Infant I: About Money
Number of Lessons: 6
Lessons per Week: 2 x 35 mins.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>41.1 Give a value of various school and personal items based on how important they are to them.</td>
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<tr>
<td>1</td>
<td>41.2 Explore the concept of a fair exchange, swap or trade.</td>
</tr>
<tr>
<td>1</td>
<td>41.3 Explain the nature, value and uses of money.</td>
</tr>
<tr>
<td>1</td>
<td>41.4 Rank common items by how much they cost based on given prices.</td>
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<tr>
<td>1</td>
<td>41.5 Explain the relative value of dollars and cents of different coins and notes.</td>
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<tr>
<td>1</td>
<td>41.6 Discuss what might be some good or bad things to spend money on.</td>
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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.1</td>
<td>Various school materials and personal items have different values, or importance, based on individual liking and preference. The value of an item often affects its cost.</td>
</tr>
<tr>
<td>41.2</td>
<td>Fair exchange, swap, or trade means exchanging two items or subjects of equal value or that will be equally beneficial for the persons involved in the trade.</td>
</tr>
<tr>
<td>41.3</td>
<td>Money comes in the form of coins and paper bills, each having different values, which can be used as an exchange payment for goods and services such as food, personal items, education, cars, and houses.</td>
</tr>
<tr>
<td>41.4</td>
<td>Common items, such as vegetables, school materials, clothes, a bicycle, a motorcycle, or a house have different values and as such cost different amounts of money.</td>
</tr>
<tr>
<td>41.5</td>
<td>Belizean dollars come in the form of $2, $5, $10, $20, $50, and $100, and Belizean coins come in the form of 1, 5, 10, 25, 50 cents, and $1. Different coins and bills can be combined to create different sums of money.</td>
</tr>
<tr>
<td>41.6</td>
<td>Good things to spend money on are necessities such as healthy foods, clothes, school materials, education, or a house; bad things to spend money on are junk food, excessive toys, or gambling.</td>
</tr>
</tbody>
</table>

Teaching/Learning Activities
Week One: Introduction to Unit
Materials: school and personal items, props for a pretend store, magazine/sample pictures, glue, Bristol board

Lesson 1: Valuing Items
- Students will pretend to buy various school and personal items in a set up a store in the classroom with items having blank price tags; teacher will assign roles to students: buyer, cashier, store worker, etc. Students will organize the items “purchased” in the classroom store
from least valuable to most valuable then discuss as a class why they were organized that way and which items they would pay more or less money for and why (41.1)

**Lesson 2: Good and Bad Uses of Money**
- Students will be placed in groups and given pictures of different items (food, house, cars, education, junk food, gambling, and alcohol). They will paste pictures on a small poster board in columns to show good and bad uses of money. Students may also draw pictures in their books to show an example of something important they would spend money on, and explain why they would purchase the item (41.3)

**Week Two: Development**
**Materials:** sample money, pictures or sample of different items

**Lesson 3: Value of Money**
- Students will cut out and identify the different values of money. Students will then arrange and paste the money in order from lowest to greatest value in their books (41.5) (link to a Math lesson)

**Lesson 4: Value of Items**
- Students will be placed in groups and given different items, either real examples or pictures, as well as sample money. They will place the items in order from least to most expensive and put a cost to them using the sample money. (41.4)

**Week Three: Conclusion and Review**
**Materials:** Examples of common household, personal, and grocery items, Good and Bad Ways to Spend Money worksheet

**Lesson 5: Fair Trade/Exchange**
- Students will role play exchanging/trading different items. Provide each student with one item and write a price on it. Students will go around the classroom and find another student with an item of the same value and trade with them (41.2)
  - Tip: Create a list with each student’s name, assign each student an item and make note of the cost so that once students have made their trades you can easily verify if they traded fairly.
  - Tip: Use low cost items or assign “fake costs” to items in order to prevent confusion by large numbers.

**Lesson 6: Wise Spending**
- Students will complete the “Good and Bad Ways to Spend Money” worksheet, identifying good items by coloring them green and bad items by coloring them red (41.6)
Good and Bad Ways to Spend Money

Instructions: Color the examples of good ways to spend money GREEN and examples of bad ways to spend money RED.
Infant 2 – Budgeting and Saving
Total Number of Lessons: 10
Lessons Per Week: 2 x 35 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>42.1 Rank common household items by estimating how much they think each one costs.</td>
</tr>
<tr>
<td>2</td>
<td>42.2 Explain the differences between giving, lending, buying, swapping, trading, borrowing, and taking without permission.</td>
</tr>
<tr>
<td>3</td>
<td>42.3 Explore how people decide what to spend money on.</td>
</tr>
<tr>
<td>1</td>
<td>42.4 Explain what it means to save money.</td>
</tr>
<tr>
<td>2</td>
<td>42.5 Identify some benefits of saving money.</td>
</tr>
<tr>
<td>1</td>
<td>42.6 Explain why people keep money in banks and credit unions.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Learning Outcome(s)</th>
<th>Content/Concepts</th>
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<tbody>
<tr>
<td>42.1</td>
<td>There are different items required to maintain a household such as groceries, cleaning supplies and utilities. Some items cost more money while others cost less.</td>
</tr>
</tbody>
</table>
| 42.2                | There are a variety of ways to get or give items:  
  - **Giving** - Allowing another person full possession of item without expectation of payment or return of the item.  
  - **Lending** – Allowing another person temporary possession of an item for a pre-set time frame with the expectation that they will return the item once the time frame has ended.  
  - **Borrowing** – Taking temporary possession of an item from someone else with the expectation of returning it within a timely manner.  
  - **Buying** – Giving someone money in exchange for an item.  
  - **Swapping/Trading** – Giving an item or service in exchange for receiving another item or service.  
  - **Taking without permission** – Taking something into one’s possession without the owner’s knowledge or consent. |
| 42.3                | People choose what to buy based on what they need, what they want, and how much money they have available to spend. |
| 42.4                | Saving money means putting money aside in a safe place to be used at a later time. |
| 42.5                | Saving money enables a person to buy something they couldn’t previously afford and can provide a person with extra money to pay for unexpected situations such as a medical emergency or vehicle repair. |
| 42.6                | Banks and credit unions are safe places to store money and it allows people to easily access their money from different locations, as well as send it to others. Some accounts also allow people to earn more money, when the money saved gains interest (additional money added on). |
**Teaching/learning Activities**

**Week One: Introduction to Unit:**

**Materials:** Pictures of different Items, shop paper, glue, markers,

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**Lesson 1: Trading, Swapping, Giving, and Lending**

- Teacher will discuss with students the various types of getting or giving items. Students will then be given pictures of different items. In small groups, students will then make lists of items by placing pictures in columns showing items that are commonly borrowed (and when they should be given back), items they've given away to people before, items they've traded and what they received in return. Presentations will follow. (42.2)

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**Lesson 2: Trading, Swapping, Giving, and Lending**

- Students will be given different items or pictures of different items. Students will then role play with the teacher based on the following scenarios, using the items or the pictures. (42.2)
  - The teacher gives the student 1 item
  - The teacher borrows an item and gives it back after a short period of time
  - The student trades 1 or more items for something the teacher has.
  - The student wants to trade 1 thing for something the teacher has, but the teacher will only trade if the student gives 3 items away.

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**Week Two: Development:**

**Materials:** props of various household items, fake money

**Lesson 3: Buying and Selling**

- Students will begin by reviewing the previous lesson, specifically by discussing the activity from last lesson. Students will then make a list of items that are commonly bought and what is needed to buy something. Students will discuss the difference between this and the other means of acquiring something (discussed in the previous lesson). Students will then discuss what it means to take without permission, also called stealing, and will discuss why it is bad. Students will then practice buying and selling (42.3)
  - Students will each receive some fake money to use
  - The teacher will put a price on each of the pictures of items or actual items and read that price to the students.
  - Students will individually come up to the front and use their fake money to purchase an item. This is an opportunity for students to practice basic math skills by stating how much money they have over after paying for the item(s).

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**Lesson 4: How Much Does It Cost?**

- Students will each be given a common household item (or an image that represents one). Students will work together to decide which items they think cost more or less than others. Students will then rearrange themselves in a line going from least expensive to most expensive. Teacher will then discuss actual cost of items with students and place price tags on them. (42.1)

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**Week Three: Development**

**Materials:** Spectrum Lesson 4, Should We Buy It sheet

**Lesson 5: Choosing What to Buy**
• Students will discuss the difference between needs and wants. Explain that people decide what to spend their money on based on how much money they earn from jobs and how important an item is to them (needs are more important than wants). Students will then participate in the Spectrum Activity for this unit. (42.3)

**Lesson 6: Should We Buy It?**
• Students will review why people buy certain things and not others by discussing the previous lesson. Students will then conduct the Should We Buy It activity (see Should We Buy It sheet). (42.3)

**Week Four: Development**
**Materials:** shop paper, markers, crayons, fake money

**Lesson 7: Saving Money**
• Students will discuss what it means to save money and actions a person can take to go about saving their money. Students will use provided fake money to be able to complete certain actions during class. At the end of the day they can use left over money to buy in class free time. (42.4, 42.5)
  ◦ At the beginning of class students will each be given $10 in fake money.
  ◦ They can choose to spend it on small things the teacher brought in, such as pencils or crayons or something else, or they can save it
  ◦ At the end they can use the money they saved up to buy larger items (such as a piece of fruit or extra time in the learning center)
  ◦ The teacher will set the prices of each prior to the lesson and will help the students calculate how much they have

*Alternatively*, instead of actual items students can spend their money on actions such as to go use the bathroom, go get a drink of water, borrow a pencil or eraser, get up from their seat, talk to a neighbour etc. If they have money left over maybe they can buy something big like 5 minutes of extra free time in class ($8). Students that do something without paying for it beforehand should still be charged afterwards.

*Alternatively*, the teacher can show the following video to students then discuss with them about spending and saving.
https://www.sesamestreet.org/toolkits/save

**Lesson 8: Why Do We Save Money?**
• Students will discuss some of the reasons why they decided to save money during the last lesson. Students will then work as a class to make lists of things they should save money for, specifically they will create a list for each of the following reasons to save money (42.5)
  ◦ Big items
  ◦ Emergencies
  ◦ Helping the community

**Week Five: Conclusion and Assessment**
**Materials:** Question Cube, fake money

**Lesson 9: Saving for Big Things**
• Students will begin by discussing what are banks and credit unions. Students will then role play using a bank with the teacher acting as banker. (Teacher may create a “bankbook or “credit
union book” for children to use during activity). Students will use the fake money from previous lessons. Throughout the day, students will earn money for every time they help out in the classroom. Students can deposit money into the bank or they can withdraw the money they have already deposited and use it on items or privileges (such as in Lesson 7). This will continue for the next week. Any money that a student does not deposit into the ‘bank’ by the end of the day will be ‘lost’ and cannot be used. At the end of the week, whichever student has the most in the ‘bank’ will earn a small prize. (42.6)

**Lesson 10: Unit Review**

- Students will review material from the unit by participating in the Question Cube activity. Use the following prompts (42.1, 42.2, 42.3, 42.4, 42.5, 42.6):
  - What is one way we can get something someone else has?
  - Why do we buy things?
  - Why do we save?
  - What is a bank?
  - What is the price of something in your house?
  - What is something we can save up for?
Spectrum Activity

Process
At the beginning of the class, the teacher clears enough room in class (or outside if that works better). The teacher then creates a spectrum like this on the board:

Want

Need

Process for Each Round
First the teacher gives an item or a picture of an item to students. Then the students make a decision and walk to the point on the spectrum that represents their choice. Finally the teacher asks each group of students what was their reasoning for making that choice.

Students may go to any point between the 2 extremes, including in the middle or slightly to one side or the other, depending on their level of conviction.

The teacher is encouraged to do as many rounds as time permits while also allowing enough time for students to explain their reasoning.

Items:

- Rice
- Beans
- Candy
- Soda
- Fruits
- Vegetables
- Cereal
- Soap
- Shampoo
- Toothpaste
- Toothbrush
- Hand Soap
- Water
- Coffee
- Shirts
- Shoes
- Pencils
- Paper
- Milk
- Toilet Paper
- Water
- Bicycle
- Football
- Telephone
- TV
- Internet
- Motorcycle
- Balloons
- Pets
- Marbles
Should We Buy It?

