

Table Of Contents

Unit 6: Debriefing

Sunshine State Standards covered in Unit 6:

H.E.C. 2.2.5 L.A.B. 2.2.3 SS.D. 2.2.1 SS.D. 2.2.3 SS.D. 1.2.5

Suggested Time Frame: 2 - 3 Class Periods

Lesson 1: What Did I Learn About Business

Students will be able to:

- evaluate team performance at Enterprise Village.
- describe the Enterprise Village experience in a business letter.

Lesson 2: What Did I Learn About Economics?

Students will be able to:

- explain the circular flow of economic activity.
- describe how citizens use financial institutions.
- describe how citizens work within a quality business.

What Did I Learn About Business?

Lesson Description

This lesson allows citizens to review and evaluate their team's performance at Enterprise Village and to express appreciation for the visit in a business letter.

Learning Objectives

Students will be able to:

1. Evaluate team performance at Enterprise Village.
2. Describe their Enterprise Village visit in a business letter.

Materials

- Teacher Resource
 - Sample Business Letter - pg 297
- Student Workbook
 - Business Review - pg 79
 - Sample Business Letter - pg 80

Student Procedures

1. Ask citizens to meet in their business teams and turn to pg 79, Business Review, in their student workbook. They should discuss the quotation from Billy Wilder at the top of the page and share insights aloud as a team.
2. Remind citizens that each team was charged with operating a quality business at Enterprise Village, as defined on the "Best Practices for a Quality Business", on pg 63 in the student workbook.
 - When team members developed this page, they had never operated a business before. They may have been a little unsure of how things were going to work at Enterprise Village.
 - Now, students have a better understanding of what employers/ employees must do in order to operate a quality business.
 - Inform citizens that businesses often need to reflect and plan. Quality businesses realize that the process of improvement is on-going.
3. Tell teams to complete questions 1-6 on pg 79, Business Review, in their student workbooks.
 - They will identify what they did well at Enterprise Village and what they might change if their businesses were to continue.
 - Allow team members to share their reflections with other citizens, pointing out similarities and differences.
4. Ask citizens to develop a thank-you business letter regarding their visit at Enterprise Village.
 - Explain that a business letter is a basic means of communication to a company or organization.
 - Display Resource Sheet Sample Business Letter.
 - Have citizens refer to pg 80, Sample Business Letter, in the student workbook for a template.
 - Remind citizens of the importance of "making a good impression" when citizens interact with customers and businesses. Written communications are one way that a good impression can be formed.

Teacher Tips

Note:

Private and out-of-county schools are expected to return their kit on their visit day. Therefore, you should copy Unit 6 for Enterprise Village debriefing.

Unit 6: Debriefing

Lesson 1: What Did I Learn About Business?

- Ask citizens to develop a plan or way to work together so that their business letter drafts can be proofread by others. (Or, if necessary, you can suggest a classroom “round-robin” to help edit the materials.)
 - Citizens should check for appropriate spelling, mechanics, language usage, and structure before printing their final copy to be sent to the designated recipient.
 - If desired, request that citizens type their final version.
-
- Send the letters to the Stavros Institute and the staff will make sure the letters get to the appropriate sponsors.
 - Since no personal names will be used, citizens should use “To Whom It May Concern” in the greeting and use the Institute’s address.

Lesson Summary

Summarize the lesson by stating the following.

1. Quality businesses reflect and adjust in order to improve.
2. Evaluations of the business are crucial for planning and future success.
3. Business letters are basic forms of communication that include six parts: Heading, Inside Address, Greeting/ Salutation, Body, Closing and Signature.

Teacher Tips

Note:
Use the Enterprise Village Certificate of Appreciation, on page 14, to thank your volunteers.

Social Studies Connection: Latitude and Longitude.

Some people wonder why Britain lost the Revolutionary War. Britain had a superior navy, a more professional military, and far greater financial resources than the colonists. Communications may have hindered British success. By the time British generals in America received their orders from London, via the sea, several months had passed and the military situation had already changed.

Remind citizens that any location on Earth is described by two numbers - latitude and longitude. Have citizens find out how far it is from London to Boston. (3275 miles) Determine the latitude and longitude of London and Boston .

Language Arts Connection: Lemonade from Lemons

Colin Powell noted, "There is no secret to success. It is the result of preparation, hard work and learning from failure." Thomas Edison said, "Just because something doesn't do what you planned it to do doesn't mean it's useless."

Ask citizens to write an essay about a time when they tried and failed at something. Or, suggest they consider a time when they planned for something that did not happen. Is the saying true? Can a person learn from failure? Point out that failure is another step in the process of continued learning. Encourage citizens to explain how learning might happen after failure.

