Garden Checklist

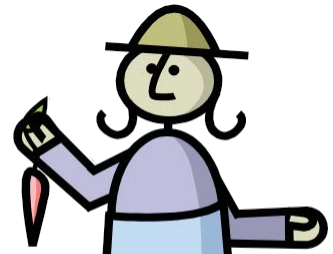
## (Continued)

	Already Have	Need to Get	Costs
<b>Organic Matter</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Fertilizer</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Mulch</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Pest Controls</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Other</b>			
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____



# My First Garden Journal

A journal is a great way to keep track of the work you do in your garden. Not only will it provide a daily record of what you did, but you will also be able to look back on the entire season. Comparing gardening seasons will give you a good idea of what worked and what didn't work. You can track weather, plants, fertilizer, yield, pests, and much more! You can customize your journal to include whatever you like. Keeping a journal is fun and will help you be a true green thumb!



Date \_\_\_\_\_

Temperature \_\_\_\_\_

Weather \_\_\_\_\_

What I did in my garden today...

---

---

---

---

I especially liked...

---

---

---

---

Things to do...

---

---

---

My first garden recipe!

Recipe: \_\_\_\_\_

From the Kitchen of: \_\_\_\_\_

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Notes: \_\_\_\_\_

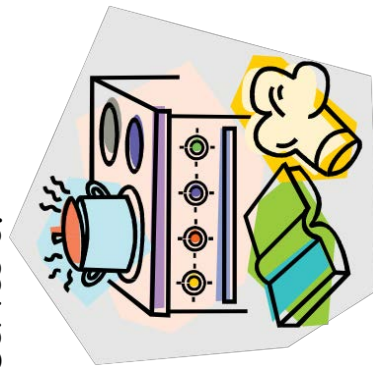


My first garden recipe!

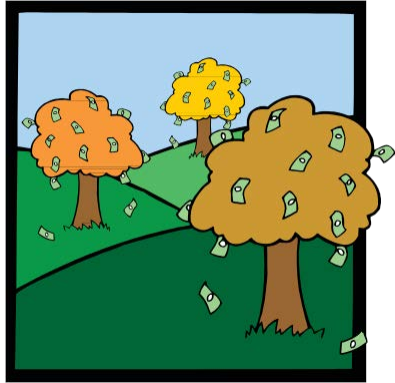
Recipe: Glazed Carrots  
From the Kitchen of: Billy F.

1  $\frac{1}{2}$  pounds fresh carrots, cooked  
 $\frac{1}{2}$  cup packed brown sugar  
 $\frac{1}{2}$  teaspoon salt  
2 tablespoons butter

Heat and stir butter, brown sugar, and salt over low heat until well mixed and melted  
Add cooked carrots. Cover and simmer over low heat, stirring occasionally to prevent burning; for about 5 minutes.  
Serves 6.



Notes: \_\_\_\_\_



## More Ideas to Make Money!

The opportunities for kids to go into business for themselves or with others are just about endless. Here are some ideas to get you started if you live on a farm, ranch or want to use our renewable resources.

*(For additional ideas, please refer to Section 2).*

The first step is to define all the possible alternatives ~ the sky is the limit!

Lemonade stand ~ beverages at auctions	Catering at auctions
Pick chokecherries or other fruits ~ sell to jelly makers	Pick your own berry field
Family fall festival on a farm or ranch. Sell pumpkins, squash, gourds and corn	Decorate yards in the fall using straw bales, pumpkins, corn and other home grown products
Lawn care, landscaping, garden weeding, hoeing, watering service indoor and outdoor ~ lawns, plants, trees	
Fresh flowers and herbs	Starting plants
Fresh product ~ farmers markets	Leaf removal
Snow removal	Firewood ~ chop, split, deliver
Package and deliver garden fertilizer mixes	Package and deliver rock, boulders, and sand for landscape projects
Raise unusual animals and livestock ~ angora goats, mink, miniature horses	Organically raised poultry
Organically raised fruits and produce	Develop gift baskets using home grown items
Dog walking	Develop and market nature trails
Hunting and guide services	Develop and sell bug, weed seed, native plant and leaf collections
Horseback riding lessons	Bike and hiking trails
Petting zoos	Herbal and floral greenhouse
Is there something unique about your farm or ranch that lends itself to an activity you could offer?	
Assist with working ranch operations	Assist with dude ranch operations
Assist with bed & breakfast operations	Private access trout stream
Deer and antelope hunting	Fossils and dinosaurs
Watchable wildlife ~ special opportunities	Cattle drive
Sheep ranch	Indian artifacts and history
History (Lewis & Clark slept here)	Bird watching
Selling Perennials	Apple Head Dolls
Cornhusk Dolls	Dried Fruits and Vegetables
Raising earthworms, ladybugs, praying mantis	Writing about life experiences/history
Tree Farm	Tour of wildflowers and identifications
Making/Selling Bird Houses	

# TRUSTWORTHINESS

Being an honest person  
who keeps promises.