The purpose of this activity is to get students to see what having a budget is like and having to decide what to buy.

The teacher will begin by stating that the class has up to $200 to spend in fake money on various items. The teacher writes this number on the board. The teacher will list off items along with the items’ price and ask the class if they think they should buy it and why they think so. If they say yes, the teacher writes what the class bought and subtracts the price from the remaining balance on the board. Once the class has reduced their balance too low to purchase anything (the balance must remain positive), the teacher will say that the class cannot buy anything else. The teacher will then list the items not yet mentioned.

After all of the remaining items have been listed, the class repeats this activity, now with the knowledge of what is available.

Sample Item List

✓ Bananas
✓ Rice and Beans
✓ Pencils
✓ Paper
✓ Shirts
✓ Bicycle
✓ Footballs
✓ Books
✓ Sweets
✓ Smartphone
✓ Coffee
✓ Soap
✓ Toothbrush
✓ Toothpaste
✓ Combs
✓ Crayons
✓ Marbles
✓ Cereal
✓ Eggs
✓ Ice cream
✓ Shoes
✓ Soda
Question Cube Activity

Process

Create a question cube using either strong poster-board or cardboard. Create 6 questions related to the topics desired to be reviewed, one for each side of the cube. These questions should be open-ended, allowing for multiple responses from different students. Make sure the cube is strong as students will be tossing it to roll a specific question. This can be reused by just replacing the questions on the cube.
In a circle, students will take turns tossing the dice and answering whichever questions ends up on top. If a student gets a question already answered, they need to think up a different answer.
Standard 1: Taking Care With Money
Total Number of Lessons: 7
Lessons per Week: 2 x 40 mins.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>43.1 Explain the difference between earning money, receiving money as gifts, winning money and finding money.</td>
</tr>
<tr>
<td>1</td>
<td>43.2 Rank, by estimating, a range large, small, common and uncommon items based on how much each one costs.</td>
</tr>
<tr>
<td>1</td>
<td>43.3 Explore the concept of “property”.</td>
</tr>
<tr>
<td>1</td>
<td>43.4 Explore the concept of “value for money”.</td>
</tr>
<tr>
<td>1</td>
<td>43.5 Explore the factors that influence a decision to buy something.</td>
</tr>
<tr>
<td>2</td>
<td>43.6 Create a budget based on a given amount of money.</td>
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<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concept</th>
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<tbody>
<tr>
<td>43.1</td>
<td>Money can be earned by working for it or it is given freely as a gift or prize. Money that is found should be returned to its owner if possible and should not automatically be considered free money.</td>
</tr>
<tr>
<td>43.2</td>
<td>Different items have different costs based on their value to the general public.</td>
</tr>
<tr>
<td>43.3</td>
<td>Property is anything that belongs to someone. Permission is required from the owner before acquiring or using someone else’s property.</td>
</tr>
<tr>
<td>43.4</td>
<td>Good value for money is when a person feels the goods or services they’ve paid for were worth the money they paid. Factors that may be considered include quality of the product, cost, how many times it can be used etc.</td>
</tr>
<tr>
<td>43.5</td>
<td>Before purchasing an item or paying for a service, need, cost, personal budget, and value for money are all considered and influence a person’s decision to make the purchase.</td>
</tr>
<tr>
<td>43.6</td>
<td>A budget details how much money a person has, how much money a person will have to spend on necessary expenses, and how much money, if any will be left over once necessary expenses have been made.</td>
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</tbody>
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Teaching/Learning Activities
Week One: Introduction
Materials: Common and uncommon items (enough for several small groups), Budget Worksheet, play money

Lesson 1: What’s the cost?
- In groups students will estimate the cost of 4 items (include mostly common and at least 1 uncommon item) then rank the items from least expensive to most expensive based on their estimated costs. Discuss results as a class. (43.2)
  Note: Consider using items that are all $5 or less to avoid confusion for the students.

Lesson 2: Budgeting
- Students will brainstorm as a class different factors they consider before buying something. Teacher will give play money to students as rewards for doing chores around classroom. Students may give money to each other, buy items from each other or the teacher or save money. Teacher will work with students to create a personal budget using the Budget Worksheet. Towards end of unit, teacher reviews the budget with students and see how they earned, spent or saved money. (43.5, 43.6)
Week Two: Development

Materials: Budget Worksheet

Lesson 3: Value for Money

- Students will complete the Budget Worksheet. Discussion will follow on the meaning of “value for money”. They will decide if various items show a good or bad value for money. (43.4, 43.6)

Lesson 4: Acquiring Money

- Students will be asked to do quick roleplay showing different ways of acquiring money. The rest of the class will guess what the roleplay is showing. Class discussion will follow about the different ways of acquiring money. (43.1)

Week Three: Assessment and Conclusion

Lesson 5: What is property?

- Students will discuss the meaning of property. Then as a class students will “vote with their feet” to decide if a scenario shows the authorized or unauthorized use of someone’s property. Students will stand on one side of the room and step forward if a scenario read aloud by the teachers shows authorized use of someone’s property and backwards if the scenario shows authorized use. (43.3)

Lesson 6: Budgeting

- Teacher will review Budgeting Worksheet that was given to students in lesson 2. Discussion will follow about how they earned, spent or saved their money.
# Simple Budgeting for Kids

## Budget Sheet

**Month:** __________

**Name:** __________

To whom/what/where will I give? __________

What am I saving towards? __________

How do I plan to spend my money? __________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of money coming in or going out</th>
<th>Money given/earned</th>
<th>Money saved</th>
<th>Money spent</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/10/19</td>
<td>Eg: Took out garbage for teacher</td>
<td>$2</td>
<td></td>
<td></td>
<td></td>
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Budgeting Worksheet

**Scenario 1:**
You have $15 in your wallet, you are going to buy a new shirt. Which one can you afford? Circle the item in your budget. Find out how much change you will have left. Did you have enough money? How much can you save?

$22.00  $18.00  $12.00

**Scenario 2:**
You received $50 as birthday gift. Place a tick next to the items that would be within your budget to buy. Make a list of the items you would buy. After purchasing all the items on your list, how much money would you have left to save?

___ cell phone $100
___ perfume $11
___ Snickers chocolate $2
___ Doritos chips $1.25
___ Storybook $5
___ Toy $20
___ Plate of food $7
___ Shoes $30
___ Clothes $75
Standard 2: Spending, Lending, Borrowing
Number of Lessons: 8
Lessons per week: 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>44.1 Rank in order of necessity various household items.</td>
</tr>
<tr>
<td>1</td>
<td>44.2 Explain the short and long term benefits of saving money.</td>
</tr>
<tr>
<td>2</td>
<td>44.3 List the potential advantages and disadvantages of borrowing money.</td>
</tr>
<tr>
<td>1</td>
<td>44.4 Explain the difference between credit and debt.</td>
</tr>
<tr>
<td>1</td>
<td>44.5 Explore the advantages and disadvantages of &quot;dollar down&quot;, &quot;buy now pay later&quot;, &quot;hire purchase&quot; and other schemes in which people delay paying for items or pay for them in small amounts over time.</td>
</tr>
<tr>
<td>1</td>
<td>44.6 Identify the different types of accounts, cards and other services offered by banks and credit unions in Belize.</td>
</tr>
<tr>
<td>1</td>
<td>44.7 Create a financial plan to achieve a personal, short term spending goal.</td>
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<tbody>
<tr>
<td>44.1</td>
<td>Items that are “necessary” are required to survive (food, water, shelter). These items should take priority over items that are not required for survival.</td>
</tr>
<tr>
<td>44.2</td>
<td>Saving money can be beneficial in cases of emergency such as car repairs, medical needs, and home repairs in the short term and it can also be beneficial for future school fees and even future career changes in the long term.</td>
</tr>
<tr>
<td>44.3</td>
<td>Borrowing money allows a person to make large purchases at one time, take advantage of low bank fees or rates and improves a person’s credit, once loans are paid well. Borrowing money can also have its disadvantages such as high interest rates, difficulty repaying the loan and losing property in some cases, if unable to pay back the loan. This also affects a person’s credit making it difficult for that individual to borrow again.</td>
</tr>
<tr>
<td>44.4</td>
<td>When you use credit, you borrow money to pay for something now and pay it back later or you get an item, for example at a grocery shop and pay for it later. Borrowed money becomes debt, which may include interest added on the balance you owe.</td>
</tr>
<tr>
<td>44.5</td>
<td>Take caution when responding to ads such as “dollar down”, “buy now pay later”, “hire purchase” and other similar type of advertisements. These schemes may enable a person to purchase something they typically would not be able to afford however they often come with high monthly payment requirements, interest percentages, and fees making an item much more expensive than its original cost.</td>
</tr>
<tr>
<td>44.6</td>
<td>Banks and credit unions offer different types of accounts, cards, and services in order to provide the benefits necessary for people with different types of financial situations and backgrounds.</td>
</tr>
<tr>
<td>44.7</td>
<td>An effective financial plan contains specific goals that are realistic and measurable, includes actions that need to be taken to reach the goal, and a specified timeline for that goal.</td>
</tr>
</tbody>
</table>

Teaching/Learning Activities
Week One: Introduction
Materials: My Wallet Instruction Sheet, fake money, empty containers of household items
Lesson 1
- Teacher will ask students before lesson to bring in empty containers of household items. In groups, students will organize the common household items by order of necessity. Discussion will follow. (44.1)
Lesson 2
• Students will use provided “fake” money within the classroom for an entire school day to complete the “My Wallet” activity [please refer to the My Wallet Instruction Sheet]. At the end of the day students will discuss what they feel can be short and long term benefits of saving money and advantages and disadvantages of borrowing money. (44.2, 44.3)

Week Two: Development
Materials: Sally’s Debt worksheet
Lesson 3
• Students will read a scenario called “Sally’s Debt” and answer questions. Please refer to “Sally’s Debt” worksheet. (44.3, 44.4)

Lesson 4
• Teacher will provide students with flyers advertising promotions such as “dollar down”, “zero down”, “buy now, pay later” etc. Students will discuss the flyers in groups and state the advantages and/or disadvantages of the promotion on the flyer. (44.5)

Week Three: Development
Materials: My 1-Month Spending Goal worksheet, Bristol board, markers, typing sheets
Lesson 5
• Students will open a savings and checking bank account using the money in lesson 2. They will make a debit and credit card. For one week they will use the accounts to transfer funds, make withdrawals, and make deposits. At the end of the week each student will read their available balance in both accounts, total money withdrawn, and total money deposited. (44.6)

Lesson 6
• Students will create a 1-month spending goal. Each student will figure out an item they want to purchase by the end of the month. They will write a 1-month spending plan using the “My 1- Month Spending Goal” worksheet. (44.7)

Week Four: Conclusion
Lesson 7
• Students will use one die from a set of dice to review content from the unit. Real dice or dice made from cardboard may be used. Create a list of questions that can address 6 main topics from the unit. Then, create at least 5-10 questions per topic depending on the size of your class. Each student will roll the die and based on the number rolled will answer a review question to be read aloud by the teacher.
My Wallet Instruction Sheet

Step 1:
- Teachers will act as bank tellers and will print out enough copies of the money so that every student has a total of $30 BZD each. Also, please print out an extra $300 to keep in the bank for change and borrowing of money.
- Teachers will allow students to borrow money from the bank throughout the day as they run out of money.

Step 2: Students will pay the teacher for every action done in an entire school day.

- To borrow a pen/pencil: $2
- To use the bathroom: $4
- To get up out of your seat in class: $5
- To fill your water bottle: $5
- To borrow paper: $2
- To borrow a book: $6
- To sharpen a pencil: $2
- To talk with a friend in class: $2
- To drink water: $2
- To fill up a water bottle: $3

*If a student does any of the items listed without paying the bank, the teacher will collect all of the student’s money after they have completed the action. Money will not be returned, the balance of cash on hand will be noted and given to the teacher for Lesson 4.
“Sally’s Debt”

Sally wants to buy her mother a Mother’s Day gift. When Sally cracks open her piggy bank and adds up the coins, she realizes she has a total of $75, enough for her to buy her mother a great gift. She grabs her bike and hurriedly leaves home to go to Pink Boutique to buy a dress and matching shoes for her mom. She didn’t even bother to check the price tags. She hurries to the register and the cashier rings up her items and tells Sally her total today will be $87. She realizes she doesn’t have enough. Luckily, her friend Sandra walks up to the cashier at the same time and realizes Sally’s dilemma. She offers to help her and lends her the difference. On the way home, Sally’s bike gets a punctured tire. Frustrated, Sally pushes her bike along but meets her friend, bike who offers to lend her $10 to get the tire patched. After fixing the bike, Sally rode home, tired but happy that she had nice gifts to give her mom. Sally, however now finds herself in a debt.

