



LEMONADE DAY DC 2017

TEACHER FACILITATOR GUIDE

Table of Contents

Teacher Benefits _____	Page 3
Project Based Learning _____	Page 4
Lemonade Day Supports Academic Achievement _____	Page 4
Detailed Teaching _____	Page 5
Safe Stand Locations Details and Logistics _____	Page 6
Other FAQ's _____	Page 7
Management _____	Page 7
Recommended Timeline _____	Page 8
Before Starting the Program _____	Page 8
SET A GOAL _____	Page 8
MAKE A PLAN _____	Page 9
WORK THE PLAN _____	Page 10
ACHIEVE YOUR DREAMS _____	Page 13
Online Resources for Parents _____	Page 14
Glossary of Terms _____	Page 15



Teacher Benefits

Dear Teachers,

We are reaching out for your potential participation in Lemonade Day DC for 2017. All children participating need the utmost support inside and outside of the classroom, so your role is an important one. The goal of Lemonade Day is to provide a lesson in financial literacy and entrepreneurship through the creation of a lemonade stand. This gives students the ability to experience a real world application of the classroom lessons you will go through: setting a goal, making a plan, working the plan, and achieving their dreams!

Lemonade Day is a free, community-wide program that partners with local businesses and organizations, like the community at George Washington University's School of Business. The program used in conjunction with Lemonade Day is cross-curricular and follows Common Core standards. It connects academic content to the real world, and strengthens students' collaboration, communication, critical thinking, and creativity skills.

The curriculum used in Lemonade Day is designed to help teachers in guiding students through the entrepreneurial experience. Materials for the curriculum are provided, including a Teacher Resource Guide, registration forms, and a yellow backpack for each student containing an Entrepreneur Workbook for the students and a Caring Adult Guide. The program consists of seven lessons that are project-based, interdisciplinary, and fully aligned to Common Core standards.

These lessons can be broken into 10-15 minute activities that can be modified to fit your classroom and time allotted. We recognize that teachers have a short time to cover all this information, so the program is extremely flexible. For the teachers that have additional time, detailed resources and additional activities are available to enrich the programming and extend learning beyond the classroom.



Experiential and Project Based Learning

Lemonade Day uses experiential learning to help student apply classroom topics to the world of work. When kids learn by doing, they retain significantly more knowledge than through lecture or reading. Over the past forty plus years, research has shown that project based learning is effective in helping student retain knowledge, increase achievement, and improve performance. The ancient Chinese proverb “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” illustrates this principle.

Each lesson has corresponding activities and readings in the Entrepreneur Workbook. Please make sure that all students have registered for Lemonade Day. Student will not receive the backpack with the Entrepreneur Workbook until he or she have registered for Lemonade Day.

Lemonade Day Supports Academic Achievement

<p style="text-align: center;">Financial Literacy & Economics</p> <ul style="list-style-type: none"> · capital equipment and consumables · supply and demand · credit, debt and compound interest · gross and net income · practical and basic business skills · money management · marginal utility · return on investment 	<p style="text-align: center;">Life Skills/Personal Development</p> <ul style="list-style-type: none"> · leadership · planning · creativity · self-direction and personal productivity · social responsibility and charity · time management · higher order thinking
<p style="text-align: center;">College & Career Readiness</p> <ul style="list-style-type: none"> · critical thinking and collaboration · civic responsibility · customer service · teamwork · problem solving · presentation skills and design · 21st Century Skills 	<p style="text-align: center;">Academics</p> <ul style="list-style-type: none"> · math calculations · reading and interpreting data · reading and writing

