



Junior
Achievement®

Rocky Mountain

presents

START IT UP

VOLUNTEER GUIDE

Oogie's[™]
Gourmet Popcorn

COMMON CORE ALIGNMENT

JA *Start It Up* includes the Common Core Standards for English Language Arts for Speaking and Listening SL.7.1, SL.7.2, SL.7.4, SL.7.5, SL.7.6; Writing W.7.1; College and Career Readiness Anchor CCRA.SL.2, CCRA.SL.2, CCRA.SL.4, CCRA.SL.5, CCRA.SL.6

INTRODUCTION

JA Start It Up is designed to engage students in an immersive business development experience enabling them to experience the creativity, sense of accomplishment, and excitement that careers in entrepreneurship and business can offer.

The program is designed to fit a one-day format, operating as a field trip experience within the walls of the school. The *JA Start It Up* program is a project-based learning experience. In project-based learning, students are asked to solve a real-world challenge. Learning happens organically—students acquire knowledge, develop skills, and reach new understandings as they work together to solve a problem they may encounter in the real world.

In teams, students are asked to develop a new flavor of Oogie's Gourmet Popcorn (Oogie's). Each team's new popcorn flavor must appeal to a specific target audience: their peers.

Through seven experiential sessions, students will:

- Complete research on their target market, the competitive landscape and the competitive advantage of Oogie's.
- Brainstorm new flavor possibilities—and analyze their specific market appeal.
- Determine pricing and profit margin for their product.
- Create marketing pieces and a *Shark Tank*-style sales pitch for their new flavor.
- Participate in a proposal-based competition, judged by volunteers, with prizes for the winning team.

Business Concepts:

- Product development
- Profitability
- Marketing promotions and tactics
- Market targeting
- Competitive advantage

Skill Development:

- Communication: Exchange of information and ideas.
- Critical Thinking: Conceptualizing and analyzing information.
- Collaboration: Work with others to develop a plan, make decisions as a team, and meet a goal.
- Persuasive Speaking: Presenting to a group with confidence and constructing a persuasive argument.

Volunteer Preparation:

Prior to your scheduled program, please be sure to thoroughly review this guide, the student materials, and all of the required content on the flash drive. It is important that you feel comfortable with the day's schedule and activities. Contact your JA staff representative with any questions.

MASTER LIST OF MATERIALS

The following is a comprehensive inventory of items you will need to present the *JA Start It Up* program. Please note that some required materials are provided in your kit—and others will be provided by the JA staff.

The following items are included in your kit:

Qty.	Item	Session(s)	1	2	3	4	5	Opt	6	7
2	Volunteer Guides*			•	•	•	•	•	•	•
32	Labels for nametags			•	•	•	•		•	•
1	Photo of volunteer(s) in middle or high school**			•						
16	Research & Development Posters			•						
32	Student Workbooks			•	•	•	•	•	•	•
8	Team Proposal Posters			•	•	•	•		•	•
2	Sheets of labels with brands printed on them			•						
1	Set of “Let’s Make a Deal” Round One Game Cards					•				
1	Set of “Let’s Make a Deal” Round Two Game Cards					•				
8	Sets of Promotional Piece Templates						•		•	•
2	Judge’s Rubric*						•		•	•

The following items are provided on the day of the program by JA staff and/or the school:

Qty.	Item	Session(s)	1	2	3	4	5	Opt	6	7
1	Introduction video, including projector and sound system		•							
1	Flash drive with videos and PowerPoints for classroom viewing***, including projector and sound system					•	•		•	•
2	Bags of Oogie’s Popcorn			•						
32	Dixie cups			•						
8	Sets of markers or colored pencils			•		•	•		•	•
6	Prizes									•

* 2 Volunteer Guides and Rubrics are provided to accommodate classes with a pair of volunteers.

** We request that all volunteers independently provide one item for the program—a **picture of you in middle or high school**. If you are not able to do this, please do not worry! This is just an effective way to break the ice with your students, but there are many ways to do this. Your JA staff contact can share more ideas and suggestions.

*** All **video** and **PowerPoint** components can be viewed online for preparation purposes at:

<http://www.JAColorado.org/ja-start-up-digital-resources/>

PROGRAM OVERVIEW

The following overview provides a brief description of the program activities. More detailed information including lists of materials and timelines follow. You might also find it helpful to refer to the Schedule for Volunteers provided by JA staff.

In this program, students are challenged to develop a new flavor concept of Oogie's Gourmet Popcorn (Oogie's) for a specific target audience: their peers. The students work collaboratively in groups to develop their idea into a proposal, which will include a poster (Team Proposal Poster), an oral presentation, and several marketing promotional pieces.