Answer the following questions:

1. How much debt is Sally in?
2. What could Sally have done if her friend Sandra wasn’t at the store to lend her the money?
3. What are the advantages of Sally borrowing the money from her friends?
4. What are the disadvantages of Sally borrowing the money from her friends?
YES YOU CAN!
WITH COURTS READY FINANCE

NOTHING TO PAY FOR 60 DAYS!

COURTS
Bringing Value Home

ZERO DEPOSIT ON ALL CELLPHONES

SAMSUNG
$10 SPECIAL OFFER!

COURTS READY FINANCE
EASY. AFFORDABLE. FLEXIBLE.
My 1-Month Spending Goal

Fill out this form:

- Item I want to purchase:
- How much the item cost:
- Goal date to purchase item:
- How I plan to purchase item:
- How much do I need to be paid to purchase item (daily or weekly):
- When do I need to be paid to purchase the item on time:
- How I will keep track of my money:
- Where will I store my money so that it's safe:
Standard 3: Employment and Income
Total Number of Lessons: 8
Number of Lessons Per week: 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45.1 Explore the different ways in which people earn money.</td>
</tr>
<tr>
<td>1</td>
<td>45.2 Explore the differences between a career and a job.</td>
</tr>
<tr>
<td>2</td>
<td>45.3 Evaluate the characteristics of good workers in terms of attendance, punctuality, honesty, work ethic, respect for others, responsibility, creativity, flexibility, and the abilities to listen, communicate, make useful suggestions and take initiatives.</td>
</tr>
<tr>
<td>1</td>
<td>45.4 Explore the consequences of spending more than you earn.</td>
</tr>
<tr>
<td>1</td>
<td>45.5 Explain the connection between how a family spends money, the resources available to it and their hopes and plans for the future.</td>
</tr>
<tr>
<td>2</td>
<td>45.6 Create a month long budget for a household that balances income and expenditure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.1</td>
<td>Money can be earned by doing chores around the house, working odd jobs for neighbors, family, and friends, or finding employment with a local business or organization.</td>
</tr>
<tr>
<td>45.2</td>
<td>A job is something a person does simply to earn money and typically does not offer long term opportunities for growth. A career typically offers various opportunities such as long term employment, networking opportunities, opportunities for higher salary and more prestigious positions.</td>
</tr>
<tr>
<td>45.3</td>
<td>Displaying the characteristics of a good worker increase the likelihood of a positive work experience, future employment, and opportunities for more pay.</td>
</tr>
<tr>
<td>45.4</td>
<td>Spending more than you earn increases stress and leads to a lower quality of life as you may become unable to make necessary expenses such as for food, water, housing, or transportation and may have to incur debts in order to survive.</td>
</tr>
<tr>
<td>45.5</td>
<td>Families with fewer resources available to them typically spend less money and maintain humble hopes or plans for their future. Families with many resources available to them typically spend more money in order to maintain a certain lifestyle and may have grander hopes and plans for their future.</td>
</tr>
<tr>
<td>45.6</td>
<td>Creating and using a monthly budget helps families keep their expenses within their means and save money for a future expense or leisure activity.</td>
</tr>
</tbody>
</table>

Teaching/Learning Activities
Week One: Introduction
Materials: shop paper, markers, descriptions of jobs for Lesson 2
Lesson 1
- Students will brainstorm different ways a person can earn money through a gallery walk. Divide the class into four groups and assign each group a different category (at home, within the village, in a city, online). Give the students 5 minutes to write down all the different ways they think someone can earn money within their category. Once time is up instruct the students to switch categories with another group and repeat the process of brainstorming and adding jobs to their new category. Repeat until each group has contributed to each category. (45.1)
- Discuss the different jobs on each list and the different skills/qualifications that a person may need to qualify for the position and which jobs may enable someone to earn the more or less money.
Lesson 2

- Select 2 types of work from the previous lesson that would be considered a job and 2 that could be considered part of a career. Using a provided definition of the difference between a job and a career, students will work in groups to read the description of a type of work and determine if this type of work would be part of a career or is solely a job. Students will write down the reasons for their choices and present to the class the description of their type of work and why they believe it is a job or a career. (45.2)

Week Two: Development

Lesson 3

- Students will discuss characteristics that could make someone be perceived as a good worker or a bad worker. Students will write a short story about an employee that either shows characteristics of a good worker or shows the opposite. Students should use at least 3-5 characteristics to describe the kind of worker in their story. (45.3)

Lesson 4

- In groups students will role play the scenarios depicted in a few of their stories from the previous lesson. Students observing each role play will write down if the presenting group displayed characteristics of good or bad workers and then detail which behaviors/characteristics lead them to their answers (45.3)

Week Three: Development

Materials: Fake Money (see template), My Wallet Instruction Sheet

Lesson 5

- In groups, students will create a Venn diagram showing types of families, one with a lot of resources around them and one with few resources. Discussion will then follow this activity. (45.5)

Lesson 6

- Students will use provided “fake” money within the classroom for an entire school day to complete the “My Wallet” activity [please refer to the My Wallet Instruction Sheet]. At the end of the day students will discuss what they feel can be short and long term benefits of saving money and advantages and disadvantages of borrowing money. (45.4)

Week Four: Development

Materials: Budget Worksheet

Lesson 7

- Students will write a story about a family that uses a monthly budget and its benefits. Students will brainstorm what components they think a monthly budget would have to be useful then review the information on the Budget worksheet. (45.6)

Lesson 8

- Students will use a provided scenario to create their own monthly budget. Review the benefits of using a monthly budget in a household and what possible consequences may occur if someone does not use a monthly budget. (45.6)

Week Five: Conclusion and Assessment

- Students will work in 2 teams to answer questions about topics from the unit. The team with the most points at the end of the class wins the game and will receive a prize of the teachers choosing.
My Wallet Instruction Sheet

Step 1:
- Teachers will act as bank tellers and will print out enough copies of the money so that every student has a total of $30 BZD each. Also, please print out an extra $300 to keep in the bank for change and borrowing of money.
- Teachers will allow students to borrow money from the bank throughout the day as they run out of money.

Step 2: Students will pay the teacher for every action done in an entire school day.

- To borrow a pen/pencil: $2
- To use the bathroom: $4
- To get up out of your seat in class: $5
- To fill your water bottle: $5
- To borrow paper: $2
- To borrow a book: $6
- To sharpen a pencil: $2
- To talk with a friend in class: $2
- To drink water: $2
- To fill up a water bottle: $3

*If a student does any of the items listed without paying the bank, the teacher will collect all of the student’s money after they have completed the action. Money will not be returned, the balance of cash on hand will be noted and given to the teacher for Lesson 4.
Budget Worksheet

A BUDGET is a plan for how to wisely spend your money. Everyone’s budget is different, so where do you start? Let’s look at the Key Elements of a Budget:

- **INCOME:** This is the money coming in each month. It can include 1. Money you earn from chores and activities, 2. Allowance, 3. Gifts from holidays, birthdays, or the Tooth Fairy.
- **SAVE, SHARE & SHOP WISELY:** This is where the strategy comes in. Decide ahead of time how much of your income you will 1. SAVE (example: 50%), 2. SHARE (example: 25%) and 3. SHOP WISELY (example: 25%).
- **NOW STICK TO IT:** The money going out is your Monthly SHOP Budget. Don’t overspend - otherwise you might be reaching into your share and save funds without even knowing it.

Example: Let’s say your monthly income is $20. You’ve decided you can use half of this to go shopping. This means your monthly spending budget is $20/2= $10.

INSTRUCTIONS:
1) Look at the items listed in Column #1 and circle the ones you might buy in a month.
2) Now write in Column #2 write **how many** of that item you would purchase in one month.
3) In Column #3 the prices are listed for you.
4) In Column #4, multiply **how many** of each item you are buying (Column #2) by the **price** of the item (Column #3) to get your Total Monthly Cost.

**Budget Exercise: What Will I Shop For This Month?**

<table>
<thead>
<tr>
<th>Items</th>
<th>How Many</th>
<th>Prices</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie ticket</td>
<td></td>
<td>$7</td>
<td></td>
</tr>
<tr>
<td>Popcorn</td>
<td></td>
<td>$3</td>
<td></td>
</tr>
<tr>
<td>Phone credit</td>
<td></td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Ice cream</td>
<td></td>
<td>$2</td>
<td></td>
</tr>
<tr>
<td>Fry Chicken</td>
<td></td>
<td>$6</td>
<td></td>
</tr>
</tbody>
</table>

Add up all the numbers in Column #4 to see how much you have spent in one month.

**Total Monthly Cost = ____________**

Did you go over your Monthly SHOP Budget? ____________
Based on my Monthly Income, my Monthly SHOP Budget is ______.
I spent $__________ more than Monthly SHOP budget.
I still have $________ leftover to add to next month’s SHOP budget.
If you went over your budget, what are some things you can change
next month?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

If you had money leftover, what will you do with it?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
___________
Standard 4: Making Financial Decisions
Number of Lessons: 8
Lessons per Week: 1-2

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>46.1 Explain a range of commonly used banking terms such as credit, debit, deposit, withdrawal, checking account, saving account, account number, account balance, and interest.</td>
</tr>
<tr>
<td>1</td>
<td>46.2 Explore how businesses that lend money, such as banks, credit unions, pawnshops, loan agencies and some stores, make a profit.</td>
</tr>
<tr>
<td>1</td>
<td>46.3 Identify the purposes and limitations of different types of insurance.</td>
</tr>
<tr>
<td>1</td>
<td>46.4 Examine how spending choices are influenced by price, advertising, cultural norms and values, the spending choices of others, and peer pressure.</td>
</tr>
<tr>
<td>1</td>
<td>46.5 Examine the benefits of financial responsibility and the consequences of financial irresponsibility.</td>
</tr>
<tr>
<td>1</td>
<td>46.6 Construct a plan to achieve a specific, measurable, financial goals based on responsible borrowing.</td>
</tr>
<tr>
<td>1</td>
<td>46.7 Discuss the advantages of following a personal financial plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concepts</th>
</tr>
</thead>
</table>
| 46.1             | **Credit** is the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.  
**Debit** is money removed from an account.  
**Deposit** is a sum of money placed in a bank account.  
**Withdrawal** is a sum of money taken out of an account.  
**Checking Account** is an account at a bank for everyday expenses; money can be accessed by writing a check, setting up an automatic transfer, or using a debit card.  
**Savings Account** is a bank account for storing money.  Interest can be earned on the money deposited.  
**Account Number** is a number assigned to a bank account in order to identify it from other accounts at the bank.  
**Account Balance** is the amount of money in a bank account at any given moment.  
**Interest** is a calculated percentage of a loan or account balance that is added in addition to the loan or account balance at regular intervals. |
| 46.2             | Businesses that lend money make a profit by charging interest on each loan they allow customer to take. |
| 46.3             | Common types of insurance include health insurance, car insurance, homeowner’s or renter’s insurance, life insurance, and disability insurance. The purpose of insurance is to protect oneself from large financial losses that can occur due to unpredicted events. Different insurance companies have varying limitations in order to prevent the company from overextending itself for all the losses their policyholders may experience. |
Spending choices can be influenced by the cost of an item and its value to the person, persuasion due to advertisements, cultural norms and values, and encouragement or discouragement from others to purchase an item or a service.

Benefits of financial responsibility include having money for all of one’s necessities, being financially independent, living more comfortably with less stress, and being able to provide for a family. Consequences of financial irresponsibility include endless debts, inability to cover expenses for one’s personal needs or the needs of others under their care, and loss of belongings.

A financial plan based on responsible borrowing organizes how a person handles money and prepares his or herself to be able to meet both short- and long-term financial goals; to do this, one must understand when he or she repays borrowed money, who to make payments to, what amount must repaid, and how to make payments.

