Webquest Authentic Activities Assignment

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**Summary of Lesson:**

Students will complete a webquest that requires small groups of students to start a new business with a start-up cost of less than $500. Students will complete a business plan and then advertise their product or service to their intended audience.

**Essential Unit Question(s):**

* How does competition, availability of resources, cost of production, and profitability influence the creation of goods and services?
* How does knowledge of the intended consumer influence advertisement of goods and services?

**Objectives:**

Students will:

* Analyze aspects of competition, availability of resources, cost of production, and profitability in the creation of a new business plan.
* Construct an advertisement for a good or service that appeals to the intended consumer.

**OACS Content and CC Standards:**

**Grade:** Six

**Theme:** Regions and People of the Eastern Hemisphere

**Strand:** Economics

**Topic:** Scarcity

There are not enough resources to produce all the goods and services that people desire.

**Content Statement:** 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.

**Information to Understand:**

Limitations on resources force people and societies to make choices about what goods and service to produce, how to produce the goods and services, and for whom to produce goods and services. These decisions are based on the availability of productive resources, such as human resources, capital goods, and natural resources. Decisions about for whom to produce goods and services are based on demand and ability to distribute these goods and services.

Reference:

ODE. (2010). 2011 Model Curriculum: PK-12 Social Studies. Retrieved from

 [http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRel ationID=1706&ContentID=76598](http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRel%09ationID=1706&ContentID=76598).

**Resources Used in Lesson:**

* Smart Board or projector system (to present Introduction and Task, if desired)
* Computers for each group of students
* Internet access
* Copies of Business Plan
* Materials for making advertisements (colors, poster board, paper, etc.)
* Rubric for Webquest activity

**Lesson:**

1. To begin the lesson, the teacher may choose to present the first parts of the Webquest to students as a whole group via the Smart Board or projector. This would allow the teacher to answer any questions students may have and correct any misconceptions.

2. The teacher should divide students into groups of 3 or 4, depending on the number of students in the class and availability of resources.

3. Each group should receive a computer with Internet access and availability to the website on which the Webquest was created.

4. Students should follow the steps of the Webquest in order to complete the activity correctly. The steps are 1) Introduction 2) Task 3) Process (including Resources) 4) Evaluation 5) Conclusion.

**Introduction**

Congratulations! You have won $500 from the Young Business Owner’s Association to start your own business! You can start any business that you would like. Will you choose to start a pet-sitting business? Or a car washing business? Or a jewelry business? The possibilities are endless. However, you only have $500 to start up this business, including advertising.

**Task**

You will work in a small group to decide what kind of business you will start with your $500. You will need to identify what resources you will need, how to produce your good or service, and for whom you will produce your good or service.

First, you will have to choose the right business to start. Then you will need to design a business plan in which you will think about the customer, competition, resources, production, cost, price, and profit. Finally, you will choose a way to advertise your good or service and present it to the class.

**Process** (including Resources)

Follow each step below:

***1. Identify the right business to start with your $500.***

In order to choose the right business, you need to think about your talents, your interests, your resources, and the market.

Read this article:

**Making Money: What Can I Do?** - <http://pbskids.org/itsmylife/money/making/article5.html>

Then you need to choose what business you will start.

Read the following articles to get some ideas on what kind of businesses you could start:

**Offering a Service –** <http://pbskids.org/itsmylife/money/making/article7.html>

**Using Your Creativity** – <http://pbskids.org/itsmylife/money/making/article8.html>

**Business and Sales** – <http://pbskids.org/itsmylife/money/making/article9.html>

Make a list of possible businesses that you could create. Then select one that you will actually begin.

***2. Write a business plan.***

In your groups, discuss the following questions about your business:

 -*Product or service?*: Are you selling something or doing something for people?

 -*Market*: Who is the person you are selling to and what other businesses might you be competing against?

 -*Resources*: What do you need to start your business? How will you make your product or perform your service?

 -*Profit*: How much will it cost for you to create your product or perform your service for each customer? How much money (price) will you need to charge in order to make money (profit)?

Use the following articles to help you better answer these questions:

**Kids Starting a Business** – <http://content.moneyinstructor.com/664/kids-starting-business.html>

**Basic Economics: Goods and Services** – <http://www.socialstudiesforkids.com/articles/economics/goodsandservices1.htm>

**Economics for Kids** – [http://web.archive.org/web/20060701125037/http:/eft.merit.edu/efk.html](http://web.archive.org/web/20060701125037/http%3A/eft.merit.edu/efk.html)

**Profits** –

<http://www.teachingkidsbusiness.com/business-basics-profit.htm>

After your group discussion, create a business plan (see attached). Complete this business plan to the best of your ability. You will receive a grade based on your completion of this activity. Make sure to look at the rubric in the Evaluation section in order to see how you will be graded on this activity.

***3. Advertise your product or service.***

In your groups, decide how to sell your product or service? Will you create a flyer, poster, video, or commercial? Or will you choose a different way to advertise?

Read the articles below to get ideas on ways to advertise.

