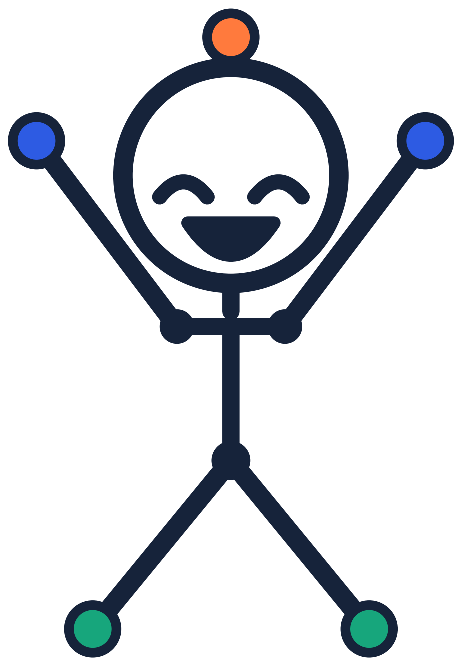
Young Innovators
FOR CHANGE
innovateyouth.org

A FULL-YEAR ENTERPRISE PROGRAM · GRADE 4

The Venture Year

36 weekly assignments. One real problem, one thing you make, and one market day at the end of it.



This book belongs to

____

Teacher ____________________ School year ____________________

One page a week.
One business by June.

Two pages every week, front and back. About thirty-five minutes.

The shape of a week

Page 1 teaches one idea and gives you something to do with it. **Page 2** is practice, a question for home, and a harder challenge. It works as classwork or as homework, and it needs no computer.

Weeks 1 to 12 you look at businesses other people run. Weeks 13 to 24 you design your own. Weeks 25 to 36 you get it ready, sell it on market day, and work out honestly whether it made any money.

The boxes on the page

IN CLASS	The Grade 4 standard your class is most likely working on that week. This book sits beside your math lesson rather than competing with it.
MONEY WARM-UP	Two minutes of arithmetic before you start. Always money, time or measurement, always from the grade's own standards.
WORDS TO KEEP	One or two words pinned down properly. Adults use these words loosely; you will not have to.
VENTURE FILE	The one thing you build all year. Twenty-three pages by week 36, and every one of them is your own work on your own business.
TALK ABOUT IT	Two questions for someone at home. This is the part that makes the week stick, and it takes about five minutes.
STUCK? TRY THIS	A way in when the page has stopped making sense. Read it before you give up, not after.
CHALLENGE ZONE	Harder, and usually there is no single right answer. It is where a student who finishes early should go.

About market day

In week 31 the class runs a market. The products, the customers and every decision are real. **The money is play money**, in a closed classroom economy, which is what lets students run their own money box.

The class bank lends every student the same startup fund. They buy materials from a class supply table with it, sell for play money and make their own change, then repay the fund. What is left is profit. Every shopper is issued the same amount to spend, so the money in the room is fixed and knowable, which is what makes the market-size arithmetic in week 30 possible.

WEEK 1 VALUE

Every Business Is a Trade

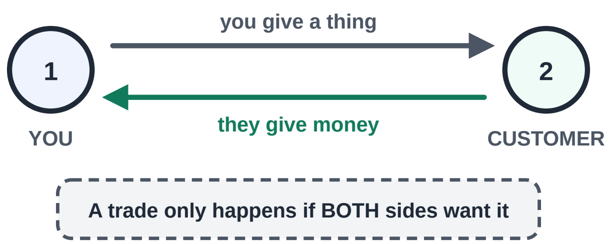
Two people swap. Both of them walk away happier than they started.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3)

MONEY WARM-UP · 2 MINUTES
A pack of stickers costs $3. You buy 4 packs and pay with a $20 bill. How much change do you get back? ________

WORDS TO KEEP

business	A trade where both sides end up better off than they started.
customer	The person who decides whether to hand over the money.



What a business really is

A **business** is a trade. One side hands over something useful. The other side hands over money. It only happens if **both** sides want it.

That last part is the whole thing. Nobody can be forced to buy. So a business only survives if what it sells is worth more to the customer than the money they gave up.

Find the trade

Someone sells hot chocolate at a soccer game for $2 a cup. Fill in both sides of that trade.

Who	What they give	What they get
The seller	**a cup of hot chocolate**	
The buyer		**something warm to drink**

Trades you saw this week

Write down four real trades you saw or made. A trade at a shop counts. So does a trade at school.

Where it happened	What was given	What was paid
The corner store	**a bottle of water**	**$1.50**

The question underneath

Pick **one** trade from your table. Why did the buyer think it was worth the money?

____

____

▶ ADD TO YOUR VENTURE FILE

Write your name on the front of your Venture File. This year you will fill it with one real business idea, built one week at a time. It starts empty.

💬 TALK ABOUT IT

Ask someone at home about something they bought this week that they were glad they bought. What made it worth it to them?

Now ask about something they were *not* glad they bought. What went wrong?

STUCK? TRY THIS

Look for the money. Every trade has one side giving money and one side giving something else. Find the money first, then ask what it bought.

★ CHALLENGE ZONE

Is a birthday present a trade? You give something and get nothing back.

Here is the hard part: is it still a trade if what you get back is not money? Write one sentence saying what you think, and why.

WEEK 2 VALUE

Needs and Wants

People pay for both. They pay differently for each.

IN CLASS THIS WEEK
Money word problems (4.MD.2)

MONEY WARM-UP · 2 MINUTES
Lunch costs $2.75. A juice costs $1.40. You have $5.00. Can you buy both? How much is left over, or how much are you short? ________

WORDS TO KEEP

need	Something you have to have. People buy it even when money is tight.
want	Something that makes life better. The first thing people stop buying.

Two kinds of buying

A **need** is something you have to have. Food. A coat in winter. A **want** is something that makes life better but you would survive without it.

Businesses sell both. The difference matters because of **when** people buy. People buy needs even when money is tight. Wants are the first thing to go.

Sort them

Write each one in the right column. Two of them are arguable. Put those on the line between and be ready to defend it.

bread · a phone case · shoes · a video game · toothpaste · concert tickets · a winter coat · a birthday cake

NEED	WANT

Same thing, both answers

A bottle of water is a **want** at home, where the tap is free. It is close to a **need** at a hot soccer game with no fountain.

Write down two more things that change depending on where you are.

Price test

Which would you charge more for at a summer fair, and why: a bottle of water or a bag of candy?

💬 TALK ABOUT IT

Ask an adult to name one thing they buy every single week without thinking about it.

Ask them what they would stop buying first if money got tight. Compare the two answers.

STUCK? TRY THIS

If you can skip it for a month and nothing bad happens, it is probably a want. That is not an insult. Wants are a huge part of what people buy.

★ CHALLENGE ZONE

A business that sells only needs sounds safer than one that sells only wants.

Give one reason it might actually be harder. Think about how many other people are already selling bread.

WEEK 3 VALUE

Problems Worth Solving

Good businesses start with something annoying, not with a clever idea.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3)

MONEY WARM-UP · 2 MINUTES
A class of 28 students needs 3 sheets of paper each. Paper comes in packs of 50. How many packs does the teacher need? ________

Start with the annoyance

Almost every business you can name started because something was **annoying** and somebody fixed it.

Backpacks got heavy, so somebody put wheels on one. Waiting in line was boring, so somebody invented ordering ahead. Nobody sat down and thought "I would like to invent a thing." They noticed a problem they had already lived through.

How it usually goes

1. Notice something annoying
2. Check: does it annoy other people too?
3. Think of a way to fix it
4. See if anyone would pay

Your annoyance list

Five things that are annoying at school, at home, or on the way between them. Small ones count. Small ones are often better.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Which ones are shared?

Go back to your five. Put a star next to any that would annoy at least ten other people you know. Those are the ones worth thinking about.

Write your two starred problems here.

____

____

Who has it worst?

Pick one starred problem. Who does it annoy the **most**? Not everyone. Name the group.

____

▶ ADD TO YOUR VENTURE FILE

Put your starred problem list in your Venture File. You will come back to it in week 13, and by then you will know a lot more about how to judge it.

💬 TALK ABOUT IT

Ask someone at home: what is one small thing that annoys you every single day?

Ask whether anyone has ever tried to fix it, and what happened.

STUCK? TRY THIS

Annoying is not the same as important. Do not look for big world problems this week. Look for the small stuff you complain about without noticing you are complaining.

★ CHALLENGE ZONE

Some problems annoy everybody a little. Some annoy a few people a lot.

Which of those two do you think is easier to sell a fix for? Write one sentence explaining your reasoning.

WEEK 4 CUSTOMERS

Who Is It For?