Advantages of following a personal financial plan include better understanding of one’s financial situation, being able to reach financial goals over time, and avoiding overspending and the consequences that can come with it.

Teaching/Learning Activities

Week One: Introduction to Unit

Materials: Individual posters with banking terms and definitions, Props for role plays (signs with money amounts or fake money, signs to label students (“bank account” and “interest”)

Lesson 1
- Students, in small groups, will be assigned to study and become experts on a banking term that is posted around the room; each group will present their term to the class and write the definitions in their books (46.1)

Lesson 2
- Students will role play how interest works by assigning one student to be the bank account and other students to be interest amounts; the “interest” students will add their money amounts to the “bank account” student, over time, demonstrating how the bank is earning money off of interest (46.2)

Week Two: Development

Materials: Flip chart paper, markers, “Spending Influences” resource

Lesson 3
- Students can work in groups to create posters focusing on a specific type of insurance and draw or paste pictures showing what types of incidents their assigned type of insurance will cover (46.3)

Lesson 4
- Students will be given either a picture of an influence of spending or a matching term (use “Spending Influences” resource.) Students will search around the room for the student with the term or image that matches what they have. Pairs will then present to the class about the spending choice shown in their image and the influencing factor that can affect that choice (46.4)
Week Three: Development

Materials: “Financial Responsibility Scenarios” resource, cut into strips and placed into a bag or hat, “Spending Plan” worksheet

Lesson 5
- Students will pull out a scenario from the “Financial Responsibility Scenarios” and share if they believe the scenario depicted financial responsibility and what they would do in each situation. As a class, students will discuss why it is important to be financially responsible and what consequences may occur if a person is not (46.5)

Lesson 6
- Students will complete the “Spending Plan” worksheet to practice meeting financial goals and saving enough money to re-pay borrowed money by a set deadline (46.6)

Week Four: Conclusion and Assessment

Materials: White board/chalk board

Lesson 7
- Students will, as a class, create a list of advantages of following a personal financial plan. Students will then use this as a “word bank” to play “Pictionary,” a game in which students take turns picking a word (without telling the class) then drawing an illustration on the board to help the class guess the word they chose (46.7)

Resources:
https://www.practicalmoneyskills.com/teach/lesson_plans/grades_3_6
Spending Plan

Example scenario:

Sarah is a teacher and earns $2,600 each month and has $1,500 worth of expenses each month. She has a long-term goal of building a house in the next two years. She decides to take out a loan from Belize Bank of $6,000 to meet her goal. She will need to make monthly payments of $400 by going to her local Belize Bank in town. The bank has given her 15 months to re-pay the full amount of her loan.

Amount of money borrowed: _______________________________________________________

Who to make payments to: _________________________________________________________

How to make payments: ___________________________________________________________

Deadline to re-pay full amount: ______________________________________________________

Complete the table below to ensure you have saved enough money to re-pay borrowed money by the indicated deadline. Note: This is a shortened table that can be continued for a longer period of time.

<table>
<thead>
<tr>
<th>Expense Category (fun, food, clothes, personal items, etc.)</th>
<th>Weekly Budget</th>
<th>Amount Spent</th>
<th>Amount Saved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total amount saved to re-pay borrowed money: ________________________________________
Spending Resources

Relative value to similar items
Ability to convince shoppers through advertisements
Surrounding community/culture views as a status symbol
Others encouraging or discouraging your spending
Financial Responsibility Scenarios

1. You lend part of your savings money to a friend. Your friend promises to pay you back tomorrow, but doesn’t. It is a week later and you need the money. What should you do?

2. You spend all of your savings money on toys and games on Tuesday afternoon. Now you don’t have enough money for school snacks the rest of the week. How would you solve this problem?

3. Walking home from school, you find a wallet with $50 in it. The owner’s identification is in the wallet. What would you do?

4. You find a purse with $200 in it, but there is no identification. What would you do?

5. You put your allowance money in your pocket. That evening, you discover that the money is missing. You have lost it. What would you do?

6. Your mother asks you to go to the store to buy two things she needs for lunch. She gives you a $20 bill. When you get home, what would you do with the change?
Standard 5 – Careers
Total Number of Lessons: 9
Lessons Per Week: 2 x 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47.1 Explore different types of employment, for example, in a small or large business, in the teaching or public service, as a self-employed contractor and a business owner.</td>
</tr>
<tr>
<td>1</td>
<td>47.2 Explain how a person might connect skills, interests and passions to a career.</td>
</tr>
<tr>
<td>2</td>
<td>47.3 Explore the value of having a high school and a tertiary level education</td>
</tr>
<tr>
<td>1</td>
<td>47.4 Investigate how different careers require different skills, training and qualifications.</td>
</tr>
<tr>
<td>2</td>
<td>47.5 Develop a career plan in an area of choice that includes clear goals and the means of achieving them.</td>
</tr>
<tr>
<td>2</td>
<td>47.6 Develop a student resume that includes information related to personal and contact information, schools attended, interests, responsibilities, skills and achievements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Content/Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.1</td>
<td>There are many different types of employment a person can have. Each type of employment will involve different benefits, work environments, and different qualification requirements.</td>
</tr>
<tr>
<td>47.2</td>
<td>When choosing a career a person should look for one that incorporate their interests and passions, and will enable them to use and build on the skills they already possess.</td>
</tr>
<tr>
<td>47.3</td>
<td>Having a high school or tertiary (university) level of education provides the knowledge and skills to make a person more qualified for more jobs, and makes them a more competitive candidate for open positions.</td>
</tr>
<tr>
<td>47.4</td>
<td>Different jobs will each require a different set of skills, training, and qualifications in order to obtain employment.</td>
</tr>
<tr>
<td>47.5</td>
<td>Developing a career plan with clear goals and means of achieving those goals enables a person to identify what it will take for them to have the career they desire and make it much more likely that they will end up working in that career.</td>
</tr>
<tr>
<td>47.6</td>
<td>Resumes are a key part of any job application and they make it easier for employers to determine an applicant’s qualifications. A person’s resume should include personal and contact information, schools attended, interests, responsibilities, skills and achievements</td>
</tr>
</tbody>
</table>
Teaching/learning Activities
Week One: Introduction to Unit:
Materials: My Future Career Presentations, Gallery Walk, shop paper, markers
Lesson 1: Types of Employment

- Prior to beginning the lesson, students will receive a copy of the My Future Career Presentations sheet that discusses the final presentations for this unit. Students will begin the unit by discussing the various types of employment. After a brief discussion identifying the types of employment, students will conduct the Gallery Walk activity (see Gallery Walk sheet) with the following prompts (47.1):
  ➢ List some jobs a person might have in a village.
  ➢ List some jobs a person might have in a city.
  ➢ What does it mean to be self-employed? Which jobs might fall under this category?
- For homework ask students to pick one of the jobs listed during the gallery walk activity and find what skills and qualifications are needed for that job.

Lesson 2: Different Careers, Different Skills

- Students will present the skills and qualifications needed for their chosen jobs from the last lesson and work as a class to categorize these jobs based on what level of education they require (no high school, high school, or university). (47.3, 47.4)

Week Two: Development:
Materials: Think-Pair-Share, Skills Passions and Interests worksheet, Career Interests
Lesson 3: Educational Requirements – Why High School and University is Vital

- Students will elaborate on the previous lesson’s discussion of qualifications by discussing the advantages of high school and tertiary education. After a brief discussion, students will conduct the Think-Pair-Share activity with the following prompts (47.3):
  ◦ What kinds of jobs require a High School education? What kinds of jobs require a University education?
  ◦ If you were an employer looking for the perfect candidate, would you choose a candidate with a high school degree over someone with the same experience but who does not have a high school degree? Why or why not?
  ◦ Do you plan on attending high school? What about university? Why or why not?

Lesson 4: Choosing a Career – What Careers Do I have an Interest In?

- Students will begin to discuss how to choose a career by first identifying their skills, interests and passions. Students will first complete the Career Interest Explorer assessment and discuss the results as a class. Students will then complete the Skills Passions and Interests worksheet. After completing this worksheet, students will discuss how their skills, interests, and passions relate to the jobs they identified in the Career Interest Explorer assessment as a class. (47.2)
Week Three: Development

Materials: shop paper, markers, Career Planning Intro, My Career Plan worksheet

Lesson 5: Career Planning – What is It?

- Students will discuss what kind of plans are necessary in order to work towards a specific career and why planning is necessary. Students will view the following slideshow on the basics of career planning (available here [https://www.slideshare.net/kesiamargot/career-planning-presentation](https://www.slideshare.net/kesiamargot/career-planning-presentation) or the teacher can use the Career Planning Intro document). Students will review the information from the slideshow as a class. (47.5)

Lesson 6: Career Planning – My Career Plan

- Students will review the information from the previous lesson and then complete the My Career Plan worksheet. (47.5)

Week Four: Conclusion

Materials: Sample Student Resume, shop paper, markers, Writing My Resume Worksheet, My Future Career assignment

Lesson 7: Resumes – Basics

- Students will discuss what is a resume and what they are used for. Students will review the provided Sample Student Resume (which the teacher is advised to copy onto a large bristol board prior to class) as a class and then use the Writing My Resume Worksheet to create a written draft of their own resumes. (47.6)

Lesson 8: My Resume

- Students will work in groups of no more than 4 to peer review their individual resumes drafted in Lesson 7. Students will trade resumes with another person in the group, making sure that no one has their own resume. Students will check to see that all sections are completed, that there are no spelling or grammatical errors, and that the information provided is appropriate (i.e. no exaggerated skills or fictitious items and that the information provided is in the correct section). Students will mark in a different colored pen or pencil all corrections they have identified. After 15 minutes, students will switch resumes, making sure they have a different resume than before and that they do not have their own, and repeat the review. After another 15 minutes, students will reclaim their resume with the revisions and will have a chance to rewrite it. (47.6)

Week Five: Assessment

Materials: My Future Career assignment

Lesson 9: Unit Review

Students will conclude this unit by presenting on their future careers (see My Future Career assignment) (47.1, 47.2, 47.3, 47.4, 47.5, 47.6):
Gallery Walk

**Purpose**
To help students explore a given topic by answering specific questions about the topic and viewing the responses of their classmates to the same questions.

**Process**
The teacher will write different prompts on several large pieces of shop paper and post them around the classroom. Each paper should have one prompt written on it. The teacher will divide the class into groups based on the number of prompts created and assign each group to a prompt. Students are to discuss their assigned prompt with their group members and write the responses of each group member below the prompt in marker on their piece of shop paper. Once complete, groups will rotate to each of the pieces of paper around the room until all groups have contributed to all the prompts. The teacher will then read and discuss the responses written on each of the papers with the students and add additional comments to each prompt as necessary.

Note: Allow at least 5 minutes between rotations for groups to discuss their ideas and write down their responses.
Think-Pair-Share

Purpose
To get students to think about a topic and discuss it with classmates

Process
Teacher will give students a prompt. Students will have 2 minutes to think individually about the prompt. Then they will have 3 minutes to Pair with a classmate and discuss their thoughts. Lastly, students will share their thoughts and that of their partner with the class.

This can be repeated as many times as needed using different prompts.
Writing My Resume

What job are you writing this resume for?
_____________________________________________________________________

What is your full name?
_____________________________________________________________________

What is your contact information (such as phone number or email)?
_____________________________________________________________________

What schools have you attended?
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________

What are your interests?
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________

What are your responsibilities?
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________

What are your skills?
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
• ____________________________________________________________________
What are your achievements?
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________

What jobs have you done before (volunteer or paid?)
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
• __________________________________________________________
Skills, Passions and Interests

What are your Skills?
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________

What are you Passionate about?
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________

What kind of jobs are you interested in doing?
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
First Name Last Name
7 Miles Road, 7 Miles/El Progresso, Cayo, Belize C.A.
home: .610.0000
cell: 660.0000
email: first.lastname@7mileselprogresso.com

Education
El Progresso Community School
2002 - 2006

Favorite subjects: Math, Science, HFLE

Achievements
• Academic Health Challenge Semifinalist 2006
• Academic Honor Roll: 2002 - 2006

Skills
• Honest and reliable
• Enjoys working with people
• Excellent at math
• Very well organized
• Fluent in English and Spanish
• Excellent writer
• Outgoing and friendly
• Great at developing plans and schedules
• Able to do physical work
• Works very well as a team member
• Great at creating posters for presentations

Responsibilities
• Caring for younger sister
• Maintaining the school garden
• Care for my pets

Interests / Activities
• Enjoys playing football
• GLOW Club
• Pottery making at the Women’s Group
• Loves drawing and illustration
• Enjoys reading
• Loves listening to music and dancing
My Future Career Presentations

Over the course of this unit, you will be developing an idea of what you want to do for a career, what qualifications you will need for that career, how you will get those qualifications, how to plan to get those qualifications and how to develop your resume.