Detailed Teaching	
Elementary	Middle School
Reading Comprehension: decoding, word identification and syntax, vocabulary development	Reading Comprehension: fluency and understanding increasingly demanding texts; making inferences
Reading: inquiry and research: use multiple sources, such as an encyclopedia, technology, and experts, to locate information that addresses questions	Writing: narratives and reflections on decisions, actions, and/or consequences, expository and procedural or work-related texts
	Research and Plan: brainstorm, consult with others, address the research topic; obtain and evaluate information from a wide variety of sources and create a written plan
Number, operation, and quantitative reasoning: solve problems in addition, subtraction, multiplication and division; strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems	Number, operation, and quantitative reasoning: add, subtract, multiply, and divide to solve problems and justify solutions; use multiplication and division to solve problems including situations involving equivalent ratios and rates
Measurement: directly compare length, area, weight/mass, and capacity, and solve problems and answer questions; select and use standard units to describe length, area, capacity/volume, and weight/mass	Measurement: solve application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles; select and use appropriate units, tools, or formulas to measure and to solve problems involving length, area, time, temperature, volume, and weight
Patterns, relationships, and algebraic thinking: use lists, tables, and charts to express patterns, relationships and solutions	Probability and statistics: use statistical representations to analyze data; solve problems by collecting, organizing, displaying, and interpreting data
Processes and mathematical tools: apply grade appropriate mathematics to solve problems; understand problems, make plans, carry out plans, and evaluate solution	Processes and mathematical tools: apply grade appropriate mathematics to solve problems connected to everyday experiences, investigate other disciplines, and activities in and outside of school

Economics. understand the concepts of an economic system and a free market; understand how businesses operate	Economics: understand the factors of production in a society's economy; describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of societies
Health: ways to enhance and maintain personal health throughout the life span; analyze healthy and unhealthy dietary practices; learn sanitary cooking practices	
Communication. format digital information for appropriate and effective communication	
Creative expression and performance	
Personal/interpersonal skills: critical-thinking, decision-making, goal-setting, and problem-solving	

Safe Stand Locations

Here are a few reminders regarding safe stand locations:

1. All stands must be set up on private property or in one of the approved public zones between 8:00 a.m. and 4:00 p.m. on April 11, 2015. Please check our website for suggestions on safe stand locations: dc.lemonadeday.org/stand-locations
2. Your student may set up on public property around the district (this excludes federal property such as monuments, some parks, and all metro stations) and you must ask permission if you set up on private property (such as local businesses, apartment complexes, etc).
3. All stands must be ten feet away from fire hydrants and all entrances.
4. At least one Caring Adult must be present and provide supervision for each child or team and their Lemonade Stand.
5. Please let us know exactly where your stand will and when you will be open on Lemonade Day so that our mentors can visit the stands and so that we can provide you with an approved permit stand from DCRA if needed.



- Youth will receive a "swag bag" with prizes and materials for their lemonade stand if they let us know where their lemonade stand will be located.

Other FAQ's

- YES**, kids get to keep the money that they make on Lemonade Day BUT our program is based in financial literacy and part of the Lemonade Day curriculum encourages student to spend, save, and share what he or she earns. □
- YES**, you will receive college student volunteers to help you run your stand if you submit your stand location AND hours-of-operation before April 29th. If you submit them on the day of Lemonade Day, we will do our best to get to you! □
- YES**, you will have a Lemonade Day point of contact for Lemonade Day in case there is an emergency

Classroom Management

4-5th graders:

- Enjoys teamwork / organized group activities so play games to break up lessons
- Well balanced and receptive

6th graders:

- Need breaks to get up and move around
- Most likely to have the greatest mood swings
- Likes to argue

7-8th graders:

- Need physical activity
- Greatest need for peer approval



Teacher Language

- Reinforcing:** Acknowledge positive actions by naming them (ex: you're all asking relevant questions and making supportive comments).
- Reminding:** Give students a chance to show an appropriate alternative behavior (ex: show me how we agreed to share these materials).
- Redirecting:** Stop the behavior and tell the child what to do instead (ex. Stop. We walk in the halls).
- Modeling and practicing:** Get students engaged by asking them to model the role plays / activities.
- Maintain an encouraging environment:** Studies have shown that students have a greater chance of succeeding if their instructor demonstrates a belief in them.
- Be authoritative and friendly at the same time:**
 - (Don't say "does anyone want to" ... say, "everyone tell me one of their goals")

- b. Incorporate personal experiences into the lessons.

Recommended Timeline

4 weeks before Lemonade Day	SET A GOAL
3 weeks before Lemonade Day	MAKE A PLAN (first 5 pages)
2 weeks before Lemonade Day	MAKE A PLAN (next 5 pages)
1 week before Lemonade Day	WORK THE PLAN
Week immediately following Lemonade Day	ACHIEVE YOUR DREAMS

Before Starting the Program

- Prior to beginning the Lemonade Lessons make sure all your students:
 - Have registered for Lemonade Day and received backpacks
 - Know the facts about Lemonade Day (see videos on LemonadeDay.org)
 - Share their previous experiences with Lemonade Day, lemonade stands, or selling

SET A GOAL: corresponds to page 4 of the youth workbook!

