

City CollaborativeTM Business Project

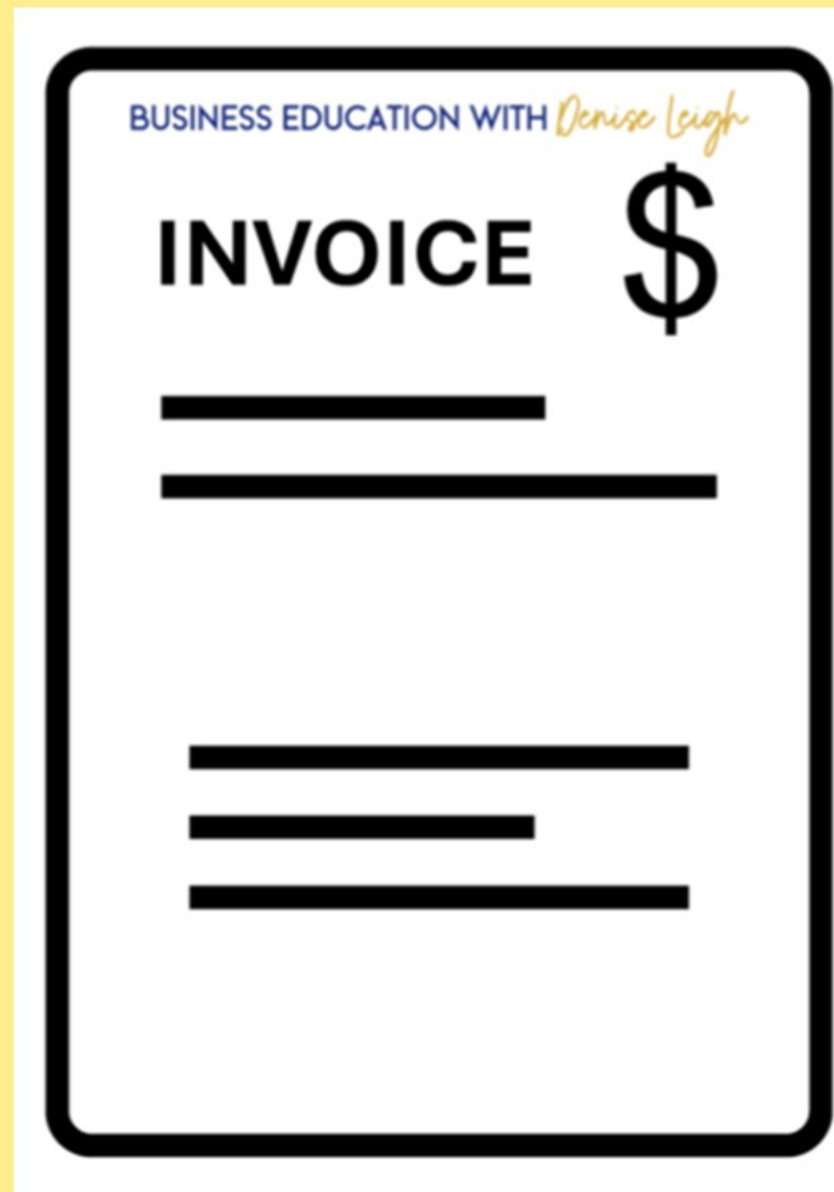
Project-Based Learning



BUSINESS EDUCATION WITH *Denise Leigh*

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Go to www.business-ed.com/purchase-orders to learn how



Collaboration* *Creativity* *Critical Thinking

This resource is **FULL of INSTRUCTIONS** on
how to create your own
City Collaborative™

Project-Based Learning Classroom
with TONS of lessons...as well as Grading
and Assessment suggestions
...and **MUCH MUCH MORE!**

This step-by-step resource will walk you
through the teaching process with EASE.

**Take your classroom
to the NEXT LEVEL!**



Perfect Project for
**ENTREPRENEURSHIP, MARKETING,
& INTRO TO BUSINESS CLASSES**

Entrepreneurship Lessons Included



- Types of Businesses
- Types of Business Ownership
- What is an Entrepreneur?
- Entrepreneur Self Assessment
- Small Business Study
- Business Plan Basics
- Lean Business Plan template & instructions
- Several lessons on city planning and business interests to help students select that right Business for them!

