

# Are You a Biz Kid?

## Overview

Students examine the skills required to be a Biz Kid and compare those skills to their own strengths. They create a visual representation of data to express the type of entrepreneur they might like to be.

## Objectives

Students will be able to:

- Identify the characteristics of a Biz Kid (a young entrepreneur).
- Explain the type of entrepreneurial venture they might explore in the future.

## Preparation

Review the recommendations for working with students found on Page 10 of the Biz Kid\$ Educational Tools Overview. This document is available in the Educational Tools section of [www.bizkids.com](http://www.bizkids.com) under General Resources.

Become familiar with the Key Terms and financial concepts presented in this session.

Prior to the session, print and reproduce session materials as needed. Gather any necessary materials for conducting this lesson.

Review the *What Is a Biz Kid?* episode of the television series *Biz Kid\$*. If possible, share the episode with the students. The information communicated in this episode will give the students a foundation for this session's class discussion and activity.

If appropriate, have the students complete the Biz Kid\$ Viewing Guide Worksheet as they watch the episode. The Viewing Guide Worksheet and Explanation are available in the Educational Tools section of [www.bizkids.com](http://www.bizkids.com) under General Resources.

## Concepts

Entrepreneurship  
Character traits  
Skills  
Graphic organizers

## Skills

Critical thinking  
Verbal communication  
Nonverbal communication  
Reading comprehension  
Data analysis



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Episode: What Is a Biz Kid?



If possible, arrange for the technology needed to present the online video clips from the *What Is a Biz Kid?* episode of *Biz Kid\$*. These video clips can be found in The Show section of [www.bizkids.com](http://www.bizkids.com).

Arrange for the use of an overhead projector during this session.

If possible, post Key Terms and student responses in a visible place. Consider providing a personal example for each term.

## **Recommended Time**

This activity typically takes 45 minutes to complete. If presenting this material as a volunteer, ask the teacher to help you keep track of the time.

## **Materials**

- Table Tents (optional)
- Chalkboard or Dry-Erase Board
- Chalk or Dry-Erase Markers
- Coloring Tools
- 1 Classroom Set of Could I Be a Biz Kid? Worksheets
- 1 Classroom Set of Make Me a Biz Kid Keys
- 1 Classroom Set of Make Me a Biz Kid Worksheets
- 1 Could I Be a Biz Kid? Worksheet Overhead Transparency (optional)
- 1 Make Me a Biz Kid Key Overhead Transparency (optional)
- 1 Make Me a Biz Kid Worksheet Overhead Transparency (optional)
- Overhead Projector (optional)
- Overhead Transparency Markers (optional)

# Presentation

## Introduction

If presenting this material as a volunteer, greet the students and distribute the Table Tents. Ask the students to write their names on the Table Tents.

If this is the first session you are conducting, tell the students your name, describe your job, and provide some information about your background. Explain that you are a volunteer with Junior Achievement, an organization with a mission to inspire and prepare young people to succeed in a global economy.

If appropriate, provide a brief overview of *Biz Kid\$*. Explain that this is a television program that students can watch in their homes on public television. It is designed to help students explore the concepts of financial literacy, work readiness, and entrepreneurship in a fun and memorable format. *Biz Kid\$* will inspire students by presenting stories about children and young adults who participate in the United States' economy by founding and operating their own businesses.

This episode, *What Is a Biz Kid?*, introduces students to the qualities of a Biz Kid. Through entertaining skits and informational segments, students become familiar with the concepts of entrepreneurship, money management, planning, risk-taking, and perseverance.

Conduct a brief discussion to explore the students' views on entrepreneurship. Write the word **entrepreneur** on the board, and ask the students if they are familiar with this term. If they are not, define entrepreneur as a person who starts his or her own business to earn a profit. Entrepreneurs see a need and develop a product or service to meet that need. They assume the risk and reap the benefits of starting their own business.

If possible, draw from your personal experience and share a story illustrating a time when you acted in an entrepreneurial

## Introduction Time

20 minutes

## Teaching Tip

Post Key Terms in a visible place in the classroom. Key Terms in the Guide are highlighted in boldface on first reference.

## Key Term

**Entrepreneur:** A person who starts his or her own business to earn a profit.

## Teaching Tip

When asking for examples of entrepreneurial traits or skills, you may need to make some suggestions to inspire the students' thinking. Some suggestions may include "creative," "has perseverance," or "is a risk-taker."

manner. Ask the students if they've ever made something to sell or provided a service to others. Ask the students about this experience.

- Why did they decide to create their own business?
- What was the need they saw in their community?
- Was it easy or difficult to start a business? How so?