Everyone is not an answer. It is the answer people give when they have not looked.

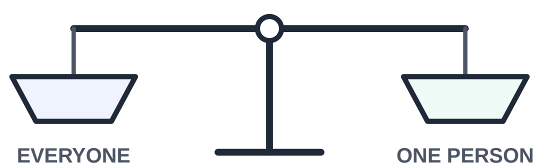
IN CLASS THIS WEEK
Collecting and reading data (4.MD.4)

MONEY WARM-UP · 2 MINUTES
Three friends split a $27 bill evenly. How much does each pay? Now a fourth friend joins and they split it again. How much less does each pay? ________

The everyone trap

Ask a beginner who their business is for and they say **everyone**. Ask someone who has actually sold something and they will name a specific person.

“Everyone” is not generous, it is vague. If a lunchbox is for everyone, it has to be right for a first grader and a construction worker at the same time, so it ends up right for nobody.



Which is worth more to them?

Get specific

Somebody sells warm cookies outside a school at 3 pm. Narrow it down.

Question	Your answer
How old are they?	
Do they have money on them? Where from?	
Are they in a hurry?	
What else could they buy instead?	

Count who is actually there

Pick one place you pass every day. Stand there for five minutes and count who goes by.

Group	Tally	How many
Kids about my age		
Younger kids		
Grown-ups		
Anyone else		

What it tells you

Based on your count, who would be the easiest person to sell something to in that spot? Why them?

💬 TALK ABOUT IT

Ask an adult who their job is really for. Who actually benefits when they do it well?

Some jobs have a customer who never meets them. See if theirs is one.

STUCK? TRY THIS

Picture one real person, not a group. Give them a name in your head. Then ask your questions about that one person.

★ CHALLENGE ZONE

A business picks one narrow group of customers and gets very good at serving them.

Name one thing they gain by being narrow, and one thing they give up. Both are real.

WEEK 5 CUSTOMERS

Ask a Better Question

“Would you buy this?” gets you a polite lie. There are better questions.

IN CLASS THIS WEEK

Asking questions and building on answers (SL.4.1)

MONEY WARM-UP · 2 MINUTES

You ask 24 people a question. Two out of every three say yes. How many said yes? How many said no? ________

WORDS TO KEEP

evidence What somebody actually did, not what they say they might do.

Why people lie to you kindly

If you show a friend your idea and ask “would you buy this?” they will almost always say yes. Not because they would. Because they like you and saying no is awkward.

The fix is to stop asking about the **future** and start asking about the **past**. People remember what they actually did. They only guess about what they might do.

Swap the question

Weak question	Stronger question
Would you buy this?	**When did you last pay for something like it?**
Do you like it?	**What do you use right now instead?**
Is $5 a good price?	**What did you pay last time?**
Write one of your own:	

Go and ask three people

Use the stronger questions. Write down what they actually said, not what you hoped they would say.

Person	What they said
1.	
2.	
3.	

The surprising one

Which answer surprised you most? Write it down word for word if you can remember it.

____

____

💬 TALK ABOUT IT

Ask an adult about a time they were sure about something and turned out to be wrong.

How did they find out? Did somebody tell them, or did they have to see it themselves?

STUCK? TRY THIS

If everyone you ask agrees with you, you probably asked in a way that made agreeing the easy answer. Try asking someone who does not already like your idea.

★ CHALLENGE ZONE

You ask ten people and all ten say they would buy your thing for $4.

Then you offer it for $4 and nobody buys. Write down two possible reasons why. Both of them can be true at once.

WEEK 6 VALUE

Why Is It Worth That?

Value is not in the thing. It is in the person holding it.

IN CLASS THIS WEEK
Adding and subtracting multi-digit numbers (4.NBT.4)

MONEY WARM-UP · 2 MINUTES
A shop sells a jacket for $48. It cost the shop $29. How much is left over for the shop?

______

WORDS TO KEEP

value — How much a particular person, in a particular moment, wants the thing.

situation — Where and when the trade happens. It changes value more than the thing does.

The same thing, different worth

A bottle of water at home is worth almost nothing, because the tap is right there. The same bottle at mile 3 of a hot hike is worth several dollars.

Nothing about the bottle changed. The **situation** changed. That is what value is: how much a specific person, in a specific moment, wants the thing you have.

the same bottle, three prices

Where and when

Give a fair price for the same bottle of water in each place, and say why it changes.

Where	Your price	Why
Your kitchen		
School vending machine		
A hot fair with no fountain		
An airport		

Three ways to be worth more

A thing is worth more when it saves **time**, saves **effort**, or saves **worry**. Find one real example of each.

It saves you	Something people pay for
Time	
Effort	
Worry	

Your turn

Pick something you own. Name one person it would be worth **more** to than it is to you, and say why.

TALK ABOUT IT

Ask someone at home about the most they ever paid for something small, and what made it worth it in that moment.

Would they pay the same amount for it today?

STUCK? TRY THIS

Do not ask “what is this worth?” on its own. Ask “what is this worth to *whom*, and *when*?” The answer changes every time.

★ CHALLENGE ZONE

Two shops sell exactly the same backpack. One charges $30 and one charges $45, and both of them sell out.

Write down two different reasons this could happen. Neither one is that the customers were foolish.

WEEK 7 MONEY

Where the Money Goes

The money a customer hands you does not stay yours. Most of it is already spoken for.

IN CLASS THIS WEEK
Adding and subtracting multi-digit numbers (4.NBT.4)

MONEY WARM-UP · 2 MINUTES
You take in $85 in one day. You paid $34 for supplies and $12 for a table. How much is left?

______

WORDS TO KEEP

revenue	All the money that comes in, before anything is taken out.
cost	Money that has to leave again because of the thing you sold.

It arrives, then it leaves

When someone pays you $5, that $5 is not yours yet. You already spent part of it before they handed it over, on whatever you needed to make the thing.

The money that arrives is called **revenue**. The money that has to leave again is **cost**. Beginners look at revenue and think they did well. The number that matters is what stays.

Trace the money

A student sells 20 friendship bracelets at $3 each. The string and beads cost $18 in total.

	Amount
Money that came in (revenue)	
Money that went out (cost)	
Money that stayed	

Which of these is a cost?

Put a tick next to everything the bracelet seller had to pay for.

Item	Cost? ✓ or ✗
String and beads	
The money customers paid	
A cardboard sign	
Borrowing a table from home	
Scissors they already owned	

The tricky ones

Two of those are arguable. Pick one and explain why a sensible person could answer either way.

____

____

💬 **TALK ABOUT IT**

Ask an adult what a business has to pay for that a customer never sees.

See how long a list the two of you can make together. Ten is a good target.

STUCK? TRY THIS

Ask of each thing: did money leave your hands because of it? If yes, it is a cost, even if you paid for it before you started.

★ **CHALLENGE ZONE**

You borrowed the table instead of buying one, so it cost you nothing.

Now imagine you had to give the table back halfway through the day. Was borrowing it really free? Write down what it actually cost you.

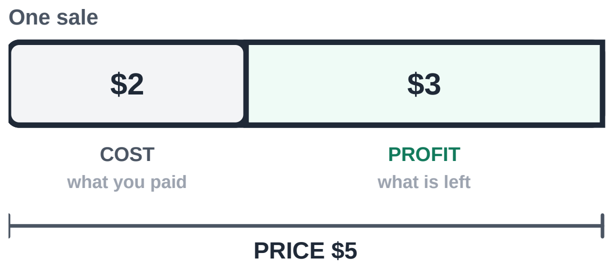
WEEK 8 MONEY

Cost and Price

Two different numbers that beginners mix up, and the gap between them is the business.

IN CLASS THIS WEEK
Multiplying multi-digit numbers (4.NBT.5)

MONEY WARM-UP · 2 MINUTES
Each cup of lemonade costs you 35¢ to make. You make 24 cups. What did all 24 cost you?



Say them out loud

COST is what you pay to make one. **PRICE** is what the customer pays you for one.

Cost is decided by the world: string costs what string costs. Price is decided by **you**, and then judged by the customer. That is the single biggest decision a small business makes.

Fill the gap

What it is	Cost to make one	Price you charge	Gap
Lemonade	**$0.35**	**$1.00**	**$0.65**
Bracelet	$0.90	$3.00	
Dog treat bag	$1.20	$4.00	
Card	$0.45		$1.55

Price it yourself

Cookies cost you 40¢ each to bake. Pick a price for one cookie and then answer honestly.

My price: ____________________

Question	Your answer
What is my gap on one cookie?	
Would I pay that for a cookie?	
What would make someone say no?	

Too low is a real mistake

What goes wrong if you price the cookie at 30¢? Write what happens after you sell 100 of them.