**Making Money: Advertising and Promotion** – <http://pbskids.org/itsmylife/money/making/article10.html>

**Techniques of Persuasion** – <http://www.valleytech.k12.ma.us/medialit/techniques.htm>

In your groups, decide on a way to advertise your product or service and present that advertisement to your classmates. You must direct your advertisement toward your intended customer. This means that if you are selling a product for children, you must make an advertisement that is appealing for children. If you are directing your product toward the elderly, you must make an advertisement that is appealing to the elderly, and so on. You will receive a grade based on your advertisement. Make sure to look at the rubric in the Evaluation section in order to see how you will be graded on this activity.

**Evaluation**

This page shows how you will be scored on your completed Webquest. You will receive a grade for Participation, Business Plan, and Advertisement. Your participation grade will be based on how well you work as part of a group. Everyone is expected to participate and contribute equally to the final product.

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Outstanding***10 | ***Good***9 | ***Acceptable***8 | ***Unacceptable***7 or below |
| **Business Plan** | All sections of the Business Plan are completed.Business Plan shows a strong understanding of competition, availability of resources, cost of production, and profitability. | Most sections of the Business Plan are completed.Business Plan shows an understanding of competition, availability of resources, cost of production, and profitability. | Some of the sections of the Business Plan are completed.Business Plan shows some understanding of competition, availability of resources, cost of production, and profitability. | None of the sections of the Business Plan are completed or plan is not turned in.Business Plan does not show understanding of competition, availability of resources, cost of production, and profitability. |
| **Advertisement** | Students create an appealing advertisement.Sample advertisement demonstrates knowledge of the intended customer. | Students create an appealing advertisement.Sample advertisement demonstrates knowledge of the intended customer. | Students create a somewhat appealing advertisement.Sample advertisement demonstrates knowledge of the intended customer. | Advertisement is not appealing. Sample advertisement does not demonstrate knowledge of the intended customer. |
| **Participation** | All group members cooperate, respect, and learn from one another.Teacher does not need to intervene in group disagreement. | All group members cooperate, respect, and learn from one another.Teacher needs to intervene in one group disagreement. | Group members work together on some tasks.Teacher needs to intervene in more than one group disagreement. | Group members do not work well together.Teacher needs to intervene often in group disagreements. |

**Conclusion**

The activities in this Webquest were designed to give you experience in starting your own business. You were asked to design a business plan and create a way to advertise your product or service. Would you change anything if you were to really create a business? What was the most challenging part of this project? What did you like most about this project?

This Webquest does not need to be the end of your business. You could use this idea to create your business this summer. You could end up being the owner of a thriving business! Whatever you do, don’t stop thinking about business!

4. After each student completes the webquest, students will need to present their advertisements to the class.

5. The teacher should assess students using the rubric provided.

6. The conclusion part of the webquest could be done as a whole class activity after all the advertisements are presented. This may lead to a discussion that includes reflections by the students, a summation by the teacher, possible extensions, and suggestions of ways to do things differently to improve the webquest.

**Assessments Used:** Informal and formal assessment will be used in this lesson. The teacher should informally assess students by listening to their comments in group discussions, monitoring student answers (e.g., on the business plan) and generally observing student actions and thought processes. If the teacher sees that students hold misconceptions, some information may need retaught in small groups or to the whole class. Formally, students will complete a business plan and create an advertisement that will be assessed through the use of a rubric (see Evaluation section of the web quest for rubric). Rubric criteria is based on the objectives and OACS and Common Core content for this lesson.

**Differentiation and Additional Lesson Ideas:** The teacher may group students according to their needs. For instance, the teacher may group students with mixed abilities together so that the challenged students may benefit from the knowledge and thinking of their advanced group members. The teacher may also group students with advanced abilities together so that they could extend their knowledge and group challenged students together with an aide to provide more support for challenged students. For students with special needs, the teacher may need to provide a scribe or access to an aide to help make sure students are being active participants in the lesson. To further ensure all students understand these economic concepts, students could analyze new products and services that are available in the national and world markets. Students could identify the intended customer, analyze competition for the product or service, and estimate the cost of production and profitability of the product or service.

**Materials for Lesson:**

See attached Business Plan

**Our Business Plan**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposed Name of Business: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| You have $1,000 to start a new business. What business will you choose and why? Are you going to create a product or provide a service? |  |
| **Customer Description**: For whom will you produce this product or service? Why did you select this intended customer? |  |
| **Competition Analysis**: Who will you be competing with when selling your product or service? |  |
| **Resources**: What equipment or supplies will you need to start your business? Are these resources available in your community? |  |
| **Production**: How will you produce your product or how will you provide your service? |  |
| **Cost**: What are some of the costs for producing your product or offering your service? Estimate the actual cost of production. |  |
| **Price**: What price will you charge for your product or service in the market? Why? Do you think your intended customer will buy your product at this price? |  |
| **Profit**: Can you sell your product for a high enough price to make money? If not, what could you do to lower you upfront cost? |  |