Home Learning TV – Lesson Plan

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| **Segment lesson planning details** |  | | | |
| Title for segment: | A Sweet Business | | | |
| Year levels *(e.g. Yrs1 – 3)*: | 4 - 7 | | | |
| NZC learning areas: | English | | | |
| Purpose of lesson:  (What learners will learn) | * Learners will think about enterprise and learn about the skills and actions required to start a business * Learners will learn about features of non-fiction texts | | | |
| Success Criteria – students will be able to:  (how they will know when they have learnt it) | * Learners will be able to identify some of the skills and actions required to start a business * Learners will be able to identify aspects of non-fiction texts and describe how these are used. * Learners will be able to use what they have learned to write a basic business plan | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on Mātauranga Māori: |  | Pacific specific content i.e. the learning is focused on Pacific knowledge: | |  |
| **Segment production details** | | | | |
| Equipment requirements: | White board | | | |
| Copyright requirements:  Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –URL link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) |  | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources |  | | | |
| Attachments |  | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships  (2 mins) | Setting up topic for today lesson  Connecting to prior knowledge  Connecting to social context  Write up list of sales related job on whiteboard | | **Choice of greetings Marissa**  This week we’ve been thinking about careers, today we’re thinking about different careers based around selling things. Lots of people in New Zealand work in businesses that sell things. They might be selling products like toys or groceries or cars. Or they might sell services, like car repairs or building. Let’s make a list of all the jobs selling things you can think of…  **Presenter write up list of sales job- your choice**  Here’s my list, did you have any of the same jobs as on mine? Is there anyone in your whānau who does one of these jobs? If there is you might think about what they do for their job when we’re finished.  Our goals for today are to   * Identify some of the skills and actions required to start a business * Identify aspects of non-fiction texts and describe how these are used. * use what we have learned to write a basic business plan   To learn about sales and careers we’re going to look at one example of a class in wellington who started their own business selling honey. | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  (13 mins) | Introduce text  Recap and connect to previous segment  Read through book stopping on any words that may be difficult and making observation on non-fiction text features. Some suggestions for parts of the text to highlight are given on the right | | The story that we’re going to read today is called “A Sweet Business” let’s look at the first page.  **Slide 2**  While we’re reading we’re going to be thinking about how writers make ideas in non-fiction texts clear for their readers and build on the learning we’ve done in other lessons.  Right on the front page we’ve got two kinds of title one is the title of the story; do you remember the word for the other kind of title that is used for a section of a story? That’s right it’s a heading, the heading tells us what the next section is about, let’s read on…  *A Sweet Business by Bronwen Wall*  *Imagine running a business that employs thousands of workers.*  *The kids at Te Aro School in Wellington do just that. They’re in the honey business, and their workers are honey bees.*  Bees in the Garden  *The idea to keep bees came up in a roundabout way a few years ago, when Rūma Koromiko was planning a garden. While researching what a garden needs, the students learnt about bees. These busy insects are essential to help plants reproduce, but worldwide, their numbers are dropping. To attract bees to their garden, the students decided to have lots of bee-friendly plants (ones with yellow, blue, purple, or white flowers). But even with those plants, where would the bees come from? Bees fly up to 2 kilometres – were there any beehives within*  *that range? Maybe it would be better if the school set up its own hives. That way, the bees would live right beside the school garden. This would be good for the plants and the bees.*  **Slide 3**  I notice there are lots of nice photos throughout the story how do you think they help us understand the ideas?  The Bee Man  *Martin has been a bee-keeper for many years, and he visited Te Aro School to*  *share his knowledge. He thought it was a great idea for the students to keep their own hives. “You’ll have bees in your garden and honey for your toast,”*  *he said. Martin knew all about the equipment first-time bee-keepers need. He explained that it costs around five hundred dollars to set up a beehive. It seemed like a lot of money, but Martin was keen to help the students get started. He said the local bee-keepers association would donate a Langstroth hive and some bee*  *suits, and he would help the students to get their first swarm. This would reduce*  ***start-up costs*** *significantly. How could the class refuse?