These are all
Google Docs and
Google Slides that
convert easily to
Microsoft Word or
PowerPoint!



Marketing Lessons Included

- What is Marketing?
- Marketing Mix
- SWOT Analysis
- Building My Brand
- What is Demographics?
- Who is my Customer Avatar?
- How will I advertise?
- Let's Get Social!...social media post activity.

These are all
Google Docs and
Google Slides that
convert easily to
Microsoft Word or
PowerPoint!

Business Law Lesson Included

- Intellectual Property:
Patents/Trademarks/Copyrights
- Labor Laws
- Consumer Rights
- Workers' Rights under OSHA



RAVE REVIEWS

I was nervous at first using this project with a 9/10th class. However, **I am blown away** at how well my students took to this project. My students have been talking about the project in other classes and at home and I have students and parents telling me how much they love it! **This will continue being a staple in my business and marketing essentials class!** —Hannah H.

I purchased this resource because I (and my students) felt like we were in a bit of a rut. **This was exactly what I needed to re-engage my students!** The whole project is so thoughtfully laid out and thoroughly explained.
—Erin W.

I am in love with this project! I can't say enough wonderful things about this resource. **It should go at the top of your list** for any entrepreneurship or business class.
—Carol C.



Over 40 Ready-to-Print
Building Fronts!
...with Instructional Videos!

Sequence of the CITY COLLABORATIVE™ PROJECT

Step 1	Slide 7	Core Lessons
Step 2	Slide 8	Exploratory Lessons
Step 3	Slides 11-14	Construction the business buildings
Step 4	Slides 15-17	The Vision Board
Step 5	Slides 18-20	Construction and preparation of the city platform
Step 6	Slide 21	Building your Block!
Step 7	Slide 22	Marketing Lessons
Step 8	Slides 23-24	Identifying and creating an Ideal Customer Avatar
Step 9	Slide 25	Business Law Lessons
Step 10	Slide 26	Business Plan
Next Level	Slide 27	Applying the 7 Functions of Business
Slides 28-29		Examples of true collaboration and fun activities!

[CLICK HERE](#)

for a copy of an
editable syllabus
for a class using
this project.

[CLICK HERE](#)

for an editable
copy of the
STANDARDS
covered with this
project.



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STEP-BY-STEP INSTRUCTIONS & SEQUENCE

STEP 1 – CORE BUSINESS LESSONS

CORE LESSONS FOR THE CITY COLLABORATIVE™ PROJECT

(Basic Business Lessons)

CLICK ON THE LINKS BELOW to access your resources:



*Now, "Let's get down to BUSINESS!"
...I say this at the beginning of each class period :)*

The core lessons will take about 4 to 6 class periods to complete.

Types of Businesses	This digital activity will take more than one class period to complete and leads to awesome conversation about businesses! Concepts taught: service, manufacturing, merchandising, and extracting businesses. Mark-up/wholesale/retail/vertical integration
Types of Business Ownership Teacher's Key	This digital activity is a great introductory lesson on: sole proprietorship, partnership, LLC, S Corporation, C Corporation, and cooperatives.
What is an Entrepreneur?	Students learn characteristics of entrepreneurs and identify successful entrepreneurs. They also explore some highly motivated entrepreneurs and choose one to research further.
Entrepreneur Self Assessment.	This is a brief self reflection and can be used as a bell ringers or exit ticket.
Small Business Study	This is a great activity that can be printed out and used with 4 sticky notes on a business of the student's choice. OR It can be completed digitally!

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Teacher Tip: If you are teaching this a whole year, you may want to extend this unit to do additional discussion and research on great entrepreneurs. (before moving on to Step 2 of the project) Perhaps have each student research an entrepreneur!