At the end of this unit, you will conduct a brief 5 minute presentation covering the following:

1. Your preferred type of employment
2. Your skills, interests and passions
3. Your chosen career and what qualifications are needed
4. What level of education you need
5. Your career plan

You will also need to prepare a poster illustrating your student resume.

You will need to work on this presentation outside of class (for homework), but you can use the worksheets and activities covered in this unit to help.
My Career Planning

What career do you want to enter?

__________________________________________________________

What level of education do you need?

__________________________________________________________

What qualifications do you need?

• _________________________________________________________
• _________________________________________________________
• _________________________________________________________
• _________________________________________________________
• _________________________________________________________
• _________________________________________________________
• _________________________________________________________
• _________________________________________________________

List 3 goals that will help you obtain these qualifications:

1. _________________________________________________________
   _________________________________________________________

2. _________________________________________________________
   _________________________________________________________
3. __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

*How will you achieve Goal 1?*
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

*How will you achieve Goal 2?*
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

*How will you achieve Goal 3?*
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
4 Corners Activity

**Purpose**
To get students to think about a topic, make a choice between 4 options in response to a scenario, and explain their reasoning behind that choice.

**Process**
First (before class) teacher decides on 4 choices for the given topic (for instance, if the topic were responding to various symptoms of sickness, the options could include Do Nothing, Treat At Home, Go To The Clinic/CHW, and Go To The Hospital). Then the teacher makes up signs for the options.

At the beginning of the activity, the teacher puts one sign in each of the 4 corners of the room or of an open field (with enough space to have groups of students race to various corners without injury).

Then the teacher explains each option and begins the first round.

The teacher conducts as many rounds as possible before time runs out or until all scenarios have been used, leaving some time to debrief at the end of the class.

**Process for Each Round**
First the teacher reads off a scenario for the students to respond to.

Then the students make a decision and walk to the corner that represents their choice.

Finally the teacher asks each group of students what was their reasoning for making that choice.

**Timing**
2 minutes for the teacher to prepare the activity and for setup.

2 minutes to explain the activity and each option.

3-4 minutes for each round:
- 30 seconds to read the prompt
- 30 seconds for students to move to the corner representing their choice
- 2-3 minutes for the teacher to ask students to explain their reasoning behind each choice

2 minutes at the end to discuss the activity.

The teacher is encouraged to do as many rounds as time permits while also allowing enough time for students to explain their reasoning.
4 Corners – Unit 47 Lesson 2

Corners:
- Teacher
- Mechanic
- Doctor
- Farmer

Qualifications
- Reading and Writing
- Lifting Heavy Things
- High School Degree
- University or higher degree
- Diagnose and fix car problems
- Communicate clearly to others
- Knowledge of crops
- Knowledge of the human body
- Ability to use tools
- Critical thinking
- Problem solving
- Compassion
- Knowledge of diseases and treatments
- Knowledge of education methods
- Endurance for physical activity
- Knowledge of the weather
- Knowledge of classroom management
- Observation
- Creativity
Teacher
Mechanic
Doctor
Farmer
Standard 6 - Entrepreneurship
Total number of lessons: 9
Duration: 2 x 40 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48.1 Explain how people form businesses to meet customers’ needs while generating income for themselves</td>
</tr>
<tr>
<td>2</td>
<td>48.2 Describe, with local examples, some characteristics of successful businesses</td>
</tr>
<tr>
<td>1</td>
<td>48.3 Investigate the life and achievements of a person from the business community</td>
</tr>
<tr>
<td>2</td>
<td>48.4 Identify the different types and current rates of taxes in Belize that a business might have to pay</td>
</tr>
<tr>
<td>1</td>
<td>48.5 Explain a range of commonly used business terms including stock, turnover, income, expenditure, net, gross, profit, loss, asset and liability</td>
</tr>
<tr>
<td>2</td>
<td>48.6 Create a business plan for an idea based on using locally available resources that identifies potential customers, analyses start-up costs and describes how the business will make money.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.1</td>
<td>Businesses are created to help fulfill an existing need for a good or service. By providing a needed good or service at a cost, business owners are able to generate income for themselves.</td>
</tr>
<tr>
<td>48.2</td>
<td>A successful business is one that is able to maintain a profit from its sales, consistently provide quality products or services to its customers, maintain a loyal, satisfied customer base, and give back to the community it is situated in.</td>
</tr>
<tr>
<td>48.3</td>
<td>Successful business peoples have many different experiences that have helped them to achieve their success, learning from them can enable others to also develop successful businesses.</td>
</tr>
<tr>
<td>48.4</td>
<td>The two most relevant taxes for Belize businesses are the business tax and the general sales tax.</td>
</tr>
<tr>
<td>48.5</td>
<td>Common business terms such as stock, turnover, income, expenditure, net, gross, profit, loss, asset, and liability are important concepts that are universal to all businesses.</td>
</tr>
<tr>
<td>48.6</td>
<td>A business plan is vital for the success of any business as it enables a person to identify customer need, start-up costs, potential income, goals for the business as well as steps to take to accomplish those goals, company description and more.</td>
</tr>
</tbody>
</table>

Teaching/Learning Activities

Week One: Introduction
Materials: pencils, paper, notebook, Case Study, “Over-the-Top Car Care Case Study” document

Lesson 1:

- Students will participate in a Think-Pair-Share activity to introduce the concept of business and how businesses operate. To start, ask the class to independently think of one or two sentence definition that answers the question “What is a business?”. After five minutes, instruct the class to pair up with another student in the class, merge their answers into a single answer, and write it on a folder sheet in large font. Once the pairs are finished, collect all of the definitions and tape them on the board and instruct each pair to present their definitions. If time allows repeat
this same process with the following prompt “Identify three businesses, the product/service that they sell, and the public need for that product/service.” (48.1)

**Lesson 2:**

- Students will be introduced to business operations and company behaviors that lead them to success through video reviews. Watch the following videos that explore how international businesses became successful (48.2)

Building a business that survives over 100 years
https://www.ted.com/talks/martin_reeves_how_to_build_a_business_that_lasts_100_years?language=en#t-125695

Top ten international businesses
https://www.youtube.com/watch?v=Lr4kz6F_QSA

How start-ups succeed?
https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed?language=en#t-244649

**Week Two: Development**

**Materials:** “Successful Business People Activity” “Business Terms Definitions Activity”

**Lesson 3:**

- Students will explore successful businesses and investigate the practices that helped lead them to success through the different business case studies. As a class, read and discuss a Case Study document. After reading through the case study, split the case study into seven different parts and instruct seven different student groups to summarize their assigned section. A student from each group will be chosen to present their summaries to the standard five classroom. (48.2)

**Lesson 4:**

- Students will research notable businessmen or businesswomen to identify the characteristics that make them successful in their field. Split the class into groups of four and instruct each group to create a small presentation about a person in the business field – with focus on their life, education, achievements, and what founded their character. See the supporting document “Successful Business People” for article to reference on two prominent international business people. (48.3)

**Week Three: Development**

**Materials:** “Tax Calculation Scenario” document, pencil, calculator

**Lesson 5:**

- Students will explore common terms used in business management through a flashcard and matching activity. Using the supporting document “Business Terms Definitions Activity”, instruct each student to make a set of flashcards to help memorize each term. The same document contains a matching worksheet after the class has finished practicing each term. (48.5)
Lesson 6:

- Students will demonstrate knowledge on how taxes affect business operations and sales through a tax calculation activity. Use the Tax Calculation Scenarios to show examples of business tax calculations and its effects on their product sale prices. (48.4)

Week Four: Conclusion and Assessment

Lesson 7/8:

Materials: “Business Plan Activity” document, poster board, markers, coloring pencils, pen

- Student will conclude this unit by constructing a business plan for a fictional business that they plan on starting. Using the supporting document “Business Plan Activity” as a reference, students will work in groups of four to create a business plan that includes the following information: company title / description, product or service offered, customer need, start-up costs, potential income, market analysis (competitor companies, customer demographics), and how their company will be successful. Groups will present their business plan on a poster board to the class once completed. (48.6)
Marie Sharps Case Study

Instructions: The following text overviews the life and business ventures of Marie Sharp, a Belizean businesswomen and founder of Marie Sharp’s Hot Sauce.

Article #1:
In two and a half weeks, pioneering Belizean entrepreneur Marie Sharp will travel to New York where she will be inducted into the Hot Sauce Hall of Fame. The distinction is reserved for those who, quote, "have been working within the fiery foods industry for a minimum of 3 years." Three years? Cho!...Try 35! That's how long Marie Sharp has been making hot sauce - first Melinda's, and now that her namesake line. In August of last year Courtney Weatherburne visited her plant in Hope Creek where she found that behind all those hot sauces is a very cool lady:...
Almost every Belizean at home and abroad is very familiar with this logo. In fact products carrying this brand can be found on every kitchen counter and on most restaurant tables. And Marie Sharp is the woman behind all these product lines. As well as this 400 acre Dangriga farm where her farmers plant a portion of their supply of Habanero peppers along with a variety of other fruits used in her sauces and jams. So how did she get into the business in the first place?
Well, it all began with a just few Habanero pepper plants.

Marie Sharp - Owner, Marie Sharp
"My husband inherited the farm; and because of the farm we started coming down here and planting; I started to plant all the fruits that I can lay my hand on that grow in Belize. And one of my sisters said to me why don't you plant some habanero peppers for Dr. Gordio; who was a medical officer in Belize City and he use to make a pepper sauce. He use to make a little pepper sauce, in a little bottle called "The Habanero". So I said no problem, I went ahead and planted pepper; but I didn't consult the good doctor. So I ended up in Belize with my first pickup full of peppers and he goes, "Aye, hace yo so poquito." Then I said oh my god; so what I am going to do with all this habanero pepper that I planted? So I had to take out my little home blender and start crushing pepper, adding salt; putting it into pails and barrels."
And with that excess, Sharp began to give out samples to her friends --who all approved and encouraged her to sell her sauces. So she did, and she operated from her home for 3 years until her husband built a factory on this farm in 1985. Since then the company has experienced dramatic growth.

Marie Sharp - Owner, Marie Sharp
"We have Japan, Shanghai, Korea, Germany, India, Kuwait, Lebanon. We have; we're practically all over you know because we're talking right now to somebody for Dubai and South Africa."
“One of the biggest customers is Japanese and we had to cater to them because they had a very high standard that we have to meet.”

And those standards are met in this new factory. Here is where all the pepper sauces, jams and jellies are produced.

This is the storage area where the raw materials are kept. These 24 tanks can hold over 200,000 pounds of habanero peppers and other ingredients.

After the sauces have been cooked to perfection they are stored in these tanks. From there they are ready to be bottled, labeled and boxed for local distribution or export. It seems like quite a small space and a straightforward process for the operations of a $8 million dollar company.

But it's in that same humble space, that the commitment to consistency, precision, and ingenuity have made a local label a brand with international renown.

Those are the driving forces behind Sharps’ new pepper sauce: The Smoked Habanero. It was launched in February and officially debuted at the Agriculture and Trade Show in May.

But for this new sauce, she got a little inspiration from the Alaskans.

“"The idea came about because my husband and I love to watch programmes from Canada. The people who live in the bush in Canada; and we like to sit down and watch those programmes. And we see how they smoke fish, they smoke meat, they smoke everything; so we just sat there and my husband said, "How if we smoke some habanero peppers?" I didn’t pay him any mind you know. He went ahead and he made our guys, in house, build a smokehouse; and they built a nice smoker and we started to smoke the habanero peppers. After he had the peppers smoked now he comes and say now you have to make the sauce."

