





## CHRISTMAS MARKET

<b>Age group</b>	Primary School, Grades 4 – 9			
<b>Competency features</b>	Proactive approach and creativity 	Ability to shape ideas into plans and bring them to fruition 	Personality make-up 	Ability to accept risk 
<b>Aim</b>	<ul style="list-style-type: none"> <li>to try out the basics of entrepreneurship</li> </ul>			
<b>Timing</b>	<u>This is a more time-consuming project:</u> <ul style="list-style-type: none"> <li>✓ introductory lesson</li> <li>✓ arts lesson – to make the product (or more products)</li> <li>✓ math lesson</li> <li>✓ selling the product(s) – outside class</li> <li>✓ final evaluation</li> </ul>			
<b>Location</b>	indoors			
<b>Resources &amp; materials</b>	blackboard and chalks writing implements tools and materials to suit			
<b>Description</b>				
<p>This exercise is more of a project. That is why advance planning is necessary, and so is timing. If we think in terms of Christmas markets, October would be the time to get going.</p> <p><b>Lesson 1</b></p> <p>1) Teacher leads in:</p> <p><i>“In a few weeks, Christmas will be upon us, and with it our traditional school Christmas party. This time, though, we could try and make it a little different: Why not organize it as a sort of a Christmas market, set up a stall and offer our wares to patrons. It could be an opportunity for you to try out what it is like being in business.”</i></p> <p>Teacher checks out that pupils would indeed be interested in the novelty. If so, he goes straight to 5) below.</p> <p>2) In case there is no excitement about becoming merchants, teacher need to address the barriers to entrepreneurship. He probes why the proposition seems</p>				

unattractive to his charges, quizzing them one by one whether they would not like to try it out after all.

Teacher's resource – Possible obstacles to entrepreneurship, and how to overcome them:

- Laziness, indifference, dismissive attitude: *"I cannot be bothered. I am not interested in this. Making and selling stuff is boring."*

It would be good to get some leverage out of what the kids want, what their needs and motivation are. It might be money – producing something useful that can be sold will bring in profits that can be used for something really useful and attractive (decorating the classroom for festivities, having a party, etc.) The proffered activity may be seen as a means of achieving self-fulfilment. It can be presented as a great way to acquiring new skills that could be handy in practice. Participants will become part of an organisation, managing a project (if someone "owns" some activity, he becomes much more motivated in success and enjoys the process – how to make improvements, be efficient and effective, etc.).

- Concerns about making oneself look silly, low self-esteem: *"I am afraid my ideas are no good. What I come up with is worthless. I cannot make a good thing if they paid me. No one would want it, anyway. I would just make a fool of myself."*

Try to boost pupils' self-confidence: What Christmas decoration makes your parents really happy? Why, the one you have made with love and care! Only those who do nothing make no mistakes. Those who ridicule others only try to cover up their own insecurity. One need not waste time over such reactions – they are of no consequence.

Disturbing the routine, doing something out of the ordinary: *"But that is not done, selling something at Christmas. We have never had anything like it before. The way Christmas happens is the best, so why change it?"*

If people had been happy with what they had, we would still live in caves, with open fires. Things around us keep changing, and we have to adjust in order to succeed under new conditions. Disturbing the routine may be annoying for a while – something that people have been used to is no longer the same, that is tough. But soon various advantages become obvious, and since the new is better than the old, people get used to it rather quickly.

- Disinterest, lack of understanding at the top: *"Our head teacher will not like it. He will not allow us to get involved."*

To this, teacher suggests that he would put in his good word with the authorities and/or colleagues that would inevitably be involved. He only needs to sort it out and make sure he has the right arguments. It is important to stress the idea's benefits.

- Peer pressure, envy: *"Guys from other classes will look askance at us. They will think we are toadies. I do not want that."*

You need to explain to others what this is about. You could even ask them for advice and/or helpful suggestions. Try and persuade pupils from other classes to take part in the project as well, with their teacher. Everybody would win that way: There will be more participants, the project can evolve into a real Christmas market, more money will be raised, and there will be buzz!

- No reward, no appreciation: *“There is nothing in it for me. There will be hardly any money left for me once it is distributed to all my classmates. We may not even see a penny. No one will appreciate the effort.”*

The reward may be seen in feeling good about something, self-fulfilment, a new experience. Once you try what it is like being in business, you will know what to do if you ever become an entrepreneur. You will have known what a business plan is and how it is put together, how the projected profit and loss and how important it is to set the price right. In case the kids cannot touch the money earned, teacher should think about rewarding them in another way (motivation: if the market goes well, instead of our math lesson we will go on a field trip).