At the beginning of the day, all participating students gather in an assembly. JA staff presents the challenge to the students through a video and presentation. Then, in sessions throughout the day, which are led by volunteers, students complete specific tasks that build toward the completion of their proposal.

Session One: You're Hired!

Led by JA staff (assembly format)

Students are introduced to Oogie's and the day's challenge through a video and remarks from JA staff. Volunteers are introduced to students. Then, everyone heads back to the classroom.

Session Two: Research & Development

Led by volunteer (location: classroom)

Upon arriving at the classroom, volunteers introduce themselves to the students. Volunteers: Do not forget to bring a picture of you in middle or high school. Next, volunteers guide the students through an activity in which they explore what appeals to their target market of youth ages 13-18, followed by an activity in which they compare and analyze a variety of snack products. They are to consider how Oogie's products compare to their competition.

Session Three: Product Development & Market Testing

Led by JA staff (assembly format)

In groups of four, students will brainstorm and test ideas for their popcorn flavor as a team. They must complete market testing and determine one flavor to bring to market. Students document their flavor name on their Team Proposal Poster.

Session Four: The Perfect Price

Led by volunteer (location: classroom)

Volunteers use a PowerPoint presentation to teach students about Supply and Demand. Then teams are asked to work together to generate a price for their new flavor of Oogie's popcorn.

Session Five: Marketing

Led by volunteer (location: classroom)

Volunteers use a PowerPoint presentation to teach students about how a logo can be used in promoting their flavor of Oogie's popcorn. Student teams are required to create two marketing

promotional pieces that will reach their target market and be used during their pitch at the end of the day.

Optional Session: Presentation Skills

Led by volunteer (location: classroom)

Students will learn public speaking fundamentals and have the opportunity to practice specific speaking skills through an impromptu speech.

Session Six: Presentation Prep

Led by volunteer & teacher (location: classroom)

Student teams write and rehearse their presentations.

Session Seven: Presentations

Led by volunteer & teacher (location: classroom)

Volunteers switch classrooms to judge student presentations. The classroom teacher facilitates the student presentations while the volunteers act as judges, using the provided Rubric. After judging is completed, volunteers return to their original classroom to announce the winners.

Closing: Volunteer Checkout with JA Staff

After completing the program, bring your leftover materials (including the flash drives) to the pre-determined location to checkout with your JA staff facilitator. He or she will collect your materials and ask you about your day.

SESSION ONE: YOU'RE HIRED!

Overview

JA staff will lead students in assembly format, and set the stage for the day's activities. They will introduce the challenge to the students and explain the foundation in order to understand Oogie's and provide context for the tasks they will be asked to complete.

Time

30 minutes

Materials

1	Introduction Video, including projector and sound system (provided by JA staff)
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Presentation

JA staff leads this activity. Although the role of the volunteers in this session is observation only, their presence is very important for two reasons. First, it ensures that the volunteers understand what students know about the day (re: the challenge); and it will allow them to recognize whether students need more instruction. Second, volunteers are introduced to their students at the end of the assembly.

Most of the content is conveyed to students through the *JA Start It Up* Introduction Video, which is available for volunteers in advance of the day at <http://www.JAColorado.org/ja-start-it-up-digital-resources>.

Please review the video in advance.

SESSION TWO: RESEARCH & DEVELOPMENT

Overview

Volunteers introduce themselves to students by sharing a photo of them in middle or high school. Students learn about target markets and analyze the competitive advantage of a variety of snack products.

Time

50 minutes

Materials

1	Photo of volunteer(s) in middle or high school
32	Labels for nametags
16	Research & Development Posters
32	Student Workbooks
8	Team Proposal Posters
2	Sheets of labels, with brands printed on them
32	Dixie cups (Provided by JA staff the day of the program)
2	Bags of Oogie's Popcorn (Provided by JA staff the day of the program)

Note:

- Students work in pairs for the second activity in this session. Before bringing them back to the assembly, join two pairs together to make teams of four.
- Students must bring their Student Workbooks and something to write with to the assembly (they do not need anything else).

Presentation

Introduction (10 minutes)

Greet the students. Tell them your name, briefly describe your job, and provide some information about your background. Tell the students you are there to help them through the day's activities. And although you are not currently part of their target demographic, you once were. Show the students your picture so they will feel comfortable with you as their volunteer helper. Explain that you'll do your best to relate back to that time.

Ask the students to introduce themselves to you. A fun idea is to have the students take turns sharing their name and their favorite snack food.