____

____

💬 TALK ABOUT IT

Ask an adult to guess what a coffee shop pays for the coffee in a $4 cup.

Then ask what else that $4 has to cover besides the coffee itself.

STUCK? TRY THIS

Cost first, always. Work out what one costs you before you even think about a price. If you pick the price first you will talk yourself into a bad number.

★ CHALLENGE ZONE

You could sell 10 bracelets at $5, or 30 bracelets at $2. Each one costs you $0.90.

Work out the gap you keep in each case. Then say which you would choose and why. There is a good argument for both.

WEEK 9 MONEY

Profit: What Is Left

The number that tells you whether any of this was worth doing.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3, 4.NBT.4)

MONEY WARM-UP · 2 MINUTES
You sell 18 cards at $2 each. Making all 18 cost you $14. How much profit? ________

WORDS TO KEEP

profit	Revenue minus cost. What is actually left when everything is paid.
loss	A profit below zero. You ended with less than you started with.

The word itself

PROFIT is what is left after every cost is paid.

REVENUE − COST = PROFIT

Profit can be zero. Profit can be **negative**, which means you ended the day with less money than you started with. That happens to real businesses constantly and it is not shameful, but you have to know it happened.

Three days at the same stand

Day	Revenue	Cost	Profit
Monday	$40	$25	
Tuesday	$31	$31	
Wednesday	$22	$30	

One of those days the profit is below zero. Write it with a minus sign so it is obvious.

Same revenue, different answer

Two stands both took in $60 on Saturday. Fill in the profit for each, then answer the question underneath.

Stand	Revenue	Cost	Profit
Popcorn	$60	$18	
Slushies	$60	$52	

Both stands would tell you they made $60. Why is that a misleading thing to say?

____

____

The honest question

Wednesday lost money. Name one thing the stand could change, and one thing it cannot.

____

____

▶ ADD TO YOUR VENTURE FILE

Copy the formula REVENUE − COST = PROFIT onto the inside cover of your Venture File. You will use it in eleven more weeks this year.

💬 TALK ABOUT IT

Ask an adult whether they have ever done something that lost money and was still worth doing.

What did they get out of it that was not money?

STUCK? TRY THIS

Revenue is the big exciting number and it is the one people brag about. Profit is the quiet one that tells the truth. Always work out both.

★ CHALLENGE ZONE

A stand makes $8 profit on Saturday. The person running it worked six hours.

Work out what they earned per hour. Then write one sentence on whether you think that was a good use of a Saturday, and say what would change your mind.

WEEK 10 VALUE

Goods and Services

Some businesses hand you a thing. Some hand you an hour of their time.

IN CLASS THIS WEEK
Multiplicative comparison (4.OA.1, 4.OA.2)

MONEY WARM-UP · 2 MINUTES
A dog walker charges $12 an hour. She walks dogs for 7 hours. How much did she earn?

____

Two ways to sell

A **good** is a thing you can hold. A cookie, a bracelet, a bar of soap. A **service** is something you **do** for somebody. Walking a dog, washing a car, teaching guitar.

Both are real businesses. They behave very differently, and the difference decides a lot about how your day goes.

How they differ

	Goods	Services
What you sell	**a thing**	**your time**
Can you make it ahead?		
What does it cost to start?		
Can you sell it twice at once?		
What runs out first?		

Sort these

lemonade · raking leaves · friendship bracelets · tutoring · birthday cards · feeding a neighbor's cat

GOODS	SERVICES

The ceiling on time

A dog walker earns $12 an hour and can work 6 hours on a Saturday.

Question	Answer
Most she can earn in one Saturday	
What if she raises her price to $15?	
What if she trains a friend to help?	

A person selling cookies has no hour limit like this. Write down what limits **them** instead.

____

Which suits you?

Would you rather sell a good or a service? Give a reason that is about you, not about the money.

____

____

💬 **TALK ABOUT IT**

Ask an adult whether they sell a good or a service at work, or both.

Ask what runs out first on a busy day: their materials, or their time?

STUCK? TRY THIS

Ask yourself: if I made ten of these on Monday, could I still sell them on Friday? If yes it is a good. If the answer makes no sense, it is a service.

★ **CHALLENGE ZONE**

A service business often needs almost no money to start. That sounds like a big advantage.

Name one thing that makes services harder anyway. Hint: think about what happens when the person running it gets sick.

WEEK 11 CUSTOMERS

Why People Choose

There is always another option, including the option of buying nothing.

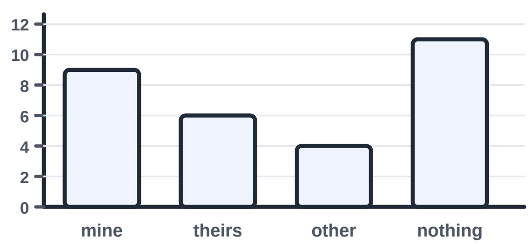
IN CLASS THIS WEEK
Collecting and reading data (4.MD.4)

MONEY WARM-UP · 2 MINUTES
Two stands sell popcorn. One sells 34 bags, the other sells 27. How many more did the first one sell? ________

You are never the only choice

Your customer can always buy from somebody else. They can also just **not buy anything**, which is the option beginners forget.

So the real question is not “is my thing good?” It is “why would somebody pick mine over the other options they have right now?” That reason is the only thing keeping your business alive.



Reasons people pick one over another

Put these in order, 1 for the reason you think matters most.

Reason	Rank
It is cheaper	
It is closer or faster to get	
It is better made	
They know and like the seller	
It is the only one they saw	

Ask five people

Pick something everyone buys, like a snack. Ask five people why they choose the one they choose, and tally the reason they give first.

What people said	How many
Price	
Habit	
Taste or quality	
It was just there	

What it tells you

Which reason won? Was that the reason you ranked first on page 1?

💬 TALK ABOUT IT

Ask an adult which shop they always go to for one particular thing, and why that one.

See if the reason is price. It usually is not.

STUCK? TRY THIS

Include “buy nothing” as one of the options every time. For a lot of customers that is the one that wins, and knowing it stops you being surprised.

★ CHALLENGE ZONE

The cheapest option does not always win. If it did, every expensive thing would have gone out of business by now.

Name two things people happily pay more for, and say what they are actually buying with the extra money.

WEEK 12 REVIEW

The Business Detective

Twelve weeks of noticing, used on one real business you can walk to.

IN CLASS THIS WEEK
Review: word problems, data, money (4.OA.3, 4.MD.2, 4.MD.4)

MONEY WARM-UP · 2 MINUTES
A shop buys 60 pens for $48 and sells them for $2 each. What is the profit if all 60 sell?

______

WORDS TO KEEP

estimate A best guess you can explain. Worth far more than a blank.

Your assignment

Pick one real business you can see. A shop, a stall, a food truck, someone who cuts lawns on your street. Then work it out like a detective, using everything from weeks 1 to 11.

You will not know every answer for certain. Make your best estimate and mark it with a **?** so you remember it was a guess. Real analysts do exactly this.

The file

Question	What you worked out
What business is it?	
Goods, service, or both?	
Who is the customer? Be specific.	
Is it selling a need or a want?	
What problem does it solve?	
Roughly what does one thing cost them?	
Roughly what do they charge?	

The gap and the competition

Question	Your answer
What is the gap between cost and price?	
Who else could the customer buy from?	
Why does anyone pick this one?	
What would you change about it?	

One sentence

Finish this: *This business survives because …*

____

____

▶ ADD TO YOUR VENTURE FILE

Put your finished detective file in your Venture File. It is the last week you spend on somebody else's business. Next week you start your own.

💬 TALK ABOUT IT

Show your detective file to someone at home and see whether they agree with your guesses about cost and price.

If they disagree, ask what makes them think so. They may know something you do not.

STUCK? TRY THIS

You will not be able to find out the real cost, and that is fine. Estimate. A guess you can explain is worth far more than a blank.

★ CHALLENGE ZONE

Go back to your estimate of what one thing costs the business to make.

List everything you probably left out. Rent, electricity, the person's own time. Does the business still look profitable once you count those?

WEEK 13 MAKING

Your Turn: Pick a Problem

Trimester 2 starts here. From now on everything you do is about your own idea.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3)

MONEY WARM-UP · 2 MINUTES
You have $25 to start. Materials for one item cost $1.75. How many can you make before the money runs out? ________

Go back to week 3

You wrote an annoyance list in week 3 and starred the ones that annoy other people too. Get it out. You now know a lot more than you did.

You are picking a problem, **not** a product. The product comes later and it will change. The problem is what you commit to today.

Three candidates

Write your three best problems, then score each one out of 3.