1. Setting Goals

Asset Area: Positive Identity – Personal Power

Setting goals are the first step to any successful endeavor. What does your youth like to buy? What will it take for them to reach their goal? How will they know that they are successful? Share a goal of your own and how you achieved that goal.

Questions to Ask Your Participant:

- What would you like to buy with your own money?
- How much money will you need?
- Do you want to save some of your earnings? Do you have a savings account or will you need to open one?
- How much money do you hope to save?
- How much do you want to share with a charity?
- What do you hope to get out of Lemonade Day?

2. Planning and Budgeting

Asset Area: Social Competencies – Planning & Decision Making

It is important to learn that planning is vital to life and running a successful business. Understanding all the elements in advance will help focus your efforts and avoid mistakes before they happen. Now is a great time to ask a lot of questions about their business. You may also want to talk about budgets you use on a daily basis.

Questions to Ask Your Participant:

- What are all the things you will need for your lemonade business?
- What is the difference between consumable and capital equipment?
- How much will it cost for you to purchase all the items you need?
- How much money will you need to borrow to start your business?
- How many cups of lemonade will you make?
- What will your cost per cup be?
- How many cups of lemonade do you think you can sell?
- How much will you charge per cup?
- How much money will you make per cup of lemonade sold?
- How many cups of lemonade will you need to sell to reach your financial goal?
- Will you work alone or with a partner?
- If working with a partner, how will you split the profits?

MAKE A PLAN: corresponds to page 7 of the youth workbook!

3. Finding an Investor

Asset Area: Positive Values – Integrity & Responsibility

If your youth does not have enough money in his or her own savings to purchase all of their supplies, they will need to borrow the money. Borrowing is a part of life and something they can learn from. We suggest you treat this as if they were going to borrow from a bank. Ask all of the hard questions. Tell them about any experiences you have had in taking out loans. Use the agreement in their workbook as your guide.

Questions to Ask Your Participant:

- How much money will you need to borrow?
- Who do you think would be willing to invest in your lemonade business?
- How will you ask this person?
- Why should they invest in your business?
- What interest rate will you pay them?
- When will you pay them back?
- What happens if you do not pay them back?

4. Site Selection

Asset Area: Social Competencies – Planning, Decision Making & Interpersonal Competence

Location, location, location! This is the key to the kingdom. The location of their lemonade stand will make the difference between your child falling short, meeting or exceeding their goal. Discuss other businesses in your community and why they selected particular locations.

Questions to Ask Your Participant:

- Where do lots of people go on the weekend?
- Where would the perfect location be for your lemonade stand?
- Will you need to ask for permission? If so, who will you need to contact?
- Is the location safe?
- Are there places for people to park?
- What time of day will you run your stand?
- How many hours will your stand be open?

5. Advertising

Asset Area: Constructive Use of Time – Creative Activities

Advertising attracts attention to a product. The more your youth promotes their business and product to potential customers, the more it will increase their sales. Discuss your favorite advertisements.

Questions to Ask Your Participant:

- Based on the site you selected, what is the best way to get your stand noticed?
- Will you use signs? If so, how big will they be and what materials will you use? Did you budget for them? How big should the letters be to make sure the words can be read from a distance? How many signs will you make?
- What other ways can you spread the word about your lemonade business?
- Who else will you tell about your stand (friends, family, neighbors)? How will you tell them?
- What are all the things you need to say on your sign or your advertisements?

6. Building a Stand

Asset Area: Constructive Use of Time – Creative Activities

Every business needs a place to sell their product. The more creative the stand, the more likely people will want to buy from your participant. It does not have to be expensive, it does however need to be sturdy enough to hold all their product. The more creative the stand, the more likely people will want to buy from your participant. It does not have to be expensive. It does however need to be sturdy enough to hold all their supplies.

Questions to Ask Your Participant:

- Do you plan to build a stand? What supplies will you need?
- Do you have have a theme for your stand?
- How will you decorate it to draw attention?
- How big does it need to be?
- Do you know someone who is really handy that could help build your stand?
- How will you transport your stand to your location?