Math Connection: Profit Analysis

Have the Financial Officer from each business present the total revenue earned by its Enterprise Village business, the total costs of operation for the business, and its profit. Using the following equation, have them explain how they might have changed things in their business to be more profitable.

$$\text{Revenue} - \text{costs} = \text{profit}$$

Teacher Tips

London:
51° 32' N, 0° 5' W

Boston:
42° 21' N, 71° 5' W

Business Review

Name: _____

1. As a team, discuss the following quotation. "Hindsight is always twenty-twenty." *Billy Wilder*

Complete items 2-6

2. Did we operate a quality business? Before our visit to Enterprise Village, our team planned to do some of the following things to operate a quality business.
3. Today our team sees that we succeeded in some of our plans. We are most proud of the ways, listed below, that we operated a quality business.
4. Today our team sees that we missed a few chances to be a quality business. Some of our biggest challenges are listed below.
5. If we could go back to Enterprise Village for another visit, our team would make the following changes.
6. Other comments about our business performance are recorded here.

Citizen Alert

A quality business always reflects and plans in order to improve.



Sample Business Letter

Name: _____

Business letters usually have six parts:

Heading: (address and date)

Inside Address:
(name and address to whom you are writing)

Greeting (salutation):
(Dear Mr., Mrs., Ms., Dr., _____)

Body: (main part of your letter)

Closing:
(Sincerely, _____, Respectfully yours,)

Signature

Pleasant School
123 Learning Street
Core, CO 98765
September 1, 2010

Heading

President Phil Rustemeyer
Hometown Bank
123 Main Street
Core, CO 98765

Inside Address

Greeting

Dear Mr. Rustemeyer,

Body

Our school recently visited Enterprise Village, a mini-town, offered through Pinellas County Schools and the Pinellas County Education Foundation, that students operate for the day. Your company sponsors a business at Enterprise Village. We want to thank you for making a contribution so that we could have a day of fun and learning.

We learned how to contribute to the economy of Enterprise Village and how to operate a quality business. There were several things we did to serve our customers well and earn a profit. Mostly, we tried to keep our customer lines from getting too long.

We also learned how important it is for businesses and people to be philanthropic. Your company helped our school enjoy Enterprise Village because of your philanthropy. We appreciate your generosity. Thank you.

Closing

Sincerely,

Signature

Enterprise Village Town Employee

Citizen Alert

Written communication is one way a good impression can be formed.



Sample Business Letter

Name: _____

Business letters usually have six parts:

Heading: (address and date)

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Enterprise Village Town Employee

Citizen Alert

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What Did I Learn About Economics?

Lesson Description

This lesson encourages citizens to relate the experiences of Enterprise Village specific economic terms and concepts.

Learning Objectives

Students will be able to:

1. Explain the circular flow of economic activity.
2. Describe how citizens use financial institutions.
3. Describe how citizens work within a quality business.

Materials

- Enterprise Village Posttest Answer Key - pg 302
- Student Workbook
 - Posttest - pgs 81-86
 - Posttest Answer Sheet - pg 87
 - EV-Connect: A Family Newsletter - pg 89

Student Procedures

1. Remind citizens that Enterprise Village teaches aspects of business management and aspects of economics and free enterprise.
 - Teams reviewed their business operations in the last lesson.
 - Today's lesson will review and relate the economics of communities to the economics of Enterprise Village.
2. Review the following:
 - In a free enterprise system, people have the freedom to buy and sell goods and services and to invest in businesses to earn a profit.
 - Consumers make choices in purchasing goods and services, and businesses make decisions about their use of resources.
 - The opportunity cost of a decision is the value of the best alternative given up.
3. Ask what the movement of goods, services, resources and money between people and businesses is called. (*circular flow of economic activity, or circular flow*)
4. Refer citizens back to pg 17, Circular Flow, in the student workbook. Remind citizens that this diagram is a model of an economy. Review the following:
 - What goods and services did you see flowing from businesses to people at Enterprise Village? (*newspapers, drinks, retail items for sale*)
 - What did people exchange for the goods and services? (*Money-they paid for their purchases with debit cards and Enterprise Village cash.*)
 - How did money flow from businesses to people? (*Workers received paychecks.*)
 - How did resources flow from people to businesses? (*Citizens provided their work to the businesses.*)

Teacher Tips

What Did I Learn About Economics?

5. Tell citizens that they have learned much that will help them make valued employees when they are old enough to get a job.
 - Point out that some teens seek internships and some have job-shadow experiences before getting a job for pay.
 - Define **internship**.
 - Define **job-shadow**.
 - The experience citizens had at Enterprise Village will help them if they look for an internship or participate in a job-shadow experience.
 - Discuss Career Awareness after visiting Enterprise Village.

6. Administer the Enterprise Village Posttest found on pgs 81-86 in the student workbook. Citizens should record their answers on pg 87, Posttest Answer Sheet, also in their student workbook.

Lesson Summary

Summarize the lesson by stating the following.

1. Learning economics and business concepts through the Enterprise Village experience will help citizens understand free enterprise and the flows of goods, services, resources and money in an economy.
2. Learning financial literacy concepts, such as checkbook management, will help citizens manage their money.
3. Learning work-readiness concepts will help citizens when they begin to work.