Be Honest  
Be Courageous  
Keep Promises  
Be Loyal

# RESPECT

Showing consideration for yourself,  
others, and property.



Be Polite  
Be Considerate  
Appreciate Others  
Be Open-Minded

# CARING

Doing something nice for someone without expecting anything in return.



Share Be  
Kind Help  
Others  
“Golden Rule”  
Volunteer to do Good Deeds

# CITIZENSHIP

Being responsible for making your school, neighborhood, and country the best it can be.



Follow Rules Respect  
Authority Help your  
Neighbors Do your  
Part Cooperate

# RESPONSIBILITY

Being accountable  
for your actions.



Do Your Best Work  
Be Reliable  
Set Goals  
Be Accountable  
Be a Good Example



# FAIRNESS

Treating people the way  
you want to be treated.



Be a Good Listener  
Be an Understanding Friend  
Be a Good Sport  
Be a Just Decision Maker

# How Will You Be A Volunteer?

It's important to know yourself and what you might like to do as a volunteer. The following activity can help you understand your own abilities and how they might be of use in the community. Answer to the best of your abilities. This activity will not only help you learn about yourself, but may help you discover unknown abilities you have that your community needs from YOU!

1. List three things you really enjoy doing.	1.
	2.
	3.
2. List skills you have that you are comfortable sharing with others.	1.
	2.
	3.
3. List any special training you have completed or experiences that would be helpful in volunteer service.	1.
	2.
	3.

## How Will You Be A Volunteer? Continued...

4. List any previous volunteer service experience you have had (school, church, scouts, etc.).					
5. List any skills you would like to learn during this experience, if possible.					
6. If possible, would you like a volunteer position within a certain type of profession that would allow you to experience the work place of that profession and/or to aid you in exploring career options? If so, explain the type of profession and why that interests you.					
7. Which do you prefer? Place an X next to your preferences. Mark any number of items.	<input type="checkbox"/> being outdoors <input type="checkbox"/> carpentry <input type="checkbox"/> crafts <input type="checkbox"/> physical work <input type="checkbox"/> fixing things <input type="checkbox"/> reading/writing <input type="checkbox"/> thinking/creating <input type="checkbox"/> working with infants and toddlers <input type="checkbox"/> other (list)		<input type="checkbox"/> working with young children <input type="checkbox"/> working with middle-grade children <input type="checkbox"/> working with high school youth <input type="checkbox"/> working with adults <input type="checkbox"/> working with the elderly <input type="checkbox"/> working with people with disabilities <input type="checkbox"/> hands-on activities <input type="checkbox"/> working in an office setting <input type="checkbox"/> working with people in general		
8. How many days per week can you volunteer?	1	2	3	4	5
9. How long per volunteer session?	Hours/session				
10. Circle the time of day that is best:	Morning	Afternoon	Evening		
12. Anything else you would like to add?					





## Volunteer Hours Tracking Sheet Example

Name:		School/Grade:		
Date	Volunteer Site	Activity	# of Hours	Supervisor Signature
Total number of hours:				



# Volunteer Service Reflection Sheet Example

(This form is to be completed at the conclusion of your volunteer service placement.)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Place where volunteer service was performed:	
Name of activity or activities performed:	
Identify which pillars of character you have demonstrated through your volunteer service activity:	
Jobs/Career observed:	
How did your community benefit from your service:	
How did you benefit personally from your service:	
Did you learn anything new or gain any new skills during your volunteer experience? If so, what?	
Total number of hours:	
Volunteer Service Coordinator Signature:	

# Lesson Plan #23

## Introduction of Marketplace for Kids

### INTRODUCTION:

We had all students, grades 4-6, assemble in the gym and put them in six groups. Each group was given a problem they had to come up with a solution for.