The problem	Do I care?	Do others?	Can I fix it?	Total
1.				
2.				
3.				

Pick one

Highest total wins, unless you have a good reason to override it. Write your chosen problem as one clear sentence.

My problem:

____

____

Say it properly

A good problem statement names **who**, **what**, and **why it matters**. Fill in the frame.

Part	Yours
WHO has this problem	
WHAT goes wrong for them	
WHY it is worth fixing	
What they do about it now	

Honesty check

Did you pick this because it is a real problem, or because you already had a product in mind? Both happen. Write the truth.

▶ **ADD TO YOUR VENTURE FILE**

Page 1 of your Venture File: your problem statement, written out properly. Everything else this year is built on this page.

💬 **TALK ABOUT IT**

Explain your problem to someone at home in under thirty seconds.

Ask them whether they have ever had that problem themselves. Write down what they say, even if it is no.

STUCK? TRY THIS

If you cannot name a specific person who has this problem, it is too vague. Go back and make it smaller and more specific.

★ **CHALLENGE ZONE**

Your problem might already be solved by somebody else.

Find out whether it is. If it is, write down what is still wrong with their solution. That gap is your opening, and it is a better start than an empty field.

WEEK 14 CUSTOMERS

Your Customer

One person. Give them a name. Then stop guessing and go and ask them things.

IN CLASS THIS WEEK
Collecting and reading data (4.MD.4)

MONEY WARM-UP · 2 MINUTES
Of 30 students asked, 18 said yes. What fraction said yes? Write it in simplest form.

____

Name one person

Not a group. One person. Real if possible, made up from real people if not.

Everything you decide for the rest of the year gets easier once you can ask “would *they* want this?” instead of “would people want this?”

Your one customer

	Details
Their name (real or invented)	
How old are they?	
Where do I find them?	
Do they have their own money? How much?	
What do they do about my problem now?	
What would make them say no?	

How many are there?

Count how many people like your customer you can actually reach. Your class? Your year? Your street?

People like my customer I can reach: ______________________

Ask three of them

Use week 5 questions. Ask about the past, not the future.

Who I asked	What they actually said
1.	
2.	
3.	

Did anything change?

After asking, is your customer different from who you wrote at the top? Say what changed.

____

____

▶ ADD TO YOUR VENTURE FILE

Page 2 of your Venture File: your one customer, and what three real people told you when you asked.

💬 TALK ABOUT IT

Describe your customer to an adult and ask if they know somebody like that.

If they do, ask what that person is actually like. You may find you guessed wrong.

STUCK? TRY THIS

If your customer is “kids”, that is still a group. Which kids? Where? With money from where? Keep narrowing until you can picture one face.

★ CHALLENGE ZONE

Your customer and the person who **pays** may not be the same person. A child wants the toy; a parent hands over the money.

For your idea, work out who wants it and who pays. If they are different people, write down what each of them needs to hear.

WEEK 15 MAKING

Ten Ideas, Then One

Your first idea is rarely your best. It is just the one that arrived first.

IN CLASS THIS WEEK
Patterns and rules (4.OA.5)

MONEY WARM-UP · 2 MINUTES
A pattern starts at 3 and adds 4 each time. Write the first six numbers. What is the tenth?

____

WORDS TO KEEP

prototype A rough first version, made fast, whose only job is to get a reaction.

Quantity first, then quality

People who invent things for a living do not sit and wait for the perfect idea. They produce a **pile** of ideas quickly, including bad ones, and then choose.

The bad ideas are not wasted. Idea 9 is often idea 3 plus idea 7, and you would never have got there without writing both down.

Ten ways to fix your problem

Ten. Not four. Silly ones are allowed and encouraged.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Shortlist of three

Circle three on page 1. Score them.

Idea	Can I make it?	Would they pay?	Do I want to?	Total
1.				
2.				
3.				

The one

Write the idea you are going with, in one sentence, and one reason you picked it over the other two.

____

____

▶ **ADD TO YOUR VENTURE FILE**

Page 3 of your Venture File: all ten ideas, with your chosen one circled. Keep the nine you did not choose. You may want them in March.

💬 **TALK ABOUT IT**

Read your ten ideas out to someone at home. Ask which one surprised them.

Ask which one they would actually hand money over for. It may not be the same one.

STUCK? TRY THIS

Stuck around idea six? Combine two you already wrote. Or take one and make it much smaller, or much sillier. Both tricks work.

★ **CHALLENGE ZONE**

Take the idea you think is **worst** on your list of ten.

Write down one situation where it would actually be the best answer. Ideas are rarely bad on their own; they are usually just wrong for the customer you had in mind.

WEEK 16 MAKING

Build a Rough One

Make a bad version fast. A drawing counts. Cardboard counts.

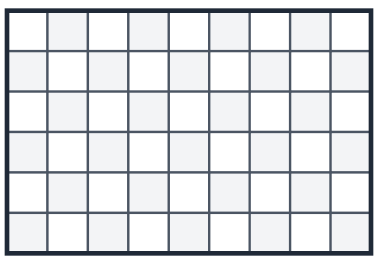
IN CLASS THIS WEEK
Area and perimeter (4.MD.3)

MONEY WARM-UP · 2 MINUTES
A rectangular sign is 12 inches wide and 9 inches tall. What is its area? What is its perimeter? ________

Rough on purpose

A **prototype** is a rough first version. It is meant to be ugly. Its only job is to be something real enough that another person can react to it.

A prototype you spent three weeks perfecting is worse than one you made in twenty minutes, because you will not want to hear anything bad about the first one.



each square = 1 inch

Plan it on the grid

Sketch your idea on the grid above, or on the box below if it is not flat. Then measure it.

Measurement	Yours
How wide?	
How tall?	
Area (width × height)	
Perimeter (all the way round)	

What it is made of

Part	Made of what	Do I have it already?

Build it this week

Make the rough version. Then answer:

How long did it take? ____________________

What went wrong that you did not expect?

____

____

▶ **ADD TO YOUR VENTURE FILE**

Page 4 of your Venture File: your grid sketch, your measurements, and a note on what went wrong while you were building it.

💬 **TALK ABOUT IT**

Show your rough version to someone at home **without** explaining it first.

See what they think it is. If they guess wrong, that is useful information, not a failure.

STUCK? TRY THIS

If you cannot build it, draw it at full size on paper and cut it out. A paper version someone can hold tells you almost as much as the real thing.

★ **CHALLENGE ZONE**

Make a second rough version that is deliberately different from the first. Bigger, or simpler, or a different shape.

Show both to one person and ask which they prefer, and why. Their reason matters more than their choice.

WEEK 17 CUSTOMERS

Show It to Someone

The most useful and most uncomfortable week of the year.

IN CLASS THIS WEEK
Collecting and reading data (4.MD.4)

MONEY WARM-UP · 2 MINUTES
Five people rate your idea out of 10. They say 6, 8, 4, 9, 8. What is the total? What is the middle score when you put them in order? ________

Hand it over and be quiet

Show your rough version to five people. Do not explain it. Do not defend it. Ask your questions and write down what they say.

The moment you start explaining why they are wrong, you stop learning. Everything they misunderstand is something a real customer would also misunderstand, and you will not be standing next to them to fix it.

The five

Who	What is it? (their guess)	Would you use it?	Their words
1.			
2.			
3.			
4.			
5.			

Rate it

Ask each person to rate it out of 10, then plot the five scores.

What came up more than once

Anything two or more people said is a signal. Anything one person said is an opinion. Sort them.

Said by 2 or more (signal)	Said by only one (opinion)

The one that stung

What was the hardest thing to hear? Write it down exactly. Then write whether it was fair.

▶ **ADD TO YOUR VENTURE FILE**

Page 5 of your Venture File: all five reactions, written in their words, including the ones you did not enjoy.

💬 **TALK ABOUT IT**

Ask an adult about a time someone criticized their work and turned out to be right.

Ask how long it took them to admit it.

STUCK? TRY THIS

If everyone loves it, you probably explained it too much or only asked friends. Find one person who has no reason to be nice to you.

★ **CHALLENGE ZONE**

One person hated it. Four people liked it.

Write down what you would need to know to decide whether the one person is worth listening to. There is a real answer here and it is not just ‘ignore them’.

WEEK 18 MAKING

Make It Better

Change it because of what somebody said, not because of what you feel like changing.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3)

MONEY WARM-UP · 2 MINUTES
Version 1 took 25 minutes to make. Version 2 takes 8 minutes less. How long would it take to make 6 of version 2? ________

WORDS TO KEEP

iterate Change it because of what someone said, then show it again.

Change on evidence

Go back to your signals from week 17, the things two or more people said. Those are the changes worth making.