Social Studies Connection: The Apprentice

Businesses often trained apprentices to help provide the next generation of skilled workers. Apprenticeships allowed training for skills early American communities needed (e.g., blacksmiths, bakers and furriers)

Enoch Crosby was a famous Revolutionary War figure. Enoch had finished his apprenticeship and had set up a shoemaking business in Danbury, Connecticut when the War broke out. Ask citizens to find out what Enoch Crosby did to serve his country in the War. (*He was a famous spy for the Continental Army.*)

Teacher Tips

Internship:

A short-term, career-related work experience for students, with or without pay.

Job-shadow:

Following a worker who is performing job duties.

Name: _____

Complete Sections 1 and 2. There is a second page to this test.

Section 1: Multiple Choice *Circle the best answer.*

- | | | | | | | | | | |
|-----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1. | A | <input checked="" type="radio"/> B | C | D | 12. | A | <input checked="" type="radio"/> B | C | D |
| 2. | A | B | <input checked="" type="radio"/> C | D | 13. | <input checked="" type="radio"/> A | B | C | D |
| 3. | A | <input checked="" type="radio"/> B | C | D | 14. | A | B | C | <input checked="" type="radio"/> D |
| 4. | A | B | <input checked="" type="radio"/> C | D | 15. | A | <input checked="" type="radio"/> B | C | D |
| 5. | A | B | <input checked="" type="radio"/> C | D | 16. | A | B | C | <input checked="" type="radio"/> D |
| 6. | <input checked="" type="radio"/> A | B | C | D | 17. | A | <input checked="" type="radio"/> B | C | D |
| 7. | A | B | C | <input checked="" type="radio"/> D | 18. | A | <input checked="" type="radio"/> B | C | D |
| 8. | A | B | <input checked="" type="radio"/> C | D | 19. | A | B | <input checked="" type="radio"/> C | D |
| 9. | A | <input checked="" type="radio"/> B | C | D | 20. | <input checked="" type="radio"/> A | B | C | D |
| 10. | A | B | <input checked="" type="radio"/> C | D | 21. | A | <input checked="" type="radio"/> B | C | D |
| 11. | A | <input checked="" type="radio"/> B | C | D | 22. | A | B | <input checked="" type="radio"/> C | D |

Pretest /Posttest Answer Key

Section 3: Fill In The Blank Fill in the appropriate blanks to complete the debit card components.

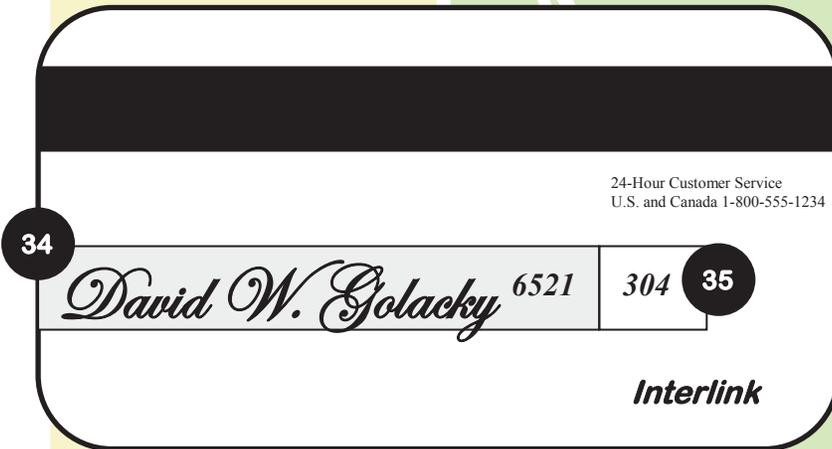


32. debit card number _____

33. expiration date _____

34. signature bar _____

35. card verification value _____



EV-Connect: A Family Newsletter



The journey has been fun and educational! Your child has now completed the core lessons for Enterprise Village's experiential learning program and hopefully you have heard about the simulation at Enterprise Village where he/she was employed within a thriving community and economy. Several concentrated weeks of classroom study culminated in this unique experience and research suggests that your child will remember Enterprise Village for many years to come.

It is our hope that your child will apply the skills and experiences gained from Enterprise Village to opportunities as he/she enters the teen and young adult years. For example, the financial literacy skills required for a person to successfully interact with financial institutions, as well as those skills necessary for the management of checking and savings accounts were introduced and practiced in this program. Soft skills such as teamwork, negotiation and conflict resolution were discussed, and students practiced formal business greetings, letter writing, job application completion and in many cases, interviewing. The early development of these important skills will help students as they enter the world of work and begin to manage their personal finances.

Enterprise Village's curriculum is rooted in the fact that a core understanding of market-based economics and free enterprise is vital. An appreciation for how money, products, and resources flow within economies allows for a better understanding of business management, loans, saving and investment, and taxation. Your child now should better understand how the world works and his/her future roles as employer, employee, consumer, saver and investor. Enterprise Village offered your child a valuable foundation in these concepts and this early foundation will help direct and develop future learning.

We invite you to continue your involvement with Enterprise Village by visiting the Stavros website, www.stavrosinstitute.org, to obtain information on volunteering. Volunteers are always needed for Enterprise Village and Finance Park.