"What we did first, I made up one. I made up one sample in the lab; and then we put it out there and we put a questionnaire. And we asked everybody that came to give us some ideas of what they thought of it. We did this during the tourist season; because during the tourist season we have buses and cars. The amount of people that come here you wouldn't believe it. So they come and they taste, outside they taste all the products and so on. One fight everybody has is they want to buy the one bottle. I said I only made one bottle."

And her new line of pepper sauce quickly gained popularity from that one bottle. The Smoked Habanero Pepper Sauce – which is the first of its kind is now 1 out of about 11 hot
Stacked meticulously across this shelf are the over 30 different product lines of Marie Sharp – from the pepper sauces to the juices – each line representing the success of her company and Belizean pride.

Marie Sharp - Owner, Marie Sharp

"I feel very proud. I'm very proud; I'm proud of my Belizean people because without them. At the beginning I had a hard time with them because Belizeans don't like nothing that is made in Belize; but once I won them over, I have no more problem with them. I can almost say I have 95% percent of the Belize population eating something from Marie Sharp."

The Hot Sauce Hall of Fame Class of 2016 includes Blair Lazar who makes the Guinness World Record certified hottest pepper sauce on earth called the Death Sauce; David Tran, who started the popular Chinese Sriracha Sauce in 1980 and Jacob Frank, the Founder of Franks Red Hot, which was used as the secret ingredient for the first ever Buffalo Wings, and of course our very own Marie Sharp who is described as the maker of quote, "the quintessential Central American hot sauce awesome flavor and great heat!", end quote.


Article #2: The following article contains a twenty question interview report with Marie Sharps

BELIZEmagazine.com: Please tell us where and what year were you born. What was it like as a child, growing up in your home town? How has the town/district changed since your youth?

Marie Sharp: I was born in 1940 in Belize City. Actually my parents are San Pedranos, my parents migrated to Belize City the same year I was born. They were originally from San Pedro, Ambergris Caye

My parents were separate when I was 8 years old, I came to live with my father, he migrated from Belize city to Dangriga and I came to live with him when I was about 9 years old for better education, because out in San Pedro most of the people only spoke Spanish and the schools were not very good, so for my educational purposes, my mother decided to send me to my dad so I can go to an English speaking school.

Growing up was okay, even though I was with my father and my stepmother. My father was a merchant, he had a general store, I had a good childhood.

Dangriga has changed a lot. When I came here almost 55 years ago it was only like a very small village, we had two paved streets, front street and middle street, all the back streets were just dirt roads. But it was very very very nice being in Dangriga at that time. People were so friendly,
we knew all of our neighbours, it was just like one big happy family. I even learned to speak Garifuna. I was very good at learning languages, I spoke Garifuna very quickly.

**BELIZEmagazine.com: How did you get started in the business that made you so successful?**

**Marie Sharp:** I married my husband, he was the farmer. His parents owned this property that is a 400-acre farm - Melinda estates limited. We used to spend all our free time on the farm, planting things, all the fruits that could grow in Belize, we planted some of. One of my sisters said, why don't you plant some peppers for Dr. Gordillo? He was a medical officer and at that time he was making a habanero pepper sauce that he was selling on the local market. He said he had a lot of difficulties finding peppers. I said, this is not a problem at all, so I came to the farm and planted peppers.

Unfortunately when I took my first load of peppers to Dr. Gordillo he said "Ai hija, my daughter, I will only use a little bit", and I got stuck with all this habanero peppers, no market, nowhere to dispose of it and I had to bring it all back home. You have to take into consideration that I had a full time job as an executive secretary with the citrus company of Belize at the time - I worked with them for over ten years. I had a full time job and this was only done in our spare time, on holidays and weekends.

So I came back home with the peppers, took out my little home blenders and decided to mash peppers like crazy. I went through a couple of dozens of those blenders and I started filling up my garage with drums of pepper mash. My husband said, "What are you going to do with all the peppers, the cars can't even fit in the garage anymore. What are you going to do with all of that?"

Then I started coming home and playing around with sauces at night. After I fed the family and got them out of the way, I stayed in the kitchen and I started making my own sauce.

I had about six different varieties of sauced that I made. I had even one made form cabbage, one from cho-cho, and I had this carrot base and I had one from papaya.

I gave them away to friends, and one of my friends said to me, this is the carrot base one he was talking about, he said "Marie why don't you market this? This is better than anything we have on our local market. You have to market this product." I said, "You think so?" He said, "Yes this is going to sell!" I started to think about it, but he planted the little seed there. Then I just went out and bought myself three tabletop stoves with four burners and a pot to fit each four burner, one pot per stove, and I started to cook carrot sauce and make pepper sauce. I would cook every night three big pots and in the day I’d have a girl coming and fill bottles with a little measure cup, fill the bottles and seal them. Then I stared filling up my veranda with boxes of sauce. I had the veranda up to the ceiling with boxes. And that's where it all started. I started going out and I would make my own tortillas and refried beans and I would go to all the stores and have them taste. I made everybody taste it. "If it is good, put some on your shelf". I had to go there and fight my way through all the stores. Believe it or not, Belize was one of my hardest markets.

**BELIZEmagazine.com: What was your first commercially produced hot sauce?**
Marie Sharp: Melinda, because this property here is Melinda estate and this is where I was growing the peppers, so I thought that the most suited name would have been the name of the farm, so I gave it the name Melinda. I changed the name in 1991, when my first distributor in the United States trademarked the name, and I lost the name to them. We were working with them and at that time I was not prepared for what I was doing at all. I thought everybody was honest. We were working on that kind of relationship and the next thing I knew they had trademarked the name for themselves, and when I started questioning, because they were making all these products with the name Melinda, I said "What's going on here?", they said, well the name is ours! I said, "How come?". They answered, "Because we trademarked it". I said, "But it is not yours where did you get it from, the name is mine, it's my farm, it's my product". At that point I think they realized that they had done wrong and that they had made a fool of themselves. But they are still in business, because at that time, when we hit the American market, we were the only habanero producers in the world. We could have had that captured market we could have been pretty well to be, both of us working together. But I think he got to greedy, and he messed up, because he killed the goose that laid the golden eggs. He thought he had my formula, so by having my formula, he found the cheapest source of mash in Costa Rica, but the Costa Rican mash is not as good as our mash, they make a fermented mash, I don't make a fermented mash. And this is where he made his mistake, because he found out now that he is still nowhere.

I came back to the market with a new name, set back about five years in my marketing plan, because naturally I am coming back with a new name, I am starting over from scratch. So it took me about five years to really come back on the market. By the time I came back there were hundreds of other people out there with habanero sauces. Not the same as mine, but it is still habanero and it is still a sauce. That first time when we came out, we had very little competition, only the people in Louisiana, the Tabasco and the other Louisiana sauces that were out there. Now there were hundreds of people making sauces, so it was that much more difficult for me.

BELIZEmagazine.com: Did you consider taking legal steps against them?

To take the legal litigation route, fighting for my name Melinda, would have been long, costly, and require trips back and forth which I could not afford, so I just gave up. I did have a lawyer in the States and he eventually said, "Marie, the best thing to do is throw in the towel. Give them the name, in exchange for braking a contract with them". They were my sole distributors, so while we were fighting, I could not sell to anybody. So I had to give them the name, to break the contract so I could start all over again.

BELIZEmagazine.com: Have you signed an exclusivity ever since?

No. Never.

BELIZEmagazine.com: What was the biggest challenge you had to face to achieve today's success?
Marie Sharp: My biggest challenge was really when I had to come back with the 'Marie Sharp' and recreate a market for that product all over again. I also lost quite a bit of money over the whole thing. A considerable amount of money I lost, and at that time I thought about just giving up.

BELIZEmagazine.com: Where are the ingredients for your product grown - the peppers, vegetables and fruits?

Marie Sharp: They are all locally grown. Certain times of the year the Belizean farmers cannot produce onions and carrots because of the heat. During the very hot season we cannot produce carrots. As long as there are local onions and carrots, everything comes from the local producers here, nation wide. Certain time of the year I have to import onions and carrots from Mexico. The peppers I had to import from Mexico maybe about once or twice. Naturally everything would be cheaper to produce in Mexico. We do have a joint venture over there and we do produce the sauce over there where it is still under the name Melinda. I had trademarked the name in Mexico.

BELIZEmagazine.com: We understand that your hot sauces are now also being sold at Wal-Mart stores in the USA. How did this opportunity come to you?

Marie Sharp: Actually out of the blue. Somebody called me from the United States and they said that they were asked to find out about pepper sauce by the name of Marie Sharp. When he found out he was talking to Marie, he could not believe it. After he spoke to me he came on the plane and the next day he was here. He came down and said he had to see if the product was market ready. He went back and reported. Then I went up and I spoke to the buyer and he said he knows that the pepper sauce is very good quality, he's had it himself and he loves it very much. And they want to carry it in the stores. So that is how it came about, they came to me.

For years I have been fighting to get into the supermarkets in the United States, unfortunately I could not afford to, because of shelf spacing. You have to pay to get in, US $ 3,000 per product. Or free placement: you give them one case of the product. But it is not like you give them one case, if that chain has 80, 100 stores, than you have to give them a 100 cases of the product that you want to put on the shelf. But it does not end there, you have to go in and do demos and cook-ins. It is my responsibility to move the product. Because if they do not sell at least 15 cases per month, than it is thrown out, and then you loose everything. So it very difficult for someone that is not living in the United States to do something like this. We have always tried just the gourmet markets and all the other markets that we could get in. That was our target market, because we could not afford to get into the supermarkets. Now that they have come to me, I do not have to pay anything. I think this has really come about because of the quantity of tourist, the tourist trade has really grown tremendously in Belize [rem: 15,000 in 1998 to over a million in 2003] and there is not one person that visits Belize that does not take something back from Marie Sharp.
**BELIZEmagazine.com**: How do you do your marketing nationwide? Your sauces are on every table!

**Marie Sharp**: We do a lot of marketing by radio, newspapers, we do food shows, we try to attend all the shows. One of my sons is in charge of marketing in Belize and I must say that he does a very good job.

**BELIZEmagazine.com**: How many children do you have?

**Marie Sharp**: I have three boys and all of them are in my business. Actually I have nine children, my husband was married before, I was married before. I have two boys from my first husband who died of cancer, with my husband I have one, so that are my three boys. He had seven children, we lost one to a ruptured appendix, so they are six. Six and three are nine and I had them all from when the youngest was three years old and the oldest twelve. I raised them all like they were my own. Two of them are girls. The boys are now all married and gone except for my three that are all working in the business, one is working the marketing nationwide, and the other two work directly with me in the factory. One of my boys is living in Los Angeles and a girl in Florida.

**BELIZEmagazine.com**: Can you tell us a highlight of your personal life?

**Marie Sharp**: I've twice been recognized - once in Düsseldorf, Germany, when we went there with a food show, we were given the 20th Golden Award for Food and Beverage in Germany. That was really one grand moment for me. It made me feel like I'd been really recognized for all the years I have been working, trying to market my products so much.

Another highlight was when I got into the Japanese market. You know the Japanese are very strict and very quality conscious. So if you can work with the Japanese I think you have a feather in your cap. Once you get into the Japanese market and you can work with them it is a plus sign behind you. So I feel very good that we had been able to keep our Japanese market, we've been working with them for about three to four years now and that market has really expanded. The Japanese have now given us a contract and they have taken on Korea, Taiwan France, Italy, Australia and New Zealand.

**BELIZEmagazine.com**: What do you do to keep in shape? What is your favourite past-time occupation?

**Marie Sharp**: To keep in shape you don't have to do anything more but staying in this factory as I do. I am here almost every day and you can see the size of this plant - it is up and down. Up and down all day. Apart from that, I do a lot of walking every day; my favourite past time is fishing. I am an avid fisherwoman. I love fishing, we have our own little island off the mainland here, so every opportunity we get, we try to go out there.