Distribute blank labels and have students brightly and legibly create a nametag for themselves with their first name.

Next, ask the students to share with the group about their own food experiences. For example, are there any foods that their parents, siblings, or other family members, really enjoy eating—but they just can't stand? Have the students provide several examples and discuss as a group. And conversely,

ask the students if there are any foods they really like that adults don't seem to enjoy. Talk with the students about how preferences can change over time—depending on age or life stage.

Remind students that they are creating a product to appeal to youth, ages 13-18. Their target market is important to remember throughout the day.

Activity One (15 minutes)

Tell the students you will be starting things off by playing a game. Explain the directions:

- Each student will have a sticker placed on his or her back with the name of a brand or company.
- Their task is to figure out what brand/company they have by asking each other questions. The catch is that they can only ask “yes” or “no” questions.
- Explain that the brands are all very well known, however they could be for a variety of products or services (not just snack products). The brands could even be a popular retail store.
- Once the students have correctly identified the brand on their sticker; they move their sticker from their back to their front to show they have completed the task.

The volunteer will judge their progress throughout the game by looking for students who have moved their sticker from back to front.

Once they have identified their brand, ask them: “Have you made a purchase from your brand within the last year?” If the answer is yes, instruct them to move to one side of the room. If the answer is no, have them move to the other side of the room.

Discuss with the group how some of the brands appeal to them as a target market, and how others do not. Help them draw conclusions about what makes a brand appealing to youth ages 13-18.

Questions for students that answered yes:

- Why did you buy from your brand?
- How often have you bought from your brand in the last year?
- As a customer, what appeals to you about your brand?

Questions for students that answered no:

- As a customer, why haven't you purchased from your brand?
- Can you image any scenario where you would purchase from your brand?
- In your opinion, who are the customers for your brand?

Question for all:

- What do you think your target market (youth ages 13-18) look for in the brands they tend to buy from?

Activity Two (15 minutes)

Explain to the students that when developing a new product, companies always start with researching what already exists in the marketplace. Skipping the “research phase” in product development has been often been compared to a death sentence for a company.

Here's a tip:

One thing research can help a company understand is their competitors.

Ask students to turn to Page Three in their student folder. Hold up the Research & Development Poster and explain that they'll have 15 minutes to look closely at the poster and answer the questions.

Have students pick a partner and get started.

At this time, pass out the Dixie cups and distribute the popcorn for the students to conduct a taste test on Oogie's popcorn.

Give students a five-minute and a one-minute warning. Keep a close eye on the clock and make sure to wrap up the activity on time.

Wrap-Up (10 minutes)

Work with the teacher to create groups of four by joining pairs together. Explain that these groups of four will be their company team for the entire day.

Bring the entire group together for a reflective discussion.

Ask the students, "Prior to launching a new product..."

- Why is it important to understand the preferences of the target market?
- Why is it important to have knowledge about competitors?
- What could the consequences be to a company that doesn't research these topics?

Give students a one-minute warning, and be sure to provide enough time for them to pack up their belongings. They may opt to leave their belongings in the classroom; however they must bring their Student Workbooks and something to write with.

IMPORTANT:

- 1. Bring students to the assembly location.**
- 2. Be sure to have grouped them into teams of four, and arrive on time!**
- 3. Make sure students bring their Student Workbooks to the assembly.**

SESSION THREE: PRODUCT DEVELOPMENT & MARKET TESTING

Overview

JA staff will lead students, in assembly format, through the process of developing their Oogie's flavor. It is the responsibility of the volunteers to provide support and assistance to the students during the activities—as well as answer questions and help students refocus.

Time

1 hour

Materials

32	Student Workbooks
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Note

- It is very important that the students are already grouped into teams of four prior to the start of this session. Be sure to work with the teacher to get this accomplished before bringing your students to the assembly location.

Presentation

Introduction

JA staff will show students a video on the production cycle. Please stay close to your students. Help to focus them if they start to chat or are distracted.

Brainstorm Session

JA staff will lead students in a brainstorming activity. Continue to circulate among your students during this time, paying special attention to their progress in the brainstorm. If students seem stuck, suggest they look at the pictures in the back of their Student Workbook. The photos may provide some inspiration.

Next, JA staff will ask students to narrow down from their brainstorm ideas to their top three flavors. This can be difficult for students, so be prepared to help groups who are struggling to reach consensus.

After the brainstorm session, students will complete market testing by surveying one another. Check to make sure all of your students understood the instructions, and are able to engage in the market testing process. Once all of your students are engaged and understand the *ask*, feel free to participate by responding to students' survey questions.