STEP 2 – EXPLORATORY LESSONS



EXPLORATORY LESSONS FOR THE CITY COLLABORATIVE™ PROJECT

The exploratory lessons take about 7-10 class periods to complete...depending on how long your class periods run. Each lesson should be followed by class discussion where students are sharing and reflecting on the knowledge that they have and the new content learned.

**Wants and Needs of
workers in a city**

[CLICK HERE](#)

[Click here for a Student example](#)

**Most profitable and least
profitable Industries**

[CLICK HERE](#)

[Click here for a student example](#)

**Business Interest
Business Self-Assessment**

[CLICK HERE](#)

How to Make an Attractive City

[CLICK HERE](#)

This video is a view of one organization. It gives some great ideas for discussion.

City Planning

Short video on urban planning

After completing the assignment, have students go on Google Earth and explore New York City OR a large city near your school.

[CLICK HERE](#)

[Click here for a student example](#)

**Professional Services
Discovery**

[CLICK HERE](#) for a discovery activity on Professional Services.

(I added this activity because students have minimal knowledge of these types of businesses)

Business Choices

Students give a first choice and a second choice of business that they would like to design and develop. I have a meeting with each student to decide what business type they complete for their project.

[CLICK HERE](#)

**Students use businesses that they
love as a benchmark for their own
business venture.**

Digital [Inspiration Board](#)

(This is different from the vision board)

[Click here for a student example](#)

[CLICK HERE](#) for Tips on a good building facade

Setting [SMART GOALS](#) for my business venture.

This is to be completed after students decide on what business venture they will complete for your city collaborative project.

[Click here for a student example](#)