**BELIZEmagazine.com**: What is your greatest outdoor adventure ever experienced in Belize?
**Marie Sharp:** When we were younger of course, my husband and I used to take a pin and stick it in the map and that is where we are going to go this summer. We went as far as Quebrado de Oro, which is almost in Toledo and into the deepest jungle. Quebrado de Oro means a channel of gold. We found a huge Maya ruin back there, huge, huge, huge. That was a very good experience. The rivers are so pretty, it was something unbelievable, you have to experience it. When we went all the wild life back there, I guess they have never seen people before, so the wild birds were just eating on the road and they just flew away when we got near enough. We also saw Spider monkeys. The rivers had so much mollets, it was amazing. Very pretty. And we used to sleep anywhere night caught us, we never had a tent, we just pitched a camp on the ground and we slept there. We used to do that a lot.

**BELIZEmagazine.com:** What is your most favourite Belizean food dish? Can you offer the recipe?

**Marie Sharp:** Have you ever had Cere? Fish cooked in coconut milk, that’s my favourite dish and you eat it with green plantain. You take a medium size snapper, wash it and clean it with lime, then you season the fish. What I do, I mix my own seasoning. I take salt, black pepper, seasonal, a little bit of garlic and I mix them all up together. And I season my fish. You put that in a pot and you steam it with a very little bit of water. You cut onion rings and sweet peppers and put that on top of the fish and you steam the fish with that. When the fish is almost done, than you use grated coconut milk that is the cream that you squeeze from the coconut and you put that on top of the fish. You season with salt to taste and you just cream the fish with the coconut milk. It does not take long because it was steamed already. As you bring that milk up to a boil, you put whole habanero peppers on top, you don’t break them, you just leave them there until the milk boils. Then it is ready. Separately you cook your green plantains, you can mix those with some that are almost ripe. You boil the plantains with a little bit of salt. Then you take them out of the water and put it in what we call a mater and you beat it with a stick. You beat it, you sprinkle it with a little bit of water and you beat it until it gets a smooth consistency like mashed potatoes. That is eaten along with that fish cere. Very nice!

**BELIZEmagazine.com:** What is your most favourite locally grown fruit, what the most favourite vegetable?

**Marie Sharp:** I love Mangoes; I am not talking about the exotic mangoes, but the local varieties: number 11, the blue mangoes the common mangoes. We have one that we call "Chachui", that is the nicest mango you can ever have. It is a very small mango and you can pop it into your mouth like a plum. The skin is very thin, and they are so sweet. They are green, very seldom they will grow with a little bit of red on it. I love my local Mangoes.

I love all fruit, I also love craboo. A lot of people do not like craboo, because it is so high in aroma, but I love it. I eat all the fruits that are grown in Belize like bananas, papayas and pineapples.

Vegetables? I love all my vegetables except tomatoes. I do not know what it is but I do not like tomatoes. And this is one of the problems I have with making any tomato products.
**BELIZEmagazine.com:** Have you ever had the luck to see any of Belize’s exotic wildlife such as a jaguar, tapir or the like? Have you ever been bitten by a scorpion, snake or spider?

**Marie Sharp:** I have seen a jaguar in the wild and tapirs. On our hunting experiences, we have seen them. We have been chased by a tapir one time, when the have the young ones, you better not try getting near them, because they will come at you. They are very protective of their young. Naturally, that’s just instinct.

I don’t think I have ever been bitten by a scorpion, snake or spider. I came close to it with all our wandering in the mountains and the bush; we have done a lot of bush hunting. We have seen snakes. One close encounter I had, I was standing under the tree and the snake was coming down towards my head and my husband said, "Freeze" and he shot it off on top of my head. But that was the closest I have ever come to a snake. I am not afraid of spiders or scorpions. I am afraid of a roach. I do not know what it is but I cannot stand to see a roach.

**BELIZEmagazine.com:** How many of the Maya archaeological sites in Belize have you visited? Which site was the most fascinating for you?

**Marie Sharp:** I love Caracol. I went there in 2002 so I do not know how far they’ve gotten now. It is amazing to see that they had a football field, that they had a water reservoir. With the excavation that was going on it was amazing to see the size of it. Sometimes I wonder if that was not the one we came across on the way to Punta Gorda. I do not know, I could be wrong because I do not know the geographical location exactly.

I have also been to Xunantunich and Altun Ha.

**BELIZEmagazine.com:** What is the greatest asset of Belize?

**Marie Sharp:** We have the second largest barrier reef. Belize is rich because of the barrier reef, it is unique, because the only other country that has a barrier reef is Australia, which is the largest. So one of our main attractions to Belize is our barrier reef.

**BELIZEmagazine.com:** What are the top five books we should all read in our lifetime? What books are you reading at the moment? Which book do you plan to buy the next trip to the bookstore?

**Marie Sharp:** I used to do a lot of reading but it is put into the background the more and more I got involved into this business. You must understand that here, I am chief, cook and bottle washer. I even sleep and work in my sleep so it is very difficult for me. I got to the stage where, if I am going to read, I read just nothing intense. Fiction or non-fiction, it doesn’t really matter. I love court cases, mystery. Right now I am half way into Daniel Steel. Of course I did all the classics in school, like David Copperfield, because remember at one time we were more English. I also read Beka Lamb by Zee Edgell. Zee Edgell was actually one of my classmates; we went to school together in Belize City at ‘Holy Redeemer’. I have not seen her in a long time, maybe once or twice since then.
Believe it or not, the book I want to read is the one by Bill Clinton, so the next time I am going to the States, that is what I am going to buy.

BELIZEmagazine.com: *Who would be on your list of favourite Belizean artists, writers and musicians? Who would be on your list of favourite non-Belizean artists, writers and musicians? What kind of music do you like to listen to?*

Marie Sharp: I like Spanish music, I like the Mexican style of music, I like more soft music. The artist that I like locally is Brother David. I also like Lord Rhaburn who composes a lot of his own songs. He did all those little bushsongs like bird-banqueting.

BELIZEmagazine.com: *How would you answer the question “What is Belizean Culture?”*

Marie Sharp: We have such a mixed culture. The Creole, the Spanish, the Garifuna, the Maya, now we have the other cultures, the Chinese, the East Indians, we have a whole big mixture that makes up those that are Belizean.

In the cover of the Hospital Auxiliaries cook book it is put very well, they write, "Recipe for Belizeans: 4 Creoles, 1½ Garinagu (Carib), 1 Maya, 2½ Mestizo (Indian & Spanish Mix) also other nationalities, all sizes, all shapes and shades. Method: Mix well and bake slowly in a 80 degree sub-tropical sun, add salt water and let cool in an offshore breeze. The ingredients blended well but not stirred too much, makes up a population of 260,000 people Belizean."

BELIZEmagazine.com: *Belize is so ecologically diverse with natural beauty abundant. What do you consider the most beautiful spot in all of Belize?*

Marie Sharp: I love where my husband was born in Middlesex. Middlesex is twenty-four miles up the Valley road here, going towards Belmopan. Right there in the last little village with little houses, there is a big citrus farm. There is a hill where they used to live and you can stand on that hill and look down and you look into that valley that is so beautiful.

BELIZEmagazine.com: *What is your favourite vacation spot outside of Belize?*

Marie Sharp: My favourite vacations spot? I never take a vacation now. But I tell you where I’d love to go, I’d love to visit Greece. I have not been there, but I’ve been all over. I’d love to go back to South America to Venezuela. I have been there once and I would love to go back.

It has been very difficult for me to take a holiday, I work for myself, my husband works for the Citrus Company of Belize. He is supposed to have been on pension since he was sixty. He is now passed 65 and he is still working. Every time they ask him to stay on a little bit more, and a little bit more. This year I told him, "This is it, you quit now". Because we are not getting any younger! I have never gone on a vacation, because when he can go I cannot, and when I can he cannot, so we never go anywhere. I travel all over the world on business, I have been to Germany, Taiwan, Tokyo. But it is just for food shows and it is just work, work, work. I went to Venezuela and
Argentina, but alone. After the work is done I never want to spend a couple of days more there, because I am alone. You want a companion to be able to appreciate everything you see.

I really would love to go on a cruise through the Greek islands.

**BELIZEmagazine.com**: What do you consider the biggest challenge for Belize and Belizeans in the 21st century?

**Marie Sharp**: To become self-sufficient. In the 21st century we will be faced with a lot of funding aids that are going to be taken away from us, in the bananas, in the citrus. With the globalisation we are going to lose a lot of funding. The British always carried us with the bananas, and this is going to have to stop, because everybody is saying you can't do that anymore. Everybody has to stand on their own legs. It is going to be very difficult for Belize. I don't know how we are going to accomplish it, because where we are geographically, we have Mexico in the north and in the south we have Guatemala and the other Central American countries, and Belize is more expensive than any of our neighbours. I every way: for water, for electricity, for labour, for everything. How can we remain competitive, having both sides that can undersell us on everything that we? How are we going to accomplish that? Our electrical rates are tremendously expensive, our water very expensive, all our utilities, everything. And yet, we have to fight on the global market to be competitive. Also our interest rates are so high, they are 14-16%.

To be honest with you, I have only gotten that far because I grow some of everything that I use in my process. We grow some of all the fruits that we use. I grow carrots, I grow peppers, I grow tamarind, pineapples, papayas, mangoes, summer ready coconuts. If I didn't do that to lower my cost to be competitive, how would I stand out on the international market?

So that is something we are going to face, I do not know how we are going to do it, how we are going to accomplish it, but it has to be done.

**BELIZEmagazine.com**: What would you most want someone reading this article to remember about what Marie Sharp has to say?

**Marie Sharp**: All this that has happened here really was beyond my wildest imagination. I have never thought I would have gotten where I am, because this was not even my line of work, so all this just happened by chance. I must say that I like cooking, and that is one of the things that probably started all this.

I would like anybody who reads this article to know that starting your own business is not easy but if you stick in there and work with it, you'll find a lot of obstacles that can be overcome. You just have to make sure to stick it and work hard. One of my goals here all the time and one of my foremost thoughts with every product that I added to the products that I have, is to make sure, that I produce quality products. So when somebody tastes it, they taste it and want to buy it.
Sometimes people have the idea: If I am going to make this thing to sell, I am going to try to make it cheap. And then what happens? You come out with a mediocre product and then it doesn't sell. So make sure whatever you are producing, you are producing at your best. Because you have something outstanding in that product and that is what is going to get you your customers.

So to be a success, I think quality, presentation, and of course you have to be consistent. And as long as you keep those three things in mind you can't help but become a success.

## Business Terms Definitions Activity

**Instructions:** Use the following definitions of business terms to create a set of flash cards to practice memorization. Once thoroughly practiced, try the subsequent matching worksheet.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock</td>
<td>The capital raised by a business or corporation through the issue and subscription of shares.</td>
</tr>
<tr>
<td>Turnover</td>
<td>The amount of money taken by a business in a particular period.</td>
</tr>
<tr>
<td>Income</td>
<td>Money received, especially on a regular basis, for work or through investments.</td>
</tr>
<tr>
<td>Expenditure</td>
<td>An amount of money spent.</td>
</tr>
<tr>
<td>Net</td>
<td>A net value is the resultant amount after accounting for the sum or difference of two or more variables.</td>
</tr>
<tr>
<td>Gross</td>
<td>(Of income, profit, or interest) without deduction of tax or other contributions; total.</td>
</tr>
<tr>
<td>Profit</td>
<td>A financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.</td>
</tr>
<tr>
<td>Loss</td>
<td>An amount of money lost by a business or organization.</td>
</tr>
<tr>
<td>Asset</td>
<td>Property owned by a person or company, regarded as having value and available to meet debts, commitments, or legacies.</td>
</tr>
<tr>
<td>Liability</td>
<td>The state of being responsible for something, especially by law.</td>
</tr>
</tbody>
</table>

Sample flashcard:

Front side                                    Back side

| Stock | The capital raised by a business or corporation through the issue and subscription of shares. |

The capital raised by a business or corporation through the issue and subscription of shares.
## Business Definitions Matching Worksheet

Name: ____________________  
Teacher: ____________________  
Date: _____

<table>
<thead>
<tr>
<th>Term</th>
<th>Answer</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock</td>
<td></td>
<td>A. The amount of money taken by a business in a particular period.</td>
</tr>
<tr>
<td>Turnover</td>
<td></td>
<td>B. An amount of money spent.</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td>C. (Of income, profit, or interest) without deduction of tax or other contributions; total.</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
<td>D. An amount of money lost by a business or organization.</td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td>E. A net value is the resultant amount after accounting for the sum or difference of two or more variables.</td>
</tr>
<tr>
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<td></td>
<td>F. The state of being responsible for something, especially by law.</td>
</tr>
<tr>
<td>Profit</td>
<td></td>
<td>G. Money received, especially on a regular basis, for work or through investments.</td>
</tr>
<tr>
<td>Loss</td>
<td></td>
<td>H. The capital raised by a business or corporation through the issue and subscription of shares.</td>
</tr>
<tr>
<td>Asset</td>
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<td>I. Property owned by a person or company, regarded as having value and available to meet debts, commitments, or legacies</td>
</tr>
<tr>
<td>Liability</td>
<td></td>
<td>J. A financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.</td>
</tr>
</tbody>
</table>
## Business Tax Calculations Activity

**Instructions:** The information below contains the rates for both business tax and general sales tax (GST) for companies in Belize.