WORK THE PLAN: corresponds to page 17 of the youth workbook!

7. Purchasing

Asset Area: Empowerment – Youth As Resources

If your participant doesn't already have all the supplies they need, a trip to the market is required. This is an excellent opportunity to let your child choose what they will use. Comparison shopping will teach them about getting the best value. Be sure to help them make good choices and let them pay with their own money or the money they borrowed.

Questions to Ask Your Participant

- What kind of lemonade do you want to make?
- Does your family have a special lemonade recipe that you would like to use?
- What supplies do you already have?
- What can you borrow so you don't have to buy everything new?
- Where are going to purchase your supplies?
- When will you purchase your supplies and who will help you?
- What will you do if you don't buy enough What if you buy too much?
- When will you get your ice? How will you get it frozen?
- Be sure to keep your receipts so you can keep track of your expenses.

8. Making Healthy Lemonade

Asset Area: Boundaries & Expectations – High Expectations

All businesses have their own unique products. Your participant's lemonade should be as good as possible. Because others will be drinking the product, make sure it is healthy and meets all the health department guidelines. Check your city's Lemonade Day website to see if there are any guidelines you must follow.

Questions to ask your participant

- Is your recipe healthy? Does it taste good?
- What size cups will you use?
- What kind of container will you use to serve your lemonade?
- How will you keep it cold? What will you keep your ice in?
- How will you keep your stand sanitary?

9. Setting Up

Asset Area: Empowerment – Service to Others

Preparing the night before Lemonade Day and having all materials and supplies ready will make things easier on the day of. You and your participant should give some thought as to how you will transport everything and what will be needed once there. Have your youth use the checklist in the Entrepreneur Workbook to ensure that nothing is forgotten.

Questions to Ask Your Participant:

- How will you get your stand and supplies to your location?
- How long will it take to load, transport and set up your stand?
- Do you have change for customers that won't have correct change?
- Do you know how to make change? Let's practice!
- Where will you keep your money?
- Where will you put your signs?
- Do you have a plan to recycle?

Lemonade Day!™ CHECKLIST OF ACTIVITIES

Check off the activities
that you have completed **DID YOU...**

1 SET A GOAL

- Set a spending goal?
- Set a saving goal?
- Set a sharing goal?

2 MAKE A PLAN

- Name your stand?
- Decide on a type of stand?
- Decide on stand supplies?
- Find a location?
- Set hours of operation?
- Decide on advertising?
- Make a budget?
- Find an investor?

3 WORK THE PLAN

- Design your stand?
- Purchase your lemonade supplies?
- Make your lemonade?
- Look at the sanitation tips?
- Create your checklist?
- Set up your stand and run your business?
- Provide your customers with good customer service?

4 ACHIEVE YOUR DREAMS

- Calculate your profit after expenses?
- Pay back your investor?
- Spend Some, Save Some, Share Some?
- Turn in your Business Results Form?
- Share your experience?

MONTH DAY, YEAR
LEMONADEDAY.ORG

[Add Sponsors Here]

10. Running Your Business

Asset Area: Empowerment – Youth as Resources

Have your participant practice what they will tell customers about why they started their business and what makes their lemonade special. Remind them to look customers in the eye and smile. They should make customers feel comfortable and glad they bought lemonade.

Questions to Ask Your Participant:

- How will you greet your prospective customers?
- Why should people buy YOUR lemonade?
- Are you going to ask them if they want refills? What will you charge for refills?
- Be sure to say, “Thank You.”
- Can they see your tip jar?
- How will you keep your money safe?

11. Business Response Form & Accounting

Asset Area: Positive identity

All businesses keep track of their results. At the end of every day, they count their money so they know how they did. Help your youth understand on how their business did and report their results on the Business Results Form. By completing this online form located on your city’s Lemonade Day website, they will be eligible for the Business Results Contest. Maybe they will be one of the prize winners!

ACHIEVE YOUR DREAMS: corresponds to page 22 of the youth workbook!