In the last stage of this activity, students will review the market research and determine their top flavor. Again, help any groups that may struggle to come to a consensus.

SESSION FOUR: THE PERFECT PRICE

Overview

Students learn how Supply and Demand might influence the cost of their flavored popcorn. Students participate in a Supply and Demand game to help reinforce the concepts. The teams will then decide on a price for their bag of Oogie’s popcorn.

Time

45 minutes

Materials

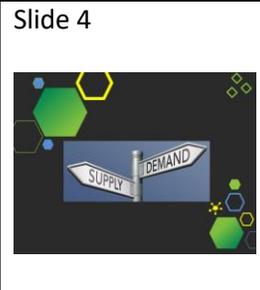
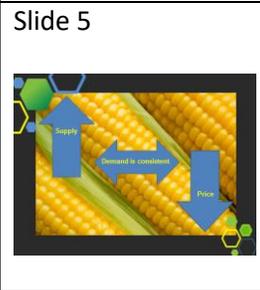
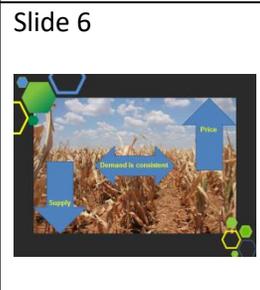
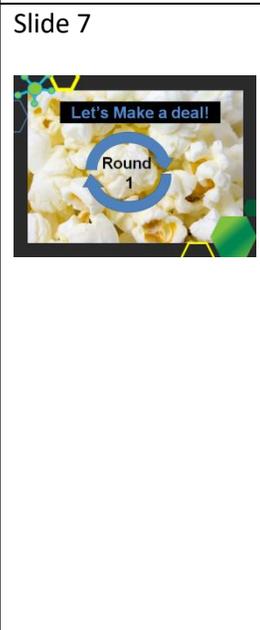
1	PowerPoint presentation (on flash drive) hooked up to projector and sound system in classroom
1	Set of Round One Game Cards
1	Set of Round Two Game Cards
8	Team Proposal Posters
32	Student Workbooks

Presentation

Lead the students through discussion and activities by utilizing the PowerPoint presentation. For volunteer preparation, the PowerPoint can be viewed at: JAColorado.org/ja-start-it-up-digital-resources/. When presenting to the students, we recommend using the file on the flash drive that will be provided to you to avoid buffering issues.

Use the table below for speaking points aligned to the presentation.

<p>Slide 1</p> 	<p>Introduction (10 minutes)</p> <p>Explain to students now that they have defined their product, their next task is to price their popcorn. Before pricing the bag of popcorn, it’s important to understand how the market will influence the cost of their ingredients.</p>
<p>Slide 2</p> 	<p>Explain when pricing a product, companies need to identify a price that covers the cost of making and marketing the product, but also allows the company to make a profit.</p> <p>Explain to the students that this slide shows some of the expenses that go into making Oogie’s popcorn.</p>
<p>Slide 3</p>	<p>Have a student read out loud the definition of “Profit”.</p> <p>Explain that in order to make a profit, companies must set a price that not only covers their costs, but also brings in additional money beyond their costs. For example, a soda might cost \$1.00 for a customer to buy, but it</p>

 <p>Profit</p> <p>When a business makes more money in sales than it spends in expenses</p>	<p>costs the company \$.75 to make. In this scenario, the profit is \$.25.</p> <p>Explain that just like every business, Oogie’s wants to make a profit. Therefore, one important factor each team must consider is the price point based on the product supply and customer demand.</p>
<p>Slide 4</p> 	<p>Have the students refer to the definition of Supply and Demand on Page 7 in their Student Workbooks. Select one student to read the definition aloud to the class.</p>
<p>Slide 5</p> 	<p>Explain to the students that because the amount of supply available for a product can change regularly—this can cause the costs of products to change regularly too.</p> <p>Lead them through the Example #1 in the Student Workbook by having one student read each example out loud.</p>
<p>Slide 6</p> 	<p>Lead them through Example #2 by selecting a new student to read out loud.</p>
<p>Slide 7</p> 	<p>Activity One (25 minutes)</p> <p>Tell the students they will be playing a game. Inform them that the two supply and demand examples will help them throughout the game they are about to play, and they should refer to the examples on Pages 7 and 8 in their Student Workbook, as needed.</p> <p>Round One Instructions:</p> <ul style="list-style-type: none"> • Separate the students into two groups on different sides of the room. • Distribute Round One Game Cards: <ul style="list-style-type: none"> • Blue cards (Sellers) to the students on one side of the room. • Yellow cards (Buyers) to the students on the other side. <p>Explain to the students the game rules:</p> <ol style="list-style-type: none"> 1. Buyers and Sellers: Your objective in this game is to find your opposite and make a deal. Hopefully, you will make a deal that you think is fair, but remember, it is more important to make a deal than