**General Sales Tax (GST):** General Sales Tax applies to the sale of all products and services and is set at 12.5%.

**Business Tax:** Businesses, companies, and self-employed persons are liable to pay business tax. These rates vary according to business classification:

- Receipts from radio, on-air television, newspaper business, domestic airline business and service stations (Sale of Fuel and Lubricants); at 1.75%
- Receipts of entities licensed to provide telecommunication services that offer real time voice services; 19%
- Receipts from “Other Trade & Business” (items not otherwise specifically mentioned in the Act); at 1.75%
- Rents, royalties, premiums and other receipts from real property; at 3%
- Income from profession, vocations or occupation; at 6%
- Earnings of an insurance company; at 1.75%
- Receipts of institutions licensed under the Banks and Financial Institutions Act; at 15%
- Financial Institutions within a PIC group now pay 8% on their receipts, which previously were taxable at 4%
- Gross earnings from gaming establishments and casinos taxable at 15%
- Real Estate agents are taxable at 15% on their gross commissions
- Receipts of entities providing electricity services; at 6.5%

### Equations:

**General Sales Tax Equation:**
\[
\text{Tax} = \text{Original Cost} \times \text{Tax Rate}
\]
\[
\text{Total Cost} = \text{Original Cost} + \text{Tax}
\]

**Business Sales Tax Equations:**
\[
\text{Gross Income} = \text{Revenue} - \text{Operating Costs}
\]
\[
\text{Tax} = \text{Gross Income} \times \text{Tax Rate}
\]
\[
\text{Net Income} = \text{Gross Income} - \text{Tax}
\]

### General Sales Tax Calculation Example:

1) When visiting the market one Friday afternoon, Patrick wants to purchase a bicycle from a store owner for $200. After general sales tax, how much in total did he have to pay for the bicycle?

Original Cost = 200; Tax Rate = 0.125

\[
\text{Tax} = 200 \times 0.125 = 25
\]
\[
\text{Total Cost} = 200 + 25 = 225 \quad \Rightarrow \text{Patrick paid $225 for the bicycle.}
\]
Business Tax Calculation Example:

2) Pedro owns his own landscaping company in Belmopan and provides his services to a variety of different individuals and organizations throughout the city. In 2018, Pedro’s company grossed a total of $15,000 although his operating costs from equipment and paying employees totaled $5000. What was Pedro’s company’s gross income? What was his net income after paying business tax?

Revenue = 15,000; Operating Costs = 5000; Tax Rate = 0.06 (see “Income from profession/vocation”)

Gross Income = Revenue – Operating Costs = 15,000 – 5,000 = 10,000
Tax = Gross Income * Tax Rate = 10,000 * 0.06 = 600
Net Income = Gross Income – Tax = 10,000 – 600 = 9,400

Pedro’s company’s gross income was 10,000 and his net income was 9,400.

Practice Problems:

3) Kelsey purchases groceries her village store that totaled $55 before tax. How much did she have to pay in total after tax?

4) Bob and Jerry bought two footballs from the market in San Ignacio for a total of $78.5. The seller included the sales tax in the original price tag. How much would the footballs cost before tax?

5) The Punta Gorda Taxi Association is a business that provides taxi services to the city of Punta Gorda and surrounding communities. Last year, their gross income totaled $25,000. They are required to pay a 1.75% business tax on their annual gross income. How much tax are they required to pay to the Government of Belize?
Business Plan Example

Company Title & Description

This business plan includes the details needed to start a local Italian restaurant called “The Pasta House”. The Pasta House Co. mission is to be a full service, family Italian restaurant offering affordable, high quality Italian cuisine inspired by authentic family recipes. Our goal is to provide our customers with an entire dining experience that exceeds their expectations on every visit. We do this by recommending add-on items that will enhance their dining experience. Our restaurant is clean and the quality is always high.

We value the people who work for us. Quality employees make quality food, keep the restaurant cleaner, give better service, and stay employed longer because they like working at The Pasta House Co. We have found that friendly managers hire friendly crew people and friendly crew people attract customer

Product or Service Offered

The Pasta House menu offers around 30 pasta varieties and 15 specialty chicken, veal, and seafood entries, along with an assortment of appetizers, sandwiches and salads, including the famous "special salad" served in unlimited refills. It serves an interesting variety of wines, cocktails, and desserts to complement each meal.

Financial Breakdown (operating costs & projected income)

The most important assumption in the Projected Profit and Loss statement is the gross margin. Although it doesn't jump drastically in the first year, over time the restaurant will develop its customer base and reputation and the growth will pick up more rapidly towards the fourth and fifth years of business.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>$1,681,248</td>
<td>$1,747,957</td>
<td>$1,817,321</td>
</tr>
<tr>
<td>Direct Cost of Sales</td>
<td>$421,053</td>
<td>$429,474</td>
<td>$438,064</td>
</tr>
<tr>
<td>Other Costs of Goods</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL COST OF SALES</td>
<td><strong>$421,053</strong></td>
<td><strong>$429,474</strong></td>
<td><strong>$438,064</strong></td>
</tr>
<tr>
<td>Gross Margin</td>
<td>$1,260,195</td>
<td>$1,318,483</td>
<td>$1,379,257</td>
</tr>
<tr>
<td>Gross Margin %</td>
<td>74.96%</td>
<td>75.43%</td>
<td>75.90%</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td>$471,438</td>
<td>$528,780</td>
<td>$544,643</td>
</tr>
<tr>
<td>Sales and Marketing Promotions</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Category</td>
<td>First Year</td>
<td>Second Year</td>
<td>Third Year</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$66,144</td>
<td>$66,144</td>
<td>$66,144</td>
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<tr>
<td>Credit Card Discounts</td>
<td>$21,692</td>
<td>$21,930</td>
<td>$22,172</td>
</tr>
<tr>
<td>Royalty &amp; Advertising Fees</td>
<td>$104,142</td>
<td>$105,288</td>
<td>$106,446</td>
</tr>
<tr>
<td>Rent Fixed Rate with Cam</td>
<td>$112,200</td>
<td>$113,434</td>
<td>$114,682</td>
</tr>
<tr>
<td>Utilities 2.4% of Sales</td>
<td>$40,350</td>
<td>$40,794</td>
<td>$41,243</td>
</tr>
<tr>
<td>Insurance</td>
<td>$35,304</td>
<td>$35,692</td>
<td>$36,085</td>
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<tr>
<td>Paper Costs</td>
<td>$30,262</td>
<td>$32,881</td>
<td>$36,169</td>
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<tr>
<td>Coupons</td>
<td>$158,555</td>
<td>$160,299</td>
<td>$162,062</td>
</tr>
<tr>
<td>Trash Disposal</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
</tr>
<tr>
<td>Uniforms</td>
<td>$3,000</td>
<td>$3,033</td>
<td>$3,066</td>
</tr>
<tr>
<td>Telephone</td>
<td>$3,000</td>
<td>$3,033</td>
<td>$3,066</td>
</tr>
<tr>
<td>Maintaince &amp; Repairs</td>
<td>$13,500</td>
<td>$13,649</td>
<td>$13,799</td>
</tr>
<tr>
<td>Smallwares</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
</tr>
<tr>
<td>Outside Services</td>
<td>$3,000</td>
<td>$3,033</td>
<td>$3,066</td>
</tr>
<tr>
<td>Cleaning &amp; Dishwashing</td>
<td>$11,769</td>
<td>$11,898</td>
<td>$12,029</td>
</tr>
<tr>
<td>Menus &amp; Guest Checks</td>
<td>$1,200</td>
<td>$1,213</td>
<td>$1,227</td>
</tr>
<tr>
<td>Linen &amp; Laundry</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
</tr>
<tr>
<td>Music &amp; Entertainment</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
</tr>
<tr>
<td>Advertising</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
</tr>
<tr>
<td>Over/Short</td>
<td>($180)</td>
<td>($182)</td>
<td>($184)</td>
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<tr>
<td>Professional Fees</td>
<td>$4,500</td>
<td>$4,550</td>
<td>$4,600</td>
</tr>
<tr>
<td>Taxes &amp; Licenses</td>
<td>$1,980</td>
<td>$2,002</td>
<td>$2,024</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$936</td>
<td>$946</td>
<td>$957</td>
</tr>
<tr>
<td>Pest Control</td>
<td>$1,500</td>
<td>$1,517</td>
<td>$1,533</td>
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<tr>
<td>Payroll Taxes</td>
<td>$70,716</td>
<td>$79,317</td>
<td>$81,696</td>
</tr>
<tr>
<td>Office Expense</td>
<td>$3,900</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$2,100</td>
<td>$2,123</td>
<td>$2,146</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>$1,168,508</td>
<td>$1,238,956</td>
<td>$1,266,337</td>
</tr>
<tr>
<td>Profit Before Interest and Taxes</td>
<td>$91,687</td>
<td>$79,527</td>
<td>$112,920</td>
</tr>
<tr>
<td>EBITDA</td>
<td>$157,831</td>
<td>$145,671</td>
<td>$179,064</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>$56,050</td>
<td>$53,200</td>
<td>$50,667</td>
</tr>
<tr>
<td>Taxes Incurred</td>
<td>$7,868</td>
<td>$5,607</td>
<td>$13,711</td>
</tr>
<tr>
<td>Net Profit</td>
<td>$27,769</td>
<td>$20,719</td>
<td>$48,542</td>
</tr>
</tbody>
</table>

**Market analysis (competitor companies, customer demographics):**

The Fenton area has 48 restaurants which include:

- 18 Fast Food/Pizza/Sub Restaurants
- 11 Sports bars/Up Scale Burger Restaurants
- 2 Barbecue Restaurants
- 6 Chinese Restaurants
- 5 Banquet/Catering Operations
- 4 Breakfast/Lunch Restaurants
1 Upscale Full Service Restaurant  (O’Charles opened 2002)

The market analysis table shows that within a three mile circle 98% are families. This is our customer base which we cater to. The table below shows the tremendous growth of the Fenton area. Please take note the greater increase in income levels the greater the projected growth levels. The chart shows the potential upper income families who enjoy eating out.

One Mile Ring of Intersection Hwy 141 at Hwy 30, Fenton, Missouri:

<table>
<thead>
<tr>
<th>Households by Income</th>
<th>1998</th>
<th>2003</th>
<th>Change</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40,000 - $49,999</td>
<td>4,778</td>
<td>4,297</td>
<td>-481</td>
<td>-10.1%</td>
</tr>
<tr>
<td>$50,000 - $59,000</td>
<td>4,922</td>
<td>4,776</td>
<td>-146</td>
<td>-3.0%</td>
</tr>
<tr>
<td>$60,000 - $74,999</td>
<td>5,711</td>
<td>6,404</td>
<td>693</td>
<td>+12.1%</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>7,275</td>
<td>7,941</td>
<td>666</td>
<td>+9.2%</td>
</tr>
<tr>
<td>$100,000 - $124,999</td>
<td>4,341</td>
<td>5,471</td>
<td>1,130</td>
<td>+26.0%</td>
</tr>
<tr>
<td>$125,000 - $149,999</td>
<td>2,175</td>
<td>2,865</td>
<td>690</td>
<td>+31.7%</td>
</tr>
<tr>
<td>$150,000 - AND UP</td>
<td>2,397</td>
<td>3,856</td>
<td>1,459</td>
<td>+60.9%</td>
</tr>
</tbody>
</table>

*this business plan was sampled from free examples available at https://www.bplans.com*