*  *Martin was quick to remind the students that bee-keeping involves* ***ongoing costs****. Hives need protection from varroa mites, and during winter, bees need to be fed sugar syrup. Beehives also require maintenance, and eventually, the students would need to replace their swarm and their suits. They couldn’t rely*  *on donations.*  *“How will you pay for all this?” Martin wanted to know. It was a good question – with an obvious answer. The bees would have to pay for themselves*  *Varroa Mites*  *Varroa mites are tiny insects that feed on the blood of bees and bee larvae. This weakens the bees. The mites also leave behind small openings in a bee’s skin, making it more likely for the bee to catch a virus. These viruses spread easily, and an entire hive of bees can die. Bee-keepers get rid of the mites using varroa treatment strips. These strips contain miticides – chemicals that kill mites.*  Why do you think the box about varroa motes is in a different colour from the rest of the page? I think it’s to show that that isn’t part of the main story  Ok, let’s read on  **Slide 4**  Earning Their Keep  *How do bees earn their keep? Through their honey, of course. If the students looked after their hive, they would have enough honey to sell and enough for their toast. It seemed so easy. There had to be a catch, and it didn’t take much research to discover what it was. Under New Zealand law, honey that’s sold to the public must be processed in a commercial kitchen. Te Aro School doesn’t have a commercial kitchen. The students could pay someone to process their honey, but this would be expensive. Besides, they wanted to do everything themselves. There seemed no way around the problem. If the students couldn’t sell their honey, they couldn’t cover their ongoing costs. They needed an income. Then Claire, Rūma Koromiko’s teacher, had a great idea. Rather than selling their honey, the students could give it to their parents and grandparents in exchange for a koha. But how much koha might they get? How much koha did they need? Things were starting to get complicated. It was time to get more help.*  Budget Time  *Lucia’s father, Justin, is an accountant. He was the perfect person to provide*  *business advice. Justin began by explaining the importance of a* ***budget****. This is a way to estimate costs. Then the class would know how much income they’d need so they could pay their bills. The school was happy to cover any bee-keeping costs for the first year, but the students would have to repay this money after their first season. “So let’s look at the costs for your first year,” Justin said. He wrote two*  *headings on the board: “****Needs****” and “****Wants****”. Then he asked the students*  *to think about what expenses would be unavoidable. “These are your needs,”*  *he explained. “They are different from wants. A want is something you’d like,*  *but it isn’t necessary.” Lucy’s hand shot up. “We’ll need to register as bee-keepers,” she said.*  *“That costs about thirty-five dollars.”*  *“Over winter, there’s less pollen,” said Onel. “So bees eat sugar syrup.*  *We’ll need to buy sugar.”*  *“It would be nice to buy extra bee friendly plant seeds,” said Tallulah.*  *“But I guess that’s a want.”*  Do you remember the word for illustrations like this one which are used to help show an idea? They’re diagrams. What is this one showing? It helps me understand what they’re talking about when they talk about the budget. It’s easier to understand when it’s all together like this.  **Slide 5**  *The students also talked about hives. As well as a Langstroth, they were keen to try a top-bar hive. Maybe one kind of hive would produce more honey than the other. After a few harvests, they would be able to compare the results.*  *“It’s a good idea,” said Justin. “More honey means more income but buying a second hive will be a big expense. Let’s see how your first year goes. If you’re*  *still interested – and you’ve made a* ***profit*** *– you can buy a top-bar hive next year.” The students agreed to wait, and Justin listed the cost under “Wants”.*  *“We’ll need to pay for varroa treatment strips,” said Beth, “otherwise our bees might die.”*  *“We’ll also need an adrenalin injector for our first-aid kit,” said Claire. The adrenalin injector was a big cost, but Claire was adamant it was a need and wasn’t negotiable. “No one at this school has a serious allergic reaction to bee stings, but that could change. We can’t take the risk.”*  *“Anything else?” Justin asked.*  *The students had been thinking about how they might package their honey. One option was to bring jars from home. Recycled jars would be free and good for the environment, but they’d come in all shapes and sizes, and the students wanted their honey to look professional. Having jars that were all the same would also make it easier to measure equal amounts of honey. Justin wasn’t convinced. “Sorry, guys. New jars will be expensive, and they’re not essential. Let’s put that*  *under wants till we know more about your income.”