	<p>get the price you want.</p> <ol style="list-style-type: none"> You each have an amount of money written on your card. Don't tell anyone what is written on your card. This is your goal. <ul style="list-style-type: none"> Buyers: You want to save money, so your goal is to try to make a deal for as little money as possible. Sellers: You want to earn money, so your goal is to have as high of a price as possible. You'll circulate around the room until you find who you are looking for (a buyer or seller). Make an offer, and start negotiating. You might say you'll pay them \$.05 for corn; and respond and say they need at least \$100. Keep talking to see if you can agree on a price. Feel free to join another negotiation and offer a different price so that you can make a deal. If you can't, part ways and find someone else to talk to. This is what can happen in real-life business negotiations. Once you've made a deal, write the agreed upon price on your card. When time is up, please go back to the side of the room where you started. Now, go make a deal! <p>Give the students seven minutes to make their deal.</p> <p>After time is up, survey the students to find out how much money they spent, and tally the results on the board using the following ranges: \$0-7, \$8-12, \$12-16 and \$17 or more.</p>
<p>Slide 8</p> 	<p>Let students know that we'll repeat the game with a second round, but this one will be different.</p> <p>Round Two Instructions:</p> <p>Explain that this time you are going to decrease the supply of corn, and see how that changes the negotiations. For this round, sellers will now be buyers, and buyers will now be sellers.</p> <ul style="list-style-type: none"> Remove five sellers and have them step to the side (Note: You should remove approximately 1/3 of the sellers, you may need to make adjustments based on the number of students in the class) Distribute Round Two Game Cards: Blue cards (Sellers) and Yellow cards (Buyers) <p>Explain to the students:</p> <ol style="list-style-type: none"> Sellers that have been removed from the activity, please be our note takers. Walk around and listen to the negotiations, we'll ask you to report out on what you see. Buyers, you'll be trying to purchase your product at the lowest price possible. Sellers, you'll be trying to sell your product at the highest price possible.

4. Buyers, be aware that there are more of you than there are sellers. Several of you may need to negotiate with one seller at the same time.
5. Now, go make a deal!

Give the students 7 minutes to make their deal.

After time is up, survey the students to find out how much money they spent in this round. Tally the results on the board so that they can be compared to the results from the previous round. Once again, use the following ranges: \$0-7, \$8-12, \$12-16 and \$17 or more.

The most likely outcome is that the prices will have gone up. Ask the students who were assigned to watch this round to share their observations. Lead a discussion with the students to help them recognize that a decreased supply caused price to go up because buyers had to compete with one another. Ensure students understand the concept prior to moving on to the next slide.

Slide 9



Coverage	Taste	Cost	Price
Heavy Coating	Strong Flavor	\$ 99	\$3.50
Medium Coating	Mild Flavor	\$ 81	\$3.25
Light Coating	Subtle Flavor	\$ 63	\$3.00

Activity Two (10 minutes)

Explain to students that since they now understand some of the factors that can affect the cost of producing their product, it is time for them to determine their product's price.

The more flavoring they put on their product, the stronger the taste will be. But also, the more ingredients they'll need and the more money it will cost them to make the popcorn. A higher cost to make the popcorn means they will have to sell it for a higher price. Explain to students that they want their popcorn to taste great (and better than the competitors), but they don't want it to be too expensive because their target market may not have a lot of money to spend.

They need to decide if they want their flavor to be strong, mild or subtle. Instruct them to discuss the options as a team: How heavily they want their flavor coating etc., Have them write the price point for their popcorn in the space on their poster.

SESSION FIVE: MARKETING

Overview

Students will create their flavored Oogie’s Popcorn logo. Students will create two promotional pieces that will reach their target market presented in their pitch at the end of the day.

Time

50 minutes

Materials

1	Flash drive with PowerPoint presentation hooked up to projector and sound system in classroom
8	Sets of markers or colored pencils
8	Sets of Promotional Piece Templates

Presentation

Lead the students through discussion and activities by utilizing the PowerPoint presentation. For volunteer preparation, the PowerPoint can be viewed at: JAColorado.org/ja-start-it-up-digital-resources.

When presenting to the students, we recommend using the file on the flash drive that will be provided to you to avoid buffering issues.

Use the table below for speaking points aligned to the PowerPoint.