#### Those problems included:

- Your lawn furniture keeps blowing away during the summer.
- Your window well keeps filling up with garbage.
- You would like to create waterproof clothing for the winter.
- Etc.

After sharing the solutions to their given problems with the rest of the students, the kids watched a video clip from “The Little Mermaid”. They also watched a video clip created by Marketplace for Kids presenting different ideas kids have made in the past. We had a question and answer session in the classroom about what is expected of them and their projects.

As the weeks went on the teachers administering this project sent weekly letters home with the students helping to guide their projects along. The letter included what should be accomplished at that specific point in time. Periodically, approximately every other week, we took a class period to talk about their projects and how they were coming along.

**TIME REQUIRED:** Two 45-minute class periods.

### EVALUATION:

We stressed to the students that their projects would NOT be graded but would be evaluated.

#### We based the evaluation on 3 main topics:

- Display Board
- Project Knowledge
- Log

Their evaluation grade was used as extra credit points in my classroom.

*\* This would be a great parent involvement activity.*

### MATERIALS/RESOURCES NEEDED:

- “The Little Mermaid”
- Marketplace for Kids Learning Guide
- [www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

**ENCLOSURE**

**Marketplace for Kids ~ Project Evaluation**

**NAME:** \_\_\_\_\_ **FINAL GRADE:** \_\_\_\_\_

**PROJECT TITLE:** \_\_\_\_\_

**DISPLAY BOARD**

**15 Total Points:** \_\_\_\_\_

Title – Does it stand out? (3 pts.)

Illustrations/Photos/Graphs/Charts? (3 pts.)

Purpose/Problem/Procedure Summary? (3 pts.)

Results/Conclusion Summary? (3 pts.)

Organization/Creativity? (3 pts.)

**PROJECT KNOWLEDGE**

**20 Total Points:** \_\_\_\_\_

Samples/Prototype to help visitors understand? (10 pts.)

Is the student able to explain the project? (5 pts.)

Is the student able to answer simple questions about their project? (5 pts.)

**LOG**

**15 Total Points:** \_\_\_\_\_

Brainstorm/Sketches/Rough Draft Ideas? (3 pts.)

List of materials? (3 pts.)

What research was done and where? (3 pts.)

Who were references used? Credit to those who helped? (3 pts.)

Record of progress and changes? What would you do next? (3 pts.)

**MARKETPLACE FOR KIDS ~ TOTAL PROJECT POINTS RECEIVED:** \_\_\_\_\_

\_\_\_\_\_ You may present at the Regional Marketplace in \_\_\_\_\_ on \_\_\_\_\_ (date).

\_\_\_\_\_ Continue working on your idea for next year!

**ADDITIONAL COMMENTS:**





# Marketplace for Kids Lesson Plan Template

**Teacher Name:** Jennifer Schmitt  
**Napoleon School**  
**Date:** 4.18.16

<b>Lesson Plan Title:</b>	<b>Future Jobs</b>
<b>Introduction:</b>	<b>What do you want to be when you grow up?</b>
<b>Subject Area:</b>	<b>Social Studies/Life Skills</b>
<b>Time Required:</b>	<b>3-4 hours/periods</b>
<b>Plan:</b>	<p><b>1<sup>st</sup> Brainstorm Jobs – each student does this by themselves</b>  <b>Need at least 15 jobs listed</b></p> <p><b>2<sup>nd</sup> Make a class list on the board/30-45 minutes</b></p> <p><b>3<sup>rd</sup> – Do the JobLand Quiz online – This is a quiz the students take to see where their interests are: what jobs would be good for them/30-40 minutes</b></p> <p><b>4<sup>th</sup> – Look at the results: pick 3-4 job areas to research</b></p> <p><b>5<sup>th</sup> – Research the jobs they picked: What things will they be doing? What kinds of college or high school classes will they need? Where will they work? Write a report or paper on their findings.</b></p> <p><b>6<sup>th</sup> – Share their information with classmates</b></p> <p><b>7<sup>th</sup> – Go through the Marketplace packet and find classes that go along with what they found.</b></p> <p><b>8<sup>th</sup> – Match up with different students with same interests: form groups for the field trip.</b></p> <p><b>9<sup>th</sup> – Pick classes to go to.</b></p>
<b>Evaluation:</b>	<b>Research paper, class sheet filled out</b>
<b>Materials / Resources Needed:</b>	<b>Internet, computers, paper pencils and Marketplace ticket</b>

**Reflection & Application:**

What new concepts, strategies, etc. were most meaningful and thought provoking to you as a learner?