You cannot fix everything, and trying to please all five people usually produces something nobody wanted. Pick the three changes that matter and leave the rest.

Three changes

What I heard	What I am changing	Why this one
1.		
2.		
3.		

What I am NOT changing

Pick one piece of feedback you are deliberately ignoring, and defend it in a sentence. This is allowed. It just has to be a decision rather than an accident.

____

____

Version 2

Build it. Then compare the two honestly.

	Version 1	Version 2
Time to make one		
What it is made of		
What is better		
What got worse		

Show it again

Show version 2 to one person who saw version 1. What did they notice?

▶ **ADD TO YOUR VENTURE FILE**

Page 6 of your Venture File: your three changes with the reason for each, plus the one piece of feedback you decided to ignore.

💬 **TALK ABOUT IT**

Ask someone at home to compare your two versions without you saying which is newer.

Which do they pick? If they pick version 1, ask what version 2 lost.

STUCK? TRY THIS

“What got worse” is not a trick question. Almost every change costs something. Making it sturdier usually makes it slower to build.

★ **CHALLENGE ZONE**

Version 2 is better but takes twice as long to make.

Work out how many you could make in one hour of each version. Then decide which you would take to a market day, and write your reasoning.

WEEK 19 MONEY

What It Costs to Make One

Add up every single thing. The ones you forget are the ones that eat your profit.

IN CLASS THIS WEEK
Multiplying multi-digit numbers (4.NBT.5)

MONEY WARM-UP · 2 MINUTES
A bag of 50 beads costs $4.00. You use 8 beads per bracelet. How many bracelets from one bag? What is the bead cost of one bracelet? ________

WORDS TO KEEP

unit cost What it costs you to make exactly one, packaging included.

spoilage The ones that come out wrong. You paid for them anyway.

Cost per one, not cost in total

Materials come in packs. You do not use a whole pack on one item. So you have to work out the cost of **one**, and that takes division.

Worked example: a $4.00 bag holds 50 beads. That is 8¢ a bead. If one bracelet uses 8 beads, the beads in one bracelet cost 64¢.

Your materials list

Every material. Then work down to what one item costs you.

Material	Pack price	How many in a pack	Used per item	Cost per item
Beads	$4.00	50	8	$0.64
TOTAL cost of one				

The ones people forget

Tick anything that applies to you, then add it to your total.

Easy to forget	Does it apply? What does it cost?
Packaging: a bag, a label, a ribbon	
Something that gets wasted or ruined	
Something you borrowed and must replace	
The sign or table on market day	

Your real number

My honest cost to make one is ______________________

If it changed after the table above, that is the point of the table above.

▶ **ADD TO YOUR VENTURE FILE**

Page 7 of your Venture File: your full materials table and the honest cost of making one.

💬 **TALK ABOUT IT**

Ask an adult to look at your materials list and tell you what you left off.

Adults are very good at this. Write down whatever they spot.

STUCK? TRY THIS

Do the pack first. How much does one bead, one sheet, one spoonful cost? Then multiply by how many you use. Never guess the cost of one straight off.

★ **CHALLENGE ZONE**

You waste about one item in every ten because it comes out wrong.

If materials cost $0.80 an item, work out the real cost per **sellable** item once the wasted one is paid for. Real businesses call this spoilage and they all plan for it.

WEEK 20 MONEY

Choosing Your Price

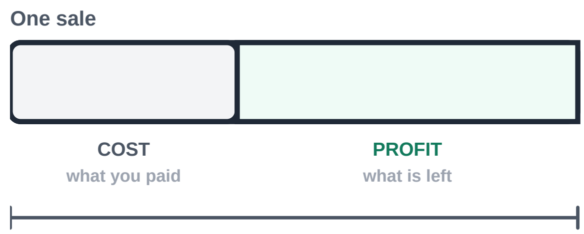
The one number you get to decide. Three ways to decide it, and none of them is guessing.

IN CLASS THIS WEEK
Money problems, multi-digit multiplication (4.MD.2, 4.NBT.5)

MONEY WARM-UP · 2 MINUTES
You sell 23 items at $3 each. How much money comes in? ________

WORDS TO KEEP

price	What the customer pays. The one number you get to decide.
margin	The gap between your price and your cost, on one sale.



Three ways to land on a price

Method	How it works	Your number
Cost plus	**take your cost, add what you want to keep**	
Look around	**what do others charge for something similar?**	
Ask them	**what did your customer pay last time?**	

Now choose

The three methods will not agree. That is normal. Pick your price and say which method you trusted most and why.

My price: ______________________

____

Test your price three ways

Question	Answer
Is it above my cost from week 19?	
Would my week 14 customer pay it?	
Is it easy to hand over? (coins matter)	
What is the highest I could get away with?	
What is the lowest I would still bother for?	

Round numbers are kind

$2.00 is much faster to take than $1.87, and speed matters when there is a queue. Would rounding your price help or hurt? Say why.

▶ ADD TO YOUR VENTURE FILE

Page 8 of your Venture File: your price, and the one sentence explaining how you arrived at it.

💬 TALK ABOUT IT

Ask an adult how they decide something is too expensive. What is the signal?

Ask whether they have ever thought something was **too cheap** to be any good.

STUCK? TRY THIS

If your price is below your cost, stop and fix it now. You cannot make that up by selling more. Selling more just loses more.

★ CHALLENGE ZONE

Some sellers price at $4.99 rather than $5.00, over a single cent.

Write down why you think that works. Then write down one reason it might be a bad idea at a school market day, where everyone is paying in coins.

WEEK 21 MONEY

Profit on One Sale

Cost from week 19, price from week 20. Subtract. This is the number that decides things.

IN CLASS THIS WEEK
Adding and subtracting multi-digit numbers (4.NBT.4)

MONEY WARM-UP · 2 MINUTES
Price $3.50, cost $1.20. What is the profit on one? On twelve? ________

WORDS TO KEEP

break even Selling exactly enough to cover what you spent. Profit of zero.

Your own numbers, at last

Everything since week 13 has been leading here.

	Your number
Price for one (week 20)	
Cost to make one (week 19)	
Profit on one sale	

If that bottom number is negative, do not panic and do not hide it. Go back to week 19 and week 20 and change one of them.

Scale it up

If I sell	Money in	Money out	Profit
5			
10			
25			
50			

How many to reach a goal?

Pick something you would want the profit for. Then work out how many sales it takes.

Question	Answer
What I want the money for	
How much that costs	
My profit on one sale	
How many I must sell	

Is that realistic?

Look at your number. Could you really sell that many in one market day? If not, what has to change?

____

____

▶ ADD TO YOUR VENTURE FILE

Page 9 of your Venture File: profit on one sale, the scale-up table, and how many sales your goal needs.

💬 TALK ABOUT IT

Show an adult your profit-on-one number and ask if it seems worth the effort.

Ask what they would want to earn for the time you are putting in.

STUCK? TRY THIS

Profit on one sale is price minus cost. Nothing else goes in that subtraction yet. Costs like the sign get counted in week 33.

★ CHALLENGE ZONE

You could raise your price by 50¢ and probably sell about a quarter fewer.

Using your own numbers, work out the profit both ways for a day where you would otherwise sell 20. Which is better? Show the arithmetic that proves it.

WEEK 22 MAKING

How Many Can You Make?

Time is a material too, and it is the one you cannot buy more of.

IN CLASS THIS WEEK
Division with remainders (4.NBT.6, 4.OA.3)

MONEY WARM-UP · 2 MINUTES
It takes 7 minutes to make one item. How many can you make in 2 hours? How many minutes are left over? ________

The other limit

You worked out what you can **afford** to make. Now work out what you can actually **get made** before market day.

Whichever number is smaller is your real answer. Businesses run out of time far more often than they run out of money.

Your capacity

Question	Your answer
Minutes to make one (time it, do not guess)	
Hours a week I can actually work on this	
Minutes that is	
How many I can make in a week	
Weeks until market day	
Most I can have ready	

Two limits, one answer

Limit	Number
Money limit: what I can afford to make	
Time limit: what I can get made	
My real plan (the smaller one)	

Make it faster

Doing one step for all of them at once is usually quicker than finishing them one at a time. Try both and time yourself.

Method	Time for 5	Time for one
One at a time, start to finish		
Every step in a batch		

What you found

Which was faster, and by how much? Would that change your answer above?

▶ **ADD TO YOUR VENTURE FILE**

Page 10 of your Venture File: your capacity working, and the number you are actually planning to have ready.

💬 **TALK ABOUT IT**

Ask an adult about a job where they had to do the same thing many times.

Ask what trick they worked out to speed it up. There is almost always a trick.