12. Saving

Asset Area: Social competencies- Planning & Decision Making

In the lemonade business, sometimes it rains, so it is important to teach your participant to save some money for the future. Opening a savings account at a local bank is a wonderful way to get started. Every time your youth makes a little money have them put some away for the future. Then next year, they can be their own investor. There are also added bonuses - money in a bank is safe and it will make more money (interest). We suggest a field trip to a bank.

Questions to Ask Your Participant:

- What will you do with your profit?
- How much will you save?
- Do you have a bank account to put your money in? Do you need to open an account?

13. Sharing

Asset Area: Positive values- caring, equality, social justice, service to others

All businesses have a responsibility to give something back to the community that has supported them. Have they considered giving a little to an organization that needs help? No matter how little, every bit counts!

Questions to Ask Your Participant:

- If you have made a profit, will you give any part to charity?
- What charity will that be?
- What causes do you care about the most and what charities address these needs?
- How else can you help these causes year-round: volunteer, donate goods, participate in a fun run, etc.

14. Reflections and Future Plans

Asset Area: Positive Identity- Sense of Purpose

Once the project is completed, help your youth reflect on the time they put into it and the results that came out of their hard work. Help them also reflect on each of the lessons of Lemonade Day and how these lessons will help in the future. Encourage them to dream big about their future as ENTREPRENEURS.

Questions to Ask Your Participant:

- What did you do well and not so well?
- Did you pick a good location to sell lemonade? Are there better places for next year?
- Could what you learned apply to other kinds of businesses? What other types of businesses are you interested in starting?
- If you had the chance to do it again, would there be anything you would do differently?

Online Resources for Parents

bizworld.org: non-profit that inspires children to be innovative leaders through the teaching of business, entrepreneurship and finance

econedlink.org: online economic and personal finance lessons and resources for educators, students and after school providers

educationworld.com: the educator's best friend

entrepreneurship.org: a resource designed to help build entrepreneurs

entre-ed.org: the Consortium for Entrepreneurship Education

entre-week.org: National Entrepreneurship Week

jumpstart.org: Jump\$start Coalition for Personal Financial Literacy

themint.org: financial literacy activities for kids, teens, parents and teachers

nefe.org: Personal Endowment for Financial Education

nfikidscounts.org: Road to Financial Literacy curriculum

nfte.com: Network for Teaching Entrepreneurship

practicalmoneyskills.com: practical money skills for life

quizlet.com: flashcards, vocabulary memorization games, and study games

teachingkidsbusiness.com: blog preparing and launching kids into business

thesekidsmeanbusiness.org: stories of young entrepreneurs

webtotherescue.com/entrepreneurship-for-teens: resource to help grow your business

yeabiz.com: Young Entrepreneurs of America

yealeaders.org: the Youth Entrepreneurship Alliance

theyec.org: Young Entrepreneurs Council

youngbiz.com: linking the classroom to the real world

Glossary of Terms

SET A GOAL:

Entrepreneur: a person who starts a business assuming the risk for the purpose of making a profit

Business: the selling of goods or services for the sake of earning a profit

Profit: the money gained from the sale or sales after expenses are paid

Expenses: all costs related to your business

Goal: the specific task or target a person aims to achieve

Interest: a charge for borrowed money; generally a percentage of the amount borrowed

MAKE A PLAN:

Business Partnership: an association of one or more people for the purpose of business

Lemonade Supplies/ Consumables: items that once you use them they are gone and you have to buy more

Stand/ Capital Equipment: items that you can use over and over again

Advertising: everything that you do to tell customers about your business or product

Business Plan: a detailed plan of how a business is operated to reach its goals

Budget: a list of all planned expenses and revenue

Revenue: all money that comes into your business

Expenses: all costs related to your business

Loan: a thing that is borrowed, especially a sum of money that is expected to be paid back with interest

Investor: a person who lends money in order to earn a financial return

WORK THE PLAN:

Service: work or labor that benefits someone or something else

Customer Service: how businesses interact with customers and take care of their needs

Tips/ Donations: money or goods given to an institution or individual that improves their condition

Sale: the transaction that occurs when a good or service is traded for a form of payment

ACHIEVE YOUR DREAMS:

Achievement: accomplishing a goal by hard work, skill and determination

Success: favorable or desired outcome

Accounting: keeping track of how much money comes in and goes out of your business as you sell things and buy things

Revenue: all money that comes into your business