If the students have viewed the *What Is a Biz Kid?* episode of *Biz Kid\$*, remind them that they saw examples of young people starting their own businesses.

Explain that as a class you now will discuss what it takes to be an entrepreneur or a Biz Kid. Ask the students to think about the examples they saw on the television show and list some of the skills and character traits necessary for starting a business. If the students have not seen the show, ask them to consider the skills and traits needed to start a business. Record the students' comments on the board, emphasizing essential entrepreneurial skills.

The television episode states that a Biz Kid:

- Knows about money (financially literate).
- Is hard-working.
- Identifies a need and recognizes opportunity.
- Is a risk-taker.
- Is work-ready.
- Has energy.
- Gives to or serves others.
- Has compassion for those in need.
- Knows how to succeed.

Next, ask the students to consider their own personality traits. Discuss these traits as a class, emphasizing that students should list personality traits rather than physical attributes. On a different section of the board, record a list of the student traits mentioned.

Distribute a *Could I Be a Biz Kid?* Worksheet to each student. This type of graphic organizer is known as a Venn diagram, which is used to compare and contrast two items. In this



activity, students will identify the characteristics of a Biz Kid in one oval and their own personal characteristics in the other. Any characteristics that the two share will be listed in the area where the ovals intersect.

Using the Could I Be a Biz Kid? Worksheet Overhead Transparency, demonstrate the following for your students. Direct the students to look at the list of Biz Kid traits. If the students see a Biz Kid trait they also possess, they should list this trait in the section where the ovals overlap. Allow the students time to list the characteristics they share with a Biz Kid in this section of the Worksheet.

In the circle marked “Biz Kid Characteristics” on the Worksheet, ask the students to list traits that apply to Biz Kids, but not themselves. In the circle labeled “My Characteristics,” the students should list traits they have that a Biz Kid is not required to have.

Ask for volunteers to name traits they have in common with a Biz Kid. Remind them that, with so many traits in common, each of them has what it takes to be a Biz Kid.

## Activity

Tell the students that they will now develop a **glyph**. A glyph is a way to share information in a nonverbal manner. On the Make Me a Biz Kid Worksheet, students will express what kind of a Biz Kid they are.

Distribute a Make Me a Biz Kid Worksheet, a Key, and coloring tools to each student. The Key provides a set of instructions for students to follow as they complete the glyph activity. Using the appropriate overhead transparency, review the Key with the students, and make sure that the directions are understood. If necessary, model how students should read the Key and color the Make Me a Biz Kid Worksheet. Allow 10-15 minutes for students to complete this activity.

## Activity Time

20 minutes

## Key Term

**Glyph:** An image used to display information in a nonverbal manner.

## Summary and Review Time

5 minutes

Assemble the students in pairs once they have completed their glyphs. Allow each student 5 minutes to decipher, or explain, the information communicated in his or her partner's glyph. If time permits, ask a few students to share their glyphs with the class.

### Summary and Review

Ask the students to return to their seats. Conduct a classroom discussion on the topic of entrepreneurship. Inquire whether any of the students want to start a business. Ask for student volunteers to share the types of businesses they might be interested in starting.

Return to the Venn diagrams that the students created at the beginning of the session. Remind the students that if they want to start their own businesses, they need to remember to focus on some of the skills associated with being a Biz Kid.

Thank the students for their participation in today's session.

## Session Outline

### Introduction

- (If volunteering) Greet the students and introduce yourself.
- (If volunteering) Distribute the Table Tents.
- Provide a brief overview of Biz Kid\$.
- Establish a basic understanding of entrepreneurship.
- Discuss the skills and character traits that are common to entrepreneurs.
- Discuss the students' personal characteristics.
- Distribute the Could I Be a Biz Kid? Worksheet, and provide instructions.



## Activity

- Provide an overview of the glyph activity.
- Distribute the Make Me a Biz Kid Worksheet and Key.
- Review the glyph key as a class, and answer any questions.
- Allow the students 10-15 minutes to complete the activity.
- In pairs, have students read their partner's glyph.

## Summary and Review

- Review the topic of entrepreneurship and the qualities that make a good business owner.
- Discuss the students' ideas and comments about operating their own businesses in the future.
- Thank the students for their participation.

## Extended Learning Opportunity

Conduct a research project (either technology-based or through library research) on young entrepreneurs and their products. Direct each student to identify an idea that piques his or her interest, and then prepare and provide a presentation to the class about an entrepreneur and the product or service that he or she developed to meet a need in the community. Also suggest that students investigate how some successful adult entrepreneurs got their start in the business world.