STEP 3 – CONSTRUCTING THE BUSINESS BUILDINGS

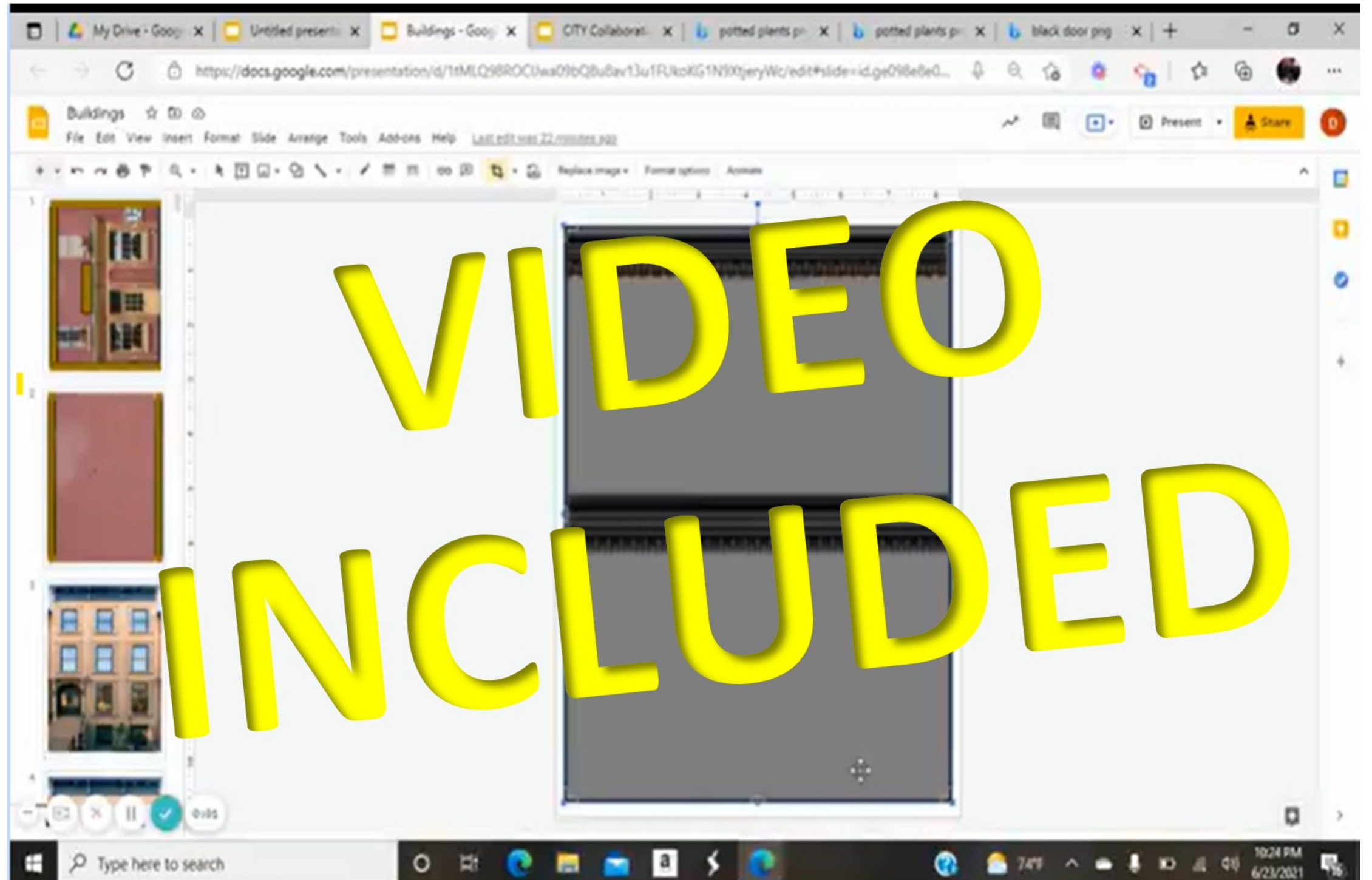
Construction the business buildings



The awning was created by a piece of cardstock that we simply bent and glued onto the box.

Show this video to your students to teach them how to use the “Buildings” file to create their businesses.

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Step 4 The Vision Board



Students printed out one of their building fronts for the top of their vision boards.

This allowed us to easily find the building on the city platform from using the picture as a reference.

I made our vision boards large and narrow so that I could hang 12 on my wall in the makerspace. (You could put a 'project manager' in charge of this)

I added blue ribbons for the badges and an 'entrepreneurship profile' with a picture of each student entrepreneur and four words that described them.

STEP 5 – CONSTRUCTING THE CITY PLATFORM

CONSTRUCTION OF THE CITY PLATFORM

Our shop department built two platforms from particle board to be the foundation for the two parts to our city. We had one platform for the urban area and one platform for the foundation for the suburb. (The Physics class built a bridge to connect the two parts of the city) A simple table top can be used as a platform. I would simply cover the table top with black paper.



I built the first 5 buildings myself. I told the students, "these 5 businesses have 2,500 city workers. We need to create businesses that provide the



The black platforms are

After discussion, the students created the 'side 9' needs position.

There was a discussion and collaboration to where the buildings would be placed. This took about three 42 minute class periods.



STEP 6 – BUILDING YOUR BLOCK!

After the city was mapped out, (and businesses were constructed) the students starting “Building their block”. They talked with other business owners about joining them on their block for the best interest of their business and for the best interest of the city! This took a whole 42 minute class period and was a GREAT collaboration!

I started this class period saying, “Today we are going to BUILD YOUR BLOCK! Find business owners who you think would be good neighbors and who’s businesses compliment your business.”

Have fun with this!
The kids LOVED that they could choose their block, however, I made it clear to them that it is not always this way in real life.

“Building your Block” Collaborative Activity

[CLICK HERE](#) for the
“Build Your Block”
Activity

- Notes on Collaboration:**
- *The ice cream shop and coffee shop chose to be on the same block as the movie theater.
 - *Several retail shops chose to be on the same block so that shoppers would have the convenience to park once and visit many shoppes at a time.
 - *The fruit market decided to be by the hospital as did the physical therapy building.
 - *Many food businesses negotiated for space by the large financial district.

STEP 7 – MARKETING LESSONS

MARKETING LESSONS...For the City Collaborative™ Project

I spend about two weeks on marketing introduction. I do more marketing throughout the year as well.



What is marketing?

This is an introduction to marketing.

Marketing Mix Student Copy

Marketing Mix Teacher Copy

This is a graphic organizer for the 4 P's of marketing. Project the teacher's key on the board while students complete the graphic organizer. Have students complete a marketing mix for THEIR business!