I was surprised to see what my kids were really interested in and as they took the career quiz I thought some kids would be in different areas. I think it was also good for my students to see what careers are out there besides the ones in this area. One of my boys said they thought engineer was only for building roads and bridges but they discovered it was so much more.

Next year, I am going to try to encourage kids to invent something. This was my 3<sup>rd</sup> year at Marketplace so now I have an idea of how to explain it to my students.

How will you implement the new learning into your classroom/work situation?

I'm going to do the quiz again next year but I want them to research more careers. I want them to see what each career has to offer. Example: nursing: not just to see that it is at hospitals and clinics but there are traveling nurses. I also want to talk to them about the invention part of Marketplace and have them see some of the inventions kids their age have made.



# Marketplace for Kids Lesson Plan Template

Teacher Name: Delyte Lee  
Williston School  
Date: 06.06.16

Lesson Plan Title:	Marketplace for Kids Inventions
Introduction:	Watch Brainpop videos on inventors Provide books and magazines about inventors and inventions for the classroom.
Subject Area:	Science, research, writing
Time Required:	Minimum of ½ hr. a day from Feb 29-April 15
Plan:	<ul style="list-style-type: none"> <li>• Watch Brainpop videos – Inventors (15 minutes) <a href="https://www.brainpop.com/science/energy/thomasedison/">https://www.brainpop.com/science/energy/thomasedison/</a> <a href="https://www.brainpop.com/science/famousescientists/leonardodavinci/">https://www.brainpop.com/science/famousescientists/leonardodavinci/</a></li> <li>• Read books about inventions (30 minutes) Read to class inventions about Velcro, post-it notes, ice cream cones Read Section 3 booklet, “Inventions, Innovations, &amp; Crazy Contraptions – Yes, You Can Invent” (45 minutes)</li> <li>• Brainstorm invention ideas (30 minutes)</li> <li>• Research inventions on the computer (45 minutes)</li> <li>• Choose one idea for invention (get parental approval)</li> <li>• Choose a title</li> <li>• Write the <u>purpose</u> (description) (30 minutes)</li> <li>• Write the <u>problem</u> (30 minutes)</li> <li>• List the <u>materials</u> needed for the invention (45 minutes)</li> <li>• Write the <u>procedure</u> for making the invention (45 minutes) Step-by-step order</li> <li>• Start making invention Take pictures or draw illustrations or make graphs</li> <li>• Complete the invention</li> <li>• Write <u>results</u> (30 minutes) If doing test trials, must have at least three trials</li> <li>• Write the <u>conclusion</u> (30 minutes) Did your invention work? Why or why not?</li> </ul>

	<ul style="list-style-type: none"> <li>• Bring invention to school</li> <li>• Bring pictures, illustrations, or graphs to school</li> <li>• Choose a display board</li> </ul> <p>Choose three colors for display board</p> <p><b>Type Information in School</b></p> <ul style="list-style-type: none"> <li>• Type Title and Purpose (20 minutes)</li> <li>• Type Procedure (30 minutes)</li> <li>• Type Results (20 minutes)</li> <li>• Type Conclusion (20 minutes)</li> </ul> <ul style="list-style-type: none"> <li>• Assemble display board (6 hours class time over a week)</li> <li>• Display your invention at Marketplace for Kids</li> <li>• Display your invention for McVay School third and fourth graders</li> </ul> <p><b>Total Time: 14 <math>\frac{3}{4}</math> hours</b></p>
<b>Evaluation:</b>	<p><b>Rubric</b></p> <p><b>Present inventions at Marketplace for Kids</b></p> <p><b>Present inventions to 3<sup>rd</sup> and 4<sup>th</sup> graders</b></p>
<b>Materials / Resources Needed:</b>	<p><b>Brainpop video</b></p> <p><b>Books on inventors, inventions</b></p> <p><b>Magazines – Kids Discover: Inventions, Time for Kids and Inventions of the Year (January, 2016 issue)</b></p>
<p><b>Reflection &amp; Application:</b></p> <p>What new concepts, strategies, etc. were most meaningful and thought provoking to you as a learner?</p> <p>Each year, there are one or two students who invent something I feel should be presented at the Bright Ideas Showcase &amp; Contest at the State Fair and/or apply for a patent.</p> <p>How will you implement the new learning into your classroom/work situation?</p> <p>Teach and require students to follow the step-by-step process for inventing. Stress to students the importance of documentation (log/journal) during the process.</p>	