*  **Slide 6**  The Big Question  *Now that the class had its costs, it was time to think about income. The big question: Would the students receive enough money in their first year to cover essential costs and repay their loan from the school? There were two important things to consider. How much honey would the bees produce, and how much koha might people give? Martin had said to expect a harvest of around 40􀁢kilograms. Together with Justin, the students did the maths. If parents gave five dollars for a 250-gram jar of honey, this would be twenty dollars per kilogram – eight hundred dollars in total. It would be enough income to cover both needs and wants! Maybe the students could have their new jars after all.*  *“The good news is you seem to have a viable business plan,” Justin said. “The bad news is there’ll be no money until after your first harvest, and don’t forget you are being given koha. That means your income may vary.” The students decided to see how it went before buying any extras. It was time to call in the bees!*  Money in the Bank  *Two years down the track, the school’s honey business is a great success. The bees are busy in the school garden, and the honey – in smart, matching honeycomb-shaped jars – is in hot demand. “It’s so delicious, everyone wants some,” Lucy says. There’s even money in the bank to pay for some new bee suits – and a top-bar hive. Now that really is a sweet business.*  What do you think this last section does for us? I think it helps tie up the story and understand what happened next.  What about the box at the bottom do you remember the word for boxes like that which show us the meanings of difficult words? That’s right it’s a glossary. Were those words ones that you had trouble with?  Let’s check them out  Financial Literacy Terms  ***budget:*** *costs you expect to pay and money you expect*  *to receive over a certain amount of time*  ***income:*** *money received over a certain amount of time*  ***needs:*** *essential costs*  ***ongoing costs:*** *things that have to be paid for every year*  ***profit:*** *money left over when all costs have been paid*  ***start-up costs:*** *one-off costs of starting a business*  ***wants:*** *non-essential costs*  What did you think of the story? I think what the Te Aro School kids accomplished is amazing! | |
| **Respond**: Providing opportunities to use and practice  (4 mins) | Think about the text and connect to competencies  Pause before working through list of the things the students needed so that learners have an opportunity to recall aspect of the text  Pause again then go through list of skills.  Once complete go through list thinking of examples of each from the story. List might need to be shortened for time.  Setting task to allow learners to practice what they’ve learned about starting a business  Connect to features of text | | Do you think you could start your own business? What would you need?  What were some of the things that the kids at Te Aro school needed in order to start their business. **(Pause)**  **Record on whiteboard**  **(Presenter explains why she has chosen these as she writes them on the whiteboard)**  They needed an idea  They needed to work out the costs  They needed to work out the possible profits  What skill do you think these young entrepreneurs needed? **(Pause)**  **Record on Whiteboard**  They needed to work together  They need to relate to others  They need to solve problems  The need to be able to use their maths skills  Can you think of an example from the story that shows the Te Aro students doing each of those things?  You might like to come up with your own plan for a business, what would you need to do for that?  You’d need an idea for what you would like to sell. It might be a product or it might be a service. You might think about something you could really sell or just do it for pretend.  You should describe your business idea  You need to think about what your product or service would cost and how much money it could make, that’s your budget.  You’d need to think about any possible problems you might encounter.  When you put together your plan you should use some of those features of non-fiction texts we’ve seen. You might want to use headings to show what each part is about  You might want to use images or diagrams to explain your ideas.    Like we saw with the Te Aro school student’s business usually a team effort so you might like to find someone to help you. That might be a parent or a friend or another member of your whānau  Do you remember our goals for today?  We were going to   * Identify some of the skills and actions required to start a business * Identify aspects of non-fiction texts and describe how these are used. * use what we have learned to write a basic business plan   What do you think, have you achieved our goals for today? | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  **(30 sec)** | Reflect on learning and set up for next steps | | Today we’ve been inspired by an example of some young people starting their own business and we’ve used that to think about what that might take. We’ve also looked at another example of a non-fiction text and thought about how to make something easy to understand.  We’d love to see your plans here at Papa Kainga TV and we’d love to hear about your business if you really start one. You can get in touch with us at [info@hltv.co.nz](mailto:info@hltv.co.nz). Or text us to 5811.  If there are members of your whānau who are involved in selling things you might like to talk to them about their work and the kinds of skills they’ve needed to develop. | |