The first 4 slides, the students complete notes (from the teacher's key to learn). Slides 6 and 7, students complete a marketing mix for THEIR business.

SWOT Analysis for my business.

More practice with SWOT

This is a simple graphic organizer. Delete the first slide, project the second slide on a whiteboard. Students complete the third slide in relation to their business. For students who scan the QR code, they can complete their competitive analysis. *Collaborative effort: Have students work in pairs to complete a SWOT analysis for a business of their choice. Have students share their SWOT analysis with the class.

Building my brand!

This is a take-home activity. It is a comprehensive exercise and journal for the student entrepreneur to complete in segments. It is always best for the student entrepreneur to share, collaborate, and give opinions when completing the activity.

What are Demographics?

This is a simple discovery activity that prompts students to think about their ideal customer and their demographic descriptors.

Who is my customer avatar?

Refer to slides 23 and 24 to see how to make an ICA. I displayed all of the ICAs in my maker space to surround our space with customers with whom we are targeting as a city of business owners!

How will I advertise?

Students explore 70 ways to advertise. They are also prompted to create promotional material using Canva.

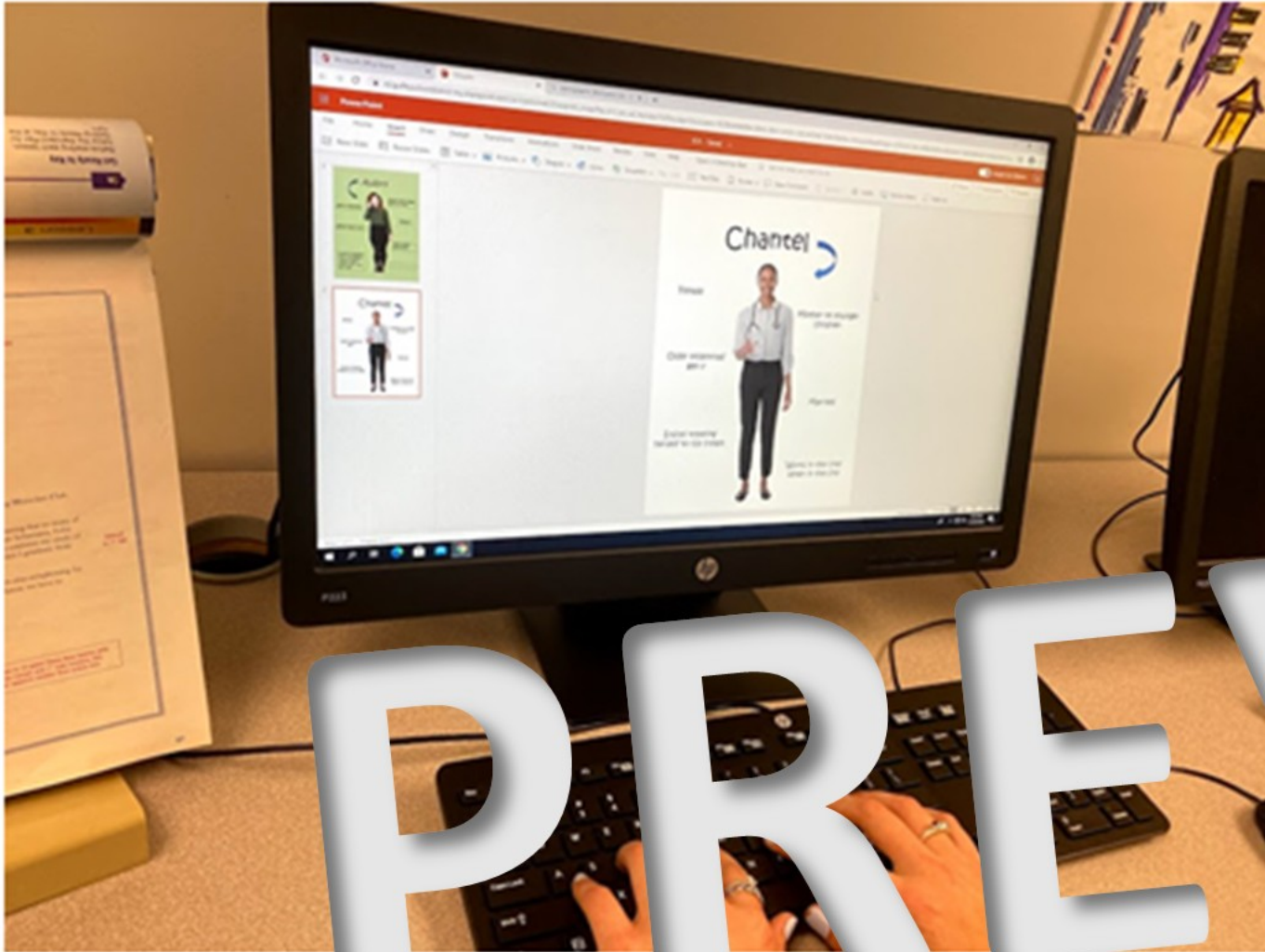
Let's get social.