- 3) As soon as all the objections have been dealt with, teacher sums up: *“When we want to try something new, there are often obstacles to overcome. Some may be within us, like lack of self-confidence or being lazy; others will be external or circumstantial. People around us (parents, teachers) need not be interested in our plans, pupils in other classes may be hostile. It is essential to remove especially those barriers within ourselves. If we succeed, we may well see the external barriers crumble eventually. E.g., if we are really motivated and want to prove ourselves (which means the internal barriers are gone), we will become more successful in persuading our opponents to go along. We will be better prepared for the fight.”*
- 4) Teacher asks the pupils who will join the project; he does not force anyone. Pupils who have decided to stay aside need not attend the actual market, yet they participate in the lessons when products are being manufactured, calculations made. etc.
- 5) Teacher and pupils put their heads together and devise what product(s) they will make. It would be good to discuss it with arts teacher or manual skills teacher (e.g., should there be a pottery kiln at school, the range of options would increase). The teacher could outline a number of possibilities to his charges and let them choose. But perhaps they will have already had some fetching ideas!

Teacher’s resource – Products to be offered at the market:

decorative items for the Christmas table; candlesticks; Christmas tree decorations; seasonal home-made biscuits; small gifts; special drinks (e.g., non-alcoholic mulled “wine” made from apple and/or pear juice and traditional spices)

## Lesson 2

- 6) For the next lesson (arts), teacher will have prepared tools and materials necessary for the chosen product manufacture. Sufficient time needs to be devoted to it, and the pupils may continue making their wares in following lessons. They may also create a wrapper for their product.

## Lesson 3

- 7) For the math lesson, teacher will have prepared a list of all the materials and tools needed for manufacture, incl. costs. If special items are needed, their purchase price will be included as well, and energy costs may also be taken into account. E.g., should pottery oven be used, teacher may take his charges to the electricity meter and demonstrate how fast their money spins. For exercise, he may ask them to calculate energy costs involved with the manufacture of one batch of

goods.

- 8) Teacher and pupils make up an example of how to establish the manufacturing costs of a product. Pupils calculate the costs of making a product; with teacher's assistance, they check their figures.
- 9) Next, teacher discusses how to set the product price with pupils.

Questions for discussion:

What will happen if we charge for the product less than it cost to manufacture?

What will happen if we ask too high a price for it? What if it went for CZK 1000?

Would anyone buy it? How many would be likely to get sold?

What will happen if we charge the same as our manufacturing costs? What if we do not sell them all?

Teacher's resource – Product pricing:

Setting the price right is a predicament for any merchant. The manufacturer usually marks up the cost of making his product by some small percentage; sellers add easily tens of percent to the price. Since the purpose of this exercise is to spur the kids towards being entrepreneurial rather than making loads of money, it is reasonable to set the price rather low. It may well be expected that parents will be inclined to buy some trifles at the market made by their kids.

**After-sales round-up**

- 10) Teacher and pupils consider their experience with the market. They establish the number of products sold, calculate the costs of production (they may have to add the value of any unsold items), count their takings, and reach the final figure of profit and/or loss. They need to agree on what to do with the money (if profitable; the Principal needs to be consulted beforehand as to whether pupils are allowed to have the money).
- 11) Teacher and pupils discuss how they feel about manufacturing and sales.

<b>Risks and recommendations</b>	Pupils are to experience manufacturing and selling a product under "laboratory" conditions; it should boost their self-confidence, and provide insight into how prices are set and products sold in the market. Basic selling skills are exercised as well. This exercise needs to be properly discussed with the school administration (the scope – more classes?; what to do with any money earned, etc.).
<b>Feedback</b>	<p><u>Questions for discussion:</u></p> <p>How do you feel now that all is over?          How did you do? What was difficult, and what was easy?          Were there any surprises?          Were you successful? How much did you make?          Did you realize anything?</p>
<b>Application in classes</b>	This exercise crosses over from math to arts and/or manual skills classes; financial awareness is involved, which is part of

	educational programmes.
<b>Inspired by</b>	Part of this exercise (obstacles to entrepreneurship) is based on the Competency for Entrepreneurship Manual created as part of the Competencies for the Labour Market project; RPIC-ViP Ltd., Ostrava, 2008.
<b>Notes</b>	