<p>Slide 10</p> 	<p>Introduction (10 minutes)</p> <p>Tell the students that now they will create their Oogie’s Popcorn logo for their selected flavor. Explain that they will also create two promotional pieces to reach their target market, which will be presented in their pitch at the end of the day.</p> <p>Ask the students: What is a logo? Take several answers. Then, provide the definition of a logo: A logo is a distinct visual representation of a company or brand.</p> <p>Ask the students to think about logos they are familiar with. Can they describe any from memory? Ask them to explain what has made these company logos stand out to them.</p>
<p>Slide 11</p>	<p>Point out the logos on the slide. Ask students if any of these companies have taglines they are familiar with. Most student groups can identify:</p> <ul style="list-style-type: none"> • Nike: Just Do It • Walmart: Save Money. Live Better. • Apple: Think Different



- Red Bull: Gives You Wings

Students often struggle on Xbox and Starbucks. Explain that Starbucks does not have a tagline. The tagline for Xbox is “There is No Power Greater Than X.”

Note: Many consumers found this to be too wordy and hard to remember so it was not very effective for Xbox. Certain taglines, like certain logos, are more effective than others.

Ask the students to discuss in their groups what they like or dislike about these logos and taglines.

Provide five minutes for the students to discuss. After time is up bring the class back together. Ask one person from each group to summarize their group’s discussion to the rest of the class.

Use this discussion as an opportunity for students to understand the following:

- The logo becomes a representation of the company. When a customer sees the graphic image of the logo they immediately begin to think about the company and how they feel about the company. You might be able to point out that the students’ opinion about the logo is not really about the graphic design of the logo itself, but is really an opinion about the company.
- Many of the most effective logos, like Nike’s *swoosh* or Apple’s *apple* are quite simple but memorable.
- The most effective taglines are short and simple, yet are true to the spirit of the company.
- Companies often identify color schemes that become synonymous with their logo.

Slide 12



Activity One (10 minutes)

Share with students that it is time for them to create a logo and tagline for their flavor of Oogie’s popcorn.

Show them on the poster where to write their tagline (center line) and draw their logo (Oogie’s popcorn bag).

Give students 10 minutes to work. As students work on their poster, circulate among the groups, supporting students that need direction or assistance.

Slide 13

Activity Two (25 minutes)

Explain to students that the logo and tagline are important components of a company’s advertising or marketing strategy, but they are only effective if

	<p>the company is able to show them to potential customers.</p> <p>One important way companies do this is by promoting their product through advertisements.</p> <p>Ask students: What are some of the types of ads that companies create to promote their product? Allow students to brainstorm. Call on raised hands. Take all ideas. After brainstorming, proceed to slide 14.</p>
<p>Slide 14</p> 	<p>Show students the list of promotional formats. Ask them if there are any they have never heard of before, clarify as needed.</p> <p>Ask students: Which of these do you feel would be most effective for Oogie's, and why? Take responses.</p> <p>Explain there is no right or wrong answer to these questions. All of these promotional formats can be effective. Different companies have different preferences based on how much money they want to spend, and what customers they are trying to reach.</p> <p>Pass out one set of Promotional Piece Templates to each group. Instruct the group to select two promotional pieces that they will produce over the next 20 minutes. They should work together as a team to decide which promotional pieces they want to use, then divide them into pairs to create their promotional piece.</p> <p>Explain that each promotional template in the packet is a real-life example of ads that companies have created in the back of their Student Workbook. They can use these examples for a reference and to generate ideas.</p> <p>Remind students that their promotional pieces should be consistent with the logo and tagline they have created.</p> <p>Circulate between the tables answering questions and helping the students create their promotional piece. Students may have difficulties figuring out where to start, so coach them as needed to stay on track. Ensure they follow the time allotted for this section by offering plenty of warnings. We recommend announcing time warnings at ten minutes, five minutes, two minutes and one minute.</p>

Wrap-up (5 minutes)

Ask students to draft a statement for the promotional piece that:

- Explains why they chose to make that specific type of promotional piece.
- Where their promotion would be sold and how the potential customer will encounter it.
- Why they think their promotional piece will be effective with their target market.

OPTIONAL SESSION: PRESENTATION SKILLS

Overview

Students will prepare a persuasive speech highlighting the competitive advantage and marketing plan for their imagined flavor of popcorn.

Time

45 minutes

Materials

32	Student Workbooks
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Note

- The purpose of this session is to help the students to better understand essential elements of a quality presentation and presentation delivery. This workshop will be very valuable for them as they prepare for their end-of-day *Shark Tank*-style presentations.
- The structure of this workshop addresses four elements of a good presentation. You'll take the students through four cycles in which you provide information to the students about that element, and then engage 1/4 of the class in an impromptu speech where they practice that skill. Feel free to share any of your own tips and experiences with the students.