This file is FUN! Have students create a social media post for each platform OR have them choose the best platform for their target market!

THE MARKETING PLAN

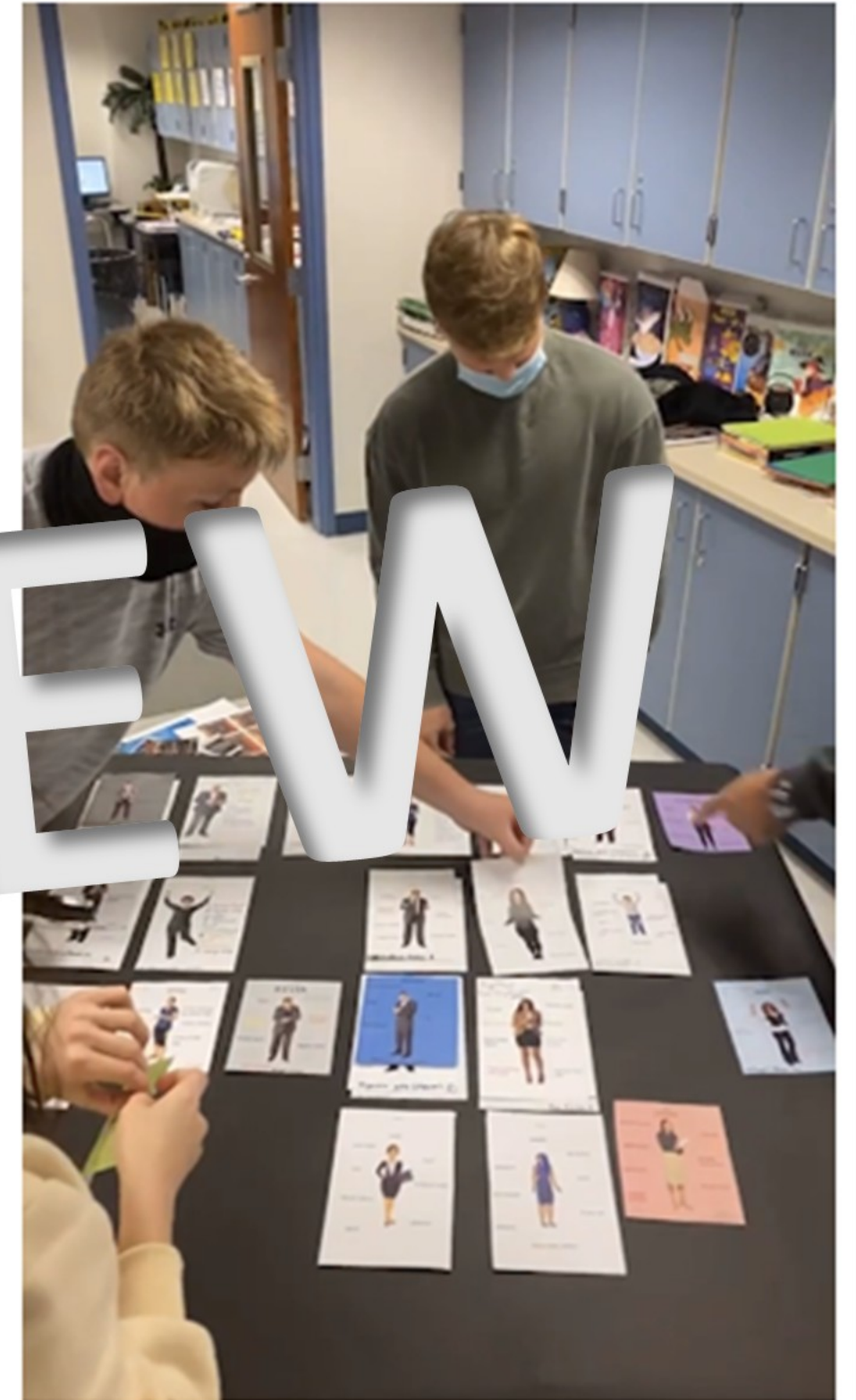
This marketing plan is a GREAT way to bring this all together! Show the slideshow as your students are working through the file.