STUCK? TRY THIS

Time yourself making a real one, with a clock. Everyone underestimates this, usually by about half.

★ **CHALLENGE ZONE**

A friend offers to help for two hours. You would have to teach them first, which takes 30 minutes and stops you working.

Using your own minutes-per-item, work out whether accepting the help leaves you with more finished items or fewer.

WEEK 23 TELLING

A Name and a Look

A name is a promise about what is inside. Make it a promise you can keep.

IN CLASS THIS WEEK
Area and perimeter (4.MD.3)

MONEY WARM-UP · 2 MINUTES
A label is 3 inches by 2 inches. How many labels fit on a sheet 12 inches by 8 inches with no gaps? ________

What a name has to do

Say what it is, be easy to remember, and be easy to say out loud. That is the whole job. Clever comes a distant fourth.

If someone hears your name and cannot guess what you sell, the name is making your job harder every single time.

Five names

Write five. Then score each one honestly out of 3.

Name	Says what it is	Easy to remember	Easy to say	Total
1.				
2.				
3.				
4.				
5.				

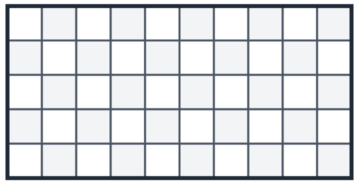
The test

Say your top name out loud to someone who knows nothing about your idea. Ask them to guess what you sell. Write their guess here.

____

Design your label

A label carries the name, what it is, and the price. Sketch it, then measure it.



each square = 1 inch

	Yours
Width	
Height	
Area	
How many fit on one 12 by 8 sheet?	

One look, everywhere

Name one thing that will be the same on your label, your sign and your table. A color, a shape, a word.

____

▶ ADD TO YOUR VENTURE FILE

Page 11 of your Venture File: your chosen name, why you chose it, and your label sketch with its measurements.

💬 TALK ABOUT IT

Say your five names to someone at home and ask which they would remember tomorrow.

Then actually ask them tomorrow. That is the real test.

STUCK? TRY THIS

Read each name out loud. If you stumble, or if you have to spell it, cross it off. A name that is hard to say does not get repeated to anyone.

★ CHALLENGE ZONE

Fitting your labels on a sheet with no waste saves money.

Work out a label size that divides evenly into a 12 by 8 sheet, and say how many you would get. Then check whether your name still fits on it.

WEEK 24 REVIEW

Your One-Page Plan

Everything from weeks 13 to 23, on one page an adult could read in two minutes.

IN CLASS THIS WEEK
Review: cost, price, profit, capacity (4.OA.3, 4.NBT.5, 4.NBT.6)

MONEY WARM-UP · 2 MINUTES
Cost $1.40, price $4.00, you plan to make 30. What is the total profit if all 30 sell? ________

WORDS TO KEEP

plan What you intend to do, written down, so you can check it later.

risk Something that could go wrong. Every real plan names its three.

The whole thing on one page

Copy your real answers across from your Venture File. If a line is blank, that is the work to do next, and knowing that is the point of this page.

	Your answer
My business is called	
The problem I am solving	
Who it is for	
What I am selling	
What it costs me to make one	
What I will charge	
Profit on one sale	
How many I will have ready	
Total profit if they all sell	

The three risks

Name the three things most likely to go wrong, and what you would do about each. Every real plan has this section.

What could go wrong	What I would do
1.	
2.	
3.	

Read it to somebody

Read the whole page to an adult. Write down the first question they ask, because that is the weakest part of your plan.

▶ ADD TO YOUR VENTURE FILE

Page 12 of your Venture File: your one-page plan. This is the page you would hand to somebody who asked what you are doing.

💬 TALK ABOUT IT

Ask your reader whether they would buy it themselves. Then ask, if not, what would have to change.

Ask which line on the page they trust least. Their instinct is usually right.

STUCK? TRY THIS

If ‘total profit if they all sell’ looks small, that is normal for a first business, and it is much better to find out now than on market day.

★ CHALLENGE ZONE

Your plan assumes everything sells. Almost nothing sells out completely.

Redo the total profit assuming you sell only **half** of what you make. Are you still above zero? If not, work out how many you must sell just to break even.

WEEK 25 TELLING

What Do You Say First?

Trimester 3. You have a thing to sell. Now you need eight words that make someone stop.

IN CLASS THIS WEEK
Writing an opinion with reasons (W.4.1)

MONEY WARM-UP · 2 MINUTES
You have 45 seconds with each customer and 40 customers come by. How many minutes of talking is that? ________

The first sentence does one job

It makes somebody stop walking. That is all. It is not the place to explain everything.

Weak first lines describe you: *"Hi, I made these bracelets."* Strong ones are about **them**: *"Want one that actually fits a kid's wrist?"*

Rewrite these

About you (weak)	About them (stronger)
I am selling dog treats.	**Does your dog get bored on walks?**
I made these cards.	
This is my project.	
Want to buy something?	

Yours, three ways

Write three different opening lines for your own business.

1. ____
2. ____
3. ____

Say all three out loud

Try each on a different person. Mark whether they stopped, and write what they said back.

Line	Did they stop?	What they said back
1		
2		
3		

Why that one won

Your best line, and one reason it beat the other two. Give a reason about the listener, not about the words.

____

____

▶ ADD TO YOUR VENTURE FILE

Page 13 of your Venture File: your three opening lines and which one actually made people stop.

💬 TALK ABOUT IT

Ask an adult what makes them walk past a stall without stopping.

Ask what has ever actually made them stop. Most people can remember one.

STUCK? TRY THIS

Try starting with a question. Questions are hard to walk past because people answer them before they decide to.

★ CHALLENGE ZONE

A first line that is too clever makes people stop and then feel tricked.

Write down one opening line that would work once and never again, and say what it costs you the second time.

WEEK 26 TELLING

Make Your Sign

Read from six feet away, in three seconds, by someone who is walking.

IN CLASS THIS WEEK
Area and perimeter (4.MD.3)

MONEY WARM-UP · 2 MINUTES
A poster is 22 inches by 28 inches. What is its area in square inches? ________

WORDS TO KEEP

legibility Whether it can be read from six feet away in three seconds.

What has to be on it

Four things and no more: **your name**, **what it is**, **the price**, and one reason to care.

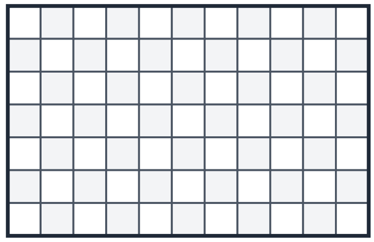
Every extra word makes the important ones smaller. A sign is not a place to explain, it is a place to be seen.

Plan the four

Element	Yours	How big?
Business name		
What you are selling		
Price		
One reason to care		

Sketch it full size

Lay it out on the grid, then check the arithmetic.



each square = 2 inches

	Yours
Sign width and height	
Area in square inches	
Perimeter (for taping the edge)	

The six-foot test

Put your sign on a wall and walk six feet back. What can you no longer read? Make that bigger.

▶ ADD TO YOUR VENTURE FILE

Page 14 of your Venture File: your sign plan with its measurements, and what failed the six-foot test the first time.

💬 TALK ABOUT IT

Ask someone at home to look at your sign for three seconds, then take it away.

Ask them what it said and what it cost. Whatever they missed needs to be bigger.

STUCK? TRY THIS

Write the price first and make it the biggest thing after the name. It is the thing people look for and the thing they are embarrassed to ask about.

★ CHALLENGE ZONE

You have one sheet of card 22 by 28 inches, and you want a big sign and two small ones for the table.

Work out sizes that use the sheet with as little waste as possible. Show the areas and say how much card is left over.

WEEK 27 TELLING

The 60-Second Pitch

Four sentences, in order, that answer the four questions everybody has.

IN CLASS THIS WEEK
Reporting on a topic, speaking clearly (SL.4.4)

MONEY WARM-UP · 2 MINUTES
You practice your pitch 6 times a day for 5 days. How many times is that? ________

WORDS TO KEEP

pitch Four sentences: the problem, what you made, who and how much, why you.

The four sentences

Every good short pitch answers the same four questions in the same order. Fill in yours.

the order that works

1. What is the problem?
2. What did you make?
3. Who is it for and what does it cost?
4. Why should they buy it from you?

Write yours out

Sentence	Yours
1. The problem	
2. What I made	
3. Who and how much	
4. Why me	

Time it

Read all four sentences out loud and time yourself three times.

Try	Seconds	What went wrong
1		
2		
3		

Under 30 seconds is usually too thin. Over 60 and people stop listening. Aim between.