Presentation

Introduction (2 minutes)

Explain to the students that this session will focus on the characteristics of an effective presentation. You'll explore four different characteristics of an effective presentation and will practice public speaking.

Before you start the activities, ask each team to assign their members a letter A through D (E, if there are five team members in a group).

Activity One: Speech Organization (10 minutes)

Explain: It is very important to have good logic and flow to any speech—this makes the speech easier for your audience to follow and remember.

Explain: A commonly used, successful speech structure includes an Introduction, three main topics, and a Conclusion

- Introduction – The introduction should grab the audience's attention as well as tell them what you are going to be talking about. Also known as "an overview" or "synopsis".
- Rule of Three – Too many different topics in a speech makes it hard to remember. Review all the points you want to cover and group them into three main topics. These three topics should all support the central theme of the speech. Make sure the topics are explained clearly and geared to your audience.
- Conclusion – This is your chance to summarize what you want your audience to remember. Finish with confidence. You can repeat the main points quickly as an ending point.

In this first round, all students assigned the letter A will give an impromptu speech to the other members of their group. Volunteers should instruct each student to focus their speech purely on the organization. Their speech topic is an answer to one of the following questions (their choice):

- If you could travel anywhere in the world, where would you go and why?
- If you could have any superpower, what would it be and why?

Encourage team members A to write down a quick outline before presenting to the group—remembering to identify what their three points will be.

Give them five minutes for their presentations.

Activity Two: Body Language (10 minutes)

Explain: Body language, also known as non-verbal communication, is very powerful. It can convey confidence, or apprehension (nervousness).

Body language can also engage or bore your audience.

Some elements of good body language include:

- Movement – All movement should be purposeful. Avoid nervous actions like swaying or tapping. Make sure you are standing up straight. Use hand gestures but make sure they aren't too distracting.
- Eye contact – Always make eye contact with the judge and audience members in every area of the room. Make eye contact with one person, finish your thought; then move to the next person.
- Facial expressions – Your face should match what you are saying. If you are excited, look excited. If you are talking about a serious subject, make sure your facial expression reflects this.

In round two, all students assigned the letter B will give an impromptu speech to the other members of their group. Instruct each student to focus their speech purely on their body language. Their speech topic is an answer to one of the following questions (their choice):

- What is the story behind your name (first, last or both)? Why did your parents pick it? What does it mean? And, if you could change it, what would you change it to?
- If you could be school principal for a day, what would you change and why?

Give them five minutes for their presentations.

Activity Three: Voice (10 minutes)

Explain: The sound of your voice has huge influence over the impact of your speech.

Characteristics of good vocals for your speech include:

- Pitch – Your pitch is the tone or how high or low your voice sounds. In a speech, your pitch should vary somewhat to keep your audience engaged in what you are saying. It should go up when you're excited and should go down when you are sad or saying something more serious.
- Pauses – It is a good idea to stop and pause to emphasize a point, or to pause between ideas.

- Speed – Talking too fast or too slow are both problematic. The speed in which you are speaking can either make it difficult for your audience to understand you or follow what you are saying. Or, it can keep them interested and keep their attention.
- Projection – Speak louder than you think you need to. Your speech cannot have an impact if your audience can't hear you!

In round three, all students assigned the letter C will give an impromptu speech to the other members of their group. Instruct each student to focus their speech purely on their voice. Their speech topic is an answer to one of the following questions (their choice):

- If you won a million dollars tomorrow, what would you do with your winnings?
- If you could have the life of a television, movie or book character, who would you choose?

Give them five minutes for their presentations.

Activity Four: Persuasiveness (10 minutes)

Explain: The ability to persuade your audience when giving a speech is an extremely valuable skill.

There are many ways to be persuasive. Here are a few:

- Be entertaining – If your audience is enjoying your speech they will be more receptive to your ideas.
- Tell a story – Share a personal story or give an example of the topic that you are talking about that makes your audience feel something. Creating an emotional reaction from your audience will make them open-minded to your ideas.
- Be authentic – Show your audience you believe what you are saying. If you don't convince them that you believe in your idea, they won't believe in it either.

In round four, all students assigned the letter D (& E) will give an impromptu speech to the other members of their group. Instruct each student to focus their speech purely on their persuasiveness. Their speech topic is to persuade their group members on a topic listed below (their choice):

- State universities and colleges should be free.
- The voting age should be reduced to 13.
- Middle and high schools should start two hours later than their current start time.
- Schools should sell fast food in the cafeteria.