STEP 8 – IDEAL CUSTOMER AVATAR



Be sure to watch the video (**Slide 23**) on how to create an ICA using PowerPoint. I had my students create two and they printed them '2 per page' to allow more space on our 'Class ICA Board'.

The ICA Board had a collection of all of the ICA's that we are targeting in our city. Many were similar, so students worked together to stage the 'ICA's' to top each other. Students served to this board several times when we did promotional projects later on in the year to see what businesses had similar target markets.



STEP 9 – BUSINESS LAW LESSONS

This is the BUSINESS LAW Component to the project. Each lesson takes about 45 minutes to complete. Be sure to follow-up with some classroom discussion. Students often have a lot to say (and ask) about these labor law and consumer rights.



The law lessons will take about 4 to 6 class periods to complete.

Business Law

<u>Intellectual Property</u> student copy <u>Teacher's Key</u>	Patents, trademarks, copyrights, and trade secrets.
<u>Labor Laws</u> student and teacher's key	What every business owner (and worker) needs to know about labor laws.
<u>Consumer Rights</u> student copy and teacher's key	Eight basic consumer rights business owners need to know.
<u>Workers' Rights under OSHA</u> student's copy and teacher's key	OSHA regulations and laws protecting workers that every business owner should know.
<u>Legal Connections to MY Business</u>	Students use critical thinking skills to connect legal considerations to THEIR business.

STEP 10 – THE BUSINESS PLAN

This is your **BUSINESS PLAN** **TEMPLATE**

for students AND
teacher's key/guide.

I don't teach high school students how to write a full blown business plan. A true business plan is often 30 to 300 pages! I make sure that students know how long a true business plan can and will be. (If you wish to teach a full business plan, you may still want to use this as a notes guide).

**This easy-to-navigate
template teaching them:**

- *What is a business plan?**
- *Why might someone write a business plan?**
- *What are the 7 parts to a business plan?**



I recommend that construction of the businesses take place before students start using the BUSINESS PLAN TEMPLATE.

I take 7 class days to complete this business plan.

THE BUSINESS PLAN For the City Collaborative™ Project

Business Plan Basics

(if you are completing this with a marketing class, you will want to be sure that they complete the marketing plan on bottom of page)

Short video intro and reflection

A short video and reflection explaining why one would write a business plan

[CLICK HERE](#)

The Business Plan Template** AND Teacher's Key to Business Plan

I use the Teacher's Key as a PowerPoint. I project it on my white board and use it as an instructional tool. I have students complete the notes (on their student copy) as I teach it to them. I send them another student copy and the students complete the second copy that they receive based on the components of the business that they chose to design and develop. OR...students can delete information from their notes as they complete their business plan.

Students can complete by hand or digitally.

[CLICK HERE](#)

Taking collaboration outside of your classroom and to the next level...

Invite other departments to collaborate to elevate your learning and spark excitement in your school community!