# Marketplace for Kids Lesson Plan Template

**Teacher Name:** Rose Carlson  
**Grafton Central Middle School**  
**Date:** 02.10-23.16

<b>Lesson Plan Title:</b>	<b>6<sup>th</sup> Grade Marketplace for Kids “Jumpstart”</b>
<b>Introduction:</b>	<b>Vocabulary:</b> innovation, entrepreneur, brainstorm, collaboration
<b>Subject Area:</b>	<b>RLA</b>
<b>Time Required:</b>	<b>Total: 8 weeks, 2 hour sessions</b> <b>This lesson – 20 minutes, 4 sessions</b>
<b>Plan:</b>	<p><b>Using a flipchart with students...</b></p> <ol style="list-style-type: none"> <li>1) Give students 1 week to choose a partner. Record partner. Divide students into 4 classrooms to work.</li> <li>2) Brainstorm ideas with all RLA classes, use Journal to keep idea log. <ol style="list-style-type: none"> <li>a. Show Marketplace examples from website</li> <li>b. Show short films from PBS about invention process</li> <li>c. Show examples from social media of local entrepreneurs (photographer, author/illustrator, Pride of Dakota)</li> <li>d. Show examples from History</li> <li>e. Show invention examples</li> <li>f. Author visits</li> </ol> </li> </ol>
<b>Evaluation:</b>	<b>Student pairs should create an idea for their project and be able to fill in <u>Problem</u>, <u>Purpose</u>, <u>Procedure</u> rough draft, by deadline given.</b>
<b>Materials / Resources Needed:</b>	<b>Marketplaceforkids.org, syllabus, folders for each presentation, Copies of B-1, B-2 B-3 for students, Graphic organizer for each display board, Flipchart of Marketplace process, Graphic organizer chart – Sentence Starters – for <u>Problem</u>, <u>Purpose</u>, <u>Procedure</u>.</b> <b>Packet – Youth Initiative Art &amp; Literature</b>

**Reflection & Application:**

What new concepts, strategies, etc. were most meaningful and thought provoking to you as a learner?

Teaching collaboration can be very challenging. I think it is more important to evaluate the PROCESS vs. the PRODUCT, and to keep that process of creativity & innovative thought flowing throughout the 8 weeks.

How will you implement the new learning into your classroom/work situation?

I want to give students more opportunities to collaborate in hands-on projects and to free up their minds to innovate.

Next time: I would like to give students time to research their ideas online, but not to plagiarize. I would also like to take more time for author/artist visits, to inspire students.

## LESSON PLAN TEMPLATE

<b>LESSON PLAN Ref:</b>	<b>MARKETPLACE 1</b>	<b>Course Ref:</b>	<b>SCIENCE</b>
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<b>Subject / Course:</b>	<b>SCIENCE/MARKETPLACE PROJECT</b>		
<b>Topic:</b>	<b>TOOL ANALYSIS; ENGINEERING;</b>		
<b>Lesson Title:</b>	<b>Revering Engineering</b>		
<b>Level:</b>	<b>Beginner</b>	<b>Lesson Duration:</b>	<b>45</b>

### Lesson Objectives:

To identify the purpose of an invention, label the problem/solution relationship the invention solved, brainstorm other uses of the tool and analyze the invention incorporating new ideas on how to make it better in order to address the demands of its daily use.

### Summary of Tasks / Actions:

1. Bring forth schema on inventions and their purpose.
2. Break students into groups of two.
3. Pass out materials.
4. Provide students with project checklist. Discuss/model final project (poster).
5. Have students choose an object to analyze based on requirements.
6. Allow students work time while walking around and helping them - increase their thinking and perspective. Help lookup invention information if necessary.

### Materials / Equipment:

Collection of Everyday Objects: stapler, toothbrush, toothpaste tube, Q-tip, paperclip, sponge, water bottle, spork, sticky notes, etc. You could even just bring in your "junk drawer".

Poster paper

Markers

Chromebooks/Research device

### References:

Final Poster Model

Checklist

### Take Home Tasks:

Complete brainstorm list in order to identify needs and start formulating inventions.

Reflect on your own life, interview friends and family, and research online current problems within your community, state and country. Make a list of problems we face - major and minor. If you have ideas for solutions for these problems, list those as well, on the included sheet.