The hardest question

Ask your listener the meanest fair question they can think of. Write it down, then write your answer.

▶ ADD TO YOUR VENTURE FILE

Page 15 of your Venture File: your four sentences, written out, plus the meanest question you were asked and how you answered it.

💬 TALK ABOUT IT

Give your pitch to someone at home with your back turned, so they only hear the words.

Ask which sentence they would cut. There is usually one doing no work.

STUCK? TRY THIS

Write the four sentences before you try to say them. Talking without writing first produces a pitch that is different every time and never gets better.

★ CHALLENGE ZONE

Somebody interrupts after sentence two and asks the price.

Write down how you would answer and get back on track without starting again. Real customers interrupt constantly, and it is a good sign when they do.

WEEK 28 TELLING

Practice, Then Practice

The pitch you have said twenty times sounds relaxed. The one you have said twice does not.

IN CLASS THIS WEEK
Speaking clearly at an understandable pace (SL.4.4)

MONEY WARM-UP · 2 MINUTES
You practice 4 times a day for 9 days. How many times in total? If each takes 1 minute, how many minutes? ________

Why repetition is the whole trick

Nervousness is mostly your brain doing two jobs at once: remembering the words **and** watching the person's face.

Practice until the words need no thinking. Then all your attention is free for the customer, which is the part that actually sells anything.

Practice log

Tick a box each time you say it out loud to a real person. Twenty is the target.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Three hard ones

Practice these until they do not rattle you.

They say	You say
“That's too expensive.”	
“What is it for?”	
“I'll come back later.”	

Get filmed or watched

Have someone watch you and mark what they notice. Be brave about this one.

	Yes / no	Their note
Could they hear every word?		
Did I look up, or at the table?		
Did I rush?		
Did I say ‘um’ a lot?		

One thing to fix

Pick the single thing you will change, and practice five more times with only that in mind.

💬 **TALK ABOUT IT**

Ask an adult what they do before something they are nervous about.

Ask whether the nerves ever go away completely. Almost everyone says no, and that is worth hearing.

STUCK? TRY THIS

Say it to a wall, a pet, or a mirror if people feel like too much at first. It still counts. Then work up to people.

★ **CHALLENGE ZONE**

“Too expensive” is not always about the money. Sometimes it means “I do not understand why it costs that.”

Write two different answers: one for a person who truly cannot afford it, and one for a person who has not yet seen why it is worth it. They are not the same answer.

WEEK 29 RUNNING IT

The Class Bank

Play money, real decisions. Here is exactly how the money moves on market day.

IN CLASS THIS WEEK
Solving money problems, making change (4.MD.2)

MONEY WARM-UP · 2 MINUTES
Something costs $2.75. The customer hands you a $5 bill. What change do you give, using the fewest coins? ________

WORDS TO KEEP

float The change you start the day with, so you can give change to the first customer.

startup fund Money lent to you before you have sold anything. You pay it back.

How the money works

Market day runs on **play money**. The products are real, the customers are real and every decision is real. Only the currency is pretend, and that means you get to run your own money box instead of watching an adult do it.

The four steps

Step	What happens
1. The bank lends you a startup fund	Every student gets the same amount. It is a loan, not a gift.
2. You buy materials	From the class supply table, with your fund.
3. You sell	You take the money and make the change yourself.
4. You repay the fund	The same amount you were lent, back to the bank.

What is left after you repay is **yours**, and it is your profit. If you cannot repay it in full, you made a loss, and that is a real thing that happens to real businesses.

Making change without a machine

Count **up** from the price to what they gave you.

Price	They give	Change	Which coins?
$2.75	**$5.00**	**$2.25**	**2 dollars, 1 quarter**
$3.50	$5.00		
$4.80	$10.00		

Three rules for the table

Rule	Why it exists
Say the price out loud before they pay	
Count the change back into their hand	
Write every sale down as it happens	

The honesty one

You give change for $20 when they gave you $10, and notice after they have gone. The money is pretend. Does that change what you should do?

▶ ADD TO YOUR VENTURE FILE

Page 16 of your Venture File: the four steps of the class bank, your startup fund amount, and the three table rules in your own words.

💬 TALK ABOUT IT

Ask an adult what a shop does at the end of a day to check the money is right.

Ask what happens when it does not add up.

STUCK? TRY THIS

Count up, not down. From $2.75 to $3 is 25 cents, from $3 to $5 is two dollars. So the change is $2.25, and you never had to borrow.

★ CHALLENGE ZONE

Your startup fund is a loan. You repay it whether or not you sell anything.

If you spend the whole fund on materials and sell only half of what you made, can you repay it? Show the arithmetic.

WEEK 30 RUNNING IT

Market Day Plan

What you bring, where it goes, who does what, and what happens when it rains.

IN CLASS THIS WEEK
Time intervals and money (4.MD.2, 4.OA.3)

MONEY WARM-UP · 2 MINUTES
The market runs from 10:15 to 12:45. How many minutes is that? If 60 people come, roughly how often is that one person? ________

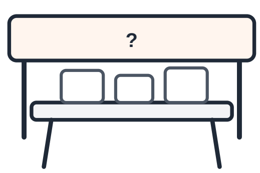
The bring list

Everything. If it is not on this list it will not be in the box.

What	How many	Packed ✓
The things I am selling		
My sign		
Price labels		
Tally sheet and a pen		
My money box and starting change		
Something to put things in		

The table

Draw where everything goes. Customers should see the price without asking and reach the thing without leaning.



your table layout

The timings

Time	What is happening
Set up by	
Doors open	
Halfway check: how many sold?	
Closed and packed away by	

When it goes wrong

If this happens	I will
I sell out in the first hour	
Almost nobody comes to my table	
My helper is ________ and their one job is	

▶ ADD TO YOUR VENTURE FILE

Page 17 of your Venture File: bring list, table layout, timings, and your three what-if answers.

💬 TALK ABOUT IT

Walk an adult through your plan minute by minute and ask what you have forgotten.

Ask them what usually goes wrong at events like this.

STUCK? TRY THIS

Pack the box the night before, then take everything out and put it back. You will find the missing thing on the second pass.

★ CHALLENGE ZONE

Every shopper is given the same amount of play money, so the money in the room is a number you can actually work out. Ask your teacher how much each shopper gets and how many shoppers are coming.

Multiply them for the total money in the room. Divide by the number of stalls for what an even share would be. Is your plan above or below an even share, and is that realistic?

WEEK 31 RUNNING IT

Market Day

Take this page to the table. Fill it in as it happens, not afterwards.

IN CLASS THIS WEEK
Recording and reading data (4.MD.4, 4.MD.2)

MONEY WARM-UP · 2 MINUTES
Before you start: how many do you predict you will sell today? ________ Write it down now, before you know.

WORDS TO KEEP

tally A mark made the moment it happens. Written later, it is a guess.

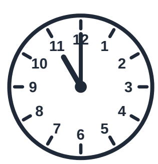
Running tally

One mark per item sold, the moment it sells. Do not wait and do not guess at the end.

What people said	How many
First half hour	
Second half hour	
Third half hour	
Fourth half hour	

Total sold today: ______________________

When it was busy



busiest

What people said

Write down five real things customers said, in their words. Including anyone who walked away.

What they said	Did they buy?
1.	
2.	
3.	
4.	
5.	

The ones who did not buy

Roughly how many people looked but did not buy? ________

What was the most common reason?

____

▶ ADD TO YOUR VENTURE FILE

Page 18 of your Venture File: this whole page, filled in on the day, including the prediction you made before you knew.

💬 TALK ABOUT IT

At the end of the day, before you do any adding up, write one sentence about how it felt.

Then ask an adult who watched what they noticed that you did not.

STUCK? TRY THIS

Mark the tally the moment money changes hands. If you leave it until later you will be wrong, and every seller who has tried it will tell you the same thing.

★ CHALLENGE ZONE

Compare your prediction at the top of this page with what actually happened.

Were you over or under, and by how much? Write one sentence on what you got wrong about your own customers.

WEEK 32 MONEY

Count It Up

Revenue first. The big cheerful number, counted properly before anything comes out.

IN CLASS THIS WEEK
Adding and subtracting multi-digit numbers (4.NBT.4)

MONEY WARM-UP · 2 MINUTES
You sold 17 items at $3 and 6 items at $5. How much money came in altogether? ________

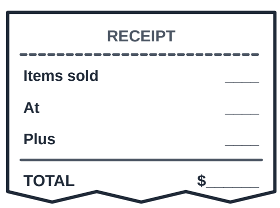
WORDS TO KEEP

revenue Money in. Still not your profit, however good it looks.

What came in

Use your tally from week 31. If you sold at more than one price, use a row for each.