The human anatomy teacher built a hospital after teaching each system of the body. Students were assigned a body system to design a wing/floor for the hospital.

The civics and law teacher built a city hall with her students as they learned about careers in public service and law.

The spanish teacher built a Spanish Quarter with her students.



The physical education and health teachers taught careers in the health and fitness fields and built a fitness center with their students.

The physics teacher used the city model to teach electricity and they also built a bridge to connect the two sections of our city!

The life-skills teacher used the city as an opportunity to teach about first responders and transportation. They built a police station and fire department.

LIMITED SPACE? NO WORRIES!

If you are limited in classroom space and do not have the room for a 3D model of a city, choose to create a 2D model! Students still do all of the activities as well as designing a building front and vision board!

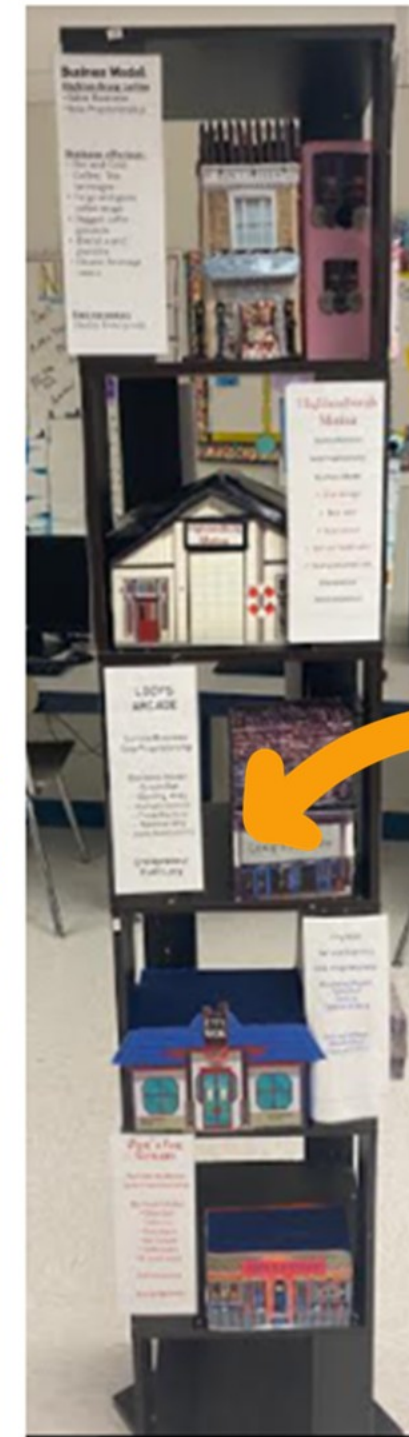
For students to "build their block" you may choose to have each city block on a separate poster!

[CLICK HERE](#) for some awesome small business posters for your classroom!



...or display your business buildings on this super sleek space-saving display shelf!
[Here is the link for the bookshelf.](#)
It can hold 30!!!!...and takes only ONE foot of floor space!

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**ROTATING
BOOK
SHELF
OPTION**

2D MODEL OPTION

Teacher Testimonials



Words can't express how awesome this product is. Such a valuable, engaging project for the students. They had so much fun creating their business and naming their city. **I will do this project year after year.** Thank you!



Love the detailed instructions. We are loving this project even more than I thought we would.



This is a great project! It can be used in any business class. My students were very engaged and loved designing their businesses. Every assignment was easy to follow and ready to go for students.



This is the **entire basis** of my trimester of Principles of Entrepreneurship. We built a city and **it was so fun!!**

Hi! My name is Denise Leigh. I have been teaching Business Education for over 25 years! I love collaborating with business educators all over the world. I am a 2022 Pennsylvania Teacher of the Year Finalist and relentless lifetime learner and lover of everything education. Engaging students and connecting them to their world is my jam! Thank you for exploring my resources and sharing my passion for BUSINESS EDUCATION!

Denise Leigh is an expert on student-led instruction. She was featured on CBS Pittsburgh for her City Collaborative™ Project-Based Business Education (PBL) Classroom.