Give them five minutes for their presentations.

Wrap up (3 minutes)

Share some examples of great public speaking you have observed as the students were doing their presentations. Remind students to incorporate these skills into their *Shark Tank*-style presentations that they'll give at the end of the day.

SESSION SIX: PRESENTATION PREP

Overview

Students will prepare a persuasive speech highlighting the competitive advantage and marketing plan for their imagined flavor of popcorn.

Time

30 minutes

Materials

8	Team Proposal Posters
32	Student Workbooks
1	Flash drive with Intro and Video of Clip of Sam's ABC Gum Flavor Pitch
2	Judging Rubric

Presentation

Introduction (5 minutes)

Let the students know they have 25 minutes to prepare and practice their *Shark Tank*-style pitch. Before they get started, lead them through a quick discussion to help them identify the characteristics of an effective pitch.

Play the clip of **Sam's ABC Gum Flavor Pitch**, then guide them through a brainstorm.

Ask them: What makes a pitch effective?

Write their ideas on the board. If necessary, ask follow-up questions to ensure you've created a comprehensive list.

Activity (25 minutes)

After you've completed the brainstorm activity, remind the students of the rules on Page 9 of their Student Workbook (time limits, everyone must speak, etc.); and then set them to work.

As they develop their presentations circulate among the groups, and give them frequent reminders of how much time they have. Be encouraging and help those who are finding it difficult to prepare.

SESSION SEVEN: PRESENTATIONS

Overview

Students will present a persuasive speech highlighting the competitive advantage and marketing plan for their imagined flavor of popcorn.

Time

35 minutes

Materials

8	Team Proposal Posters
32	Student Workbooks
2	Judging Rubric
6	Prizes

Switching Classrooms

Before the presentations begin, volunteers switch classrooms. This is done so that volunteers do not have to judge and choose a winner from the students they have spent the day supporting. At the time indicated on the schedule, volunteers move to the classroom assigned to them specifically for judging purposes. Classroom teachers can help you navigate through the school to your assigned classroom.

Judging

Ask the teacher to facilitate/emcee the presentations so you can focus on judging. Use the rubric provided in the kit and a timer to track whether the presentations are within the time limits. Feel encouraged to ask teams questions after their presentations.

After all students have presented, make sure to thank them and give some positive feedback. Review your rubric and tally the scores of each team. Give the completed rubric to the teacher so that he or she can provide it to the classroom's volunteer.

Announcing the Winners

Volunteers switch back to their original classroom and retrieve the completed rubric from the teacher.

Next, volunteers gain the attention of the class and congratulate them on their efforts and accomplishments. Next, initiate a drumroll and announce the winning team.

Call each member of the team to the front and distribute prizes.

Return the Team Proposal Posters to each group, except the winning team. Keep their poster to share with Oogie's, or take a picture with your cell phone of their poster so that the photo can be shared with Oogie's head office.

Repack extra materials and make sure to retrieve your flash drive.

Thank the students for their participation.

Closing: Volunteer Checkout with JA Staff

Please meet your JA staff facilitator in the pre-determined location at the school to check out.

Please return the following items to JA staff:

- Team Proposal Poster for the winning team (or if you took a photo of the winning team, please send it to a JA staff person during checkout)
- Leftover prizes
- Flash drive
- Kit packet with extra materials

We want to hear about your day! JA staff will ask you about your experience and will request you complete a very short, one-question survey before leaving the school.

Appendix One: Judge’s Rubric (2 Copies also included in Kit)

Judge’s Rubric—Student Proposal Evaluation Criteria

Point Scale: 1-5 (1 = Does not meet expectations, 5 = Exceeds expectations)

Item	Points Earned 1-5							
	Team 1 Flavor:	Team 2 Flavor:	Team 3 Flavor:	Team 4 Flavor:	Team 5 Flavor:	Team 6 Flavor:	Team 7 Flavor:	Team 8 Flavor:
0-5 Points earned for each Item, Maximum Score of 25								
The Flavor & Tagline: Students clearly communicated the flavor concept; product name, concept and design are unique and compelling								
Persuasiveness: Students effectively conveyed the appeal of their flavor and presented a compelling argument								
Visual Aid: Students showed a visual of the bag; visual aids are attractive and impactful								
Presentation Delivery: Polished delivery of presentation; all team members were involved and professional								
Overall Impression: Product design and marketing campaign align; there are high chances of product increasing Oogie’s share of the youth market; presentation was effective and engaging								
Total Points ____/25	____/25	____/25	____/25	____/25	____/25	____/25	____/25	

Judge’s Rubric