What sold	How many	Price each	Money in
TOTAL REVENUE			



Check it twice

Add it a second time in a different order. Do you get the same number? ________

If not, find the difference before you go on. The mistake is usually in the multiplying.

Against the plan

	You planned	What happened	Difference
How many sold			
Money in			

Left over

How many did you not sell? ________

What are they worth? Nothing, something, or full price? Say what you would do with them.

____

▶ **ADD TO YOUR VENTURE FILE**

Page 19 of your Venture File: your revenue table, checked twice, and how it compared with the plan you made in week 24.

💬 **TALK ABOUT IT**

Tell someone at home your revenue number, then tell them it is not your profit.

See if they can guess what still has to come out of it before you say.

STUCK? TRY THIS

Revenue is only the money that came in. Do not take anything away yet. Costs are next week and they deserve their own page.

★ **CHALLENGE ZONE**

Work out your average sale: total revenue divided by number of customers.

Then work out what that number would be if just three more people had bought one thing. Small changes at a small stall move the average a lot.

WEEK 33 MONEY

Did You Make a Profit?

Revenue minus every cost. Including the ones you would rather not count.

IN CLASS THIS WEEK
Multi-step word problems (4.OA.3)

MONEY WARM-UP · 2 MINUTES
Revenue $84. Materials $31, sign $6, packaging $9. What is the profit? ________

WORDS TO KEEP

total cost Every cost, including the sign and the ones you wasted.

per hour Profit divided by the hours you spent. Often the honest number.

Every cost, including the annoying ones

Cost	Amount
Materials for everything I made	
Packaging and labels	
My sign and table things	
Anything I broke, wasted or gave away	
Anything I borrowed and must replace	
TOTAL COST	

The answer

	Amount
Revenue (week 32)	
Total cost (above)	
PROFIT	

If it is below zero, write it with a minus sign and keep going. That is a real result, not a failure to report.

Check it the other way

Count your money box, take away the startup fund you owe, and you should get the same profit as page 1.

	Amount
In my money box at the end	
Startup fund repaid to the bank	
What is left, which is mine	

If they disagree, your tally and your box disagree. Real shops check exactly this every day.

The cost you did not pay in money

Count the hours you spent making, planning and selling.

	Your number
Hours spent altogether	
Profit divided by hours	

Was that worth it, and which line surprised you most? There is no right answer here, but there is an honest one.

▶ ADD TO YOUR VENTURE FILE

Page 20 of your Venture File: your full cost list, your profit, and your profit per hour.

💬 TALK ABOUT IT

Show an adult your profit working and ask if you have left any cost out.

Ask whether they have ever done a job where the hourly rate turned out much lower than they expected.

STUCK? TRY THIS

Count the sign even though you made it before the day. It cost money, that money went on this business, and leaving it out would flatter your answer.

★ CHALLENGE ZONE

Work out how many more you would have needed to sell to double your profit.

Then say whether that was possible on the day, given how many people actually came past your table. Use your week 31 numbers.

WEEK 34 REVIEW

What Would You Change?

The most valuable hour of the whole year is the one right after it goes wrong.

IN CLASS THIS WEEK
Reading and interpreting data (4.MD.4)

MONEY WARM-UP · 2 MINUTES
Last time you sold 22. If you sold 30% more next time, how many would that be? ________

WORDS TO KEEP

review Separating what was your decision from what was luck.

Three columns, honestly

Kept it	Changed it	Why
What worked		
What did not		
What I would never do again		

If you ran it again next Saturday

Decision	Same or different?	The new version
My price		
How many I made		
My sign		
Where my table was		
My opening line		

Compare the two plans

left bar: what you planned · right bar: what happened

Fill both bars with your own numbers from weeks 24 and 32, then write one sentence about the gap.

The uncomfortable one

Name one thing that went wrong that was your decision, not bad luck.

▶ ADD TO YOUR VENTURE FILE

Page 21 of your Venture File: your three columns and your plan for a second market day, whether or not there is one.

💬 TALK ABOUT IT

Ask an adult about something that failed at work and what they changed afterwards.

Ask how long it took before they could talk about it calmly.

STUCK? TRY THIS

Separate luck from decisions. Rain is luck. Making forty of something nobody asked for is a decision. Only decisions are worth reviewing.

★ CHALLENGE ZONE

Pick your single biggest change. Now argue the **opposite** case in two sentences.

If you cannot make any argument for the other side, you probably have not thought about it hard enough yet.

WEEK 35 VALUE

What to Do With Profit

The money is yours. Deciding what happens to it is also part of business.

IN CLASS THIS WEEK
Comparing and adding fractions (4.NF.3)

MONEY WARM-UP · 2 MINUTES
You have $40 profit. You keep half, save a quarter and give away a quarter. How much is each part? ________

WORDS TO KEEP

reinvest Putting profit back in so there is more to sell next time.

Three doors

Profit can be **spent**, **put back in**, or **given away**. Grown-up businesses argue about this exact question constantly.

Putting it back in is how a business gets bigger: more materials means more to sell next time. Spending it is why you did the work. Giving it away is a choice, not a duty, and it is yours to make.

Split your own profit

Where it goes	Fraction	How much
Keep and spend		
Put back into the business		
Give away		
Must add to 1 whole		

Check it

Add your three fractions. Do they make one whole? Show the working.

____

If you put it all back in

Work out what that would buy you for next time.

Question	Answer
My profit	
Cost of materials for one	
How many more I could make	
Profit if all of those sold	

Your decision

What are you actually going to do, and why? There is no correct answer here, only an honest one.

____

____

▶ ADD TO YOUR VENTURE FILE

Page 22 of your Venture File: your split, your working, and the reason behind it in your own words.

💬 TALK ABOUT IT

Ask an adult whether they save, spend or give, and roughly in what proportions.

Ask whether that has changed since they were your age.

STUCK? TRY THIS

Money put back into the business is not gone. It has turned into materials, which turn into things to sell. Follow it round the loop and you will see it.

★ CHALLENGE ZONE

Putting all your profit back in means you can make more next time, and it also means you could lose more if it does not sell.

Write down what you would need to know before deciding how much to risk. Name two specific pieces of information.

WEEK 36 REVIEW

Your Business Story

One year, one business, one page. Tell it the way it actually happened.

IN CLASS THIS WEEK
Review; writing an opinion with reasons (W.4.1)

MONEY WARM-UP · 2 MINUTES
Look back at week 1. What did you think a business was then? ________

WORDS TO KEEP

venture The whole thing: the problem, the product, the numbers and the day.

The story, start to finish

Use your Venture File. Every answer is already in there.

	Your answer
The problem I started with (week 13)	
What I decided to make (week 15)	
What I changed after feedback (week 18)	
What it cost and what I charged (weeks 19, 20)	
How many I sold (week 31)	
My profit (week 33)	
The biggest thing I got wrong	
The thing I am most pleased with	

What you know now that you did not in September

Three things. Be specific. ‘A lot’ does not count.

1. ______________________________
2. ______________________________
3. ______________________________

Would you do it again?

Yes or no, and one real reason. Both answers are respected here. Plenty of good businesspeople have said no to a second try at the same thing.

____

____

Advice for next year's class

One sentence you wish someone had told you in week 1.

____

▶ ADD TO YOUR VENTURE FILE

Page 23, the last page of your Venture File: your business story. Keep the file. It is the record of the first thing you ever built and sold.

💬 TALK ABOUT IT

Read your whole story out loud to someone at home.

Ask them what surprised them most about your year.

STUCK? TRY THIS

Look back through your Venture File from page 1. You will not remember how much you did not know in September until you see your own handwriting from then.

★ CHALLENGE ZONE

Somebody in next year's class picks exactly your problem and your product.

Write down the three most useful things you could tell them. Then notice that none of them are in your one-page plan, and think about why that is.

Young Innovators
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Grade 4 · The Venture Year

Certificate of Completion

This is to certify that

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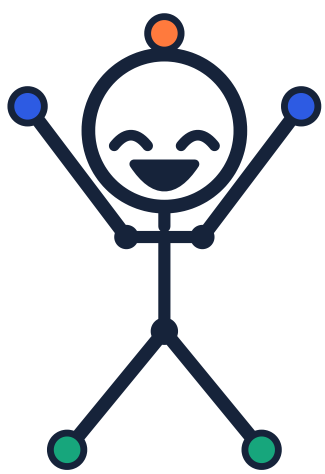
completed thirty-six weeks of enterprise work: found a problem worth solving, designed something to fix it, worked out what it cost and what to charge, stood behind a table and sold it to real customers, and then worked out honestly whether it made a profit.



Teacher	Date

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